UNIVERSITY OF MAINE FORT KENT
UNIVERSITÉ DU MAINE

2013-2014 CATALOG

NAMED A 2013 BEST COLLEGE IN THE NORTHEAST
The Princeton Review
NORTHEASTERN
8 Years Running

2013 BEST COLLEGES
U.S.News & WORLD REPORT
A TOP 15 PUBLIC COLLEGE

2012 Colleges of Distinction 2013

University of Maine at Fort Kent
23 University Drive • Fort Kent, ME 04743
(207) 834-7500

www.umfk.edu

Welcome from the President

Welcome to our catalog! It is your guide to the University of Maine at Fort Kent's programs, services, and people. Inside you will find a wealth of information to help you plan your college experience.

At the University of Maine at Fort Kent you will find a community of scholars and educators dedicated to student success and committed to excellence. UMFK is recognized as a national College of Distinction, a Princeton Review "Best Northeastern College," and one of the top 15 regional public colleges in New England by the U. S. News and World Report. Hallmarks of the UMFK experience in both the professions and the liberal arts are personalized attention, experiential learning, and quality teaching.

Our rural setting in northern Maine features unmatched four-season outdoor recreation opportunities -- hiking and camping in the North Maine Woods, canoeing on the Allagash Wilderness Waterway, extensive biking and ATV trails, the famous Can-Am sled dog races, World Cup-quality cross-country ski trails, and downhill skiing right out your back door.

College is one of the most exciting times in a person's life. It is a time to explore new knowledge, new ways of thinking, and new opportunities. It is time to gather expertise for a career, expand your horizons, and open doors to your future. On behalf of everyone in the University of Maine at Fort Kent community I bid you bienvenue [welcome]!

Sincerely,

Wilson G. Hess
President

Academic Calendar 2013 – 2014

FALL SEMESTER 2013

June 17	Summer Registration for Fall 2013 (new students)
July 19	Summer Registration for Fall 2013 (new students)
Aug 05	Orientation & Registration for Fall 2013 (new students)
Aug 21	Last Day to Register without late fee (Returning Students)
Aug 29	Campus Development Day
Aug 29	Residence Hall Opens
Aug 30-Sept 02	New Student Orientation/Advising/Testing
Sept 02	Labor Day
Sept 03	Classes Begin
Sept 10	Last Day to Add Classes
Sept 16	Last Day to Drop with Full Refund without Academic Penalty. Financial Aid Census Date
Oct 14-15	Fall Recess
Oct 16	Classes Resume at 8:00 A.M.
Oct 28	Mid-Semester Grades Due
Oct 28	Start of Fall 8 Wks Session
Nov 05	Fall 8 Wks Session: Last Day to Add/Drop with Full Refund and No Academic Penalty
Nov 05-16	Advising/Registration (Continuing Students)
Nov 11	Veterans Day – No Classes
Nov 15	Last Day to Withdraw from Classes
Nov 27-29	Thanksgiving Recess
Dec 02	Classes Resume at 8:00 A.M.
Dec 02-06	Course Evaluations
Dec 16-20	Final Week of Classes/Exams
Dec 27	Semester Grades Due in Registrar's Office

WINTER SESSION 2013

Dec 23	Classes Begin
Dec 25	Last Day to Add /Drop Classes with Full Refund and without Academic Penalty

SPRING SEMESTER 2014

Dec 30	Last Day to Register without late fee (Returning Students)
Jan 09	Campus Development Day
Jan 09	Residence Hall Opens
Jan 10-12	New Student Orientation/Advising/Testing
Jan 13	Classes Begin
Jan 20	Martin Luther King Jr. Day – No Classes
Jan 20	Last Day to Add Classes
Jan 26	Last Day to Drop with Full Refund and without Academic Penalty. Financial Aid Census Date
Feb 17-21	Winter Recess
Mar 10	Mid-Semester Grades Due
Mar 10	Start of Spring 8 Wks Session
Mar 17	Fall 8 Wks Session: Last Day to Add/Drop with Full Refund and No Academic Penalty
Mar 31- Apr 04	Spring Recess
Apr 07	Classes Resume 8:00 A.M.
Apr 07-18	Advising/Registration (Continuing Students)
Apr 18	Last Day to Withdraw from Classes
Apr 21-25	Course Evaluations
Apr 25	Scholar's Symposium
May 05 – 09	Final Week of Classes/Exams
May 09	Graduate Grades Due
May 10	Commencement
May 13	End-of-Year Campus Update/Retreat
May 16	All Grades Due in Registrar's Office

SUMMER SESSIONS

May 19 – August 16	12 Week Session
May 19 – June 06	3 Week Session
May 19 – June 27	6 Week Session
June 09 – June 27	3 Week Session
July 07 – August 15	6 Week Session

Information in this Catalog

The University of Maine at Fort Kent reserves the right to revise, amend, or change items set forth in this Catalog from time to time. Accordingly, readers of this Catalog should inquire whether any such revisions, amendments, or changes have been made since the date of publication. The University of Maine at Fort Kent reserves the right to cancel course offerings, to set the minimum and maximum sizes of classes, to change designated instructors in courses, and to make decisions affecting the academic standing of anyone participating in a course or program offered by the University of Maine at Fort Kent.

2013 – 2014 University Catalog

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The University of Maine at Fort Kent is an Institutional Member of:
American Association of State Colleges and Universities
The American Council on Education
The Council for Advancement and Support of Education
Maine Higher Education Council

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General Information

THE UNIVERSITY

Vision Statement

The University of Maine at Fort Kent will be a leading small public university in student success through quality academic programs and our hallmark experiential learning, which build upon our unique rural, environmental, and Franco-American cultural heritage.

Mission Statement

The University of Maine at Fort Kent emphasizes environmental stewardship, Franco-American culture, and rural sustainability through a liberal and professional education featuring experiential learning which fosters student success as responsible citizens, dedicated professionals, and conscientious leaders.

Purpose

Building upon its historical roots and distinguishing characteristics, the University of Maine at Fort Kent:

- Was founded as the Madawaska Training School in 1878 to prepare bilingual teachers to serve the French-speaking people of northern Aroostook County.

- Is a small public regional institution offering quality baccalaureate and associate degree programs with a legacy of quality teaching.

- Is where education meets the great outdoor environment - situated in historic Fort Kent and nestled in the Saint John River Valley, at the northern extent of the Appalachian Mountains and forests of New England, providing abundant resources for learning and research opportunities, and joys of outdoor sports.

- Serves the educational needs of the St. John Valley, Aroostook County, State of Maine, and responds to global trends.

- Prepares well-educated, independent thinkers to live in a diverse and global society.

- Talented and dedicated faculty and staff promote discovery and exploration of knowledge, life-long learning, and global

citizenship through effective teaching, service, and scholarship.

- Offers a curriculum that emphasizes special challenges of rural communities in America.

- Fosters an appreciation and stewardship of northern Maine's pristine natural environment through the Environmental Studies, Forestry, and Biology degree programs.

- Preserves, cultivates, and celebrates the Franco-American/Acadian culture in the St. John Valley and houses one of two Acadian Archives/Archives acadiennes in the nation.

- Is the only institution in the United States located at the center of French culture of northern Maine, northern New Brunswick, and Québec, offering opportunities for students of all ethnic and racial heritages to study and live in a bilingual community.

- Is a strong social, cultural, and economic driving force in the region and promotes rural sustainable development.

Location

Fort Kent, one of Maine's northernmost towns, is the terminus of U.S. Route 1 and also serves as a meeting place for people wanting to complete the Allagash Wilderness Waterway, a canoe trip down the Allagash and St. John Rivers through a forested wilderness region to the west of the town. Excellent alpine and cross-country skiing are additional attractions of the community. The town also serves as the home of the Maine Winter Sports Center, a world class biathlon training and competition venue, and host site of the 2004 and 2011 Biathlon World Cup.

Of special note is the five-minute walk from the UMFK campus to the beautiful St. John River, the international boundary between Maine and New Brunswick, Canada.

About the Campus

The University of Maine at Fort Kent is a fifty-three acre, sixteen building campus located in the heart of Fort Kent. The University is situated on a bend of the Fish River, just before it joins the St. John River. This unique setting provides a friendly, relaxed environment in which each individual is challenged by an exciting and worthwhile educational experience.

Campus buildings include Cyr Hall, which houses administrative and business offices, classrooms, as well as an auditorium and science labs. Three dormitories, Crocker Hall, Powell Hall, and "The Lodge" have the capacity to house 300 students. Blake Library contains the university collection, computing facilities, quiet and group study spaces, and an exhibit area. Dining facilities are located in Nowland Hall. Neighboring the Ray Fournier Biological Park is the University's Sports Center, which is equipped with racquetball courts, a weight room, a cardio room, as well as space for a variety of specialized activities. The Old Model School houses a computing lab, an interactive television center, and classrooms. Nadeau Hall houses the Nursing program, computer labs, faculty offices, and a teleconference center. The Acadian Archives building includes a collection of materials relating to the French-Acadian heritage of the area. The Physical Plant building houses the equipment used to keep the campus attractive and well groomed.

The University recently began construction on a $4 million biomass heating project that will provide heat and hot water to nine buildings on the main campus. In May 2012, the University opened a $500,000 wood-to-energy heating system, which provides heat for 1.75 acres of floor space at its largest residence hall, The Lodge, and at its athletics complex. Together, the two biomass projects will provide heat and hot water to more than 95 percent of the campus, and save nearly $5 million in the next decade.

Accreditation

The University of Maine at Fort Kent is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally-recognized organization whose affiliated institutions include elementary school systems through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of instructional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. While institutional accreditation does not guarantee individual competence of students, it does provide reasonable assurance about the quality of opportunity available.

The baccalaureate nursing program is separately accredited by the Commission for Collegiate Nursing Education and also has been approved by the Maine State Board of Nursing. The teacher preparation program has been approved by the Maine Department of Education. The associate program in forestry is accredited by the Society of American Foresters. The Business Management, Rural

Public Safety, Computer Applications and E-Commerce majors are accredited by the International Assembly for Collegiate Business Education.

Inquiries regarding the status of any of the institution's accreditation should be directed to the Vice President for Academic Affairs.

Degree and Certificate Programs with Concentrations

The University of Maine at Fort Kent is chartered by the University of Maine Board of Trustees to offer the following degree programs at the bachelors and associates levels, and the following certificates:

Bachelor of Arts

The Bachelor of Arts (BA) is a liberal arts program that enables students to choose among several major and minor areas of concentrated study leading to careers in the humanities. The program also is designed to prepare students for advanced studies.

Bachelor of Science

The Bachelor of Science (BS) provides students with a background in arts and sciences for entry into a variety of professions. The B.S. degree is also recommended for students seeking elementary and secondary school teacher certification.

Bachelor of Science in Environmental Studies

The Bachelor of Science in Environmental Studies (BSES) prepares students for environmental careers by combining a science background with environmental course work in the field, classroom, and laboratory. It also stresses the importance of conservation and intelligent resource management.

Bachelor of Science in Nursing

The Bachelor of Science (BSN), with a major in Nursing, prepares the student for a career in nursing as well as the State Board Examination for RN licensure.

Bachelor of University Studies

The Bachelor of University Studies (BUS) permits students to assume the responsibility for designing individualized programs to meet their particular academic needs as they prepare for future careers.

Associate of Arts in General Studies

The Associate of Arts in General Studies (AA) is a two-year program emphasizing the development of general knowledge for

students preparing for a variety of careers. The Associate of Arts degree program also provides career-oriented study sequences in accounting, behavioral science, business, computer science, criminal justice, emergency management / homeland security, and human services.

Associate of Science in Applied Forest Management

The Associate of Science in Forest Technology (AS) provides a technical background to pursue careers in forestry. The program also serves as entry to baccalaureate education.

Associate of Science in Allied Health

The Associate of Science in Allied Health addresses the need for higher education opportunities in critical need areas and to educate allied health graduates who are competent to assume roles of entry level skilled professionals in the health care industry.

Associate of Science in Information Security

The Associate of Science in Information Security (AS) is designed to prepare students to obtain employment in the information security and related fields or as a course of study leading to baccalaureate studies in information security.

Bachelor of Arts

English - concentrations in:

- Literature
- Creative Writing
- Professional Writing

French

Bachelor of Science with majors in:

Behavioral Science

Biology - concentrations in:

- Bio-medical Science
- Zoology
- Ecology
- Botany

Business Management-concentrations in:

- Accounting
- E-Business
- Entrepreneurship
- Finance
- Financial Services
- Healthcare Administration
- Human Resources
- Forest Management
- Sports Management & Representation

Computer Applications - concentrations in:

- Information Security
- Web Development
- Business
- Self-designed
- Geographic Information Systems (GIS)

Education

- Elementary (K-8)
- Secondary Education - Mathematics

Rural Public Safety Administration – Planned Field of Study Specializations:

- Game Warden
- Law Enforcement
- Corrections
- Forensics
- Criminal Justice
- Homeland Security/Emergency Management

Social Science

- Pre-Law
- MHRT-C

Bachelor of Science in Environmental Studies -concentrations in:

- Field Studies: Ecology of Land and Water
- Game Warden/Park Ranger
- Sustainability
- Wildlife

Bachelor of Science in Nursing-tracks in:

- Traditional BSN
- Accelerated BSN
- RN to BSN

Bachelor of University Studies

- State of Maine Teacher Certification option

Associate of Arts in General Studies (with career options in)

Accounting
Behavioral Science
Business Management
Computer Science

- Academic Advancement Option
- Career Option

Conservation Law Enforcement
Criminal Justice
Emergency Management / Homeland Security

Associate of Science in Allied Health

- Healthcare Technician
- Health Information Technology

Associate of Science in Applied Forest Management

- Forest Management
- Wildland Firefighting

Associate of Science in Information Security

Certificate Programs

Criminal Justice (27 credits)
Emergency Management/Homeland Security (27 credits)
Healthcare Management (18 credits)
Mental Health and Rehabilitation Technician/Community (MHRT-C)

- Provisional-Level B (Level A + 15 credits)
- Full-Level C (Level B + 15 credits)

Public Management (27 credits)
State of Maine Teacher Certification-Elementary Education (54 credits)
State of Maine Teacher Certification-Secondary Education (52 credits)
Special Education (33 credits)

Minors

Art	Environmental Science
Behavioral Science	Forensic Science
Biology	Forestry
Coaching	French
Criminal Justice	Geographic Information Systems
Cultural Studies	History
Economics	Information Security
Education	Mathematics
English	Music
	Social Science

Distance Education DEGREE Options

Associate of Arts in General Studies
Associate of Arts in Conservation Law Enforcement
Associate of Arts with a Study Sequence in:

- Accounting
- Criminal Justice
- Emergency Management/Homeland Security

Associate of Science in Information Security
Associate of Science in Allied Health with concentrations in:

- Healthcare Technician
- Health Information Technology (HIT)

Bachelor of Science in Business Management with Concentrations in:

- Accounting
- Healthcare Administration

Bachelor of Science in Nursing (RN to BSN)
Bachelor of Science in Rural Public Safety Administration
Bachelor of University Studies

Distance Education CERTIFICATE Options

- Criminal Justice
- Emergency Management/Homeland Security
- Healthcare Management
- State of Maine Special Education
- Public Management
- Special Education

Admissions

The University of Maine at Fort Kent is an academic community that welcomes applications for admissions from qualified men and women who exhibit the characteristics deemed appropriate to ensure success in a rigorous academic environment. In evaluating a prospective student's application for admission, the University considers a variety of factors and indicators. Acceptance results from a mutual determination by the University and the student that the educational experience, which UMFK provides, will offer the applicant the most appropriate opportunities for continued self development and personal fulfillment.

ADMISSION REQUIREMENTS

General First Year Admissions Requirements: First-year candidates are required to graduate from an approved secondary school or complete the GED equivalent. Generally, the high school record will include the following College Preparatory courses:

English: four (4) years,
Social science: two (2) years,
Mathematics: three (3) years (Algebra I/II & Geometry), and
Science with laboratory experience: two (2) years.
Foreign language is recommended.

First-year candidates for the Traditional Nursing program are required to have completed the following College Preparatory courses with a grade of C, or better, in:

English: four (4) years,
Social science: two (2) years,
Mathematics: three (3) years (Algebra I/II & Geometry),
Science with laboratory experience: two (2) years (Biology and Chemistry), and
Anatomy and Physiology or Physics.
Foreign language is recommended.

Students not meeting the Traditional Nursing guidelines may be admitted to the Bachelor of University Studies program. After successful completion of the first semester, students may meet with a nursing advisor to determine eligibility into the Nursing program.

Transfer

General Admissions Requirements: Transfer candidates are required to show proof of high school graduation by submitting an official secondary school transcript, or by submitting official GED scores. Applicants with 60 or more transferrable credits are waived

from this requirement. Generally, transfer applicants must have left their previous institution in good academic standing and have maintained a 2.0 cumulative grade point average, with the exception of applicants for the Traditional Nursing program, where students are required to have maintained at least a 2.5 cumulative grade point average.

Transfer candidates to the Accelerated Nursing program are required to hold an earned undergraduate Bachelor of Science degree from an accredited university or college with a cumulative grade point average of at least a 3.2 on a 4.0 scale. Applicants are required to complete college/university courses in Anatomy and Physiology, including all systems, and Statistics with a minimum grade of C. Students are required to be enrolled full-time.

Transfer candidates to the RN to BSN program are required to hold an earned undergraduate Associate of Science degree in Nursing from an accredited college with a cumulative grade point average of at least a 2.5 on a 4.0 scale. Applicants are required to hold a current, valid nursing license.

Transfer candidates to the Teacher Certification program are required to hold an earned undergraduate Bachelor degree from an accredited university or college with a cumulative grade point average of at least 2.0 on a 4.0 scale. UMFK's Elementary and Secondary Teacher Education programs have been closely coordinated with the educational licensing authorities in the State of Maine and the Canadian provinces. The teacher certification programs are designed to assist the student in completing all necessary teacher licensing requirements for both the US and Canada. The programs are fully accredited and endorsed by the State of Maine Department of Education. Upon completion of the Certification program, the student applies to the State of Maine for a teaching license. The student then applies to the Department of Education in the respective Canadian provinces for its provincial teaching license.

Elementary Certification applicants are required to have completed a minimum of 6 credit hours in each of the following subject areas: English, Math, Science, and Social Science with a minimum grade of "C" in each course. Secondary Certification applicants are required to have completed a minimum of 24 credit hours in the interested area of certification, with a minimum grade of "C" in each course.

Home-School Policy

The University of Maine at Fort Kent welcomes education in all its forms. UMFK recognizes that students from varied academic backgrounds contribute to the diversity of education sought after by our institution. Home-schooling is, and has been, an important medium for some high school level students. Applications into the degree programs are welcomed from home-schooled students. The following describes our policy regarding the admission of home-schooled students who wish to apply to the University of Maine at Fort Kent. In addition to a completed application form, the home-schooled student is required to submit the following:

1. Transcripts from a home school agency (if applicable) or official GED test scores.
2. Literature describing the home school agency you are affiliated with (if applicable).
3. Please indicate on your admissions application whether your home schooled experience was correspondence school based, parent/ student designed, unschooled/non-curriculum based on a combination.
4. Letters of recommendation (you can remove the "Counselor Recommendation Form" included with the application.
5. A portfolio representing academic and research endeavors may be required.
6. A personal interview may be requested by the Admissions Office.

APPLICATION PROCEDURES

Traditional Freshman (Graduation from high school was three (3) years or fewer years from the term you are applying for) are required to submit the following materials:

1. Completed Application form
2. $40.00 application fee or appropriate fee waiver request
3. Letter of recommendation from a high school guidance counselor, or a high school teacher (only for applicants who currently are in high school)
4. Personal essay/writing sample
5. Official secondary transcripts (applicants currently in high school must have 1st quarter grades posted on transcript) or official GED equivalent
6. Official SAT or ACT scores, placement exam results, or appropriate testing waiver*

*UMFK does not use standardized test scores in the admission decision process; however, submission of test scores is strongly encouraged at the point of application. SAT/ACT tests are used for placement

purposes. Students who do not provide SAT/ACT scores to the Admissions Office and students with test scores below a cutoff point will be required to take the Accuplacer ©Placement Test prior to enrolling in a UMFK mathematics or English course. Junior year SAT/ACT test scores may be used. Test scores, in conjunction with GPA and class rank, also are used in determining eligibility for some merit-based scholarships.

Non-Traditional Freshman (Graduation from high school was four (4) years or more from the term you are applying for). Non-traditional freshman are required to submit the following materials:

1. Complete Application form
2. $40.00 application fee or appropriate fee waiver request
3. Personal essay/writing sample or resume of work/life experience
4. Official secondary transcripts or official GED equivalent

Transfer Students (13 or more transferrable credits taken at another postsecondary institution). Transfer students are required to submit the following materials:

1. Completed Application form
2. $40.00 application fee or appropriate fee waiver request
3. Personal essay/writing sample or resume of work/life experience
4. Official transcript from each prior college or postsecondary institution attended
5. Official secondary transcripts or official GED equivalent (not required of students transferring more than 60 hours of college level work transferrable credits).

International Applicants (Freshman):

1. Completed Application form
2. $40.00 (US funds) application fee
3. Letter of recommendation from a high school guidance counselor or a high school teacher
4. Personal essay/writing sample
5. Official transcripts from a high school and/or college
6. Official copy of TOEFL scores (Official copy of TOEFL scores if English is not the student's first language and language of instruction)
7. Financial Documentation Form and supporting bank statements to cover all expenses*
8. Proof of immunization**
9. Proof of health insurance***

International Transfers (13 or more transferrable credits taken at another postsecondary institution). International Transfer is required to submit the following materials:

1. Completed Application form
2. $40.00 (US funds) application fee
3. Personal essay/writing sample or resume of work/life experience
4. Official transcripts from each institution attended and a final official high school transcript Official secondary transcripts or official GED equivalent (not required of students transferring in more than 60 hours of college level work transferrable credits. For students from non-English speaking countries, transcripts must be evaluated by an outside agency, such as World Education Services to determine US credit equivalency. UMFK will not consider foreign credits for transfer without the outside agency evaluation.
5. Financial Documentation Form and supporting bank statements to cover all expenses*
6. Proof of immunization**
7. Proof of health insurance***

Financial Documentation Form*

The form is a statement of financial resources to attend the University of Maine at Fort Kent. Once accurately completed, this document will enable the issuance of the I-20 (student visa). UMFK's payment policy states that account balances need to be paid in full no later than the first day of classes unless a payment plan is made. Since international students are required to provide a statement of financial resources, students are expected to make payment arrangements at the beginning of each semester. Once on campus, if a sponsor fails to help pay the student's bill, it is the student's responsibility to immediately find another sponsor. Students who do not make payments on their account will not be allowed to register for the next semester and their I-20 may be revoked.

Immunization Law**

The State of Maine requires all students born after 1956 to furnish proof of immunization against measles, rubella, tetanus, and diphtheria. International applicants should forward proof of immunization as soon as possible after notification of admission to: Student Life and Development, University of Maine at Fort Kent, ME 04743 USA.

Health Insurance***

All students including international students are required to show proof of health insurance. Students without proof of existing coverage

will automatically be enrolled in the UMFK Accident and Sickness Insurance Plan.

Please note that the financial documentation form and supporting materials including proof of immunization and health insurance may be submitted after you have been accepted for admission to the University.

Residential (On-Campus) Policy for International Students

a. UMFK offers programs both at a distance and in residence on campus. In order to be enrolled in a distance education (online) program, students must be enrolled in at least 50% of online courses each semester.
b. International students enrolled in distance education (online) programs are not eligible for F-1 student status at UMFK.
c. International students enrolled in residential (on-campus) programs must conform to Full-Course of Study guidelines to maintain eligibility for continued F-1 status. Students transferring into distance education (online) programs immediately become ineligible for continued F-1 status.

For more information on I-20 (Student Visa) and F1 status, please visit: http://www.ice.gov/sevis/students/

Online/Distance Education Programs

The University of Maine at Fort Kent offers several online programs via the web (See "Distance Education" section for Degree and Certificate options). The admissions requirements and application procedures outlined above are applicable for a student applying for an online program. Proof of immunization and health insurance are not required except in cases where a student physically attends classes or programs at the school facility or campus.

Readmission Applicants

Readmission applies to students who previously have attended UMFK and have sat out without attending any other institution, for two (2) or more consecutive semesters not including summer session. Students wishing to apply for readmission are required to submit an Adult/Transfer application. Transcripts are requested electronically from the Registrar's Office. Eligibility for readmission is based on the overall academic performance the student had at UMFK, as well as any specific program requirements.

Dual Degree

Associate Degree to Baccalaureate - A student who has been awarded an Associate degree from UMFK may apply for admittance into a program leading to a bachelor degree.

1. A student with no elapsed time since being awarded the Associate degree may submit a Dual Degree form to the Registrar's Office. The requirement term and advisor's signature are required on the form. If the student is continuing into the BSN program, the director of nursing signature is required. Forms are available in the Registrar's Office or online.
2. A student with one or more semesters (not including summer semesters) elapsed since being awarded the Associate degree, must apply through the Admissions Office for admittance into the Bachelor degree program. A new requirement term will be assigned. Students may use the Adult application form and submit the form to the Admissions Office.

Additional UMFK Associates or additional UMFK Baccalaureate degrees – A student who has completed an associate or a bachelor degree from UMFK and wishes to pursue a second associate or bachelor degree are required to submit an Adult application. Transcripts are requested electronically from the Registrar's Office. Eligibility for readmission is based on the overall academic performance the student has had at UMFK, as well as any specific program requirements.

Conditional Acceptance

At times students are admitted to the University of Maine at Fort Kent, but may not meet all admissions' criteria. Although a student's academic history may fall short of certain admissions requirements, the Admissions Office may determine that the student shows great potential to succeed at the University level. These students may be offered a 'Conditional Admission'. All students who are considered for Conditional Admissions are interviewed by the Conditional Review Committee (CRC) that consists of the Director of Admissions, Assistant Dean of Student Success, a representative from the Student Support Office, and a faculty member, preferably from the discipline that the student plans to study.

Students admitted conditionally will be required to sign a personalized learning contract and are expected to adhere to the learning contract stipulations. Additionally, students admitted conditionally are placed on academic probation during their first semester. Pending review of each student's progress at the conclusion of their first semester by the Conditional Review Committee, a conditionally-admitted student could either be suspended or conditions removed.

Based on Accuplacer © test results, as well as recommendations by the Conditional Review Committee, conditionally-admitted students may be required to participate in a Bridge to Success Scholars program offered prior to the start of the fall semester. For additional information about the Bridge to Success Scholars program, please refer to "Educational Enhancement Opportunities."

TO OBTAIN AN UMFK APPLICATION

Application forms can be obtained from the Director of Admissions, University of Maine at Fort Kent, 23 University Drive, Fort Kent, ME 04743, or through the school guidance office at most New England high schools, or by calling the toll free number 1-888-879-8635. Prospective students are encouraged and welcomed to apply electronically by visiting the UMFK website at www.umfk.edu.

A completed application for admission should be forwarded with a $40.00 (US funds) non-refundable application fee to the Application Processing Center, University of Maine System, P.O. 412, Bangor, ME 04402-0412. Application fee may be paid using a credit card by calling 1-888-879-8635 or online. Check or money order should be made payable to the University of Maine at Fort Kent. The University of Maine at Fort Kent "Request for Academic Records" should be completed by the secondary school guidance counselor, and return it to the Admissions Office, along with the applicant's secondary school transcript. If submitting test scores, the applicant should request that the results of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board, the American College Testing Service (ACT) test, or the PRAXIS I results be forwarded to the UMFK Admissions Office as soon as they are available. The CEEB code number for the University of Maine at Fort Kent is 3393; the ACT code number is 1642; and the PRAXIS I code is 3393.

ADMISSION/DECISIONS

Regular Decision

Applications for most programs may be submitted on a rolling basis; however, those received before August 15 for the fall semester and January 10 for the spring semester will be given priority consideration. Admission into the summer session is limited to applicants for the Accelerated Nursing Program and by special request to the Director of Admissions. The Accelerated Nursing applications must be received by February 15. Admissions decisions are made on a rolling basis, as soon as files are complete. Accepted candidates are encouraged to confirm (see Tuition/Housing Deposit) their intent to enroll within 30 days of the date of acceptance. Confirmation deposits received after 30 days will be honored on a space available basis.

Early Decision

The University of Maine at Fort Kent offers early decision to those qualified applicants having strong preference for UMFK and who want to make a firm educational commitment to the University. Applicants indicating Early Decision on their applications will be notified (prior to December 1) regarding their admission status. UMFK conforms to the New England Association for College Admission Counseling (NEACAC) guidelines with respect to Early Decision procedures and requirements.

Early Admission

Highly-qualified students in a college preparatory program may be considered for early admission to the University. Those students would begin their university studies following completion of their junior year. Such early admission will be granted only when the secondary school agrees that a college program would be of benefit to the student's long range educational goals, and certifies that all university work will be accepted in completion of secondary school graduation requirements.

Tuition/Housing Deposit

Upon notice of acceptance, a $150.00 (US funds) tuition deposit is requested and should be sent to the Admissions Office within 30 days. The deposit is credited to the student's account upon registration of classes and is refundable when a request for refund is made in writing to the Admissions Office prior to May 1 for the fall semester and January 1 for the spring semester. Completion of the medical history, immunization forms, and Residence Hall Questionnaire and Contract also are required as part of the notice of acceptance.

Advanced Placement

An applicant who has taken university level courses as part of a high school program or as a supplement, and who achieves at least a grade of "3" in the Advanced Placement Examinations of the College Board, will receive credit at the University provided the credits are in acceptable subject areas. The number of credits awarded for successful completion of Advanced Placement courses will be proportionate to those granted at the institution for similar courses. It is possible for an applicant to be excused from certain basic course requirements if the applicant presents acceptable scores obtained through Advanced Placement Examinations.

TRANSFER OF CREDIT PRACTICES

University of Maine System

1. Transferring students must provide official transcripts reflecting all previous postsecondary 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 students' 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 of the University of Maine System. Credit earned with a C- or higher in courses from regionally accredited colleges/universities outside the UMS must have a '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 the 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.

University of Maine at Fort Kent

The University of Maine at Fort Kent recognizes that students may complete postsecondary work at other institutions. This work is important to the student and also to the University. UMFK will make every effort to recognize the credits through the transfer process and apply these toward its program requirements. Where the content of courses from the previous school is equivalent to that of UMFK courses, students will be given credit toward their degree requirements. Where there is no compatibility of content, elective credits will be given. UMFK also has special arrangements with selected schools whereby credits are accepted directly into UMFK programs (see Index under ‘Articulation Agreements’ for details of these special arrangements).

In order to receive credits for work from other institutions, students must present "official" transcripts from each postsecondary school. For students who are applying for transfer to the University of Maine at Fort Kent the transcripts must be sent to the Admissions Office. For those taking courses at other schools while being a student at UMFK, the transcript should be directed to the Registrar's Office.

Once transcripts are received in the Registrar’s Office, they will be evaluated and credit accepted as appropriate. The student will then be notified of the transferability of each course as well as how the credits

will apply to his/her degree program. The acceptable credits will then be posted on the UMFK transcript. Decisions on transfer credit evaluations may be appealed to the Vice President for Academic Affairs (see Index under "Academic Review Policy for Student Concerns").

Although all coursework will be considered for transfer, credit will be acceptable for transfer only under the following conditions:

1. Only work from institutions accredited by one of the six regional accrediting agencies will be accepted in transfer.
2. Only work with grades of "C-" and above will be accepted. Courses graded with non-standard letter systems, such as Pass/Fail, will be considered for transfer if the transcript clearly shows the equivalent grade symbol indicating a grade of "C-" or better.
3. Grade Point Averages (GPA) from other schools do not transfer. Grades from all schools are listed on the UMFK transcript but are not included in the UMFK GPA.
4. Only work which applies to a course of study at UMFK will be accepted.
5. Nursing clinical courses are not transferable.
6. Credits from vocational or technical schools are accepted if they were taken as part of an Associate degree.
7. Students who transfer to UMFK, after having completed a previous Bachelor's degree are exempt from completing the General Education requirements.

UMFK differentiates between courses offered during the freshmen/sophomore years (lower level) and those at the junior/senior years (upper level). For transfer courses, the level is determined at the time of transfer evaluation. Courses, considered upper level at the away school, are considered lower level at UMFK. It is recognized that conflicts will exist between the numbering schemes. Credits from two-year institutions will be considered the equivalent of lower level work (freshmen and sophomore years) at UMFK.

NOTE: For students transferring within the University of Maine System, the Trustee policy is to provide the maximum opportunity for transfer within the System. When a student is accepted for transfer within the University of Maine System, all undergraduate degree credits, with a minimum grade of "C-", obtained at any unit of the University will be transferable to any other unit but will not be automatically applied to the specific academic degree program to which the student has transferred. Each student will be expected to meet the established requirements of the academic program into which transfer is affected, and appropriate application of that credit is to be the responsibility of the particular academic unit. To determine which courses are transferable for degree program credit, students who

anticipate the need to transfer course credits should consult with their academic advisor prior to enrollment.

Non-Regionally Accredited Institutions

Credits earned at nationally accredited or non-accredited institutions of higher learning may be presented for evaluation and acceptance at the University of Maine at Fort Kent. Any student anticipating the transfer of credits from a non-accredited institution should:

1. Request an official transcript be sent from the institution in question to the Registrar of the University of Maine at Fort Kent. For International Transfers, transcripts must be evaluated by an outside agency, such as World Education Services to determine US credit equivalency. UMFK will not consider foreign credits for transfer without the outside agency evaluation.
2. Secure from the Registrar the following data for each course involved:
    a. Complete syllabus,
    b. List of all required and any optional textbooks or other instructional materials used in the course, and
    c. School's catalog.
3. The Registrar will review the foregoing documents to determine equity with academic requirements and courses at UMFK. The Registrar may confer with other offices of the University as appropriate.
4. Where equity is found to exist with courses offered by UMFK, the transfer credit may be accepted at full or adjusted value toward satisfaction of the corresponding UMFK course. Where a corresponding course is not offered at UMFK, the course value may be accepted toward fulfillment of elective requirements.

Financial Information and Fees

The financial requirements of the University, changing costs, state and legislative action, and other matters may require an adjustment to the charges and expenses listed in this catalog. The University reserves the right to make such adjustments to the estimated charges and expenses up to the first day of classes for a given academic term. The applicant acknowledges this reservation by the submission of an application for admission or by registration.

TUITION

Block Tuition for Students enrolled in Degree and Certificate Programs (UMFK Students only)

Effective Fall Semester 2012, the University will charge a Block Tuition rate for students enrolled in 12 - 18 credit hours in either resident or online degree and certificate programs (See table below "Semester Tuition and Fee Rates"). Block Tuition applies only to courses offered by UMFK. It also applies to the Fall and Winter term/Spring semesters and includes sessions within the semesters. Summer sessions are excluded and will be charged at the per credit hour rate. Tuition charges for the Bridge to Success Scholars program for newly-admitted students will be applied to the Fall semester block tuition.

The Block Tuition and per credit hour charges for In-State, Out-of State/International and New England Regional students are provided in the table that follows. A matriculated student enrolled in less than 12 credits will be charged at the per credit rate. A matriculated student enrolled in more than 18 credits will be charged the Block Tuition rate plus the per credit rate for each credit over 18 credit hours. Tuition is adjusted as changes to course load are made.

Audited courses will be charged on a per credit basis. Non-matriculated students are not eligible for the Block Tuition rate and will be charged on a per credit basis. All tuition, room and board charges, and other fees are due and payable one week prior to the start of each semester.

Changes in Tuition Cost during Course Add/Drop period:

Students in the 'Block Tuition rate' who adjust credit hours within the 12 – 18 range in the Add and Drop period will continue to be charged the Block Tuition rate. Changes to course load which results in fewer than 12 credits or more than 18 credits will result in an adjustment to tuition charges. Less than 12 credits or more than 18 credits will be charged on a per credit basis.

No tuition adjustment will be allowed when withdrawing from courses after the Add/Drop period. Tuition is not cancelled and classes

are not automatically dropped when a student fails to attend a course; course drop and course withdrawal is only by formal notice to the One Stop Center.

Tuition Waiver for Persons Over 65

The Board of Trustee authorizes the waiver of tuition for persons over the age of 65 who wish to register for undergraduate courses on a credit or non-credit basis at any campus of the University of Maine System. Applicants must establish financial need and enrollment will be subject to space availability.

Semester Tuition and Fee Rates
2013-2014 Academic Year

Full-Time (12-18 credit hours)	**In-State**	**Out-of-State/International**	**Canadian/NEBHE**
Block Tuition Rate	$ 3,300.00	$ 8,280.00	$ 4,950.00
Unified Fee	$ 375.00	$ 375.00	$ 375.00
On-Campus Fees			
Activity Fee	$ 7.50 per credit	$ 7.50 per credit	$ 7.50 per credit
Online Course Fees			
Online Support Fee	$13.50 per credit	$13.50 per credit	$13.50 per credit
Technology Fee	$ 7.00 per credit	$ 7.00 per credit	$ 7.00 per credit

Charge/credit hour • **Part-Time (1-11 credits)** • **19+ credits**	**In-State**	**Out-of-State/ International**	**Canadian/ NEBHE**
Tuition Rate	$ 220.00 per credit	$ 552.00 per credit	$ 330.00 per credit
Unified Fee	$25.00 per credit	$25.00 per credit	$25.00 per credit
On-Campus Fees			
Activity Fee	$ 7.50 per credit	$ 7.50 per credit	$ 7.50 per credit
Online Course Fees			
Online Support Fee	$13.50 per credit	$13.50 per credit	$13.50 per credit
Technology Fee	$ 7.00 per credit	$ 7.00 per credit	$ 7.00 per credit

Mandatory Fees

- **Unified Fee:** A mandatory fee is charged to all students. It is used to cover some of the fixed costs of providing student and educational services that may not be directly related to credit generation. This fee includes, but is not limited to, the student health clinic fee, the matriculation fee, and the parking fee.

- **Activity Fee:** This fee is charged per credit to students who are taking on campus courses. All of the student activity fees are administered by students and are used to fund educational, cultural, social and recreational activities. This fee allows students to attend most University sponsored activities free of charge. Activities include speakers, performances, dances, sports events, etc.
- **Online Support Fee & Technology Support Fee:** These fees are charged to students enrolled in online courses. The fee is used to help with the support and technology needed to provide online courses to students.
- **University College Course Support Fee (ITV/Compressed Video):** Students registering for an ITV or Compressed Video class will be charged a $12 per credit to maintain current course technologies.
- **University College Technology Fee (ITV/Compressed Video):** Students registering for an ITV or Compressed Video class will be charged a $6 per credit to maintain course development.

Other Fees (non-refundable)

1. **Application Fee:** A mandatory application fee of $40 will be charged to each student at the time of application unless the student has previously matriculated at UMFK.
2. **Education Math Manipulative Lab Fee:** A fee of $65 will be charged in addition to tuition for the course (see course descriptions).
3. **Equipment Fee:** Some courses require the rental or purchase of special accommodations. A fee may be required in addition to tuition for the course (see course descriptions).
4. **Forestry Transportation Fee:** Varies (see course description).
5. **Health Insurance Fee:** A health insurance policy is made available to students. Rates for this policy fluctuate annually.
6. **Insufficient Funds Fee:** A fee of $25 will be charged for every check returned for insufficient funds.
7. **Laboratory Course Fee:** A fee of $15 will be charged in addition to tuition for applicable science courses (see course descriptions).
8. **Late Registration Fee:** A fee of $50 will be charged all returning students failing to register for classes two weeks before the first day of classes (see Academic Calendar).
9. **Late Payment Fee:** A fee of $50 will be charged each month on any due balance greater than $100. Students in a payment plan who are current with their payments will not be charged.
10. **Music Course Fee:** A fee of $45 will be charged in addition to tuition for applicable music courses (see course descriptions).

11. **Nursing Lab Course Fee:** A fee of up to $50 will be charged in addition to tuition for applicable nursing courses (see course descriptions).
12. **Orientation Fee:** A fee of $50 will be charged to each participant in Orientation who is enrolled in resident degree program
13. **Transcript Fee:** A fee of $3 will be charged for each transcript, either official or unofficial (student copy), that is requested. A fee of $6 will be charged for each faxed copy.
14. **UMFK Payment Plan Fee:** A fee of $30 per semester will be charged to students participating in the four month payment plan.

Deposits

Tuition Deposit: A $150 tuition deposit is requested within 30 days once a student receives notice of acceptance into a university degree program by the Admissions Office. The deposit is applied to a student's account and is forfeited if an applicant for September admissions withdraws after May 1, or if an applicant for January admissions withdraws after January 1. Applicants who provide the Admissions Office with written notification of withdrawal before the deadline dates will have the deposits refunded. A deposit paid after May 1 or January 1 is forfeited.

Student Teaching Placement Deposit: A $50 non-refundable student teaching placement deposit is required from all students to initiate arrangements for placement. This deposit is forfeited if a student cancels plans to student teach for the semester in which the application was made.

Residency Guidelines

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

A student applying for admission to a degree program is classified as eligible, or not eligible, for in-state tuition at the time of acceptance to the University. A non-matriculated (non-degree) student is classified as eligible, or not eligible, for in-state tuition at the time of registration. The decision, made by the campus Chief Financial Officer, or other officials designated by the campus, shall be made based on information and documentation furnished by the student and other information available to the University. No student is eligible for in-state tuition classification until he or she has become domiciled in Maine, in accordance with University guidelines, before such registration. If the student is enrolled full-time in an academic program, as defined by the

University, it will be presumed that the student is in Maine for educational purposes, and that the student is not in Maine to establish a domicile. A residence established for the purpose of attending a UMS campus shall not by itself constitute domicile. The burden will be on the student to prove that he or she has established a Maine domicile for other than educational purposes. An individual who has lived in the State of Maine, for other than educational purposes, one year prior to registration or application to a campus is considered an in-state student.

In general, members of the Armed Forces and their dependents will be granted in-state tuition during such periods of time as they are on active duty within the State of Maine or if their military state of residency is Maine as evidenced by appropriate official documentation. A Maine resident who is absent from the State for military or full-time educational purposes will normally remain eligible for in-state tuition.

Any student, or spouse of a student, who currently has continuous, permanent full-time employment in Maine before the student decides to apply for degree status at the University will be considered in-state for tuition purposes.

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

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

Students, who attended an out-of-state educational institution at in-state tuition rate in the immediately preceding semester, shall be presumed to be in Maine for educational purposes and not to establish a domicile. Again, the burden will be on the individual to prove that he or she has established a Maine domicile for purposes other than educational.

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

1. A “Request for Change in Tuition Status” must be filed with the campus Chief Financial Officer or designee on or before the campus’ first day of classes for the summer session, fall, or spring semester for which residency is requested. All applications shall be prospective.
2. If the Chief Financial Officer’s (or such other official’s) written decision, to be issued within 30 days of the first day of classes, is considered incorrect by the student, the student may appeal that decision in writing, within 30 days, in the following order:
3. To the President (or designee) of the campus. After receiving a written decision from this level within 30 days, the student has 30 days to submit a written appeal to:

4. To the Treasurer of the University System, whose decision shall be final.

In the event that the campus Chief Financial Officer, or other designated official, possesses facts or information indicating a change of student's status from in-state to out-of-state, the student shall be informed in writing of the change in status and will be given an opportunity to present facts in opposition to the change. The student may appeal the decision of the Chief Financial Officer or other designated official as set forth in the preceding paragraph.

Room and Board Rates
2013-2014 Academic Year

Crocker Hall & Powell Hall			
Per Semester	Board	Room	Total
19 Meal Plan	$1,785.00	$1,725.00	$3,510.00
14 Meal Plan	$1,785.00	$1,725.00	$3,510.00
7 Meal Plan	$1,700.00	$1,725.00	$3,425.00
5 Meal Plan	$1,450.00	$1,725.00	$3,175.00
Per Year	Board	Room	Total
19 Meal Plan	$3,570.00	$3,450.00	$7,020.00
14 Meal Plan	$3,570.00	$3,450.00	$7,020.00
7 Meal Plan	$3,400.00	$3,450.00	$6,850.00
5 Meal Plan	$2,900.00	$3,450.00	$6,350.00
The Lodge			
Per Semester	Board	Room	Total
19 Meal Plan	$1,785.00	$2,075.00	$3,860.00
14 Meal Plan	$1,785.00	$2,075.00	$3,860.00
7 Meal Plan	$1,700.00	$2,075.00	$3,775.00
5 Meal Plan	$1,450.00	$2,075.00	$3,525.00
Per Year	Board	Room	Total
19 Meal Plan	$3,570.00	$4,150.00	$7,720.00
14 Meal Plan	$3,570.00	$4,150.00	$7,720.00
7 Meal Plan	$3,400.00	$4,150.00	$7,550.00
5 Meal Plan	$2,900.00	$4,150.00	$7,050.00

* Additional single room fee $250.00

Residence hall students must participate in the board plan. Students residing off-campus, at their option, may participate in a commuter meal plan. Information is available at Student Life and/ or at Aramark Dining Services websites.

All incoming students, including students entering UMFK residence for the first time, transfers from other schools, or students returning after an absence from the dorm will be assigned a roommate. Single rooms are assigned upon availability and are never guaranteed permanent due to changes that may occur during the academic year. Priority for single rooms will be give to the oldest senior resident to the youngest freshman resident upon meeting the deadlines for submitting paperwork.

Payment Procedures and Policies

Billing: Students receive one paper bill at the beginning of each semester. Students may see their account balance in MaineStreet under the Financials section, or see a "pdf" format of the bill by going to "Details/Bill/Pay" and then view "Bill/Payment" options.

Making Payments:

- The University accepts both MasterCard and Visa. Payments may be made at the One Stop Center, located in Cyr Hall. Hours are from 8:00 a.m. to 4:30 p.m., Monday through Friday.
- Checks should be made payable to the University of Maine at Fort Kent. Cash should not be mailed. Payments should be mailed directly to:

One Stop Center
University of Maine at Fort Kent,
23 University Drive, Fort Kent,
ME 04743-1292

One Stop Center
University of Maine at Fort Kent
P.O. Box 1041, Clair,
NB E7A 2J5

- You may make payment online. Deposit payments, as well as regular payments, may be made through MaineStreet by "e-checking" using debit or credit cards. For information on how to pay your bill please go to:
  http://www.maine.edu/pdf/MakePaymentBillPay_QG.pdf

Authorize others to make payments: You may also authorize others to view your account and pay your bill. Please note that authorized users DO NOT have access to stored payment methods, academic records or other financial information. For more information on adding an authorized user please go to:
http://www.maine.edu/pdf/AuthUserBillPay_QG.pdf

Payment Plan: A convenient monthly payment plan is available through the One Stop Center. Consult the One Stop Center or Business Office for further information.

Outside Scholarships: Students must notify the Business Office of any non-university scholarships to be used to pay University charges.

Third Party Payments: A student must give the Business Office written authorization each semester from the agency or employer prior to the payment due date. No conditional payment offers will be accepted.

Delinquent Student Accounts: It is the policy of the University of Maine at Fort Kent to withhold all official credentials, including grade reports, transcripts, and recommendations, until student accounts have been paid in full. It also is University policy to withhold the same for students who have defaulted on their Perkins Loan or until library fines have been paid. Students with past due charges are not allowed to register for classes at any University of Maine System schools until all financial obligations have been met. The University also reserves the right to cancel a student's registration for non-payment of current semester charges. If a student account becomes seriously delinquent, the University may send the account to an outside collection agency, which will adversely affect the student's credit history and credit rating.

Add and Drop with Refund Policy

1. **Course Add or Drop:** A change in course credit load through the Add and Drop period for a term or session.
2. **Course Withdrawal:** A reduction in course credit load *AFTER* the Add and Drop period for a term or session.
3. **Term Cancellation:** Dropping all courses prior to the first day of scheduled classes for the term.
4. **Term Withdrawal:** Withdrawing from all courses on or after the first day of scheduled classes for the term.
5. **Length of Course:** Beginning with the first meeting date of class and ending on the last meeting date of class. Changes in scheduled classes (beginning or ending) by the instructor are not considered when calculating adjustments.
6. **Tuition Adjustment:** for refund purposes, it is the calculation and adjustment of tuition charges to reflect changes in course load. All non-mandatory fees are non-refundable and will not be part of the tuition adjustment.

The following policy applies to all students taking online or face-to-face and Distance Education/ITV courses. Courses may be added during the 'Add' period. The Add and Drop form is not required except in the following situations: 1) the class is closed or has reached its capacity, 2) the student has not completed the course pre-requisites, or 3) instructor permission is requested. Courses may be dropped during

the ‘add/drop’ period. The Add and Drop form is not required at this time.

Course Drop and Refund Policy

Dropped courses are eligible for 100% tuition adjustment (see the following chart), but students will be responsible for the full cost of the course (tuition and fees) if course withdrawal occurs after the Add and Drop period. Students may be eligible for a tuition adjustment if a complete term withdrawal occurs after the Add and Drop period. All non-mandatory fees are non-refundable.

Students in the ‘Block Tuition rate’ who adjust credit hours within the 12 – 18 range during the Add and Drop period will continue to be charged the Block Tuition rate. Changes to course load which results in fewer than 12 credits or more than 18 credits will result in an adjustment to tuition charges.

Withdrawal and Refund Policy

Course and Term Withdrawal from the University has academic and financial implications. To ensure that the withdrawal is accomplished under the most favorable circumstances, a student contemplating such action should discuss the matter with an advisor, the Assistant Dean of Student Success, or the Associate Dean of Student Life and Development.

A. Student-Initiated Course and Term Withdrawal

Course Withdrawal and Refund Policy

Each term (fall and spring), and short sessions, have an Add and Drop period (see ‘Academic Calendar’). Course withdrawal after the Add and Drop period is NOT eligible for a tuition adjustment (See table ‘Tuition Adjustment Schedule for Course Drop and Withdrawal”). Course fees are non-refundable (see Index under “Fees”). There will be no tuition adjustment for courses that run for less than three (3) weeks. The date of course withdrawal is the date the completed form is received.

Tuition Adjustment Schedule for Course Drop and Withdrawal

Term/Session	Course Drop	Course Withdrawal
15 weeks (fall and spring semesters)	End of 2nd week	Start of 3rd week
Tuition Adjustment	100 %	No refund
12 weeks	End of 10th day	After 10th day
Tuition Adjustment	100%	No refund
8 weeks	End of 8th day	After 8th day
Tuition Adjustment	100%	No refund
6 weeks	End of 4th day	After 4th day
Tuition Adjustment	100%	No Refund
3 weeks	End of 2nd day	After 2nd day
Tuition Adjustment	100%	No refund

Note: The policy also applies to students who register after classes have already begun. Day 1 means the first day of scheduled classes. Days includes Saturdays, Sundays, and holidays.

Term Withdrawal and Refund Policy

Students who withdraw from the term and the University without following the prescribed procedure jeopardize their academic standing and are not eligible for tuition adjustments. The date of term withdrawal is the date the completed form is received.

Tuition Adjustment Schedule for *Term* Withdrawal

Term/Session				
15 weeks (fall and spring semesters)	Up to the 2nd week	Weeks 3-5	Weeks 6-8	Start of the 9th week
Tuition Adjustment	100 %	50%	25%	No refund
8 weeks	Up to Day 8	Days 9-14	Days 15-31	Day 32
Tuition Adjustment	100%	50%	25%	No refund

Note: Term cancellation: withdrawing from all courses before classes start -- 100% refund. Term withdrawal: withdrawing all courses on or after the first day of classes (for matriculated students only) – see Tuition Adjustment -schedule above.
Note: The policy also applies to students who register after classes have already begun. Day 1 means the first day of scheduled classes. Days includes Saturdays, Sundays, and holidays.

B. University-Initiated Course and Term Withdrawal

By Administration: The University reserves the right to withdraw students who fail to meet financial or academic obligations or who, because of misconduct, disrupt the academic process. Students

withdrawn by administration will be subject to withdrawal at the current tuition adjustment schedule at the time the withdrawal is initiated.

Room Adjustment Schedule

For the purposes of calculating room refunds, the attendance period begins on the opening day of scheduled campus classes, including weekends and holidays and ends on the date of student's written notification. The written notification will include a statement of a student's intent to withdraw from the University or withdraw from a residence hall. Room charges will be refunded as follows:

A. *Fall and Spring Semesters* (Terms) Refund Percentage

Cancellation prior to moving in	100%
Withdrawal prior to the end of 2nd week	75%
Withdrawal prior to the end of 3rd week	50%
Withdrawal prior to the end of the 4th week	25%
Withdrawal after the 4th week	0%

B. *Sessions* less than 11 weeks

All room refunds will be governed by the terms and conditions of the residential hall contract.

Board Adjustment Schedule

Students who withdraw from the University or who voluntarily withdraw from a residence hall, but remain enrolled at the University, will be charged for meals consumed at the established daily rate through the date of clearance/departure. The balance of the board charge will be refunded on a pro-rated basis.

Tuition Refund Appeal Policy

Appeals for the exception to the established refund practice must be made in writing to Lisa Fournier at the Financial Services Office at lisafour@maine.edu. Appeals will be considered up to 90 days after the close of the semester/session for which the student is claiming a refund. For a typical semester/session, the dates are no later than March 31 (for fall), August 31 (for spring) and November 30 (for summer).

Financial Aid

Financial Aid recipients should be aware that changes in enrollment may affect their financial aid eligibility.

1. **Course Add:** courses added prior to the Financial Aid Census date will be counted toward financial aid eligibility.
2. **Course Drop:** courses dropped prior to the Financial Aid Census date (UMFK Add/Drop period) will not be counted toward financial aid eligibility.
3. **Course Withdrawal:** aid will not be changed. Future aid eligibility may be affected, as these courses will count as attempted but not earned.
4. Students **withdrawing** from a term --- the University will adjust aid in accordance with regulations established by the U.S. Department of Education. Please see the "Return of Title IV funds" policy.
5. **Term Cancellation:** students dropping from all courses prior to the start of term will have their aid cancelled.

Financial Aid

The Mission of the Financial Aid Office is to assist students in obtaining the financial aid necessary to complete their education. All students needing assistance should carefully review this section of the catalog and the UMFK website. More than three-fourths of the students at UMFK receive assistance through University and Federal student aid programs. In addition to its own programs, UMFK participates in all Federal programs including the Pell Grant program, the Federal Supplemental Educational Opportunity Grant (FSEOG) program, the Federal Work-Study (FWS) program, the Federal Perkins Loan program and the Federal Direct loan program. Residents of Maine and other participating states may be eligible to receive state grants and loans as well. University grants, scholarships and University work-study are available to eligible students.

Regulations, and policies associated with financial aid can change frequently, so please contact the financial aid office and/or review the financial aid section of the UMFK Web site to obtain the most current information, materials, and assistance. All information in this section is subject to change without notice.

APPLICATION INFORMATION AND PROCEDURES

For U.S. Citizens and Eligible U.S. Non-Citizens

The first step in applying for financial aid is to complete the Free Application for Federal Student Aid (FAFSA). UMFK's school code (002041) should be listed on the FAFSA before it is submitted. By listing UMFK's school code, FAFSA data will be provided to UMFK electronically. The application can be completed online at: http://www.fafsa.ed.gov/.

Applications may be selected by the Department of Education for a process called VERIFICATION. If an application is selected for verification, the student (and parent, if applicable) will be asked to verify that the information reported on the FAFSA is correct. Required documents may include, but are not limited to an IRS Tax transcript, verification of untaxed income, household size, other family members in college, and proof of certain benefits received.

Once all pieces of required documentation have been submitted to the financial aid office, analysis of this information and a decision on the request for assistance will be made.

For Canadian Citizens

Students who are not U.S. citizens or permanent residents are not eligible for U.S. Federal financial aid and therefore do not need to complete the FAFSA. Student employment may be available through the University work-study program. This program typically allows a student to work 7-8 hours a week on campus. To be considered for this

type of employment, a University work-study application is required. To print the application, visit our Web site.

Students are encouraged to seek federal or provincial assistance. For current information on programs available to Canadian students, please visit www.canlearn.ca.

Some students may also qualify for Alternative loans (in U.S. funds) through U.S. lenders. Alternative Loans may provide financial assistance to students and/or parents who are unable to borrow through traditional student loan programs.

If you have dual citizenship (i.e., having both a U.S. and Canadian citizenship), you may elect to apply for U.S. Federal financial assistance (by completing a FAFSA) or you may elect to apply for Canadian assistance. You may, however, only receive aid from one source, (i.e., either Canadian or American).

Dollar amounts provided to Canadian students are in U.S. funds, unless otherwise indicated.

For International Citizens

Students who are not U.S. citizens, permanent residents, or eligible non-citizens are not eligible for U.S. financial aid. For more information on eligible categories, please visit http://www.fafsa.ed.gov/help/fotw15a.htm

Student employment may be available through the University Work-Study program. This program typically allows a student to work 7-8 hours per week on campus. To be considered for this type of employment, a University work-study application is required. To print the application, visit our website.

Students are encouraged to seek financial assistance through sponsors, local government, and/or private loans. Private loans are available through U.S. lenders, such as banks and credit unions and may provide financial assistance to students and/or parents who are unable to borrow through traditional student loan programs.

WHEN TO APPLY

The FAFSA - Priority Filing Date: March 1

Financial Aid is awarded for each academic year (Fall, Winter/Spring, and Summer). To apply for aid, eligible students should submit the FAFSA by March 1 of each calendar. UMFK's Federal School Code (002041) should be listed on the student's FAFSA. Late applicants not meeting the March 1 priority deadline will be considered for aid, some funds are limited. Summer aid requires a separate application that is available on the UMFK website. Students who will not file the FAFSA but are interested in other forms of financial

assistance should visit UMFK's financial aid website, or contact the One Stop Center.

The Financial Aid Process for students completing the FAFSA

The University of Maine at Fort Kent strives to provide financial assistance to qualified students. The basic philosophy of the UMFK Financial Aid program is that the primary responsibility for meeting college expenses rests with the student and the student's family. Accordingly, earnings, savings, and other assets of the student and, where appropriate, parents' or spouse's resources are taken into consideration when making a determination of resources available to meet educational expenses.

A contribution toward educational expenses from the student and family is calculated when the FAFSA is filed, and is reviewed by the UMFK Financial Aid Office. This need analysis system takes many factors into consideration including family income, assets, number of dependents, number of dependents in college, age of parents, and state of residence. Also included is an expected contribution from the student's earnings and the student's assets. These factors result in a figure called Expected Family Contribution (EFC), which is used to determine eligibility for the Federal Pell Grant, as well as other financial aid programs.

The EFC is subtracted from a standard student budget, which is based on average educational and living costs to determine the student's need for assistance. A financial aid package, which may consist of one, two, or more types of aid will be created using this data. The amount of need-based aid, which includes grants, federal-work study, and some types of student loans and scholarships, cannot exceed determined financial need.

Please note that aid decisions are based on FAFSA data. If a major change occurs in the financial circumstances of the student, or student's family during the academic year, that change should then be reported to the financial aid office. Other changes that should be reported are a change in a student's credit load (i.e., from 12 credits to 9 credits) or in housing arrangements (i.e., from on-campus to off-campus). It is the student's responsibility to report all such changes. Withdrawal from the University before the completion of the academic period for which an award has been made may result in an adjustment of awards. This may require the student to return aid funds to the U. S. Department of Education. The return of funds calculation is independent of institutional refund policies, and may also result in funds due to the University from the student.

Cost of Attendance

A student's Cost of Attendance, also known as the student's budget, includes both direct and indirect expenses. Direct expenses are

costs that are charged to the student's bill and paid directly to the University, such as tuition and fees. Indirect costs are expenses incurred, but are not directly paid to the University, such as travel and personal expenses.

Student budgets are based on full-time attendance for a nine month academic year, consisting of two semesters of 15 credits each. Budget categories include: tuition, fees, room and board, transportation, books and supplies, loan fees, and miscellaneous expenses. Fees/costs not included include, but are not limited to: lab fees, health insurance, breakage deposit (for dorm students only), key deposit (for dorm students only), and the single room charge. Additional charges/fees not listed in this section may apply. Review the Financial Information section for more information.

Initial financial aid awards are based on full-time enrollment and anticipated living arrangements. Any changes to enrollment (i.e., from full-time to part -time), changes in living arrangements (such as moving from on-campus housing to an apartment off campus) may result in adjustments to the financial aid budget and award. Such changes must be reported directly to the Financial Aid Office.

Individual adjustments for expenses connected to a disability or for child care while the student is in school may be made based on individual circumstances, and documentation is required. For more information, please call the Financial Aid Office at (207) 834-7605.

Financial Aid Award Packages

There are three basic types of financial aid:

- Grants and Scholarships are frequently referred to as gift assistance because they do not have to be repaid.
- Self-Help/Federal Student Loans offer a low interest rate, and repayment usually begins after the student has left school or is enrolled less than half-time.
- Self-Help/Work assistance allows the student to work on-campus. It is part-time employment during the school year and may include summer employment as well.

Applicants are considered for all categories of assistance for which they may qualify. Students should thoroughly review all information accompanying the Award Notice, as well as available UMFK website resources, to be aware of their rights and responsibilities in regard to financial aid. Students may accept or decline all or any part of the financial aid package offered on the Award Notice via Maine Street

Students may need to complete additional documents for programs such as work-study and loans. Financial aid will not be credited to the student's account until documents are complete. Loan funds are credited to the student's account to offset charges. Federal Work-Study

is paid no less than once monthly, directly to the student for hours worked in the pay period.

If financial aid credited to a student's account exceeds his or her charges, the student may receive a refund check, request funds be returned to the lender, or request funds be kept on account for future charges. For more information on student accounts, please contact the Business Office.

Statement of Educational Purpose

All recipients of Federal grant, loan, and work-study programs are required to sign a Statement of Educational Purpose which states that all Federal aid received will be used solely for expenses related to attendance or continued attendance at the University of Maine at Fort Kent. This statement is signed by all students who file the FAFSA – no separate Statement of Educational Purpose is required unless specifically requested by the Financial Aid Office.

Continued Financial Aid Eligibility and Satisfactory Academic Progress (SAP)

Financial aid is awarded annually. A student must reapply for each subsequent year in which consideration is desired. Continued eligibility from one year to the next depends on (1) continued financial aid eligibility, which may change from year to year, (2) satisfactory academic progress towards the degree, which is reviewed at the end of each semester.

Federal Regulations require that in order to receive student financial aid under the programs authorized by Title IV of the Higher Education Act (HEA), as amended, students must maintain Satisfactory Academic Progress (SAP) in the course of study they are pursuing. Satisfactory Academic Progress includes: meeting minimum GPA requirements; not exceeding the maximum time frame in which to complete their academic program and meet percentage of completion standards. More information is available on the UMFK website and at the Financial Aid Office.

At the end of each semester, each student's academic standing is reviewed to determine if the minimum requirements are being maintained. In the event that the student fails to meet the minimum requirements, the student is placed on Financial Aid Warning. A student in this category may receive financial aid for their next semester of attendance but must complete the designated number of credits with the corresponding GPA by the end of the Warning semester. Failure to maintain the required GPA and credit hours at the end of the Warning semester will result in SUSPENSION of financial aid. Students placed on Financial Aid Suspension may appeal, in writing, to the Academic Progress Appeals Committee. A student wishing to appeal the Committee's decision may do so, in writing, to

the President of the University. If granted an appeal, a student will be placed on Financial Aid Probation.

Financial Aid Suspension and Academic Suspension differs, however, a student who is Academically Suspended is no longer eligible to receive financial aid.

Add /Drop from classes and Withdrawal from the term

Financial aid is based in part on enrollment status. Changes in enrollment may require changes to a financial aid award. See the add/drop/withdrawal policies in this catalog or on the UMFK website for further information.

RETURN OF TITLE IV FUNDS

Policy for Reimbursement to Title IV Accounts for Students who Withdraw

When a student receiving Title IV student financial aid withdraws from all courses, the aid must be adjusted in accordance with rules established by the U.S. Department of Education. These calculations may result in the student owing a University balance.

Return of Title IV Funds/Institutional Refunds

When a student withdraws, University policies and federal requirements may result in charges and financial aid being reduced. If a student withdraws before completion of the semester, the federal refund calculation is required to determine aid eligibility for that semester. This refund calculation follows a specific percentage of adjustment based on the date of withdrawal and may require a return of financial aid. . The calculation generally is based upon the percentage of the enrollment period which the student has completed, and is independent of the University's tuition refund policy.

The day the student officially withdraws is determined to be the withdrawal date. If the student ceases to attend without providing official notification of withdrawal to the institution, the mid-point of the payment period will be the withdrawal date for the purpose of returning Title IV funds.

Return of Funds

Funds returned as a result of a refund or overpayments are returned to the Title IV programs in an order prescribed by law and regulations.

Order of Return of Title IV Funds Prescribed by Higher Education Amendments of 1998 Total Refund

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal Perkins Loans

4. Federal PLUS Loans
5. Federal Pell Grants
6. Federal Supplemental Educational Opportunity Grants (SEOG)
7. Other Title IV Aid Programs
8. Other federal, state, private or institutional aid
9. The Student

If you have any questions regarding the Refund Calculation for Withdrawals, please contact the Financial Aid Office.

TYPES of FINANCIAL AID

Federal Grants

Federal Pell Grant

The Pell Grant is a federally funded grant program designed to form the foundation of all aid received. Pell Grant funding is available to undergraduate students who demonstrate financial need and have an Expected Family Contribution (EFC) at an eligible level as determined by the Congress. To be considered for this type of aid, a student must: complete the Free Application for Federal Student Aid (FAFSA), list UMFK's school code (002041) in the appropriate section and submit the FAFSA to a central processor for review.

The amount of a Pell Grant award varies depending upon eligibility, the cost of attendance, and the number of credits for which the student is enrolled (full-time, three-quarter-time, or half-time). Changes to enrollment status can change the Pell Grant eligibility/amount. A student must be enrolled in an undergraduate course of study for at least 3 credit hours per semester to be considered for a Pell Grant.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant program is a federally funded program intended for undergraduate students who demonstrate significant financial need. To be considered for this type of aid, a student must: complete the Free Application for Federal Student Aid (FAFSA), list UMFK's school code (002041) in the appropriate section and submit the FAFSA to a central processor for review. A FSEOG grant amount will depend on a student's financial need and available funds. The student must be enrolled at least half- time to be considered for this type of aid.

State Grants

Maine State Grant

The Maine State Grant is a need-based state grant awarded to eligible undergraduate students. The application is the Free Application

for Federal Student Aid (FAFSA), which must be received by May 1 by the Federal Processing Agency.

State grant programs may be available for students who are not Maine residents. Those students are encouraged to contact the appropriate state agency for more information and to apply.

Work Programs

Federal Work-Study Program

The Federal Work Study program provides employment opportunities on campus or, in some instances, with off-campus agencies while the student is enrolled in school. This program helps students to pay for educational expenses. . Eligible students are limited to part-time employment during the academic year but may work up to 40 hours per week if employed under the summer Work-Study Program. Eligibility is based on need and available funds. To be considered for this type of aid, a student must: complete the Free Application for Federal Student Aid (FAFSA).

To maintain eligibility for Federal work-Study, a student must be enrolled at least half–time during the academic year. For summer consideration, the student must be registered for summer classes or for the upcoming fall semester.

University Work-Study Program

A limited amount of University money may be available to assist students who wish to work on campus but are not eligible for Federal Work-Study. Students are limited to part-time employment during the academic year, but may work up to 40 hours per week, if employed under the Summer University Work-Study Program.

The student must be enrolled at least half–time during the academic year. For summer consideration, the student must be registered for summer classes or for the upcoming fall semester.

A student interested in this type of employment must complete an UMFK Student Employment application that is available at the UMFK website and from the Student Employment Office.

STUDENT LOANS

Federal Perkins Loan

The Perkins Loan is a federally funded low-interest loan. There is no interest while the student is in school and during a nine month grace period. Annual interest is 5 percent during repayment. The school is the lender. Eligibility is based on need and available funds. To be considered for this type of assistance, a student must complete the Free

Application for Federal Student Aid (FAFSA). The Financial Aid Office will determine the student's eligibility. The student must be enrolled at least half-time to be eligible for this program. More information about the Perkins Loan is available from the UMFK website.

Promissory Note, Disclosures, and Entrance Counseling

Students borrowing a Perkins loan at UMFK must complete a Master Promissory Note (MPN) each year. Students also must complete a Perkins Loan Disclosure Statement detailing indebtedness to the Perkins program along with Entrance counseling, which details rights and responsibilities in regard to the loan.. The Entrance Counseling information has been incorporated with the Perkins Loan Disclosure Statement and the Perkins Master Promissory Note (MPN). The Perkins MPN can be completed on MaineStreet. More information is available at the UMFK website under the financial aid section.

Loan and Exit Counseling

A Perkins loan Exit Counseling session is required for all borrowers who no longer are enrolled at UMFK at least half-time. Exit Counseling is required even if the student plans to return to UMFK in the future or transfers to another school. Exit Counseling provides useful information regarding the repayment process, deferment, forbearance, and in-school deferment. A "UMFK-Hold" will be placed on the student's UMFK account until the student's Exit Counseling obligation has been met. A "Hold" may prevent the student from acquiring an official academic grade transcript, receiving a diploma and registering for classes at UMFK or other University of Maine campuses. The Exit counseling session can be completed online at: http://www.umfk.edu/financialaid/us/exit/.

Terms

Perkins loan terms are detailed on the Master Promissory Note and include the following provisions. After a student graduates, leaves school, or drops below half-time status, the nine (9) month grace period begins. Interest does not accrue during, and repayment begins at the end of, the grace period. Minimum payment of $40 per month is required; the repayment period is ten years. Extended repayment up to 10 years may be possible under special conditions. Upon receipt of proper request, payments may be deferred under the following circumstances: economic hardship, unable to find full-time employment, fellowship/rehabilitation, or returning to college as at least a half-time student. Repayment also may be postponed during an approved forbearance period, but interest will accrue. Cancellation of all or part of a Perkins loan may be possible for fulltime employment in several different fields including: teaching (at a low-income school or pre-kindergarten or special education or speech pathologists or

librarians or tribal colleges or designated shortage areas); nursing/medical technician, family services, early intervention services, Head Start, law enforcement, public defenders, firefighters, specified military duty, specific volunteer programs, total disability or death.

Disbursement

A student should follow all appropriate application instructions as provided with the Award Notice and as posted on the UMFK website. Once all application requirements are met, and the student remains eligible, the loan will be certified by the school and funds will be disbursed in two disbursements, one- half for the fall semester and one-half for the spring semester. Funds will go directly to the school, and be applied towards the students school bill/balance. Should any funds remain once the semester's balance is paid in full, the remaining (semester) amount will be given to the student as a refund check.

Default

A borrower will be considered in default on a Perkins loan if he/she fails to meet the repayment schedule or fails to file a deferment or cancellation form on time. If in default, official University records can be withheld, the student may not register for courses on any University of Maine System campus, the total loan can be accelerated (become due and payable immediately), state and federal income tax refunds may be withheld and the loan may be sent to a collection agency or to attorneys for litigation. If these actions are necessary, the borrower may incur additional costs and the loan may be sent to the U.S. Department of Education for collection. Defaults are reported to the national credit bureaus. Borrowers with a defaulted loan are not eligible to receive financial aid funding until the default has been resolved.

Additional Federal Perkins Loan Information

More Perkins loan information is available at UMFK's Web site at: http://www.umfk.edu/financialaid/us/loans/perkins/.

The University of Maine System (UMS) Loan Processing Center can assist you with your Perkins questions and repayment. The center can be reached at 1-800-308-6148. Correspondence for the UMS Loan Processing Center should be sent to the following address: Loan Processing Center, PO Box 412, Bangor, ME 04402.

ECSI is a billing service, or Perkins Loans, used by The University of Maine at Fort Kent. ECSI also will work with you on the repayment of your Perkins loan. ECSI's customer service telephone number is: 1-888-549-3274 and you may visit their Web site at: www.ecsi.net.

Direct Loan Program

Federal Direct Loans, also known as Federal Stafford Loans, are low-interest loans made to eligible students attending school on at least a half-time basis. . A student may be eligible for Direct Subsidized loans, Direct Unsubsidized loans, or both. The subsidized loan is need-based and the U.S. Department of Education will pay the interest that accrues on your Direct Subsidized loan while in school. The Direct Unsubsidized loan is non-need based and the student is responsible for the interest that accrues on the loan while in school and during deferment and grace periods.

To be considered for Direct Loans, a student must: complete the Free Application for Federal Student Aid (FAFSA).. Annual and lifetime loan limits are determined by federal regulations. The Financial Aid Office will determine the student's eligibility within these limits. Borrowing limits vary depending if the student is considered dependent or independent on the FAFSA, and based on class year as determined by number of credits earned toward the degree. More information is available at the UMFK website.

Application/Disbursement Process

A student is notified of their Direct Loan eligibility as shown on the Award Notice.. All students who wish to borrow the offered Direct Loan must:

1. Notify the UMFK Financial Aid Office of the acceptance of their loan, and the amount to be borrowed. This is accomplished by accepting (all or part of) the loan amount(s) offered to you on your Award Notice, which may be accepted in MaineStreet or by accepting all or part of the offered loans on the Award Notice and returning the form to the Financial Aid Office.
2. First-time borrowers must complete Entrance Counseling and the Direct Loan Master Promissory Note (MPN). Entrance Counseling and the MPN must be completed before a Direct Loan can be processed. Entrance Counseling informs the student of their rights and responsibilities as a loan borrower. The MPN is the promise to pay back the loan according to the terms of the note. Both Entrance Counseling and the MPN can be completed online at http://www.studentloans.gov.

A student should follow all appropriate application instructions as provided with the Award Notice and as posted on the UMFK website. Once all application requirements are met, and the student remains eligible, the loan will be processed by the school and funds will be

disbursed in two disbursements, one- half for the fall semester and one-half for the spring semester. Funds will go directly to the school, and be applied towards the students school bill/balance. Should any funds remain once the semester's balance is paid in full, the remaining (semester) amount will be given to the student as a refund check.

Terms

Direct Loans require repayment. After a student graduates, leaves school or drops below half-time, a student has a six month grace period before beginning repayment. For Direct Subsidized loans, neither the interest nor the principal needs to be paid during the in-school period. For Direct Unsubsidized loans, the student will be responsible for the interest from the time the loan is disbursed until the loan is paid in full. Interest may be paid while in school, or accrued and capitalized upon the beginning of the repayment period. Interest rates change annually, and are available from the UMFK website.

Deferments

Direct Loan Deferments are available for those who return to at least half-time study at an eligible institution, graduate fellowships, rehabilitation training, or during unemployment and economic hardship. A student may be granted periods of Forbearance if not eligible for a deferment. Loans are canceled in the event of the death or permanent and total disability of the borrower. Deferment and Forbearance should be requested from the student's loan servicer. Sign in to www.nlsds.edu.gov to view federal loan history and servicer information.

Default

Default occurs when a Direct Loan borrower in repayment fails to make a payment for 270 days. The consequences of default are severe. The University, the lender or agency that holds your loan, the state and the federal government may all take action, including notifying national credit bureaus of your default. This may result in a negative credit rating for as long as seven years. In addition, the Internal Revenue Service can withhold your U.S. individual income tax refund and apply it to the amount you owe, or the agency holding your loan might ask your employer to deduct payments from your paycheck. Also, loans in default may be subject to loan collection. Borrowers with loans in default are not eligible for any federal financial aid until the student loan default is resolved.

To avoid default, UMFK advises student loan borrowers to keep in touch with their servicer: It always is best to deal with your servicer directly as soon as trouble arises and to not wait to resolve issues at the last moment. It is important that your servicer knows where to reach

you. Always keep your loan servicer updated with your correct address and phone number.

Cancellations for Current Students

If a borrower wishes to cancel his or her loan or return extra loan funds, he or she must contact the Financial Aid Office.

More loan information regarding borrowing, repayment, cancellations, repayment reductions, etc, is provided by the Federal Student Aid Information Center (call toll-free) at 1-800-4-FED AID or (1-800-433-3243). More information regarding the Direct Loan program is also available from https://studentloans.gov.

Exit Counseling

Exit Counseling is required for all Direct Loan borrowers who enroll for less than 6credit hours per semester or leave UMFK for any reason. Exit Counseling will provide useful information regarding the repayment process, deferment, forbearance, and in-school deferment. The session is required even if the student plans to return to UMFK in the future, or transfers to another school. A "UMFK-Hold" will be placed on the student's UMFK account until the student's Exit obligation has been met. A "Hold" may prevent the student from acquiring an official academic grade transcript, receiving a diploma and registering for classes at UMFK, as well as other University of Maine campuses. Exit counseling can be completed online at: http://www.umfk.edu/financialaid/us/exit/.

Contact Information

You may contact Direct Loans at: 1-800-848-0979, or go to https://studentloans.gov.

Locate Your Federal Loan History

Check your student loan history at the National Student Loan Data System: www.nslds.ed.gov. Note that this system only records federal grant and loan programs – non-federal programs, such as the alternative and state loan programs will not be listed on this site.

The Alternative Loan - Another Student Loan Option

An Alternative loan is a private student loan. This type of loan money is used to help supplement a student's financial aid award offered by the school. Alternative loans may provide financial assistance to students who are unable to borrow through traditional student loan programs or who are unable to borrow sufficient money to cover college costs. This is a private loan based on credit. The submission of the FAFSA is encourage, but not required. Contact a bank or credit union, or participating lender for more information.

Parent Loan Options

Direct Parent PLUS Loan

A Federal Direct Parent PLUS loan is a loan that allows a parent, with no adverse credit history, to borrow for the educational expenses of a dependent undergraduate student. To be considered for this type of aid, a student must: complete the Free Application for Federal Student Aid (FAFSA. Also, the parent must complete a Direct Parent Plus loan UMFK Application, credit check, and a Direct Loan Master Promissory Note. Students whose parent is declined PLUS may be eligible for additional Direct Loan funds. More information and the application details are available on the UMFK website, or by contacting the Financial Aid Office.

Loan Limits

PLUS Loan borrowing limits vary with each student. The yearly limit is equal to the student's cost of attendance minus any other financial aid. More information, including interest rates is available at http://www.studentloans.gov. The repayment period for a Direct PLUS Loan begins at the time the PLUS loan is fully disbursed, and the first payment is due within 60 days after the final disbursement. The parent borrower may choose to have the repayment deferred, while the student for whom the parent borrowed is enrolled at least half-time and for an additional six months after the student no longer is enrolled at least half-time, however, it must be requested by the parent borrower. Interest that accrues during these periods will be capitalized if not paid by the parent during the deferment.

SCHOLARSHIPS

General Scholarship Information:

There are three types of scholarships:

- UMFK scholarships – funds for this type of scholarship are provided by UMFK - application deadline March 1st. (More information below)
- University of Maine System (UMS) scholarships – funds are available from the UMS - deadlines vary
- Outside scholarships - are from resources other than from UMFK. Many links are available from the UMFK website.

UMFK SCHOLARSHIPS - The Application Process

To obtain the application form for the UMFK scholarships listed below, please visit the UMFK website at: http://www.umfk.edu/financialaid/us/scholarships/. Application deadline for UMFK Scholarships is March 1st.

Scholarships are based primarily on financial need and/or achievement. To be considered for need- based scholarships, the submission of the Free Application for Federal Student Aid (FAFSA) form usually is required. UMFK scholarships are funds awarded by the University.

Some UMFK scholarships have specific restrictions such as place of residence, major, etc. Additional documentation may be required. UMFK scholarships are awarded through the financial aid office.

UMFK INSTUTIONAL SCHOLARSHIPS

Athletic Scholarship

The UMFK Athletic Department will determine the selection of students. The Athletic Department also will notify the financial aid office of all award offers.

Bengal Scholarships

The Bengal Scholarship was established to recognize deserving students for their academic achievements and is awarded to students based on their academic performance. SAT/ACT scores, high school class rank, etc., may be considered and may be used in determining eligibility. For transfer students, cumulative transfer G.P.A will be considered. Scholarship amounts may vary. The Bengal scholarship is available to U. S. Citizens, Canadians and International students.

The scholarship is renewable annually provided the recipient maintains the required 3.0 G.P.A., remains in good academic standing, and meets all other eligibility requirements. A scholarship application is NOT required. UMFK's Admissions Office will determine eligibility and will communicate with students and the Financial Aid Office. More information is available at the Admissions section of the UMFK website.

UMFK Need-Based Scholarships

The Need-based scholarship is awarded to students who demonstrate financial need. The
Financial Aid Office makes the determination of eligibility. If a student is eligible, the scholarship will be part of a student's financial aid package and made available on the student's award notice. No scholarship application is required.

OTHER SCHOLARSHIPS, WAIVERS, AND CONSIDERATIONS

University of Maine System (UMS) Scholarships

Scholarships are made available through the University of Maine System. An application is recommended but is not always required for awarding purposes. A complete list with more information and the application form is available on the UMFK website.

Maine Plate Scholarship

This scholarship is a need based program funded through the purchase of University of Maine System license plates. The amount of money available for grants each year varies depending on the number of license plates purchased and renewed.

Finance Authority of Maine (FAME) Scholarships and Programs

FAME provides a variety of aid programs for eligible Maine residents such as:

- Educators for Maine Program
- Tuition Waiver Program

For more information, visit FAME's website at: http://www.famemaine.com, or call FAME at 1-800-228-3737.

Educational Assistance from Public Agencies

The University of Maine at Fort Kent is approved by the State Approving Agency, the Department of Education, the Veterans Administration for VA benefit purposes, the Social Security Administration, the Maine Rehabilitation Commission, and other public agencies for educational benefits under a variety of programs. A FAFSA may be required to be considered for assistance.

Waivers

Native American Waiver and Educational Program

The University of Maine System has tuition waiver and room and board grant programs for eligible Native American students. The purpose of these programs is to encourage Native American students to participate in public higher education in Maine. The goal is to provide sustained support for all UMS Native American students who wish to pursue post-secondary study and, in particular, those who wish to obtain a certificate and/or an associate, baccalaureate, or graduate degree or some other appropriate credential that will serve them personally and professionally as they plan for the future.

Native American Tuition Waiver Program

This program covers tuition and mandatory fees. Tuition and mandatory fees will be waived for qualified students, both matriculated and non-matriculated, who are enrolled in academic, credit-bearing courses at the undergraduate, graduate, or continuing education level at the campuses of the University of Maine System.

Native American Room and Board Grant

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

For more information, including questions regarding eligibility, contact UMFK's Native American campus coordinator or the Wabanaki Center at 207-581-1417, or UMFK's campus coordinator at: 207-834-7824.

Veteran's Dependent Waiver

Tuition may be waived for persons qualifying under MRSA 37B, Chapter 7, Section 505, as amended 2002, P.L. c.662.

Tuition Waivers

Under certain circumstances, tuition may be partially or fully waived for University employees, international students, high school students, and students participating in the New England Regional Program.

ADDITIONAL INFORMATIONAL RESOURCES:

About the General Financial Aid Process:

- www.mappingyourfuture.org - Mapping Your Future – Learn about financial aid and the application process.
- http://www.studentaid.ed.gov - U.S. Department of Education's Student Aid Programs information.
- www.fafsa.gov – Complete the Free Application for Federal Student Aid (FASFA) online, add UMFK's school code (002041), make corrections, and e-sign.

Federal Student Aid Information Center: 1-800-4-FED-AID, (1-800-433-3243) or 319-337-5665

- www.youtube.com/collegedotgov - for videos and advice from current college students.
- www.pin.ed.gov – go here to request or retrieve a FAFSA PIN Number. A FAFSA PIN number is needed to electronically sign your FAFSA, electronically sign the Direct Loan Master Promissory Note, as well as access the National Student Loan Data System.

Helpful UMFK Links:

- www.umfk.edu - UMFK's website
- www.umfk.edu/financialaid/ - the financial aid section of the campus website
- www.umfk.edu/financialaid/us/scholarships/ - a place to find UMFK scholarships and outside scholarships
- http://www.umfk.edu/financialaid/process/ - details about the financial aid process at UMFK

MaineStreet:

MaineStreet allows students online access to their University records and information. MaineStreet is available via the UMFK website. After selecting MaineStreet, the student will log in using their UMFK's campus Email Login ID and Password. MaineStreet provides the student with many different types of information. For financial aid and billing purposes, access the "Finance" section. To access this section, go to: Student Self Service, Student Center, and select "Finance". Here, a student may view his or her financial aid package, accept, change, or decline financial aid offered and view a current UMFK bill, which includes charges and payments.

The MaineStreet Student Center can be used to monitor items that need attention also view any campus Holds Messages, or To-Do items. Quick Guides, Tutorials and MaineStreet Help are available online in MaineStreet.

UMFK Financial Aid Office Contact Information:

If you have questions regarding financial aid, first visit the UMFK website. Answers to many questions may be found in the website. You also may contact the UMFK Financial Aid Office at 207-834-7605, or by email at: www.umfkaid.maine.edu

Registration and Records

Registration

Registration involves academic advising, course selection, and payment arrangements. Students must see their academic advisors for assistance with course selection. Students who are not working towards a degree may seek the assistance of a faculty advisor.

To register for courses, students go to the MaineStreet Student Center and enter their courses on their Wish List. Once the courses have been reviewed and approved by their academic advisor, students may enroll. A student who is not in a degree program, or who has not previously taken classes at UMFK, may complete a registration form and submit it in person or online to the Registrar's Office.

Specific early registration days for returning students to enroll in subsequent semesters are published in the Academic Calendar. On these days, priority in course selection is based upon a student's class level; that is, seniors register first, followed by juniors, sophomores, and finally freshmen. Subsequent to that date, registrations are accepted on a first-come, space-available basis until the "Last Day to Register" which is two weeks before the start of the semester. Students may register after the "Last Day to Register" deadline but a $50 Late Fee will be assessed.

New students are provided the option to register for the fall semester during the summer registration days. However all new students may also register during the student orientation or by contacting the Assistant Dean of Student Success. All new transfer students will register with their assigned academic advisor.

Audit

Courses at the University of Maine at Fort Kent may be taken on an audit basis. Attendance in the courses is mandatory. Scheduled work and exams will be determined by the course instructor. Registration for audit must be completed prior to the end of the Add/Drop period (see Academic Calendar). Forms for auditing courses are available in the Registrar's Office. Tuition and fees are assessed for audited courses.

Course Cancellations

The University of Maine at Fort Kent reserves the right to cancel courses.

Student Class Level

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

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

Adding a Course

Students wishing to add a course(s) may do so within the 'Add' period in the first week of the regular term or session. Please consult your academic advisor to add courses.

Course Drop

Students wishing to drop a course may do so during the Add/Drop period. There are no academic and financial implications if a course is dropped within the Add/Drop period. However, it is important to consult your academic advisor. For more information on Add/Drop dates, please see the 'Academic Calendar'.

Course and Term Withdrawal Policy and Procedure

A course dropped *AFTER* the Add/Drop period is called 'course withdrawal'. If all courses are dropped after the Add/Drop period, the student has withdrawn from the term or 'term withdrawal'. Both course and term withdrawals have financial and academic implications. If it is the intention of the student to withdraw from a course or a term or a session, the withdrawal procedures are to be observed. Failure to do so will result in the assignment of a grade for each course involved, and the grade will be computed in the grade point average. Merely ceasing to attend classes does not constitute an official course or term withdrawal. Instructors will determine a grade based on individual cases.

Students wishing to withdraw from a course or the term *after* the Add/Drop period are recommended to seek advice from their academic advisor and/or the Student Success Office.

Students must complete the 'Course/Term Withdrawal" form obtained at the One Stop Center or online at the UMFK website under 'Forms & Documents.' The completed form must be submitted to the One Stop Center or may be submitted electronically.

Distance Education (online) students may submit the "Course /Term Withdrawal" form electronically or contact their advisor or instructor to request a course withdrawal. The request is forwarded to the Registrar.

The date of withdrawal is the date the completed form or emailed request to withdraw is initiated.

In the regular 15 week terms, course and term withdrawals are not permitted after the 10th week of classes (see "Last day to Withdraw" in the Academic Calendar) except in unusual circumstances. Course and/or term withdrawal after the 10th week require the approval of the instructor and the Vice President for Academic Affairs.

Change of Degree Program

To declare a change in degree program, the student must submit a change of degree form to the Registrar's Office in the One Stop Center. The new program advisor's signature is required, and additionally, the Director of Nursing signature if changing to a nursing program. Students may access the new degree requirements through their student center degree progress report.

Academic Implications for Course and Term Withdrawal

Fall and Spring Semesters (15 week Term)
1. Courses may be added during the FIRST week of classes. This applies to all credit courses (day and evening). Courses may be dropped during the first and second week of classes without academic penalty (see Academic Calendar for deadlines).
2. Beginning with the THIRD week of classes until the end of the 10th week of classes, as published in the Academic Calendar, courses may be withdrawn with a grade of "W" assigned by the Registrar. The "W" is not computed in grade point averages. For all purposes, the "W" grade will be recognized as an attempted but not earned credit. Students will be responsible for the full cost of the course.

Short sessions	
3-week session	Students may drop course(s) until the end of the 2nd day with no academic penalty. Course withdrawal after the 2nd day will be assigned a grade of "W".
4-week session	Students may drop course(s) until the end of the 3rd day with no academic penalty. Course withdrawal after the 3rd day will be assigned a grade of "W".
6-week session	Students may drop course(s) until the end of the 4th day with no academic penalty. Course withdrawal after the 4th day will be assigned a grade of "W".
8-week session	Students may drop course(s) until the end of the 6th day with no academic penalty. Course withdrawal after the 6th day will be assigned a grade of "W".
12-week session	Students may drop course(s) until the end of the 8th day with no academic penalty. Course withdrawal after the 8th day will be assigned a grade of "W".

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student's education records. The law applies to all schools which receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student, or former student, who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students. Eligible students have the right to inspect and review all of the student's education records maintained by the school. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for eligible students to inspect the records. Schools may charge a fee for copies. Eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the eligible student has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the eligible student has the right to place a statement with the record commenting on the contested information in the record. Generally, schools must have written permission from the eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:

- school employees who have a need to know
- other schools to which a student is transferring
- certain government officials in order to carry out lawful functions
- appropriate parties in connection with financial aid to a student
- organizations conducting certain studies for the school
- accrediting organizations
- individuals who have obtained court orders or subpoenas
- persons who need to know in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific state law

Schools may disclose, without consent, "directory" type information such as a student's name, address, telephone number, class level, degree and major, date and place of birth, dates of attendance, enrollment status, degrees awarded, dates of graduation, sports and activities participation, and honors and awards. However, students may request that directory information be suppressed by contacting the Registrar's Office. If a student chooses to have directory information suppressed, the University will release information to those not

authorized under the act only in emergency situations. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Registrar's Office.

Transcripts

Transcripts of courses taken at the University of Maine at Fort Kent are issued only at the written request of the student. Two types of transcript are issued. "Unofficial" copies are issued to students for academic advising purposes. "Official" transcripts carry the signature of the Registrar and embossed seal of the University. Partial transcripts are not issued. The following per copy fee must be paid before a transcript will be issued:

Official Copy	$3.00
Unofficial Copy	$3.00
Faxed Copy	$6.00

Transcripts will only show work completed as of the date of request. In-progress work will not display on the transcript.

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

NOTE: It is the policy of the University of Maine at Fort Kent to withhold all official credentials, including grades and transcripts, until library clearance has been granted and the student's account is paid in full. It also is University policy to withhold credentials for students who have defaulted on their university-based student loans. The University does not provide electronic copies of official transcripts and will not email transcripts.

Servicemember's Opportunity College

Servicemember's Opportunity College (SOC) and Army help for education and development (Project Ahead)

The University of Maine at Fort Kent has been designated as an institutional member of Servicemembers Opportunity College (SOC), a group of over 1,100 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As a SOC member, the University of Maine at Fort Kent recognizes the unique nature of the military lifestyle and is committed to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences. For further information on these programs and the college credit possibilities, contact the Registrar's Office.

Veterans Educational Programs

The University of Maine at Fort Kent is approved by the Veterans Administration for the education and training of veterans, service persons, National Guard, and dependents of disabled or deceased veterans. Students should contact the nearest VA regional hospital for information concerning eligibility, counseling, and benefits. Information is available at http://www.gibill.va.gov.

Students eligible for VA educational benefits should contact the UMFK Registrar's Office to inform them of their veteran status. The Registrar's Office is responsible for processing the necessary paperwork for benefits.

To apply for VA education benefits, the student must:

1. Apply for and be accepted into a University degree program.
2. Complete the appropriate application for VA Benefits with the Registrar's Office (Chapter 33 must complete 22-1990 at: http://vabenefits.vba.va.gov/vonapp/main.asp.
3. Submit a copy of the DD-214 (for Chapter 30) (Chapter 33 must submit a copy of the Certificate of Eligibility.)
4. Register for, and begin taking classes.

Students should contact the Registrar's Office with questions or assistance.

Academic Policies and Procedures

The academic year at the University of Maine at Fort Kent consists of two regular semesters (fall and spring), a 15-week summer term containing several shorter sessions, a 3-week Winter Term (between the fall and spring semesters) and 8-week sessions offered within the spring and fall terms. Information about course offerings is found on the University website.

Academic Honesty

Honesty and integrity are vital to the functioning of the academic process. Students are expected to follow the procedures established in each class, in each assignment. Each student will submit only his or her own work with inclusion of proper attributions where appropriate. Faculty must be clear about their expectations for individual and collaborative assignments. Students who work collaboratively with other students must acknowledge the work of all students to a project. Students who plagiarize work from any source are subject to serious consequences ranging from failing an assignment to being dismissed from the University depending on the circumstances. Normally, students will not fail an entire course because of one incident, but repeated incidents will result in more serious consequences.

Plagiarism

The spectrum of plagiarism is a wide one. At one end of the spectrum is word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote or reference. More often, plagiarism results from patching together passages from various sources, the writer's major contribution being the cement to hold the pieces together. Another example is the paraphrasing or abbreviation of someone else's ideas or the restatement of someone else's analysis or conclusion without acknowledgment that another person's text has been the basis. Weaving these "borrowed" ideas into the text without referencing the original source is plagiarism. Today's electronic sources make it easier to download material and present it as one's own without making any or only minor changes. It is the responsibility of each student to become familiar with the definition of plagiarism and not commit this error out of ignorance.

Attendance

The University and its faculty are firmly committed to both regular classroom attendance and participation in University-sponsored extra-curricular activities. Each professor will specify the attendance and absence policy as part of the written syllabus distributed at the

beginning of the course. Students seeking an excused absence from class must obtain excused status -- in advance whenever possible -- from the professor of the class, find out their obligations, and schedule makeup work as necessary.

If it is not possible to speak to the professors prior to an absence, the student must, within a day or two of return to campus, consult with the professor(s) of the course(s) involved. It is the student's responsibility to set up consultations and to meet the obligations and deadlines established by the professor.

Academic Recognition

The University formally recognizes students who achieve academic excellence through publication of the Dean's List at the conclusion of each semester. There are two separate lists, one for fulltime students (Dean's List) and one form part-time students (Academic Recognition List for Part-Time Students). Students with any Incomplete grades ("I" or "DG") for the semester one month after grades are posted is not eligible for the Dean's List or Academic Recognition List for Part Time Students.

1. **Dean's List**
   A full-time matriculating undergraduate student who achieves a semester grade point average of 3.20 and higher with no grades below "C" qualifies for the Dean's List.
2. **Academic Recognition List for Part-Time Students**
   A part-time (6-11 credits) matriculating undergraduate student who achieves a semester grade point average of 3.20 and higher, with no grades below "C", qualifies for the Academic Recognition List for Part-Time Students.

Alpha Chi

Alpha Chi is an honor society whose purpose is to promote academic excellence and exemplary character among college and university students and to honor those who achieve such distinction. Its name derives from the initial letters of the Greek words, ALETHEIA, meaning TRUTH, and XARAKTER, meaning character. As a general honor society, Alpha Chi admits to its membership students from all academic disciplines.

Invitation to membership is extended, after completion of 60 hours at UMFK, to the top 10% of each of the junior and senior classes. The number of inductees and the GPA requirement depends on (1) the size of the class, and (2) the number of previously-inducted members in each class. Membership recognizes previous accomplishments and provides opportunity for continued growth and service. Alpha Chi works to assist students in making "scholarship effective for good," as its constitution states.

Academic Standing/Probation

To maintain full academic standing and matriculant status, a student (full-time or part-time) must achieve the following minimum Cumulative Point Averages:

Up to 29 Attempted Semester Hours	1.67
30–59 Attempted Semester Hours	1.75
60 or more Attempted Semester Hours	2.00

A student (full- or part-time) who fails to achieve the required Cumulative Point Average (CPA) to maintain full academic standing is placed on academic probation for the next semester of full- or part-time enrollment. If, at the end of the probationary semester, the CPA still is below the required minimum, the student's academic status is reviewed by the Vice President for Academic Affairs. For the student who has demonstrated substantial academic improvement, although the CPA remains below the required minimum, academic probation (full- or part-time enrollment) may be extended by the Vice President. For the student who does not show substantial academic improvement during the semester of probation, academic suspension from the University will follow. Readmission into a degree program will not be permitted for one year following academic suspension. Readmission is through the Admissions Office.

Grading Policy

The University of Maine at Fort Kent uses a system of letter grades to measure student achievement. The grades are reported to the Registrar's Office by the faculty at the end of each semester. Grades reports are not mailed to students, unless requested by the student. Students may obtain grades in their MaineStreet Student Center. Transcripts of grades are withheld for students who have unpaid balances on their accounts or overdue library books. It also is the University policy to withhold grades for students who have defaulted on their university-based student financial loans.

The grades that are reported to the Registrar are used to compute the Cumulative Grade Point Average. Each grade is assigned a numeric value of quality points:

Grade		Quality Points Per Credit
A	Highest Honors)	4.00
A–	(Highest Honors)	3.67
B+	(Honors)	3.33
B	(Honors)	3.00
B–	(Honors)	2.67
C+	(Satisfactory)	2.33
C	(Satisfactory)	2.00
C–	(Satisfactory)	1.67
D+	(Low Passing)	1.33
D	(Low Passing)	1.00
D–	(Low Passing)	0.67
F	(Failing)	0.00
P	(Pass/Fail) (grade of "C" or better)	0.00
F*	(Pass/Fail)	0.00
DG	(Deferred)	0.00
I	(Incomplete)	0.00
W	(Withdrew)	0.00

The number of credits in each course is multiplied by the numeric value of each grade received. The product is the total of quality points earned in each course. The Cumulative Point Average (CPA) is obtained by dividing the number of credit hours attempted at UMFK into the total number of quality points earned (18 credit hours attempted divided into 54 quality points gives a CPA of 3.0).

Courses which are assigned pass/fail grades are not used in the computation of grade point averages. Grades of "W" withdrew, "F*" failure in a pass/fail course, "I" incomplete, or "DG" deferred, do not have a numeric quality point average and are not used to compute grade averages.

- **Incomplete Grades**

In rare instances a student may be unable to complete the semester's course work for reasons beyond the student's control. In such cases the instructor will assign the temporary grade of "I" (Incomplete). An "I" grade must be removed within two weeks after the close of the semester or Summer Session in which the student enrolled for the course. "I" grades not changed during the two weeks after the close of the semester will be converted to a grade of "F". Grades of "F" are computed in grade point averages.

- **Deferred Grades**

Due to the nature of some courses, which may continue into the following semester or other circumstances, instructors may assign grades of "DG" (Deferred). Grades of "DG" must be removed before the close of the semester or summer session following the semester in which the student enrolled in the course. Grades of "DG" left unchanged after that period of time will be converted to grades of "F." Grades of "F" are computed in grade point averages.

- **Grade Changes**

At the end of each semester, a student should determine the fairness of all grades received. In the event of a question, the appropriate instructor should be contacted immediately for resolution. If a change of grade is justified, the student should secure the appropriate form from the Registrar's Office, attach a statement of documentation, and proceed to process the request. All grades which remain unchanged according to the foregoing procedure as of 30 days following the day of Registration for the next semester or summer session will be presumed to be fair and not subject to change.

- **Repeated Courses**

A student may repeat a course only once. Further repetitions will be allowed only with approval of the faculty member teaching the course. Students will retain the right to appeal this faculty decision to the Division Chair, and ultimately to the Vice President for Academic Affairs. Repeated courses must be taken at the earliest opportunity (normally the next semester the course is offered). Credits are awarded only once for a course unless it is a course that may be taken more than once. Only courses and quality points for the attempt in which the highest grade is earned are computed in the grade point averages.

- **Academic Forgiveness**

Students may petition to have one complete semester of UMFK coursework removed from calculation on their academic transcript. This includes courses, grades, and quality points. Removal of partial or selective coursework is not permitted under this policy. The following are the conditions to request academic forgiveness:

1. Only one semester will be forgiven.
2. A period of three years of separation from higher education must have elapsed after the semester to be forgiven.
3. The student has since completed 45 credits in good standing.
4. Student must petition the Academic Council for the request.

The Academic Council will recommend approval or denial of the request to the Vice President for Academic Affairs. Academic Forgiveness does not apply to financial aid satisfactory academic progress.

Course Loads and Waivers

For all students who are in full academic standing, the total credit hour course load will not exceed 19 credits without special approval (see Overload Approval).

For all students in less than full academic standing and including those admitted on probation, the total credit hour course load will not exceed 13 credits.

Fall and Spring15 week semesters:
A student may enroll for a maximum of 19 credits.

Winter Term-3 weeks:
A student may enroll for a maximum of 2 courses.

Summer semester:
A student may enroll for a maximum of 19 credits in a 15-week summer session, but no more than 2 classes in a single 3-week session.

Exceptions:

1. A first semester degree student, admitted as a Conditional Student, will be allowed to enroll for a maximum of 13 credits during the first semester.
2. All degree students on Academic Probation will be allowed to enroll for a maximum of 13 credits during their semesters on probation.
3. Credits in approved Internships or Environmental Studies Field Experience are excluded from the semester's Course Load.

- **Overload Approval**

Success in coursework is one important goal for the UMFK student. The course credit limits have been developed to assist the student to reach that goal. For the accomplished student who has given sufficient evidence of academic proficiency, permission to take a course overload during any given semester must be obtained in writing prior to registration. Students submit a written request to the Vice President for Academic Affairs. The request must include a recommendation from the student's academic advisor and meet the following two conditions.

1. Students with cumulative grade point averages between 2.00 and 3.00 may be considered for an academic overload not to exceed 20 credit hours.
2. Students with cumulative grade point averages between 3.00 and 4.00 may be considered for an academic overload not to exceed 22 credit hours.

- **Course Waivers or Substitutions**

Students may petition to have a course, condition to a course, or a specific degree requirement waived from their program of studies. Students also may petition to have a course substituted for another course in their degree requirements. To request either change, the students must follow procedures, depending on requirements:

For a change in Major/Minor Requirements

1. Submit a written petition requesting the change to the Chair of the Division responsible for the major or minor.
2. The Chair, in consultation with appropriate faculty, will recommend to the Vice President for Academic Affairs approval or denial of the request.

For a change in General Education/Other Degree Requirements

1. Submit a written petition requesting the change to the Chair of the Academic Council.
2. The Academic Council, in consultation with appropriate faculty, department, division, or other unit, will recommend to the Vice President for Academic Affairs approval or denial of the request.

Graduation

Candidates for degrees must file application for graduation with the Registrar's Office before the end of the third week of classes of the semester in which they expect to complete graduation requirements. The online graduation application can be found in the Registrar's webpage.

Applications for degrees to be awarded at the end of a summer session should be completed and filed in the Registrar's Office before the end of the previous spring semester. No applications will be accepted for summer session degrees or credentials after the end of the second week of instruction of the regular summer session.

Students are permitted to participate in graduation exercises provided they have completed or are enrolled in all degree requirements in the semester prior to graduation. Graduation credentials will only be recorded on the transcript, and the diploma issued, when all degree requirements have been completed. The diploma will be

dated the same as the transcript. The graduate will be considered as an alumnus/alumnae of the year he/she completed degree requirements. A student may not participate in two separate graduation exercises for the same degree.

Graduation Honors

Students who maintained a high level of academic achievement during their undergraduate careers at the University of Maine at Fort Kent are graduated with honors. Graduation with honors is based on the student's GPA at the University of Maine at Fort Kent. Students must complete at least 50 percent of the total degree credits required in the student's program of student, whichever is greater. Coursework taken during the semester prior to graduation will not be used in the calculation of honors. Students with the following total cumulative honors GPAs graduate with honors, accordingly:

- 3.20 to 3.49 cum laude,
- 3.50 to 3.79 magna cum laude, and
- 3.80 to 4.00 summa cum laude.

Residency Requirements

To be eligible to receive the first baccalaureate or associate degree from the University of Maine at Fort Kent, the candidate shall have earned a minimum of thirty (30) semester hours of degree credit at the University of Maine at Fort Kent or through UMFK programs. This, and other degree requirements, shall have been met prior to conferral of the degrees. Challenge exams, CLEPs, and experiential learning credits may not be applied toward the 30 credit residency requirements. In the certificate programs, a student must complete at least 51% of their credit requirements at the University of Maine at Fort Kent or through UMFK programs.

Dual Degrees

Associate Degree to Baccalaureate - A student who has been awarded an Associate degree may elect to apply for admittance into a program leading to a bachelor degree.

1. A student with *no elapsed time* since being awarded the Associate degree may submit a Dual Degree form to the Registrar's Office. The requirement term and advisor's signature are required on the form. If the student is continuing into the BSN program, the director of nursing signature is required. Forms are available in the Registrar's Office or online.
2. A student with *one or more semesters* (not including summer semesters) *elapsed* since being awarded the Associate degree, must apply through the Admissions Office for admittance into the Bachelor degree program. A new requirement term will be

assigned. Students may use the Adult application form and submit the form to the Admissions Office.

Additional Associates or additional Baccalaureate degrees - In order to receive the additional degree, the following conditions must be met:

1. The first degree has been awarded.
2. The student has applied through Admissions for the subsequent degree.
3. A minimum number of credits will have to be completed beyond the total hours earned for the previous degree: 15 for each additional Associate; and 30 for each additional Baccalaureate.

Double Majors

A student, who has declared one major, can complete a second major, listed under the same or another degree. The "Double Major" student will earn one degree, which will include the two majors. In cases where the majors are associated with different degrees, the student must select a primary degree and will graduate with only that degree. Both majors will be recorded on the student's transcript and diploma at graduation. The second major may be declared at the time of admissions or later at the Registrar's Office. No more than 6 credits may overlap between the two majors.

Academic Review Policy For Student Concerns

Occasionally, a student may have reason to question an academic process or result. In such cases, the following procedure will apply:

1. The student must discuss the concern with the appropriate faculty member. If the concern persists,
2. The student must consult with the division chair, who will attempt to resolve the complaint. Failing this,
3. The student may request a review of the situation to be made by the Vice President for Academic Affairs. If there is lingering dissatisfaction on the part of the student,
4. The student may request a review of the situation to be made by the President. All parties are expected to adhere to the final decision.

The foregoing steps should be made in order of progression and all information, recommendations, and decisions must be made IN WRITING and made available to the next level of review. Maximum efforts and attempts should be exerted toward resolution of concerns without the necessity of review.

Distance Education

Distance Education provides students educational opportunities outside of the regular classroom setting. Distance Education instructors and learners interact synchronously or asynchronously at a distance, employing technology to facilitate and/or enhance the educational experience. Distance learning responds to the needs and goals of students for flexible, accessible courses, programs, and certificates, and includes course offerings via methods of online instruction, blended learning, hybrid courses, interactive television classes, and through video conferencing equipment. Student support services, learning resources, technical, and administrative support are provided for all forms of distance learning. Students who participate in distance education courses are required to have computer and Internet access. Depending on the method of distance learning, students may be required to visit a center or campus. Before the start of an online course, students will be provided instructions on how to access the course within the universities' learning management system, as well as information on other campus services. All newly-matriculated students participating in an online degree program/certificate will be required to participate in an Online Orientation.

Distance and E-Learning Instructional Modality Definitions

Online Course Delivery: This term describes classes which are conducted completely online. It also is referred to as Asynchronous, because the participants and instructors in the class are separated by time and place. The class is conducted with online curriculum, discussions, and resources.

Hybrid/Blended:

- **Hybrid Course Delivery: Hybrid courses present most of the course learning online with some on campus instruction.** The bulk of the learning takes place in an asynchronous online platform enriched by synchronous weekly, biweekly, or monthly meetings. This delivery method is intended for distance students, but may have a synchronous component including an onsite meeting time for students within proximity of the campus and/or a video conferencing to allow synchronous meeting times for away students. (Synchronous & Asynchronous Learning)

- **Blended Course Delivery: Blended Learning describes courses that are presented mostly in a face-to-face setting and combine multiple approaches to learning.** By use of synchronous and asynchronous elements, learning can be

accomplished through the use of 'blended' virtual and physical resources, which can reduce “seat time” in the regular classroom. A typical example of this would be a combination of technology-based materials and face-to-face sessions used together to deliver instruction.
Blended Course Delivery can incorporate the use of collaborated lists, blogs, podcasting, virtual meetings, teleconferences and text messaging; methods that now are used by traditional teachers to enrich *traditional classes.* This delivery method is intended for students on campus.

ITV/Compressed Video Course Delivery: ITV (Interactive Television) and Compressed Video technologies are used to deliver course content to students located at sites and centers throughout the state. This is synchronous delivery and may include some web-based resources. **ITV/Compressed Video Course Delivery - *Equipment requirements may limit sites where students can access these courses.***

Distance Education DEGREE Options
Associate of Arts in General Studies with a Study Sequence in
- Accounting
- Conservation Law Enforcement
- Criminal Justice
- Emergency Management/Homeland Security

Associate of Arts in General Studies
Associate of Science in Information Security
Associate of Science in Allied Health
Bachelor of Science in Business Management with a Concentration in
- Accounting
- Healthcare Administration

Bachelor of Science in Nursing (RN to BSN)
Bachelor of Science in Rural Public Safety Administration
Bachelor of University Studies

Distance Education CERTIFICATE Options
- Certificate in Emergency Management/Homeland Security
- Certificate in Public Management
- Certificate of Study in Criminal Justice
- Certificate in Healthcare Management
- State of Maine Special Education Certification

Educational Enhancement Opportunities

Bridge to Success Scholars Program

The Bridge to Success Scholars program provides an intensive 4-week orientation for entering freshmen to broaden their horizons for academic excellence. The goal of the Bridge to Success Scholars program is to assist freshmen in their transition to university life in preparation for the demands of college academics and responsibilities. It offers students an enriched academic experience for continued development of basic skills in reading, writing, and mathematics, and is taught in the context of developing strategies necessary for successful program completion. The importance of personal responsibility to meet the demands of college expectations is stressed. Students receive daily instruction in reading, writing, math and college readiness skills, with time for directed study sessions. Afternoon, evening and weekend recreational activities introduce and integrate the student into the greater university community. Students will use the UMFK academic resources and the resources of the greater Fort Kent community.

The Bridge to Success Scholars program is delivered during a 4-week orientation prior to the start of the fall semester. Conditionally accepted students who place into two or three pre-college level courses, as determined by the Accuplacer® placement tests, are required to attend and successfully complete the prescribed curriculum to continue their studies in the regular UMFK Fall semester. However, the program is open to all entering students who express a desire to improve their college readiness, or who wish to become acclimated to university life prior to the start of the regular fall semester.

The Bridge to Success Scholars program requires students to live in UMFK residential housing. Exemptions must be applied for based on the residential policy for freshmen students. Students earn 5 credits charged towards their Fall tuition. Fees, Room & Board is charged separately. Students who apply for financial aid need only use the FAFSA for the fall academic year. For more information and application forms, please contact the Assistant Dean of Student Success.

Haenssler Honors Program

Philosophy Statement

The Haenssler Honors Program serves motivated and high-achieving students to broaden their horizons and achieve academic excellence. The goal of the program is to help students succeed in the world of increased globalization and its complex and varied

environments. This requires flexibility, effective communication skills, originality, creativity, strong analytical skills, sound and ethical leadership, innovative strategies, multidisciplinary understanding, and solid knowledge.

Mission Statement

The University of Maine at Fort Kent Haenssler Honors Program offers students an enriched academic experience. It promotes a high level of well-rounded competency in learning grounded in the liberal arts. The program is designed to help students become life-long learners and to prepare those who are interested for the exigencies and rigors of graduate studies. The program emphasizes creative, research-oriented, and in-depth learning.

The Haenssler Honors Program at UMFK consists of 24 credits:

ENG 100 / Honors English Composition I*	3 credits
ENG 101 / Honors English Composition II*	3 credits
Honors Seminars (HON Designation)	6 credits
Honors Contract Courses (any approved course proposal)	9 credits
Honors Capstone (may be fulfilled with a major capstone project)	3 credits
	24 credits

**Students already possessing credit for Composition take 6 credits of approved Honors courses in lieu of these courses.*

1. Students may be admitted to the Haenssler Honors Program in the following ways:
   a. All students qualifying for Merit Scholarships will be invited to participate in the Honors program.
   b. After the first semester, a student whose GPA is 3.2 or higher may be recommended via letter to the Honors Director by a UMFK faculty member.
2. Students must maintain a minimum of a 3.2 GPA or higher in Honors courses to remain in the program. Students also must

maintain an overall GPA of 3.2 in all university academic work to remain eligible for the Haenssler Honors Program.

3. Transfer Students transferring from Honors programs at other institutions may petition to receive transfer credit for Honors coursework completed elsewhere. Due to Haenssler Honors Program requirements, it will be impracticable for students transferring 60 credits or more to complete the program without previous Honors courses transferring.
4. Honors Contract Courses

   Students interested in a more challenging classroom experience will work with a willing professor to create an Honors Course Contract. These are not separate Honors classes, but rather standard classes for which a contract is created detailing higher-level assignments, projects, or other activities that qualify as Honors-level coursework to be completed by the student who will then receive Honors credit for the course. Professors are not required to engage in Honors Course Contracts.

   a. The Honors Course Contract must be submitted for review to the Honors Director and/or Honors Advisory Council no later than two weeks before the start of the semester. A professor willing to offer an Honors Contract understands that he/she will submit the proposed Honors Contract Course to the Honors Director and/or Honors Advisory Council for review to ensure that Honors course criteria, indicated on the Honors Course Contract, are being met.
   b. Review of the Honors Contract Course to ensure that it meets the standard Honors course criteria will be completed at least one week before the first day of the start of the semester during which the Honors Contract Course is to be completed. The Honors Contract Course may be accepted as proposed, or the Honors Director and/or Honors Advisory Council may indicate changes that need to be made for the Honors Course Contract to be acceptable for Honors credit. The Honors Director will work with the professor to remedy any concerns created by the review.
   c. The Honors Contract Course requirements must be completed by the end of the semester; however, students may still receive standard (non-Honors) credit for a successfully completed course even if they do not complete the Honors Course Contract stipulations.
   d. Completion by a student of the Honors course contract stipulations along with an earned course grade of A, A-, B+,

or B will result in a notation on the student's transcript indicating that the course was "Completed with Honors."

e. Students may take a maximum of 6 credits of Honors Contract courses per semester during the fall and spring semesters.
f. Students may take no more than 6 credits of Honors Contract Courses during all Summer terms combined (maximum of one Honors Contract Course per 6-week Summer term; 6 credits during a 12-week Summer term; none permitted during a 3-week Summer term).
g. No Honors Contract Courses are permitted during the Winter term.
h. Students in online Distance Education courses may complete Honors Contract courses.
i. ASP courses are not eligible for Honors credit.

Examples of appropriate Honors contract courses will also be provided for interested faculty and students.

5. Honors Seminars
   a. One Honors Seminar may be offered during the Fall and Spring semesters.
   b. Honors Seminars have as their goals to create mentoring relations between exceptional faculty and students, to challenge students intellectually through honors-level work in critical thinking, oral argumentation, and written expression, and to prepare students for conducting independent research.
   c. Honors Seminars give students the opportunity to participate in small, seminar-style, intellectually-stimulating courses on important topics that feature significant student-faculty interaction.
   d. Honors Seminars are only open to qualifying students (Haenssler Honors Scholars or individuals meeting the criteria under "Additional Options" below).
6. Honors Capstone
   a. Haenssler Honors Scholars are required to complete a capstone (a thesis or a project) under the guidance of a faculty mentor that involves a process where critical thinking, academic integrity, quality research, and analytic thinking/writing skills appropriate to the project and the discipline(s) are involved.
   b. The Honors Capstone may be fulfilled with a major capstone project by completing Honors guidelines for the project;

however, Honors Capstone projects need not be related to the student's major.

c. Honors Capstones may be presented as part of the university's Scholar's Symposium.

d. An Honors Capstone Guide will describe the procedures for proposing and completing the Honors Capstone.

7. Students who successfully complete ENG 100/Honors English Composition I and ENG 101/Honors English Composition II (or 6-credits of approved Honors courses if already completed Comp. I and II—see above) will receive a Haenssler Honors Scholarship which can be applied to the Honors Seminars and the Honors Capstone (9 credits total). Students must remain Haenssler Honors Scholars in good standing in order to apply the Haenssler Honors Scholarship.

8. Additional Options

   a. For transfer students, or others, who have completed significant credits toward graduation, the specific curriculum requirements for the Haenssler Honors Program may be impracticable. Additionally, other non-Honors students may find certain Honors courses desirable while being unable to commit to the entire Haenssler Honors Program curriculum.

   b. Options available in these cases include enrollment in specific Honors Seminar courses with permission of the professor when space is available, engaging in Honors Contract Courses, and/or pursuing and completing an appropriate Honors Capstone Project.

   c. Students interested in these options will consult with the Honors Program Director and their advisor prior to the start of the semester. Students interested in these options also must meet Honors Program academic requirements to qualify (appropriate GPA, etc.).

9. Recognition

   a. Upon successful completion of Honors Composition I and II (or 6 credits of approved Honors courses), first-time students will formally be inducted into the program as Haenssler Honors Scholars with an appropriate ceremony during the spring semester.

   b. Students who participate in the Haenssler Honors Program, but who are unable to complete all the requirements, will be awarded Certificates of Completion at the highest level of Honors coursework successfully completed.

c. At graduation, Haenssler Honors Scholars who complete the full program in good standing will be recognized as follows (based on Honors course work and overall GPA):
    a. Haenssler Honors Scholar (3.2-3.5 GPA)
    b. Haenssler Honors Scholar with Distinction (3.5-3.7 GPA)
    c. Haenssler Honors Scholar with Highest Distinction (3.8-4.0 GPA)

For further information on the Haenssler Honors Program, contact the Program Director or the Vice President for Academic Affairs.

International Studies

Foreign Studies

The University of the Maine at Fort Kent is a participating member of the American Association of State Colleges and Universities International Study Program. Students may elect to study for one year at colleges located in Canada, Europe, or Mexico.

Additional foreign study opportunities are available during the summer. Students who desire to travel or attend college aboard during the summer may do so by either:

1. Enrolling in a summer aboard Travel-Study Program directed by faculty members of the University of Maine at Fort Kent, or
2. Enrolling in one of the summer semester college programs sponsored and directed by the Institute of European Student (prior approval of the faculty advisor is required).

Study Aboard

UMFK will grant academic credit to students who study in a foreign country in an approved study abroad program. The evaluation of credit will rest upon the recommendations of appropriate faculty members, divisional chairs, and the Vice President for Academic Affairs.

Students may study in a wide variety of countries throughout the world. Study abroad exchanges are made through the Student Life Office well in advance (up to one full year prior to the start date of the exchange) to ensure adequate time to make all necessary arrangements. Students may choose to participate in an exchange that is administered through one of the programs listed below. Students may choose to work with a wide variety of exchange organizations that broker exchanges in countries UMFK do not have a direct exchange agreement.

The **New England/Québec Student Exchange Program** provides eligible UMFK students the opportunity to spend one or two semesters at participating Québec campuses. In this program, students pay tuition at UMFK and room and board and other fees at the Quebec campus they are attending.

The **New England/Nova Scotia Student Exchange Program** provides eligible UMFK students the opportunity to spend one or two semesters at participating Nova Scotia campuses. Students may choose from nine English-speaking universities or one French-speaking university, as well as professional schools which offer a wide variety of learning environments and an impressive array of course offerings. In this program, students pay tuition at UMFK and room and board and other fees at the Nova Scotia campus they are attending.

UMFK has an agreement with the **Universite de Moncton – Campus d'Edmundston,** a campus that is located 20 miles from UMFK in Edmundston, NB. Under this exchange, matriculated students at either campus may enroll for coursework at the other campus and have their work satisfy degree requirements at the home institution. In this program, students pay tuition at UMFK and books and other fees at the Edmundston campus.

Student and Campus Services

Student Life and Development

The office of Student Life and Development works with students in all areas of university life. The Office oversees student and extracurricular activities, new student orientation, residential life, clubs and organizations, dining services, and the UMFK health clinic. Student Life and Development personnel are available to consult about any question or issue that a student may have.

Absences from Class

The University and its faculty are firmly committed to regular classroom attendance. Students do better in courses where they maintain regular attendance. Each professor will specify an attendance and absence policy (see Index under "Attendance") as part of the written syllabus you receive at the beginning of the course. If, for any reason, you seek an excused absence from a class, you must obtain excused status in advance from the professor of the class. Whenever possible, find out your obligations and schedule makeup work as necessary. In an emergency, you may obtain a notification of absence directly from the Associate Dean of Student Life and Development. This requires a personal contact with the Assistant Dean or designee.

If it is not possible to speak to the professor before an absence, you must, within a day or two of your return to campus, carry out the consultation with the professor of your course. If you cannot contact your professor, you should seek out the Associate Dean of Student Life and Development. It is your responsibility to set up the conferences, and be familiar with the professor's specified procedure for makeup work in order to meet the obligations and deadlines established by the professor.

The Associate Dean of Student Life and Development will officially notify professors of the following absences (see below). All other absences fall within the professor's cut policy and the opportunity to make up work is at the professor's discretion.

- A death in the immediate family
- Hospitalization
- Medical reasons outlined and verified by a physician
- Scheduled employment interviews verified by employer in question
- Other emergency situations directly concerning a student and/or his/her immediate family
- Participation in University-related, University-sanctioned and/or University-sponsored or approved functions or activities, including but not limited to performing arts and athletic events

Note: There is a limit of three day‘s absence per semester. Upon consultation with the student‘s professors, additional notifications of absence may be permitted in extenuating circumstances.

Student Conduct

UMFK students are expected to conduct themselves as responsible adults. The UMFK student is a responsible community citizen who:

1. exhibits the personal attributes of honesty and integrity,
2. exercises the highest degree of care and concern for the physical and emotional safety and well-being of others in the University community,
3. abides by all policies of the University and fulfills all contractual agreements, and
4. abides by the civil laws of the town, county, state, and nation.

Students whose behavior does not conform to these standards may face disciplinary action following due process. Complete student life policies and disciplinary procedures are contained in the current UMFK Student Handbook and the University of Maine System Student Conduct Code.

Sexual Assault Policy

The University of Maine at Fort Kent will not tolerate any form of rape or sexual assault. Any unwanted physical contact, or threat of such contact, constitutes sexual assault. Alcohol, drugs, peer group pressure, consent on a previous occasion, or ignorance of University policy will not serve as justification for such actions.

The Residential Life staff provides information sessions open to all students on the subject of sexual assault and safety. These presentations are provided in conjunction with local health care agencies and social service organizations. Additionally, community mentors (resident assistants) undergo a training session on sexual assault during the annual Community Mentor training program.

In the event of a sexual assault or rape, students should seek the support and assistance of another person immediately. The University provides a number of resource people including the Student Support Services Counselors, the Residence Life Staff, and the Associate Dean of Student Life and Development, all of whom are aware of the need for sensitivity and confidentiality. Students may also use the Sexual Assault Helpline by calling **1-800-432-7805**.

Sexual Harassment

Sexual harassment of either employees or students is a violation of federal and state laws. It is the policy of the University of Maine System that no member of the University community may sexually harass another. In accordance with its policy of complying with non-discrimination laws, the University of Maine System regards freedom

from sexual harassment as an individual student right which will be safeguarded as a matter of policy. Any employee or student will be subject to disciplinary action for violation of this policy. A pamphlet describing the policy and its enforcement is provided to each student and staff member. Incidents of sexual harassment should be reported promptly to a campus EEO officer, or to the Associate Dean of Student Life and Development.

Student Health Insurance

Many colleges and universities require that all students be covered by an adequate health insurance policy. UMFK requires that all students including international students verify that they have other adequate U.S. health insurance coverage. Students without proof of existing health coverage will automatically be enrolled in the UMFK Accident and Sickness Insurance Plan. Students wishing to supplement existing coverage may do so by remaining in the UMFK Accident and Sickness Insurance Plan.

Canadian students who are student-teaching in Canada in the fall will NOT automatically be enrolled in the UMFK Plan and will need to request for the UMFK Accident and Sickness Insurance Plan. All other students enrolled in 9 or more credits will automatically be enrolled in the UMFK Plan.

Health Services

The UMFK Student Health Clinic is a service of Northern Maine Medical Center. The Health Clinic is a primary care health facility that provides a wide array of student health procedures and services. The Clinic is open approximately 20 hours per week. Contact Student Life or the Health Clinic for specific hours. Visits and services in the Health Clinic are free of charge for all UMFK students.

Below is a list of services offered by the Student Health Clinic:

Physical Exams
STD Checks
Basic Suturing
Headaches
Infections
Physicals
Nutritional Counseling
Minor Excisions and I & D
University required immunization
Pap Smears
Birth Control Counseling
Upper Respiratory Infections
Urinary Tract
Orthopedic Problems Sports
Tobacco Cessation Basic
Lavage
Oral contraceptives (reduced rate)

The Health Clinic also contracts a mental health counselor for free student consultation one afternoon per week. For more information on hours and services, please contact the Student Life Office.

Immunizations

Maine State law requires that every college student enrolled in a degree program, who was born after 1956, must provide proof of immunization or immunity against the diseases of measles, mumps, rubella, tetanus, and diphtheria. Students not enrolled in a degree program taking 12 or more credit hours also must provide proof of immunization or immunity to the above diseases. Secondary school records or physicians' statements are acceptable proof of immunization. Students who fail to provide proof of immunization (for Measles, Mumps, Rubella (two doses – MMR1 and MMR2), Tetanus and Diphtheria (TD boosters need to be updated every 10 years) will not be allowed to enroll at the University. Students who are not in compliance with the immunization regulations will be required to leave campus during an outbreak and the danger period that follows. Immunization files and information concerning the Maine State Statute are maintained in the Student Life Office.

Student Senate

The Student Senate is an autonomous student government. The Senate nominates students for appointment to various UMFK committees, coordinates cultural and social functions, allocates student activity funds, and works with the Student Life Office.

The Student Senate and the Student Life Office encourages the development of viable activities and organizations. Currently active organizations are listed in the UMFK Student Handbook. To be a recognized student organization, student groups must first receive University recognition. Organizations must then receive Senate approval and be under the Senate jurisdiction to receive funding from activity fees.

Students considering participation in extra-curricular organizations and/or activities should be aware that a minimum grade point average of 2.0 is required of all active members of all clubs and organizations, as well as, all varsity sports team members during each semester. Members of the Student Senate are required to have a minimum of 2.5cumulative grade point average.

Student Activities

The Student Activities Office is the hub for all activities, entertainment, and enrichment at UMFK. We strive to engage students on many levels, and ensure a healthy, inspiring, and thrilling experience while attending our University. Our mission is to create activities that are exciting and that cover a broad range of topics including cultural and social diversity, environmental stewardship, community development, personal health and development including recreational

activities, life skills, community service, and just plain awesome fun! Examples of activities include dances, comedians, relaxation events, musical performances, bonfires, cultural food and dance nights, exercise opportunities, and much more!

Other functions of the Student Activities Office include maintaining an official activities calendar. We also plan and implement New Student Orientations, and Leadership programming. The International Student Organization is based out of our office as well, and is a support system for incoming new international students. We also work closely with Residential Life staff to implement various residential activities and educational programs. In conjunction with the Student Activities Board, which is organized by students, we also put on many large events, such as a Super Bowl Party.

Athletics, Recreation, and Intramurals

The UMFK Sports Center is the focal point of athletics and recreation on campus. This multi-purpose facility is the setting for intercollegiate athletics, recreation, and intramural activities such as racquetball, handball, badminton, basketball, volleyball, and weight lifting.

Intercollegiate athletics at UMFK includes soccer, volleyball and basketball. UMFK completes in the United States Collegiate Athletic Association (USCAA). Most practices and games are scheduled in the late afternoon and evening hours, as well as on the weekends, to allow more students to play and support Bengal athletic activities. For varsity college athletic competition, all student athletes are required to have proof of medical insurance before they begin practicing.

Intramural competition includes team sports such as basketball, softball, volleyball, indoor soccer, and floor hockey. Fitness and wellness classes offer additional opportunities for students to stay fit and healthy throughout the year.

Residential Life

Residential Life is an important component of the academic and social development of UMFK students. The residential halls provide a setting that helps shape students' attitudes, their readiness to learn and overall quality of life on campus. Furthermore, at UMFK, we believe that Residential Life is an extremely important part of the college experience. Studies at the University and across the country have proven that students who live in a residence hall environment do better in college than their counterparts who choose to live off campus.

There are three residence halls that students may choose to live in. Crocker and Powell Hall are referred to as traditional-style residence halls. Each room houses two people and there are common bathroom facilities, a T.V. lounge and a study lounge. The third residential hall is the Lodge, and it is referred to as suite-style living. The majority of the

suites at the Lodge house four people in two separate bedrooms. Along with these suites, there is a private bathroom facility, a common area and a kitchen area. All rooms have a closet/wardrobe, a desk and chair, and a bureau per person. The University provides a cable hookup and an Ethernet port if a student decides to bring a T.V. or a computer. The entire University campus is wireless.

The University has dedicated staff that resides in the residential halls. The Residence Life staff manages these buildings and what goes on within them. Multiple activities are conducted in the residence hall as well as on campus. The Residence Life staff also is in charge of enforcing University policies (please refer to the Student Life website for a copy of the Residence Hall Guidebook). These policies are put into place to ensure a safe and quality living experience.

Residential Housing Policy

The University of Maine at Fort Kent is committed to ensuring the academic and personal success of its students. On-campus housing can make a world of difference in what our students take away from their college experience and in their success rates. The benefits of living on campus are especially significant for students who are in their first year of college. Research tells us that those students who live on campus during their first year:

- have higher grade point averages,
- make a smoother transition from high school to college,
- have higher retention and graduation rates,
- report greater satisfaction with their college experience, and
- make better use of the educational and support services provided by their universities than do commuter students.

Consistent with this perspective and to ensure the quality of the first year experience, effective Fall 2012, the University of Maine at Fort Kent will require all first-year students to live in on-campus housing. Students who begin the fall term will need to live in on-campus housing during the fall and spring terms. Students enrolling in the spring term will need to live on campus during that first spring term and during the next term the student is enrolled (summer or fall).

Exemptions from the residential requirement will be considered based upon the criteria listed below. You must be accepted and confirmed to the University before an exemption request can be submitted. All requests must be submitted online to the University Housing Office along with supporting documentation (see below). If you are under the age of 18 requesting an exemption, you must also submit a letter from a parent or guardian indicating awareness of and consent to the exemption request to live off-campus.

Exemption Criteria

1. **Mileage** – Students who live within a 30 mile radius of campus are exempt from this policy. The towns at the limits of this radius are:
    i. Winterville, ME – South Route 11
    ii. New Sweden, ME – South Route 161
    iii. Grand Isle, ME – East Route 1
    iv. Allagash, ME – West Route 161
    v. Rivière Verte, NB – East TransCanada Highway
    vi. Quebec Border - North
2. **21 years of age** – Students who are at least 21 years of age by the first day of classes may request an exemption. Birth certificate will be required.
3. **Married, domestically partnered, and/or with legally dependent children** – Copies of the marriage certificate or certificate of registration of domestic partnership, verification of dependent child or child's birth certificate are required.
4. **Independent student status** – Student must have been declared as an independent student for the past calendar year and not claimed as a tax exemption by their parent(s) during the same period. Verification is required.

Exemptions will be considered for students for whom living on campus would create a substantial personal hardship. Verification of the special circumstances is required. Financial hardship will be considered only in cases of extreme circumstances, and only after financial aid options have been exhausted.

Student Email Use Policy

In order to meet the academic and administrative needs of the University community, the University of Maine at Fort Kent has established email as a primary means of official communication to all of its students, accepted and/or enrolled. Students are required to activate and regularly monitor their official university assigned email account. It is a violation of University policies for any user of official email addresses to impersonate a University office, faculty/staff member, or student.

Student Expectations and Responsibilities

- Students are responsible for activating their assigned University email account. The Account Activation web site https://mail.maine.edu has been designed for this purpose.
- Students are expected to check their email on a frequent (daily) basis in order to stay current with University-related communications.

- Students have the responsibility to recognize that certain communications may be time-critical.
- Students should not assume that email is private and confidential. Students should never use email to communicate confidential or sensitive information. To minimize risk, confidential information may be made available through special links that are password protected. The University will never ask for student passwords.
- While the University strongly advises that students not redirect email that is sent to their University email account, students may have their University email redirected from their official @maine.edu address to another email address but at their own risk. Having email redirected does not release a student from the responsibilities associated with the official communication sent to their @maine.edu account. Error due to forwarding or redirecting mail, insufficient mailbox space, or email returned to the University for any reason may result in missing notifications or deadlines that have been distributed via email.
- Students with disabilities should work with the Student Support Services Office so that the University can accommodate both the students' and the University's needs in regard to this policy.

Illegal File Downloading and Bandwidth Use

- All students who use the UMFK computer network must be aware that downloading music, movies, images and other digital, copyright-protected files without paying for them is illegal. Doing so constitutes the theft of copyright protected material and is punishable by serious fines. —Watch dog companies and agencies that monitor computer networks and IP addresses inform us when someone on our network is downloading copyright protected songs, movies and other material. These activities are illegal and are in violation of the UMS Student Conduct Code. Recently, several University of Maine System students, including some from UMFK, were charged with illegal downloading by the Recording Industry Association of America. Those alleged infractions have resulted in lawsuits that include thousands of dollars in fines. This is a serious matter and the excuse that —"everybody does it" is not a legitimate one. As proprietors of the computer network, UMFK is required to respond to these infractions. Please understand we are doing this not only for our protection, but yours as well. The following are the sanctions for illegal downloading on the UMFK computer network.
- 1st Offense – Your access to our network will be suspended until you are able to talk to the Associate Dean of Student Life

and Development who will give you an official warning. After this warning, your access will be suspended for one full calendar week; commencing on the day of your consultation with the Associate Dean of Student Life and Development or his designee.

- 2nd Offense – You will be charged for violating the UMS Student Conduct Code and the sanction will include a 90-day suspension of your network access. Please note this suspension will not prevent you from completing academic work on our campus computers in our labs, but it will prevent access from your personal computer in the residence halls or at home.
- 3rd Offense – You will be charged for violating the UMS Student Conduct Code and you will be permanently suspended from our network.
- Remember, downloading a song or movie illegally is stealing; just like shoplifting in a department store is stealing. If you are downloading material illegally, stop immediately. It also is important to remove any programs that allow for such activity from your computer. Do not allow others to use your computer for such activity. You are the person responsible for your computer and your log-in information. If someone else perpetrates illegal activity on your computer or with your log-in, you will be held responsible.
- For additional information about Copyrights visit this link: www.respectcopyrights.org.

University Expectations and Responsibilities

- The University has an Account Activation web site specially designed for the student to activate their email account.
- The University's Academic and Administrative offices will not use email to communicate confidential or sensitive information. To minimize risk, confidential information may be made available through special links that are password protected or sent via USPS. Only "Official" University business that does not contain personal or sensitive information will be communicated via email.
- The University reserves the right to use email as the only form of communicating "Official" University business to students. The originating Academic or Administrative department will select the form of communication best suited to a particular announcement and targeted group(s). The originating Academic or Administrative department is responsible for the content of "Official" communication to students.
- The originating Academic or Administrative department is responsible for getting time-sensitive materials to students via

their University email address using the University approved software application.

- The University will work with the Student Support Services Office located in the Learning Center to ensure that the University accommodates both the students' and the University's needs in regards to this policy.

Library and Acadian Archives

Library

Blake library, the information hub at the University of Maine at Fort Kent and easily identified by its bell tower, provides thousands of resources online, as well as in traditional formats.

Faculty, students, and staff have access to over three million titles across the state of Maine through the online URSUS and MaineCat catalog systems. The campus community has access to over 40,000 electronic journals, as well as subject-specific and general databases providing indexed and full text materials from any computer with internet access. Through consortia agreements across the University of Maine System, Blake Library patrons are able to view, and in many cases download to external devices, eBooks that support the various programs taught at UMFK. In addition to the electronic and traditional resources, library staff actively collects non-traditional materials such as DVDs and Audio Books that offer support for the university's programs, as well as downtime fun for the campus community.

The library has an open layout that provides areas for group and individual work. Dedicated rooms allow for viewing course-related videos or for additional group space. Students, faculty, and staff are able to use their laptops and other mobile devices within the library to access the internet wirelessly, print wirelessly to available printers, and access server space available to each account. Desktop computers in the library offer day-to-day work spaces for students, which provide internet access and most of the computer programs needed for class assignments and research. The library is open during the day and most evenings and weekends enabling students, faculty, and staff to have access to hardcopy materials, space to work, friendly staff to help, equipment to further educational goals, and so much more.

Visit the Library web page at http://www.umfk.edu/library/ to learn more about the services and resources available at Blake Library.

Acadian Archives/Archives acadiennes

The Acadian Archives/Archives acadiennes was founded in 1990 to "document, preserve, celebrate, and disseminate information about the history and cultural heritage of Maine's Upper Saint John Valley." Located between Blake Library and Powell Hall, the Archives has a

wide variety of primary and secondary research materials, including more than 12,000 photo images, 550 audio-visual recordings, 200 microfilms, 150 maps, manuscript collections, databases, and thousands of books and serials. Its collections provide information on Valley history, genealogy, folklore and folklife, language, healthcare, business, and other subjects. The Archives regularly invites experts in specific fields to give presentations or workshops. It also provides educational tours to area school students and experiential learning activities for UMFK's students.

The Archives includes a reading room, a specialized library and an exhibition room. Available on site are audiovisual facilities, a microfilm reader/scanner, photocopier, computers, research and reference services, and a field recording equipment loan program, in addition to a temperature and humidity-controlled collections room. The Acadian Archives accepts donations of books, manuscripts, maps, photographs, and audio and visual documents relating to the Upper Saint-John Valley and the ancestors of its residents.

The majority of the Archives' collections are located through URSUS, the online catalog. Learn more about the Archives and about Valley history and culture at our website (www.umfk.edu/archives) or come visit. We are open on Mondays to Fridays, from 8:00 A.M. to 4:30 P.M.

Learning Center

The Learning Center is an open learning environment that engages students for success, while maintaining a welcoming and supportive atmosphere where students can collaborate with peers, tutors, faculty, and staff. We provide the necessary resources that empower students to become independent and resourceful learners as they pursue their academic, career and personal goals, while encouraging students to become lifelong learners and active members of their communities.

Located on the second floor of Powell Hall, the Learning Center provides

- A centralized location for students to receive academic and career services,
- A quiet place to study in small group settings, and
- Assistance for work-study job placements.

Student Employment Program - Workstudy

A students' learning experience extends beyond the classroom. The Student Employment Program at the University of Maine at Fort Kent is designed to offer students the opportunity to develop beneficial work experience while attending classes. Students can contribute to

their education fund, while learning skills that will benefit them in both the classroom and beyond.

Each year approximately 200 students are employed through the Student Employment Program. On-campus departments/offices hire students to work throughout the academic year and summer. We require supervisors and students to be aware of their responsibilities and encourage them to be active in making the employment experience a positive one.

The Career Planning and Internship Office located in the Learning Center helps students find open work study positions, advise students on other student employment options available on campus, assist students on how to present in a professional manner when searching for a job and/or when employed, provide skills and tips on how students can build their transferable skills and act as a liaison between student and supervisors. For more information on the types of work study see Work Program information in the Financial Aid section of this catalog.

Career Planning, Internship and Placement Services

The University of Maine at Fort Kent recognizes career planning as a process that begins in a student's first year and continues through to graduation. Students are introduced to the career planning and placement process in the HUM 102 course. The Career Planning and Internship Coordinator leads an overview of the process and teaches the basic components of the resume. This introduction allows students to create a basic resume that can be utilized and updated throughout their undergraduate career for internships, externships, preceptorships, career fairs, and job/career opportunities.

Students are encouraged to use the services provided by and available in the Learning Center. These services include occupational interest inventories (O*Net), a career information library and resource center, and other helpful information and materials. Resume and Cover Letter workshops and seminars are available throughout the school year to help students become familiar with different formats and styles employers expect to receive from college graduates.

In addition to career advising, the Learning Center also aids in Graduate School Preparation. Materials are available to aid students in the graduate school search, essay writing, application process, and testing (GRE, MCAT, LSAT, MAT, etc). Online resources are utilized to ensure that the most recent information is available to students.

All students are encouraged to seek individual career and/or graduate school counseling to identify procedures and process with regards to applications, personal statements, resumes, cover letters, curricula vitae, etc. before they submit application materials for a job or graduate program.

The Learning Center Bulletin Board lists current job openings and graduate school programs as well as upcoming activities and events. In addition, the Learning Center hosts an annual Career Week when

employers and professionals come to campus and engage with the students. There are various events such as the Annual Resume Writing Contest, Mock Interviews and a Networking event.

Tutoring Services

Peer tutoring is available free of charge to all students for each course offered by UMFK. Study group sessions may be organized upon request. Appointments may be made online or in person at the Learning Center 834-7530.

Writing Center

Peer writing tutoring is available free of charge to all students at UMFK. Importantly, this is not a drop off editing service. Rather, it is a collaborative effort between the student and tutor to improve written work. The best method for making appointments is to contact the Learning Center at 207- 834-7530. Drop in hours are posted each semester.

Supplemental Instruction

Supplemental Instruction (SI) is a peer facilitated academic support program that targets historically difficult courses so as to improve student performance and retention out-of-class review sessions. SI sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by "SI leaders", students who have previously done well in the course and who attend all class lectures, take notes, and act as model students.

Basic Skills Developmental Classes

The courses: ASP 050 College Reading, ASP 060 Introductory Writing, ASP 070 College Mathematics, and ASP 110 Math Applications are designed to help students strengthen their basic skills so they may be successful in college-level courses. Students are directed to these courses based on the results of the Accuplacer© placement exams taken prior to their first semester in a degree program at UMFK. NOTE: Courses numbered below the 100 level do not earn degree credit.

Minimum Proficiency Requirements and Placement Exams

UMFK strives to assure that entering students are successful in their college career. This begins with an assessment of fundamental skills in reading, writing and mathematics. All newly-admitted students must demonstrate minimum proficiency in writing, reading and mathematics. Students who do not meet minimum proficiency will be required to take the Accuplacer© Placement Test in reading, writing, and mathematics prior to registering for classes in the first semester.

Minimum proficiency may be demonstrated as follows:

1. Meeting minimum writing proficiency (DO ONE):
    a. Score at least 500 on the writing portion of the SAT exam
    b. Score at least 21 on the writing portion of the ACT exam
    c. Transfer college composition credits earned at an accredited institution
    d. Score 66 or above on the writing portion of the Accuplacer© Placement Test
    e. Successfully complete ASP060 Introductory Writing

2. Meeting minimum reading proficiency (DO ONE):
    a. Score at least 500 on the critical reading portion of the SAT exam
    b. Score at least 21 on the reading portion of the ACT exam
    c. Transfer college composition credits earned at an accredited institution
    d. Score 70 or above on the reading portion of the Accuplacer© Placement Test
    e. Successfully complete ASP050 College Reading

3. Meeting minimum mathematics proficiency (DO ONE):
    a. Score at least 500 on the mathematics portion of the SAT exam
    b. Score at least 21 on the math portion of the ACT exam
    c. Transfer college mathematics credits earned at an accredited institution
    d. Score 60 and above on the mathematics portion of the Accuplacer© Placement Test
    e. Successfully complete ASP110 Mathematics Application unless the student has successfully complete ASP070 College Mathematics **AND** scored 60 or better on the Accuplacer © at the end of the semester.

Students who do not meet minimum proficiency in any of the above areas will be required to enroll in the following courses:

- Students scoring less than 66 on the writing placement test will be registered in ASP060 Introductory Writing.
- Students scoring 66-73 on the writing placement test will be registered in ENG100 English Composition I and also required to take ENG111 L English Writing Lab*.
- Students scoring 74 and above on the writing placement test will be registered for ENG100 English Composition I.
- Students scoring less than 70 on the reading placement exam will be registered in ASP050 College Reading.
- Students scoring less than 37 on the math placement exam will be registered in ASP 070 College Mathematics.

- Students scoring 37-59 on the math placement exam will be registered in ASP110 Mathematics Applications.

* Students are also placed into ENG111 L English Writing Lab provided the student:

- Earned a grade below C in the course: ASP060 Introductory Writing
- Earned a grade below C in the course: ENG100 English Composition I
- Voluntarily request to take the Lab.

Academic and Personal Counseling Services

Counseling Services are available to all UMFK students who may be experiencing challenges managing stress, conflict, relationships or academic problems. Students are encouraged to take advantage of the private, personal and confidential counseling. There are different options available to students who wish to access services.

Non-clinical personal counseling is offered in the Student Support Services office located in the Learning Center. Students also have access to clinical counseling in the Student Health Clinic at UMFK, located in Nadeau Hall. If students choose, they may also access clinical counseling from a number of different community providers located in Fort Kent.

TRIO Student Support Services Program

Student Support Services (SSS) is a federally funded program which is available to UMFK students who meet guidelines determined by the U.S. Department of Education.

The Student Support Services office is committed to assisting students to achieve the best possible academic and personal experience at UMFK. Our mission is to support low income, first-generation, and/or disabled students, under the guidelines of the Americans with Disabilities Act, who have potential to meet the challenges of higher education by strengthening and developing their academic and self-management skills. Our focus is to insure that our participants in the program have a realistic chance to persist in school and graduate from the University of Maine at Fort Kent. To accomplish these objectives, we provide services to enhance students' academic success, personal skills, and social skills. Providing services in these areas corresponds to the University's mission to prepare students for lifelong learning and success as professionals and engaged citizens of a democracy.

A student may apply anytime during the year to be part of the program, and participants are selected once a year, usually during the fall semester. Students in the TRIO program have access to all the above services; however, they have additional services to support student success. These additional services include academic advising, financial literacy, financial aid assistance, grant aid, career counseling,

graduate school counseling, laptop loan program, book lending program, student leadership development, and cultural events.

Students who meet eligibility guidelines may apply to be part of TRIO's Student Support Services program which is supported by a Title IV, US Department of Education grant. To be eligible for assistance, a student must be a citizen or national of the US, a permanent resident of the US, or provide evidence that he/she is in the US with the intention of becoming a citizen. A student must demonstrate a need for academic support, and provide evidence that he/she is low-income, a first-generation college student, and/or is disabled under the guidelines of the Americans with Disabilities Act.

Disability Services

The University of Maine at Fort Kent does not discriminate on the basis of disabilities in the recruitment and admission of students, the recruitment of faculty and staff, and the operation of any of its programs and activities. Students with a documented disability, who need academic accommodations, are encouraged to meet with the Accessibility Coordinator located in the Learning Center in 2nd Floor of Powell Hall Room 226. To ensure the timely availability of accommodation, students should request services well in advance of the start of the semester.

It is the policy of the University of Maine at Fort Kent to provide reasonable accommodations for all qualified individuals with disabilities. Federal law, the Rehabilitation Act of 1993, the Americans with Disabilities Act of 1990, and the Maine Human Rights Act established the rights of individuals with disabilities. These laws provide that the recipients of federal funds, employers and places of public access, shall make reasonable accommodation to the known physical and mental limitations of an otherwise qualified person with a disability.

Procedures for Requesting Accommodations

Student accommodations will vary according to the student's needs and the specific requirements of each course or activity; therefore, accommodation requests must be made by the student prior to beginning of each new semester. Students are encouraged to request accommodations as soon as they know their class schedule for the upcoming semester. On occasion, some accommodations may take several weeks to implement.

1. Students and prospective students with physical, mental or learning disabilities should contact the Accessibility Coordinator located in the Learning Center to discuss their academic needs, and the accommodation process.
2. Each student must provide current documentation of their disability and accommodation needs from a qualified medical or licensed professional evaluator if the disability is not

readily apparent. This documentation should describe the nature, longevity, and severity of symptoms, as well as the impact which the disability has on the learning process. Documentation should include a diagnosis, current functional limitations, a description of current and/or previous accommodations and recommendations for current accommodations, adaptive devices and/or technology. All documentation is considered confidential.

3. If the request for accommodations is for a specific course or activity that is not offered through the University of Maine at Fort Kent, the request and documentation will be sent to the office which handles services for students with disabilities on that particular campus. Students are encouraged to contact that office directly, as well.
4. Students may complete the Student Accommodation Request form or work with the Accessibility Coordinator to complete the form. Simply completing and submitting the form does not mean that the requested accommodations have been approved.
5. On the basis of the documentation, appropriate accommodations are determined by the campus-based Accessibility Coordinator, in consultation with the student's health care provider and faculty, if needed.
6. When accommodations are deemed appropriate for a specific course or activity, an Accommodation Authorization form will be completed by the Accessibility Coordinator. A copy of the form is sent to the student, the student's professor(s), and other University personnel who need to be involved in implementation.
7. Some types of accommodations, such as modifications for taking exams, require ongoing discussion between student and professor to arrange specific details. Once approved by the Accessibility Coordinator, plan ahead, and be sure everyone involved knows the plan.
8. If a student does not agree with the accommodations deemed appropriate by the Accessibility Coordinator, the student may appeal to the Equal Opportunity Office. Any problems with a student's accommodations that occur during the semester should be discussed with the Accessibility Coordinator. TDD (207) 834-7466 • (207) 834-7597 Admission

Student Success - Advising

Faculty members have a professional responsibility for advising students. New students, either first-year or transfer, and those enrolled in online programs, are assigned to advisors. Advisors correspond and/or meet with students prior to the start of classes, often during registration days. The purpose of academic advising is to assist students in making decisions related to their college career. Effective advising

requires that students and advisors recognize a joint responsibility in this process. It is the responsibility of the student to make appointments and consult with their advisor about academic issues or progress towards degree completion. In addition, it is the responsibility of the advisor to aid the student in issues such as course selection, academic problems, career plans, and employment expectations. It is the responsibility of both parties to be familiar with and clearly understand the requirements set forth in the specific catalog that is in effect when a student enters UMFK.

Students entering UMFK with less than 30 transferrable credits are required to enroll in HUM 102: First Year Experience. This seminar provides an opportunity for students to become familiar with the skills needed for academic success while simultaneously exploring academic options with a group of students who have similar interests. The instructor will act on behalf of the student as the academic mentor, and, at the completion of the student's second semester, the HUM 102 instructor will assist the student in selecting an academic major advisor. Students are encouraged to select an advisor who is knowledgeable in their field, has indicated an interest in working with them, and with whom the student feels comfortable discussing academic and career plans. In order to change advisors, a student must complete and submit proper paperwork that is available online, in the Registrar's Office, or in the Office of Student Success. By the time a student has successfully completed 60 hours of coursework, the student is required to declare a major. In some cases, a student also may be required to declare a minor or concentration for their specific program.

Students should be in contact with their advisors on a regular basis and should make it a point to see them at least twice a semester. These contacts are imperative to ensure that all program requirements are being satisfied in a timely manner. During the two-week advising and registration period during both the spring and fall semesters, students must meet with their advisors to discuss course options for the following semester and to register for their classes during that meeting. The students should fill out their MaineStreet 'Wish List' prior to those meetings. The 'Wish List' simply is a list of courses that students would like to take during any given semester. Typically, students start to create their 'Wish List' a week prior to the Advising and Registration Period.

Advisors assist students in the following areas:

1. Determination of educational goals and course selection to ach ieve those goals,
2. Periodic review of students' academic progress,
3. Identification of all factors that may have bearing on academic progress, and
4. Exploration of post-baccalaureate opportunities and requirements early in a student's undergraduate career.

Advisors have several responsibilities. These include, among others:

1. Establish an advising relationship with students,
2. Inform students of ways an advisor can be helpful and show si ncere interest in all aspects of their academic careers,
3. Help students make choices, fully explain consequences of alt ernative decisions and give students the freedom of choice,
4. Devote time to the discussion of educational and vocational go als on the basis of individual aspirations and qualifications,
5. Assist students in course selection, process registration forms and
   inform them of important procedures and dates for registration add/drop and withdrawal, and
6. Availability –
   students have the right to expect advisors to post their office hours, be available during those hours, and arrange meet ing times that might better suit a student's schedule.

Students have responsibilities. These include:

1. Keep the advisor informed of academic progress and consult t hem early and often if difficulties or problems arise,
2. Always attend scheduled appointments with advisors. If a conf lict
   arises, contact the faculty/staff member prior to the meeting ti me,
3. Consult with advisor before making ANY course or program c hanges such as add/drop, major change or withdrawals,
4. Check email and campus mail for messages from advisors, and
5. Always see advisor before registering for classes.

Alternative Ways To Earn Credits

At UMFK, there are several ways to earn additional credit. A student may earn credit through the Early College – Maine Aspirations Program or the Pleasant Street Academy Program. Additionally, a student may earn credit through the following course work: Cooperative Education, Past Experiential Learning, Directed Study, and Independent Study.

Early College – Maine Aspirations Program

The Early College Program at UMFK is part of the Maine Department of Education (DOE) Aspirations Program. The program allows juniors and seniors in Maine high schools to take up to 6 credits per year at Maine colleges and universities free of tuition. The university scholarships half the tuition and the DOE provides reimbursement to the campuses for the other half. Students are responsible for fees and books. The program is administered by the Dean of Community Education.

Any junior or senior with a 2.0 high school GPA (or via the recommendation of the school guidance counselor) can take any 100- or 200-level class The preference is that students take live classes on campus, but it is understood that scheduling and distance can be a barrier to participation so on-line and other distance education options are available. The DOE expects campuses to serve high schools in their region, but there are instances in which high school students from other Maine locations (such as the island schools off the coast of Maine) enroll in UMFK online classes. The purpose of the program is as follows:

- To increase student college aspirations in high school
- To provide high school students with a real college experience; thus helping them make a better transition to college in the future
- To provide options for increased curricular rigor to high school students who want a challenge or who learn better in a collegiate environment
- To expose more St. John Valley students to UMFK; thus increasing enrollments

Students who take early college courses in the program receive UMFK credit and high school elective credit for the courses taken (UMFK courses taken in the program do not replace core class requirements at their high school – this is high school policy).

Pleasant Street Academy Early College High School

Early college high schools are partnerships between universities or community colleges with a high school. These partnerships provide administrative structures, curricular alignment, funding formulas, and student support structures that provide opportunities for students to attain a significant number of college credits (dual credits up to an associate's degree) while in high school.

Early college high schools

- Increase academic rigor for participants
- Provide an affordable pathway to college
- Provide opportunities for high school students to experience college
- Often include college aspirations foundations programs at the middle school level
- Provide opportunities for teachers and professors to interact and collaborate
- Include parents in supportive roles and as collaborators
- Provide frameworks for real educational reform

UMFK's early college high school program is a collaboration with Fort Kent Community High School (FKCHS) called the Pleasant Street Academy. The Pleasant Street Academy will be Maine's first early college high school program and the program currently is in its pilot years. Early College High School is different from the Early College-Maine Aspirations Program in a number of ways, but the fundamental differences are

- College course taken in the program count for both UMFK credit AND high school core credit.
- Students in the program (who are high school juniors and seniors) can earn up to an Associate's degree or the equivalent number of credits. This is far more than the number that can be earned in the early college program. (Currently, students in the pilot program may earn up to one year of college credit. As the program grows, more credits will become available).
- Students are grouped into a cohort of 20 students at a time and they take the same classes (except for electives which allow students to leave the cohort)

The Pleasant Street Academy is administered by the Dean of Community Education and by the Pleasant Street Academy committee, which is made up of UMFK and FKCHS faculty and staff.

Cooperative Education

Cooperative Education is the integration of classroom theory with practical experience. In the program students have specified periods of

attendance at the University and specific periods of employment in industry, business, government, or service agencies.

Academic credit for Cooperative Education will be awarded for job-related learning, which can be documented and measured. The amount of credit to be given will depend on three criteria: nature of the work, length of the work experience, and academic value of that work experience. Before the beginning of each new semester, the student must prepare a proposed study plan and submit it to the faculty advisor within the major and to the Vice President for Academic Affairs. The proposal should include concise statements on the course area, topic, or problem on which the student will focus; reasons for doing this particular study, and how this will increase the professional expertise in relation to career objectives. Criteria will be established by the student and the instructor in terms of how performance is to be judged and how those criteria will be met by concrete evidence of accomplishment.

The maximum amount of credit which may be earned for one semester of full-time work experience is eight (8) Cooperative Education credits (based on the formula that 80 hours of full-time supervised work = one academic credit). No more than eight Cooperative Education credits may be earned in the same type of work experience.

A maximum of eight credits earned in Cooperative Education may be applied, with the approval of the chair of the appropriate division and the Vice President for Academic Affairs, to the student's major. Four Cooperative Education credits may be applied, with the same approvals, to the student's minor.

A maximum of sixteen Cooperative Education credits may be applied toward requirements for a baccalaureate degree, and a maximum of eight Cooperative Education work experience credits may be applied toward requirements for an associate degree.

Each student must get advance approval of the request from the chair of the appropriate division and from the Vice President for Academic Affairs to apply Cooperative Education work experience credits toward satisfaction of requirements for major or minor studies.

Eligibility and Employer Requirements

The Cooperative Education option is open to all students who meet the following minimum requirements:

1. Have attained a cumulative grade point average of 2.5 overall or 3.0 in major.
2. Are recommended by the appropriate faculty advisor.
3. Have completed a minimum of 45 semester hours of university credit or an associate degree.
4. The final determination of eligibility will rest with the employer. A student must be interviewed and accepted by a potential employer to become a participant in the Cooperative Education program.

Credit by Examination

CLEP and DSST are credit-by-examination programs conducted by Educational Testing Service (ETS) and administered through Student Support Services that provide an opportunity for UMFK students to receive credit for their education required in non-traditional environments. A maximum of 60 credits may be earned through a combination of these available challenge exams, to be completed before the student begins their junior year. Students may not receive credit-by-examination for courses they have previously attempted. Students who have successfully passed higher level courses in a subject may not take challenge exams for additional credit in that subject. Exceptions to the indicated policy may be approved by the Director of Student Support Services.

However, students may take foreign language exams to satisfy degree requirements, demonstrate proficiency, and receive credit beyond the junior-year cutoff if they have not completed courses in the language at UMFK.

Transfer students may take challenge exams, CLEP, DSST during the first three semesters of matriculation at UMFK regardless of previously completed course work.

The charge for DSST is $80 per test. The charge for CLEP is $77 per test. A nonrefundable deposit of $10 is required with registration for each test. The remaining $77/$80 must be paid at the time the test is administered by check or credit card. Additional information may be obtained through Student Support Services. Testing will be conducted on an ongoing basis. Students must register 48 hours in advance.

Past Experiential Learning (Prior Learning Assessment (PLA) Process)

The University of Maine at Fort Kent recognizes that enrolled students may have developed knowledge and skills from previous readings, work, and other experiences, or through degrees/diplomas, licenses, or certification from other agencies. Where possible, UMFK attempts to honor past experiences by granting credit for other types of learning. Experiential Learning Credit Guidelines:

1. Be currently matriculated and enrolled at UMFK,
2. Have a current cumulative grade point average of 2.0, and
3. Be willing to demonstrate, upon request, the knowledge or skills appropriate to the course for which the individual is seeking credit.

To apply for experiential learning credits, the applicant must complete and return to the Vice President for Academic Affairs the "Credit for Past and Experiential Learning" form along with the supportive evidence of past and experiential learning which includes:

1. Detailed resume of experiential activities listed in chronological order.
2. Copies of diplomas, transcripts, certificates, and/or licenses.
3. Official letters and other documentation from supervisory sources confirming the experience and attesting to its quality.

The Vice President for Academic Affairs will forward the materials to the appropriate Division and faculty for review and credit recommendation. The review will determine the amount of credit to be awarded, as well as the equivalent UMFK courses. Recommendations will then be submitted to the Vice President for Academic Affairs for final approval.

Directed Study

Directed Study provides students with the opportunity to pursue special areas of study under the direction of a faculty sponsor. Directed Study differs from Independent Study in that the faculty sponsor provides the direction for the student's work. Procedures to be followed are:

1. The interested student and faculty member complete Directed Study proposal form. Learning outcomes, work to be completed, and methods of evaluation must be included. (Forms are available at www.umfk.maine/edu/forms.
2. Proposal is then submitted to Division Chair for approval.
3. Student begins and completes project during the regular academic term.

Directed Study is open to all students who meet the following minimum requirements:

1. Students must be either juniors or seniors in baccalaureate programs or sophomores in associate programs.
2. Students must have a minimum GPA of 2.5. Additional information concerning Directed Study is available from the Registrar or Vice President for Academic Affairs.
3. Students generally will not receive approval for a Directed Study in an existing course except in extraordinary circumstances.

Independent Study

In Independent Study, with the supervision and guidance of a faculty sponsor, a student develops a research project, field study, practicum, or special readings proposal which centers on an area of study not included in the regular course sequences. Independent Study is never a substitute for a course or for a course not successfully completed. Credit for the proposal must be recommended by the faculty

sponsor at the time the study is presented by the student. Credit will vary between one semester hour and four semester hours. A student may enroll for one course of independent study at a time with a maximum of 20 hours applicable towards a baccalaureate degree.

Independent Study presupposes a developed competency and maturity; consequently, participation in the program is restricted to students who have accrued a cumulative point average of 2.5 or a minimum GPA of 3.0 in the student's major. A student who does not meet the qualifying criteria, but develops a proposal which merits Independent Study status, should consult with a prospective faculty sponsor to assess the possibilities for successful completion of the project. Procedures to be followed are:

1. The interested student completes the Independent Study Form available from the Vice President for Academic Affairs. Measurable objectives, work to be completed, and methods of evaluation must be included.
2. The student reviews the proposal with a faculty sponsor.
3. With the agreement of the faculty sponsor, the proposal is submitted to the Division Chair for approval.

Degree and Certificate Programs

The University of Maine at Fort Kent is chartered by the University of Maine Board of Trustees to offer the following degree programs at the bachelors and associates level and the following certificates:

Bachelor of Arts

English - concentrations in:

- Literature
- Creative Writing
- Professional Writing

French

Bachelor of Science with majors in:

Behavioral Science

Biology - concentrations in:

- Bio-medical Science
- Zoology
- Ecology
- Botany

Business Management-concentrations in:

- Accounting
- E-Business
- Entrepreneurship
- Finance
- Financial Services
- Healthcare Administration
- Human Resources
- Forest Management
- Sports Management & Representation

Computer Applications - concentrations in:

- Information Security
- Web Development
- Business
- Self-designed
- Geographic Information Systems (GIS)

Education

- Elementary (K-8)
- Secondary Education -Mathematics

Rural Public Safety Administration

- Game Warden
- Law Enforcement
- Corrections
- Forensics
- Criminal Justice
- Homeland Security/Emergency Management

Social Science

- Pre-Law
- Mental Health-MHRT-C

Bachelor of Science in Environmental Studies-concentrations in:

- Field Studies: Ecology of Land and Water
- Game Warden/Park Ranges
- Sustainability
- Wildlife

Bachelor of Science in Nursing-tracks in:

- Traditional BSN
- Accelerated BSN
- RN to BSN

Bachelor of University Studies

- State of Maine teacher certification option

Associate of Arts in General Studies with career options in:

- Accounting
- Behavioral Science
- Business Management
- Computer Science
    - Academic Advancement Option
    - Career Option
- Conservation Law Enforcement
- Criminal Justice
- Emergency Management / Homeland Security

Associate of Science in Allied Health

- Healthcare Technician
- Health Information Technology

Associate of Science in Applied Forest Management

- Forest Management
- Wildland Firefighting

Associate of Science in Information Security

Certificate Programs

Criminal Justice (27 credits)
Emergency Management/Homeland Security (27 credits)
Healthcare Management (18 credits)

Mental Health and Rehabilitation Technician/Community (MHRT-C)

- Provisional-Level B (Level A + 15 credits)
- Full-Level C (Level B + 15 credits)

Public Management (27 credits)
State of Maine Teacher Certification-Elementary Education (54 credits)
State of Maine Teacher Certification-Secondary Education (52 credits)
Special Education (33 credits)

General Education Requirements (All Bachelor Degree Programs)

General Education Philosophy:

The faculty affirms that humankind is best served by a society that is equitable and just. Society moves towards this ideal when its members are ethical in their actions and open-minded in their consideration of alternative social values, individual beliefs, and the pursuit of knowledge through humanistic and scientific study. To instill this ideal, the faculty affirms that students will develop an appreciation of cultural diversity and an awareness of the effects of world civilizations. The intent of this philosophy is to help students recognize the influence of biases in their awareness of and responsibility to self, to society, and to the natural environment. To achieve this goal, students will learn methods and applications of communication, logic, and analysis; they will demonstrate competence in mathematics, written and spoken languages, and appropriate technologies. Further, they will develop an understanding of the humanities and sciences.

General Education Goal:

The goal of general education in a baccalaureate program is to help students develop an awareness and understanding of the achievements of civilizations, an ability to integrate ethical decision-making into professional, social, and environmental contexts, and a reasoned appreciation of points of view originating in value-belief systems other than their own. Toward this end, students will demonstrate the following general education competencies.

General Education Outcomes:

The following general education outcomes were recommended by the faculty and approved in November 2012. These outcomes are congruent with the New England Association of Schools and Colleges (2011) standards 4.15 to 4.18 requirements and with the Association of American Colleges and Universities (2005) Liberal Education and America's Promise: Excellence for Everyone as the Nation Goes to College (LEAP). The general education curriculum embodies the

institution's definition of an educated person and prepares students for life and for the world in which they live.

Demonstration of Competence

- All students will keep assessment portfolios of work done each semester. These portfolios will be a record of student performance and will be evaluated annually by the advisor and during the semester prior to graduation.
- With the advisor, program coordinator, and/or divisional chair's support, each student's portfolio will have (minimally) clearly defined
    - General Education Core Competencies with their Student Learning Outcomes
    - Program expectations and outcomes
    - Syllabi for courses taken, or documented experiences, that will be offered as proof the student has fulfilled such outcomes.
    - Proofs of assessments, such as papers and projects.
- Since the General Education Core is competency driven, assessments may be made through coursework, experiential learning, or a mix.

Note: To fulfill the general education requirements, UMFK students should select from the approved list of courses. For transfer students, transcript analysis will be conducted to determine if courses taken prior to admission to UMFK are congruent with meeting the outcomes of the general education requirements rather than from the specified list of courses. The determination will be made at the time of transfer credit evaluation in consultation with discipline faculty. Students who transfer to UMFK after having completed a previous 4-year Bachelor's degree are exempt from completing the General Education Requirements.

I. CRITICAL SKILLS:

All students will be able to demonstrate competency in the critical skills of accessing, interpreting, and communicating qualitative and quantitative data. (19-20 credits).

A. Communication: (9 credits):

The **s**tudent will be able to effectively communicate unified and fully developed ideas, which will be written and spoken with clarity, coherence and authority of purpose to the intended audience.

Written (6 credits)

ENG 100 English Composition I - 3 credits
ENG 101 English Composition II - 3 credits

Oral (3 credits)

BUS 219 Business and Professional Speaking - 3 credits
COM 200 Speech - 3 credits

EDU 214	Classroom Communications - 3 credits
	Honors Speech - 3 credits

B. Quantitative Reasoning (6- 7 credits):
The student will demonstrate the comprehension and use of mathematical and quantitative concepts, the interpretation and critical evaluation of data, effective problem-solving techniques and critical reasoning.

MAT 1xx	May choose one fundamental course offering - 3 credits
MAT 2xx or higher	Must choose one additional or two course offerings at the intermediate /upper level - 7 credits

C. Information Proficiency (4 credits):
The student will develop a set of abilities that enable effective, efficient access and critical analysis of information using appropriate technologies.

COS 103	Introduction to Information Technology - 4 credits
GEO 280	GIS Applications I - 4 credits

II. LIBERAL ARTS and SCIENCES:

The liberal arts and sciences have been part of a university education since the original universities of 1,000 years ago. All students will explore the scope and range of humanity, the shared cultural and social processes, and artistic products, thoughts and histories in the natural world of which we all share. (16 credits).

A. Arts and Humanities (9 credits):
The student will engage in thoughtful self-reflection to develop the ability to empathize with other situations from a variety of cultural, philosophical, mythological, creative, and historical perspectives.

1. Visual and performing arts: Choose one course

ART 100	History of Art-Prehistoric to Renaissance - 3 credits
ART 101	History of Art-Renaissance to 20th Century - 3 credits
ART 200	Fundamentals of Art - 3 credits
PHI 100	Introduction to Philosophy - 3 credits
MUS 100	Music History - 3 credits
MUS 120	History of Rock and Roll - 3 credits
MUS 200	Fundamentals of Music 3 - credits
MUS 204	American Music - 3 credits

2. Literature: Choose one course

ENG 105	Introduction to Literature - 3 credits
ENG 202	British Literature I - 3 credits
ENG 203	British Literature II - 3 credits
ENG 250	American Literature to 1865 - 3 credits
ENG 251	American Literature 1865 to present - 3 credits
ENG 255	World Literature I - 3 credits
ENG 256	World Literature II - 3 credits

3. History: Choose one course

HTY 100	World Civilizations I - 3 credits
HTY 101	World Civilizations II - 3 credits
HTY 102	United States History I - 3 credits
HTY 103	United States History II - 3 credits
HTY 105	Introduction to Contemporary World I - 3 credits
HTY 106	Introduction to the Cotemporary World II - 3 credits
	Honors Seminar in Western Civilization - 3 credits

B. Natural Sciences (4 credits with lab):
The student will prepare for the twenty-first century challenges by gaining knowledge of the fundamental principles of the physical and biological sciences through systematic investigations and research.

AST 110	Descriptive Astronomy - 4 credits
BIO 100	General Biology - 4 credits
BIO 130	Introduction to Biotechnology - 4 credits
BIO 220	Anatomy and Physiology I - 4 credits*
CHY 100	Chemistry I - 4 credits
PHY 100	Physics I - 4 credits
PHS 100	Physical Science I - 4 credits
	* Nursing and biology biomedical concentration students must take I & II to satisfy GE requirements

C. Behavioral-Social Sciences (3 credits):
The student will be able to describe the social and behavioral phenomena of human relationship to others, their communities, their social institutions, and the social and physical global processes that affect humanity.

ANT 100	Introduction to Anthropology - 3 credits
EDU 401	Educational Psychology - 3 credits
ECO 100	Introduction to Macroeconomics - 3 credits
ECO 101	Introduction to Microeconomics - 3 credits
GEO 201	Cultural Geography - 3 credits
GEO 203	World Geography - 3 credits
GOV 200	American Government- 3 credits
POS 100	Introduction to Political Science - 3 credits
PSY 100	Introduction to Psychology - 3 credits
SOC 100	Introduction to Sociology - 3 credits
	Honors Seminar in Behavioral/Social Sciences - 3 credits

III. FIVE ESSENTIAL COMPETENCIES:

Competencies are to be demonstrated, and awarded, through experiential portfolio, standardized tests, and/or relevant coursework. These essential competencies are necessary to the success of a liberally educated University graduate.

A. Non-English Language Competency (3 credits):
The student will develop an awareness of the languages and heritages of fellow citizens and be able to communicate with others globally. Students will demonstrate a high novice level of competency in a

language other than English, including American Sign Language, other signed languages, or Braille. Examples of course work:

Bilingual fluency; CLEP test; Prior learning assessment

SPA 101	Elementary Spanish II – 3 credits
FRE 101	Elementary French II - 3 credits
FRE 163	French for Nurses - 3 credits

B. Information Proficiency (4 credits)

The student will demonstrate the ability to find, evaluate, and use information and technology for critical thinking, lifelong learning and informed decision making. Examples of course work:

COS 103	Introduction to Information Technology - 4 credits
GEO 280	GIS Applications I - 4 credits

C. Responsible Citizenship:

The student will develop a personal foundation in community health, sustainability, and environmental literacy through an ethos of sustainable management of the social and physical environmental impacts of their individual choices.

To be assessed through portfolio review that demonstrates competency through experiences and/or coursework. For experiential learning, the student must complete 120 documented hours of community service that demonstrates engagement in community health, principles of sustainability and/or environmental stewardship. Examples of course work:

BUS260/ PSA221	Business Ethics - 3 credits
GOV 200	American Government - 3 credits
HLT 386	Health Policy-3 credits
NUR/ HCA 413	Health Care Ethics - 3 credits
NUR 456	Integrated Rural Nursing Practice - 3 credits
POS 100	Introduction to Political Science - 3 credits
PSA 221	Ethics and Community - 3 credits
	Community service internship component of a program of study - 3 credits
	Honors Seminar in Citizenship - 3 credits

D. Global Awareness:

The student will develop a respect for people from diverse backgrounds, genders, and cultures.

To be assessed through portfolio review that demonstrates competency through experiences and/or coursework. Examples of course work:

ANT 100	Introduction to Anthropology - 3 credits
ANT 307	Cultures of North America - 3 credits
ANT 309	Native North American Studies - 3 credits
ENG 255	World Literature I - 3 credits
ENG 256	World Literature II - 3 credits
EDU 299	Multicultural Education - 3 credits

NUR 380	Transcultural Care in Nursing - 3 credits
SOC 100	Introduction to Sociology - 3 credits
	Honors Seminar in Global Awareness - 3 credits

E. Critical Thinking

The student will use critical thought in order to guide and direct decision making from a base of sound judgments, formal reasoning, and ethical and moral considerations so as to engage in meaningful actions and behaviors as contributing members of society.

To be assessed through portfolio review.

Total General Education Core Credits: 35 credits

Bachelor of Arts

The Bachelor of Arts degree is offered in subjects or fields of study which relate to cultural, social, and scientific achievements, supplying knowledge of human and individual potential. The BA is the traditional liberal arts degree, which emphasizes a broad and intensive background in the arts, humanities, and sciences. Students who wish to prepare themselves for advanced study, particularly in traditional liberal arts areas, should consider matriculating in the Bachelor of Arts degree.

Graduation Requirements

1. Completion of a minimum of 120 semester hours of credit.
2. A minimum cumulative grade point average of 2.0.
3. Completion of at least 45 semester hours of upper-level credits (course numbers of 300 or greater) in each of which a minimum grade of "C" shall be earned.
4. Completion of the General Education Requirements
5. Completion of a major and minor. Although majors and minors are offered in the same discipline, selection of a major and minor in the same discipline is not allowed in meeting degree requirements. Students may select a major and minor in similar disciplines provided that no more than two courses (6 credits) overlap between the major and the minor. A major that requires in excess of 48 credits, including required support courses, does not require the completion of a minor.

Bachelor of Science

The Bachelor of Science degree provides students with a background in the arts and sciences and potential for entry into a variety of professions or for advanced study. The degree primarily is designed for those students who seek to gain specific knowledge and skills required for careers in one of many disciplines.

Graduation Requirements

1. Completion of a minimum of 120 semester hours of credit. Students in the business management major must complete a minimum of 128 hours of credit.
2. A minimum cumulative grade point average of 2.0.
3. Completion of at least 45 semester hours of upper level credits (course numbers of 300 or greater) in each of which a minimum grade of "C" shall be earned.
4. Completion of General Education Requirements
5. Completion of a major and minor. Although majors and minors are offered in the same discipline, selection of a major and minor in the same discipline is not allowed in meeting degree requirements. Students may select a major and minor in similar disciplines provided that no more than two courses (6 credits) overlap between the major and the minor. A major that requires in excess of 48 credits, including required support courses, does not require the completion of a minor.

Majors and Minors

Majors and Minors provide opportunities for students to specialize in areas of interest. Students may further specialize with concentrations associated with the major. Some majors and minors are specific to degree programs. Although majors and minors are offered in the same discipline, selection of a major and minor in the same discipline is not allowed in meeting degree requirements. Students may select a major and minor in similar disciplines provided that no more than two courses (6 credits) overlap between the major and the minor. A major that requires in excess of 48 credits, including required support courses, do not require the completion of a minor.

The following definitions provide an overall view of UMFK's academic structure:

1. A Degree program requires a minimum of 120 credit hours.
2. A Major consists of a minimum of 30 credit hours.
3. A Minor consists of a minimum of 18 credit hours.
4. A Concentration consists of a minimum of 18 credit hours beyond the major and must fall with a specific major.

The University of Maine at Fort Kent offers the bachelor degrees in the following majors and minors.

MAJORS

Behavioral Science (BS)
Biology (BS)
Business Management (BS)
Computer Applications (BS)
Education (BS)
English (BA)
Environmental Studies (BS)
French (BA)
Nursing (BS)
Rural Public Safety Administration (BS)
Social Science (BS)
University Studies (BUS)

MINORS

Art
Behavioral Science
Biology
Coaching
Criminal Justice
Cultural Studies
Economics
Education
English
Environmental Science
Forensic Science
Forestry
French
Geographic Information Systems
History
Information Security
Mathematics
Music
Social Science

Bachelor of University Studies

The fundamental purpose of the Bachelor of University Studies degree is to permit students to assume the responsibility for developing individualized programs of study to meet particular needs. This degree program is specifically designed to meet the unique objectives of those students who elect a general program of studies in higher education, leading to a baccalaureate degree, but who do not necessarily intend to pursue identifiable vocational, professional, and/or graduate interests. A student may structure a program of studies so that the sequence and combination of courses reflect either specialized or broad patterns of educational experience.

In addition to the self-designed programs, BUS students also may follow the requirements in the concentrations. These have been prepared to provide a guide to course selection.

Since the BUS degree has few specified requirements, certain guidelines are unique to this degree program:

1. Students graduating with the BUS degree, regardless of the courses they have taken, are not required to complete a specified major or minor. Any student who meets requirements for any approved major or minor may request that they be recorded on the transcript.
2. Students who design a major and minor with the advice of a faculty advisor and the approval of the Vice President of Academic Affairs may have that major recorded on their transcript.
3. Students enrolled in the BUS degree may take any course offered by the University for undergraduate credit, provided course prerequisites are satisfied or with permission of the instructor.
4. Students may transfer at any time from the BUS degree to any other undergraduate program provided they meet the admissions requirements of the program into which transfer is sought. Credits accrued in the BUS program will be applied as appropriate in the elected program.
5. Students may transfer at any time into the BUS program provided they meet the grade point average required for transfer between degree programs.

Graduation Requirements

The Bachelor of University Studies degree will be awarded upon the successful completion of an individualized program of studies. Specific graduation requirements are as follows:

1. Completion of 120 semester hours of credit.
2. A minimum cumulative grade point average of 2.0.

3. Completion of at least 45 semester hours of upper level credits (course numbers 300 and above) and in each of which the student shall have earned the grade of "C" or better.
4. Completion of General Education Requirements
5. At least 30 semester hours must be completed at the University of Maine at Fort Kent or through UMFK programs.

Art Minor

The art minor provides a basis for understanding and appreciating the variety and significance of art as a human activity in history, in one's own culture, and in one's life. It consists of a combination of courses in the history of art and in the practice of art.

Required:

ART 100 History of Art-Prehistoric to Renaissance or	
ART 101 History of Art- Renaissance to 21st Century	3 hours
ART 200 Fundamentals of Art	3 hours
ART 351 Drawing	3 hours
ART Electives	9 hours
	18 hours

Behavioral Science Major (Bachelor of Science)

Vision Statement

The Behavioral Sciences cover the range of human experience, action, and processes from the individual to the global level. Behavioral Sciences are Anthropology, Psychology and Sociology.

Mission Statement

The Behavioral Sciences integrate all the human sciences. These sciences explore the interrelationships of the individual, the group and community, social institutions, human biology and psychology, the social and physical environments, and human existence through time and location. Our mission is to provide the advanced skills, knowledge, and experiences needed by entry-level professionals in social work and human services, as well as to prepare our graduates to be able to pursue advanced degrees in the behavioral sciences.

Program Description

The Behavioral Science baccalaureate is a 120 credit (4 year) degree that is an integration of anthropology, psychology, and sociology. This major is designed for students interested in careers in the Community Behavioral Mental Health fields or pre-graduate studies in Psychology, Social Work, or applied anthropology/psychology/ sociology. For career planning, it is recommended students take a minor such as Criminal Justice or Education, or specialty courses such as the MHRT-C (social work) sequence.

Careers

Our Behavioral Sciences major is designed to provide a foundation for careers in social services, counseling, rehabilitation. If a student is planning to do graduate studies, we recommend reviewing the requirements for particular graduate programs during the late sophomore/early junior year, in order to acquire the prerequisite competencies.

Program Goals

Major Goals for the Behavioral Sciences are as follows:

1. Students will develop the capacity for critical reasoning; and become skilled at critically evaluating, analyzing, and synthesizing through research and writing, using multiple sources of information about the human experience. Students will use critical reasoning to recognize assumptions underlying arguments; to construct valid arguments, and to create solutions to problems.
2. Students will demonstrate knowledge competence in the disciplines of behavioral sciences through understanding of the historical development of the fields, and through mastery of theories, phenomena and concepts, research methodologies, and applications.
3. Students will demonstrate quantitative reasoning skills. Students will identify and solve quantitative problems in behavioral sciences, manage data, recognize and work with relationships among variables, and develop calculation skills.
4. Students will apply knowledge competency through applying theory to explain phenomena and to analyze case studies; to apply research methodologies to problem solving and to the further development of critical reasoning.
5. Students will demonstrate effective oral, written, and technological communication in the human sciences and in their professional careers.

Program Requirements

ANT 100 Introduction to Anthropology	3 hours
PSY 100 Introduction to Psychology	3 hours
SOC 100 Introduction to Sociology	3 hours
SOC 110 Introduction to Human Services & Community Mental Health	3 hours
ANT/PSY/SOC 340 Research Methods	3 hours
ANT/PSY/SOC 440 Research Methods and Theory Seminar (Capstone I)	3 hours
Upper level Anthropology course	3 hours
Upper Level Psychology courses	6 hours
Upper Level Sociology course	3 hours
Junior-Senior Capstone: ANT/PSY/SOC 441 Senior Research Capstone II or PSY 497 Community Behavioral Health Internship (Capstone II)	4+ hours
	34+ hours

Required additional credits

18 Additional credits required through one of the following 3 options:

1) Complete a Minor (other than Behavioral Science)
2) Complete Community Health Services –MHRT-C Competencies
   For the 6 upper level PSY electives it is recommended to take PSY 330 Interviewing & Counseling and PSY 412 Adulthood and Aging
   PSY 221 Psychosocial Rehabilitation
   1. PSY 234 Crisis Identification and Resolution
   2. PSY 270 Case Management
   3. PSY 233 Substance Abuse/Mental Illness Dual Diagnosis
   4. PSY 232 Sexual Abuse, Trauma, and Recovery
   5. PSY 246 Vocational Aspects of Disabilities
      Junior/Senior Capstone option: PSY 497 Community Behavioral Health Internship (Capstone II)
3) Pre-graduate program studies in Anthropology, Sociology or Psychology. Upper level electives (18 credits) in the discipline of concentration. Junior/Senior Capstone option: Ant/Psy/Soc 441 Research Capstone II Fieldwork in Anthropology, Sociology or Psychology.

Required Support Course:

MAT 351 Statistics I	3 hours

Techniques for Assessment

Students will be assessed both directly and indirectly. Students are to maintain a year-by-year portfolio of exemplars of their work. In the senior year, the portfolio will be reviewed by at least 2 Behavioral Sciences faculty.

Required Experiential Work

Students will be expected to work within the campus and local communities each year. The extra-mural service learning experiences will be part of the senior evaluation, and constitute the citizenship and social responsibility requirements of the general education core.

Suggested Course Sequencing

Fall Semester Freshman Year

HUM 102 First Year Experience	3 hours
General Education-Visual Arts and Performing Arts	3 hours
ENG 100 English Composition I	3 hours
PSY 100 Introduction to Psychology	3 hours
General Education-Quantitative Reasoning	3 hours
	15 hours

Spring Semester Freshmen Year

COS 103 Introduction to Information Technology	4 hours
ANT 100 Introduction to Anthropology	3 hours
SOC 100 Introduction to Sociology	3 hours
ENG 101 English Composition II	3 hours
MAT 351 Statistics I	3 hours
	16 hours

Fall Semester Sophomore Year

SOC 110 Intro to Human Services & Community Mental Health	3 hours
COM 200 Speech	3 hours
General Education-History	3 hours
General Education-Natural Science	4 hours
General Education-Literature	3 hours
	16 hours

Spring Semester Sophomore Year

Upper-level ANT/SOC/PSY electives	9 hours
Upper-level ANT/SOC/PSY	3 hours
General Education-Essential Competencies: language	3 hours
	15 hours

Fall and Spring Semesters Junior Year

Upper-level ANT/SOC/PSY	9 hours
PSY 340 Research Methods (Fall semester)	3 hours
PSY 440 Research Methods and Theory Capstone I (Spring semester)	4 hours
General Education-Essential Competencies	3 hours
Electives	11 hours
	30 hours

Fall and Spring Semesters Senior Year

ANT/PSY/SOC Upper-level electives	12 hours
Electives plus ANT/PSY/SOC 441 / 497 Capstone II option	16 hours
	28 hours

Behavioral Science Minor

The Behavioral Science Minor provides a foundation in the disciplines of anthropology, psychology and sociology to enable students to understand individual and group human behavior within socio-cultural contexts.

PSY 100 General Psychology	3 hours
ANT 100 Introduction to Anthropology or SOC 100 Introduction to Sociology	3 hours
Sociology (upper level)	3 hours
Anthropology (upper level)	3 hours
Psychology (upper level)	3 hours
ANT or PSY or SOC (upper level)	3 hours
	18 hours

Biology Major (Bachelor of Science)

Vision Statement

The biology faculty of the Natural and Behavioral Sciences Division at the University of Maine at Fort Kent believe that students come to understand the discipline of biology through a combination of course work, laboratory experiences, research, and fieldwork. The combination of instructional methods leads students to a balanced understanding of the scientific methods used by biologists to make observations, develop insights and create theories about the living organisms that populate our planet. Small class sizes within the biology program foster a close working relationship between faculty and students in an informal and nurturing atmosphere.

Mission Statement

The biology faculty pursues a multifaceted charge at the University of Maine at Fort Kent. The Program seeks to provide all biology students with fundamental knowledge of biology, as well as a deeper understanding of a selected focus area within the biological sciences. The curriculum and advising have been designed to prepare graduates for their professional future, whether they choose to work as field biologists specializing in botany or wildlife, or to pursue advanced

degrees in the life sciences or health sciences. The biology program also provides the necessary fundamental knowledge of the life sciences to support the Nursing degree, the Environmental Studies degree, and the Associate of Science degree in Forest Technology. In addition, biology courses provide a key laboratory science experience for those students seeking to complete the general education requirements.

Program Description/Goals

The biology curriculum consists of required courses and electives. To meet the needs of students with diverse backgrounds and interests, students have the opportunity to choose elective courses that reflect their individual interests and career paths. Students majoring in biology choose from two options: a major in biology with a minor in a field outside of biology; or a major in biology with a concentration in a specific area of biological science.

All students in the Biology Major will participate in a Field Experience Program as part of their coursework. This program consists of experiential learning activities that students participate in through short fieldtrips in the local area, as well as through multi-day expeditions to destinations across the U.S. The courses included in the Field Experience Program each have a $ 150 fee, which helps to cover necessary costs including travel, entrance fees, and camping. It is important that students take courses during the designated year and semester to ensure that they have the background preparation needed to benefit fully from the field-based activities.

Biology Major with a Minor in a Field Outside of Biology

This option provides a broad training in biology and offers students the maximum flexibility in selecting courses that meet their interests. Students complete all required and support courses for the biology major, and they complete all courses necessary for a minor in a field other than biology (see Index under “Minors” for a description of appropriate study areas).

Biology Major with a Concentration in a Specific Area of Biological Science

This option provides a broad training in biology and offers students the opportunity to develop more detailed knowledge of a specific area of biological science. Students complete all required and support courses for the biology major, and they complete all courses necessary for the concentration. These concentrations prepare students for continued study in graduate and professional schools, as well providing preparation for many other career goals including teaching, technical, and field positions. Each concentration consists of courses which provide depth in the principal aspects of the subject. This academic

track provides a broad exposure in laboratory work and extensive experience in field situations. Students choose to concentrate in one of the following areas: bio-medical science, botany, ecology, or zoology.

Student Learning Outcomes

Graduates with a major in Biology from the University of Maine at Fort Kent will:

1. acquire a comprehensive knowledge of biology in a diversity of organisms encompassing the molecular to ecosystem levels;
2. place biological knowledge in context and show an understanding of the way biologists think and of the historical development of biological thought;
3. demonstrate the ability to connect and apply biological knowledge to other disciplines and to integrate knowledge into their personal and professional lives;
4. demonstrate the ability to engage in critical, independent, and creative thinking; and
5. demonstrate proficiency in writing and speaking about biological concepts and research.

Program Requirements

BIO 100 General Biology or	
BIO 220 Anatomy and Physiology I and	
BIO 221 Anatomy and Physiology II	4-8 hours
BIO 202 Botany	4 hours
BIO 204 Zoology	4 hours
BIO 320 Genetics	4 hours
BIO 352 Ecology	3 hours
BIO 353 General Microbiology with lab	4 hours
BIO 339 Research Methods and Techniques	3 hours
BIO 498 Senior Project	3-6 hours
Concentration (select one)*	9-16 hours
	37-47 hours

Required Support Courses: (These requirements can be taken as part of the general education requirements.)

CHY 100 Chemistry I	4 hours
CHY 101 Chemistry II	4 hours
CHY 300/BIO 301 Biochemistry or	
CHY 310 Organic Chemistry I	4 hours
MAT 351 Statistics I	3 hours

*Select one of the following concentrations. Note, courses may be substituted with the approval of the academic advisor to meet a student's career goal.

Bio-medical Science: Graduates from this B.S. program may contribute to society in the area of health maintenance and is good preparation for students intending to develop research careers in the medical and biological sciences.

Choose three of the following courses:

BIO 356 Vertebrate Biology	3 hours
BIO 363 Human Nutrition	3 hours
BIO 401 Pathophysiology	3 hours
BIO 412 Mammalogy	3 hours

Zoology: Students interested in pursuing an organismal approach to the study of animals should follow this career track.

Choose two of the following courses:

BIO 350 Invertebrate Zoology	4 hours
BIO 356 Vertebrate Biology	3 hours
BIO 330 Comparative Animal Physiology	4 hours
BIO 412 Mammalogy	3 hours
BIO 420 Ornithology	3 hours

Choose two of the following courses:

ENV 326 Conservation Biology	3 hours
ENV 302 Wildlife Conservation & Management	4 hours
ENV 328 Biological Diversity	3 hours
ENV 333 Fisheries Science	3 hours
ENV 334 Wildlife Science	4 hours
ENV 354 Wildlife Habitat Interactions	4 hours

Ecology: For students interested in the interaction of organisms with their natural environment, and the effects of human populations on those ecosystems.

Required:

BIO 310 Taxonomy of Vascular Plants	4 hours
BIO 452 Field Ecology	4 hours

Choose one of the following courses:

BIO 380 Limnology	4 hours
FOR 260 Silvics (Forest Ecology)	3 hours

Choose one of the following courses:

ENV 326 Conservation Biology	3 hours
ENV 302 Wildlife Conservation & Management	4 hours
ENV 328 Biological Diversity	3 hours
ENV 333 Fisheries Science	3 hours
ENV 334 Wildlife Science	4 hours
ENV 354 Wildlife Habitat Interactions	4 hours

Botany: Students interested in studying plants in their natural setting and in the laboratory should consider this career track. Faculty has expertise in mycology and lichenology, which allows for students to focus on these aspects within this concentration.

Required:

BIO 310 Taxonomy of Vascular Plants	4 hours
BIO 454 Plant Physiology	4 hours
Choose two of the following courses:	
BIO 309 Dendrology	4 hours
BIO 311 Lichenology	4 hours
BIO 314 Arctic Natural History	3 hours
FOR 260 Silvics (Forest Ecology)	3 hours

Techniques for Assessment

Students are assessed in all classes using various means including written assignments, quizzes and exams, field and laboratory practical exams, comprehensive final exams in some classes, and course projects. All students must demonstrate proficiency in written and oral communication skills by satisfactory performance on the written report and public oral presentation for the capstone Senior Project. All students will complete two comprehensive exams to assess knowledge and appreciation of critical content related to organism diversity and ecology. Graduating students complete an exit survey during their last semester to reflect on their BS in Biology program education and provide feedback about their experience. Graduates are required to complete an alumni survey to provide feedback about the quality and effectiveness of their education.

Course Sequencing

Fall Semester Freshman Year

HUM 102 First Year Experience	3 hours
*BIO 100 General Biology/Lab or BIO 220 Anatomy and Physiology I/Lab	4 hours
ENG 100 English Composition I	3 hours
General Education-Quantitative Reasoning	3 hours
	13 hours

Spring Semester Freshmen Year

BIO 221 Anatomy and Physiology II (if completed BIO 220 or * BIO 202 Botany	4 hours
ENG 101 English Composition II	3 hours
General Education elective	3 hours
General Education elective (concentration/minor)	3-4 hours
	13-14 hours

Fall Semester Sophomore Year

BIO 202 Botany or	
General Education elective	3-4 hours
COS 103 Introduction to Information Technology or	
GEO 280 GIS Applications I	4 hours
CHY 100 Chemistry I with Lab	4 hours
MAT 351 Statistics I	3 hours
General Education elective (concentration/minor)	3-4 hours
	17-19 hours

Spring Semester Sophomore Year

BIO 204 Zoology with Lab	4 hours
CHY 101 Chemistry II with Lab	4 hours
General Education elective (oral communication)	3 hours
General Education elective (concentration/minor)	3-4 hours
	14-15 hours

Fall Semester Junior Year

BIO 320 Genetics or	
General Education elective (concentration/minor)	3-4 hours
CHY 310 Organic Chemistry I with Lab or	
General Education elective (concentration/minor)	3-4 hours
General Education electives (concentration/minor)	9-12 hours
	15-20 hours

Spring Semester Junior Year

*BIO 339 Research Methods and Techniques	3 hours
*BIO 352 Ecology	3 hours
BIO 353 Microbiology with Lab or	
CHY 300/BIO 301 Biochemistry with Lab or	
General Education elective (concentration/minor)	3-4 hours
General Education electives (concentration/minor)	6-8 hours
	15-18 hours

Fall Semester Senior Year

BIO 320 Genetics or	4 hours
General Education elective (concentration/minor)	3-4 hours
*BIO 498 Senior Project	3 hours
General Education electives (concentration/minor)	9-12 hours
	15-19 hours

Spring Semester Senior Year

BIO 353 Microbiology with Lab or	4 hours
CHY 300/BIO 301 Biochemistry with Lab or	4 hours
General Education elective (concentration/minor)	3-4 hours
General Education electives (concentration/minor)	12-16 hours
	15-20 hours

** Field Experience course that should be taken in the semester and year listed*

Biology Minor

The Biology minor provides an exploration within the biological field. Courses are offered for basic concepts as well as for application of the principles to a laboratory setting.

Required:

BIO 100 General Biology	4 hours
BIO 202 Botany	4 hours
BIO 204 Zoology	4 hours
Upper-level Biology electives	6 hours
	18 hours

Business Management Major (Bachelor of Science)

Vision Statement

Consistent with the mission of the University of Maine at Fort Kent, a regional university that serves the needs of the St. John Valley and the state of Maine, the Business Management Program fosters excellence in scholarship and academic achievement in an interactive educational environment.

Mission Statement

The mission of the Business management program is to develop students as liberally-educated citizens, life-long learners in a changing world, proficient business managers and entrepreneurs.

Program Description/Goals

The Business Management program strives to:

1. Offer a broad selection of management concentrations to meet the needs of our stakeholders (Stewardship);
2. Provide excellence in teaching and learning (Learning);
3. Prepare students for careers in areas of business that satisfy students' wishes and employers' needs (Collaboration);
4. Educate students in the liberal arts in order to broaden their horizons and deepen their understanding of society and the world (Citizenship); and
5. Establish and nurture an institutional culture of systemic quality improvement (Excellence).

Student Learning Outcomes

The Business Management program prepares students for careers in business. The objectives of the program are that the graduate will be a knowledgeable, proficient, well-rounded, professional person who is literate, numerate, and analytical; this person will be appreciative of the

arts and sciences as well as possess skills in interpersonal communication and leadership.

Accreditation

The University of Maine at Fort Kent has received specialized accreditation for its business and business related programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas.

In accordance with IACBE accreditation guidelines, the following student outcomes are assessed annually and reported on the UMFK website:

1. The student will be a liberally-educated citizen.
2. The student will be a life-long learner.
3. The student will be a proficient business manager.
4. The student will develop entrepreneurial skills.

Program Requirements

ECO 100 Intro to Macroeconomics	3 hours
ECO 101 Intro to Microeconomics	3 hours
BUS 100 Accounting Principles I	3 hours
BUS 101 Accounting Principles II	3 hours
BUS 211 Principles of Business Management	3 hours
BUS 222 Introduction to Marketing	3 hours
BUS 234 Financial Analysis and Planning	3 hours
BUS 336 Business Law I	3 hours
ELC 200 Intro to E-Commerce	3 hours
BUS 411 (Capstone) Business Policy & Strategic Planning	3 hours
BUS 411L Student Electronic Portfolio	1 hour
Concentration areas (select one option)*	24 hours
BUS 397 Business Internship	8-12 hours
	63-67 hrs

Required Support Courses: (These requirements fulfill part of the general education requirements.)

MAT 280 Finite Math II: Linear Models and Math of Finance	3 hours
MAT 351 Statistics I	3 hours
BUS 219 Business & Professional Speaking or COM 200	3 hours
BUS 260 Business Ethics	3 hours

*Select one of the following concentrations:

Accounting: (24 credits)

BUS 302 Intermediate Accounting I, BUS 303 Intermediate Accounting II, BUS 314 Auditing and Forensic Accounting, BUS 304 Federal Taxation I, BUS 305 Federal Taxation II, BUS 308 Managerial

Accounting, BUS 343 Human Resources Management, and BUS 409 Principles of Investment Management.

E-Business: (24 credits)

BUS 300 Principles of Corporate Finance I, BUS 343 Human Resources Management, BUS 409 Principles of Investment Management, COS 125 Webpage Design, COS 206 Introduction to Information Security, ELC 310 Introduction to E-Marketing, BUS 348 Project Management, and BUS 332 Small Business Management.

Entrepreneurship: (30 credits)

BUS 207 Principles of Insurance, BUS 300 Principles of Corporate Finance I, BUS 304 Federal Taxation I, BUS 308 Managerial Accounting, BUS 332 Small Business Management, BUS 343 Human Resources Management, BUS 348 Project Management, COS 125 Webpage Design, ELC 310 Introduction to E-Marketing, and ECO 318 Managerial Economics.

Finance: (27 credits)

BUS 207 Principles of Insurance, BUS 300 Principles of Corporate Finance I, BUS 301 Principles of Corporate Finance II, BUS 304 Federal Taxation I, BUS 305 Federal Taxation II, ECO 320 International Trade and Finance, BUS 343 Human Resources Management, and BUS 409 Principles of Investment Management or BUS 410 Investments: Technical Analysis.

Financial Services: (24 credits)

BUS 207 Principles of Insurance, BUS 300 Principles of Corporate Finance I, BUS 327 Salesmanship, BUS 341 Business Negotiations, BUS 304 Federal Taxation I, BUS 343 Human Resource Management, BUS 409 Principles of Investment Management, and BUS 337 Business Law II or BUS 410 Investments: Technical Analysis.

Forest Management: (AS Forest Technology plus 6 credits)

Completion of AS in Applied Forest Management, BUS 343 Human Resources Management and BUS 308 Managerial Accounting.

Healthcare Administration: (24 credits)

BUS 207 Principles of Insurance, HCA/BUS 308 Managerial Accounting, BUS 343 Human Resources Management, HCA/PSA 312 Grant Writing, HCA 321 Healthcare Finance, HLT 386 Healthcare Policy, HCA/NUR 401 Health Related Research, and HLT 407 Leadership & Management in Healthcare.

Human Resources: (24 credits)

COS 206 Intro to Information Security, BUS 207 Principles of Insurance, BUS 300 Principles of Corp Finance or BUS 308 Managerial Accounting, BUS 337 Business Law II, BUS 341 Business Negotiations, BUS 343 Human Resources Management, BUS 344 Organizational Behavior, and BUS 430 Employee Compensation, Benefits and Retirement Programs.

Sports Management and Representation: (27 credits)
BUS 300 Principles of Corporate Finance I, BUS 308 Managerial Accounting, BUS 337 Business Law II, BUS 341 Business Negotiations, BUS 343 Human Resources Management, BUS 348 Project Management, BUS 430 Employee Compensation, Benefits & Retirement Programs, PHE 341 Sports Management and PHE 163 Principles of Coaching.

Techniques for Assessment

1. Individual student electronic portfolio with demonstrations of knowledge and skills.
2. Comprehensive exam of core business skills required prior to entry into business concentration.
3. Capstone projects.
4. Internship evaluations.

Suggested Course Sequencing

Fall Semester Freshman Year

HUM 102 First-Year-Experience	3 hours
BUS 100 Accounting Principles I	3 hours
BUS 211 Principles of Business	3 hours
COS 103 Introduction to Information Technology	4 hours
ENG 100 English Composition I	3 hours
	16 hours

Spring Semester Freshmen Year

BUS 101 Accounting Principles II	3 hours
BUS 222 Introduction to Marketing	3 hours
MAT 280 Finite Math II: Linear Systems and Math of Finance	3 hours
BUS 219 Business and Professional Speaking	3 hours
ENG 101 English Composition II	3 hours
	15 hours

Fall Semester Sophomore Year

ECO 100 Introduction to Macroeconomics	3 hours
BUS 234 Financial Analysis and Planning	3 hours
BUS 336 Business Law I	3 hours
MAT 351 Statistics I	3 hours
BUS 260 Business Ethics	3 hours
	15 hours

Spring Semester Sophomore Year

ECO 101 Introduction to Microeconomics	3 hours
ELC 200 Introduction to Electronic Commerce	3 hours
Concentration requirements	6 hours
General Education-Natural Science	4 hours
	16 hours

Fall Semester Junior Year

Concentration requirements	6 hours
General Education-History	3 hours
General Education-Competencies: Non-English language	3 hours
Elective	6 hours
	18 hours

Spring Semester Junior Year

Concentration requirements	9 hours
General Education-Visual and Performing Arts	3 hours
Electives	6 hours
	18 hours

Fall Semester Senior Year

General Education-Literature	3 hours
Electives	12 hours
	15 hours

Spring Semester Senior Year

BUS 411 Business Policy & Strategic Planning	3 hours
BUS 411L Student Electronic Portfolio	1 hour
Electives (as needed)	
BUS 397 Business Internship	12 hours
	16 hours

Coaching Minor

The Coaching Minor provides the student with an understanding of the theories of coaching, athletic skills acquisition, sportsmanship, and sports event management.

Required:

PHE 163 Principles of Coaching	3 hours
PHE 165 Kinesiology	3 hours
PHE 264 Basic Athletic Injuries	3 hours
PHE 341 Sports Management or PSY214 Sport Psychology	3 hours
PHE 342 Exercise Physiology	3 hours
Theories and Practices of Coaching (select three credits)	3 hours
	18 hours

Computer Applications Major (Bachelor of Science)

Vision Statement

The UMFK Computer Applications Program is a trusted and recognized educational hub that develops graduates who have a clear and deep understanding of the design, development, implementation, maintenance and use of computer and information-related applications

and technologies. It prepares computer practitioners capable of making significant contributions for the betterment of humankind and society.

Mission Statement

It is the mission of the UMFK Computer Applications Program to educate and mentor its students to become responsible, knowledgeable and skilled computer practitioners capable of performing tasks common to the fields of computer science/information technology. The program instills the necessary and fundamental tenets that comprise these fields and fosters good critical thinking, communication and problem solving skills while ensuring students are cognizant of the ethical dimensions of their actions and impact upon society. Additionally, the program prepares students to further their education at the graduate level and as life-long learners.

Program Description/Goals

The UMFK Computer Applications Program is designed to prepare students to obtain employment in computer technology fields dependent upon their chosen area of concentration or as a course of study leading to graduate studies in computer science, computer information systems, management information systems, geographic information systems or information security.

Student Learning Outcomes

UMFK Computer Applications graduates will be able to:

1. Apply knowledge of computing and information technologies to produce effective designs and solutions for specific computer-based problems;
2. Identify, analyze, and synthesize scholarly literature relating to one or more fields of computer science, information science, or information technology;
3. Use software development tools, software systems, and modern computing platforms;
4. Describe the impact upon society of computers, and the technical and human aspects of this impact;
5. Program in depth in at least one high-level programming language with additional knowledge of at least one other high-level programming language;
6. Participate as an active and effective member of a project team to achieve specific computer-based outcomes;
7. Effectively participate in all stages of the systems development life cycle;
8. Describe computer hardware control logic and microarchitecture design issues;

9. Demonstrate specific computer-based outcomes via application of effective communication and management skills;
10. Complete intricate projects/experiences within the area of concentration;
11. Analyze and synthesize information to generate knowledge for the area of concentration;
12. Effectively communicate during project development and present results for the area of concentration.

Accreditation

The University of Maine at Fort Kent has received specialized accreditation for its business and business related programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas.

Program Requirements

COS 111 Introduction to Computer Science	4 hours
COS 260 Introduction to Programming	4 hours
COS 312 Computer Programming – Java	3 hours
COS 333 Systems Analysis & Design	3 hours
COS 346 Databases	4 hours
COS 360 Computer Organization/Assembly Language	3 hours
COS 397 Computer Applications Internship	3 hours
COS electives	6 hours
Computer Portfolio (see Techniques for Assessment)	
Concentration (select one)*	21 hours
	51 hours

Select one of the following concentrations:

Information Security: (24 credits)

COS 206 Introduction to Information Security, COS 338 Introduction to Networking, COS 354 Network Security, COS 374 Operating Systems Security, COS 413 Computer Forensics & Investigations or COS 430 Cryptography, Cos 440 Cyber Defense, and 3 hours of COS/ELC/PSA electives.

Web Development: (21 credits)

COS 125 Web Page Design, COS 130 Desktop Publishing, COS 272 Computer Graphic Art, COS 233 Macromedia FLASH Development, COS 381 Internet/Intranet Programming, ELC 200 Intro to E-Commerce, and 3 hours of COS/ELC electives.

Geographic Information Systems: (21 credits)

COS 327 Computer Programming – Visual Basic, GEO 103 Introduction to Global Positioning Systems, GEO 280 GIS Applications I, GEO 380 GIS Applications II, FOR 242 Map and Airphoto Interpretation and 6 hours of COS electives.

Business: (21 credits)
BUS 100 Accounting Principles I, BUS 101 Accounting Principles II, ECO 100 Introductions to Macroeconomics, BUS 211 Principles of Business, BUS 222 Introductions to Marketing, BUS 234 Financial Analysis and Planning, and BUS 336 Business Law I.
Self-designed: Students will, with the assistance and direction of the program coordinator, design their own concentration consisting of a minimum of 21 credit hours.

Techniques for Assessment

Students are required to complete a Computer Portfolio, in addition to those courses defined within the program. Students construct a portfolio from the Capstone Projects completed as part of the COS course requirements portion of their program. The portfolio is intended to enable assessment of those learning outcomes that are best assessed in an integrative fashion, spanning all of the student's course work and therefore reflects overall academic growth.

Suggested Course Sequencing

Freshman Fall Semester

COS 103 Introduction to Information Technology	4 hours
General Education electives (Quantitative Reasoning)	9 hours
HUM 102 First Year Experience	3 hours
	16 hours

Freshman Spring Semester

COS 111 Introduction to Computer Science	4 hours
General Education electives	12 hours
	16 hours

Sophomore Fall Semester

COS 260 Introduction to Programming	4 hours
Concentration requirement	3 hours
General Education electives	6 hours
Elective	3 hours
	16 hours

Sophomore Spring Semester

COS 3xx Upper level programming language course	3 hours
Concentration requirement	3 hours
General Education electives	7 hours
Elective	3 hours
	16 hours

Junior Fall Semester

COS 360 Computer Organization/Assembly Language	3 hours
COS 312 Computer Programming – Java	3 hours
Concentration requirement	3 hours
Concentration requirement	3 hours
Elective	3 hours
	15 hours

Junior Spring Semester

COS 333 System Analysis & Design	3 hours
Concentration requirement	3 hours
COS 346 Databases	4 hours
General Education elective	3 hours
Elective	3 hours
	16 hours

Senior Fall Semester

Concentration requirement	3 hours
COS elective	3 hours
Electives	9 hours
	15 hours

Senior Spring Semester

COS 397 Computer Applications Internship	3 hours
Concentration requirement	3 hours
Electives	9 hours
	15 hours

Criminal Justice Minor

The Criminology Minor allows the student to explore the legal, social, and practical aspects of the criminal justice field.

Required:

CRJ 100 Criminology	3 hours
CRJ 101 Introduction to Criminal Law	3 hours
CRJ 108 Constitutional Law	3 hours
CRJ 105 Introduction to Criminal Justice	3 hours
Select one of the following:	3 hours
ANT 307 Cultures of North America	
PSA 221 Ethics and Community	
SOC 100 Introduction to Sociology	
Select one of the following:	3 hours
CRJ 215 Principles of Investigation	
CRJ 260 Police Procedures	
	18 hours

Cultural Studies Minor

This minor is designed for students who want more concentration in anthropology than is offered through the Behavioral Science Minor.

Required:

ANT 100 Introduction to Anthropology	3 hours
ANT 307 Cultures of North America	3 hours
Choose 2 of the following:	6 hours
ANT 309 Native North American Studies	
ANT 334 Archaeology and Ancient Environments	
ANT 354 Anthropology and Folklore	
ANT 340 Special Topics in Anthropology/Ethnography	
ANT 400 Anthropological Fieldwork Methods	
Upper-level Anthropology or Sociology courses	6 hours
	18 hours

Economics Minor

The minor in economics is designed to help students develop a basic understanding of the principles and applications of economics. The student pursuing this minor will develop an understanding of: the role of markets and their many forms; the influence of the government and its agencies in affecting economic growth levels of employment; interest rates and inflation; the causes and influences of international trade; the effects of governmental regulation and policy on economic behavior. Students successfully completing the minor will learn to apply economic concepts to better understand contemporary social and market issues.

Required:

ECO 100 Macroeconomics	3 hours
ECO 101 Microeconomics	3 hours
ECO 300 Intermediate Macroeconomics Theory	3 hours
ECO 318 Managerial Economics	3 hours
ECO 320 International Trade and Finance	3 hours
ECO 210 Environmental Economics or	
BUS 301 Principles of Corporate Finance II or	
BUS 409 Principles of Investment Management	3 hours
	18 hours

Education Programs

- Bachelor of Science in Elementary Education
- Bachelor of Science in Secondary Education-Mathematics
- Bachelor of University Studies State of Maine Certification in Endorsement areas

Vision Statement

The UMFK Education Program will create an environment for optimal learning that emphasizes knowledge, values, and experiences by integrating these with teaching, learning, and service within our academic discipline while maintaining our program's ethical and unique practices.

Mission Statement

The academic mission of the Division of Education is to prepare students as undergraduate teachers who are prepared to be reflective scholars, instructional leaders, and global citizens. Reflective scholars pursue knowledge with an open-minded and whole-hearted attitude. The process for becoming reflective is the basis of the entire program, because persons who teach from this perspective actively analyze their teaching practices and the educational, social, and political contexts in which their teaching is embedded. The teacher as instructional leader responds to the question "reflective about what and to what purpose?" Teacher as global citizen responds to the current social, economic and political realities. The growing global interdependence must clearly be faced if prospective teachers are to be equipped with the necessary tools for teaching. One of the Division's goals is to empower new teachers with the tools necessary to respond to the future demands of education. By preparing you to become a "reflective scholar, instructional leader, and global educator," the Division prepares you to serve a key role in a profession that is progressive and improving. You will be qualified to educate tomorrow's adults to reach their full individual potential and prepare them not only for a life of work, but for a life of worth.

Conceptual Framework

The Division of Education at UMFK is responsible for the development and approval of the coursework that makes up the core curriculum of our educational programs. It is the faculty members' belief that there are many qualities that comprise becoming an effective teacher. The focus on reflective practice, social awareness, leadership, and citizenry are essential parts of our overall mission. This is centered on the core belief that educators need to be life-long learners who understand and participate in the ever-changing world of education.

The curricula of our educational programs are based on the premise that each student is a unique learner. The student must develop course content on methodologies, as well as be personally immersed in the learning environments whereby content knowledge and pedagogical skills can be applied to create products that demonstrate achievement of competencies. Our programs goals stress the importance of content knowledge in the disciplines students teach and develop a solid working knowledge of the processes and skills that are associated with the disciplines.

By blending content, methodology, and assessment, while focusing on the creation of products to demonstrate students' abilities, the program guides students to take ownership of educational processes and the skills needed to be effective teachers. The program also stresses the needs of individual learners and helps students address issues of diversity and exceptionality.

The conceptual framework is founded in progressivism, particularly constructivism, which is illustrated in the work of Dewey, Piaget, and Vygotsky. In this structure, Elementary Education program students must study content and associated processes, while at the same time taking Curriculum and Instruction I and II. To strengthen the liberal arts content portion of the methods courses, liberal arts faculty are actively engaged. During any given semester, the Division of Education has 5 to 7 liberal arts faculty working with education professors to offer these blended courses. Students are asked to bring the content they are learning into their curriculum classes and must create lessons/units that reflect their grasp of effective instruction.

Tomlinson (2005), in The Differentiated Classroom, outlines how this foundational approach works in classroom instruction. Tomlinson identifies three core components of a learning experience to increase the effectiveness of a planned lesson. Teachers need to plan experiences that allow students to gain essential content, to develop associated skills/processes, and provide opportunities for students to create products to demonstrate mastery of competencies. Furthermore, teachers need to be well-versed in instructional technique, assessment tools, and multiple approaches to instruction. UMFK's educational programs focus on the pre-service teacher's understanding and planning curriculum for a diverse group of students.

The importance of knowing and using content in effective teaching also is supported by Marzano (1997), Dimensions of Learning, whereby dimensions two, three, and four are focused on knowledge and the ability to use that knowledge. The dimensions of learning are:

- Influencing attitudes and perceptions;
- Acquiring and integrating knowledge;
- Extending and refining knowledge;
- Using knowledge in meaningful ways; and
- Developing habits of the mind.

This philosophical approach relies on well-prepared teachers who can modify instruction, understand a variety of assessments, and plan learning experiences whereby students can demonstrate their knowledge and abilities in a multitude of ways.

Overall, the conceptual framework stresses that teachers must be reflective practitioners who understand the multiple ways in which teachers adapt curriculum, methods, and behaviors to improve instruction for a diverse group of learners. Equally important to the pedagogical issues of instruction, educators must have a solid knowledge of the subjects they teach and the associated process and methodologies of content disciplines. Effective teachers create learning experiences whereby students can learn the essential content and develop the ability to take that content to create meaningful products.

The Division of Education also aligns this framework with the State of Maine Learning Results (1997) and Maine's Ten Standards for Beginning Teachers. The Learning Results standards indicate the essential content that students should know and the processes they should be able to complete within the academic disciplines for different grade-levels. The authors stress that: "students need a common factual frame of reference grounded in the events of history, the structure of geography, the discoveries of science, and the riches of art, music, and literature; and they must also learn to think, how to search and investigate, and how to evaluate, filter, and process the information that they uncover" (p. iv).

Student Learning Outcomes

The ten program outcomes for our pre-service teachers are essential to the integration of our conceptual framework into our programs. The outcomes illustrate the skills and abilities that pre-service teachers should have when they enter the profession. The first two outcomes address the issues of content and associated processes within different disciplines. Outcome three focuses on diversity, individual learners, and the ability to incorporate the developmental characteristics of students into educational planning and teaching. Outcomes four through eight focuses on the ability to plan, teach, and assess effective learning experiences. The last two outcomes focus on understanding the responsibilities and obligations that are essential components of the teaching profession and experience. Students create a professional teaching portfolio, based on the ten program outcomes, which demonstrates mastery of competencies as beginning classroom teachers. The portfolio process is directed by academic advisors.

1. Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

2. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.
3. Demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional, and social development.
4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.
5. Understands and uses a variety of instructional strategies and appropriate technologies.
6. Creates maintains a classroom environment which supports and encourages learning.
7. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community.
8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.
9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.
10. Demonstrates a strong professional ethic and a desire to contribute to the education profession.

Techniques of Assessment

Students are assessed in all classes using various means. Classroom assessments include rubrics, portfolios, written exams, papers, presentations, role playing, demonstrations, poster sessions and other assessments as determined by the individual faculty. The successful completion of Praxis I and Praxis II exams also are required for all education students. Once students have completed their programs, they are required to complete an exit survey as they leave the University and an alumni survey three to four years into their teaching career. Both of these surveys serve as assessment tools for the division to determine the strengths and weaknesses of our program.

Portfolio Requirements

Education students are required to complete a professional portfolio based on the Ten Outcomes for Beginning Teachers (see outcomes listed above). The ten outcomes are part of the division's overall mission and serve as the basis for our conceptual framework. These two documents serve as the core foundation for the pre-service curriculum. As students progress through program courses, processes for building and maintaining students' portfolio are discussed, which help students identify and select works that build and demonstrate achievement of program outcomes. Students will work with core faculty while on campus, and with mentor teachers during student teaching to finalize their portfolios.

Program Policies

The Division of Education expects students at all times to respect the opinions, knowledge, abilities and feelings of others when dealing with peers, faculty, teachers, and students while at the University and in the public schools.

An alert form is used by practicing professionals connected with the teacher education program to identify a student in the program whose professional performance or approach is weak. This form is used only when there is a strong concern about the student's ability to become a teacher. The intent of the alert form is to add an important source of professional judgment to the teacher education process.

Education Programs Professional Expectations

The Education Programs at the University of Maine at Fort Kent are designed to prepare individuals for the professional field of education. These programs are accredited and are closely linked to the liberal arts areas that individuals will encounter in the public school domain. As students in these programs, you also are members of a larger community of learners. Membership in an academic community has a special obligation to all members of that community to maintain, to preserve, and to guarantee an atmosphere conducive to the freedoms to teach and to learn. Part of this obligation implies the responsibility of each member of the classroom community to maintain a positive learning environment in which the conduct of any individual does not disrupt the momentum to any class, meeting or work session.

Within academic settings, appropriate, mature, professional conduct and attitude are expected. These affect the experiences within these settings. Also, one's appearance affects these settings. While individuals posses the freedom of self-expression, through attire and/or body art, etc., appearance should represent professional intentions. The field of education, by its very nature, presupposes such expectations and intentions.

<u>Professional Attitude and Conduct</u> – **mandatory**

- assumes personal responsibility for all academic obligations
- meets all deadlines
- produces quality work/artifacts
- responds cooperatively to constructive criticism
- assumes personal responsibility for actions and interactions with peers, with professors/instructors, and with campus support staff and personnel
- is cooperative and respectful of self and others
- is assertive but not aggressive or hostile
- is dependable and resourceful
- is on time for all classes, meetings, work sessions, etc.
- assumes personal responsibility when tardy or absent

Praxis Policy

- Students are required to pass Praxis Exams I and II Content Area before being scheduled to Student Teach.
- Students are encouraged to take and pass Praxis I by the end of their Sophomore year. Students are encouraged to take and pass the Praxis II Content Area exam by their junior year. Content area exams for a Department of Education Endorsement include: Elementary Education, Secondary: Business (7-12), English/Language Arts, (7-12), French, (7-12), Life Science, (7-12), Social Studies, (7-12), Math (7-12), and Computer Technology, (k-12).
- The praxis exam for Principles of Learning and Teaching (PLT) is not required if you come through the UMFK education program.

Education Program Options

1. Elementary Education (Bachelor of Science)
2. Secondary Education-Mathematics (Bachelor of Science)
3. Secondary Education endorsements
4. Accelerated Certification Programs: S*T*A*R*S*

Elementary Education (Bachelor of Science)

The Elementary Education program is designed to prepare educators who are:

- Knowledgeable of the developmental characteristics of learners;
- Effective classroom instructors;
- Content knowledgeable in multiple disciplines;
- Proficient at curriculum development; and
- Able to model life-long learning strategies to their students.

Students in the program will master specific content knowledge in the areas taught in the elementary school as well as effective methods of teaching (pedagogy) that are used to create engaging instruction. The combined experiences between content and pedagogy will prepare educators who can excel as a classroom teacher.

During the Freshman and Sophomore years of the program, students study various content areas as they work toward completing the requirements of the liberal arts core and the general education requirements of the Bachelor of Science degree. At the same time, students participate in one education course per semester which helps prepare them for the education courses taken during their junior and senior years. All of these early courses have a 10-hour practicum component, whereby students spend time in area public schools. These four classes are as follows:

- EDU 100 Educational Foundations

- EDU 214 Classroom Communication
- EDU 253 Literature of Childhood & Adolescence
- EDU 339 Classroom Management

At the end of each semester, education majors meet with their faculty advisor to discuss their progress toward degree requirements and career goals. For a student to begin the Upper Level Education Major Required Courses, they must:

1. Complete 60 or more credits towards their bachelor's degree.
2. Pass the Praxis I exam.*
3. Be in good academic standing with the University
4. Complete at least 36 credits of the following in the liberal arts core electives**:
    - 6 credits of English
    - 6 credits of Mathematics
    - 6 credits of Natural Science
    - 6 credits of Social Science (anthropology, geography, economics, government/political sciences, and history).
    - 18 credits of elective course work (9 are upper level

*See advisor for the suggested courses worksheet and information on the Praxis I exam.
**Minimum grade of "C" is required.

Upper Level Elementary Education Required Courses*:

EDU 303 Educating Exceptional Child	3 hours
EDU 303L Exceptional Child Lab	1 hour
EDU 335 Computers in the Classroom I	3 hours
EDU 335L School Technology Lab	1 hour
EDU 401 Educational Psychology	3 hours
EDU 401L Classroom Management Lab	1 hour
EDU 403 Intervention Strategies	3 hours
EDU 403L Intervention Strategies Lab	1 hour
EDU 411 Teaching of Social Studies	3 hours
EDU 411L Social Studies Lab	1 hour
EDU 412 Teaching of Mathematics	3 hours
EDU 412L Math Manipulatives Lab	1 hour
EDU 415 Teaching of Science	3 hours
EDU 415L STEM Education Lab	1 hour
EDU 451 Reading for Elementary Teachers I	3 hours
EDU 451L Reading Strategies Lab	1 hour
EDU 463 Writing for Elementary Teachers	3 hours
EDU 463L Writing Strategies Lab	1 hour
EDU 477 Multicultural Curriculum Design	3 hours
EDU 477L Diversity Lab	1 hour
EDU 406 Student Teaching**	14 hours
	54 hours

*A minimum grade of "C" is required in all courses of the Education Major.

Required Support Courses:
MAT 200 Structures of Math I
MAT 201 Structures of Math II

Student Teaching Requirements
**Students apply to the Director of Student Teaching during the semester prior to the student teaching assignment. Course work is not permitted during student teaching without permission of the Education Division. At the time of student teaching assignment, students must have met the following requirements:

1. Completed 42 credits of the liberal arts core electives with a minimum grade of "C"
2. Completed the Upper Level Education Major required courses with a minimum grade of "C"
3. Cumulative GPA of 2.5
4. Passed the Praxis I exam
5. Passed the Praxis II exam.
6. Presented and approved Portfolio

Suggested Course Schedule: Elementary Education Students

Fall Semester Freshmen Year	
HUM 102 First Year Experience	3 hours
ENG 100 English Composition I	3 hours
MAT 200 Structures of Math I	3 hours
EDU 100 Education Foundations	3 hours
General Education-History	3 hours
	15 hours
Spring Semester Freshmen Year	
EDU 214 Classroom Communication	3 hours
ENG 101 English Composition II	3 hours
MAT 201 Structures of Math II	3 hours
General Education-Literature	3 hours
Liberal Arts elective	3 hours
	15 hours
Fall Semester Sophomore Year	
COS 103 Introduction to Information Technology	4 hours
Liberal Arts elective	3 hours
General Education: Essential Competencies-Language	3 hours
EDU 253 Literature of Childhood and Adolescence	3 hours
General Education-Natural Science	4 hours
	17 hours

Spring Semester Sophomore Year

EDU 339 Classroom Management	3 hours
Liberal Arts electives (natural science)	3 hours
General Education- Essential Competencies-Citizenship	3 hours
General Education-Visual & Performing Arts	3 hours
General Education-Socio-Essential Competencies- Global Awareness	3 hours
	15 hours

Praxis I Exam – required to begin education major required courses

Fall Semester Junior Year

EDU 303 Educating Exceptional Child	3 hours
EDU 303L Exceptional Child Lab	1 hour
EDU 401 Educational Psychology	3 hours
EDU 401L Classroom Management Lab	1 hour
EDU 451 Reading for Elementary Teachers	3 hours
EDU 451L Reading Strategies Lab	1 hour
Liberal Arts elective	3 hours
	15 hours

Spring Semester Junior Year

EDU 403 Intervention Strategies	3 hours
EDU 403L Intervention Strategies Lab	1 hour
EDU 411 Teaching Social Studies	3 hours
EDU 411L Social Studies Lab	1 hour
EDU 412 Teaching of Math	3 hours
EDU 412L Math Manipulatives Lab	1 hour
EDU 463 Writing for Elementary Teachers	3 hours
EDU 463L Writing Strategies Lab	1 hour
	16 hours

Fall Semester Senior Year

EDU 335 Computers in the Classroom	3 hours
EDU 335L School Technology Lab	1 hour
EDU 415 Teaching of Science	4 hours
EDU 415L Science Education Lab	1 hour
EDU 477 Multicultural Curriculum Design	3 hours
EDU 477L Diversity Lab	1 hour
	12 hours

Praxis II exam must be passed before beginning Student Teaching

Spring Semester Senior Year

EDU 406 Student Teaching (see requirements)	14 hours

Secondary Education-Mathematics (Bachelor of Science)

High school teachers have academic training that includes a content major in the endorsement area they teach and a series of education coursework that supplies the skill and knowledge to become a successful educator. The basis for this approach to preparation of high school teachers is outlined in the Division of Education's vision, mission, program standards, and conceptual framework.

Program Requirements

1. Complete the General Education Requirements
2. Complete the required math courses
3. Complete the Secondary Education Core Courses

Required Math Courses

MAT 165 Pre-calculus	3 hours
MAT 180 Finite Mathematics I: Logic	3 hours
MAT 255 Calculus I	4 hours
MAT 256 Calculus II	4 hours
MAT 280 Finite Mathematics II: Linear Models	3 hours
MAT 290 Geometry	3 hours
MAT 350 History of Mathematics	3 hours
MAT 351 Statistics I	3 hours
MAT 352 Statistics II	3 hours
MAT 357 Abstract Algebra	3 hours
MAT 370 Calculus III	3 hours

Secondary Education Core Courses:

EDU 303 Education of Exceptional Children	3 hours
EDU 303L Exceptional Child Lab	1 hour
EDU 335 Computers in the Classroom I	3 hours
EDU 335L School Technology Lab	1 hour
EDU358 Secondary Educational Methods I	3 hours
EDU 358L Secondary Methods I Lab	1 hour
EDU 359 Secondary Educational Methods II	3 hours
EDU 359L Secondary Methods II Lab	1 hour
EDU 401 Educational Psychology	3 hours
EDU 401L Classroom Management Lab	1 hour
EDU/SED 403 Intervention Strategies	3 hours
EDU 403L Intervention Strategies Lab	1 hour
EDU 454 Reading & Writing Across the Secondary Curriculum	3 hours
EDU 454L Content Literacy Lab	1 hour
EDU 477 Multicultural Curriculum Design	3 hours
EDU 477L Diversity Lab	1 hour

EDU 406 Student Teaching*	14 hours
	46 hours

***Student Teaching Requirements**

1. Completion of required math courses
2. Completion of Required Secondary Education Core Courses
3. Cumulative GPA of 2.5
4. A minimum grade of "C" in all of the education courses and at least 24 hours in the content area
5. Successful completion of the Praxis I exam (required prior to Education coursework)
6. Successful completion of the Praxis II exam
7. During student teaching, finalize portfolio with mentor teachers

Secondary Education Program Endorsements-Bachelor of University Studies

The secondary program at UMFK is for students who already have completed or nearly completed a Bachelor's degree in an area suitable for endorsement at the secondary level. The secondary program is aligned with the Division of Education's vision, mission, conceptual framework, and ten program standards. The ten outcomes, as outlined above, are integrated into the coursework. All students must build a professional teaching portfolio based on the ten program outcomes and demonstrate proficiency as beginning classroom teachers. The portfolio process is guided by the academic advisor. Students enrolled in the secondary program are working to complete the education requirements, including a UMFK student teaching placement, needed for teacher certification in the State of Maine. Students must meet the student teaching requirements before they will be allowed to student teach.

Program Requirements

1. Complete the General Education Requirements (if no prior bachelor's degree.)
2. Complete at least 24 credits in an endorsement area.
3. Successful completion of all three parts of Praxis I exam.
4. Successful completion of Praxis II content area and Praxis II- PLT.
5. Complete the Upper Level Secondary Education Core Courses with a minimum of "C" in each.

Areas of Endorsement

Modern and Classical Languages (K-12)	Mathematics (7-12)
Computer Technology (K-12)	Life Science (7-12)
Secondary Social Studies (7-12)	English Language Arts (7-12)

***Student Teaching Requirements**

1. Complete 24 credits in content endorsement area.
2. Complete Upper Level Secondary Education Core Courses.
3. Cumulative GPA of 2.5.
4. Minimum grade of "C" in all upper level education courses and content endorsement area.
5. Successful completion of the Praxis I exam.
6. Successful completion of the Praxis II exam.
7. Present and have approved portfolio.

Accelerated Bachelor's Degree in Education Certification Program: S*T*A*R*S*

Student **T**eachers **A**spiring to meet the **R**ural challenges of **S**chools

Program Overview:

The UMFK S*T*A*R*S Education Program was created for the academically-gifted and talented student aspiring to become an exemplary teacher in any school setting. It is designed for students who wish to complete their bachelor's degree in less than four years and is most appropriate for students who enter UMFK with early college or advanced placement credit.

The selective, three-year program creates an environment for optimal learning, which emphasizes knowledge, values and experiences by integrating teaching, service and experiential learning. The program prepares educators to become reflective scholars, instructional leaders, and global citizens.

Reflective scholars pursue knowledge with an open-minded and a whole-hearted attitude. The process for becoming reflective is the basis of the entire S*T*A*R*S program, for those who teach from this perspective actively analyze their teaching practices and the educational, social, and political contexts in which their teaching is embedded.

The teacher as an instructional leader responds to the questions: "reflective about what, and to what purpose?" As a global citizen, that teacher also must respond to the current social, economic and political realities of our world.

The growing global interdependence must be clearly faced if prospective teachers are to be equipped with the necessary tools for teaching. The S*T*A*R*S program empowers new teachers with the tools necessary to respond to the future demands of education for all children.

Program Description/Goals:

By preparing you to become a reflective scholar, educational leader, and global educator, the program prepares you to play a key role in a profession that is progressive and evolving. You will be qualified as an ambassador for educational excellence.

The S*T*A*R*S program is designed to prepare educators to become:

- Knowledgeable of the developmental characteristics of learners
- Effective classroom instructors
- Content knowledgeable in multiple disciplines
- Proficient at curriculum development
- Able to model life-long learning for their students
- Able to serve as educational leaders

Students in the program will master specific content in the areas taught at the elementary school, as well as effective methods of pedagogy (instructional methodology) that are used to create meaningful and engaging instruction. The combined experiences between content and pedagogy will prepare educators who may excel as classroom teachers.

Benefits of being a S*T*A*R*S student at UMFK

- Competitive job market edge
- Accelerated admission to graduate school
- S*T*A*R*S scholars are eligible for UMFK academic scholarships
- Admission into UMFK's Honors program
- Teacher/scholar distinction on transcripts and diploma
- Small classes with individualized instruction
- Specialized field trips and on-going experiential learning
- Membership in the 3-2-1 Presidential Club

Applications Procedures/Entry Requirements:

- An interest in a fast-paced curriculum, with a willingness to engage in a challenging scholarship
- Letters of recommendations from high school teachers or administrators
- A formal nomination from the high school guidance department
- A personal academic portfolio demonstrating evidence of academic performance

Artifacts included in a portfolio may include:

- Grade Point Average of 3.0 or better
- Academic standing in the top 15 percent of the graduating class
- SAT score of 1500, or better, and a score of 500 in each aptitude
- ACT scores of 2100, or better
- National Honors Society membership

- Advanced Placement or Honors courses
- Early College Experiences
- Demonstrated leadership (Eagle Scout, high school officer, etc.)
- An interview and recommendation by the S*T*A*R*S selection committee at UMFK
- Additional evidence

Non-traditional and transfer students should contact the UMFK Admissions Office for alternative entry requirements.

Recommended Sequence of Courses

Assuming that students would take five or six classes each semester, depending on credit load, carrying approximately 18 credit hours, the following is a suggested sequencing of courses.

Sample 3 Year Accelerated Program

First Year Fall

ART 200 Fundamentals of Art	3 hours
General Education-Natural Science	4 hours
ENG 100 English Composition	3 hours
General Education-Essential Competencies: Language	3 hours
HUM 102 First Year Experience	3 hours
MAT 200 Structures of Math I	3 hours
	19 hours

First Year Spring

COS 103 Introduction to Information Technology	4 hours
EDU 214 Classroom Communication	3 hours
EDU 401 Educational Psychology	3 hours
EDU 401L Classroom Management Lab	1 hour
ENG 101 English Composition II	3 hours
MAT 201Structures of Math II	3hours
PSY 100 Introduction to Psychology	3 hours
	20 hours

First Year Summer

BIO 254 Local Flora	3 hours
Elective	3 hours
	6 credits

Second Year Fall

EDU 100 Educational Foundations	3 hours
EDU 253 Literature of Childhood and Adolescence	3 hours
EDU 303 Education of Exceptional Children	3 hours
EDU 303L Exceptional Child Lab	1 hour
General Education- Literature	3 hours
General Education- History	3 hours
PSY 300 Child Psychology	3 hours
	19 hours

Second Year Spring

EDU 403 Intervention Strategies	3 hours
EDU 403L Intervention Strategies Lab	1 hour
EDU 411 Teaching of Social Studies	3 hours
EDU 411L Social Studies Lab	1 hour
EDU 412 Teaching of Mathematics	3 hours
EDU 412L Math Manipulatives Lab	1 hour
EDU 463 Writing for Elementary Teachers	3 hours
EDU 463L Writing Strategies Lab	1 hour
HTY 103 US History II	3 hours
	19 hours

Second Year Summer

GEO 203 World Geography	3 hours
General Education-Visual & Performing Arts	3 hours
	6 hours

Third Year Fall

EDU 415 Teaching of Science	3 hours
EDU 415L Science Education Lab	1 hour
EDU 451 Reading for Elementary Teachers	3 hours
EDU 451L Reading Strategies Lab	1 hour
EDU 477 Multicultural Curriculum Design	3 hours
EDU 477L Diversity Lab	1 hour
Upper-level English elective	3 hours
Upper level elective	3 hours
	18 hours

Third Year Spring

EDU 406 Student Teaching	13 hours

Education Minors

Education Minor (Non-Certificate)

The courses in the non-certificate minor are appropriate for students interested in an education minor only and not interested in pursuing a secondary certification with the State of Maine.

Required

EDU 100 Educational Foundations	3 hours
EDU 303 Educating Exceptional Child	3 hours
EDU 303L Exceptional Child Lab	1 hour
EDU 401 Educational Psychology	3 hours
EDU 401L Classroom Management Lab	1 hour
EDU 403 Intervention Strategies	3 hours
EDU 403L Intervention Strategies Lab	1 hour
EDU Elective	3 hours
	18 hours

Secondary Education Minor (Certificate)

The courses in the certificate minor are appropriate for students interested in pursuing secondary certification with the State of Maine in a recognized endorsement area.

Required

EDU 303 Education of Exceptional Children	3 hours
EDU 303L Exceptional Child Lab	1 hours
EDU 401 Educational Psychology	3 hours
EDU 401L Classroom Management Lab	3 hours
EDU403 Intervention Strategies	3 hours
EDU 403L Intervention Strategies Lab	1 hour
EDU 454 Reading & Writing Across Secondary Curriculum	3 hours
EDU 454L Content Literacy Lab	1 hours
EDU 477 Multicultural Curriculum Design	3 hours
EDU 477L Diversity Lab	1 hour
	20 hours

English Major (Bachelor of Arts)

Vision Statement

The skills and knowledge of English are essential for student success in virtually all areas of society. To meet the challenges of modern culture, students need to be clear and effective both in writing and speaking. They need to be critical and insightful readers, skilled information processors, and lifelong learners. With the guidance of the UMFK English faculty, our students will graduate from the University of Maine at Fort Kent as valuable contributors to the world in which we live.

Mission Statement

The mission of the English Program at the University of Maine at Fort Kent is to help students improve their abilities to read, write, and think critically and creatively. Through the study of literature and the instruction of writing in various forms, the English Program endeavors to promote in our majors and minors, both, a deep understanding of our discipline and an active use of its practices. In the course of their studies with our program, students will be exposed to the traditional canon of British, American, and World literature as well as to non-canonical authors and works from various cultural traditions. Students will be asked to apply a variety of literary theories, including traditional close reading and recent methods of critical inquiry, and they will be asked to examine, question, and consider their own thoughts and ideas

about literary and cultural history. The English Program serves the University of Maine at Fort Kent and the larger community by providing a wide array of courses that foster sound research, intellectual curiosity, critical thinking, and competent writing and speaking.

Program Description/Goals

The English Major in the Bachelor of Arts degree is designed for students who seek broad knowledge in the humanities through the study of literature and writing. Students may consider equally broad areas when applying this knowledge. Some possibilities include business, social work, government, education, creative arts, and/or graduate school. Emphasis is on the exploration of works in British, American, Comparative Literature, the study of critical theory, the understanding of language and culture, and the enhancement of writing and research skills.

The UMFK English Major consists of a minimum of **30 credit hours** plus several options for taking: a) major and minor, b) a major and concentration, or c) double majoring.

Student Learning Outcomes

Students who have completed a B.A in English will be able to:

1. Provide evidence of competencies in critical reading, critical thinking, cultural awareness, and written and verbal communication through successful completion of a senior electronic portfolio and assessment;
2. Demonstrate an expertise in interpreting, critiquing, and appreciating a variety of literary texts;
3. Contribute to academic discourse, and display refined communicative and critical thinking skills;
4. Develop a professional attitude towards literary studies including the ability to apply various theoretical approaches to a variety of texts. In doing so, students should demonstrate an awareness of the worldviews of various human cultures and historical eras considered by literary studies;
5. Create documents that are appropriately addressed to the intended audience, and which utilize appropriate rhetorical strategies, grammar, and mechanics;
6. Demonstrate familiarity with current research technologies and resources and the ability to appropriately document researched materials;
7. Demonstrate familiarity with major literary periods, works, authors, terminology, critical theories, and issues in the field of literary studies; and
8. Competitively apply to graduate or professional schools, teaching positions, or other professions with the analytical and critical skills developed in the course of literary studies.

Program Requirements:

1. Required Courses:

English courses at or above the 300 level	12 hours
ENG 498 Senior English Capstone	3 hours

2. Historical Survey Courses: (Select 5)

ENG 202 British Literature I: Beginnings to 1785	3 hours
ENG 203 British Literature II: 1785 to Present	3 hours
ENG 250 American Literature I: Beginnings to 1865	3 hours
ENG 251 American Literature II: 1865 to Present	3 hours
ENG 255 World Literature I: Beginnings to 1600's	3 hours
ENG 256 World Literature II: 1600's to Present	3 hours
	30 hours

3. Students electing to take a Minor must complete 18 credits in an approved minor. Minors must be in a separate subject designator (e.g., Art, History, Music, etc.). Students who are not double majoring or selecting a Concentration in English must select an approved Minor.

4. Students electing to take a Concentration in English may select 18 hours **in ONE** Concentration (no Minor is required):

a. Concentration in Literature
b. Concentration in Creative Writing
c. Concentration in Professional Writing

A. Literature (concentration) select six (18 hours)**:**

ENG 253 Literature of Child and Adolescent
ENG 331 Wisdom Literature
ENG 367 World Epics
ENG 343 Jung & Fairy Tales
ENG 368 Comparative Mythology
ENG 370 Classical Mythology
ENG 429 Heroine's Journey
ENG 452 Short Story
ENG 459 American Renaissance
ENG 472 Twentieth Century American Poetry
ENG 477 Shakespeare

B. Creative Writing (concentration) Select six**:**

ENG 336 Playwriting
ENG 345 Form and Theory of Creative Writing
ENG 348 Fiction Writing I
ENG 364 Poetry Writing I
ENG 366 Creative Nonfiction Writing I

ENG 478 Fiction Writing II
ENG 479 Poetry Writing II
ENG 495 Special Topics in Creative Writing

C. Professional Writing (concentration) Select six**:**
ENG 350 Advanced Composition
ENG 381 Writers in the Schools
ENG 340 Special Topics
ENG 412 Editing for Publishers
ENG 413 Electronic Journal Production

5. English Double Majors: A student who has declared one major can complete a second major listed under the same or another degree. The "Double Major" student will earn one degree which will include the two majors. In cases where the majors are associated with different degrees, the student must select a primary degree and will graduate with only that degree. Both majors will be recorded on the student's transcript and diploma at graduation. The second major may be declared at the time of admissions or later at the Registrar's Office. No more than 6 credits may overlap between the two majors.

Assessment of English Majors: ENG 498/Senior Portfolio and Assessment

All graduating seniors enroll in ENG 498 and submit an electronic portfolio (selecting a focus on literature, creative writing, professional writing or English education) providing a representative selection of course work in English courses from their matriculation through their final semester in ENG 498. English majors will prepare portfolios and submit them to the English Program toward the end of their senior year. Specific instructions for the English Electronic Portfolio will be provided to all new majors at the beginning of their first semester of enrollment. Students must submit the electronic portfolio to complete ENG 498.

Career Option for English Majors - Secondary Teacher Certification:

UMFK English majors also may acquire Secondary Teacher Certification. Students planning on Secondary Certification will take the 18 credits in the Historical Survey Courses section of the English major, ENG 347 Contemporary Literary Theory, and Eng 498 Senior English Capstone for a total of 24 credits.

In addition, English majors seeking Secondary Certification will take the required Professional Education courses, successfully complete Praxis I and II, as well as complete a semester of Student Teaching. Students should work with their English advisor and Education faculty

to create the best course sequence for acquiring Secondary Teacher Certification.

Suggested Sequence of Courses

Fall Semester Freshman Year

ENG 100 English Composition I	3 hours
English Core Requirements	3 hours
HUM 102 First Year Experience	3 hours
General Education-Quantitative Literacy	3 hours
COS 103 Introduction to Information Technology	4 hours
	16 hours

Spring Semester Freshmen Year

ENG 101 English Composition II	3 hours
English Core Requirements	3 hours
COM 200 Speech	3 hours
General Education-Quantitative Literacy	3 hours
General Education elective	3 hours
	15 hours

Fall Semester Sophomore Year

Concentration or Minor	3-6 hours
English Core Requirements	3-6 hours
General Education- Natural Science	4 hours
General Education elective	3 hours
	13-19 hours

Spring Semester Sophomore Year

Concentration or Minor	3-6 hours
English Core Requirements	3-6 hours
General Education electives	6 hours
	12-18 hours

Fall Semester Junior Year

Concentration or Minor	3-6 hours
English Core Requirements	3-6 hours
General Education Elective	6 hours
	12-18 hours

Spring Semester Junior Year

Concentration or Minor	3-6 hours
English Core Requirements	3-6 hours
General Education elective	3 hours
Elective	3 hours
	12-18 hours

Fall Semester Senior Year

Concentration or Minor	3 hours
English Core Requirements	3-6 hours
Electives	3-6 hours
	12-15 hours

Spring Semester Senior Year

Concentration or Minor	3 hours
English Core Requirements	3-6 hours
Electives	3-6 hours
ENG 498: Senior English Capstone	1 hour
	12-18 hours

English Minor

The English Minor is designed for students who wish to develop superior communication and analytical skills; broaden their knowledge of literature, writing, or editing as a complement to their major; or explore the discipline for personal fulfillment. The minor provides the student the opportunity to design courses of study that will match their needs and interests.

Students must maintain a minimum "C" average in English courses for the minor.

ENG 101 English Composition II	3 hours
ENG Literature General Education Course	3 hours
Choose 4 ENG courses above 199 level	12 hours
Total	18 hours

Bachelor of Science in Environmental Studies

Vision Statement

The Environmental Studies faculty of the Natural and Behavioral Sciences Division at the University of Maine at Fort Kent believe that experience-based learning, whether in the field or in the laboratory, is essential for optimal learning and for career preparation. The faculty asserts that scientific literacy, defined as proficiency in critical thinking, logical reasoning, and communication pertaining to the sciences, is an essential ability that we must foster in our graduates so that they can respond to environmental challenges. Our liberal arts degree provides an interdisciplinary grounding in the natural sciences, social sciences, and humanities, with an emphasis on experiential learning. This broad background preparation, combined with the training in critical analysis that permeates our curriculum, prepares our Environmental Studies graduates to address local, regional, and global environmental issues.

Mission Statement

Students in the Environmental Studies Program at UMFK develop a broad knowledge of the natural and social sciences, with a focus on an aspect of environmental studies that is of personal interest. Students learn to identify environmental issues, collect and interpret data, explore creative solutions, and communicate their findings. Students work with an interdisciplinary team of faculty with expertise in biology, chemistry, forestry, the social sciences, and the humanities. Small class sizes within the Environmental Studies program foster a close working relationship between faculty and students in an informal and nurturing atmosphere.

Program Description/Goals

The Bachelor of Science in Environmental Studies degree is an interdisciplinary academic program that combines traditional classroom learning with hands-on outdoor experience. Consonant with the location of the campus in the center of the Acadian Forest Region, the program is oriented toward environmental issues affecting rural areas, small towns, and wildlands. Students develop an understanding of the general principles of ecological systems, including components, processes, interrelationships, and of the interactions that exist between natural and cultural systems within the global environment. Students complete a rigorous curriculum that emphasizes coursework in terrestrial ecology and human-environment interactions. With close advising by a faculty mentor, each student designs and executes an in-depth laboratory or field research study in the final year of their education. Students present this capstone work in a public lecture at the end of the semester. We believe that this opportunity to practice independent research is invaluable in helping our students to be well prepared for future careers or graduate study.

Career preparation is an important goal of our program. Careers for Environmental Studies graduates focus on the use, conservation, and protection of natural resources such as water, soil, forests, wildlife, and wilderness. Potential employers include resource management organizations, regulatory and enforcement agencies, municipal groups involved in community planning and public relations, nongovernmental environmental advocacy organizations, educational institutions, and private companies.

Another key goal of our program is to prepare students to be environmentally literate individuals who are committed to pursuing a sustainable natural world for the benefit of humanity and the environment. Our faculty infuse interdisciplinary liberal arts courses with exposure to environmental problems in our community. This service learning aspect of our curriculum fosters an understanding of how we impact the natural world, as well as an appreciation of our connection to nature.

All students in the Environmental Studies Program will participate in a Field Experience Program as part of their coursework. This program consists of experiential learning activities that students participate in through short fieldtrips in the local area, as well as through multi-day expeditions to destinations across the U.S. The courses included in the Field Experience Program each have a $ 150 fee, which helps to cover necessary costs including travel, entrance fees, and camping. It is important that students take courses during the designated year and semester to ensure that they have the background preparation needed to benefit fully from the field-based activities.

Student Learning Outcomes

Graduates of the Bachelor of Science in Environmental Studies Program at the University of Maine at Fort Kent will:

1. clearly explain the general principles of ecological systems including components, processes, and interrelationships;
2. exhibit a holistic understanding of the interactions between natural and cultural systems within the global environment;
3. develop an ability to apply academic knowledge through independent or collaborative projects;
4. demonstrate proficiency in the writing, speaking, and critical thinking skills needed to assess environmental issues and proposed solutions; and
5. develop a life-long commitment to environmental stewardship.

Program Requirements

The Environmental Studies curriculum is an interdisciplinary collaboration of departments and faculty that consists of core courses and electives. To meet the needs of students with diverse backgrounds and interests, students have the opportunity to design a portion of their program around individual interests in the natural or social science aspects of environmental studies. Specific graduation requirements are as follows:

1. Completion of a minimum of 120 acceptable semester hours of credit.
2. Either (a) a minimum cumulative grade point average of 2.0 on all university level work, or (b) a minimum cumulative average of 2.0 on the last 120 semester hours of university level work completed.
3. Completion of at least 45 semester hours of upper level credit (course numbers 300 and above) in each of which a minimum grade of “C” has been earned.
4. Completion of the General Education Requirements (see Index under “General Education Requirements”).
5. Completion of the Environmental Studies required courses and the Specialized Area of Study.

Environmental Studies Requirements

In addition to the General Education Requirements, students must complete the following:

BIO 100 General Biology (General Education)	4 hours
BIO 202 Botany	4 hours
BIO 204 Zoology	4 hours
BIO 310 Taxonomy of Vascular Plants	4 hours
BIO 352 Ecology	3 hours
BIO 356 Vertebrate Biology	3 hours
BIO 380 Limnology	4 hours
BIO 452 Field Ecology	4 hours
CHY 100 Chemistry I	4 hours
CHY 325 Environmental Chemistry	4 hours
ENV 200 Principles of Environmental Science	4 hours
ENV 300 Environmental Practicum	1 hour
ENV 322 Energy Conservation & Alternate Sources	3 hours
ENV 400 Senior Projects I	3 hours
ENV 401 Senior Projects II	1 hour
ENV 403 Environmental Philosophy (General Education)	3 hours
HUM 102 First Year Experience	3 hours
Specialized Area of Study (Minimum)	18 hours
	74 hours

Required Support Course

GEO 280 GIS Applications I (General Education)	4 hours
MAT 351 Statistics (General Education)	3 hours
Select TWO of the following:	6 hours

ECO 210 Environmental Economics
POS 320 Environmental Policy
SOC 347 Environmental Sociology
HTY 382 Conservation and Environmental History

Concentrations

Each student will, by the end of the sophomore year, select a concentrated area of interest known as a "Concentration". Upper-level transfer students should select their concentration by the end of their first semester.

The Concentrations consist of a minimum of 18 credit hours of University work in the area of the student's specialization. Students can design their own programs, or select appropriate courses from one of the following options:

- Field Studies: Ecology of Land & Water
- Game Warden / Park Ranger
- Sustainability
- Wildlife

Field Studies: Ecology of Land & Water
The field studies concentration introduces the theory and practice of ecology, the study of interrelationships among living things and their environment. Students will study terrestrial and freshwater ecosystems, and will engage in hands on fieldwork to investigate the ecology of local forests, wetlands, rivers, and lakes.

Select 18 or more credit hours of courses from the following:

Choose 1:

BIO Aquatic Plants	4 hours
ENV 338 Aquatic Pollution Seminar	4 hours

Choose 1:

BIO 254 Local Flora	3 hours
BIO 309 Dendrology	4 hours
BIO 311 Lichenology	4 hours

Choose 2:

ENV 354 Wildlife-Habitat Interactions	4 hours
BIO 356 Vertebrate Biology	3 hours
BIO 412 Mammalogy	3 hours
BIO 420 Ornithology	3 hours
ENV 333 Fisheries Science	3 hours

Choose 1:

GEO 380 GIS Applications II	4 hours

Game Warden / Park Ranger: This concentration combines coursework in both law enforcement and field biology, and emphasizes knowledge of wildlife biology and wildlife management. Students choosing this area will acquire the skills needed to pursue positions as game wardens, as well as jobs in agencies, parks, or businesses that require an understanding of wildlife issues.

Select 18 or more credit hours of courses from the following:

CRJ 100 Criminology	3 hours
CRJ 101 Introduction to Criminal Law	3 hours
CRJ 209 Police, Crime and Society	3 hours
CRJ 215 Principles of Investigations	3 hours
ENV 302 Wildlife Conservation and Management	4 hours
ENV 333 Fisheries Science	3 hours
ENV 334 Wildlife Science	4 hours
ENV 354 Wildlife-Habitat Interactions	4 hours
FOR/ENV 242P Map and Airphoto Interpretation	3 hours

Sustainability: The sustainability studies concentration is an interdisciplinary program addressing sustainable solutions in an effort to achieve balance between the environment, technology, organized society, population growth and social justice. This program will address global, national and local issues, providing an opportunity for hands-on experiences.

Complete the following courses:

SOC 321 Rural Societies	3 hours
SOC 340 Special topics: Society and Sustainability	3 hours
SOC 420 Environmental Justice and Social Movements	3 hours
SOC 340 Special Topics: Food, Society and Environment	3 hours
ENV 326 Conservation Biology	3 hours
ENV 319 Environmental Impact Assessment	6 hours

Wildlife: The wildlife biology concentration provides a broad understanding of wildlife biology and management. Students will study the biology, habitat interactions, and management of wildlife, and will engage in hands-on fieldwork to develop skills in wildlife management techniques and animal studies.

Complete the following courses:

BIO 412 Mammalogy	3 hours
BIO 420 Ornithology	3 hours
ENV 302 Wildlife Conservation and Management	4 hours
ENV 333 Fisheries Science	3 hours
ENV 334 Wildlife Science	4 hours
ENV 354 Wildlife Habitat Interactions	4 hours

Techniques for Assessment

Students are assessed in all classes using various means including written assignments, quizzes and exams, field and laboratory practical exams, comprehensive final exams in some classes, and course projects. All students must complete the Environmental Practicum (ENV 300) experience with a passing grade as well as a satisfactory evaluation letter from the project supervisor. All students must demonstrate proficiency in written and oral communication skills by satisfactory performance on the written report and public oral presentation for the capstone Senior Project. All students also complete two comprehensive exams to assess knowledge of critical content in two areas: general principles of ecological systems and interactions between natural and cultural systems within the global environment. Graduating students complete an exit survey during their last semester to reflect on their BSES program education and provide feedback about their experience. Graduates are required to complete an alumni survey to provide feedback about the quality and effectiveness of their education.

Suggested Course Sequencing:

Fall Semester Freshman Year

HUM 102 First Year Experience	3 hours
ENG 100 English Composition I	3 hours
*BIO 100 General Biology/Lab	4 hours
General Education Requirement	3 hours
General Education Requirement	3 hours
	16 hours

Spring Semester Freshmen Year

ENG 101 English Composition II	3 hours
*BIO 202 Botany	4 hours
ENV 200 Principles of Environmental Science	4 hours
BIO 204 Zoology	4 hours
	15 hours

Fall Semester Sophomore Year

CHY 100 Chemistry I/Lab	4 hours
MAT 128 College Algebra or MAT 180 Finite Math I	3 hours
*BIO 310 Plant Taxonomy	4 hours
General Education Requirement	3 hours
General Education Requirement	3 hours
	17 hours

Spring Semester Sophomore Year

*BIO 352 Ecology	3 hours
CHY 325 Environmental Chemistry	4 hours
GEO 280 GIS Applications I	4 hours
General Education requirements	6 hours
	17 hours

Fall Semester Junior Year

BIO 452 Field Ecology	4 hours
*BIO 380 Limnology	4 hours
General Education	3 hours
General Elective	3 hours
ENV 300 Environmental Practicum	1 hour
	15 hours

Spring Semester Junior Year

BIO 356 Vertebrate Biology	3 hours
*ENV 400 Senior Projects I	3 hours
MAT 351Statistics	3 hours
Choose two of the following:	
POS 320 Environmental Policy or	
ECO 210 Environmental Economics or	
SOC 347 Environmental Sociology or	6 hours
	15 hours

Fall Semester Senior Year

*ENV 401 Senior Projects II	1 hour
ENV 322 Energy Conservation & ALT. S.	3 hours
Concentration	3-4 hours
Concentration	3-4 hours
Concentration	3-4 hours
	13-16 hours

Spring Semester Senior Year

*ENV 403 Environmental Philosophy	3 hours
Concentration	3-4 hours
Concentration	3-4 hours
Concentration	3-4 hours
	15 hours

** Field Experience course that should be taken in the semester and year listed*

Total Credits for Major 120-126 hours

Environmental Studies Minor

Sustainability is one of the most important concerns confronting everyone on Earth. The Environmental Science minor examines current environmental issues and prepares the student to develop solutions.

Required:

ENV 200 Principles of Environmental Science	4 hours
ENV 403 Environmental Philosophy	3 hours
Upper-level Environmental electives	6 hours
Environmental electives	5 hours
	18 hours

Forensic Science Minor

The Forensic Science Minor offers the student the opportunity to explore and develop an interest in forensic science. Students pursuing a career in criminal justice or public safety will find that a forensic science background will be an invaluable asset in field operations and career advancement. (In planning your general education requirements, it is highly recommended that BIO 130 Introduction to Biotechnology or CHY 100 Chemistry I, or both, be taken in preparation for the Forensic Science minor).

Required:

PSA/CRJ 326 Introduction to Forensic Science or CRJ 222 Criminalistics	3 hours
CRJ 215 Principles of Investigations	3 hours
PSA/CRJ 220 Forensics of Death Investigation	3 hours
ANT 332 Introduction to Forensic Anthropology	3 hours
Select two of the following:	
ANT 330 Medical Anthropology	3 hours
PSA/BUS 314 Auditing & Forensic Accounting	3 hours
PSA/COS 413 Computer Forensics & Investigations	3 hours
PSA/CRJ 227 Sex Crimes	3 hours
	18 hours

Forestry Minor

The Forestry minor provides a general knowledge of Maine's most important natural resource and a better understanding of forest biology and management.

Required:

BIO 202 Botany	4 hours
FOR 260 Silvics (Forest Ecology)	3 hours
FOR 290 Forest Mensuration	3 hours
FOR 360 Silviculture	3 hours
Forestry Electives	5 hours
	18 hours

French Major (Bachelor of Arts)

Vision Statement

The French program at the University of Maine at Fort Kent (UMFK) envisions an environment that combines the study of the language, culture, and arts of the French-speaking world while celebrating the unique culture, language, and heritage of the St. John Valley.

Mission Statement

As an integral part of its parent institution, the French program is committed to a quality liberal arts education serving rural northern Maine, and beyond. Our curriculum emphasizes an appreciation of the Acadian and Franco-American heritage, culture and regional French language of the St. John Valley. Our mission is to provide our French majors with a broad view of the language, cultures, and arts of the French-speaking world.

Program Description/Goals

The prime objective of the French Program at UMFK is to help every student become skilled in using the French language in all types of communication. Over the course of study, students become proficient in the interpersonal, interpretive, and presentational communicative modes of the French language while gaining knowledge of the literature, culture, and arts of the French-speaking world. Students are especially encouraged to take advantage of our unique location, in a bilingual community, bordering French-speaking Canada, where the possibilities for authentic French communication are nearly endless.

Throughout their course of study, students have the opportunity to study French in perhaps the only truly French-English bilingual setting in the United States. They also are encouraged to study abroad for a semester, or a year, and to participate in the many French-language social activities on campus and in the community. Students also may take advantage of our partnership with the Université de Moncton Campus d'Edmunston located in Edmundston, New Brunswick, 20 miles away, where they can take courses in any program of study taught in French while receiving credit here at UMFK. In fulfillment of our mission, the French program will:

1. Prepare students of French as effective leaders in society through a solid liberal arts education;
2. Develop creative and innovative educational methodologies that serve a diverse student population;
3. Prepare students with an advanced proficiency in speaking, listening comprehension, reading, and writing of French;
4. Educate tomorrow's foreign language advocates about the importance of learning a second language in an increasingly competitive global society;
5. Enrich the French and Franco-American cultural and educational life of the St. John Valley community; and
6. Provide opportunities for faculty to pursue scholarly endeavors such as teaching, service and research and develop, foster, and maintain collaborative partnerships with the community and other institutions.

Student Learning Outcomes

UMFK graduates of the French major will:

1. Develop an advanced proficiency in written communication of French; develop an understanding of the literature of the French-speaking world;
2. Describe the cultures and arts of the French-speaking world;
3. Research at least one area of French literature, culture, film, or pedagogy; and
4. Develop cultural curiosity and knowledge of francophone cultures through direct interaction with native French speakers.

Program Requirements:

Required:

French (FRE) course electives	30 hours
FRE 497 Capstone Project	
	30 hours

French majors and minors are required to meet with the French faculty during the first half of their junior year for a discussion of their

progress and goals. Further assessment will be accomplished through the Capstone Project. The Project can take one of four forms:

1. Senior Thesis. Students write an extended research paper in French (20-page minimum with full MLA documentation) on a literary, cultural or linguistic topic with the guidance of a French faculty advisor.
2. Community Outreach Project. Students, either individually or in small groups, initiate a community event or project promoting the study of French or celebration of local French identity, language, and culture with the guidance of a French faculty advisor.
3. Combination of Thesis and Community Outreach Project. Students may elect to combine the above two options of writing an extended research paper in French (15-page minimum) and initiating a community project or event under the guidance of a French faculty advisor.
4. Study abroad at a francophone university. Selection of the program is made with the guidance of a French faculty advisor.

Techniques of Assessment

1. Students will demonstrate proficiency in French and literary analysis by receiving a satisfactory grade on their **Senior Thesis** extended research paper.
2. Students will document the progress and planning of their **Community Outreach Project** in the form of a journal written in French which will include the written proposal of their project and self-assessment following completion of the project.
3. Students will receive satisfactory grades in courses completed during their **Studies Abroad at a Francophone University**.

Suggested Course Sequencing:

Fall Semester Freshmen Year

ENG 100 English Composition I	3 hours
FRE 200 Advanced Composition I	3 hours
HUM 102 First Year Experience	3 hours
General Education-Quantitative Literacy	3 hours
COS 103 Introduction to Information Technology	4 hours
	16 hours

Spring Semester Freshmen Year

ENG 101 English Composition II	3 hours
FRE 201 Advanced Composition II	3 hours
FRE 215 Advanced Conversational French	3 hours
COM 200 Speech	3 hours
General Education-Quantitative Literacy	3 hours
	15 hours

Fall Semester Sophomore Year

Minor	3 hours
FRE 225 Civilisation française I	3 hours
General Education- Natural Science	4 hours
General Education elective	3 hours
Elective	3 hours
	16 hours

Spring Semester Sophomore Year

Minor	3 hours
FRE 226 Civilisation française II	3 hours
General Education –Visual & Performing Arts	3 hours
General Education elective	3 hours
Elective	3 hours
	15 hours

Fall Semester Junior Year

Minor	3 hours
FRE 306 Littérature française: Moyen âge au 18ème siècle	3 hours
General Education electives	6 hours
Elective	3 hours
	15 hours

Spring Semester Junior Year

Study abroad in Le Mans France

Fall Semester Senior Year

Minor	6 hours
FRE 310 Littérature franco-américaine	3 hours
General Education elective	3 hours
Electives	3 hours
	15 hours

Spring Semester Senior Year

Minor	3 hours
FRE 303 Littérature québécoise	3 hours
FRE 410 Culture francophone de l'Amérique du nord	3 hours
FRE 497 Capstone Project	3 hours
Electives	3 hours
	15 hours

French Minor

The French minor introduces the student to French language skills in five areas: speaking, listening, reading, writing, and culture. It provides opportunities for developing competency in all five areas. Students are encouraged to take advantage of an immersion experience.

Required:

French (FRE) courses	18 hours
	18 hours

Geographic Information Systems Minor

Geographic Information Systems (GIS) is an innovative and exciting field of study that combines information systems, mapping (digital cartography), and spatial analysis. The GIS minor provides students with the geographical (spatial) and technical background to pursue a career, or further study, in GIS. A background in computers, especially computer programming (i.e. Python Basic) and database management, also is recommended.

GIS provides a wealth of opportunities for people with training. GIS can be applied to any field of study as an analytical or research tool. However, graduates with a GIS background have a competitive advantage and students of GIS easily find starting positions with government agencies or private firms. Individuals with greater experience can attain very attractive salaries and interesting and exciting careers.

Required:

FOR 242 Map and Airphoto Interpretation	3 hours
GEO 103 Intro to Global Positioning Systems	1 hours
GEO 280 GIS Applications I	4 hours
GEO 380 GIS Applications II	4 hours
Electives (COS or GEO)	6 hours
	18 hours

History Minor

The History minor examines the events that have shaped our modern society and culture. History is a definite record of time. History also serves to broaden the knowledge of cultures that were once as vital as ours.

Required:

History electives	18 hours
	18 hours

Information Security Minor

One of the most pressing concerns facing our information age society today is the security of information assets. The Information Security minor prepares students to better understand, prevent, mitigate and respond to threats to information security. Students are introduced to basic Information Security concepts, current issues and approaches to Information Assurance/Security.

Required:

COS 206 Introduction to Information Security	3 hours
COS 338 Introduction to Networking	3 hours
COS 354 Network Security	4 hours
Select one of the following: COS/PSA 413 Computer Forensics and Investigations COS 430 Cryptography	3-4 hours
Select one of the following: COS 374 Operating Systems Security COS 440 Cyber Defense	3 hours
COS/ELC/PSA Elective	3 hours
	19-20 hours

Mathematics Minor (Education Major)

The Mathematics minor introduces the student to the language of mathematics, develops facility with mathematical techniques, and applies the techniques to formulate and solve problems.

Required:

Select two of the following: MAT 165 Pre-Calculus MAT 255 Calculus I MAT 256 Calculus II MAT 370 Calculus III	7-8 hours
Select two of the following: MAT 351 Statistics I MAT 352 Statistics II MAT 180 Finite Math I: Logic, Combinatorics & Probability MAT 280 Finite Math II: Linear Systems and Models	6 hours
	6 hours

Select two of the following:

MAT 290 Geometry	
MAT 350 History of Mathematics	
MAT 357 Abstract Algebra	
	19-20 hrs

Mathematics Minor (Non-Education Major)

The Mathematics minor introduces the student to the language of mathematics, develops facility with mathematical techniques, and applies the techniques to formulate and solve problems.

Required:

MAT 255 Calculus I	4 hours
MAT 256 Calculus II	4 hours
MAT 351 Statistics I	3 hours
MAT 352 Statistics II	3 hours
Mathematics courses above MAT 299	3-4 hours
	17-18 hours

Music Minor

The music minor provides a foundation in the history, practice, and theory of music.

Required:

History: (choose one)	3 hours
MUS 100 Music History	
MUS 204 American Music	
Theory:	
MUS 200 Fundamentals of Music	3 hours
MUS 354 Music Theory I	3 hours
Practice:	
MUS 156 Class Piano	3 hours
Electives (two upper level music courses)	6 hours
	18 hours

Bachelor of Science in Nursing

Vision Statement

The University of Maine at Fort Kent (UMFK), Division of Nursing envisions an environment that promotes excellence, innovation, and creativity in the educational preparation of baccalaureate nursing graduates.

Mission Statement

As an integral part of its parent institution, the Division of Nursing is committed to quality liberal arts education of nurse leaders serving rural northern Maine and beyond. Our mission is to educate caring, competent, professional nurses who participate in maintaining, promoting, and optimizing the ever-changing health and well-being of clients and communities.

Program Description

The University of Maine at Fort Kent offers an accredited baccalaureate nursing program founded upon the liberal arts and sciences. Over the course of study, students gain knowledge and skill in the social, behavioral, biological, and nursing sciences. Graduates are employed in a variety of practice settings to assist individuals, families, and communities to maintain, promote, and optimize their health and well-being. This program of study fosters the personal and professional growth of students, enhancing the creative and intellectual abilities of those who wish to pursue advanced clinical and academic studies.

Each nursing major must complete a minimum of 120 hours of credit, including the general education core, nursing prerequisites, and nursing core courses as outlined in the individual program plan. Upon successful completion of the program, the student is awarded a Bachelor of Science degree with a major in nursing and is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Many health care agencies require criminal background checks for licensed health care providers, students, and volunteers serving in health care agencies. In response to these requirements, the UMFK Division of Nursing has established a policy requiring criminal background checks of all nursing students. Students are responsible for contacting the Director of Student Services or the Maine State Board of Nursing if they have a question about their criminal history.

In keeping with the institutional mission and divisional goals, the Division of Nursing promotes an environment of respect and support for all persons regardless of gender, race/ethnicity, creed, or abilities. Students with special needs are advised to refer to the “Students with Disabilities” section of this catalog. Additionally, students are

encouraged to review the Essential Qualifications Policy available on-line, under the nursing major.

Program Goals

In fulfillment of its mission, the Division of Nursing will:

- Provide baccalaureate nursing education that responds to, and fosters the development of, professional nurses prepared to meet the health care needs of an ever-changing, multicultural society;
- Develop and utilize creative and innovative educational methodologies that serve the learning needs of a diverse student population;
- Prepare registered nurses as generalists who will become leaders in promoting, maintaining, and optimizing healthy communities;
- Provide a community-based liberal arts educational program using a holistic approach focused on health promotion and optimal wellness;
- Prepare registered nurses who are capable of using technology to meet the complex health care needs of the population;
- Promote the development of the skills, values, and responsiveness required by registered nurses to meet the healthcare needs of the greater community;
- Seek and utilize opportunities for faculty and students to pursue scholarly endeavors, such as teaching, practice, service, and research; and,
- Develop, foster, and maintain collaborative partnerships with the community and other institutions.

Program Outcomes

To successfully complete the nursing major, each graduate will demonstrate achievement of essential nursing program outcomes, which includes:

1. Patient-Centered Care:
   (The Nurse of the Future will provide holistic care that recognizes an individual's preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care.)
   - Understanding that care and services are delivered in a variety of settings along a continuum of care that can be access at any point
   - Respecting and encouraging individual expression of patient values, preferences, and needs

- Understanding how health and illness are affected by socioeconomics, culture, race, spiritual beliefs, gender, lifestyle, and age
- Valuing the inherent worth and uniqueness of individuals and populations
- Supporting patient-centered care for individuals and groups whose values differ from their own

2. Professionalism:
   (The Nurse of the Future will demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.)
   - Understanding the professional standards of practice, the evaluation of that practice, and the responsibility and accountability for the outcome of practice
   - Showing commitment to provision of high quality, safe and effective patient care
   - Implementing a plan of care within legal, ethical, and regulatory framework of nursing practice
   - Participating in life-long learning
   - Enlisting system resources and participating in efforts to resolve ethical issues in daily practice
3. Leadership:
   (The Nurse of the Future will influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals.)
   - Explaining the importance, necessity, and process of change,
   - Explaining the importance, necessity, and process of change
   - Understanding the principles of accountability and delegation
   - Implementing change to improve patient care
   - Demonstrating purposeful, informed, outcome-oriented thinking
   - Modeling effective communication and promoting cooperative behaviors
4. System-Based Practice:
   (The Nurse of the Future will demonstrate an awareness of and responsiveness to the larger context of the health care system, and will demonstrate the ability to effectively call on microsystem resources to provide care that is of optimal quality and value [Adapted from ACGME, n.d.].)
   - Understanding interrelationships among nursing, the nursing work unit, and organizational goals
   - Planning, organizing, and delivering patient care in the context of the work unit
   - Understanding the concept of patient care delivery models

- Valuing the need to remain informed of how legal, political, regulatory, and economic factors impact professional nursing practice
- Valuing effective communication and information sharing across disciplines and throughout transitions in care

5. Informatics and Technology:
   (The Nurse of the Future will use information and technology to communicate, manage knowledge, mitigate error, and support decision making [QSEN, 2007].)
   - Defining the impact of computerized information management on the role of the nurse
   - Extracting selected electronic resources and integrating them into a professional knowledge base
   - Evaluating information and its sources critically and incorporating selected information into his or her own professional knowledge base
   - Applying technology and information management tools to support safe processes of care and evaluate impact on patient outcomes
   - Using and evaluating information management technologies for patient education
6. Communication:
   (The Nurse of the Future will interact effectively with patients, families, and colleagues, fostering mutual respect and shared decision making ,to enhance patient satisfaction and health outcomes.)
   - Understanding the principles of effective communication through various means, including verbal, written, and electronic methods
   - Understanding the physiological, psychosocial, developmental, spiritual, and cultural influences on effective communication
   - Identifying preferences of visual, auditory, or tactile communication
   - Making appropriate adaptations in own communication based on patient and family assessment
   - Interpreting differences in communication styles among patients and families, nurses, and other members of the health team
7. Teamwork and Collaboration:
   (The Nurse of the Future will function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning, and development [Adapted from QSEN, 2007].)
   - Appreciating the importance of collaboration

- Functioning competently within own scope of practice as a member of the health care team
- Understanding the impact of effective team functioning on safety and quality of care
- Valuing the creation of system-solutions in achieving quality of care
- Contributing to effective team functioning

8. Safety:
   (The Nurse of the Future will minimize risk of harm to patients and providers through both system effectiveness and individual performance [QSEN, 2007].)
   - Describing factors that create a culture of safety
   - Recognizing that both individuals and systems are accountable for a culture of safety
   - Demonstrating effective use of strategies at the individual and systems levels to reduce risk of harm to self and others
   - Valuing system benchmarks that arise from established safety initiatives
   - Participating in analyzing errors and designing systems-improvements
9. Quality Improvement:
   (The Nurse of the Future uses data to monitor the outcomes of care processes, and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems [QSEN, 2007].)
   - Recognizing that quality improvement is an essential part of nursing and health care delivery
   - Actively seeking information about quality improvement in the care setting from relevant institutional, regulatory and local/national sources
   - Describing approaches for improving processes and outcomes of care
   - Participating in the use of quality improvement tools to assess performance and identify gaps between local and best practices
   - Participating in the use of quality indicators and core measures to evaluate the effect of changes in the delivery of care
10. Evidence-Based Practice

(The Nurse of the Future will identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients' preferences, experiences and values to make practice decisions [Adapted from QSEN, 2007].)

- Describing the concept of evidence-based practice (EBP), including the components of research evidence, clinical expertise, and patient/family values
- Participating in data collection and other research activities

- Basing individualized care on best current evidence, patient values, and clinical expertise
- Facilitating integration of new evidence into standards of practice, policies, and nursing practice guidelines
- Valuing the need for continuous improvement in clinical practice based on new knowledge

Adopted from Massachusetts Department of Higher Education Nursing Initiative (2010), *Nurse of the Future: Nursing Core Competencies*

Accreditation

The nursing program at UMFK is accredited by the Maine State Board of Nursing, 161 Capitol Street, 158 Statehouse Station, Augusta, Maine, 04333-0158, and the Commission for Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC, 20036-1120.

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

BSN Program Options

The Bachelor of Science in Nursing (BSN) degree is available to students in one of three options: a traditional BSN entry-level track, an accelerated BSN track, and an RN-to-BSN track. This latter option is available through distance education for students who already possess an active license to practice as Registered Nurses.

Graduation Requirements

To be awarded a BSN degree, graduates must:

1. Complete a minimum of 120 semester hours of credit;
2. Maintain a minimum, cumulative grade point average of 2.5;
3. Complete General Education Requirements with a grade of C or better;
4. Complete the support courses for the Nursing Major with a grade of C or better; and
5. Complete the nursing core courses for the selected track with a grade of C or better.

Assessment Techniques

Students in the traditional and accelerated tracks are required to take nationally-normed examinations to include an entrance exam as well as specialty examinations in the subject areas of pharmacology, maternity, pediatric, psychiatric, and medical-surgical nursing. In the last semester of the curriculum, traditional and accelerated students are required to take a nationally-normed comprehensive examination and to achieve a

satisfactory score as outlined in the course syllabus prior to taking the NCLEX-RN examination. Students are responsible for all costs incurred with such testing.

Curricular assessment techniques are achieved through various means, including: clinical self-evaluations, formative and summative evaluations, and exit, graduate, employer, and alumni surveys. A cumulative, professional portfolio also is submitted for evaluation

Traditional BSN Track

The traditional BSN track is for students who transition from high school to college, or who wish to transfer with some credit earned from other academic institutions, or as non-traditional students who wish to be considered for previously-earned academic credit and/or life experience. Ordinarily, this option takes 4 years to complete. Although courses may be taken in the summer, summer classes are not required to complete the program requirements.

Admission Guidelines

The applicant to the nursing major should have completed the college preparatory curriculum during high school. Applicants who have not completed this track may be evaluated on an individual basis. Additionally, the applicant is expected to have:

1. Graduated from an approved high school or GED equivalent;
2. Completed each of the following courses with a minimum grade of C, preferably in the college preparation track:
    - Sciences: Two years
        - Biology (with lab)
        - Chemistry (with lab)
        - Anatomy and Physiology
    - Mathematics: Two years
        - Algebra I
        - Algebra II and/or Geometry
    - English: Four years
    - Social Sciences: Two years
    - Foreign Language;
3. Prior to Fall 2005, achieved a combined score of 900 on the SAT; after Fall 2005, a combined score of 1350 is recommended. A composite score of 19 on the ACT examination is the equivalent score. The SAT or ACT scores are recommended, but not required; and
4. Submitted one letter of recommendation from a math teacher, science teacher, or a support letter demonstrating community service.

Students who do not meet the criteria listed in the catalog are considered on an individual basis and an interview with an academic advisor may be required.

Transfer Students

Students wishing to transfer to the nursing program from other colleges must meet general university admission requirements. A "C" grade or better must be demonstrated for any transfer credit to be acceptable for transfer to the nursing major. In addition, achievement of a minimum cumulative 2.5 GPA also is required for admission to the nursing major. Clinical nursing courses from other nursing programs are nontransferable; however, transcripts and/or course syllabi can be reviewed upon individual requests.

Application to UMFK must be accompanied by a letter from a previous faculty member, preferably a nursing faculty, and addressed to the Division of Nursing. The letter must indicate the student left the institution(s) in good academic standing, and in that faculty member's best estimation, the student is capable of completing the nursing major within a four-year period.

Acceptance into the nursing program as a transfer student is contingent upon the student meeting all entrance requirements, as well as availability of class and clinical space. Depending on the course credits being transferred, prospective transfer students may be required to demonstrate satisfactory validation of nursing knowledge and skills, which may require registration for directed study credits, or through successful completion of a standardized exam.

Program Requirements

A course may satisfy requirements in both the general education requirements and prerequisite areas. All courses with grades of "C-" and below must be repeated. A minimum grade point average of 2.5 must be maintained to be enrolled in the nursing program of study.

General Education Requirements

In accordance with University policy, all baccalaureate candidates must complete the general education requirements. Transfer credits are considered on an individual basis. All general education courses must be completed with a minimum grade of "C".

Required Support Courses

Please note some support courses may also satisfy general education requirements.

BIO 220 Anatomy and Physiology I	4 hours
BIO 221 Anatomy and Physiology II	4 hours
BIO 353 General Microbiology with lab*	4 hours
BIO 363 Human Nutrition*	3 hours

BIO 401 Pathophysiology*	3 hours
CHY 100 Chemistry I**	4 hours
MAT 351 Statistics	3 hours
PSY 100 General Psychology**	3 hours
PSY 308 Life Span Human Development**	3 hours

Nursing Core Courses

NUR 200 Introduction to Professional Nursing	2 hours
NUR 201L and NUR 202L or NUR 212L Fundamentals of Nursing Lab	1-2 hours
NUR 230 Promoting Personal Health and Wellness	4 hours
NUR 301 Promoting Healthy Communities	3 hours
NUR 302 Pharmacology	3 hours
NUR 309 Holistic Health Assessment	4 hours
NUR 330 Adult Health Nursing I	5 hours
NUR 335 Family Health I:Maternal and Infant	5 hours
NUR 360 Adult Health II	5 hours
NUR 365 Family Health II: Pediatrics	4 hours
NUR 380 Transcultural Care in Nursing	3 hours
HLT 386 Healthcare Policy	3 hours
NUR 401 Health Related Research	3 hours
HLT 407 Leadership and Management in Healthcare	3 hours
NUR 425 Adult Health III	8 hours
NUR 452 Mental Health Nursing	5 hours
NUR 497 Senior Capstone/Preceptorship	7 hours

*Nursing Challenge exam available to RN's.
**CLEP option for all students.

Traditional Nursing Major – Course Sequencing

Courses in the nursing major are taken in a sequential manner, as outlined below, and any deviation must be individually assessed and approved by the student's academic advisor. The clinical component of a course may be completed in the community, acute, and long-term care settings.

Fall Semester Freshman Year

+BIO 220 Anatomy and Physiology I*	4 hours
ENG 100 English Composition I*	3 hours
+NUR 200 Intro. To Professional Nursing I	2 hours
NUR 201L or NUR 212L Fundamentals of Nursing I Lab	1 hour
General Education- History*	3 hours
HUM 102 First Year Experience	3 hours
	16 hours

+Must successfully complete ASP classes (if required) prior to enrollment

Spring Semester Freshmen Year

BIO 221 Anatomy and Physiology II	4 hours
ENG 101 English Comp. II*	3 hours
PSY 100 General Psychology*	3 hours
+NUR 230 Promoting Personal Health and Wellness	3 hours
NUR 202L Fundamentals of Nursing II Lab	1 hour
General Education: Quantitative Reasoning*	3 hours
	17 hours

+Must successfully complete ASP classes (if required) prior to enrollment

Fall Semester Sophomore Year

NUR 309 Holistic Health Assessment	4 hours
BIO 363 Human Nutrition	3 hours
General Education-Oral Communication*	3 hours
General Education-Literature*	3 hours
CHY 100 Chemistry I	4 hours
	17 hours

Spring Semester Sophomore Year

PSY 308 Human Development	3 hours
BIO 353 Microbiology with lab	4 hours
General Education- Visual & Performing Arts*	3 hours
HLT 386 Healthcare Policy*	3 hours
General Education-Information Literacy*	4 hours
	17 hours

Fall Semester Junior Year

NUR 302 Pharmacology	3 hours
NUR 330 Adult Health I (acute)	5 hours
NUR 335 Family Health I	5 hours
BIO 401 Pathophysiology	3 hours
	16 hours

Spring Semester Junior Year

NUR 301 Promoting Healthy Communities	3 hours
NUR 360 Adult Health II (chronic)	5 hours
NUR 365 Family Health II	4 hours
MAT 351 Statistics*	3 hours
	15 hours

Fall Semester Senior Year

NUR 401 Health Related Research	3 hours
NUR 425 Adult Health III (complex)	8 hours
NUR 452 Mental Health Nursing	5 hours
	16 hours

Spring Semester Senior Year

NUR 380 Transcultural Care in Nursing	3 hours
HLT 407 Leadership & Management	3 hours
NUR 497 Capstone/Preceptorship**	7 hours
	13 hours

*Satisfies General Education Requirement
** The Capstone requirement may be waived. See Academic and Clinical Progression Policies for Traditional and Accelerated BSN Tracks.
Total credits: 127 CREDITS: 41 Gen. Ed; 24 support; 68 nursing

Accelerated BSN Track

This track is intended for students who have an earned undergraduate baccalaureate degree. Students in this track plan to spend a minimum of 14 months on the UMFK campus. The majority of courses within this program track are in nursing whereby students build upon the learning acquired in the liberal arts and sciences from their previously earned undergraduate degree. To facilitate the student's successful completion of this program of study, a number of teaching modalities are utilized, including directed studies, traditional classroom, and distance learning. Student success is premised upon the ability to be a motivated, flexible, and self-directed learner. Enrollment as a full-time student is a requirement in this track.

Admission Requirements:

Students who wish to be admitted into the ABSN degree must:

1. hold an earned undergraduate Bachelor's degree from an accredited university or college;
2. have an earned, cumulative GPA of 3.2 or better on a 4.0 scale for all college coursework;
3. have successfully completed a college/university course in anatomy and physiology (including all systems) with a minimum grade of C;
4. have successfully completed a college/university statistics course.
5. be enrolled as a full-time student; and,
6. students must be prepared to start courses online in the summer.

To complement their learning and enhance their success, students are strongly encouraged to complete the following courses in preparation for the ABSN:

- Microbiology (with lab)
- Human Nutrition
- Chemistry (with lab) – organic or biochemistry
- Growth and development across the lifespan
- Transcultural Care in Nursing

Program Requirements

Grades of "C-" and below are not acceptable. A minimum grade point average of 2.5 is required to maintain enrollment in nursing courses.

Nursing Core Courses

BIO 401 Pathophysiology	3 hours
NUR 301 Promoting Healthy Communities	3 hours
NUR 302 Pharmacology	3 hours
NUR 309 Holistic Health Assessment	4 hours
NUR 312 Current Issues in Professional Nursing	5 hours
NUR 330 Adult Health I	5 hours
NUR 335 Family Health I: Maternal and Infant	5 hours
NUR 360 Adult Health II	5 hours
NUR 365 Family Health II: Pediatrics	4 hours
NUR 401 Health Related Research	3 hours
HLT 407 Leadership and Management for Healthcare Professionals	3 hours
NUR 425 Adult Health III	8 hours
NUR 452 Mental Health Nursing	5 hours
NUR 497 Capstone/Preceptorship	7 hours

Accelerated Nursing Major - Course Sequencing

Courses in the nursing major are taken in a sequential manner, as outlined below, and any deviation must be individually assessed and approved by the student's academic advisor. The clinical component of a course may be completed in the community, acute, or long-term care settings.

Pre-Arrival Summer Semester (after completion of transferable anatomy and physiology and statistics courses)

NUR 309 Total Health Assessment	4 hours
NUR 312 Current Issues in Professional Nursing	3 hours
NUR 312L Current Issues in Professional Nursing Lab	2 hours
	9 hours

Fall

NUR 302 Pharmacology	3 hours
NUR 330 Adult Health I	5 hours
NUR 335 Family Health I: Maternal and Infant	5 hours
BIO 401 Pathophysiology	3 hours
	16 hours

Spring

NUR 301 Promoting Healthy Communities	3 hours
NUR 360 Adult Health II	5 hours
NUR 365 Family Health II: Pediatrics	4 hours
HLT 407 Leadership and Management	3 hours
	15 hours

Fall

NUR 401 Health Related Research	3 hours
NUR 425 Adult Health III	8 hours
NUR 452 Mental Health Nursing	5 hours
	16 hours

Spring

NUR 497C Preceptorship	4 hours
NUR 497 Senior Capstone (may be waived)	3 hours
	7 hours

Total Accelerated Program Credits: 60 or 63, depending on whether Capstone is required or not. See Academic and Clinical Progression Policies for Traditional and Accelerated BSN Tracks.

Graduation Requirements:

1. Successful completion of a minimum of 60 semester hours of credit;
2. A minimum cumulative grade point average of 2.5; and,
3. Successful completion of the nursing major as outlined for the accelerated program track.

General Information: Academic and Clinical Progression Policies for Traditional and Accelerated BSN Tracks

To progress in the nursing major, students are required to meet the following academic policies:

1. Completion of a nursing entrance test upon admission for the purpose of advising;
2. Attainment of a “C” grade or better in all courses, including transfer courses. Any course in which a student earns a “C-“ grade or less is unacceptable;
3. Any general education or prerequisite course can be repeated, but only once, to achieve the necessary “C” grade or 2.5 GPA;
4. A student who receives less than a “C” grade after repeating a nursing/biology course will be required to withdraw from the nursing program;
5. Up to two nursing/biology courses may be repeated, but each course only once, to achieve the necessary “C” grade;
6. Repeating a nursing/biology course is defined as taking the course twice, whether that results in a grade of "C-" or lower, or whether course enrollment results in a "W" on the semester transcript. A student who believes there are extenuating circumstances at the time of withdrawal is responsible for initiating an appeal to the Admissions, Advisement, and Advancement (AAA) Committee of the Division of Nursing at the time of the course withdrawal.
7. Students must successfully complete the didactic, laboratory, and clinical components of a course to meet the requirements for the course. If students are unsuccessful in any of the course components, they must repeat the course in its entirety;

8. To successfully complete any nursing course, students must achieve a minimum grade of 73% in the course. In addition, a minimum grade of 73% averaged over all written examinations must be achieved to pass each course;
9. The student who successfully completes all HESI® exams, including the HESI® Exit exam by the end of the fall semester in the senior year, is required to complete the preceptorship only; the Capstone course is optional. Provided that a clinical agreement exists between UMFK and the clinical site, the required clinical component of NUR 497C (Preceptorship) may be completed at a clinical site of the student's choosing.
10. Maintenance of a cumulative 2.5 grade point average in all coursework completed at UMFK;
11. Provide evidence of a health history, physical examination, and immunization history acceptable for institutions in which clinical experiences occur, including Hepatitis B, MMR, PPD, and Varicella. Students are required to register with American Data Bank and submit immunization, criminal background history, and CPR status for tracking purposes;
12. Students must declare Nursing or Healthcare Administration Concentration in the Business major to enroll in nursing courses at level 300 or above or by instructor permission.

Clinical Experiences

Students are responsible for purchasing uniforms, name tags, stethoscopes, clinical footwear, and laboratory coats. Specific requirements for both clinical and laboratory courses are detailed in each course syllabus and in the Nursing Student Handbook. Clinical learning experiences take place in a variety of settings and geographic locations, and students are responsible for meeting their own transportation needs to attend all clinical experiences. Professional liability insurance is strongly recommended and health insurance is mandatory for traditional and accelerated nursing students. Professional liability insurance is mandatory for students enrolled in nursing internships, externships, or preceptorships. Annual clinical requirements acceptable for institutional orientation must be completed before students can commence any clinical experience, such as but not limited to education on fire and electrical safety, back care, confidentiality, HIPPA, bloodborne pathogens, and cardiopulmonary resuscitation (CPR) certification.

RN to BSN Track

This option is for those who already are licensed Registered Nurses. Graduates of state-approved diploma and associate degree programs in nursing are eligible to apply for admission to the baccalaureate program in the online RN to BSN track. This program is designed to be as

flexible and responsive to individual student needs as possible within the constraints of curriculum, university and accreditation requirements, and quality educational theory. The length of the program is dependent upon the amount of acceptable transfer credit; success in completion of CLEP, proficiency, and nursing examinations; and part-time or full-time status. In most instances a minimum of two years should be anticipated for completion.

Students may be eligible to be granted credit for prior learning, for example, credit for experiential learning, or through a process of challenge examinations.

Admission Requirements:

Admission to the online RN-to-BSN option requires:

1. Completion of application to nursing major, including official transcripts from all post-secondary programs submitted to admissions office;
2. A cumulative GPA of 2.5; and,
3. An active RN license.

Transfer Credits

Any courses identified as “nursing” on post-secondary school transcripts that apply to the degree plan for the RN-to-BSN major, will be assessed on an individual basis. Upon determination of eligibility, a block of 29 credits will be awarded in lieu of previous core nursing courses. Eligibility is determined on the basis of the student providing an official transcript giving evidence of graduation from an accredited school of nursing.

Articulation Agreements

Students who graduated from Central Maine Community College (CMCC), Eastern Maine Community College (EMCC), Kennebec Valley Community College (KVCC), Northern Maine Community College (NMCC), and University of Maine at Augusta (UMA) are awarded 39 credits, inclusive of nutrition, pharmacology, and health assessment. For transferability, such credits must be approved by the Registrar’s Office and be completed with at least a grade of “C” or better. Please refer to the transfer credit policies in this catalog for complete information, or contact the Registrar’ Office. Further information about any of these options may be obtained from the RN-to-BSN advisor or Administrative Assistant of the Division of Nursing.

General Education Requirements:

In accordance with University policy, all baccalaureate candidates must complete the general education requirements. Transfer credits are considered on an individual basis. All general education courses must be completed with a minimum grade of "C".

Required Support Courses:

BIO 220 Anatomy and Physiology I*	4 hours
BIO 221 Anatomy and Physiology II	4 hours
BIO 353 General Microbiology with lab+	4 hours
BIO 363 Human Nutrition**+	3 hours
BIO 401 Pathophysiology**+	3 hours
MAT 351 Statistics*	3 hours
NUR 302 Pharmacology**	3 hours
NUR 314 Nursing Core Competency	29 hours

Nursing Core Courses:

NUR 301 Promoting Healthy Communities	3 hours
NUR 309 Holistic Health Assessment**	4 hours
NUR 312 Conceptual Issues of Professional Nursing	3 hours
NUR 380 Transcultural Care in Nursing*	3 hours
HLT 386 Healthcare Policy	3 hours
NUR 401 Health Related Research	3 hours
HLT 407 Leadership and Management in Healthcare	3 hours
NUR 413 Health Care Ethics and the Law	3 hours
NUR 456 Integrated Nursing Practice*	3 hours
Nursing Elective	3 hours

*Satisfies General Education Requirements

**Graduates from CMCC, EMCC, KVCC, NMCC, and UMA are granted credits

+Nursing Challenge exam available to RN's.

***DANTES exam available.

The required support courses may be completed by several approved examination procedures. The nursing core courses are offered online by UMFK.

General Information: Academic Progression Policies in the RN to BSN Track

To progress in the RN-to-BSN option, students must:

1. Attain a "C" grade or better in all courses, including transfer courses. Any course in which a student earns a "C-" grade or less is unacceptable;
2. Any course can be repeated, but only once, to achieve the necessary "C" grade or 2.5 GPA;
3. A student who receives less than a "C" grade after repeating a nursing course will be required to withdraw from the nursing program;
4. Up to two nursing courses may be repeated, but each course only once, to achieve the necessary "C" grade;
5. Students must successfully complete the didactic, laboratory, and clinical components of a course to meet the requirements for the

course. If students are unsuccessful in any of the course components, they must repeat the course in its entirety;

6. Maintenance of a cumulative 2.5 grade point average in all coursework completed at UMFK;
7. To successfully complete any nursing course, students must achieve a minimum grade of 73% in the course. In addition, a minimum grade of 73% averaged over all written examinations must be achieved to pass each course.

Examinations. Program requirements are met through the examination process of College Level Examination Program (CLEP), nursing mobility and achievement examinations, or their equivalents, proficiency examinations, or by enrolling in courses at UMFK. Students are encouraged to use the CLEP and Nursing Challenge examination option whenever possible to meet program requirements. Additional information is available through Student Support Services or the Division of Nursing.

Academic Policies Related to Nursing (all options including Traditional BSN, Accelerated BSN, and RN-BSN Tracks):

Leave of absence. A leave of absence from upper division nursing courses may be granted to a student who is experiencing a health or personal problem. To request a leave, the student must submit a letter to the Admissions, Advising, and Advancement (AAA) Committee. If granted, the leave will be for a period of no longer than one year. To return, the student must submit a written request for reinstatement to the program within one year.

Changing to the nursing major. Students already enrolled at UMFK who wish to change their major to nursing should obtain a "Request for Change of Degree" form from the Registrar's Office, which must then be signed by the Director of the Division of Nursing. A minimum cumulative grade point average of 2.5 is required prior to program change. Grades below "C" do not satisfy nursing prerequisites or degree requirements.

Procedures for students in academic difficulty. A student in academic difficulty is one who is in jeopardy of earning a grade below C. All students demonstrating difficulty in completing course requirements for the didactic, clinical, and/or laboratory sections are notified of their status at mid-semester or mid-clinical rotation. Written notification is also sent to the student's academic advisor, and a copy is retained in the student's record. A mutually acceptable plan, or learning contract, will be developed to help the student at-risk of failing a clinical rotation. The contract will assist the student to identify goals,

strategies, and dates by which these goals need to be achieved. A copy of the learning contract that is signed by both the faculty and student will be maintained for the student's record. Should learning contract requirements not be achieved, further meetings will be held first with the student, faculty member, and course coordinator. Continued difficulty will result in a meeting with the student, faculty member, course coordinator, and the Director of the Division of Nursing to discuss a plan of action. Individual action will be taken based on each student situation. A student has the right to appeal all grades according to the Academic Student Appeals Policy. The student must initiate the appeal procedure by the end of the ADD/DROP period by the semester following the class in question.

Suspension. Students will be suspended from the nursing program if their cumulative GPA is less than 2.5. While a student's GPA is less than 2.5, that student may not register for any nursing courses. Students who have been formally suspended from the nursing program will be referred to the Assistant Dean of Student Success.

Probation. Probation occurs when a student receives a letter grade of "C-" or below in any nursing (NUR) or biology (BIO) course but maintains a cumulative GPA of 2.5 or above. To progress in the program, the student is required to repeat the course the next time it is offered, but cannot repeat it more than once. While students are on probation, they may not register for more than 14 credits in a semester, and may not enroll in an online or ITV course without specific approval from the academic advisor. Students will be notified in writing by the AAA Committee of their probationary status.

Withdrawal. Students must inform the AAA Committee in writing of their intent to withdraw from upper division nursing courses. Withdrawal from the upper division nursing core courses interrupts progression in the nursing program. The student must initiate reinstatement into the nursing program within 12 months. Students must inform the AAA Committee in writing of their intent to be reinstated. The Committee determines the reinstatement status within the nursing program.

Re-entering Division of Nursing. Traditional and accelerated students who are absent from the nursing program for non-academic reasons for a period of 12 months or more, must re-apply to the AAA Committee for entry to the upper division nursing courses. Any clinical nursing courses previously completed must be repeated including didactic, laboratory, and clinical components.

Students seeking re-admission to the nursing major. Students who are dismissed from the nursing program for academic reasons and who would like to be re-admitted to the major must ensure their campus admission status is current. In addition, a minimum separation from the nursing program for one year is required. Furthermore, students must apply, in writing, for re-admission to the nursing major to the Admissions, Advisement, and Advancement Committee. All previously completed or attempted nursing coursework must be repeated.

Rural Public Safety Administration Major (Bachelor of Science)

Vision Statement

The Rural Public Safety Administration program at UMFK offers a liberal arts education with an emphasis in public administration, management and public safety. The degree program is designed to prepare students academically with professional skills to seek employment or advancement in public service, governmental and nongovernmental management and public safety, including law enforcement and the criminal justice system at the federal, state, regional and local levels.

Mission Statement

The mission of the Rural Public Safety Administration program at UMFK is to develop students as liberally-educated citizens, life-long learners in a changing world, and proficient public administrators.

Program Description/Goals

The Rural Public Safety Administration major provides a liberal arts/public management background for students interested in orienting a career in public service and public safety administration. The major is interdisciplinary and has as its core 30 hours of coursework devoted to identifying, investigating, and understanding public safety issues including an applied component of internship. Parts of the program are a collaborative partnership between UMFK, the Maine Criminal Justice Academy, the Maine Emergency Management Agency, and the Federal Emergency Management Agency.

To gain a competitive edge in the law enforcement field, it is recommended that a student earn the Associate's Degree in Criminal Justice prior to entering the Bachelor's degree program. All credits earned in the Associate's degree program will count toward the Bachelor's degree.

Student Learning Outcomes

1. the ability to analyze, synthesize and generate knowledge in their chosen field of study (analysis)
2. the ability to analyze a fact situation and determine options and solutions (analysis)
3. the ability to reason critically and make informed decisions (analysis)
4. the ability to conduct independent research (synthesis)
5. the ability to absorb new bodies of knowledge and understand the relationship and impact of the new body of knowledge on existing knowledge (synthesis)
6. the ability to be effective communicators using multiple mediums (oral, written, electronic) individually and collectively (articulation)

Accreditation

The University of Maine at Fort Kent has received specialized accreditation for its business and business related programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas.

In accordance with IACBE accreditation guidelines, the following student outcomes are assessed annually and reported on the UMFK website:

1. The student will be a liberally-educated citizen.
2. The student will be a life-long learner.
3. The student will be a proficient business manager.
4. The student will develop entrepreneurial skills.

Program Requirements:

PSA 100 Introduction to Public Safety Administration	3 hours
PSA 310 Introduction to Public Management or BUS 211 Principles of Business Management	3 hours
BUS 336 Business Law I	3 hours
PSA 122 GIS & GPS for Public Safety Professionals	2 hours
PSA 122L GIS & GPS for Public Safety Professionals	1 hour
PSA 221 Ethics and Community or BUS 260 Business Ethics	3 hours
PSA 300 Public Finance or BUS 313 Gov't & Non-Profit Accounting	3 hours
PSA 315 Public Policy	3 hours
PSA/BUS 343 Human Resource Management	3 hours
PSA 397 Public Safety Internship/Capstone	8 hours
Planned Field of Study*	30 hours
	62 hours

Recommended Support Courses:

PSA 270 Disaster Management	3 hours
ECO 101 Microeconomics	3 hours
MAT 351 Statistics I	3 hours

*The Planned Field of Study consists of a minimum of 30 credit hours in the area of the student's interest or specialization. Students will, with the assistance and direction of the program coordinator, design an individualized Planned Field of Study.

Planned Field of Study specializations include:

- Game Warden
- Forensics
- Law Enforcement
- Criminal Justice
- Homeland Security/Emergency Management
- Corrections

The following is an example of a Planned Field of Study for Game Warden:

BIO 130 Introduction to Biotechnology	4 hours
BIO 204 Zoology	4 hours
BIO 356 Vertebrate Biology	3 hours
BIO 412 Mammology	3 hours
BIO 420 Ornithology	3 hours
ENV 302 Wildlife Conservation and Management	4 hours
ENV 333 Fisheries Science	3 hours
ENV 334 Wildlife Science	4 hours
CRJ/PSA 326 Introduction to Forensic Science, or CRJ 222 Criminalistics	3 hours
	31 hours

Techniques for Assessment

1. Individual student electronic portfolio with demonstrations of knowledge and skills.
2. Comprehensive exam of core business skills required prior to entry into business concentration.
3. Capstone projects.
4. Internship evaluations.

Suggested Course Sequencing:

Fall Semester Freshman Year

ENG 100 English Composition I	3 hours
HUM 102 First Year Experience	3 hours
BUS 211 Principles of Business	3 hours
PSA 100 Introduction to Public Safety Administration	3 hours

COS 103 Introduction to Information Technology	4 hours
	16 hours

Spring Semester Freshmen Year

ENG 101 English Composition II	3 hours
PSA elective	3 hours
General Education: Oral Communication	3 hours
General Education electives	6 hours
	15 hours

Fall Semester Sophomore Year

PSA 221 Ethics and the Community or BUS 260 Business Ethics	3 hours
General Education- Quantitative Literacy	3 hours
PSA electives	6 hours
BUS 336 Business Law I	3 hours
	15 hours

Spring Semester Sophomore Year

PSA 315 Public Policy	3 hours
PSA electives	6 hours
MAT 351 Statistics	3 hours
ECO 101 Microeconomics	3 hours
	15 hours

Fall Semester Junior Year

PSA 300 Public Finance or BUS 313 Gov't & Non-Profit Accounting	3 hours
PSA 310 Public Management	3 hours
PSA/General Education electives	10 hours
	16 hours

Spring Semester Junior Year

PSA 122 GIS/GPS for Public Safety Professionals	2 hours
PSA 122L GIS/GPS Lab for Public Safety Professionals	1 hours
PSA 270 Disaster Management	3 hours
PSA/BUS 343 Human Resource Management	3 hours
General Education elective	3 hours
PSA elective	3 hours
	15 hours

Fall Semester Senior Year

General Education elective	6 hours
PSA electives	6 hours
Upper-level elective	3 hours
	15 hours

Spring Semester Senior Year

PSA 397 Public Safety Internship/Capstone	8 hours
PSA elective	3 hours
Upper-level electives	3 hours
	14 hours

Social Science Major (Bachelor of Science)

Vision Statement

The Social Sciences cover the range of human experience, action, and processes from the individual to the global level. The Social Sciences are Anthropology, Economics, Geography, Government, Political Science, Psychology and Sociology. The Social Sciences focus on the larger operations of groups and social institutions, the cultural and physical environments of human societies, and human experiences through time and place.

Mission Statement

The Social Sciences Program integrates all the human sciences. These sciences explore the interrelationships of the individual, the group and community, social institutions, human biology, psychology, and culture, the social and physical environments, and human existence through time and location. Our mission is to provide solid foundations in skills and knowledge in the social sciences, and to prepare students for a diversity of careers in the global environment.

Program Description

The Social Science baccalaureate is a 120 credit (4-year) degree that is an integration of anthropology, economics, geography, history, government, , and political science. This diversified and flexible major is designed for those interested in professional careers in civil service on the federal and state level, public service, secondary social studies education, pre-library services or pre-law. Students will be guided to develop critical reasoning skills, competence in quantitative and qualitative research, skills in oral and written communication, and social science applications.

No minor is required. For career planning, we do recommend students take a minor such as Criminal Justice or Education, or specialty courses such as law courses, history courses, applied language courses, or the MHRT-C State of Maine (social work) sequence.

Major Goals

Students will

- Develop the capacity for critical reasoning; and become skilled at critically evaluating, analyzing, and synthesizing through research and writing, using multiple sources of information about the human experience.
- Demonstrate critical reasoning by recognizing assumptions that underlie arguments; constructing valid arguments, and developing solutions to problems.
- Demonstrate quantitative reasoning skills through identifying and solving quantitative problems in social sciences, managing data,

recognizing and working with relationships among variables, and developing calculation skills appropriate to the social sciences.

- Demonstrate knowledge competence in the disciplines of the social sciences through understanding of the historical development of the fields within social sciences, and through mastery of theories, phenomena, concepts, and research methodologies.
- Apply knowledge competency through applying theory to explain phenomena and to analyze case studies; and applying research methodologies to problem solving and to the further development of critical reasoning.
- Demonstrate multicultural and cross-cultural awareness of social, cultural, and human biological diversity.
- Demonstrate effective oral, written, and technological communication in the human sciences and in their professional careers.

Program Requirements

General Education Requirements

As stated above (partially satisfied by required program courses)

Required Program Courses

Choose 1:	
ECO 100 Intro to Macroeconomics	
ECO 101 Intro to Microeconomics	3 hours
ECO 201 Environmental Economics	
ANT 100 Introduction to Anthropology	3 hours
SOC 100 Introduction to Sociology or	3 hours
PSY 100 Introduction to Psychology	
Choose 1:	3 hours
GEO 201 Cultural Geography	
GEO 203 World Geography	
GEO 280 GIS Applications I	
Choose 1:	3 hours
POS 100 Political Science	
GOV 200 American Government	
PSA 221Ethics & Community	
ANT/PSY/SOC 105 Introduction to Human Sciences	3 hours
Upper level ANT or PSY or SOC elective	3 hours
Upper level HTY, or ECO, or POS/GOV elective	3 hours
ANT/PSY/SOC 340 Research Methods	3 hours
Senior year:	
ANT/PSY/SOC 440 Research Methods and Theory	
Capstone I and ANT/PSY/SOC 441 Research	
Capstone II	8 hours
	35 hours

Required Support Courses: 6 hours

HTY 100 and HTY 101 or HTY 102 and HTY 103

MAT 351 Statistics 3 hours

9 hours

Required additional credits

18 Additional credits required through one of the following 4 options:

1) Complete a Minor (other than Social Science)

2) Complete 18 upper level credits in a Social Science field: ANT, ECO, GEO, GOV, HTY, POS or SOC

3) Complete the requirements for Secondary Education, with an endorsement in Social Studies.

4) Complete a Social Science concentration

Pre-Law Concentration

ANT 307 Cultures of North America	3 hours
CRJ 101 Introduction to Criminal Law	3 hours
CRJ 108 Constitution Law	3 hours
BUS 336 Business Law I or BUS 337 Business Law II	3 hours
POS 100 Political Science or PSA 221Ethics & Community	3 hours
Elective: Law, Government or History	3 hours
	18 hours

Community Health Services –MHRT-C Concentration

A. Level B Provisional (15 credits):
   1. SOC 110 Introduction to Community Health Services
   2. PSY 221 Psychosocial Rehabilitation
   3. PSY 330 Interviewing and Counseling
   4. PSY 234 Crisis Identification and Resolution
   5. PSY 270 Case Management

B. Level C Permanent Certificate (3 credits) at least one of these additional competencies
   1. PSY 233 Substance Abuse/Mental Illness Dual Diagnosis
   2. PSY 412 Mental Health and Aging
   3. PSY 232 Sexual Abuse, Trauma, and Recovery
   4. PSY 246 Vocational Aspects of Disabilities

Techniques for Assessment

The student will be assessed both directly and indirectly. Students are to maintain a year-by-year portfolio of exemplars of their work. In the senior year, the portfolio will be reviewed by two Social Sciences faculty.

Required Experiential Work

Students will be expected to work within the campus and local community each year. The extra-mural service learning experiences are part of the senior year evaluation.

Advisor

Each student, within the first year of attending UMFK, shall select a program advisor from among the full-time faculty in the Social Sciences. The advisor will guide the career and professional choices of the student.

Suggested Course Sequencing

Fall Semester Freshman Year

HTY 100/101 World Civilizations or HTY 102/103 US History	3 hours
ENG 100 English Composition I	3 hours
PSY 100 Introduction to Psychology or ANT 100 Introduction to Anthropology or SOC 100 Introduction to Sociology	3 hours
General Education-Quantitative Literacy	3 hours
HUM 102 First Year Experience	3 hours
	15 hours

Spring Semester Freshmen Year

ENG 101 English Composition II	3 hours
ANT 100 Introduction to Anthropology or PSY 100 Introduction to Psychology or SOC 100 Introduction to Sociology	3 hours
MAT 351 Statistics I	3 hours
HTY 100/101 World Civilizations or HTY 102/103 US History	3 hours
COS 103 Introduction to Information Technology	4 hours
	16 hours

Fall Semester Sophomore Year

General Education-Natural Science	4 hours
General Education-Visual & Performing Arts	3 hours
General Education-Oral Communications	3 hours
ANT 100 Introduction to Anthropology or PSY 100 Introduction to Psychology or SOC 100 Introduction to Sociology	3 hours
	13 hours

Spring Semester Sophomore Year

General Education- Literature	3 hours
GEO 201 Cultural Geography or GEO 203 World Geography	3 hours
POS 100 Political Science or GOV 200 American Government	3 hours
ECO 100 Macroeconomics or ECO 101 Microeconomics	3 hours
ANT/PSY/SOC 297 Preceptorship	3 hours
	15 hours

Fall and Spring Semesters Junior Year

ANT/PSY/SOC 340 Research Methods (offered Fall)	3 hours
ANT/PSY/SOC 440 Research Methods and Theory Seminar (offered Spring)	4 hours
HTY 100/101 World Civilizations or HTY 102/103 US History	3 hours
Concentration or Minor field of study	12 hours
Electives	10 hours
	32 hours

Fall and Spring Semesters Senior Year

Concentration or Minor field of study	6 hours
Senior Year Practicum/Capstone I and II	8 hours
Electives	15-19 hours
	29 hours

Social Sciences Minor

The Social Sciences collectively explore the nature of humankind in relation to self, community, culture, and the world. This minor is designed to give an introduction to the various disciplines that make up the Social Sciences – anthropology, economics, government studies, geography, psychology, and sociology.

Human Sciences (ANT 100 or PSY 100 or SOC 100)	3 hours
History (Upper level)	3 hours
Social Institutions (ECO 100 or GOV 200 or POS 100 or Constitutional Law)	3 hours
Geography (GEO 201 or GEO 203)	3 hours
Upper-level electives from the social science division	6 hours
	18 hours

Associate Degrees

General Education Requirements

General Education Philosophy:

The faculty affirms that humankind is best served by a society that is equitable and just. Society moves towards this ideal when its members are ethical in their actions and open-minded in their consideration of alternative social values, individual beliefs, and value the pursuit of life-long knowledge through humanistic and scientific study.

General Education Goal:

To instill this ideal of the pursuit of knowledge and life-long learning, the faculty affirms that students will learn methods and applications of communication, logic, and analysis; they will demonstrate competence in mathematics, written and spoken communication, and appropriate technologies; they will learn basic knowledge content in the liberal arts and sciences. Further, they will demonstrate competence in a foreign language, information fluency and critical thinking.

General Education Outcomes:

The following general education for associate degree competencies were recommended by the faculty and are congruent with New England Association of Schools and Colleges (2010) standard 4.15 to 4.18 requirements and with the Association of American Colleges and Universities (2005) Liberal Education and America's Promise: Excellence for Everyone as the Nation Goes to College (LEAP) The general education curriculum embodies the institution's definition of an educated person and prepares students for life and for the world in which they live.

Demonstration of Competence

- All students will keep assessment portfolios of work done each semester. These portfolios will be a record of student performance and will be evaluated annually by the advisor and during the semester before graduation.
- With the advisor, program coordinator, and/or divisional chair's support, each student's portfolio will have (minimally) clearly defined
  - General Education Core Competencies with their Student Learning Outcomes
  - Program expectations and outcomes
  - Syllabi for courses taken, or documented experiences, that will be offered as proof the student has fulfilled such outcomes.
  - Proofs of assessments, such as exams and papers

- Since the General Education Core is competency driven, assessments may be made through coursework, experiential learning, or a mix.

  Note: To fulfill the general education requirements, UMFK students should select from the approved list of courses. For transfer students, transcript analysis will be conducted to determine if courses taken prior to admission to UMFK are congruent with meeting the outcomes of the general education requirements rather than from the specified list of courses. The determination will be made at the time of transfer credit evaluation in consultation with discipline faculty. Students who have previously completed a 4-year Bachelor's degree are exempted from the General Education Requirements.

I. CRITICAL SKILLS:

All students will be able to demonstrate competency in the critical skills of accessing, interpreting, and communicating qualitative and quantitative data. (16 credits).

A. Communication: (9 credits):

The student will be able to effectively communicate unified and fully developed ideas, which will be written and spoken with clarity, coherence and authority of purpose to the intended audience.

Written (6 credits)

ENG 100 English Composition I - 3 credits &
ENG 101 English Composition II - 3 credits

Oral (3 credits)

BUS 219 Business and Professional Speaking - 3 credits
COM 200 Speech - 3 credits
EDU 214 Classroom Communications - 3 credits

B. Quantitative Reasoning (3 credits):

The student will demonstrate the comprehension and use of mathematical and quantitative concepts, the interpretation and critical evaluation of data, effective problem-solving techniques and critical reasoning.

MAT xxx Must choose any one course-3 or 4 credits

C. Information Literacy (4 credits):

The student will develop a set of abilities that enable effective, efficient access and critical analysis of information using appropriate technologies.

COS 103 Introduction to Information Technology - 4 credits
GEO 280 GIS Applications I - 4 credits

II. LIBERAL ARTS AND SCIENCES:

All students will explore the expression of the human experience through the visual or performing arts as well as language, literature,

history or philosophy. All students will utilize the scientific method and be able to explain phenomena of the physical and natural world. (10 credits).

A. Arts and Social Sciences* (3 credits required):
The student will possess greater self-awareness of their role as a responsible citizen fostering the development of a more democratic and compassionate global community.

ANT 100	Introduction to Anthropology - 3 credits
ECO 100	Introduction to Macroeconomics - 3 credits
ECO 101	Introduction to Microeconomics - 3 credits
EDU 401	Educational Psychology - 3 credits
GEO 201	Cultural Geography - 3 credits
GEO 203	World Geography - 3 credits
SOC 100	Introduction to Sociology - 3 credits
GOV 200	American Government - 3 credits
POS 100	Introduction to Political Science - 3 credits
PSY 100	Introduction to Psychology - 3 credits
ART 100	History of Art-Prehistoric to Renaissance - 3 credits
ART 101	History of Art-Renaissance to 20th Century - 3 credits
ART 200	Fundamentals of Art - 3 credits
MUS 100	Music History - 3 credits
MUS 120	History of Rock and Roll - 3 credits
MUS 200	Fundamentals of Music 3 - credits
MUS 204	American Music - 3 credits
PHI 100	Introduction to Philosophy - 3 credits
	Honors Seminar in Arts/Social Sciences

B. Natural Science* (4 credits with lab required):
The student will develop an understanding of the fundamental principles of the physical and biological sciences and apply scientific methods of inquiry.

AST 110	Descriptive Astronomy - 4 credits
BIO 100	General Biology - 4 credits
BIO 130	Introduction to Biotechnology - 4 credits
CHY 100	Chemistry I - 4 credits
PHY 100	Physics I - 4 credits
PHS 100	Physical Science I - 4 credits

C. History and Literature* (3 credits required):
The student will describe how humans relate to others through the context of the history and literature of societies.

HTY 100	World Civilizations I - 3 credits
HTY 101	Foundation of Western Civilization II - 3 credits
HTY 102	United States History I - 3 credits
HTY 103	United States History II - 3 credits
HTY 105	Introduction to Contemporary World I - 3 credits
HTY 106	Introduction to the Contemporary World II - 3 credits

ENG 105 Introduction to Literature - 3 credits
ENG 202 British Literature I - 3 credits
ENG 203 British Literature II - 3 credits
ENG 250 American Literature to 1865 - 3 credits
ENG 251 American Literature 1865-present - 3 credits
ENG 255 World Literature I - 3 credits
ENG 256 World Literature II - 3 credits
Honors Seminar in Western Civilization - 3 credits

*Associate of Science in Applied Forest Management: choose one course from Arts & Social Sciences or History & Literature; Natural Science satisfied through program requirements.

III. THREE ESSENTIAL COMPETENCIES:

Competencies to be demonstrated, and awarded, through experiential portfolio, standardized tests, and/or relevant coursework. These essential competencies are necessary to the success of a liberally educated University graduate.

A. Non-English Language Competency

The student will develop an awareness of the languages and heritages of fellow citizens and be able to communicate with others globally. Students will demonstrate a mid-novice level of competency in a language other than English, including American Sign Language, other signed languages, or Braille.

Two years of high school foreign language; Bilingual fluency; CLEP test; Prior learning assessment

SPA 100 Elementary Spanish I – 3 credits
FRE 100 Elementary French I - 3 credits

B. Information Proficiency

The student will demonstrate the ability to find, evaluate, and use information and technology for critical thinking, lifelong learning and informed decision making.

COS 103 Introduction to Information Technology - 4 credits
GEO 280 GIS Applications I - 4 credits

C. Critical Thinking

The student will use critical thought in order to guide and direct decision making from a base of sound judgments, formal reasoning, and ethical and moral considerations so as to engage in meaningful actions and behaviors as contributing members of society. To be assessed through portfolio review.

Total General Education Core Credits: 26 credits

The University of Maine at Fort Kent offers the following associates degrees with career options.

Associate of Arts in General Studies with study sequence options in:

Accounting
Behavioral Science
Business Management
Computer Science
- Academic Advancement Option
- Career Option

Conservation Law Enforcement
Criminal Justice
Emergency Management / Homeland Security

Associate of Science in Applied Forest Management
- Forest Management
- Wildland Firefighting

Associate of Science in Allied Health
- Healthcare Technician
- Health Information Technology

Associate of Science in Information Security

Associate of Arts in General Studies

The Associate of Arts in General Studies degree is awarded upon the completion of the prescribed curriculum of 60 semester hours of credit with a minimum cumulative grade point average of 2.0.

The General Studies option under the Associate of Arts degree is designed for those students who have not decided on their educational goals but wish to follow the structure of a degree. The program requires the completion of a series of general education courses, designed for exposure to a variety of disciplines. The elective portion of the degree can be used to pursue specific interests or to select courses toward a baccalaureate degree.

General Education Requirements	26 hours
Electives	34 hours
	60 hours

Associate of Arts in General Studies
Accounting Study Sequence

Vision Statement

Consistent with the mission of the University of Maine at Fort Kent, a regional university that serves the needs of the St. John Valley and the state of Maine, the Accounting Study Sequence fosters excellence in scholarship and academic achievement in an interactive educational environment.

Mission Statement

The mission of the Accounting Study Sequence is to develop students as liberally-educated citizens, life-long learners in a changing world, become proficient bookkeepers and accountants.

Program Description/Goals

The Accounting Study Sequence provides the two-year student with opportunities to develop skills toward careers in Accounting. This program fits within the mission, goals, outcomes, and procedures of the four-year Business Management Program concentration in Accounting. This program is designed for students who seek entry level positions in accounting and business management. It also serves as a gateway to a four-year degree.

The Accounting Study Sequence program strives to:

1. offer a broad selection of management concentrations to meet the needs of our stakeholders (Stewardship);
2. provide excellence in teaching and learning (Learning);
3. prepare students for careers in areas of business that satisfy students' wishes and employers' needs (Collaboration);
4. educate students in the liberal arts in order to broaden their horizons and deepen their understanding of society and the world (Citizenship); and
5. establish and nurture an institutional culture of systemic quality improvement (Excellence).

Student Learning Outcomes

The Accounting Study Sequence prepares students for careers in accounting and business. The outcomes of the program are that the graduate will be a well-rounded, professional person who is literate, numerate, and analytical; this person will be appreciative of the arts and sciences as well as possess skills in interpersonal communication and leadership.

Program Requirements

General Education Requirements

As stated above.	26 hours

Business Requirements

BUS 100 Accounting Principles I	3 hours
BUS 101 Accounting Principles II	3 hours
BUS 211 Principles of Business Management	3 hours
BUS 302 Intermediate Accounting I	3 hours
BUS 303 Intermediate Accounting II	3 hours
BUS 308 Managerial Accounting	3 hours
BUS 314 Auditing & Forensic Accounting	3 hours
Electives	13 hours
	60 hours

Required Support Courses

BUS 219 Business and Professional Speaking/COM 200	3 hours
BUS 260 Business Ethics	3 hours
MAT 280 Finite Math II: Linear Systems and Math of Finance	3 hours

Techniques for Assessment

1. Individual student electronic portfolio with demonstrations of knowledge and skills.
2. Comprehensive exam of professional skills.

Suggested Course Sequencing:

Fall Semester Freshman Year

HUM 102 First Year Experience	3 hours
BUS 100 Accounting Principles I	3 hours
BUS 211 Principles of Business Management	3 hours
COS 103 Introduction to Information Technology	4 hours
ENG 100 English Composition I	3 hours
	16 hours

Spring Semester Freshman Year

General Education: Oral Communication	3 hours
ENG 101 English Composition II	3 hours
BUS 101 Accounting Principles II	3 hours
MAT 280 Finite Math II: Linear Systems & Math of Finance	3 hours
General Education: Natural Science	4 hours
	16 hours

Fall Semester Sophomore Year

BUS 260 Business Ethics	3 hours
BUS 302 Intermediate Accounting I	3 hours
General Education-History & Literature	3 hours
General Education-Arts & Social Sciences	3 hours
Electives	3 hours
	15 hours

Spring Semester Sophomore Year

BUS 303 Intermediate Accounting II	3 hours
BUS 308 Managerial Accounting	3 hours
BUS 314 Auditing & Forensic Accounting	3 hours
Electives	4 hours
	13 hours

Associate of Science in Allied Health

Vision Statement

The University of Maine at Fort Kent (UMFK), Division of Nursing envisions an environment that promotes student-centered learning opportunities through scholarship and academic-practice partnerships.

Mission Statement

As an integral part of its parent institution, the Division of Nursing is committed to quality liberal arts education of allied health leaders serving rural northern Maine and beyond. Our mission is to address the need for higher education opportunities in critical need areas and educate allied health graduates who are competent to assume roles of entry level skilled professionals in the health care industry.

Program Description

The Allied Health program is a 2-year, Associates of Science degree designed to prepare graduates to assume roles in allied health specialties.

In keeping with the institutional mission and divisional goals, the Division of Nursing promotes an environment of respect and support for all persons regardless of gender, race/ethnicity, creed, or abilities. Students with special needs are advised to refer to the "Students with Disabilities" section of this catalog.

Program Goals

In fulfillment of its mission, the Division of Nursing will:

- provide associate degree education that responds to and fosters the development of allied health professionals prepared to meet the health information needs of a variety of healthcare

organizations such as hospitals, long term care facilities, and home health organizations;

- develop and utilize creative and innovative educational methodologies that serve the learning needs of a diverse student population;
- foster the development of professionals prepared to lead and manage departments for healthcare organizations; meet Maine's regional employment needs related to specific allied health fields.
- develop, foster, and maintain collaborative partnerships with the community and other institutions through practice and service experiences.

Student Learning Outcomes

1. Graduates will be prepared to seek employment in the allied health care field.
2. Graduates will perform safe, ethical allied health care practices as a member of a health care team.
3. Graduates will exhibit behaviors that reflect high practice standards.
4. Graduates will be able to think critically and solve problems in allied health care settings.
5. Graduates will be able to effectively communicate verbally and in writing.
6. Graduates will demonstrate a desire for further professional development.

Allied Health Major

The Associate of Science in Allied Health prepares professionals to become members of the Allied Health professional team. Two distinct concentrations are available to meet the needs of individuals pursing the major; Health Care Technician and Health Information Technology. In addition to completing the major course in Allied Health, students must select from one of the two concentration areas as described below.

Allied Health Core Courses

BIO 220	Anatomy and Physiology I (for Healthcare Tech)	4 hours
BIO 221	Anatomy and Physiology II (for Healthcare Tech)	4 hours
BIO XXX	Human Biology (for HIT concentration)	4 hours
HLT 160	Medical Terminology	1 hour
HLT 200	Introduction to Healthcare	2 hours
HLT 386	Healthcare Policy	3 hours
HLT 407	Leadership and Management	3 hours

Students select from one of the two concentrations below:

Healthcare Technician Concentration

This concentration is designed to allow students to build academic and scientific skills in preparation for careers as Healthcare Technicians or in pre-nursing positions. Upon completion of the Healthcare Technician Concentration, students are eligible for placement on the Maine CNA Registry. Students who successfully complete the Allied Health Core Courses and Healthcare Technician Concentration Core Courses are eligible to apply for admittance to the nursing major.

Healthcare Technician Concentration Core Courses

NUR 201L	Fundamentals of Nursing I Lab	1 hour
NUR 202L	Fundamentals of Nursing II Lab	1 hour
NUR 230	Promoting Personal Health and Wellness	3 hours
NUR 309	Total Health Assessment	4 hours
PSY 308	Human Development	3 hours
PSA 301	EMT I (Basic)	6 hours

Health Information Technology (HIT) Concentration

The HIT concentration is for those students with an interest in managing electronic health records. Proper management of health records improves patient safety, quality, and efficiencies. Employment opportunities in this field are expected to outpace all other occupations. Students completing this concentration may be eligible for certification.

Health Information Technology (HIT) Concentration Core Courses

COS 206	Introduction to Information Security	3 hours
HIT 182	Electronic Health Record	3 hours
HIT 258	Healthcare Information Data Management	3 hours
HIT 262	Legal Aspects of Health Information Technology	3 hours
HIT 297	Health Information Technology Internship	3 hours
HIT 216	Healthcare Statistics and Research	3 hours
HIT 239	Healthcare Quality Improvement	3 hours

Admission Guidelines

The applicant to the Allied Health major should have completed the college preparatory curriculum during high school. Applicants who have not completed this track may be evaluated on an individual basis. Additionally, the applicant is expected to have:

1. Graduated from an approved high school or GED equivalent;
2. Completed each of the following courses with a minimum grade of C, preferably in the college preparation track:
    - Sciences: Two years
        - Biology (with lab)
        - Chemistry (with lab)

    - Anatomy and Physiology
  - Mathematics: Two years
    - Algebra I
    - Algebra II and/or Geometry
  - English: Four years
  - Social Sciences: Two years
  - Foreign Language;
3. Prior to Fall 2005, achieved a combined score of 900 on the SAT; after Fall 2005, a combined score of 1350 is recommended. A composite score of 19 on the ACT examination is the equivalent score. The SAT or ACT scores are recommended, but not required; and
4. Submitted one letter of recommendation from a math teacher, science teacher, or a support letter demonstrating community service.

Students who do not meet the criteria are considered on an individual basis. An interview with an academic advisor may be required.

Transfer Students

Students wishing to transfer to the Associate of Science in Allied Health from other colleges must meet general university admission requirements. A "C" grade or better must be demonstrated for any transfer credit. In addition, achievement of a minimum cumulative 2.0 GPA is also required for admission to the HIT concentration or a 2.5 GPA for those students transferring to the pre -nursing concentration. However students must meet the 2.5 GPA graduation requirement.

Acceptance into the allied health major is contingent upon the student meeting all entrance requirements. Depending on the course credits being transferred, prospective transfer students may be required to demonstrate satisfactory validation of knowledge and skills which may require registration for directed study credits or through successful completion of a standardized exam.

Program Requirements

NOTE: A course may satisfy requirements in both the general education requirements and prerequisite areas. All courses with grades of "C-" and below must be repeated. A minimum grade point average of 2.0 must be maintained to be enrolled in the HIT concentration and a minimum grade point average of 2.5 must be maintained to be enrolled in the Healthcare Technician concentration.

Many health care agencies require criminal background checks for licensed health care providers, students, and volunteers serving in health care agencies. In response to these requirements, the UMFK Division of Nursing has established a policy requiring criminal

background checks of all allied health and nursing students. Students are responsible for contacting the Director of Student Services or the Maine Department of Health and Human Services, Office for Health Information Technology if they have a question about their criminal history.

General Education Requirements

In accordance with University policy, all associate degree candidates must satisfactorily meet the general education requirements. Transfer credits are considered on an individual basis. All general education courses must be completed with a minimum grade of "C".

Assessment Techniques

Students in the allied health major will develop an individual student portfolio demonstrating achievement of program outcomes, professional development, and academic growth.

Curricular assessment techniques are achieved through various means, including: self-evaluations, formative and summative evaluations, portfolios, and exit, graduate, employer, and alumni surveys.

Academic Progression Requirements and Policies:

To progress in the allied health major, students are required to meet the following academic policies:

1. Attainment of a "C" grade or better in all courses, including transfer courses. Any course in which a student earns a "C-" grade or less is unacceptable;
2. Any general education or prerequisite course can be repeated, but only once, to achieve the necessary "C" grade or 2.0 GPA;
3. A student who receives less than a "C" grade after repeating a course will be required to withdraw from the allied health major;
4. Up to two allied health or healthcare technician courses may be repeated, but each course only once, to achieve the necessary "C" grade;
5. Students must successfully complete the didactic, laboratory, and practicum components of a course to meet the requirements for the course. If students are unsuccessful in any of the course components, they must repeat the course in its entirety;
6. To successfully complete any allied health or Healthcare Technician course, students must achieve a minimum grade of 73% in the course. In addition, a minimum grade of 73% averaged over all written examinations must be achieved to pass each course;
7. Maintenance of a cumulative 2.0 grade point average in all coursework completed at UMFK and meet a 2.5 cumulative GPA upon graduation;

8. Provide evidence of a health history, criminal background check, physical examination, and immunization history acceptable for institutions in which practicum experiences occur, including Hepatitis B, MMR, PPD, and Varicella. This must be submitted to the Division of Nursing before the student can begin any clinical experience.

Practicum Experiences

Learning experiences may take place in a variety of settings and geographic locations, and students are responsible for meeting their own transportation needs to attend all practicum experiences. Annual practicum requirements acceptable for institutional orientation must be completed before students can commence any practical experience, including education on fire safety, back care, confidentiality, and HIPAA.

Academic Policies:

Leave of absence. A leave of absence may be granted to a student who is experiencing a health or personal problem. To request a leave, the student must submit a letter to the Admissions, Advising, and Advancement (AAA) Committee, which will recommend a course of action to the program Director. If granted, the leave will be for a period of no longer than one year. To return, the student must submit a written request for reinstatement to the major within one year.

Changing to the allied health major with a Healthcare Technician concentration. Students already enrolled at UMFK who wish to change their major to allied health should obtain a "Request for Change of Degree" form from the One Stop office or online at: http://www.umfk.edu/registrar/docs/changeinfo.cfm, which must then be signed by the program Director. A minimum cumulative grade point average of 2.0 is required prior to program change. Grades below "C" do not satisfy allied health degree requirements.

Procedures for students in academic difficulty. A student in academic difficulty is one who is in jeopardy of earning a grade below C. All students demonstrating difficulty in completing course requirements for the didactic, clinical, and/or laboratory sections are notified of their status at mid-semester or mid-practicum. Written notification is also sent to the student's academic advisor, and a copy is retained in the student's record. A mutually acceptable plan, or learning contract, will be developed to help the student at-risk of failing. The contract will assist the student to identify goals, strategies, and dates by which these goals need to be achieved. A copy of the learning contract that is signed by both the faculty and student will be maintained for the student's record. Should learning contract requirements not be achieved, further meetings will be held first with the student and faculty member. Continued difficulty will result in a meeting with the student, faculty member, and program Director to discuss a plan of

action. Individual action will be taken based on each student situation. A student has the right to appeal all grades according to the Academic Student Appeals Policy. The student must initiate the appeal procedure by the end of the ADD/DROP period by the semester following the class in question.

Probation. Probation occurs when a student receives a letter grade of "C-" or below in any allied health or Healthcare Technician course but maintains a cumulative GPA of 2.0 or above. To progress in the major, the student is required to repeat the course the next time it is offered, but cannot repeat it more than once. While students are on probation, they may not register for more than 14 credits in a semester, and may not enroll in an on-line or ITV course without specific approval from the academic advisor. Students will be notified in writing by the AAA Committee of their probationary status.

Suspension. Students will be suspended if their cumulative GPA is less than 2.0. While a student's GPA is less than 2.0, that student may not register for any allied health courses. Students who have been formally suspended will be referred to the Assistant Dean of Student Success.

Graduation Requirements

To be awarded an associate of science in allied health, graduates must:

1. Complete a minimum of 60 semester hours of credit;
2. Maintain a minimum, cumulative grade point average of 2.0;
3. Achieve a cumulative GPA of 2.5 upon graduation;
4. Complete General Education Requirements for associate degrees;
5. Complete the Allied Health core courses; and
6. Complete the Health Care Technician or Health Information Technology concentration courses.

Healthcare Technician Concentration – Course Sequencing

Courses in the Healthcare Technician concentration are taken in a sequential manner and any deviation must be individually assessed and approved by the student's academic advisor. The clinical component of a course may be completed in the community, acute, and long-term care settings.

Fall Semester Freshman Year

BIO 220 Anatomy and Physiology I*	4 hours
ENG 100 English Composition I *	3 hours
HLT 200 Introduction to Health Care	2 hours
NUR 201L Fundamentals of Nursing Lab I	1 hour
HLT 160 Medical Terminology	1 hour
HUM 102 First Year Experience	3 hours
	14 hours

Spring Semester Freshmen Year	
BIO 221 Anatomy and Physiology II	4 hours
ENG 101 English Comp. II*	3 hours
NUR 202L Fundamentals of Nursing Lab II	1 hour
NUR 230 Promoting Personal Health and Wellness	3 hours
MAT XXX Math course *	3 hours
PSY 100 Introduction to Psychology *	3 hours
	17 hours
Fall Semester Sophomore Year	
NUR 309 Total Health Assessment	4 hours
COM 200 Speech *	3 hours
COS 103 Introduction to Information Technology *	4 hours
General Education-History & Literature*	3 hours
	14 hours
Spring Semester Sophomore Year	
HLT 386 Healthcare Policy	3 hours
PSY 308 Human Development	3 hours
HLT 407 Leadership and Management in Healthcare	3 hours
PSA 301 Emergency Medical Technician	6 hours
	15 hours

*Satisfies General Education Requirement
Total credits: 60 CREDITS

Concentration: Health Information Technology (HIT)

The Associate of Science in Allied Health with a concentration in Health Information Technology (HIT) is available to students in face to face, online, and blended course formats.

Program Outcomes

Upon completion of the associate of science in Allied Health with a concentration in health information technology (HIT), graduates will assume roles as:

1. *Health Data Managers* who are able to ensure the accuracy, timeliness, and appropriateness of data for patient records, billing, management, and other databases.
2. *Information Security Managers* who ensure the integrity of data systems.
3. *Research Utilizers* who are able to interpret basic descriptive, institutional, and healthcare vital statistics.
4. *Quality Managers* who analyze clinical data to identify trends in quality, safety, and effectiveness of healthcare.
5. *Professionals* who understand the importance of maintaining patient confidentiality, while adhering to regulations related to information management.
6. *Leaders* able to create and facilitate environments that ensure positive patient care outcomes.

7. *Information Technologists and Systems Managers* who use hardware and software to ensure accurate data collection, storage, and analysis to assist colleagues toward achieving a healthcare organization's goals.
8. *Resource Managers* able to monitor coding and reimbursement cycles, staffing patterns, and materiel management.
9. *Communicators* who are able to cultivate respectful, collegial relationships to foster shared decision making.

Accreditation

The Division of Nursing will seek initial candidacy and accreditation through the Commission on Accreditation for Health Informatics and Information Management Education, 233 N. Michigan Avenue, 21st Floor, Chicago, IL 60601-5800.

Accreditation is an external process affirming established standards of excellence for health information education. Accreditation also assures students of transferability of certification. Further information about the accreditation of the program can be obtained from the aforementioned accrediting agency.

HIT Concentration – Course Sequencing

Courses in the HIT concentration are taken in a sequential manner and any deviation must be individually assessed and approved by the student's academic advisor. The clinical component of a course may be completed in the community, acute, and long-term care settings.

Fall Semester Freshman Year

HLT 200 Introduction to Healthcare	2 hours
ENG 100 English Composition I *	3 hours
COS 103 Introduction to Information Technology *	4 hours
HIT 182 Electronic Health Record	3 hours
HUM 102 First Year Experience	3 hours
	15 hours

Spring Semester Freshmen Year

BIO XXX Human Biology *	4 hours
ENG 101 English Comp. II*	3 hours
COS 206 Introduction to Information Security	3 hours
MAT 128/MAT 180 College Algebra or Finite Math I *	3 hours
HLT 160 Medical Terminology	1 hour
	14 hours

Fall Semester Sophomore Year

HIT 262 Legal Aspects of Healthcare Information Tech	3 hours
General Education – History and Literature *	3 hours
HLT 386 Healthcare Policy	3 hours
HIT 239 Healthcare Quality Improvement	3 hours
HIT 216 Healthcare Statistics and Research	3 hours
	15 hours

Spring Semester Sophomore Year

PSY 100 Introduction to Psychology *	3 hours
COM 200 Oral Communication *	3 hours
HIT 258 Health Information Data Management	3 hours
HLT 407 Leadership and Management in Healthcare	3 hours
HIT 297 Health Information Technology Externship	4 hours
	16 hours

*Satisfies General Education Requirement
Total credits: 60 CREDITS

Associate of Arts in General Studies
Behavioral Science Study Sequence

Vision Statement

The Associate of Arts in Behavioral Science is a professional development program within the general field of Human Sciences, which encompasses the disciplines of Anthropology, Psychology, and Sociology. The program vision is to develop in its students an understanding of the broader sociocultural and historical forces that create human need and entry-level professional skills to positively impact the lives of others in our communities.

Mission Statement

The Behavioral Science study sequence of the Associate of Arts major is a subset of Behavioral Sciences. It is designed to provide students with the foundations of the Behavioral Sciences, practical experience, and career development. It is designed to interface with the baccalaureate in Behavioral Science, while providing students more options in their higher education careers. Students who complete the AA study sequence in Behavioral Science will have sufficient skills and knowledge for entry-level Human Services employment in Maine. Students graduating with the AA study sequence in Behavioral Science may be admitted into the Baccalaureate in Behavioral Science at the junior level, if they choose to continue into a baccalaureate program.

Program Description/Goals

The Associate of Arts in General Studies concentration in Behavioral Science is a 60 credit (2 year) degree combining a sound liberal arts foundation with the fundamentals of anthropology, psychology, and sociology.

General Education Requirements

As stated above	26 hours

Program Requirements

ANT 100 Introduction to Anthropology	3 hours
PSY 100 Introduction to Psychology	3 hours
SOC 100 Introduction to Sociology	3 hours
Upper Level Anthropology elective	3 hours
Upper Level Psychology elective	3 hours
Upper Level Sociology elective	3 hours
SOC 110 Introduction to Human Services & Community Mental Health	3 hours
MAT 351Statistics	3 hours
Electives*	10 hours
	34 hours

*For students interested in Human Services/Social Work the MHRT-C competencies are recommended.

Techniques for Assessment

The student will be assessed both directly and indirectly. Students are to maintain a year-by-year portfolio of exemplars of their work. In the final year, the portfolio will be reviewed by at least 2 Behavioral and Social Sciences faculty.

Fall Semester Freshman Year

ENG 100 English Composition I	3 hours
ANT 100 Introduction to Anthropology	3 hours
PSY 100 Introduction to Psychology	3 hours
SOC 100 Introduction to Sociology	3 hours
HUM 102 First Year Experience	3 hours
	15 hours

Spring Semester Freshman Year

ENG 101 English Composition II	3 hours
General Education-Oral Communication	3 hours
MAT 351	3 hours
General Education-History & Literature	3 hours
Elective	3 hours
	15 hours

Fall Semester Sophomore Year

ANT/PSY/SOC 297 Preceptorship	3 hours
Upper Level Anthropology	3 hours
COS 103 Introduction to Information Technology	4 hours
General Education- Natural Science	4 hours
	14 hours

Spring Semester Sophomore Year

Upper Level Sociology	3 hours
General electives	10 hours
Upper Level Psychology	3 hours
	16 hours

Associate of Arts in General Studies
Business Management Study Sequence

Vision Statement

Consistent with the mission of the University of Maine at Fort Kent, a regional university that serves the needs of the St. John Valley and the state of Maine, the Business Management Study Sequence fosters excellence in scholarship and academic achievement in an interactive educational environment.

Mission Statement

The mission of the Business Management Study Sequence is to develop students as liberally-educated citizens, life-long learners in a changing world, proficient business managers and entrepreneurs.

Program Description/Goals

The Business Management Study Sequence provides the two-year student with opportunities to develop skills toward careers in Business. This program fits within the mission, goals, outcomes, and procedures of the four-year Business Management Program. This program is designed for the student who is unsure of completing a bachelor's degree, but needs knowledge and skills to enhance their economic opportunities. It also serves as a gateway to a four-year degree.

The Business Management Study Sequence program strives to:

1. offer a broad selection of management concentrations to meet the needs of our stakeholders (Stewardship);
2. provide excellence in teaching and learning (Learning);
3. prepare students for careers in areas of business that satisfy students' wishes and employers' needs (Collaboration);
4. educate students in the liberal arts in order to broaden their horizons and deepen their understanding of society and the world (Citizenship); and
5. establish and nurture an institutional culture of systemic quality improvement (Excellence).

Student Learning Outcomes

The Business Management Study Sequence prepares students for careers in business. The objectives of the program are that the graduate will be a well-rounded, professional person who is literate, numerate,

and analytical; this person will be appreciative of the arts and sciences as well as possess skills in interpersonal communication and leadership.

Program Requirements

General Education Requirements	26 hours
Required Support Courses (included in general education requirements.)	
COS 103 Introduction to Information Technology	4 hours
MAT 280 Finite Math II: Linear Systems and Math of Finance	3 hours

Business Requirements

BUS 100 Accounting Principles I	3 hours
BUS 211 Principles of Business Management	3 hours
Choose 4 courses from Business Management requirements in the Bachelor program.	12 hours
Electives	16 hours
	60 hours

Techniques for Assessment

Individual student electronic portfolio with demonstrations of knowledge and skills

Suggested Course Sequencing:

Fall Semester Freshman Year

HUM 102 First Year Experience	3 hours
BUS 100 Accounting Principles I	3 hours
BUS 211 Principles of Business Management	3 hours
COS 103 Introduction to Information Technology	4 hours
ENG 100 English Composition I	3 hours
	16 hours

Spring Semester Freshman Year

General Education-Oral Communication	3 hours
ENG 101 English Composition II	3 hours
Business, Economics, or E-Commerce electives	6 hours
MAT 280 Finite Math II: Linear Systems and Math of Finance	3 hours
	15 hours

Fall Semester Sophomore Year

Business, Economics, or E-Commerce electives	3 hours
Electives	6 hours
General Education electives: Natural Science; History & Literature	7 hours
	16 hours

Spring Semester Sophomore Year

Electives	10 hours
General Education elective: Arts & Social Sciences	3 hours
	13 hours

Associate of Arts in General Studies
Computer Science Study Sequence

Vision Statement

The vision of the UMFK Computer Science Study Sequence is one of promoting a clearer and deeper understanding of the appropriate design, development, maintenance and use of computer and information-related technologies for the betterment of humankind and society.

Mission Statement

It is the mission of the UMFK Computer Science Study Sequence to educate and nurture its students to become responsible, knowledgeable and skilled computer professionals capable of performing a variety of tasks common to the fields of computer science/information science/information technology; who understand the fundamental tenets of these fields; who possess good critical thinking, communication and problem solving skills; who are cognizant of the ethical dimensions of their actions and inactions; and who are prepared to further their education at the baccalaureate level and/or as life-long learners.

Program Description/Goals

The Computer Science Study Sequence is designed to prepare students for careers involving computer and/or information technologies. Employers commonly include software development firms, large companies/organizations with internal departments dedicated to software development and/or computer technical support services. Some graduates elect to become self-employed and perform these functions through professional service offerings to their clients. The degree also may serve as entry to a baccalaureate education in computer science, information technology, or software engineering. More information about UMFK's Bachelor of Science in Computer Applications can be found under Academic Programs.

Student Learning Outcomes

UMFK Computer Science Study Sequence graduates will be able to:

1. Describe the technical aspects of computers and their impact upon society;
2. Effectively program in depth in at least one high-level programming language;

3. Function individually, or as a member of a project team, to achieve specific computer based outcomes;
4. Effectively function in all stages of the systems development life cycle;
5. Describe computer hardware control logic and trouble shoot microarchitecture design issues;
6. Demonstrate effective communication and management skills to achieve specific computer-based outcomes;
7. Describe the intricacies involved in the completion of projects/experiences within their own area of concentration;
8. Analyze, synthesize and generate knowledge in their chosen course of study;
9. Effectively communicate ideas and present results in their area of concentration.

Program Requirements
General Education Requirements

	26 hours

Computer Science Requirements

COS 111 Introduction to Computer Science	4 hours
COS 260 Introduction to Programming	4 hours
COS 312 Computer Programming-Java	3 hours
Select one of the following options:	
Academic Advancement option	
COS 333 Systems Analysis & Design	3 hours
COS 346 Databases	4 hours
COS 360 Computer Organization/Assembly Language	3 hours
Career option	
COS 125 Web Page Design	3 hours
COS 206 Introduction to Information Security	3 hours
COS 338 Introduction to Networking	3 hours
Computer Portfolio (see Techniques for Assessment)	
Electives	13-14 hours
	60 hours

Techniques for Assessment

Students are required to complete a Computer Portfolio in addition to those courses defined within the program. Students construct a portfolio from the Capstone Projects completed as part of the Cos course requirements portion of their program. The portfolio is intended to enable assessment of student learning outcomes that are best assessed in an integrative fashion, spanning all of the student's course work and therefore reflects overall academic growth.

Suggested Course Sequencing:

Fall Semester Freshman Year

HUM 102 First Year Experience	3 hours
COS 103 Introduction to Information Technology	4 hours
ENG 100 English Composition I	3 hours
General Education: Oral Communication	3 hours
General Education elective	3 hours
	16 hours

Spring Semester Freshman Year

COS 111 Introduction to Computer Science	4 hours
ENG 101 English Composition II	3 hours
Academic Advancement/Career option elective	4 hours
General Education elective	3 hours
Elective	3 hours
	17 hours

Fall Semester Sophomore Year

COS 260 Introduction to Computer Programming	4 hours
Academic Advancement/Career option elective	3 hours
General Education-Natural Sciences	4 hours
Elective	3 hours
	14 hours

Spring Semester Sophomore Year

COS 312 Computer Programming-Java	3 hours
Academic Advancement/Career option elective	3 hours
General Education elective	3 hours
Electives	6 hours
	15 hours

Associate of Arts in General Studies
Conservation Law Enforcement Study Sequence

Program Description/Goals

The Conservation Law Enforcement program prepares students to be entry-level conservation laws enforcement officers who will function successfully as professionals in the Maine Department of conservation, U.S. Fish & Wildlife Service, Bureau of Land Management, National Park Service, and other related agencies.

Student Learning Outcomes

UMFK Conservation Law Enforcement graduates will be able to:

1. Demonstrate knowledge of criminal justice and related institutions;
2. Demonstrate knowledge of law enforcement practices and procedures;
3. Demonstrate knowledge of constitutional, criminal and natural resources law;

4. Demonstrate knowledge of general principles of conservation protection, enforcement with regard to the natural environment;
5. Provide evidence of holistic understanding of the interactions between human, natural and cultural ecosystems within the region;
6. Demonstrate knowledge of state laws, regulations and standards related to law enforcement practices and procedures;
7. Demonstrate proficiency in communications and critical thinking skills expected of a professional law enforcement/conservation officer; and
8. Demonstrate an ability to identify, analyze, synthesize and generate knowledge related to criminal justice, law enforcement and/or natural resources conservation.

Conservation Law Enforcement Requirements

CRJ 101 Introduction to Criminal Law	3 hours
CRJ 108 Constitutional Law	3 hours
CRJ 215 Principles of Investigations	3 hours
CRJ 242 Wildlife Forensics	3 hours
CRJ 346 Environmental Law	3 hours
ENV 302 Wildlife Conservation Management	4 hours
Required support courses with advisor's approval*	9 hours
	28 hours

*Recommended BIO, ENV or FOR electives

Recommended Electives

CRJ 222 Criminalistics	3 hours
ENV 334 Wildlife Science	4 hours
GEO 280 GIS Applications 1 or PSA 122 GIS/GPS for Law Enforcement	4 hours
BIO 100 General Biology	4 hours

Techniques for Assessment

Students are assessed in all classes using various means including written and oral assignments, quizzes, midterm and final exams, and research projects. Courses also may utilize case studies, term papers, and team projects and presentations to enhance the students understanding and knowledge. Graduates are required to complete an alumni survey and provide feedback regarding the quality and effectiveness of the education received.

Suggested Course Sequencing

Fall Semester Freshman Year

ENG 100 English Composition I	3 hours
HUM 102 First Year Experience	3 hours
GEN ED elective (Natural Science) BIO 100 General Biology	4 hours

GEN ED elective (quantitative reasoning)	3 hours
CRJ 101 Introduction to Criminal Law	3 hours
	16 hours

Spring Semester Freshman Year

ENG 101 English Composition II	3 hours
Gen Ed Elective – Information Literacy GEO 280 GIS Applications I	4 hours
Required Support Courses	6 hours
CRJ 242 Wildlife Forensics (summer)	3 hours
	16 hours

Fall Semester Sophomore Year

CRJ 108 Constitutional Law	3 hours
CRJ 215 Principles of Investigations	3 hours
ENV 302 Wildlife Conservation & Management	4 hours
Required Support Course	3 hours
	13 hours

Spring Semester Sophomore Year

GEN ED elective-Oral Communications	3 hours
CRJ 346 Environmental Law	3 hours
General Education electives	6 hours
General Education-History & Literature	3 hours
	15 hours

Associate of Arts in General Studies
Criminal Justice Study Sequence

Vision Statement

The Criminal Justice studies program at UMFK offers a two-year degree (Associate of Arts) in Criminal Justice. The degree program is designed to academically-prepare students with the professional skills to seek employment or advancement in the criminal justice system and with various law enforcement agencies at the federal, state, regional, and local levels. Many students have been employed as police officers, deputy sheriffs, state troopers, game wardens, as well as federal officers in Customs, Border Patrol, FBI, and other agencies.

Mission Statement

The mission of the Rural Criminal Justice studies program at UMFK is to educate students about law enforcement and the criminal justice system. The two-year program is designed to develop intellectual curiosity, analytical skills, and academic scholarship, and to prepare students for professional employment opportunities in the criminal justice field.

Program Description/Goals

The Criminal Justice Study Sequence degree gives the two-year student the opportunity to take courses relevant to various careers in law enforcement. The degree also may serve as an in-service program for law enforcement officers. The degree can also be earned completely online, and it may be used as a gateway to the Bachelor of Science in Rural Public Safety Administration. To gain a competitive edge in the law enforcement field, it is recommended that a student earn the Rural Public Safety Administration Bachelor of Science degree. All credits earned in the Associate's Degree will count toward the Bachelor's degree.

Student Learning Outcomes

UMFK Criminal Justice graduates will be able to:

1. analyze, synthesize and generate knowledge in their chosen field of study (analysis);
2. analyze a fact situation and determine options and solutions (analysis);
3. reason critically and make informed decisions (analysis);
4. conduct independent research (synthesis);
5. absorb new bodies of knowledge and understand the relationship and impact of the new body of knowledge on existing knowledge (synthesis); and
6. be effective communicators using multiple mediums (oral, written, electronic) individually and collectively (articulation).

Recommended Support Courses*

(Required core courses for consideration should you pursue the Bachelors of Science in Rural Public Safety Administration degree)

*ECO 101 Introduction to Microeconomics	3 hours
*BUS 211 Principles of Business	3 hours
*BUS 219 Business and Professional Speaking	3 hours
*MAT 351 Statistics	3 hours

General Education Requirements

26 hours

Criminal Justice Requirements

CRJ 100 Criminology	3 hours
CRJ 101 Introduction to Criminal Law	3 hours
CRJ 105 Introduction to Criminal Justice	3 hours
CRJ 108 Constitutional Law	3 hours
CRJ 215 Principles of Investigations	3 hours
CRJ 326 Introduction to Forensic Science or CRJ 222 Criminalistics	3 hours
Electives	16 hours
	60 hours

Techniques for Assessment

Students are assessed in all classes using various means including written and oral assignments, quizzes, midterm and final exams, and research projects. Courses also may utilize case studies, term papers, and team projects and presentations to enhance the students understanding and knowledge. Graduates are required to complete an alumni survey and provide feedback regarding the quality and effectiveness of the education received.

Suggested Course Sequencing

Fall Semester Freshman Year

ENG 100 English Composition I	3 hours
HUM 102 First Year Experience	3 hours
*BUS 211 Principles of Business	3 hours
CRJ 105 Introduction to Criminal Justice	3 hours
CRJ 101 Introduction to Criminal Law	3 hours
	15 hours

Spring Semester Freshman Year

ENG 101 English Composition II	3 hours
CRJ 100 Criminology	3 hours
Elective	3 hours
COS 103 Introduction to Information Technology	4 hours
*ECO 101 Introduction to Microeconomics or GEN ED elective (Human Science)	3 hours
	16 hours

Fall Semester Sophomore Year

CRJ 108 Constitutional Law	3 hours
CRJ 215 Principles of Investigations	3 hours
General Education-Arts & Social Sciences	3 hours
General Education-quantitative reasoning	3 hours
General Education-oral communication	3 hours
	15 hours

Spring Semester Sophomore Year

CRJ 326 Introduction to Forensic Science or CRJ 222 Criminalistics	3 hours
Electives	4 hours
General Education- Natural Science	4 hours
General Education-History & Literature	3 hours
	14 hours

Associate of Arts in General Studies
Emergency Management/Homeland Security

Vision Statement

The Emergency Management/Homeland Security program at UMFK offers a liberal arts education with an emphasis in public administration, emergency management and public safety. The degree program is designed to academically-prepare students with the professional skills to seek employment or advancement in public service, governmental and nongovernmental management and public safety, including law enforcement, and the criminal justice system at the federal, state, regional and local levels.

Mission Statement

The mission of the Emergency Management/Homeland Security program at UMFK is to educate students about institutions, systems, and practices related to emergency management, as well their historical context and current issues; law enforcement and the criminal justice system with an emphasis on rural issues; develop intellectual curiosity, analytical skills and academic scholarship; provide opportunities for community service, service-learning projects, and field experience; and to prepare students for professional employment opportunities in the field.

Program Description / Goals

The Emergency Management/Homeland Security program provides a liberal arts/public management background for students interested in a career in public service and public safety administration.

Program Requirements

General Education Requirements

As stated above	26 hours

Emergency Management / Homeland Security Requirements

PSA 122 GIS and GPS for Public Safety Professionals	3 hours
PSA 221 Ethics and Community	3 hours
PSA 222 Terrorism	3 hours
PSA 270 Disaster Management	3 hours
PSA 311 Homeland Security & Emergency Management	3 hours
PSA 316 Public Administration & Emergency Management	3 hours
PSA 333 National Incident Management Systems	3 hours
Electives	13 hours
	60 hours

Recommended Support Courses*

(Required core courses for consideration should you pursue the Bachelors of Science in Rural Public Safety Administration degree)

*ECO 101 Introduction to Microeconomics	3 hours
*BUS 211 Principles of Business	3 hours
*BUS 219 Business and Professional Speaking	3 hours
*MAT 351 Statistics	3 hours

Techniques for Assessment

Students are assessed in all classes using various means including written and oral assignments, quizzes, midterm and final exams, and research projects. Courses also may utilize case studies, term papers, and team projects and presentations to enhance the students understanding and knowledge. Graduates are required to complete an alumni survey and provide feedback regarding the quality and effectiveness of the education received.

Fall Semester Freshman Year

ENG 100 English Composition I	3 hours
COS 103 Introduction to Information Technology	4 hours
PSA 122 GIS & GPS for Public Safety Professionals	3 hours
General Education-oral communication	3 hours
HUM 102 First Year Experience	3 hours
	16 hours

Spring Semester Freshman Year

ENG 101 English Composition II	3 hours
PSA 222 Terrorism	3 hours
PSA 311 Homeland Security & Emergency Management	3 hours
General Education-Natural Science	4 hours
General Education-History & Literature	3 hours
	16 hours

Fall Semester Sophomore Year

Elective	3 hours
PSA 316 Public Administration and Emergency Management	3 hours
PSA 333 National Incident Management System	3 hours
PSA 221 Ethics and Community	3 hours
General Education-Quantitative Reasoning	3 hours
	15 hours

Spring Semester Sophomore Year

PSA 270 Disaster Management	3 hours
General Education-Arts & Social Sciences	3 hours
Electives	7 hours
	13 hours

Associate of Science in Applied Forest Management

Vision Statement

The Applied Forest Management Program is conservation-based, promoting the wise and sustainable use of our natural resources through an understanding of science. This theme is emphasized throughout the forestry curriculum.

Mission Statement

It is the mission of the UMFK Forestry Program to nurture its students to become individuals who are responsible and skilled forestry professionals capable of performing all technical field tasks; who understand the tenets of good forestry and personnel management; who possess good communication and problem solving skills; who are aware of the ethical dimensions of their actions; and who are prepared to further their education at the university or as life-long learners.

Program Description/Goals

The Applied Forest Management Program is designed to prepare students for careers in forestry. Students in the program study basic forestry, such as tree identification, tree measurement, forest ecology and silviculture, and then choose a concentration in either forest management or wildland firefighting. UMFK faculty members have worked closely with forestry professionals in industry, forest management and the Maine Forest Service to develop a curriculum that satisfies the needs of the employer. UMFK graduates provide skills that are the foundation of good forestry and conservation in Maine. Some of these skills include boundary surveying; forest inventory and mapping; and supervision of harvesting, thinning, and planting crews; as well as fire suppression, emergency management and other skills. UMFK's forestry graduates have a broad forestry education and graduate with many marketable skills. Graduates find work as forest technicians, foresters, and forest rangers. Many graduates work in forest operations and several are GIS specialists. Potential employers include consulting foresters; land management companies; forest industry; and the forestry, conservation, and agriculture departments of the state and federal governments. Presently, the job-to-student ratio is very high, and a number of UMFK students have received permanent job offers prior to their graduation. Summer internships also are numerous.

This associate degree also may serve as entry to a baccalaureate education in business management, rural public safety, environmental studies, forestry or other fields. Several programs are available where students can complete the Associate of Science in Applied Forest Management and a baccalaureate degree within four years. For example, local industry encouraged UMFK to develop a forestry

concentration under the Business Management major. With proper planning, a student can complete both degrees (Associate of Science and Bachelor of Science) in four years. Refer to the Business Major for more information. The Maine Forest Service worked with UMFK faculty to develop the concentration in Wildland Firefighting. UMFK graduates are fully-qualified to work as rangers for the Maine Forest Service, or for federal agencies such as the Bureau of Land Management or the U.S.D.A. Forest Service. Students interested in pursuing careers in government can further their education with a baccalaureate degree in Rural Public Safety, easily completing both degrees in four years.

Physical Requirements

Many of UMFK's forestry courses are field-oriented and require the student to possess mobility in a field setting. Reasonable accommodations will be made for students with documented limitations; nevertheless, all students must be able to visit field sites and should realize that employment in forestry often requires a physical fitness exam by the employing agency.

Student Learning Outcomes

UMFK forestry graduates will be able to:

1. recognize locally-important woody species and understand their ecology, use, and potential markets;
2. measure forest trees and products;
3. extract qualitative and quantitative natural resource data from maps, aerial photographs, and digital data sources;
4. perform boundary surveying, forest inventory, and mapping;
5. demonstrate an understanding of the tenets of good forestry and silviculture and be capable of marking timber and assessing the outcome of silvicultural practices;
6. demonstrate an understanding of the tenets of good personnel management, and be capable of supervising woods crews or wildland fire crews;
7. demonstrate an understanding of the methods of forest regeneration and protection, including the basic principles of wildland fire, wildland firefighting, forest health and the ability to identify major health threats and forest pests
8. demonstrate an understanding of the ecology, silviculture, and management of regional forest types;
9. demonstrate an understanding of the importance and inter-relatedness of all natural resources;
10. demonstrate an understanding of state laws, regulations, and standards relative to the practice of sound forestry and be capable of assessing compliance with those standards;
11. recognize unsafe conditions in the workplace and know how to correct or to avoid those conditions;

12. demonstrate their ability to communicate in both written and verbal forms;
13. comprehend through listening, reading, and observation;
14. demonstrate an understanding of the application of mathematics to forestry and related disciplines;
15. apply problem-solving skills;
16. demonstrate an understanding of the possible outcomes arising from their decisions, as they relate to forestry or life in general; and
17. be proficient in Geographic Information Systems (GIS) and Global Positioning Systems (GPS) and apply those and other technologies to the protection or management of natural resources.

Graduates of the forest management concentration will be able to:
1. identify local and economically important wood specimens
2. set up management blocks and map and conduct road layouts
3. demonstrate an understanding of the basic tenants of forest operations
4. develop a professional forest management plan

Graduates of the wildland firefighting concentration further will be able to:
1. safely and proficiently operate basic firefighter equipment such as chainsaw and pumps
2. demonstrate an understanding of the basic tenants of wildfire science
3. demonstrate an understanding of the basic tenants of fire origin or cause
4. demonstrate an understanding of incident command and its operation

Program Requirements

The Associate of Science in Applied Forest Management degree is awarded upon the completion of a minimum of 73 credit hours of the following prescribed general education, forestry and forestry concentration requirements, with a minimum cumulative grade point average of 2.0. First aid and chainsaw safety testing must be satisfied by a "B" grade or better. The forest measurements course sequence (FOR290, 291 and 332) must be completed with a minimum grade of "C" in each course.

General Education Requirements for Associate of Science in Applied Forest Management

HUM 102 First Year Experience 3 hour

I. Critical Skills

A. Communication (9 credit hours)

Written: ENG 100 and ENG 101 6 hour

Oral: COM 200	3 hour
B. Quantitative Reasoning (3 credit hours)	
MAT XXX	3 hour
C. Information Literacy (3 credits)*	
*4 credits required for a baccalaureate degree.	
GEO 280 GIS Applications I	3 hour

II. Liberal Arts & Sciences (3 credits)*

* Choose one course from the listed General Education- Associate Degree in the areas of A. Arts & Social Sciences or C. History & Literature (Students pursuing a bachelor's degree in Business Management or Rural Public Safety need ECO 101.)

Applied Forest Management Required Courses

BIO 309 Dendrology	4 hour
FOR 100 Introduction to Forestry	3 hour
FOR 132 Forest Protection I (S130 / S-190, policy)	2 hour
FOR 242 Map & Airphoto Interpretation	3 hour
FOR 260 Silvics (Forest Ecology)	3 hour
FOR 290 Forest Mensuration	3 hour
FOR 291 Forest Measurements Lab	2 hour
FOR 330 Forest Protection II (entomology / pathology)	3 hour
FOR 332 Forest Inventory & Analysis	2 hour
FOR 327 Interpersonal Skills for Supervisors	1 hour
FOR 360 Silviculture	3 hour
FOR 361 Silvics & Silviculture Laboratory	2 hour
GEO 103 Intro to Global Positioning Systems	1 hour

Select ONE concentration:

Forest Management Concentration

Bus 211 Principles of Business Management	3 hour
ENV 302 Wildlife Conservation, ENV 354 Wildlife Habitat Interaction, or ENV 334 Wildlife Science	3 hour
FOR 131 Spreadsheets for Foresters	1 hour
FOR 203 Surveying for Foresters	3 hour
FOR 208 Forest Products, Harvesting, & Transportation	3 hour
FOR 226 Forest Operations	4 hour
FOR 350 Forest Management Practicum	3 hour
	Minimum 73 hour

Wildland Firefighting Concentration

FOR 214 Wildland Firefighting Skills (S211 / S 212)	4 hour
FOR 221 Wildland Fire Origin and Cause Determination (F1210 or S234)	3 hour

FOR 232 Wildfire Science (S215 / S290)	4 hour
PSA 333 National Incident Management Systems	3 hour
FOR 297 Internship in Wildland Firefighting	6 hour
	Minimum 73 hour

Techniques for Assessment

The Applied Forest Management Program primarily is an experiential learning program with nearly half (43%) of its contact hours occurring in laboratory or field settings. Of the remaining courses, many employ learning and assessment methods for multiple learning styles. While some of the courses are lecture-based, students are assessed using a variety of means including written assignments, group work, small projects, hand's-on exercises, as well as, weekly quizzes, exams, field exams, comprehensive final exams in several courses, and semester projects.

Safety is the highest priority in the program. Therefore, all students in Forest Operations or Wildland Firefighting Skills must receive a grade of 80 or better on written exams on First Aid/CPR and on timber harvesting competency early in the semester in order to remain in the course. In Forest Mensuration, Forest Measurements, and Forest Inventory & Analysis, students must receive a grade of "C" or higher to graduate.

Semester projects that incorporate a synthesis of topics of applied skills and account for a significant portion of the course grade can be found in Forest Inventory, Forest Protection Laboratory, Silvics/Silviculture Laboratory, and Forest Management. Students have practical exercises and testing in Forest Protection I (S-130/S-190) and Wildland Fire Origin. Practical laboratory exercises and field or practical exams are found in Forest Operations, Wildland Firefighting Skills, Harvesting and Transportation, Forest Measurements, and Map and Airphoto Interpretation. Before or during their final year, students must successfully complete a Wildland Firefighting Internship or a capstone project in FOR 350 Forest Management Practicum.

Graduates also have an opportunity to complete an alumni survey and provide feedback about the quality and effectiveness of the education they have received.

Suggested Course Sequencing
Forest Management Concentration:

Fall Semester First Year

ENG 100 English Composition I	3 hours
MAT 128 or above	3 hours
FOR 100 Introduction to Forestry	3 hours
HUM 102 First Year Experience	3 hours
General Education-Arts & Social Sciences OR History & Literature	3 hours
	15 hours

Spring Semester First Year

ENG 101 English Composition II	3 hours
FOR 132 Forest Protection I	2 hours
FOR 242 Map & Airphoto Interpretation	3 hours
FOR 208 Forest Products, Harvesting, and Transportation	3 hours
FOR 290 Forest Mensuration	3 hours
FOR 131 Spreadsheets for Foresters	1 hour
GEO 103 Introduction to Global Positioning Systems	1 hour
	16 hours

Fall Semester Second Year

BIO 309 Dendrology	4 hours
FOR 203 Surveying for Foresters	3 hours
FOR 226 Forest Operations	4 hours
FOR 291 Forest Measurements Lab	2 hours
FOR 332 Forest Inventory and Analysis	2 hours
	15 hours

Spring Semester Second Year

BUS 211 Principles of Business	3 hours
General Education: Oral Communications	3 hours
FOR 260 Silvics (Forest Ecology)	3 hours
FOR 360 Silviculture	3 hours
GEO 280 GIS Applications I or PSA 122	3 hours
	15 hours

Fall Semester Third Year

ENV 302 Wildlife Conservation or ENV 354 Wildlife Habitat Interaction or ENV 334 Wildlife Science	3 hours
FOR 330 Forest Protection II	3 hours
FOR 327 Interpersonal Skills for Supervisors	1 hours
FOR 350 Forest Management Practicum	3 hours
FOR 361 Silvics/Silviculture Lab	2 hours
	12 hours

Suggested Course Sequencing
Wildland Firefighting Concentration
Fall Semester First Year

ENG 100 English Composition I	3 hours
MAT 128 or above	3 hours
FOR 100 Introduction to Forestry	3 hours
HUM 102 First Year Experience	3 hours
General Education-Arts & Social Sciences OR History & Literature	3 hours
	15 hours

Spring Semester First Year

ENG 101 English Composition II	3 hours
General Education-Oral Communication	3 hours
FOR 132 Forest Protection I (S130/S190)	2 hours
FOR 242 Map & Airphoto Interpretation	3 hours
FOR 290 Forest Mensuration	3 hours
GEO 103 Introduction to Global Positioning Systems	1 hour
	15 hours

Fall Semester Second Year

BIO 309 Dendrology	4 hours
FOR 214 Wildland Firefighter Skills	4 hours
FOR 221 Wildland Fire Origin and Cause Determination	3 hours
FOR 291 Forest Measurements Lab	2 hours
FOR 332 Forest Inventory and Analysis	2 hours
	15 hours

Spring Semester Second Year

FOR 232 Wildlife Science	4 hours
FOR 260 Silvics (Forest Ecology)	3 hours
FOR 360 Silviculture	3 hours
GEO 280 GIS Applications I or PSA 122	3 hours
	13 hours

Summer

FOR 297 Internship in Wildland Firefighting (fall registration)	6 hours

Fall Semester Third Year

PSA 333 National Incident Management System	3 hours
FOR 330 Forest Protection II	3 hours
FOR 327 Interpersonal Skills for Supervisors	1 hour
FOR 361 Silvics/Silviculture Lab	2 hours
	15 hours

Associate of Science in Information Security

Vision Statement

The UMFK Information Security Program envisions itself as providing leadership in information security education that produces graduates who have a clear and deep understanding of both the security management and technical components of information security. The focus of the program not only is on education through the understanding of IS/IT security theory, but also the applied practice of security procedures for the implementation of information security infrastructures. It seeks to produce information security practitioners who are capable of protecting information assets for the betterment of society.

Mission Statement

It is the mission of the UMFK Information Security Program to educate and mentor its students to become responsible, knowledgeable and skilled information security practitioners capable of performing all tasks common to the field of information security. The program instills the necessary and fundamental tenets of this field and fosters critical thinking, communication and problem solving skills to produce graduates who are cognizant of the ethical implications of their actions and inactions. Additionally, the program prepares students to further their education at the baccalaureate level and as life-long learners.

Program Description/Goals

The Associate of Science in Information Security is designed to prepare students to obtain employment in the information security and related fields or as a course of study leading to baccalaureate studies in information security.

Student Learning Outcomes

UMFK Information Security graduates will have demonstrated the following:

1. proficiency in technical information security concepts and their impact upon society;
2. proficiency in network security issues and design principles;
3. an understanding of the intricacies involved in the completion of projects/experiences within the field of information security;
4. an ability to effectively communicate ideas, present results, and function in all stages of the information security systems development life cycle;
5. an ability to function individually and or as a member of a project team to achieve specific outcomes;
6. a thorough understanding of computers and the technical and human aspects of their impact upon society; and
7. an ability to identify, analyze, and synthesize scholarly literature relating to information security.

Program Requirements

General Education Requirements

As stated*	26 hours

* To satisfy Competency in Responsible Citizenship choose: BUS 260 Business Ethics or PSA 221 Ethics and Community. To satisfy Quantitative Literacy, choose MAT 128 or MAT 180. To satisfy Information Literacy, choose COS 103.

Information Security Requirements

COS 111 Introduction to Computer Science	4 hours
COS 206 Introduction to Information Security	3 hours
COS 338 Introduction to Networking	3 hours

COS 354 Network Security	4 hours
COS 374 Operating Systems Security	3 hours
COS 440 Cyber Defense	3 hours
One of the following:	3-4 hours
COS/PSA 413 Computer Forensics and Investigations	
COS 430 Cryptography	
Computer Portfolio (see Techniques for Assessment)	
	23-24 hrs

Electives

Electives	10-11 hrs
	60 hours

Techniques for Assessment

Students are required to complete a Computer Portfolio in addition to those courses defined within the program. Students construct a portfolio from the Capstone Projects completed as part of the Cos course requirements portion of their program. The portfolio is intended to enable assessment of student learning outcomes that are best assessed in an integrative fashion, spanning all of the student's course work and, therefore, reflects overall academic growth.

Suggested Course Sequencing:

Fall Semester Freshman Year

COS 103 Introduction to Information Technology	4 hours
COS 206 Introduction to Information Security	3 hours
HUM 102 First Year Experience	3 hours
ENG 100 English Composition I	3 hours
MAT 128 College Algebra or MAT 180 Finite Math I	3 hours
	16 hours

Spring Semester Freshman Year

COS 111 Introduction to Computer Science	4 hours
COS 338 Introduction to Networking	3 hours
ENG 101 English Composition II	3 hours
General Education-Oral Communications	3 hours
General Education-Arts & Social Sciences	3 hours
	16 hours

Fall Semester Sophomore Year

COS 354 Network Security	4 hours
COS 374 Operating Systems Security	3 hours
BUS 260 Business Ethics or PSA 221 Ethics and Community	3 hours
General Education-Natural Science	4 hours
	14 hours

Spring Semester Sophomore Year

COS/PSA 413 Computer Forensics & Investigations or COS 430 Cryptography	3-4 hours
COS 440 Cyber Defense	3 hours
General Education-History & Literature	3 hours
Electives	4-5 hours
	14 hours

Certificate Programs

The University of Maine at Fort Kent offers certificates that lead to certification or licensure in a variety of areas. The purpose of these certificate programs is to serve the needs of both matriculated and non-degree students interested in developing specific skills and knowledge for personal and professional development. These certificates may be taken by themselves, or as part of a degree program. Application for the certificates is done through the Admissions Office. Each certificate requires a minimum of 18 credit hours with a 2.0 GPA. One-half of the credits required for each certificate must be completed by courses offered by UMFK.

The certificates are intended to give evidence for employment purposes that a student has satisfied programmatic requirements for entry level positions in specific fields. They are designed for retraining or demonstrating supplemental career qualifications.

The structure of each certificate is to provide educational opportunities that are greater than simple introductory courses and introductions to specific areas; students will develop higher-order thinking skills and analytical skills without the need to complete an entire program that would have more broad-based student learning outcomes.

Some of the courses in the certificates are advanced, upper-level classes, and students need to have satisfied course prerequisites. This may be accomplished by having previously completed courses, or by experiential learning experiences. To assure proper preparation for each class, the student is encouraged to meet with an advisor to determine the student's appropriate background preparation for specific courses.

The following certificates are offered:

- Certificate in Criminal Justice
- Certificate in Emergency Management & Homeland Security
- Certificate in Healthcare Management
- Certificate in Mental Health and Rehabilitation (MHRT)
- Certificate in Public Management
- Certificate in Teaching: Elementary and Secondary Education
- Certificate in Special Education

Certificate in Criminal Justice

The Certificate of Study is designed to offer college-level preparation and coursework to those interested in or currently practicing in the criminal justice or law enforcement fields and to act as a catalyst for effective entry into the AA Criminal Justice and BS Rural Public Safety Administration programs.

Required:

CRJ 100 Criminology	3 hours
CRJ 101 Introduction to Criminal Law	3 hours
CRJ 105 Introduction to Criminal Justice	3 hours
CRJ 108 Constitutional Law	3 hours
CRJ 215 Principles of Investigation	3 hours
CRJ 260 Police Procedures	3 hours
	18 hours

Required Electives (select three): 9 hours

CRJ 209 Police, Crime and Society
CRJ/PSA 212 Introduction to Corrections
CRJ/PSA 217 Jail Operations
CRJ 218 Corporate Crime
PSA 260 Media Relations
PSA 300 Public Finance
PSA 310 Introduction to Public Management

Certificate in Emergency Management / Homeland Security

The Emergency Management/Homeland Security certificate program at UMFK offers educational instruction with an emphasis in public administration, emergency management, and public safety. The certificate program is designed to academically-prepare students with the professional skills to seek employment or advancement in public service, governmental and nongovernmental management and public safety, including law enforcement, and the criminal justice system at the federal, state, regional and local levels.

Program Requirements:

BUS 234 Financial Analysis or Bus 343 Human Resources Management	3 hours
PSA 100 Introduction to Public Safety Administration or ECO 100 Introduction to Macroeconomics	3 hours
PSA 122 GIS & GPS for Public Safety Professionals	3 hours

PSA 222 Terrorism	3 hours
PSA 270 Disaster Management	3 hours
PSA 310 Introduction to Public Management	3 hours
PSA 311 Homeland Security & Emergency Management	3 hours
PSA 316 Public Administration & Emergency Management	3 hours
PSA 411 Information Technology in Government	3 hours
	27 hours

Certificate in Healthcare Management

The Healthcare Management Certificate Program offers educational instruction to help develop skills for prospective and current healthcare managers in order to prepare them for the ever-changing world of healthcare management. The specific objective is to broaden the perspective in areas such as human resource management, financial management, leadership and customer service excellence.

Required:

BUS 207 Principles of Insurance	3 hours
BUS 343 Human Resources Management	3 hours
HCA 308 Managerial Accounting in Healthcare	3 hours
HCA 321 Healthcare Finance	3 hours
HLT 386 Nursing and Healthcare Policy	3 hours
HLT 407 Leadership and Management	3 hours
	18 hours

Certificate in Information Security

The Information Security certificate program at UMFK offers educational instruction with an emphasis in public administration, emergency management, and public safety. The certificate program is designed to prepare students to better understand, prevent, mitigate and respond to threats to information security. Students are introduced to basic Information Security concepts, current issues and approaches to Information Security.

Program Requirements:

COS 206 Introduction to Information Security	3 hours
COS 338 Introduction to Networking	3 hours
COS 354 Network Security	4 hours
COS/PSA 413 Computer Forensics and Investigations or COS 430 Cryptography	3-4 hours
COS 374 Operating Systems Security or COS 440 Cyber Defense	3 hours
COS/PSA Electives	3 hours
	19-20 hours

Certificate in Mental Health and Rehabilitation Technician-- Community (MHRT-C)

Many UMFK students are interested in post-baccalaureate careers in Human or Social Services. The State of Maine Department of Health and Human Services has ten specific competencies for its certificate for Mental Health and Rehabilitation Technician-Community. These courses are not required to graduate from UMFK. They are required to be a certified mental health services provider in Maine. The complete regulations and applications for MHRT-C are available at http://www.muskie.usm.maine.edu/cf.

The MHRT-C certificate is granted through USM/Muskie center by the State of Maine Department of Health and Human Services. THE MHRT-C competencies can be mastered through several different pathways, such as coursework, employment, or agency-sponsored workshops.

MHRT-C courses are available at UMFK via ITV at our ITV center, via online, and via face-to-face, depending on semester. Please note the MHRT competencies are by topic, not specific course title, so there may be alternate course titles for the competency, depending on university. The certificates are issued through University of Southern Maine Muskie School.

There are 3 levels of MHRT-C certification.

C. **Level A:** UMFK baccalaureates in Behavioral Sciences or Social Sciences meet the minimum for Level A.

D. **Level B Provisional**: Level A, plus these additional 5 competencies.
   1. SOC 110 Introduction to Community Mental Health
   2. PSY 221 Psychosocial Rehabilitation
   3. PSY 330 Interviewing and Counseling
   4. PSY 234 Crisis Identification and Resolution
   5. ANT 100 Cultural Competence/Diversity

   The provisional license expires in 24 months.

E. **Level C Certificate** (full and permanent): requires Level B competencies, plus these additional competencies
   1. PSY 233 Substance Abuse Counseling with Dual Diagnosis component
   2. PSY 270 Case Management
   3. PSY 412 Mental Health and Aging
   4. PSY 232 Sexual Abuse, Trauma, and Recovery
   5. PSY 246 Vocational Aspects of Disabilities

Internship: for students interested in this field of employment, we recommend at least 3 credits in PSY 397 Internship in Community Behavioral Mental Health. This internship requires SOC 100 or PSY 270 as a prerequisite.

Work experience equivalency: actual employment at a Social Services agency may be used as Credit for Past and Experiential Learning. One year of full-time employment as a social services provider is considered the equivalent of 3 credits in a MHRT competency such as Case Management. The specific equivalency depends on the specific work. The applicant's work supervisor must request the waiver on the applicant's behalf during the time of employment as a social services provider.

Certificate in Public Management

The Certificate in Public Management is designed to offer students and professionals the opportunity to develop an understanding and appreciation for public administration and management.

Required:

PSA/PHI 221 Ethics and Community	3 hours
PSA 260 Media Relations	3 hours
PSA 300/BUS 313 Public Finance	3 hours
PSA 310 Introduction to Public Management	3 hours
PSA 315 Public Policy	3 hours
PSA 411 Information Technology in Government	3 hours
	18 hours

Required Electives (select three): **9 hours**

BUS 343 Human Resources Management
BUS 344 Organizational Behavior
BUS/ELC/PSA 347 Project Management
CRJ 108 Constitutional Law
ECO 100 Introduction to Macroeconomics
PSA 100 Introduction to Public Safety Administration

Certificate in Teaching: Elementary and Secondary Education

Certification students already have attained a Bachelor's degree and are seeking Educational Certification. Students typically complete their education courses in three semesters. Students who are seeking endorsements outside of Maine may need additional course work. Students who are missing 1-2 courses for the liberal arts major may, after their first full-time semester, take an overload of 1 class per semester if their GPA is 3.3 or greater, by making a request to the Division of Education.

Elementary Education Certification Program Requirements

1. *Completed the liberal arts core*.*
   - *6 credits of English*
   - *6 credits of Mathematics*
   - *6 credits of Natural Science*
   - *6 credits of Social Science* (anthropology, geography, economics, government/political sciences, and history).
   - *18 credits of elective course work (9 of which are upper level)*
2. *Successful completion of all three parts of Praxis I exam.*
3. *Successful completion of Praxis II.*
4. *Complete the Elementary Education Certification Courses.*

**Minimum grade of "C" is required. To begin taking the Elementary Education Certification Courses, at least one course in each of the areas must have been completed.*

Elementary Education Certification Courses

Fall Semester

EDU 303 Education of Exceptional Children	3 hours
EDU 303L Exceptional Child Lab	1 hour
EDU 401 Educational Psychology	3 hours
EDU 401L Classroom Management Lab	1 hour
EDU 415 Teaching of Science	3 hours
EDU 415L Science Education Lab	1 hour
EDU 451 Reading for Elementary Teachers	3 hours
EDU 451L Reading Strategies Lab	1 hour
EDU 477 Multicultural Curriculum Design	3 hours
EDU 477L Diversity Lab	1 hour
	20 hours

Spring Semester

EDU 335 Computers in the Classroom I	3 hours
EDU 335L School Technology Lab	1 hour
EDU 403 Intervention Strategies	3 hours
EDU 403L Intervention Strategies Lab	1 hour
EDU 411 Teaching of Social Studies	3 hours
EDU 411L Social Studies Lab	1 hour
EDU 412 Teaching of Mathematics	3 hours
EDU 412L Math Manipulatives Lab	1 hour
EDU 463 Writing for Elementary Teachers	3 hours
EDU 463L Writing Strategies Lab	1 hour
	20 hours

Fall Semester

EDU 406 Student Teaching	14 hours

Secondary Education Certification Program Requirements

1. *Completed at least 24 credits of the total liberal arts core.*
2. *Successful completion of all three parts of Praxis I exam.*
3. *Successful completion of Praxis II, including PLT portion.*
4. *Complete the Secondary Education Certification Courses with a minimum of "C" in each.*

Secondary Education Certification Courses

Fall Semester

EDU 303 Educating Exceptional Child	3 hours
EDU 303L Exceptional Child Lab	1 hour
EDU 358 Secondary Methods I	3 hours
EDU 358L Secondary Methods Lab	1 hour
EDU 401 Educational Psychology	3 hours
EDU 401L Classroom Management Lab	1 hour
EDU 454 Reading & Writing Across Secondary Curriculum	3 hours
EDU 454L Content Literacy Lab	1 hour
EDU 477 Multicultural Curriculum Design	3 hours
EDU 477L Diversity Lab	1 hours
	20 hours

Spring Semester

EDU 306 Methods of Instruction	3 hours
EDU 335 Computers in the Classroom	3 hours
EDU 335L School Technology Lab	1 hour
EDU 359 Secondary Methods II	3 hours
EDU 359L Secondary Methods II Lab	1 hour
EDU 367 Legal & Historical Foundations	3 hours
EDU 403 Intervention Strategies	3 hours
EDU 403L Intervention Strategies Lab	1 hour
Elective	3 hours
	21 hours

Fall Semester

EDU 406 Student Teaching	14 hours

Praxis Exam Requirements

Take Praxis I at the first available test date during the first semester.

Take Praxis II content test at the first available test date during the second semester.

Take PLT at completion of the program.

Praxis I and Praxis II content are required to be taken and passed before student teaching placement.

Student Teaching Requirements

***Students apply to the Director of Student Teaching during the semester prior to the student teaching assignment. Course work is not permitted during student teaching without permission of the Education Division. At the time of student teaching assignment, student must have completed the following requirements:*

1. *For Elementary Certification: 42 liberal arts core electives to include the following:*
   - *6 credits of English*
   - *6 credits of Mathematics*
   - *6 credits of Science*
   - *6 credits of Social Science* (anthropology, geography, economics, government/political sciences, and history)
   - *18 credits of elective liberal art courses (9 of which are upper level)*

   OR For Secondary Certification: Completion of 24 credits in content endorsement area.
2. *Cumulative GPA of 2.5*
3. *A minimum grade of "C" in all professional education courses and content area of liberal arts core.*
4. *Work with mentor teachers during student teaching to finalize the portfolio*

State of Maine Special Education Certification

The State of Maine Special Education Certification is a sequence of courses designed to provide exposure, identification strategies, and methodologies for educating the exceptional child. In combination with a bachelor's degree, the certificate leads to certification as a Maine Special Education teacher.

Vision Statement

The State of Maine Special Education Certification program will create an environment for optimal learning that emphasizes knowledge, values, and experiences by integrating these with teaching, learning, and service within our academic discipline while maintaining our program's ethical and unique practices.

Mission Statement

The mission of the State of Maine Special Education Certification program is to educate and empower teachers with the tools necessary to respond to the future demands of education. By preparing you to become a reflective scholar, instructional leader, and global educator, UMFK prepares you to serve a key role in a profession that is

progressive and improving. By satisfying the certification requirements, students will be qualified as state-certified in Special Education.

Program Description

The State of Maine Special Education Certification program provides an educational background for students interested in obtaining an endorsement in Special Education.

Function: This endorsement on a teacher certificate allows the holder to teach children with disabilities and to consult with teachers, children, and parents. The endorsement specifies the applicable grade levels kindergarten through grade 8, or grade 7 through 12.

Required:

UMFK Special Education Certification and Endorsement Courses

SED 310 Teaching Exceptional Students in the Regular Classroom	3 hours
SED 320 Special Education Law	3 hours
SED 325 Assessments in Special Education	3 hours
SED 330 Mathematics and Special Education	3 hours
SED 335 Program Planning and Curriculum Adaptation	3 hours
SED 345 Behavior Strategies and Social Skills Development	3 hours
SED 355 Transitional Issues for Students with Disabilities	3 hours
SED 362 Typical and Atypical Expressive and Receptive Languages	3 hours
SED 365 Instructional Methods in Special Education	3 hours
SED 370 Teaching Reading and Writing	3 hours
SED 380 Teaching Students with Autism Spectrum Disorder	3 hours
	33 hours

Course Descriptions

Not all of the courses listed herein are offered every semester. Some courses may be offered during the fall or spring semesters, summer sessions and short sessions and some on alternating yearly cycles. For a listing of current course offerings, the Registrar's Office publishes a schedule of classes prior to the beginning of each semester.

The University encourages students to plan the course program for their degrees during their freshman and sophomore years. Course planning should be done with the help of a faculty advisor. Prerequisite study must be successfully completed before the student enters certain courses. It is the student's responsibility to insure that he/she has successfully completed the prerequisite courses prior to studying on the higher level. The following descriptions contain the necessary information on pre-requisites. Note: The University reserves the right to cancel or reschedule courses if necessary.

Course Numbering

000—099 No degree credit
100—299 Lower level degree credit
300—499 Upper level degree credit

Course Sequencing

Information regarding course sequencing is included with the course description.

SPECIAL TOPICS COURSES

Periodically, newly developed courses, or those not offered regularly, are presented under the Special Topics designation. These are listed in the semester schedule of classes with course numbers of 240 for lower level credit and 340 for upper level credit. Since the courses may be offered by any department, the course prefix will be that of the discipline offering the course. The specific topic and course description can be found in the current schedule of classes.

Course Descriptions

ANT 100 INTRODUCTION TO ANTHROPOLOGY
Prerequisites: None. Co-requisites: None. The course will cover the four fields of anthropology: physical, archaeology, linguistics, and cultural. It will cover humans as primates, genetics, and evolution; the archeological record; language, food acquisition, economics and political systems, group formation, family systems, religious and belief systems, the role of art, ethnicity and gender, and the contemporary global culture. It will address issues common to all human groups and take a global, cross-cultural perspective. 3 credit hours. Offered every semester.

ANT/PSY/SOC 105 INTRODUCTION TO THE HUMAN SCIENCES
Prerequisites: none. Co-requisites: None. Introduces students in the behavioral and social sciences to the study of human behavior in historical and social contexts. Its goal is to prepare students for the kinds of learning, critical thinking, research practices and professional development that will be required of them in the behavioral and social sciences, specifically anthropology, psychology and sociology. The course will cover the fundamentals of the behavioral and social sciences, the scientific methods as applied to the study of humanity, as in formulating hypotheses, testing variables, and writing scientific papers; reading human scientific literature and developing critical reasoning and analysis skills; the objective imagination; avoiding ethnocentrism; and the applications of the human sciences. It is designed as a gateway course into the fields of human sciences. 3 credit hours. Offered spring.

ANT 307 CULTURES OF NORTH AMERICA
Prerequisites: Sophomore standing. This course is an overview of cultures and affinity groups within the United States and Canada. The course will focus on the dimensions of ethnicity, religion, race, gender and sexuality, age and generation, bodies and disabilities, class, region, and language that have served to define social groups in North America, and use case studies relevant to these categories. Our goals are to understand questions of what defines a culture from within and without; how culture and affinity groups interact, and what identity, pluralism, multiculturalism, and diversity are. We will also survey the history of multiculturalism in North America including segregation, the American caste system, legal and civil rights, contemporary pluralism, and issues of power, representation, association, and voice. 3 credit hours. Offered odd Falls.

ANT 309 NATIVE NORTH AMERICAN STUDIES
Prerequisites: Sophomore standing. Co-requisites: None. The course will take a 3-topic approach to the study of the indigenous peoples and cultures of North America. We will use ethnographic case studies to compare groups; ethno-history and the historical record to understand the impact of colonialism and federalism since 1500; and indigenous literature/voices to understand the dimensions of contemporary Native American/Canadian ethnic and tribal identities. 3 credit hours. Offered every third Spring (2013, 2016),

ANT 310 COMPARATIVE WORLD RELIGIONS
Prerequisites: Ant 100 or sophomore standing. Co-requisites: None. The course will examine underlying philosophical principles, rituals, myths, and motifs that these major belief systems have in common, and how these religions

transcend the local space and unify large groups of believers. The course will focus on Christianity, Islam, Judaism, Buddhism, and Hinduism as major world religions, local belief systems and local faces of world religions. 3 credit hours. Offered every 3rd Fall (2015, 2018).

ANT 314 ANTHROPOLOGY OF MAGIC, WITCHCRAFT AND SORCERY
Prerequisites: Ant 100. Co-requisites: None. Human existence cannot be fully understood without understanding the deeply held emotional beliefs and rituals we express in order to make sense of the universe. This course will explore one area of belief and ritual, that of magic and witchcraft, from an anthropological and cross-cultural perspective. Magic can loosely be defined as an ideology grounded in the assumption that a supernatural universe exists; witchcraft-loosely the practice of magic-is grounded on the assumption that humans can manipulate aspects of the supernatural. This course will examine how and why magical ideology operates within cultures; magical healing and harm; magical deviance and social control; the ritual process; the roles of magical practitioners such as shaman, witch, sorcerer, and magician; entities of the supernatural worlds such as demons and angels; magic in history; and magical practice within contemporary cultures. 3 credit hours. Offered every 3rd Fall (2014, 2017).

ANT 330 MEDICAL ANTHROPOLOGY
Prerequisites: Ant 100. Co-requisites: None. The course examines how human culture, local environment, and disease interrelate. The course will consider traditional explanations for illness, traditional healing methods, and the social role of the healer, nutrition and diet, environmental stresses such as climate and population, the impact of scientific western medicine on local knowledge, and the impact of endemic and epidemic disease on human populations and cultures. 3 credit hours. Offered every 3rd Spring (2013, 2016).

ANT 331 HUMAN ECOLOGY
Prerequisites: Ant 100. Co-requisites: None. Humans have been manipulating the environments of Earth for 10,000 years. Most of the planet has now been modified to suit human needs and wants. This course will examine the many ways in which people interact with the physical environment, both real and imagined. This course will also provide a scientific grounding in environmental knowledge and human interactions, as well as case studies. 3 credit hours. Offered every 3rd Spring (2014, 2017)

ANT/PSA 332 INTRODUCTION TO FORENSIC ANTHROPOLOGY
Prerequisites: None. Co-requisites: None. An overview of the principles of forensic anthropology using physical anthropology in the solving of crimes. Topics covered include the types of death and trauma, causes and means of death, the process of decomposition and, skeletonization, identifying human bones, traces, and traumatic injuries to bone, the varieties of physical populations, DNA analysis, and the reconstruction of identity. 3 credit hours. Offered every 3rd Spring (2015, 2018).

ANT 334 ARCHAEOLOGY AND ANCIENT ENVIRONMENTS
Prerequisites: Ant 100. Co-requisites: None. This course will cover the principles, issues, and methods of contemporary archaeology, as well as an

overview of world prehistory. The primary focus will be the environments and cultural ecologies of ancient civilizations such as Ancient Egypt and Central America. We will consider the factors of climate and climate change, available natural resources, and resource use, water, land modifications, and technology in the coalescing, maintenance, and disintegration of the early urban systems. 3 credit hours. Offered every 3rd Spring (2015, 2018)

ANT 354 ANTHROPOLOGY AND FOLKLORE
Prerequisites: Ant 100 or instructor's permission. Co-requisites: None. This course will use a cross-cultural comparative method to look at the nature of oral and written folk traditions including the folk tale, ballad, corrido, myth, urban legend, heroic legend, and fable. It will also examine performed art such as folk music and drama, pictorial art, and the creation of material culture. We will look at how folk traditions are created and maintained, how tradition operates to define identity, and the generation of ethnic tourism. We will focus on local cultural traditions and use the Valley as a resource area. 3 credit hours. Offered every 3rd Fall (2013, 2016).

ANT 400 ANTHROPOLOGICAL FIELDWORK METHODS
Prerequisites: Junior standing, Ant 100. Co-requisites: Community research. Discussion, theory, and application of anthropological data collection methods, including passive observation, participant observation, archival search, photography, interviewing, life history and genealogy, linguistic research, and initial archaeological survey and mapping. 3 credit hours. Offered summers.

ANT 450 PSYCHOLOGICAL ANTHROPOLOGY
Prerequisites: Junior standing, Ant 100 or Soc 100, and Psy 100. Co-requisites: None. This is a seminar course for advanced students. The course discusses the relationship of the human self to culture and to environment. It will examine theories of human cognition and consciousness from a cross-cultural and global perspective. It will use an anthropological perspective to examine how culture is a primary shaper of self-awareness and concepts of self. 3 credit hours. Offered every 3rd Spring (2014, 2017).

ART 100 HISTORY OF ART-PREHISTORIC TO RENAISSANCE
Prerequisites: None. Introduction to major premises and specific works of art from prehistory through Early Renaissance. Focus is on European art. The art of selected non-European cultures will be briefly introduced. 3 credit hours. Offered Falls.

ART 101 HISTORY OF ART-RENAISSANCE TO 21st CENTURY
Prerequisites: None. Introduction to European art from the Renaissance to the 21st Century, with a focus on painting. Introduction to the art of selected non-European cultures. 3 credit hours. Offered Springs.

ART 110 HUMANITIES THROUGH THE ARTS
A basic survey of creative expression in the disciplines of Music, Dance, Film, Painting, Sculpture, Television and Video Art, Drama, and Literature. The course focuses on art as a human response to cultural, social, economic, and political conditions. Our task is to come to an understanding of response through a study of artistic expression in a social context. With that understanding, we will create and test definitions of art. 3 credit hours.

ART 200 FUNDAMENTALS OF ART
Prerequisites: None. Course introduces students to the basic concepts of two-dimensional design with an emphasis on drawing. Students will be introduced to the visual arts through observing from life, imaginative thinking and learning to create imagery on paper. Included in class; drawing and collage. 3 credit hours. Offered Fall.

ART 201 FUNDAMENTALS OF ART II
Prerequisites: None Course will introduce students to the basic concepts of three-dimensional design. Students will be introduced to the visual arts through exploring the additive and subtractive sculptural process. A thorough exploration of drawing will be a part of the class. Included in class; plaster carving and clay drawing will be a part of the class. Included in class; plaster carving and clay modeling. 3 credit hours. Offered Spring.

ART 254 SCULPTURE/CARVING
Prerequisite: Arts Fundamentals I or II Course will introduce students to the basic concepts of 3-dimensional art and design through the carving process. We will work on carving both soft and hard materials. The course will explore the materials of foam, plaster and stone. Students will gain a firm understanding of the aesthetic principles related to form in space and take time to consider the use of a base, texture and coloring in completing the form. 3 credit hours. Offered Spring.

ART 302 THE PUBLIC CANVAS: ART, DESIGN, AND SOCIAL CHANGE
This course explores the history, theory, and practice of community, collaborative and participatory arts practice, with a specific look at diverse programs in Maine, Ireland, and Northern Ireland through case studies. An understanding of this new fields approach to building community, raising awareness of social, political, economic, and environmental issues through the arts will be accomplished. 3 credit hours. Offered Fall.

ART 311 COMMUNITY ARTS IN A RURAL ENVIRONMENT
This course will explore the pedagogy of community based and public art making as it relates to rural communities. We will examine and create group based visual art projects, a public art project, and explore the range of issues relevant to being an artist/making art in a rural environment. Studio based course with service learning component. 3 credit hours. Offered Fall.

ART 320 ADVANCED STUDIO PROJECTS
Prerequisites: Art 200, Art 201 or instructor’s permission. Provides an opportunity to pursue concentrated work in a single area: drawing, painting, printmaking, or sculpture. Projects are designed to suit individual interests. 3 credit hours.

ART 351 DRAWING
Prerequisites: Art 200 or instructor's permission. Investigates drawing as form and as means of evolving ideas. Explores various drawing media. 3 credit hours

ART 353 PRINTMAKING
Prerequisites: Art 200. Introduces printmaking techniques, emphasis on woodcut and other relief processes. Explores design problems in one color and multicolor printing. 3 credit hours. Offered Fall.

ART 356 SCULPTURE AND CARVING
Prerequisites: None. This course will introduce the student to the basic concepts of 3-dimensional art and design through the carving process. We will work on both soft and hard materials. The course will explore wood, plaster, and stone. Students will gain a firm understanding of the aesthetic principles related to form in space and take time to consider the use of a base, texture and coloring in completing the form. Through class discussion and critiques, students will form an appreciation for the arts and refine their critical and creative thinking skills. 3 credit hours. Offered Spring.

ART 430 DRAWING AND PAINTING
Prerequisites: Art 200 or instructor's permission. Course introduces students to advanced drawing and painting techniques. Through an understanding of line, form, perspective, and proportion students will render from life as well as from their own imagination. Drawing will lead us into an exploration of color and paint. Students will be introduced to basic color theory and explore painting in acrylics and oils. 3 credit hours. Offered Spring.

ART 451 PAINTING
Prerequisites: Art 200 or instructor's permission. Studio course in painting. Attention given to development of ideas in painting. Works of selected contemporary painters discussed as they relate to class projects. 3 credit hours. Offered Spring 2014.

ART 452 CONTEMPORARY ART SEMINAR
Prerequisites: Art 100 or instructor's permission. Surveys and analyzes painting, sculpture, and nontraditional art media since 1900. 3 credit hours

ART 454 PAINTING THE MAINE LANDSCAPE
Prerequisites: Art 200. The Maine landscape through the eyes of the painters is the topic of this course, which combines the actual practice of painting with an introduction to the history of landscape painting in Maine. 3 credit hours

ASP 050 COLLEGE READING
Prerequisite: Placement exam or permission of instructor. The College Reading course is required for all students who have not yet met the minimum proficiency requirement in reading. Students must meet this requirement by successfully completing College Reading. This course helps students develop skills and strategies for reading sentences, paragraphs and longer selections, with particular emphasis on the applications of reading and understanding college textbooks. Credits do not apply to degree programs. 3 credit hours. Offered Fall and Spring.

ASP 060 INTRODUCTORY WRITING
Prerequisite: Placement exam or permission of instructor. The Introductory Writing course is required for all students who have not yet met the proficiency requirement in writing. Students must meet this requirement by successfully

completing Introductory Writing. This course helps students develop skills and strategies for writing sentences, paragraphs and longer multi-paragraph works such as essays and reflections. Particular emphasis is placed on the writing process, the structure and shaping of various kinds of writing, and on the effect of appropriate syntax, grammar, and punctuation on the audience. Credits do not apply to degree programs. 3 credit hours. Offered Fall and Spring.

ASP 070 COLLEGE MATHEMATICS
Prerequisite: Placement exam or permission of instructor. Required of freshmen whose placement scores do not satisfy minimum proficiency requirement in mathematics or transfer students whose minimum proficiency in mathematics is not met. Reviews arithmetic operations, fractions, decimals, percentages, and introduces algebraic concepts. Credits do not apply to degree programs. 3 credit hours. Offered Fall and Spring.

ASP 098 BRIDGE TO SUCCESS
Prerequisite: Accuplacer© Testing and permission of the program coordinator. The Bridge to Success Scholars Program provides an intensive orientation for entering freshmen to assist in the transition to university life in preparation for the demands of college instruction. Basic skill building exercises for reading, writing, and mathematics are taught with emphasis placed on study skills and motivational strategies necessary for successful program completion. Forefront is the importance of personal responsibility to meet the demands of college expectations. Students will learn about and use the UMFK academic resources and the resources of the greater Fort Kent community. Credits do not apply to degree programs. Offered prior to the start of the Fall semester. 5 credits.

ASP 110 MATH APPLICATIONS
Prerequisite: Placement exam or permission of instructor. Investigates selected topics drawn from fundamentals of algebra, geometry, descriptive statistics, and other quantitative area. Explores problem solving techniques used in chemistry, finite math, statistics, math for elementary teachers, forest measurements, and surveying. Does not satisfy math requirements in degree programs. 3 credit hours. Offered Fall and Spring.

ASP 310 GRADUATE SCHOOL PREPARATION
Prerequisite: Junior or Senior rank at UMFK. Graduate School Preparation intends to prepare students to take standardized exams and to help students prepare for graduate school application. Considering the nature of standardized testing, this class works to improve students' test taking skills. NOTE: The course does not provide specific material instruction but rather skill based instruction on reading and writing sections of standardized exams. Also, an opportunity to go on a graduate school tour is part of the course. Not all funding is provided for the trip, and therefore the trip is *not* mandatory. 1 credit. Offered each Spring.

AST 100 INTRODUCTION TO ASTRONOMY
Prerequisites: None. Co-requisites: None. Introduces and describes the concepts of astronomy. Emphasizes recent discoveries such as seen by Voyager, plus Black Holes, and quasars. 3 credit hours.

AST 110 DESCRIPTIVE ASTRONOMY
Prerequisites: None. Co-requisites: None. Introduces and describes the concepts of astronomy. Emphasizes recent discoveries such as planetary explorations, comets, black holes, and quasars. 4 credit hours. Offered Fall, Winter, Spring, and Summer terms.

BIO 100 GENERAL BIOLOGY
Prerequisites: Biology or BSES major or permission of instructor. Co-requisites: Bio 100L. Introduction to principles governing study of living organisms. Emphasizes functional and conceptual aspects. Stresses interactions and interrelationships from cellular to ecological levels. Three hours lecture, three hours lab. $150.00 non-refundable field experience fee required. 4 credit hours. Offered Fall.

BIO 130 INTRODUCTION TO BIOTECHNOLOGY
Prequisites: None. Corequsites: BIO 130L. This course is an introduction to biology for non-majors. Students will learn fundamental biological principles through the lens of biotechnology applications. Topics covered include overview of cells, biomolecules, and cellular processes; recombinant DNA - what is it and how is it made; bioinformatics - how do biology and computers connect; medical application of biotechnology, such as stem cell research, genetic testing, and novel disease treatments; agricultural applications, such as genetically modified crops; industrial applications, such as food and pharmaceutical production; and environmental applications, such as microbes engineered for pollution cleanup. Three hour lecture, 2 hours lab. 4 credit hours. Offered Fall and Spring.

BIO 202 BOTANY
Prerequisites: Bio 100 or instructor's permission. Co-requisites: None. Examines structure and functions, development, reproduction, and evolutionary relationships of representative plants from entire plant kingdom. Three hours lecture, two hours lab. $150.00 non-refundable field experience fee required. 4 credit hours. Offered Spring..

BIO 204 ZOOLOGY
Prerequisites: Bio 100 or instructor's permission. Co-requisites: Bio 204L. Surveys protozoa and animals spanning from Kingdom Protista to Phylum Chordata. The form, anatomy, taxonomy, and adaptations of each major phylum will be examined. Three hours lecture, two hours lab. 4 credit hours. Offered Spring.

BIO 220 ANATOMY & PHYSIOLOGY I
Prerequisites: Bio 100, high school biology, or instructor's permission. Co-requisites: Bio 220L. An integrated approach to the structure and function of the major organ systems of the human body. The course covers cell and tissue structure through the endocrine system. Laboratory emphasizes the macro- and microscopic structures through experimentation and specimen study. Three hours lecture, two hours lab. 4 credit hours. Offered Fall.

BIO 221 ANATOMY & PHYSIOLOGY II
Prerequisites: Bio 220 or instructor's permission. Co-requisites: Bio 221L. A continuation of Bio 220. The course covers the digestive system through

human reproduction and genetics. Laboratory emphasizes the structure and function of the organ systems through experimentation and specimen study. Three hours lecture, two hours lab. 4 credit hours. Offered Spring.

BIO 254 LOCAL FLORA
Prerequisites: None. Co-requisites: None. An introductory field study of our local plants, including the herbaceous wildflowers, trees, shrubs, ferns and fern allies, mosses, fungi, and lichens. Students will become familiar with the plants growing in our local bogs, forests, and along riversides through field and laboratory observations, discussion of life histories and the principles of identification, and consideration of common uses. 3 credit hours. Offered Summer.

BIO 300 SUPERMARKET BOTANY
Prerequisites: None. Co-requisites: None. The supermarket is a source of plant material to learn about the relationships people have with plants. Studying produce brought into the classroom and the plants we grow from viable seeds, questions about plant structure and reproduction, our utilization of plants for food and beverage, fibers, wood and drugs will be investigated. Three hour lecture, two hour lab. 3 credit hours.

BIO 301/CHY 300 BIOCHEMISTRY
Prerequisites: Bio 100 and Chy 101, or instructor's permission. Co-requisites: Bio 301L/Chy 300L. Examines the structures and functions of major biomolecules, as well as their roles in cellular metabolism. Emphasizes protein function and regulation. Lab work introduces methods used to study biomolecules, including spectrophotometry, chromatography, and enzyme analysis.Three hour lecture, three hour lab. 4 credit hours. Offered odd Spring (2015).

BIO 309 DENDROLOGY
Prerequisites: Bio 202, forestry major or instructor's permission. Co-requisites: None. Examines taxonomy, morphology, and ecology of North American woody plants important in timber production and wildlife food and cover. Prepares student to identify approximately 100 species of trees, shrubs, and woody vines. Three hours lecture, two hours lab. 4 credit hours. Offered Fall.

BIO 310 TAXONOMY OF VASCULAR PLANTS
Prerequisites: Bio 202. Co-requisites: None. Explores principles of classification. Emphasizes seed plants. Surveys major plant families. Instructs in use of taxonomic keys and techniques of collection, preservation, and identification. Three hours lecture, two hours lab. $150.00 non-refundable field experience fee required. 4 credit hours. Offered Fall.

BIO 311 LICHENOLOGY
Prerequisites: Bio 202 or instructor's permission. Co-requisites: None. Emphasizes identification and classification of lichens of Aroostook County in field-oriented format. Includes mastery of collection and preservation techniques and the ability to use dichotomous key. Three hours lecture, two hours lab. 4 credit hours. Offered Spring.

BIO 320 GENETICS
Prerequisites: Bio 100. Co-requisites: Bio 320L. This course presents an overview of genetics, including the basic principles of modern genetics at the molecular, cellular, and population levels. The course introduces genetic methods used in medicine, biotechnology, and conservation biology. Students also identify and evaluate ethical, legal, and social (ELSI) issues that are raised by the Human Genome Project. Knowledge gained in this course will help students to understand and analyze the genetic issues that make the news almost every day. The laboratory will reinforce concepts discussed in lecture, and will familiarize students with important modern genetics techniques. Three hours lecture, two hours lab. 4 credit hours. Offered even Spring (2014).

BIO 339 RESEARCH METHODS & TECHNIQUES
Prerequisites: Junior standing. Co-requisites: None. Students are required to augment their formal coursework with independent research under the guidance of members of the biology faculty. Students participating in a Senior Project must complete this course in the fall semester of their third year. The Research Methods and Techniques course will prepare students for their Senior Thesis. Working in teams, students will be exposed to a variety of research projects that they will undertake over the semester. Students will both collect and analyze data, and then present findings. In addition, students will learn how to prepare a thesis. In this course, students will be exposed to the research projects available for future senior projects. Importantly, students will select a specific research area and write a research proposal, prior to their senior project in their fourth year. $150.00 non-refundable field experience fee required. 3 credit hours. Offered Spring.

BIO 352 ECOLOGY
Prerequisites: Bio 202 and Bio 204, or instructor's permission. Co-requisites: None. Examines interactions among plants, animals, and the abiotic environment. Stress is placed on applying theory to practice by using examples from the field.$150.00 non-refundable field experience fee required. 3 credit hours. Offered Spring.

BIO 353 GENERAL MICROBIOLOGY
Prerequisites: Bio 100 or Bio 220 and Bio 221. Co-requisites: Bio 353L. Surveys morphology, ecology, physiology, genetics, and economic importance of procaryotes. Should be taken concurrently with Bio 353L. 3 credit hours. Offered Spring.

BIO 353L GENERAL MICROBIOLOGY LAB
Prerequisites: Bio 100 or Bio 220 and Bio 221. Co-requisites: none. Emphasizes techniques used in identification and control of bacteria. Nursing students must take Bio 353 and Bio 353L. 1 credit hours. Offered Spring.

BIO 356 VERTEBRATE BIOLOGY
Prerequisites: Bio 204 or instructor’s permission. Co-requisites: None. An examination of the evolution, physiology, and anatomy of vertebrate classes. Emphasizes the relationship between structural adaptations and the life history of vertebrates. 3 credit hours. Offered even Springs.

BIO 359 GENOMICS RESEARCH: BACTERIOPHAGE AS A MODEL SYSTEM
Prerequisites: Bio 100, Bio 220, or permission of instructor. Co-requisites: None. This course is being taught in partnership with the Howard Hughes Medical Institute Science Education Alliance (HHMI SEA) Phages Program. Students use current computer and laboratory tools of biology to evaluate genetic diversity using bacteriophages as a model system. Knowledge gained in bioinformatics, comparative genomics, and molecular biology lab techniques is applicable to the study of other organisms. As a key component of the course, students work as a research team to analyze the complete genome of a mycobacteriophage isolated by students in the Bio 100 class in the previous semester. Students submit the fully annotated phage genome sequence to an international DNA database called the GenBank repository. Students also work in pairs on research projects related to phage biology. One student is selected to represent UMFK by presenting the class results at the HHMI SEA symposium in Virginia in June. 2 credit hours. Offered Spring.

BIO 363 HUMAN NUTRITION
Prerequisites: Bio 100 or Bio 220 and Bio 221, or instructor's permission. Co-requisites: None. Describes nutrients needed for vital metabolic functions. Includes diet selection and planning. 3 credit hours. Offered Fall.

BIO 380 LIMNOLOGY
Prerequisites: Bio 100. Co-requisites: Bio 380L. Examines the physical, chemical, and biological factors that affect the productivity of freshwater systems. The focus will be on ecological principles basic to understanding aquatic environmental issues. This course presents a contemporary view of the science of limnology, the study of inland waters. Students explore the major physical, chemical, and biological factors that affect the productivity and health of freshwater systems. Field and laboratory work reinforce concepts discussed in lecture, and familiarize students with important methodologies for studying lentic, lotic, and wetland environments. $150.00 non-refundable field experience fee required. 4 credit hours. Offered Fall.

BIO 401 PATHOPHYSIOLOGY
Prerequisites: Bio 220 and Bio 221, Bio 353 and Bio 363, or an admitted student in the accelerated nursing program. Co-requisites: None. Examines physiological, anatomical, and biochemical basis of noninfectious diseases and their symptoms. 3 credit hours. Offered Fall.

BIO 412 MAMMALOGY
Prerequisites: Bio 204 or instructor's permission. Co-requisites: None. This course examines the evolution, physiology and anatomy of mammalian orders. Emphasizes the relationship between structural adaptations and the life history of mammals. 3 credit hours. Offered Fall 2013.

BIO 420 ORNITHOLOGY
Prerequisites: Bio 204 or instructor's permission. Co-requisites: None. This course examines the origins, anatomy, physiology, behavior, communication, reproduction, demography, and conservation of birds within an ecological context. 3 credit hours. Offered Fall 2014.

BIO 452 FIELD ECOLOGY
Prerequisites: Bio 352 or instructor's permission. Co-requisites: None. Emphasizes student designed studies of selected habitats, ecological methodology, and field trips to areas of ecological interest. Weekend study trips required. 4 credit hours. Offered Fall.

BIO 454 PLANT PHYSIOLOGY
Prerequisites: Bio 202 and Chy 101 or instructor's permission. Co-requisites: None. Applies elementary physical and biological principles to understanding of processes involved in plant metabolism and regulation of growth and development. Emphasizes experimental approach. Three hours lecture, two hours lab. 4 credit hours. Offered Spring 2014.

BIO 498 SENIOR PROJECT
Prerequisites: Bio 339. Co-requisites: None. Students will complete a literature or research project on a subject of interest (3 credits for Fall Semester) and can receive extra credit (up to 3 credits) if their project is extended over an additional semester(s) under supervised employment experience or other approved activity (summer work, research project, internship). To receive credit for an additional semester(s), students must submit a written proposal for approval by an evaluation committee. $150.00 non-refundable field experience fee required. 3-6 credit hours. Offered Fall.

BUS 100 ACCOUNTING PRINCIPLES I
Prerequisites: None. Co-requisites: None. Surveys accounting principles with emphasis on theory, concepts, and practice. Explores accumulation, reporting, uses, and limitations of data. Introduces the use of accounting software. 3 credit hours. Offered Fall.

BUS 101 ACCOUNTING PRINCIPLES II
Prerequisites: Bus 100. Co-requisites: None. Examines basic accounting principles for partnerships and corporations. Analyzes financial reports and basic cost accounting for non-merchandising firms. 3 credit hours. Offered Spring.

BUS 207 PRINCIPLES OF INSURANCE
Prerequisites: None. Examines theory and practice of private insurance. A study of the principal lines of insurance including property, casualty, life, health, and medical. A review of Social Security and Medicare/Medicaid is included. How insurance determine their risks, costs and profits will be examined. 3 credit hours. Offered Spring.

BUS 211 PRINCIPLES OF BUSINESS MANAGEMENT
Prerequisites: None. Co-requisites: None. Explores basic aspects of business management including business ethics, leadership, motivation, organization, operations, marketing, and financing.in both for-profit and not-for-profit settings. Emphasis will be on practical skills for supervisors and managers. 3 credit hours. Offered Fall and Spring term.

BUS 219 BUSINESS AND PROFESSIONAL SPEAKING
Prerequisites: None. Co-requisites: None. Develops oral communication skills, interview techniques, conduct of business meetings, and group discussions. 3 credit hours. Offered Fall and Spring.

BUS 222 INTRODUCTION TO MARKETING
Prerequisites: None. Co-requisites: None. The components of the marketing structure and of the behavioral science concepts involved in marketing. Emphasis will be on practical skills in identifying markets and opportunities, product development, and advertising. 3 credit hours. Offered Fall and Spring.

BUS 234 FINANCIAL ANALYSIS & PLANNING
Prerequisites: Bus 100 and Bus 211. Co-requisites: None. A study of techniques for analyzing and meeting the financial needs of clients. This involves analyzing both the financial needs and the psychological make-up of the client, and selecting investment opportunities that are suitable. The student will study various types of financial risk, investment opportunities, and client profiles. The emphasis will be on how to be a professional financial planner. 3 credit hours. Offered Fall.

BUS 260 BUSINESS ETHICS
Prerequisites: None. Co-requisites: None. This course examines the ethics in commerce and management. It will include an examination of the conflicting roles of professionals working to further the interests of shareholders in a context of fiduciary duty while being responsible for an organization's behavior with regard to its stakeholders. In depth discussions will consider market imperfections and possible market failures that result from the above listed dilemma. Students will do case studies that require an interdisciplinary approach, i.e. use of analytical tools outside the usual quantitative tools normally subscribed to in business. 3 credit hours. Offered Fall and Spring.

BUS 300 PRINCIPLES OF CORPORATE FINANCE I
Prerequisites: Bus 101, Bus 234, and Eco 101. Co-requisites: None. Surveys principles, practices, procedures used in corporate financial management. Emphasizes basic principles as they relate to short-term financing, time value of money, capital assessment evaluation, and financial planning. 3 credit hours. Offered Fall.

BUS 301 PRINCIPLES OF CORPORATE FINANCE II
Prerequisites: Bus 300. Co-requisites: None. Studies alternative methods of securing long-term financing for the firm, options theory, derivatives, and other topics of interest in finance. 3 credit hours. Offered even Springs.

BUS 302 INTERMEDIATE ACCOUNTING I
Prerequisites: Bus 101. Co-requisites: None. An in-depth study of the theory of financial accounting. Topics covered include analysis and preparation of financial statements, the accounting treatment of current assets and long-term assets, and the accounting treatment of current liabilities and long-term liabilities. 3 credit hours. Offered Fall.

BUS 303 INTERMEDIATE ACCOUNTING II
Prerequisites: Bus 302. Co-requisites: None. A continuation of Bus 302. This course emphasizes the equity portion of the balance sheet and the financial ramifications of various forms of long-term debt and equity. 3 credit hours. Offered Spring.

BUS 304 FEDERAL TAXATION I
Prerequisites: Bus 100 and Bus 211. Co-requisites: None. A study of the U.S. Tax Code, IRS rulings and case law concerning the federal income tax and its effect on individuals. Emphasis is on both the conceptual basis for the tax and the preparation of individual tax returns. 3 credit hours. Offered Fall.

BUS 305 FEDERAL TAXATION II
Prerequisites: Bus 101 and Bus 304. Co-requisites: None. A study like Bus 304 but with special attention to corporations and partnerships. Also considered is taxation of estates and trusts. 3 credit hours. Offered even Springs.

BUS/HCA 308 MANAGERIAL ACCOUNTING
Prerequisites: Bus 101 and Bus 211. Co-requisites: None. A study of accounting techniques and principles utilized in managerial decision making. Topics include: financial statements, cost analysis, profit analysis, budgeting, controlling, and transfer pricing. 3 credit hours. Offered odd Springs.

BUS 313 GOVERNMENTAL & NON-PROFIT ACCOUNTING
Prerequisites: Bus 211. Co-requisites: None. A study of the principles of accounting and financial reporting for governmental and non-profit entities that explains the differences and the similarities between non-profit accounting and for-profit accounting. 3 credit hours. Offered even Springs.

BUS/PSA 314 AUDITING & FORENSIC ACCOUNTING
Prerequisites: Bus 100 and 101. Co-requisites: None. This course examines the principles and judgment process of auditing. Its focus is conceptual more than procedural as it relates to corporate governance and the laws impacting businesses and the accounting profession. Specific emphasis will be placed upon white collar crime, internal controls, managed risk, field work, and auditing as a profession. 3 credit hours. Offered summer term.

BUS 316/ELC 310 INTRODUCTION TO E-MARKETING
Prerequisites: Bus 211, Bus 222, and Elc 200. An exploration of the impact of electronic technologies and globalization of trade on traditional marketing techniques through readings, discussion, case study analysis and research. Students will, individually and within working groups, gain experience leveraging electronic technologies to achieve the marketing goals of firms and various initiatives. Emphasis is on strategic E-marketing planning from a strategic perspective. Course cumulates with student creation of E-marketing plans for an existing firm or initiative. 3 credit hours.

BUS 327 SALESMANSHIP
Prerequisites: Bus 211. Co-requisites: None. Salesmanship is an introduction to the professional side of personal selling as a career. Students will utilize applicable hands-on approach to developing relationships and building a successful sales career. An emphasis is placed on the role of salespeople in the

free enterprise system, customer relations, application of sales principles, components of the sales presentation, and an introduction to sales management, buying motives, customer approach, and sales techniques. 3 credit hours. Offered odd Falls.

BUS 332 SMALL BUSINESS MANAGEMENT
Prerequisites: Bus 100 and Bus 211. Co-requisites: None. Reviews essential concepts of starting and operating small businesses. Covers environmental, management of operations, management of enterprise, problems in starting or growing a business, and financial and administrative control of small business. 3 credit hours. Offered even Falls.

BUS 336 BUSINESS LAW I
Prerequisites: Bus 211. Co-requisites: None. Explores law regarding contracts, sales, personal property, and bailments. 3 credit hours. Offered Fall.

BUS 337 BUSINESS LAW II
Prerequisites: Bus 211. Co-requisites: None. Reviews law concerning commercial paper, creditors' rights, agency and employment, partnerships, corporations, and real property. 3 credit hours. Offered Spring.

BUS 341 BUSINESS NEGOTIATIONS
Prerequisites: Bus 211. Co-requisites: None. The course will cover the fundamentals of negotiations, development of techniques to assure sound negotiation abilities, and essential negotiation techniques. 3 credit hours. Offered even Falls (2012, 2014).

BUS 343 HUMAN RESOURCES MANAGEMENT
Prerequisites: Bus 211. Co-requisites: None. Examines the activities in managing humans. Included topics are: assessment of human resources needs at present and in the future, and recruitment, training, and development of personnel. 3 credit hours. Offered Spring and Summer term.

BUS/PSA 344 ORGANIZATIONAL BEHAVIOR
Prerequisites: Psy 100 and Bus 211. Co-requisites: None. The behavior that occurs in firms is examined. Emphasis is on the complex dynamics that exist in human organizations. Development of organizational learning and organizational intelligence is examined in detail. 3 credit hours. Offered odd Falls.

BUS 348/COS/ELC/PSA 347 PROJECT MANAGEMENT
Prerequisites: Bus 211 and Cos 103, or instructor's permission. Co-requisites: None. As product life cycles continue to shrink, professional careers are built on a succession of projects. Time-based competition presents an escalating challenge of compressing project duration, where "due-date" performance is of critical importance. This course explores the "hard" and "soft" techniques of successful project management and is supported by industry standard project planning software. Students will be expected to create project plans for several large simulations of actual projects in their chosen discipline. 3 credit hours. Offered even Falls (2014).

BUS/PSA 397 BUSINESS INTERNSHIP
Prerequisites: Completion of the core courses of the business program. Co-requisites: None. The internship provides business majors the opportunity to apply business management theories and practices. In addition, the student is exposed to specific knowledge regarding the firm sponsoring the internship. Students are required to find, gain admissions, and complete specific periods of participation in a firm consistent with the intern's career goals. 8 - 12 credit hours. Offered as requested by students.

BUS 409 PRINCIPLES OF INVESTMENT MANAGEMENT
Prerequisites: Bus 300 and junior or senior standing. Co-requisites: None. Considers concepts of investment management and its application to individual and institutional investors. 3 credit hours. Offered Spring.

BUS 410 INVESTMENTS: TECHNICAL ANALYSIS
Technical Analysis is one of two schools of thought utilized for forecasting and projecting price movements in securities. Traders, investment managers, and researchers have recognized the importance of this study and has allowed the successful completion of the Chartered Market Technicians (CMT) to meet the designation requirement of the Series 86 exam (research analyst). In this course students will (1) comprehend principles, tools, techniques, and applications of technical analysis; (2) Understand the history of technical analysis and the debate about its value; (3) discover trends, market shifts, and breakouts to gain knowledge of future movements; (4) recognize the most promising securities and markets; (5) identify emerging risks to reduce exposure. 3 credit hours. Offered even Springs.

BUS 411 BUSINESS POLICY AND STRATEGIC PLANNING
Prerequisites: Bus 100. Bus 101, Bus 211, Bus 222, Bus 300 or BUS/HCA 308, Bus 336, Eco 100, Eco 101, Elc 200, and Junior or Senior standing. Business Policy and Strategic Planning is the capstone, integrative course for graduating business management students. This is an exciting, challenging course that focuses on how firms formulate, implement, and evaluate strategies. Strategic-management concepts and techniques are studied. Students use all the knowledge acquired from prior business courses, coupled with new strategic-management techniques learned, to chart the future direction of different organizations. The major responsibility of students in this course is to make objective strategic decisions and to justify them through oral and written communication. 3 credit hours. Offered Fall and Spring.

BUS 411L INDIVIDUAL STUDENT PORTFOLIO
Prerequisites: Senor standing in BS in Business or business related programs. The course is a compilation of student work that provides evidence of student achievement. Specifically, each student will provide evidence of meeting student learning outcomes as follows: 1) liberally-educated citizen, 2) lifelong learner, 3) proficient manager, and 4) skilled entrepreneur. 1 credit hour.

BUS 412 MARKETING RESEARCH
Prerequisites: Bus 101, Bus 222, and Mat 351. Co-requisites: None. The course is to enable the student to become a well informed consumer of state-of-the-art marketing research. The emphasis is on the design and analysis of surveys or experiments. Consumer means someone who can formulate and structure

marketing problems, recommend marketing research that should be undertaken, appreciate what can or can't be learned from marketing research, analyze quantitative marketing data, and make effective decisions on marketing research. 3 credit hours.

BUS 430 EMPLOYEE COMPENSATION, BENEFITS AND RETIREMENT PROGRAMS
Prerequisites: Bus 211 and Bus 343, and junior or senior standing. Co-requisites: None. A study of the different types of employee benefits, including government mandated and non-mandated, as well as a study of the different types of retirement programs, including government mandated, employer-provided, and private-individual-provided. Emphasis is on the economic benefit received by both the individual and the employer. This course is a capstone course which involves a capstone project. 3 credit hours. Offered Fall.

CHY 100 CHEMISTRY I
An introduction to basic chemical concepts such as matter, elements, atom, molecule, atomic structure, periodic table, chemical bonding, stoichimetry, solutions and electrolytes, reaction rates and equilibrium. Laboratory introduces basic techniques in chemistry laboratory. Three hours lecture, three hours lab. $15 non-refundable lab fee required. 4 credit hours. Offered every Fall and Spring.

CHY 101 CHEMISTRY II
Prerequisites: Chy 100 or instructor's permission. Co-requisites: None. Continuation of Chy 100. A brief introduction of nuclear chemistry that studies hydrocarbons, alcohols, carboxylic acids, ketones, aldehydes, esters, amines, amides, carbohydrates, protein, amino acids, and nucleic acids. Laboratory introduces basic techniques in quantitative analysis and some elementary organic synthesis. Three hours lecture, three hours lab. $15 non-refundable lab fee required. 4 credit hours. Offered Spring.

CHY 300/BIO 301 BIOCHEMISTRY
Prerequisites: Bio 100 and Chy 101, or instructor's permission. Co-requisites: None. Examines the structures and functions of major biomolecules, as well as their roles in cellular metabolism. Emphasizes protein function and regulation. Lab work introduces methods used to study biomolecules, including spectrophotometry, chromatography, and enzyme analysis. 4 credit hours. Offered even Springs (2014, 2016).

CHY 310 ORGANIC CHEMISTRY I
Prerequisites: Chy 100, Chy 101. Co-requisites: None. Discusses molecular structure and chemical bonding in organic chemistry. Describes nature and mechanism of alkayl halides chemical reactions. Studies alkanes, alkenes, alkynes and their chemical properties. Lab emphasizes methods of separation and characterization of organic compounds. Three hours lecture, three hours lab. $15 non-refundable lab fee required. 4 credit hours. Offered odd Falls (2013, 2015).

CHY 311 ORGANIC CHEMISTRY II
Prerequisites: Chy 310. Co-requisites: None. Continuation of Chy 310. Structural determination using physical methods, UV, NMR, IR, and MS

spectroscopy. Studies aromatic compounds, redox reactions, aldehydes, ketones, lipids, and proteins. Lab emphasizes analysis and synthesis of organic compounds. Three hours lecture, three hours lab. $15 non-refundable lab fee required. 4 credit hours. Offered even Springs (2014, 2016).

CHY 325/ENV 325 ENVIRONMENTAL CHEMISTRY
Prerequisites: Chy 100. Co-requisites: None. Examines the chemistry behind environmental issues. Explores the chemical basis of environmental problems in water, soil, and the atmosphere. Lab and fieldwork emphasize chemical and instrumental methods for analysis of water and soil. 4 credit hours. Offered Spring.

COM 110 INTRODUCTION TO MASS MEDIA
This is an introductory course that examines the media in its historical, societal, and political environments. The emphasis of the class is on how the media means, specifically how the media creates meaning. The starting point of our discussions is Lasswell's constructions "Who says what to whom through what channel and to what effect? 3 credit hours

COM 200 SPEECH
Prerequisites: None. Focuses on topic selection, preparation, organization, and delivery of informative and persuasive messages. Students prepare and submit videos and text documents of their speeches. 3 credit hours. Offered Fall, winter, Spring, and summer terms.

COM 349 ARGUMENTATION, REASONING AND CONTROVERSY
Prerequisites: None. The course is intended to help students understand basic concepts in the logical analysis and the argumentation process. A task will be to bring the argumentation process into focus. A second task it to become familiar with simple deductive logic and facilities. A third is to gain experience in applying these principles by developing argumentation experiences. Finally, through observing and commenting in a public sphere, we will emerge more knowledgeable and effective communicators. 3 credit hours. Offered Spring.

COM 386 MEDIA AND SOCIETY
Prerequisites: Lower level communication class or instructor's permission. The course looks at the pervasiveness of media and their influence on contemporary society. In addition to the exploration of functions, and effects of media, topics on current events will be used to understand the shaping influence of media. 3 credit hours. Offered Spring and summer term.

COS 103 INTRODUCTION TO INFORMATION TECHNOLOGY
Prerequisites: None. Co-requisites: None. Explores common information technologies and their application. Examines computer based applications including operating systems, file managers, word processors, electronic spreadsheets, database management systems, presentation graphics, electronic communication tools. Develops competence in locating, interpreting, analyzing, synthesizing, evaluating, and communicating information in both print and electronic media. 4 credit hours. Offered Fall, Spring, summer terms.

COS 103-C INTRODUCTION TO INFORMATION TECHNOLOGY-COMPLETION
Prerequisites: Instructor permission required. Student must have transferred into UMFK with transcript(s) evidence and/or experiential learning evidence demonstrating attainment of at least five of the seven COS 103 Introduction to Information Technology course competencies. The evidence will be evaluated by the Instructor. Students enrolled in this course will complete remaining unmet competencies (assignments and exams) with their assigned instructor. Co-requisites: None. Explores common information technologies and their application. Examines computer based applications including operating systems, file managers, word processors, electronic spreadsheets, database management systems, presentation graphics, electronic communication tools and search tools. Develops competence in locating, interpreting, analyzing, synthesizing, evaluating, and communicating information in both print and electronic media. 1 credit hour.

COS 111 INTRODUCTION TO COMPUTER SCIENCE
Prerequisites: Cos 103 and Mat 128 or Mat 180, or instructor's permission. Co-requisites: None. Introduces computer hardware, software, procedures, systems and human resources and explores their integration and application in business and other segments of society. The fundamentals of computer problem solving and programming in a high-level programming language are discussed and presented with an emphasis on general software development skills. 4 credit hours. Offered Spring.

COS 125 WEB PAGE DESIGN
Prerequisites: Cos 103 or instructor's permission. Introduces web page authoring technologies and tools for working with Hypertext Markup Language, XHTML, and CSS. Introduces basic design and development principles relating to website structure, web pages, and computer graphics. Students will have the opportunity to create their own websites. 3 credit hours. Offered even Falls (2014).

COS 130 DESKTOP PUBLISHING
Prerequisites: Cos 103 or instructor's permission. Co-requisites: None. Explores the fundamental principles and concepts of desktop publishing, including type design, page layout and design, graphics, and printing. Develops knowledge and design skills in the appropriate use of desktop publishing software applications and portfolio creation. 3 credit hours. Offered odd Falls (2013, 2015).

COS 206 INTRODUCTION TO INFORMATION SECURITY
Prerequisites: Cos 103 or instructor's permission. Co-requisites: None. Explores information security and assurance issues using a multidisciplinary approach. Examines security policies, models, and mechanisms for secrecy, integrity, availability and usage. Covers operating system models and mechanisms for mandatory and discretionary controls, data models, basic cryptography and its applications, security in computer networks and distributed systems, inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre- and post-incident procedures, technical and managerial responses and an overview of the Information Security Planning and Staffing functions. Emphasizes development of

awareness and appreciation of information security and assurance issues with projects tailored to student career/academic goals. 3 credit hours. Offered Fall.

COS 221 ADVANCED EXCEL
Prerequisites: Cos 103, or instructor's permission. The course explores electronic spreadsheet design and implementation principles especially appropriate to business-related applications. Topics include advanced formulas and functions, data operations, charting, pivot tables, goal seeking, what-if analysis, macros, and an introduction to the Visual Basic for Applications (VBA) programming language. 3 credit hours.

COS 233 MACROMEDIA FLASH DEVELOPMENT
Prerequisites: Cos 103 or taken concurrently. Co-requisites: None. Introduces the features and components of Macromedia Flash and demonstrates how they can be used to easily create simple applications and multi-media rich content. Explores ActionScript - the Macromedia Flash MX scripting language and general concepts pertaining to the creation of cutting edge Web productions. 3 credit hours. Offered odd Springs (2013, 2015).

COS 260 INTRODUCTION TO PROGRAMMING
Prerequisites: Cos 111 or instructor's permission. Co-requisites: None. Explores the object-oriented and structured programming paradigms with emphasis on problem analysis, algorithm development, data structure selection and usage techniques using representative programming languages. Examines syntax/semantics, file I/O, modularization, and array utilization. 4 credit hours. Offered Fall.

COS 272 COMPUTER GRAPHIC ART
Prerequisites: Cos 103 or instructor's permission. Co-requisites: None. Explores the fundamental principles and concepts of computer graphic art including color, light, and evaluation. Develops knowledge and design skills in the appropriate use of graphic art software applications and portfolio creation. 3 credit hours. Offered even Falls (2014).

COS/ELC 312 COMPUTER PROGRAMMING - JAVA
Prerequisites: Cos 260 or instructor's permission. Co-requisites: None. Pursues a more in-depth view of a common high level programming language around which the course is centered. Emphasizes the object-oriented programming paradigm. Students will learn to create both stand-alone JAVA applications and JAVA Applets for web pages. Advanced topics such as event handling, exception handling, and multi-threading will be introduced. 3 credit hours. Offered odd Falls (2013, 2015).

COS 325 COMPUTER PROGRAMMING -- C++
Prerequisites: Cos 260 or instructor's permission. Co-requisites: None. Pursues a more in-depth view of a common high level programming language around which course is centered. Covers advanced problem analysis, algorithm development, and data structure selection and usage techniques as they apply to the language. 3 credit hours. Offered even Springs (2014, 2016).

COS 327 COMPUTER PROGRAMMING -- VISUALBASIC
Prerequisites: Cos 260 or instructor's permission. Co-requisites: None. Pursues a more in-depth view of a common high level programming language around which course is centered. Covers advanced problem analysis, algorithm development, and data structure selection and usage techniques as they apply to the language. 3 credit hours. Offered even Springs (2014, 2016).

COS 333 SYSTEMS ANALYSIS AND DESIGN
Prerequisites: Upper level programming language course or instructor's permission. Co-requisites: None. Examines various system development life cycles, industry management interaction, project development and management, physical system evaluation and design, as well as vendor interaction issues. Emphasizes through a hands-on approach small system development and CASE (Computer Aided Software Engineering) skill development. 3 credit hours. Offered Spring.

COS 338 INTRODUCTION TO NETWORKING
Prerequisites: Cos 206 or instructor's permission. Co-requisites: None. Introduces basic computer networking concepts, terminology, hardware and software components. Provides the students opportunities to establish, modify, and maintain software and hardware components of a local area network. Provides the student specific applied skill opportunities with widely recognized and utilized network operation systems. Further develops the students' understanding of network issues including network topologies, standards, procedures, security, careers, as well as the economic and social implications of networking. 3 credit hours. Offered Spring.

COS 346 DATABASES
Prerequisites: Cos 260 or instructor's permission. Co-requisites: None. Explores database fundamentals, design, implementation, and administration using industry standard technologies and methodologies. Examines the relational database model and the newer semantic object models of database design and provides students the opportunity to model, design, and implement databases using both methods. Emphasizes modern multi-user, multi-processing, Web-enabled databases and structured query language (SQL). There will be significant hands-on components in the course. 4 credit hours. Offered odd Springs (2013, 2015).

COS/ELC 354 NETWORK SECURITY
Prerequisites: Cos 338, Elc 200 or Cos 206 or instructor's permission. Co-requisites: Provides a fundamental understanding of network security principles and implementation. Covers the technologies used and principles involved in creating a secure computer networking environment. Provides the student a variety on hands-on and case project opportunities that reinforce the concepts. Explores authentication, attack types and malicious code, threats and countermeasures, securing e-mail, Web applications, remote access, file and print services, security topologies, intrusion detection systems, firewalls, physical security concepts, security policies, disaster recovery, and computer forensics. 4 credit hours. Offered Fall.

COS 360 COMPUTER ORGANIZATION/ASSEMBLY LANGUAGE
Prerequisites: Upper level programming language course or instructor's permission. Co-requisites: None. Explores architecture of computing systems including microprocessor control systems. Includes control unit logic, input/output processing and devices, asynchronous processing, concurrency, parallelism, and memory issues. Demonstrates a number of algorithms using a representative low level programming language. 3 credit hours. Offered even Fall (2014).

COS 374 OPERATING SYSTEMS SECURITY
Prerequisites: Cos 206 or instructor's permission. Co-requisites: None. Provides a fundamental understanding of both client and server operating system security concepts and techniques. Explores vulnerability assessment, configuration and maintenance, operating system features and other tools commonly employed to achieve and maintain protection of computer resources. 3 semester hours. Offered Spring.

COS 375 MANAGING RISK IN INFORMATION SYSTEMS
Prerequisites: Cos 206 or instructor's permission. Co-requisites: None. Explores information systems risk management, how risks, threats and vulnerabilities affect information systems. Emphasizes methods to assess, analyze and manage risk based on defining an acceptable level of risk for information systems. Further develops student's knowledge of and skills in conducting business impact analysis, risk assessment planning, risk mitigation planning, business continuity planning, policy management and disaster preparedness planning. 3 cedit hours. Offered Spring.

COS 381 INTERNET/INTRANET PROGRAMMING
Prerequisites: Cos 125, Cos 260 or instructor's permission. Co-requisites: None. Introduces basic design and development principles pertaining to the creation of interactive dynamic websites. Provides the student hands-on opportunities to extend their knowledge of markup languages (e.g., HTML, XML) and web application languages (e.g., Java, JavaScript). Provides the student specific applied skill opportunities in the selection and use of appropriate website technologies. Further develops the students' understanding of dynamic website issues including e-commerce, standards, procedures, security, and career opportunities. 3 credit hours. Offered odd Springs (2013, 2015).

COS 397 COMPUTER APPLICATIONS INTERNSHIP
Prerequisites: Upper level programming language course, internship and faculty sponsors' permission. Co-requisites: None. The internship is designed to provide Computer Application majors the opportunity to apply computer management and software development theories and principles in a particular in-service setting in which they will gain additional practical in-service applications skills. The intern is expected to complete a fixed length period of participation in a firm consistent with the intern's career aspiration. 3 credit hours. Offered Fall, Spring, and Summer term.

COS/PSA 413 COMPUTER FORENSICS AND INVESTIGATIONS
Prerequisites: Cos 103, Cos 206 or instructor's permission. Co-requisites: None. The course presents methods to properly conduct a computer forensics investigation beginning with a discussion of ethics, while mapping to the

objectives of the International Association of Computer Investigative Specialists (IACIS) certification. 4 credit hours. Offered odd Springs.

COS 430 CRYPTOGRAPHY
Prerequisites: Cos 206, Mat 180 or instructor's permission. The course introduces the principles of number theory and the practice of network security and cryptographic algorithms. Topics include: Primes, random numbers, modular arithmetic and discrete logarithms, conventional or symmetric encryption (DES, IDEA, Blowfish, Twofish, Rijndael) and public key or asymmetric encryption (RSA, Diffie-Hellman), key management, hash functions (MD5, SHA-1, RIPEMD-160, HMAC), digital signatures, certificates, authentication protocols (X.509, DSS, Kerberos), electronic mail security (PGP, S/MIME), web security and protocols for secure electronic commerce (IPSec, SSL, TLS, SET). 3 credit hours. Offered even Springs.

COS 440 CYBER DEFENSE
Prerequisites: Cos 354, Cos 374 or instructor's permission. Co-requisites: None. Provides a fundamental understanding of hardening and assessment techniques and a hands-on approach to the hardware and software tools and techniques associated with the protection of computer systems and networks. Examines how to protect computer and network resources as deployed in a typical organization. Explores protection of communications resources, intrusion detection systems, firewalls, and the use of various tools for system and network protection. 3 semester hours. Offered Spring.

CRJ 100 CRIMINOLOGY
Prerequisites: None. Co-requisites: None. Studies crime in society. Considers criminal etiology, prevention, penology, law enforcement, administration of justice, and theories of reformation. 3 credit hours. Offered Spring and even summer terms.

CRJ 101 INTRODUCTION TO CRIMINAL LAW
Prerequisites: None. Co-requisites: None. Provides general overview of basic doctrines and principles of criminal law. Utilizes law school materials and instructional methods. 3 credit hours. Offered Fall and odd Summer terms.

CRJ 105 INTRODUCTION TO CRIMINAL JUSTICE
Prerequisites: None. Co-requisites: None. Examines basic systems and problems of American criminal justice system; provides an appreciation of historical background and impact on society. 3 credit hours. Offered Fall and Spring.

CRJ 108 CONSTITUTIONAL LAW
Prerequisites: None. Co-requisites: None. This course will expose students to an overview constitutional law. Students will review the traditional structure of the federal government and the judiciary as it applies to constitutional law. Students will learn that the study of the Constitution is typically that of law and doctrine as developed in Supreme Court decisions. Emphasis and greater attention will be given to the historical aspects and the political dynamics of constitutional law. Additionally, constitutional law will focus on the criminal justice system and the Ten Amendments to the Constitution. 3 credit hours. Offered even Fall and Summer terms.

CRJ/PSA 209 POLICE, CRIME AND SOCIETY
Prerequisites: None. Co-requisites: None. This course is an overview of the role of law enforcement within civil society. We will cover the origin and development of the institution of police, with particular attention to North America; the roles, operations, and functions of police within democracies; the relations of social problems and crime; social attitudes towards the police; the socialization process of becoming a police officer; the social organization of police systems-federal, state, local; the bureaucracy of police systems; problems specific to police forces such as job stress, excessive force, corruption, and 'seige' mentality; and the future of policing in America. 3 credit hours. Offered even Springs.

CRJ 215 PRINCIPLES OF INVESTIGATIONS
Prerequisites: None. Co-requisites: None. A basic study of the role of the law enforcement officer in investigating crimes. Attention given to processing crime scenes, interviewing techniques, basic techniques used in investigation of specific crimes. 3 credit hours. Offered Fall and summer term.

CRJ 218 CORPORATE CRIME
Prerequisites: None. Co-requisites: None. This course explores the history of corporate and while collar criminal activity, supplemented by exposure to a wide array of contemporary examples of criminal and deviant activity. Special attention is paid to how these actions affect broader society. 3 credit hours. Offered odd Fall.

CRJ 220/PSA 220 FORENSICS OF DEATH INVESTIGATION
The student will: (1) be familiar with responsibilities of first responders to death scenes as well as understand the role of the homicide investigator conducting death investigations; (2) learn importance of crime scene security at a death scene and the importance of physical evidence in crime solving; (3) learn how to identify, preserve, collect, and package relevant physical evidence from reviewing actual photos and audio explanations of death scenes; (4) learn crime scene diagramming; (5) learn importance of scene reconstruction and proper interviewing techniques; (6) understand different techniques and importance of after scene follow up investigation; (7) learn how to identify manners of death such as homicides, suicides, accidental, natural, and undetermined; (8) learn importance of accurate report writing, witness advocacy, media relations, and courtroom demeanor. 3 credit hours. Offered Fall and Spring.

CRJ 222 CRIMINALISTICS
Prerequisites: Crj 215. Co-requisites: None. Examines the importance of physical evidence in crime solving. The student will learn how to identify, preserve, and collect relevant physical evidence from actual cases. Course may include tour of Crime Lab and Medical Examiner's Office. 3 credit hours. Offered Spring.

CRJ/PSA 227 SEX CRIMES: PATTERNS AND BEHAVIORS
Prerequisites: None. A further look into how people have deviated sexually to commit crimes – involving rape, prostitution, pornography, obscenity and such. This class will provide insight into sex crimes, deviance, and criminal behavior

theory and analysis. This text provides information on psychological profiling of sex offenders, the crimes they commit, the effects on their victims, and attempted treatments. Examining a wide range of sex crimes ranging from non-violent offenses such as exhibitionism, voyeurism and obscene telephone calls to serial rapes and lust murders, this class, along with this book, will give the student the ability to uncover the roots and causes of these behaviors and to aid in the understanding of sex offenders and their crimes. 3 credit hours. Offered Spring.

CRJ 242 WILDLIFE FORENSICS
Prerequisites: None. Co-requisites: None. This course introduces the student to the study of criminal investigative techniques and the analysis of evidence with an emphasis on crimes against wildlife. The focus throughout the course will be the collection, protection and preservation, and identification of evidence as it relates to the investigative process. Analysis of actual closed criminal cases and simulations with mock crime scenes will allow students to put into practice classroom techniques, skills, discussions, and readings. This course will consist of lectures, presentation by guest speakers, films, as well as laboratory/field activities and exercises. 3 credit hours. Offered summers.

CRJ 260 POLICE PROCEDURES
Prerequisites: CRI 105 or instructor's permission. Co-requisites: None. This practical introduction to police field operations is presented from the perspective of a working police officer and will illustrate real-life scenarios an officer is likely to encounter while on-duty. The instructor will focus on community policing throughout, detailing how and why certain procedures are used, and provides instructional techniques from leading police academies around the country. 3 credit hours. Offered Summer terms.

CRJ/PSA 326 INTRODUCTION TO FORENSIC SCIENCE
Prerequisites: None. Co-requisites: None. An introduction to the field of forensics, providing an overview of various forensic sciences and their relation to presentation of evidence and problems of law. Covers major areas including crime scene investigation, fingerprinting, blood stain analysis, and lab and field collection techniques and analysis. 3 credit hours. Offered Fall.

CRJ/PSA 330 CRIMINAL PROFILING
Prerequisites: Instructor’s permission. Co-requisites: None. In this course, students will learn to classify and predict behavior patterns in such criminals as men and women serial killers, filicide, serial rapists, arsonists and pedophiles. Students will finish the course with a theoretical and practical understanding of profiling. 3 credit hours. Offered Spring.

CRJ/PSA 341 RESTORATIVE JUSTICE
Prerequisites: None. Co-requisites: None. This course is designed to cover the historical, theoretical, and theological origins of the restorative justice model. Current practices used during the past two centuries and case studies will be reviewed and analyzed to help students better understand the relationship between offenders and victims. 3 credit hours. Offered Fall.

CRJ 346 ENVIRONMENTAL LAW
Prerequisites: Eng 101 and either Crj 101 or Crj 108. Co-requisites: None. This course covers the legal framework of environmental protection and natural resource management law as they have evolved in the United States. Administrative law, judicial review, and the public trust doctrine are foundational legal concepts of federal environmental and natural resource policy and law. Topics include laws associated with environmental impact assessment, air and water pollution control, water resources, wetlands, fish and wildlife, endangered species, and federal land management policies. 3 credit hours. Offered Spring

CRJ/PSA 365 LAW ENFORCEMENT PRE-SERVICE
Prerequisites: Must meet MCJA Entrance Standards or instructor's permission. Co-requisites: None. This course is equivalent to the Law Enforcement Pre-Service Program (also referred to as the 100 hour course) offered at the Maine Criminal Program (also referred to as the 100 hour course) offered at the Maine Criminal Justice Academy (MCJA). It is intended to provide training and instruction to properly prepare persons for tasks that are performed by local law enforcement personnel prior to being on duty. Students will have primarily lecture based modules, but will also receive hands on training for some content. The course instructors are primarily practicing law enforcement officers. Students who successfully complete this course will receive a Certificate from the Academy. Students have the option of taking this course for credit or non-credit. Non-credit students must pay all applicable MCJA fees and related administrative expenses. 3 credit hours. Offered Summer term.

ECO 100 INTRODUCTION TO MACROECONOMICS
Prerequisites: None. Co-requisites: None. Surveys leading contemporary macroeconomic theories. Explores neo-classical, Keynesian, monetary, and supply-side theories. 3 credit hours. Offered Fall and Spring.

ECO 101 INTRODUCTION TO MICROECONOMICS
Prerequisites: None. Co-requisites: None. Surveys the economic theory of markets. Emphasizes modeling consumer business behavior and the effects of different market forms, including perfect competition, monopoly and imperfect competition. 3 credit hours. Offered Fall and Spring.

ECO 210 ENVIRONMENTAL ECONOMICS
Prerequisites: None. Co-requisites: None. Uses basic economic theory and principles to discuss environmental problems. Covers opportunity costs, resource allocation, conservation, market failure, externalities, cost-benefit analysis and governmental policy analysis. 3 credit hours.

ECO 300 INTERMEDIATE MACROECONOMIC THEORY
Prerequisites: Eco 100. Co-requisites: None. Emphasizes influence Keynesian, monetarist, and supply-side theories have had on twentieth century economic policy. 3 credit hours.

ECO 318 MANAGERIAL ECONOMICS
Prerequisites: Mat 351 and Eco 101. Co-requisites: None. This course is a tudy of microeconomic theory as it applies to the firm and its use in managerial decision-making. In particular, students will address the economic theory of

demand, production and cost and their estimation; the impact that market structure has on managerial decisions; and fiscal policy impact on business. 3 credit hours.

ECO 320 INTERNATIONAL TRADE AND FINANCE
Prerequisites: Eco 100 or Eco 101. Co-requisites: None. Examines models of foreign trade based upon the classical and neo-classical economic theory, the impact of economic policy on foreign trade, and models of foreign exchange markets. 3 credit hours.

EDU 100 EDUCATIONAL FOUNDATIONS
Prerequisites: None. An introductory course to the historical, philosophical, and social foundations of American education. It will explore ways in which sociocultural, philosophical, economic, and political factors impact on the provision and practice of education. Field experience conducting surveys of the views of teachers, administrators, parents, and other members of the community on contemporary issues in education will comprise an important part of the course. 3 credit hours. Offered Fall.

EDU 208 INSTRUCTIONAL DESIGN
Prerequisites: None. This course will introduce students to best practices in education as they design instruction that is engaging to learners. Students will learn to describe educational goals, define objectives, and match them to instruction, assessment, teaching materials, and the learning needs of students, while working within the parameters of the state/provincial standards that guide curriculum in schools today.

EDU 214 CLASSROOM COMMUNICATION
Prerequisites: None. This course is intended to answer the general education requirement for Speech, and recommended for Education majors. It is designed to provide the student with a basic understanding of classroom communication and speech communication. After completing the course, the student should be able to present ideas publicly in a logical, coherent, and effective manner. 3 credit hours. Offered Spring.

EDU 228 CURRICULUM AND METHODS IN EARLY CHILDHOOD EDUCATION
Prerequisites: None. In this course students will learn to develop curriculum that is supportive of the "whole child". Students will learn to utilize a variety of teaching methodologies that meet the individual learning styles of young children. We will cover methods for working with children pre-school aged through the early primary grades. The course focuses especially on inquiry based learning and learning through curriculum integration in a child-centered environment. 3 credit hours.

EDU 230 Foundations of Distance Education
Prerequisites: None. This course will explore the history, theories, modalities, and applications of distance education. It will also focus on the research that has been done in the field. Also included will be the technology that supports distance education, instructional design, student and teacher competencies, and assessment. 3 credit hours.

EDU/ENG 253 LITERATURE OF CHILD AND ADOLESCENT
Prerequisites: None. Exploration of the literature that is written for children and adolescents and a means by which to critically analyze such literature. We will explore the history of childhood literature, which is the foundation of adolescent literature. Through critical analysis and reflective focus, students will expand their understanding of quality literature and its importance in the lives of children, adolescents, and adults. 3 credit hours.

EDU 286 TEACHING STRATEGIES FOR THE ONLINE CLASSROOM
Prerequisites: EDU 230 or permission of the instructor. This course will explore different strategies for teaching in the online environment. Students will explore teaching using both asynchronous and synchronous methods. Students will design a variety of activities for individual, small group, and whole class instruction. Students will also design activities for different purposes such as ice breakers, interactive activities, activities for team building and collaboration, and activities for exploring course content. 3 credit hours.

EDU 299 MULTICULTURAL EDUCATION
Prerequisites: None. An introduction to multicultural education for anyone who is working in a multicultural/bilingual context and/or interested in multiculturalism and bilingualism. It will present the different aspects of multiculturalism and multicultural education, explore innovative approaches to multicultural education practices in bilingual context, and develop a better understanding of living in a pluralistic society. The course will be interactive and will be based on realistic situations as well as students' and in-service teachers' own experiences and appreciation of multiculturalism and bilingualism. 3 credit hours. Offered Spring.

EDU 302 CLASSROOM ASSESSMENT
Prerequisites: Junior standing, completed the liberal arts core, or permission of instructor. Deals with the issue of evaluation in our schools, including developing a testing program, constructing tests, evaluating student and teacher performance, test interpretation, and test administration. 3 credit hours. Offered online.

EDU 303 EDUCATION OF EXCEPTIONAL CHILDREN
Prerequisites: Junior standing, completed the liberal arts core or permission of instructor. Explores exceptionality including characteristics of exceptional child and principles of mainstreaming. Analyzes teacher's role in developing individual education programs. 3 credit hours. Offered Fall and Spring.

EDU 303L EXCEPTIONAL CHILD LAB
Concurrent enrollment: Edu 303. This lab immerses the student into the current practices of public schools. Its focus is based on instructional practices in a standard-based curriculum, along with an introduction to the school environment. The student will attend classes, as well as participate in school based experiences under the guidance of a classroom expert. Students are expected to have their State of Maine finger printing and background check completed prior to participating in this class. 1 credit hour. Offered Fall and Spring.

EDU 304 LEARNING PROCESSES
Prerequisites: Junior Standing or instructor's permission; Learning process is an integrated course which covers methods of planning, instructing, and evaluating a diverse population of secondary students in different content areas. The course will explore the best practices in education, addressing the issues of individual differences in learning styles, gender, sexual orientation, physical and mental abilities. The emphasis will be on classroom practices, instructional designs and environments that create successful and powerful learning environments for all students. 3 credit hours.

EDU 306 METHODS OF INSTRUCTION
Prerequisites: Junior Standing or instructor's permission; completion of a minimum of 18 credits in the candidate's subject area discipline with a minimum grade of "C" in each course. Will introduce students to a wide variety of instructional models that have been shown to lead to more effective instruction in the classroom. Students will learn to describe educational goals, define objectives, and match those objectives to instruction, assessment, teaching materials, and the learning needs of students. 4 credit hours.

EDU/SED 317 NATURE AND NEEDS OF GIFTED LEARNERS
Prerequisites: EDU 303. This course is designed to provide participants with an understanding of conceptual foundations and definitions of giftedness, how intelligence and creativity are related to giftedness, the developmental and educational needs of gifted learners, processes and issues in the identification and assessment of gifted learners, and the major issues and tensions in the education of gifted and talented learners. 3 credit hours.

EDU 318 METHODS AND MATERIALS IN BILINGUAL/MULTICULTURAL EDUCATION
Prerequisites: Edu 299. Examines teaching methods and instructional materials appropriate to and developed for bilingual teaching situations. 3 credit hours.

EDU 327 CURRICULUM AND INSTRUCTION I
Prerequisites: Junior standing, completed the liberal arts core or permission of instructor Curriculum and Instruction is an integrated course, which covers methods of planning, instructing, and evaluating a diverse population of elementary (secondary) students. Pre-service teachers will acquire insights into the classroom world made up of students of different native languages, colors, classes and religions; in addition to individual differences in learning styles, gender, sexual orientation, and physical and mental abilities. Consideration of diversity will lead into the management strategies necessary to implement instructional designs and create an efficient learning environment. Current ethical and legal issues in educational settings will also be discussed. 3 credit hours. Offered Fall and Spring.

EDU 327L ARTS LAB
Prerequisites: None. Co-requisites: Edu 327. This lab is part of EDU 327 and must be passed in order to pass the class. Using the guidelines developed by the Common Core State Standards, we will begin to learn the skills to integrate the visual arts, theater, and music into a classroom curriculum. 1 credit hour.

EDU 328 CURRICULUM AND INSTRUCTION II
Prerequisites: Edu 327. Curriculum and Instruction is an integrated course, which covers methods of planning, instructing, and evaluating a diverse population of elementary (secondary) students. Pre-service teachers will acquire insights into the classroom world made up of students of different native languages, colors, classes and religions; in addition to individual differences in learning styles, gender, sexual orientation, and physical and mental abilities. Consideration of diversity will lead into the management strategies necessary to implement instructional designs and create an efficient learning environment. Current ethical and legal issues in educational settings will also be discussed. 3 credit hours.

EDU 328L Technology Lab
Prerequisites: Concurrent with EDU 328. The focus will be to fully demonstrate and incorporate technology into a professional electronic portfolio, classroom management tools, classroom instruction models. and electronic lesson planning. Current ethical and legal issues in educational settings and technology usage will also be discussed. 1 credit hour.

EDU 335 COMPUTERS IN THE CLASSROOM I
Prerequisites: Edu 100 and basic computer skills. Explores the uses of a computer as a tool for learning and a tool for teaching. Students will analyze computerized instructional methods as adjuncts to traditional teaching methods and will develop strategies for incorporating computerized methods in the overall instructional design. 3 credit hours. Offered Fall and Spring.

EDU 335L SCHOOL TECHNOLOGY LAB
Concurrent with: Edu 335. This lab immerses the student into the current practices of public schools. Its focus is based on instructional practices in a standard-based curriculum, along with an introduction to the school environment. The student will attend classes, as well as participate in school based experiences under the guidance of a classroom expert. Students are expected to have their State of Maine finger printing and background check completed prior to participating in this class. 1 credit hour. Offered Fall and Spring.

EDU 336 COMPUTERS IN THE CLASSROOM II
Prerequisites: Edu 335. The course assumes a basic understanding of computer skills in multiple areas. The course is designed for students to expand their knowledge of technology and its use in the curriculum at the K-12 grade level. Students will expand their abilities in software applications and their effective use in teaching, by immersing themselves into the current research available on the use of technology in the classroom. 3 credit hours.

EDU 339 CLASSROOM MANAGEMENT
Prerequisites: Sophomore standing or permission of instructor. This course works towards helping pre-service and classroom teachers build a positive classroom environment that supports democracy, equality, and dignity while producing an atmosphere that is conducive to learning. 3 credit hours. Offered Spring.

EDU 340 SPECIAL TOPICS
Prerequisites: None. This "special topics" seminar is designed for beginning educators in both the elementary and secondary school. Routine issues that challenge the successful classroom, as well as more complicated concerns facing education and educators, will be addressed. Every attempt will be made to provide learning experiences that will encourage competency and confidence for the anticipated "first year" of teaching. 3 credit hours.

EDU 347 PRACTICUM IN BILINGUAL/MULTICULTURAL STUDIES
Prerequisites: Edu 299. Requires participation in classroom activities in bilingual instruction setting. 3 credit hours.

EDU 358 SECONDARY EDUCATIONAL METHODS I
Prerequisites: Junior standing or instructor's permission; completion of a minimum of 18 credits in the candidate's subject area discipline with a minimum grade of "C" in each course. The course will introduce pre-service teachers to a wide variety of instructional models that have been shown to lead to more effective instruction in the secondary classroom. Accordingly, it addresses methods for working with pre-adolescent and adolescent students. Pre-service teachers will learn to describe educational goals, define learning objectives, and match their objectives to instruction, teaching materials, teaching processes, assessment practices, and the learning process. 3 credit hours. Offered Fall and Spring.

EDU 358L SECONDARY METHODS I LAB
Concurrent enrollment: Edu 358. This lab immerses the student into the current practices of public schools. Its focus is based on instructional practices in a standard-based curriculum, along with an introduction to the school environment. The student will attend classes, as well as participate in school based experiences under the guidance of a classroom expert. Students are expected to have their State of Maine finger printing and background check completed prior to participating in this class. 1 credit hour. Offered Fall and Spring.

EDU 359 SECONDARY EDUCATIONAL METHODS II
Prerequisites: Junior standing or instructor's permission; completion of a minimum of 18 credits in the candidate's subject area discipline with a minimum grade of "C" in each course. A continuation of Edu 358 with a stronger emphasis on curriculum planning and educational methodologies. 3 credit hours. Offered Fall and Spring.

EDU 359L SECONDARY METHODS II LAB
Concurrent enrollment: Edu 359. This lab immerses the student into the current practices of public schools. Its focus is based on instructional practices in a standard-based curriculum, along with an introduction to the school environment. The student will attend classes, as well as participate in school based experiences under the guidance of a classroom expert. Students are expected to have their State of Maine finger printing and background check completed prior to participating in this class. 1 credit hour. Offered Fall and Spring.

EDU 363 INFANTS AND TODDLERS IN EARLY CHILDHOOD EDUCATION
This course will cover developmentally appropriate practices in early childhood education with a focus on infants and toddlers. Students will learn to develop curriculum and study theories behind early childhood curriculum approaches. Emphasis will be placed on understanding the value of healthy attachment to caregivers, social and emotional development, play and imagination, and the role these play in the young child's natural desire to learn. Much of the material we will these play in the young child's natural desire to learn. Much of the material we will cover in this course is based on a philosophy of respect developed by early childhood educator and founder of Resources for Infant Educares, Magda Gerber. Our text will guide us through our studies of early childhood education for infants and children under three years old. Resources easily accessed through the internet will supplement our text as we explore early childhood education and related issues for the older young child (up to age six). 3 credit hours. Offered Summer term.

EDU 365/SED 335 (See SED 335) PROGRAM PLANNING AND CURRICULUM ADAPTATION

EDU 367 LEGAL AND HISTORIAL FOUNDATIONS
The historical and legal foundations of education in the United States of America are intimately connected to religion, politics, ideology, and assorted –isms. First, with a view to Standard 9 of Maine's Teaching Standards, the objective of this course is to introduce students to legal issues pertinent to teacher, administrator, and student legal rights and responsibilities (such as attendance, due process rights, freedom of speech, search and seizure, discrimination, discipline, and testing, etc.). Second, in the part dealing with the historical foundations of education, the course examines the meaning, nature, process, and purposes of European and American education from its early beginnings to the present. Among others, this will cover the following: thinking critically about history, culture wars, multiculturalism, politics of knowledge, and national policies. 3 credit hours. Offered Spring.

EDU 401 EDUCATIONAL PSYCHOLOGY
Prerequisites: PSY 100 or instructor's permission; completion of a minimum of 18 credits in the candidate's subject area discipline with a minimum grade of "C" in each course. Analyzes psychological foundations of teaching, including individual differences in learning styles, intelligence, motivation, social-emotional development, and classroom management techniques to create optimal development. 3 credit hours. Offered Fall and Spring.

EDU 401L CLASSROOM MANAGEMENT LAB
Concurrent with: Edu 401. This lab immerses the student into the current practices of public schools. Its focus is based on instructional practices in a standard-based curriculum, along with an introduction to the school environment. The student will attend classes, as well as participate in school based experiences under the guidance of a classroom expert. Students are expected to have their State of Maine finger printing and background check completed prior to participating in this class. 1 credit hour. Offered Fall and spring.

EDU 403 INTERVENTION STRATEGIES
Prerequisites: EDU 303. This course is designed to provide both the regular classroom teacher and the special education and update on the "Current Best Practices" relevant to No Child Left Behind, the mandates for Scientifically Based Instruction (SBI), Response to Intervention (RTI), and referral process for special education services. Students will review successful interventional strategies, supplemental aids and services, program modifications and curriculum accommodations to reach and teach all students in their classes. Students will proactively plan and develop Individual Education Programs (IEP's) for their students. 3 credit hours. Offered Fall and Spring.

EDU 403L INTERVENTION STRATEGIES LAB
Concurrent enrollment: Edu 403. This lab immerses the student into the current practices of public schools. Its focus is based on instructional practices in a standard-based curriculum, along with an introduction to the school environment. The student will attend classes, as well as participate in school based experiences under the guidance of a classroom expert. Students are expected to have their State of Maine finger printing and background check completed prior to participating in this class. 1 credit hour. Offered Fall and Spring.

EDU 405 PHILOSOPHY OF EDUCATION
Prerequisites: none. This course is designed to help students examine the diverse philosophical views that have affected, and are affecting, educational policy in the United States. Students will explore questions about the purposes, ends, and means of education, and assess their own philosophy through readings, discussions, and lectures. The central aim of the course will be to provide students with content knowledge about philosophical debates about education and to improve their skills in seeing the relevance of philosophical theories to their own experience, and formulating and defending their own views on controversial issues. 3 credit hours. Offered Fall and Spring.

EDU 406 STUDENT TEACHING PRACTICUM
Prerequisites: To student teach pre-service teachers will: Complete course work with a C or above in your degree program. Pass Praxis I and Praxis II. Submit a student teaching application followed by a scheduled interview with the Director of Student Teaching. Student teaching provides two eight week internships at different grade levels. Each experience will be guided by a teacher and a supervisor. Students will keep a Professional Portfolio based on the Ten Standards of Practice for Beginning Teachers. Student progress will be monitored through weekly, quarterly and internet (WebCT) evaluations. Students will experience a hands-on experience that will prepare them to take control of their own future classrooms having experienced management and assessment techniques as well as lesson and unit planning for ALL learners. Students will be expected to take on the role of the classroom teacher as attending professional and teacher workshops, playground, and lunch duties, and stay after school with their mentor teacher as requested. 13-14 credit hours. Offered Fall and Spring.

EDU 411 TEACHING OF SOCIAL STUDIES
Prerequisites: Junior standing or instructor's permission. Designed to introduce the pre-service teacher to the content areas of the K-8 Social Studies

curriculum. Pre-service teachers will focus on major themes in the six key social science disciplines of geography, history, anthropology, sociology, economics, and political science necessary to successful K-8 social studies instruction as defined by the Common Core State Standards and the K-8 social studies standards set by the National Council for the Social Studies (NCSS). 3 credit hours. Offered Spring.

EDU 411L SOCIAL STUDIES LAB
Concurrent enrollment: Edu 411. This lab immerses the student into the current practices of public schools. Its focus is based on instructional practices in a standard-based curriculum, along with an introduction to the school environment. The student will attend classes, as well as participate in school based experiences under the guidance of a classroom expert. Students are expected to have their State of Maine finger printing and background check completed prior to participating in this class. 1 credit hour. Offered Spring.

EDU 412 TEACHING OF MATHEMATICS
The course is to provide students with information and experiences that will enable them to demonstrate: Knowledge of content (concepts, notation, terminology) for teaching math; Activities that encourage methods of teaching; Ability to communicate math verbally and in writing. Lab concurrent. 3 credit hours. Offered Spring.

EDU 412L MATH MANIPULATIVES LAB
Concurrent enrollment: Edu 412 Teaching of Math. This lab immerses the student into the current practices of public schools. Its focus is based on instructional practices in a standard-based curriculum, along with an introduction to the school environment. The student will attend classes, as well as participate in school based experiences under the guidance of a classroom expert. Students are expected to have their State of Maine finger printing and background check completed prior to participating in this class. 1 credit hour. Offered Spring.

EDU 414 TEACHING OF FRENCH IN THE ELEMENTARY SCHOOL
Prerequisites: Edu 100 and Fre 111. This course will familiarize students with theoretical and practical considerations of language teaching and learning. Students will learn about several approaches and methods of language teaching and will help students develop the skills necessary to critically evaluate language acquisition theories, methods, teaching practices, and materials, and to reflect critically on their own ideas about teaching languages. 3 credit hours. Offered Spring.

EDU 415 TEACHING OF SCIENCE
Prerequisite: Junior Standing. This course explores the major disciplines of science taught in an elementary and middle level education program, as outlined in the State of Maine Learning Results (1997).The course covers: Motion, Energy, Ecology, and the Evolution and Classification of Life, Cells, Earth Science, the Structure of the Universe and the Implications of Science and Technology. Blended throughout the units are the concepts of scientific reasoning, communication, inquiry, and problem solving. 3 credit hours. Offered Fall.

EDU 415L STEM EDUCATION LAB
Concurrent enrollment: Edu 415. This lab immerses the student into the current practices of public schools. Its focus is based on instructional practices in a standard-based curriculum, along with an introduction to the school environment. The student will attend classes, as well as participate in school based experiences under the guidance of a classroom expert. Students are expected to have their State of Maine finger printing and background check completed prior to participating in this class. 1 credit hour. Offered Fall.

EDU 418 HEALTH AND PHYSICAL EDUCATION FOR ELEMENTARY AND MIDDLE SCHOOL
Prerequisites: Junior standing or instructor's permission. Health and Physical Education for Elementary and Middle School Teachers is a 3 credit course designed to introduce the pre-service teacher to the content areas of the K-8 health and physical education curriculum. Pre-service teachers will focus on key concepts in health and physical education necessary to successful K-8 health instruction as defined by the State of Maine Learning Results. The four modules of the course are 1) K-8 Physical Education, 2) health Concepts, Information, and Services, 3) Health Promotion and Risk Reduction, and 4) Influences on Health and Personal Goal Setting. 3 credit hours. Offered Summer term.

EDU 421 DEVELOPMENTAL DISABILITIES SEMINAR
Prerequisites: Instructor's permission. Investigates developmental disabilities including communicative, psychopathological, learning, orthopedic, sensory, and genetic. 3 credit hours.

EDU 423 CONTENT TEACHING IN FRENCH
Prerequisites: Edu 100, Edu 299, or permission of instructor. Offers basic linguistic information necessary for teaching math, science, social studies, grammar, culture, art, and music in French. 3 credit hours.

EDU 451 READING FOR ELEMENTARY TEACHERS I
Prerequisites: Junior level, completed the liberal arts core or permission of instructor. This introductory learning processes course is designed to acquaint the prospective elementary school teacher with learning attainment concepts. Learning processes, including thinking, speaking, reading, and writing, will be the focus of assigned readings and class discussions. In addition to the required readings, students will be expected to complete outside readings from the library. 3 credit hours. Offered Fall.

EDU 451L READING STRATEGIES LAB
Concurrent enrollment: Edu 451. This lab immerses the student into the current practices of public schools. Its focus is based on instructional practices in a standard-based curriculum, along with an introduction to the school environment. The student will attend classes, as well as participate in school based experiences under the guidance of a classroom expert. Students are expected to have their State of Maine finger printing and background check completed prior to participating in this class. 1 credit hour. Offered Fall.

EDU 454 READING AND WRITING ACROSS THE SECONDARY CURRICULUM
Prerequisites: Junior standing. To have pre-service teachers develop an understanding of the importance of teaching adolescent students reading, writing, thinking, listening and speaking skills in the content areas. To help pre-service teachers develop a knowledge of the best practices and strategies of teaching, reading, writing, thinking, speaking and listening in the content areas. To provide pre-service teachers the opportunity to examine and develop materials appropriate for the content area of their concentration. To provide pre-service teachers with an overview of the use and appropriateness of multiple assessment tools. 3 credit hours. Offered Fall.

EDU 454L CONTENT LITERACY LAB
Concurrent enrollment: Edu 454. This lab immerses the student into the current practices of public schools. Its focus is based on instructional practices in a standard-based curriculum, along with an introduction to the school environment. The student will attend classes, as well as participate in school based experiences under the guidance of a classroom expert. Students are expected to have their State of Maine finger printing and background check completed prior to participating in this class. 1 credit hour. Offered Fall.

EDU 463 WRITING FOR ELEMENTARY TEACHERS
Prerequisites: Junior level, completed the liberal arts core, and EDU 451 Teaching of Writing for Elementary Teachers is a 3 credit course designed to prepare students to be effective writing instructors. The course is focused on helping students to develop an understanding of the complex nature of literacy development at the elementary level. Students will investigate recent research in effective strategies for teaching of writing and apply this knowledge to the development of writing workshops, mini-lessons, and assessment of children's writing. Along with professional readings, small and large classroom group activities, students will be expected to actively participate in writer's workshop. 3 credit hours. Offered Spring.

EDU 463L WRITING STRATEGIES LAB
Concurrent enrollment: Edu 463. This lab immerses the student into the current practices of public schools. Its focus is based on instructional practices in a standard-based curriculum, along with an introduction to the school environment. The student will attend classes, as well as participate in school based experiences under the guidance of a classroom expert. Students are expected to have their State of Maine finger printing and background check completed prior to participating in this class. 1 credit hour. Offered Spring.

EDU 469 CURRENT RESEARCH-EDUCATION
Prerequisites: None. This course provides secondary education students the opportunity to investigate current research on teaching and learning. Pre-service teachers will acquire insight into how current research informs educational practice in the modern classroom. 3 credit hours.

EDU 477 MULTICULTURAL CURRICULUM DESIGN
Prerequisites: None. To have practicing and pre-service teachers develop a sophisticated understanding of the increasing racial, ethnic, cultural and social-class diversity in our classrooms, communities, and work places. To help

develop the knowledge and skills needed to teach and work effectively with students, parents, teachers, and communities of diverse backgrounds and cultures. 3 credit hours. Offered Fall.

EDU 477L DIVERSITY LAB
Concurrent enrollment: Edu 477. This lab immerses the student into the current practices of public schools. Its focus is based on instructional practices in a standard-based curriculum, along with an introduction to the school environment. The student will attend classes, as well as participate in school based experiences under the guidance of a classroom expert. Students are expected to have their State of Maine finger printing and background check completed prior to participating in this class. 1 credit hour. Offered Fall.

EDU 483 MATH FOR ELEMENTARY SCHOOL TEACHERS I
Prerequisites: 6 credits of math, junior level, completed the liberal arts core, or permission of instructor. The course is to provide students with information and experiences that will enable them to demonstrate: Knowledge of content (concepts, notation, terminology) for teaching math; Activities that encourage methods of teaching; Ability to communicate math verbally and in writing. Lab included. 3 credit hours. Offered Spring.

EDU 483L MATH FOR TEACHERS I LAB
Prerequisites: None. Co-requisites: Edu 483. This course investigates some of the methods and materials used in teaching mathematics in elementary school and middle school. Time will be devoted to discussion and demonstrations and actual practice. Each session reflects a content standard of the State of Maine Learning Results. 1 credit hour. Offered Spring.

EDU 484 MATH FOR ELEMENTARY SCHOOL TEACHERS II
Prerequisites: 6 credit of math, junior level, completed the liberal arts core, or permission of instructor. The course is to provide students with information and experiences that will enable them to demonstrate: Knowledge of content (concepts, notation, terminology) for teaching math; Activities that encourage methods of teaching; Ability to communicate math verbally and in writing. Lab included. 3 credit hours.

EDU 484L MATH FOR TEACHERS II LAB
Prerequisites: None. Co-requisites: Edu 484. This course enables students to become familiar with the expectations of the State of Maine's Learning Results and the NCTM standards. It provides knowledge about what mathematics to teach and methods of teaching that aid in understanding development of skills and enhancement of problem solving ability. 1 credit hours.

ELC 200 INTRODUCTION TO E-COMMERCE
Prerequisites: Cos 103, Bus 211 and Eng 100 or instructor's permission. Co-requisites: None. Explores the key life cycle phases of an e-commerce initiative. Students will learn how to plan, design, and evaluate web sites, how to launch an e-business from scratch, technology needed for developing e-commerce, how to market products, what ethical and legal factors to consider, and how to ensure security and integrity of data through various methods and technologies. Students will gain exposure to the managerial and organizational

implications of e-commerce and the relationships between the business and the technology drivers of e-commerce. 3 credit hours. Offered Fall.

ELC 310/BUS 316 INTRODUCTION TO E-MARKETING
Prerequisites: Bus 211, Bus 222, and Elc 200. Co-requisites: None. An exploration of the impact of electronic technologies and globalization of trade on traditional marketing techniques through readings, discussion, case study analysis and research. Students will, individually and within working groups, gain experience leveraging electronic technologies to achieve the marketing goals of firms and various initiatives. Emphasis is on strategic E-marketing planning from a strategic perspective. Course cumulates with student creation of E-marketing plans for an existing firm or initiative. 3 credit hours. Offered even Falls (2014).

ELC/COS 312 COMPUTER PROGRAMMING - JAVA
Prerequisites: Cos 260. Co-requisites: None. JAVA has quickly become the de-facto programming language for the new E-commerce community, and this course will provide students a broad overview of the capabilities of this advanced object-oriented language. Students will learn to create both stand alone JAVA application and Java Applets for Web Pages. More advanced JAVA topics such as event handling, exception handling, and multi-threading will be introduced. 3 credit hours. Offered odd Falls (2013, 2015).

ELC 397 E-COMMERCE INTERNSHIP
Prerequisites: Advisor’s and instructor’s permission. Co-requisites: None. The internship is designed to allow Electronic Commerce majors the opportunity to use the knowledge and practices acquired in their program of study in an actual business. The student will also be able to learn specific knowledge of a particular business and industry. The business intern will complete a fixed length period of participation in a firm consistent with the intern's career aspirations. 4 to 12 variable credit hours. Offered Fall, Spring, and summer terms.

ENG 100 ENGLISH COMPOSITION I
Prerequisites: None. Students will review the main principles and procedures for drafting, revising, and editing. Students will work on developing the ability to critically read, understand, and write clear, concise, unified expositions. Methods of instruction may include lecturing, leading class panels and discussions, conducting writing workshops, assessing journals, and scheduling individual conferences. 3 credit hours. Offered Fall, spring, summer terms.

ENG 101 ENGLISH COMPOSITION II
Prerequisites: A "C" or better in Eng 100. Students will review the main principles and procedures for drafting, revising, and editing covered in Eng 100. Students will continue working on developing the ability to critically read, understand, and write clear, concise, unified expositions. Eng 101 will emphasize sound argumentation and research skills and APA or MLA documentation principles. Methods of instruction may include lecturing, leading class panels and discussions, conducting writing workshops, assessing journals, and scheduling individual conferences. 3 credit hours. Offered Fall, Spring, and summer terms.

ENG 105 INTRODUCTION TO LITERATURE
Prerequisites: Eng 100 or instructor's permission. This course covers how to carefully read the genres of poetry, short story, and drama. An analytical rather than historical approach to literature, intended to deepen the student's insight into the nature and purpose of literature and to develop literary taste and judgment. 3 credit hours.

ENG 111L ENGLISH WRITING LAB
This one-credit lab course is designed to increase academic proficiency in written expression to fit a variety of academic and professional needs through extra academic support while students are enrolled in Eng 100 or Eng 101. Students who meet the following criteria will be required to take the lab: 1. Accuplacer English Score between 66 and 73; 2. Passing College Writing (ASP 060) with a C- or lower; 3. Repeating Eng 100 Composition I due to a C- or lower; 4. Failed ENG 101 / Composition II. Students not meeting these criteria may elect to take the lab. Students enrolled in the lab will receive an Individual Education Plan that delineates what objectives will be worked on and what activities will be done to meet the learning objectives. Students should plan to spend two hours in the lab each week working with lab personnel. Students who are registered for the lab course must pass the lab component in order to pass Eng 100 or Eng 101. 1 credit hour. Offered Fall and Spring.

ENG 202 BRITISH LITERATURE I: BEGINNINGS TO 1785
Prerequisites: Eng 100 or instructor's permission. Surveys major periods, works and authors of England, Scotland, Ireland, and Wales from the Medieval Period through the mid-1700s, and may include works by authors from the English and British colonies. 3 credit hours. Offered even Falls (2014).

ENG 203 BRITISH LITERATURE II: 1785 TO PRESENT
Prerequisites: Eng 100 or instructor's permission. Surveys major periods, works and authors of England, Scotland, Ireland, Wales, and the Commonwealth from the late 1700s through the present. Postcolonial writers in English may also be included. 3 credit hours. Offered Spring 2015.

ENG 250 AMERICAN LITERATURE I: BEGINNINGS TO 1865
Prerequisites: Eng 100 or instructor's permission. Surveys major American authors from the Colonial Period to 1865; readings will also include Native American narratives, slave narratives, and early women writers to better understand how American literature is a cultural matrix representing the values, beliefs, and world view of the authors and their audiences. 3 credit hours. Offered odd Falls (2013, 2015).

ENG 251 AMERICAN LITERATURE II: 1865-PRESENT
Prerequisites: Eng 100 or instructor's permission. Surveys the dominant themes and forms of literature from Walt Whitman through the contemporary era. Readings will likely include canonical authors as well as new and emerging voices in American literature to better understand how literature is a product of time and age. 3 credit hours. Offered even Springs (2014).

ENG/EDU 253 LITERATURE OF CHILD AND ADOLESCENT
This course will offer an exploration of the literature that is written for children and adolescents and a means by which to analyze critically, such literature. We

will explore the history of childhood literature, which is the foundation of adolescent literature. Through critical analysis and reflective focus, students will expand their understanding of quality literature and its importance in the lives of children, adolescents, and adults. 3 credit hours.

ENG 255 WORLD LITERATURE I: BEGINNINGS TO 1600s
Prerequisites: Eng 100 or instructor's permission. Surveys the literature of non-English speaking cultures in translation typically including works from ancient Sumeria, Greece, Rome, India, China, Africa, the Middle East, and Japan. The course also examines the religious and social forces that lead to the creation of literary expressions by various cultures. 3 credit hours. Offered odd Falls (2013, 2015).

ENG 256 WORLD LITERATURE II: 1600s TO PRESENT
Prerequisites: Eng 100 or instructor's permission. Surveys the literature of non-English speaking cultures in translation typically including works from China, Japan, India, Africa, and the Middle East. The course examines the social, political, religious and cultural forces that influenced the development of literatures from the European Enlightenment through the Postcolonial era. 3 credit hours. Offered even Springs (2014, 2016).

ENG 318 AMERICAN NATURE WRITING
Prerequisites: Eng 101 or instructor's permission. The course has two primary objectives. The first is to familiarize students with American nature or natural history writing as a distinctive literary genre. The second is to provide students with the opportunity to explore the characteristic blending of scientific observation, contemplation, and personal reaction that defines the genre. 3 credit hours. Offered periodically in Summer term.

ENG 331 WISDOM LITERATURE
Prerequisites: Eng 101 or instructor's permission. A survey of wisdom literature produced by the world's major religious systems. Readings typically include selections from the Torah, the Qur'an, the New Testament, Tao te Ching, Bhagavad-Gita, Upanishads, Analects, Sufi poetry, Native American spirituality, and works from other notable religious traditions. The texts will be examined through appropriate literary analysis as well as through the theoretical principals of depth psychology. 3 credit hours. Offered Fall 2014.

ENG 332 SCIENCE FICTION
Prerequisites: Eng 101 or permission of instructor. This course surveys American and British science fiction, primarily twentieth-century works, focusing particular attention on one or more specific authors and/or subgenres (e.g., Isaac Asimov, Robert Heinlein, Ursula Le Guin, cyberpunk, or hard science fiction). 3 credit hours.

ENG 336 PLAYWRITING
Prerequisites: Eng 101 or instructor's permission. This course will introduce the student to the craft of playwriting. Emphasis will be placed on the construction of short plays and one-act plays. Through the readings of various plays and playwriting theories, writing exercises, and in-class presentation, each student will become familiar with the process of playwriting. Learning will be

demonstrated through work on dialog and plot, the completion of a 10-minute play, and a final project of a one-act play. 3 credit hours

ENG 343 JUNG AND FAIRY TALES
Prerequisites: End 101 or instructor's permission. An examination of folktales and fairy tales with particular interest paid to archetypal characters, patterns, and motifs found in Grimm's Fairy Tales. The course seeks to demonstrate analysis and Carl G. Jung's depth psychology theories. 3 credit hours. Offered Summer even years.

ENG 345 FORM AND THEORY OF CREATIVE WRITING
Prerequisites: Eng 101 or instructor's permission. The course will examine the structure, form, and style of poetry, fiction, and creative non-fiction by examining relevant examples and by studying and analyzing the forms, techniques, and conventions of the respective genres. 3 credit hours. Offered Spring even years.

ENG 347 CONTEMPORARY LITERARY THEORY
Prerequisites: Eng 101 or instructor's permission. Surveys New Critical, Myth, Psychological, Formalist, Marxist, Feminist, New Historicist, and Deconstructionist approaches, among others, to the interpretation of literature. Demonstrates the applicability of various approaches to individual works. 3 credit hours. Offered Fall 2015 and Fall 2019.

ENG 348 FICTION WRITING I
Prerequisites: Eng 101 or instructor's permission.. Introduces students to fiction writing in an environment emphasizing the importance of criticism, discussion, revision, and, when appropriate, research. 3 credit hours. Offered Fall odd years.

ENG 350 ADVANCED COMPOSITION
Prerequisites: Eng 101 or instructor's permission. Continues the work of Eng 100 and 101, but at a much more advanced level. The course will emphasize analytical writing and research projects and will address advanced topics in rhetoric and style. 3 credit hours. Offered Spring 2014.

ENG 359 MODERN DRAMA
Prerequisites: Eng 101 or instructor's permission. Examines drama from Ibsen to Theatre of Absurd. Examines distinctive themes of modern drama. 3 credit hours.

ENG 362 STUDIES IN BRITISH LITERATURE
Prerequisites: Eng 101 or instructor's permission. Emphasizes a particular topic, trend, theme, or critical problem relating to British Literature (e.g., colonialism, the development and long-term influence of metaphysical poetry, war literature, Restoration drama). Repeatable. 3 credit hours. Offered Fall 2015.

ENG 364 POETRY WRITING I
Prerequisites: Eng 101 or instructor's permission. Introduces students to the craft of poetry writing through the study of poetic forms and techniques in an environment emphasizing the importance of criticism, discussion, revision, and, when appropriate, research. 3 credit hours. Offered even Falls (2014, 2016).

ENG 366 CREATIVE NONFICTION WRITING I
Prerequisites: Eng 101 or permission of instructor. The focus of the class will be the production of a body of nonfiction in a context that introduces students to various related forms and genres of creative nonfiction (e.g., personal essay, feature story, column). 3 credit hours. Offered even Summer terms.

ENG 367 WORLD EPICS
Prerequisites: Eng 101 or instructor's permission. A study of epic literature from Mesopotamia, Tibet, India, Native America, Ireland, Africa, and other cultures. The course will focus on two central questions: What constitutes an epic? How do epic function in their respective cultures? Other areas of focus will likely include recurrent archetypal patterns and mythopoeic processes. Various theories on epic formation and the relevance of epic in contemporary life and thought will be discussed. 3 credit hours. Offered Spring 2014.

ENG 368 COMPARATIVE MYTHOLOGY
Prerequisites: Eng 101 or instructor's permission. A study of the mythic literature of various world cultures emphasizing their recurrent patterns, themes, and motifs as well as their relevance to modern culture. Various theoretical approaches to reading and interpreting mythic literature will be employed with an emphasis on depth psychology. 3 credit hours. Offered periodically Summer terms.

ENG 370 CLASSICAL MYTHOLOGY
Prerequisites: Eng 101 or instructor's permission. This course introduces students to the mythological literature of ancient Greece and Rome. Students will become familiar with the basic elements of Classical Mythology including the major figures of Greek and Roman myth and legend. In addition, students will be introduced to some of the theoretical approaches to interpreting Greek and Roman mythology including structuralist, feminist, psychological, etc. 3 credit hours. Offered Spring 2015.

ENG 380 BUSINESS AND TECHNICAL WRITING
Prerequisites: Eng 101 or permission of instructor. Familiarizes students with business and technical writing strategies. 3 credit hours.

ENG 381 WRITERS IN THE SCHOOLS
Eng 101 or instructor’s permission. This course examines the structure, form and style of creative writing, especially poetry, by examining relevant examples and studying and analyzing the forms, techniques and conventions of the respective genres. In this course, we will spend time training and visiting area schools and community centers to foster the fundamentals of creative writing through writing activities and lessons. 3 credit hours. Offered Spring 2015.

ENG 412 EDITING FOR PUBLISHERS
Prerequisites: Eng 101 or instructor’s permission.. The course introduces students to the work of editors and publishers with an emphasis on the tools used in electronic publishing. Students undertake hands-on assignments in a variety of areas, including copy editing, corresponding with authors, evaluating submissions, and layout. Students will work with live electronic publications

such as *The Aroostook Review, The Fiddlehead Focus,* and the campus newspaper. 3 credit hours. Offered Fall 2014.

ENG 413 ELECTRONIC JOURNAL PRODUCTION
Prerequisites: Eng 101 or instructor's permission.. In this course, students engage with a wide variety of components involved in electronic journal production through hands-on experience working with the production of live electronic journals such as *The Aroostook Review, The Fiddlehead Focus,* and the campus newspaper. 3 credit hours. Offered Fall 2015.

ENG 429 HEROINE'S JOURNEY
Prerequisites: Eng 101 or instructor's permission. An examination of the heroine in various world cultures including Sumerian, Babylonian, Egyptian, Celtic, Indian, Arabian, and Native American. This course will assess the applications and limitations of Joseph Campbell's theories of the heroic quest in relation to feminine roles in mythic literature. Alternative theories and approaches by Maureen Murdock, Clarissa Pinkola Estes, Jean Shinoda Bolen, and Marija Gimbutas, among others, are presented. 3 credit hours. Offered Summer odd years.

ENG 459 AMERICAN RENAISSANCE
Prerequisites: Eng 101 or instructor's permission. A critical survey of American romanticism and its contexts. Studies Emerson, Fuller, Thoreau, Whitman, and others for their examinations of transcendental idealism, especially as these themes are revealed by the individual's relationship with nature and society. 3 credit hours. Offered Fall 2014.

ENG 460 SELECTED AUTHORS
Prerequisites: Eng 101or instructor's permission. Focuses on one or more major authors for an in-depth study. Repeatable. 3 credit hours. Offered Fall 2015.

ENG 472 TWENTIETH-CENTURY AMERICAN POETRY
Prerequisites: Eng 101 or permission of instructor. Surveys twentieth-century poetry, its sources, critical reception, and cultural contexts. 3 credit hours. Offered Fall 2014.

ENG 477 SHAKESPEARE
Prerequisites: Eng 101 or instructor's permission. Studies Shakespeare's poetry and drama including major themes, motifs, genres and the Elizabethan culture in which Shakespeare's plays were created and performed. 3 credit hours. Offered Spring 2014.

ENG 478 FICTION WRITING II
Prerequisites: Eng 348 or permission of instructor. This class continues the work of producing fiction at a more advanced level. Students will undertake both common and individualized readings and, when appropriate, identify markets for their work and prepare manuscripts for submission. 3 credit hours. Offered Spring even years.

ENG 479 POETRY WRITING II
Prerequisites: Eng 349 or permission of instructor. This class continues the work of producing poetry at a more advanced level. Students will undertake

both common and individualized readings and, when appropriate, identify markets for their work and prepare manuscripts for submission. 3 credit hours. Offered Spring odd years.

ENG 495 SPECIAL TOPICS IN CREATIVE WRITING
Prerequisites: Any 300-level creative writing class, Eng 412, or Eng 413 or permission of instructor. Course provides opportunities for advanced work in creative writing—either in a specific subgenre (e.g., science fiction, fantasy, crime fiction) or form (e.g., sonnet, novel, novella). Repeatable. 3 credit hours.

ENG 498 SENIOR ENGLISH CAPSTONE
Taken during their final semester, English majors create and submit an electronic portfolio (selecting a focus on literature, creative writing, or English education) providing a representative selection of course work in English courses from their initial enrollment as English majors through their final semester. 3 credit hours. Offered as needed.

ENV 200 PRINCIPLES OF ENVIRONMENTAL SCIENCE
Prerequisites: None. Co-requisites: None. This course provides an interdisciplinary overview of basic scientific principles and human activities affecting ecological health of the natural environment and the quality of human life. Specific topics that are covered include ecological principles, growth of populations, biodiversity, forestry, environmental toxicology, agriculture, fisheries, air pollution, climate change, solid waste management, energy sources and conservation, water resources, and water pollution. Students develop an understanding of the scientific aspects of many current local, regional, national, and global environmental issues, as well as an appreciation of some of the technologies, policies, and personal approaches used to address environmental problems. 4 credit hours. Offered Fall.

ENV 221 ENVIRONMENTAL ACTIVISM
Prerequisites: None. Co-requisites: None. Presents, examines, and practices environmental problem-solving approaches. 3 credit hours.

ENV/FOR 242 MAP AND AIRPHOTO INTERPRETATION
Prerequisites: Mat 128 or instructor's permission. Co-requisites: None. The qualitative and quantitative evaluation of topographic maps and aerial photographs used in natural resource management. Updating of maps and GIS database from standard aerial photographs and digital photography. Introduces cartography and remote sensing. One hour lecture, four hours lab. Field trip. 3 credit hours. Offered Spring.

ENV 300 ENVIRONMENTAL PRACTICUM
Prerequisites: Junior or senior standing and Env 200. Co-requisites: None. This course consists of a supervised employment experience or approved activity (summer work, research project, internship) pertinent to student's concentration. Written proposal must be approved by an evaluation committee consisting of three faculty members prior to the experience. 1 credit hour. Offered Fall, Spring and Summer term.

ENV 301 ENVIRONMENTAL SEMINAR
Prerequisites: Junior or senior class standing; Eng 200 or Bus 219. Co-requisites: None. Offers opportunities in literature research on a specific environmental topic. Students will develop skills in literature review, analysis, summary, and presentation. 1 credit hour.

ENV 302 WILDLIFE CONSERVATION AND MANAGEMENT
Prerequisites: Bio 204 or instructor's permission. Co-requisites: None. Introduction to wildlife conservation and management covering basic principles, techniques, issues, and laws. Field trips required. 3 hours lecture, 2 hours lab. 4 credit hours. Offered even Fall.

ENV 319 ENVIRONMENTAL IMPACT ASSESSMENT
Prerequisites: None. Co-requisites: None. Class examines the regulations, guidelines, and methods for conducting an Environmental Impact Assessment as described by the National Environmental Policy Act. Methods include air, water, noise, biological, cultural, and socioeconomic assessments. 3 credit hours.

ENV 322 ENERGY CONSERVATION and ALTERNATE SOURCES
Prerequisites: Course in physical science or permission of instructor. Co-requisites: none. Discussion of basic energy concepts, methods of energy conservation, and alternate energy sources with emphasis on science/ technological aspects as well as social concerns. 3 credit hours.

ENV 325 /CHY 325 ENVIRONMENTAL CHEMISTRY
Prerequisites: Chy 100. Co-requisites: Env 325L/Chy325L. Examines the chemistry behind environmental issues. Explores the chemical basis of environmental problems in water, soil, and the atmosphere. Lab and fieldwork emphasize chemical and instrumental methods for analysis of water and soil. 3 hours lecture, 3 hours lab. 4 credit hours. Offered Spring.

ENV 327 ENERGY SEMINAR
Prerequisites: Sophomore standing, Env 200. Co-requisites: None. Class selected energy topics related to environmental problem solving. Practice in using computer-age information and communications sources in order to prepare written and oral technical reports. 3 credit hours.

ENV 328 BIOLOGICAL DIVERSITY
Prerequisites: Bio 100. Co-requisites: None. This course examines the topic of biodiversity. Students discuss topics such as the preservation of biodiversity, human dependence on biological diversity, ecosystems at risk of losing biodiversity, the value of biodiversity, monitoring biodiversity, restoration ecology, and possible solutions to the loss of biodiversity. 3 credit hours.

ENV 333 FISHERIES SCIENCE
Prerequisites: Bio 204 or instructor’s permission. Co-requisites: None. Study of the anatomy, physiology, behavior, taxonomy and natural history of fishes, with emphasis on freshwater species. 3 credit hours. Offered Fall 2015.

ENV 334 WILDLIFE SCIENCE
Prerequisites: Bio 204 or instructor's permission. Co-requisites: None. This course is designed to acquaint students with the life history, distribution and abundance, ecology, population structure and dynamics, habitat requirements, and the management, conservation, and research priorities of the major mammalian groups found in North America, with special emphasis on species in New England. Students will have opportunity to observe and practice standard field and laboratory techniques commonly used by wildlife biologists for the study of animals and their populations, and in the management and research of free-ranging wildlife. We will apply ecological principles to develop practical wildlife management strategies to preserve, enhance or create viable wildlife habitats and populations. A major focus of this course will, therefore, explore the relationship between the selected animals and their habitat. Specifically, students will be acquainted with major land use practices on lands that produce wildlife and how these practices influence wildlife production. Thus, the course will include a detailed discussion of techniques used by wildlife managers to manipulate the habitat for desired species and achieve wildlife management goals. We will discuss community interactions including competition, predation, and herbivory, as well as hunting and endangered species management. The course will include lectures, guest lectures by wildlife and natural resources professionals, discussions, field and laboratory exercises, and research projects. Field trips required. 3 hours lecture, 2 hours lab. 4 credit hours. Offered even Fall (2014).

ENV 338 AQUATIC POLLUTION SEMINAR
Prerequisites: Bio 100 and Chy 100 or instructor's permission. Co-requisites: Env338L. This course presents an introduction to causes and consequences of pollution in freshwater environments. Students will study the biological and chemical effects of several aquatic pollutants, including nutrients, pathogenic organisms, heat, industrial chemicals, pesticides, and metals. Students will also learn about and evaluate ways in which water pollution is currently treated and prevented. Field and laboratory work will acquaint students with some important water quality monitoring techniques. 3 hours lecture, 3 hours lab. 4 credit hours. Offered odd Fall (2015).

ENV 353 WINTER ECOLOGY
Prerequisites: Sophomore standing. Co-requisites: None. This course provides students with an introduction to winter ecology as an interdisciplinary area of study. Students will learn about the adaptations Maine's plants and animals have evolved to endure winter conditions. Specific topics investigated include snowpack physics and chemistry, biochemical, physiological, and behavioral strategies that animals use to survive winter conditions; biochemical and physiological strategies that plants use to survive winter conditions; special concerns for organisms that live under ice; plant-animal interactions; and human adaptations to winter. Students must be prepared to spend time outdoors traveling snowshoes and using research gear. A weekend trip to the UMFK Violette Wilderness Camp is an integral part of the course. 2 credit hours.

ENV 354 WILDLIFE HABITAT INTERACTIONS
Prerequisites: Sophomore standing, or instructor's permission. Co-requisites: None. An examination of the interactive relationships between wildlife and their terrestrial or freshwater habitats. Emphasizes the importance of water,

soil, and vegetation to wildlife inhabiting farmland, rangeland, and forests. Weekend trips required. 3 hours lecture, two hours lab. 4 credit hours. Offered Fall 2014.

ENV 361 NATURAL HISTORY OF THE CHIHUAHUAN DESERT
Prerequisites: Minimum sophomore standing, Bio 100 and Env 100 or instructor's permission. Co-requisites: None. To familiarize the students with the natural history and culture of the Chihuahuan Desert and the Big Bend National Park. An additional fee is required. 4 credit hours.

ENV 364 APPLIED LEADERSHIP
Prerequisites: None. Co-requisites: None. This interdisciplinary course engages the student in the study of leadership as it pertains to working within a team structure. By studying leadership theories and their associated models, students build practical knowledge and skills in facilitating activities. Individuals can use these skills in their roles as: an outdoor trip leader, team facilitator, business manager, classroom teacher, or any other supervisory role, plus many other applicable team-based situations. 3 credit hours.

ENV 400 SENIOR PROJECTS I
Prerequisites: Junior standing in BSES program. Co-requisites: None. Emphasizes scientific writing and research skills. Familiarizes students with research proposal writing and scientific literature review writing. The focus of the course is a supervised independent project based on practical environmental research and problem solving. The project reflects each student's individualized program and career interests and will be conducted to simulate a professional work situation. $150.00 non-refundable field experience fee required. 3 credit hours. Offered Spring.

ENV 401 SENIOR PROJECTS II
Prerequisites: Env 400. Co-requisites: None. Continuation of Env 400. Required for BSES majors. Students complete supervised independent projects and present their findings in a public presentation. $150.00 non-refundable field experience fee required. 1 credit hour. Offered Fall.

ENV 403 ENVIRONMENTAL PHILOSOPHY
Prerequisites: Junior or senior standing or instructor's permission. Co-requisites: None. This course introduces and examines historical and current philosophies concerning the relationship between humans and the environment. Uses selected reading assignments followed by discussions. Emphasizes student participation and is writing-intensive. $150.00 non-refundable field experience fee required. 3 credit hours. Offered Spring.

ENV 419 ENVIRONMENTAL EDUCATION
Prerequisites: Env 200 or instructor's permission. Co-requisites: None. Emphasizes literature review, design, and writing of environmental topics. These will be presented in the public school systems and/or other appropriate groups. 3 credit hours.

FOR 100 INTRODUCTION TO FORESTRY
This course provides an introductory overview to various forestry subjects for both forestry majors and non majors. Student will learn to field identify 36

local tree species. Other topics covered include, but are not limited to, timber harvesting and road construction, global positioning systems, silviculture, wildfire management, and forest measurements. Students will learn about career opportunities in the field of forestry. Two hours lecture. Two hours lab. 3 credit hours. Offered every Fall.

FOR 131 SPREADSHEETS FOR FORESTERS
Prerequisites: None. Co-requisites: None. Introduces basic concepts of Microsoft Excel and its applications. 1 credit hour. Offered Spring.

FOR 132 FOREST PROTECTION I
This course provides a broad overview of forest fire science and wildland fire suppression following the standard S-130 / S-190 set of training modules A required field training day will be conducted by the Maine Forest Service before the end of the semester. Attendance is mandatory at all sessions for course completion. Field training day required. 3credit hours. Offered every Spring.

FOR 203 SURVEYING FOR FORESTERS
Prerequisites: Mat 128 or instructor's permission. Co-requisites: None. Introduces surveying concepts useful in forestry: taping, optical distance measurements, differential leveling, closed traverse, route profiles, horizontal and vertical curves. Includes the use of surveying equipment. Two hours lecture, two hours lab. 3 credit hours. Offered every Fall.

FOR 208 FOREST PRODUCTS, HARVESTING, AND TRANSPORTATION
Prerequisites: None. An introduction to forest products and to the methods and techniques appropriate to forest harvesting operations. Course surveys forest products and includes wood identification. Examines planning, engineering, and implementation of harvest plans; planning and construction of haul roads, and various harvesting equipment, methods, and systems. State regulations and best management practices pertaining to forest operations are thoroughly covered. 3 credit hours. Offered every Spring.

FOR 214 WILDLAND FIREFIGHTING SKILLS
Prequisites: For 132 or S130/S190 Red Card. Students will be required to demonstrate their knowledge of correct water use, basic hydraulics, and equipment care in the areas of supply, delivery, and application of water. The field exercise requires set up, operation, and maintenance of pump equipment. Students will also be introduced to the function, maintenance and use of internal combustion engine powered chain saws. Field exercises support entry level training for firefighters with little or no previous experience in operating a chain saw, providing hands-on cutting experience. An $80 dollar non-refundable transportation fee required. 4 credit hours. Offered every Fall.

FOR 221 WILDLAND FIRE ORIGIN AND DETERMINATION
Prequisites: For 132 or S130/S190 Red Card. The primary purpose of this course is to provide a consistent knowledge and skill base for the Wildland Fire Origin and Cause Determination Investigator (INVF). The concepts taught in this course will help an INVF perform at an acceptable level on a national basis without regard to geographic boundaries. The course is presented by lectures,

electronic presentations, field exercises, and class discussion. A $20 non-refundable transportation fee is required. 3 credit hours. Offered every Fall.

FOR 226 FOREST OPERATIONS
Prerequisites: For 100, Geo 103, For 208. Field experience in First Aid/ and CPR, chainsaw safety and use according to the principles of the Certified Logging Professional program and low impact logging equipment. Students will design and lay out a forest road and timber harvesting unit according to State of Maine regulations and best management practices using GPS and GIS technology. Students must provide work/safety clothing, steel toed work boots, work gloves, chaps and logger hardhat. Students must receive a grade of 70 or higher on a chainsaw proficiency exam and a grade of 80 or better on a first aid/CPR exam to remain in the course. Eight hour laboratory. 4 credit hours. Offered every Fall.

FOR 232 WILDFIRE SCIENCE
Prequisites: For 132 or S130/S190 Red Card. This course is designed to assist structural and wildland firefighters who will be making tactical decisions when confronting wildland fire that threatens life, property, and improvements in the wildland/urban interface. It also provides prospective fire line supervisors the skills to undertake safe and effective fire management operations. The course will follow the curriculum for the Fire Operation in the Wildland/Urban Interface (S-215) and the Intermediate Wildland Fire behavior (S-290) training modules. 3 credit hours. Offered every Spring.

FOR/ENV 242P MAP AND AIRPHOTO INTERPRETATION
Prerequisites: Mat 128 or instructor's permission. Co-requisites: None. The qualitative and quantitative evaluation of topographic maps, aerial photographs and digital orthophotos used in natural resource management. GIS database creation and updating. Introduces compass work, cartography, and remote sensing. An $8 non-refundable transportation fee is required. One hour lecture, four hours lab. Field trip. 3 credit hours. Offered every Spring.

FOR 260 SILVICS (FOREST ECOLOGY)
Prerequisites: None. Co-requisites: None. Investigates influence of physical and biological environment on growth, development, and survival of trees in dynamic forest ecosystems. 3 credit hours. Offered every Spring.

FOR 290 FOREST MENSURATION
Prerequisites: Mat 128. Co-requisites: None. Examines the theory of log, tree and stand measurement, forest sampling, log scaling, and determination of growth and volume. A minimum grade of "C" is required in the class. 3 credit hours. Offered every Spring.

FOR 291 FOREST MEASUREMENTS LAB
Prerequisites: For 290. Co-requisites: None. Field experience in log scaling, boundary layout, and tree and stand measurement. A minimum grade of "C" is required in the class. Four hour lab. 2 credit hours. Offered every Fall (Sept-Oct).

FOR 297 INTERNSHIP IN WILDLAND FIREFIGHTING
Prerequisites: For 132 or S130/S190 Red Card. Co-requisites: None. Practical experience in wildland firefighting. The student is required to complete not less than 160 hours of actually firefighting. This would translate into roughly 4 weeks of firefighting. Summer employment position with a government agency or wildland firefighting contractor is recommended as it will enhance permanent employment opportunities. An internship proposal form must be completed prior to the experience and a journal recorded during the experience is required. A spring proposal, summer experience and fall registration is the standard procedure. 6 credit hours. Offered every Fall.

FOR 327 INTERPERSONAL SKILLS FOR SUPERVISORS
Prerequisites: Junior standing or Instructor's permission. Co-requisites: None This seminar/interactive course is designed to provide tools to improve workplace communications and increase skills in conflict resolution and motivation enhancement. Case studies will be utilized to enhance real world experience in problem solving for the manager and supervisor. 1 credit hour. Offered every Fall.

FOR 330 FOREST PROTECTION II
Prerequisites: For 100 or Bio 309. Co-requisites: None. Investigates impact of insects, disease, and fire on forest tree growth and survival. Stresses the biology, recognition and control of common forest pests. Field trips. Specimen collection required. An $8 non-refundable transportation fee is required. Two hours lecture, two hours lab. 3 credit hours. Offered every Fall

FOR 332 FOREST INVENTORY AND ANALYSIS
Prerequisites: None. Co-requisites: For 291 and Bio 309. Experience in forest inventory and data summary and analysis. Examines methods and software used to generate a forest inventory and growth and yield data. A minimum grade of "C" is required. A $20 non-refundable transportation fee required. Four hour lab. 2 credit hours. Offered every fall (Nov-Dec).

FOR 350 FOREST MANAGEMENT PRACTICUM
Prerequisites: For 332 and For 360. Co-requisites: Env 302, For 330 and For 361 or instructor's permission. Practicum in resource management and the preparation of a forest management plan as a capstone project. Topics include: multiple use management, forest finance and economics, taxes, forest certification, contracts, rotation length determination, and principles of sustainable yield. One field trip. 3 credit hours. Offered every Fall.

FOR 360 SILVICULTURE
Prerequisites: For 290. Co-requisites: For 260. Examines theories and practices used to establish, grow, and tend forests for various management objectives. Emphasizes stand dynamics, regeneration, site preparation, intermediate treatments, and harvest-regeneration systems. Three hour lecture. 3 credit hours. Offered every Spring.

FOR 361 SILVICS/SILVICULTURE LAB
Prerequisites: For 260, For 332, and For 360. Co-requisites: None. Field experience in ecological assessment and prescription writing. Combines knowledge of the natural sciences, economics, and forest measurements to

evaluate a site and stand and determine the most appropriate silvicultural treatments necessary for a given management objective. Course includes a five day session at UMFK Violette Wilderness Camp in late August and seven week campus session. Field course. 2 credit hours. Offered every Fall.

FRE 100 ELEMENTARY FRENCH I
Prerequisites: None. This course is designed for students who have no prior experience in French to master basic communication skills. The course strongly emphasizes oral communication, and much of the class time will be spent on interactive tasks and language practice. Grammar is taught in context. 3 credit hours. Offered Fall.

FRE 101 ELEMENTARY FRENCH II
Prerequisites: Fre 100 or 1 year of high school French. A continuation of FRE 100. This course is designed for students with a beginner's knowledge of French to master a basic level of the interpersonal, interpretive, and presentational communicative modes. The course strongly emphasizes oral communication with the majority of class time spent on interactive tasks and language practice. Materials include film, audio activities, and short readings. 3 credit hours. Offered Spring.

FRE 150 INTERMEDIATE FRENCH I
Prerequisites: Fre 101 or 2 years of high school French. In this course students will develop intermediate level skills in the interpersonal, interpretive and presentational communicative modes. The course strongly emphasizes oral communication with the majority of class time spent on interactive tasks and language practice. Materials include audio activities, film, and readings. Grammar will be studied in context; students will prepare short compositions. 3 credit hours. Offered Fall.

FRE 151 INTERMEDIATE FRENCH II
Prerequisites: Fre 150 or 3 years of high school French. Continuation of Fre 150. In this course, students will continue to develop intermediate skills in the interpersonal, interpretive, and presentational modes. The course strongly emphasizes oral communication with the majority of class time spent on interactive tasks and language practice. Materials include audio activities, film, and readings. Students will write short compositions and grammar is studied in context. 3 credit hours. Offered Spring.

FRE 163 APPLIED FRENCH FOR HEALTH CARE PROFESSIONALS
Prerequisites: None This beginning level language course is specifically tailored toward medical professionals. Students will learn to communicate in French, both orally and in writing, with a special emphasis on medical and service industry vocabulary geared toward real-life career situations. The course will cover most of the same structures as Fre 100, so at the end of the semester, students will be at the appropriate level if they wish to continue with Fre 101. 3 credit hours. Offered odd Falls (2013, 2015).

FRE 165 APPLIED FRENCH FOR REGIONAL SPEAKERS
Prerequisites: None. The course is designed for regional speakers who have already acquired very good fluency of comprehension in listening and speaking regional French. The course will concentrate on reading and writing skills as

well as spelling and grammar. Materials include short readings, film, and interaction with local speakers. 3 credit hours

FRE 200 ADVANCED COMPOSITION I
Prerequisites: Fre 151 or instructor's permission. This is an upper-intermediate language course conducted entirely in French. Language practice will involve the major skills of oral and written comprehension and expression. This course is writing-intensive and will include systematic grammar practice. Materials include film, press articles and literary excerpts. 3 credit hours. Offered even Falls (2014, 2016).

FRE 201 ADVANCED COMPOSITION II
Prerequisites: Fre 200 or instructor's permission. This upper-intermediate language course conducted entirely in French is a continuation of Fre 200. Language practice will involve the major skills of oral and written comprehension and expression. This course is writing-intensive and will include systematic grammar practice. Materials include films, press articles and a short novel. 3 credit hours. Offered odd Springs (2013, 2015).

FRE 215 ADVANCED CONVERSATIONAL FRENCH
Prerequisites: Fre 200 or three years of high school French. French and Francophone film provides the basis for discussion in this advanced conversation course. Students will learn film-related terminology as well as vocabulary more specifically applicable to the movies that we will view and study. Students will analyze the portrayal of the French-speaking cultures through both dramatic and comic film genres and become acquainted with well-known Francophone directors and actors. Will incorporate local French film festival. 3 credit hours. Offered odd Falls (2013, 2015).

FRE 225 CIVILISATION FRANÇAISE I
Prerequisites: Fre 151 or Instructor’s permission. The course introduces students to various aspects of French history, civilization, and culture, from the Middle ages to the French Revolution, through reading and discussion of selected texts. The course stresses the development of language skills through the study of such topics as geography, history, political systems, selected writers, art, etc. 3 credit hours.

FRE 226 CIVILISATION FRANÇAISE II
Prerequisites: Fre 151 or Instructor’s Permission. The course introduces students to various aspects of French history, civilization, and culture, from the French Revolution to the 21th century, through reading and discussion of selected texts. The course stresses the development of language skills through the study of such topics as geography, history, political systems, selected writers, art, etc. 3 credit hours.

FRE 240 FRENCH TOPICS
Prerequisites: Fre 151 or Instructor’s permission. French is the language of communication. Areas of study and research may include: French and Francophone literature, culture, cinema, art, or issues in contemporary society. 3 credit hours.

FRE 260 CIVILISATION FRANÇAISE CONTEMPORAINE
Prerequisites: Fre 151 or Instructor's permission. Students will acquire a solid knowledge of general French geography, demography and cultural iconography. They will have a comprehensive exposure to many aspects of modern French family life, education, social customs, institutions, economy and every-day aspects of material culture, contrasts between rural and urban living, France's place in the European Union, the francophone world and the larger world community. 3 credit hours.

FRE 286 LA FRANCE D'AUJOURD'HUI
Prerequisites: Fre 200 or 201 or Instructor's permission. This course explores the history and traditions of France in order to better understand its contemporary culture. Constant comparisons will be made with North American culture. 3 credit hours.

FRE 303 LA LITTÉRATURE QUÉBECOISE
Prerequisites: Fre 201 or instructor's permission. This course explores the evolution of a "national" literature in Quebec from the late nineteenth century to the present day. Examines issues of national identity and language, the contrast between urban and rural writings, and the questions of social consciousness raised by writers and thinkers during the Quiet Revolution. Readings will include novels, essays, poetry, short stories, and plays by Quebecois writers. 3 credit hours. Offered even Springs (2014, 2016).

FRE 306 LITTÉRATURE FRANÇAISE: MOYEN ÂGE AU 18ÈME SIÈCLE
Prerequisites: Fre 200 or 201 or permission of instructor. This course is a survey of literary expression from the Middle Ages to the 18th century. Students will read texts representative of this period from a variety of genres taught in a socio-historic context. 3 credit hours.

FRE 307 LITTÉRATURE FRANÇAISE: 19ÈME SIÈCLE JUSQU'AU PRÉSENT.
Prerequisites: Fre 200 or 201 or Instructor's permission. This course is a survey of literary expression in France from the 19th century to the present. Students will read texts representative of this period from a variety of literary genres taught in a socio-historic context. 3 credit hours.

FRE 310 LITTÉRATURE FRANCO-AMÉRICAINE
Prerequisites: None. This course focuses on major literary works of Franco-American writers from both New England and Louisiana. We will examine issues of language, identity, community, and marginalization. 3 credit hours. Offered odd Springs (2013, 2015).

FRE 312 CINÉMA FRANÇAIS
Prerequisites: Fre 200 or Fre 201 or Instructor's permission. This course combines a historical view of French cinema, an introduction to the technique of film analysis and an examination of the major issues in film theory. Topics include the pioneers of cinema, the classical films of the 1930's and 40's, the films of the nouvelle vague in the 50's and 60's and recent trends in film production. The works of such filmmakers such as Renoir, Clouzot, Truffaut, Godard, Resnais, and others will be studied. 3 credit hours.

FRE 450 LE ROMAN CONTEMPORAIN FRANÇAIS
Prerequisites: Fre 200 or 201 or permission of instructor. Studies various contemporary French novels including traditional, psychological, engagé, nouveau, and structuraliste. 3 credit hours.

FRE 492 FIELDWORK IN FRENCH I
Prerequisites: Permission of instructor. Students will learn to do fieldwork recording with human subjects. A number of mediums may be used to produce a semester project: audio or visual recordings, art work, or research paper. Students will be working with people of French heritage living in the St. John Valley or elsewhere in the United States. One project, for example, could be to record people who practice traditional Acadian arts, such as snowshoe making, weaving, music, etc. Topics vary. May be repeated for credit. .3 credit hours.

FRE 497 CAPSTONE PROJECT
Prerequisites: Senior standing or instructor's permission. The Project can take one of four forms: Senior Thesis, Community Outreach Project, Combination of Thesis and Community Outreach Project, or Study Abroad at a Francophone University. 3 credits.

GEO 103 INTRODUCTION TO GLOBAL POSITIONING SYSTEMS
Prerequisites: Experience with Windows Operating Systems Co-requisites: None. Introduction to the theory and application of Global Positioning Systems (GPS). Students will collect and process GPS field data and create a detailed map from the data using Geographic Information System (GIS) software. Three hour lecture/lab. Field work. Eight week course. 1 credit hour. Offered every Spring.

GEO 201 CULTURAL GEOGRAPHY
Prerequisites: None. Co-requisites: None. Human cultures evolve under certain physical landscape, climate, and resource limits. Humans also modify their landscapes to suit cultural needs and wants. This course is an exploration of the relationships between human cultural systems and the landscapes people inhabit, modify, and are affected by. 3 credit hours. Offered every 3rd Fall (2013, 2016).

GEO 203 WORLD GEOGRAPHY
Prerequisites: None. This course is designed to introduce students to some key concepts of geography. Topics covered include: basic geographic concepts (location, direction, distance); maps; physical geography (landforms, weather, climate); the geography of natural resources; cultural geography (peoples and their ways of life, language, religion, ethnicity); population; the geography of spacial behavior (perception of the environment, migration); political geography; economic geography (agriculture, manufacturing, industries); human impact on the environment; and regional geography. A final unit will introduce the students to the use of geographic information systems in the study of spatial phenomena. 3 credit hours. Offered even Falls (2014).

GEO 280 GIS APPLICATIONS I
Prerequisites: Experience with Windows operating system. Co-requisites: None. An introduction to the principles and applications of geographic

information systems (GIS). Covers the creation, representation, manipulation and analysis of spatial data in digital form and issues related to data, digital cartography, and output products. Lab exercises and a course project expose students to actual data manipulation and GIS analysis. Two hours lecture, three hours lab, and course project. 4 credit hours. Offered every Spring.

GEO 380 GIS APPLICATION II
Prerequisites: Geo 280. Co-requisites: None. Study of and experience in various GIS applications. The assessment, development, and implementation of a GIS project learned from practical exercises and a course project. Programming, database design, and cartographic design are practiced. Two hours lecture, three hours lab. 4 credit hours. Offered Fall odd years.

GOV 200 AMERICAN GOVERNMENT
Prerequisites: None. Co-requisites: None. Introduces principles and practices of American government. Studies the institution, the politics of democracy, and briefly considers the three branches of government. 3 credit hours. Offered every Fall.

GOV 201 STATE AND LOCAL GOVERNMENT
Prerequisites: None. Co-requisites: None. Introduces study of government at the state level. Emphasizes principles and practices of government. 3 credit hours. Offered every Spring.

GOV 304 AMERICAN POLITICAL THOUGHT
Prerequisites: Sophomore standing or Instructor's permission. Co-requisites: None. Discusses development of political ideas in America from 1620 to present. 3 credit hours. Offered even Falls (2014).

GOV 330 CANADIAN/AMERICAN GOVERNMENT
Prerequisites: Gov 200. Co-requisites: None. Examines and compares principles and practices of American and Canadian governments. Emphasizes intergovernmental relations, governmental structure, and economic policy. 3 credit hours. Offered odd Falls (2013, 2015).

GOV 410 COMPARATIVE GOVERNMENT
Prerequisites: Gov 200. Co-requisites: None. Examines and compares principles and practices of various governments of the world. 3 credit hours. Offered even Springs (2014, 2016).

HCA 308/BUS 308 MANAGERIAL ACCOUNTING
Prerequisites: Bus 101 and Bus 211. Co-requisites: None. A study of accounting techniques and principles utilized in managerial decision making. Topics include: financial statements, cost analysis, profit analysis, budgeting, controlling, and transfer pricing. 3 credit hours. Offered odd Springs (2013, 2015).

HCA 312/PSA 312 GRANT WRITING
Prerequisites: None. Co-requisites: None. The overall objective for this course is to give students the tools to help their organizations, schools, non-profit agencies, community service groups, and businesses successfully compete for grant funds. Individuals working on professional development proposals will

also gain the skills and knowledge to successfully propose research and study plans. 3 credit hours. Offered every Spring and even Falls (2014).

HCA 321 HEALTH CARE FINANCE
This course provides the current finance theory needed in the day-to-day practice by health care managers in varied health care settings. It also provides an understanding of health care financial issues as well as resources for implementing appropriate operational strategies. Furthermore, there is a blend of both accounting and finance as it relates to health care managers. Material is provided to help students understand the mechanics of financial analysis and decision making as they pertain to the healthcare industry. 3 credit hours.

HCA 401/NUR 401 HEALTH RELATED RESEARCH AND EVIDENCE-BASED PRACTICE
Prerequisites: MAT 351. Co-requisites: None. Introduces students to the conduct of research; research sources, utilization, and dissemination; as well as concepts and principles of evidence-based practice (EBP) as a way to improve nursing practice and healthcare outcomes. Focus of the course is on developing clinical EBP questions; conducting a literature review; and to appraise and apply current, reliable research findings n clinical practice. Standards for the conduct of ethical research in qualitative and quantitative research designs are also reviewed. 3 credit hours. Offered Fall and Summer term.

HCA 413/NUR 413 HEALTHCARE ETHICS AND THE LAW
Prerequisites: junior standing. Co-requisites: None. The focus of the course includes examining ethical and legal issues in the context of nursing and healthcare practice. Students explore the principles of ethical reasoning and decision-making to resolve of ethical dilemmas present in healthcare. Students analyze the ethical obligations, policies, and laws that guide healthcare delivery. Students examine current ethical issues. 3 credit hours. Offered Fall.

HIT 182 ELECTRONIC HEALTH RECORDS
Pre-requisites: None. Co-requisites: HLT 200. This course provides an overview of the components, storage, retrieval, retention, and maintenance of electronic health information records. Topics include: structures of electronic health records, content and standards for quality, and healthcare information requirements. 3 credit hours.

HIT 216 HEALTHCARE STATISTICS AND RESEARCH
Pre-requisites: MAT 128 or 180; HLT 160, HIT 200. This course analyzes various methods and formulas used in compiling and preparing statistical reports for health care services with an emphasis on vital records. Students will gain an understanding of the methods and techniques used in presenting statistical data. Use of data for the purpose of analyzing and improving patient care practices is discussed. 3 credit hours.

HIT 239 HEALTHCARE QUALITY IMPROVEMENT
Pre-requisites: HLT 160, HIT 200. This course provides an overview of the methods used to measure, assess, and improve healthcare services. An emphasis is placed on the patient safety and risk management activities that can help to alleviate medical errors. Students will gain an understanding of quality improvement tools, ways to establish quality improvement priorities, and

identifying methods to ensure utilization management practices are prudent. 3 credit hours. Offered Fall term.

HIT 258 HEALTH INFORMATION DATA MANAGEMENT
Pre-requisites: COS 103, HIT 239. This course provides a study of information management and information technology (IM/IT). Information systems support high quality, safe patient care. Administrative decisions, project success rates, and utilization of services are improved when high quality information management systems are in place. 3 credit hours. Offered Spring term.

HIT 262 LEGAL ASPECTS OF HEALTH CARE INFORMATION TECHNOLOGY
Pre-requisites: HLT 160, HIT 200. This course provides an overview of the legalities applicable to health information and record keeping. Topics for this course include principles of liability and, patient record requirements. Students will gain an understanding of such pertinent subjects as access to health information, confidentiality and informed consent, and the judicial process of health information as related to the electronic health record. 3 credit hours.

HIT 297 HEALTH INFORMATION TECHNOLOGY EXTERNSHIP
Pre-requisites: COS 103, HIT 239, HIT 262. This course will allow students to perform advanced functions of a health information technology (HIT) department. Students will work in realistic work environments in a variety of settings. Knowledge and skills gained from all HIT coursework will be applied. Students will practice professional skills to enhance employment opportunities. 4 credit hours. Offered Spring term.

HLT 160 MEDICAL TERMINOLOGY
Pre-requisites: None. This course will provide basic information on medical terminology. Students will learn how to spell, pronounce, and define common medical terms. An emphasis will be placed on common forms, suffixes, and prefixes used in healthcare. 1 credit hour.

HLT 200 INTRODUCTION TO HEALTHCARE
Pre-requisites: None. Co-requisites: None. See NUR 200 catalog description

HLT 386 HEALTHCARE POLICY
Prerequisites: $\geq$2.5 GPA; NUR 200, NUR 230 or instructor's permission; or standing in Allied Health or RN to BSN program. This course provides students with an overview of contemporary health policy in the United States. Health disparities and the evolving healthcare system have a profound impact on the nursing profession. Nursing students develop a greater understanding of the social, political, cultural, and financial variables affecting health care outcomes, including nursing practice. Students learn to analyze health care policy using a framework. The effect of current health care policy on vulnerable populations is examined. Students participate in healthcare policy discussions as patient advocates and consumers of healthcare. Current issues and trends affecting the nursing profession are examined. 3 credit hours. Offered Fall and spring.

HLT 407 LEADERSHIP AND MANAGEMENT IN HEALTHCARE
Prerequisites: ≥2.5 GPA; Enrolled in Allied Health program or Second semester junior standing or with instructor permission. Co-requisites: None. Prepares students to assume leadership, decision-making roles, and political awareness within an increasingly complex and changing health care system. Principles of leadership and management are examined in context of their application within current and prospective global health care environments. Role development and values clarification are emphasized. 3 credit hours. Offered Spring and Summer term.

HTY 100 WORLD CIVILIZATIONS I
Prerequisites: None. A comprehensive examination of the growth of civilizations from the ancient times to the Renaissance. The course investigates the political, economic, social, intellectual, and religious developments of the periods. Students will explore the development of many of the world's civilizations, not only in Europe, but is Asia, Africa, and the Americas. Students will learn how European expansion affected civilizations in other parts of the world and how those civilizations, in turn, influenced and had impacts on Europe. 3 credit hours. Offered Fall and Summer term.

HTY 101 WORLD CIVILIZATIONS II
Prerequisites: None. The course provides students with a comprehensive examination of the major developments that have shaped the modern world from the late sixteenth century to the mid-twentieth century. The course will concentrate on the developments in Europe, Asia, Africa, and the Middle East. 3 credit hours. Offered Spring.

HTY 102 UNITED STATES HISTORY I
Prerequisites: None. Surveys social, cultural, economic and political development of American nation from exploration and colonization through era of Civil War and American nation from exploration and colonization through era of Civil War and reconstruction. 3 credit hours. Offered Fall.

HTY 103 UNITED STATES HISTORY II
Prerequisites: None. A continuation of Hty 102. Surveys social, cultural, economic and political history of United States, from Reconstruction to present. 3 credit hours. Offered Spring.

HTY 105 INTRODUCTION TO THE CONTEMPORARY WORLD I
Prerequisites: None. Analyzes the major historical developments that have shaped the modern world. Topics include the primary events in the evolution of modern Europe, Africa, Latin America, and the Far East. 3 credit hours. Offered odd Falls (2013, 2015).

HTY 106 INTRO TO THE CONTEMPORARY WORLD II
Prerequisites: None. Analyzes the major historical developments that have shaped the modern world. Topics include the primary events in the evolution of modern Europe, Africa, Latin America, and the Far East. 3 credit hours.

HTY 204 HISTORY OF THE ST. JOHN VALLEY
Prerequisites: None Overview of Acadian history of the St. John Valley, 17th century to present. Focus of the course is the settlement of the upper St. John

Valley by Acadians, Québec, migrants, Maine Yankees, and Scotch-Irish. 3 credit hours.

HTY 343 TOPICS IN CANADIAN-AMERICAN FOLKLORE
Prerequisites: None. Introduction to the folklore of Canada and the United States. Oral literature, material culture, music and song, and other aspects of folk culture will be considered. 3 credit hours.

HTY 351 CANADIAN HISTORY I
Prerequisites: None. The course provides students with a comprehensive examination of the major developments that have shaped the modern world from the late sixteenth century to the mid-twentieth century. The course will concentrate on the developments in Europe, Asia, Africa, and the Middle East. 3 credit hours.

HTY 352 CANADIAN HISTORY II
Prerequisites: None. This course will survey Canadian history from Confederation to the present. There will be special emphasis on Confederation, school crisis in three Provinces, the conscription crisis of the two World Wars, continentalism, and the growth of Acadian and Quebec nationalism. 3 credit hours.

HTY 359 AMERICA SINCE 1945
Prerequisites: Hty 103 or instructor's permission.. Surveys problems confronting modern America from World War II to the present. Examines domestic issues including the Red Scare, Kennedy assassination, civil rights movement, the counter culture; foreign affairs including the Cold War, Korean War, Cuba, Vietnam, Arab-Israeli conflict, Persian Gulf War, Iraq War, Al Quaida, International Free Trade Agreement. 3 credit hours.

HTY 362 THE FRENCH REVOLUTION AND NAPOLEON
Prerequisites: Hty 101. Examines revolutionary and Napoleonic epoch in France. Analyzes origins of revolution, impact of different socio-economic classes, constitutional experiments, and failure of revolutionary governments to achieve constitutional experiments, and failure of revolutionary governments to achieve political stability. Studies regime of Napoleon Bonaparte in France and Europe. 3 credit hours. Offered Fall 2014.

HTY 380 HISTORY OF THE MIDDLE EAST
Prerequisites: None. This course will give students an understanding of the history and development of the modern Middle East. After a brief summary of the Ottoman Empire and Islam, the course will focus on the period between World War I and the establishment of the State of Israel in 1948. The course will emphasize how the history of this time period has laid the groundwork for the Middle East as we know it today. 3 credit hours. Offered Spring 2013.

HTY 382 CONSERVATION AND ENVINONMENTAL HISTORY
Prerequisites: Eng 101 or instructors permission. This is a seminar course that features primary readings and selected secondary readings which explore the fundamental tenets of conservation and environmentalism. Students will develop an appreciation of the forces and ideas which shaped the modern concepts of conservation, ecology, and environmentalism in American history.

Patterns of natural resource use, the importance of nature in defining American art and literature, and the role of parks and recreation are also explored. 3 credit hours. Offered Spring.

HTY 421 HISTORY OF GENOCIDE
This course will examine the history of genocide, paying particular attention to genocide in the twentieth century. It will focus on three genocidal moments in history: the Holocaust, Cambodia and Rwanda. We will examine the history and context and ramifications of each of these events. After examining these genocides on an individual basis, we will compare and contrast one to the other. 3 credit hours. Offered Fall 2013.

HTY 432 HISTORY OF THE SECOND WORLD WAR, PART I, ORIGINS
Prerequisites: Hty 101 or Hty 103, or instructor's permission. Analyzes origins of Second World War from 1918 by focusing on growth of militarism in Europe and Far East. 3 credit hours. Offered odd Falls (2013, 2015).

HTY 433 HISTORY OF THE SECOND WORLD WAR, PART II 1939-1945
Prerequisites: Hty 101, Hty 432, or instructor's permission. Examines the course of World War II in Europe, Asia, North Africa, and the Pacific. 3 credit hours.

HTY 434 HISTORY OF WORLD WAR II (PART III)
Prerequisites: None. The purpose of the course is to analyze the Second World War from the battle of Midway in the Pacific and the battle of Stalingrad to the collapse of Germany and Japan in 1945. Major topics include the theaters of war, principal and decisive battles, new weapons, tactics and strategy, domestic administration, and the impact of the war on the participating nations. Examinations require an analytical grasp of the issues and events associated with the war. 3 credit hours.

HTY 435 HISTORY OF WORLD WAR II (PART IV)
Prerequisites: None. This course is to analyze the Second World War from the American victory at Midway in the Pacific and the Russian victory at Stalingrad in 1943 to the collapse of Germany and Japan in 1945. Major topics are the several theaters of war, principal and decisive battles, new weapons, tactics and strategy, domestic administration, and the impact of the war on the participating nations. Examinations require an analytical grasp of the issues and events associated with the war. 3 credit hours.

HTY 449 EUROPE SINCE 1945
Prerequisites: Hty 101 or instructor's permission. Examines the impact of World War II, the Cold War, European economic recovery, and other significant events since 1945. 3 credit hours.

HTY 450 REVOLUTION AND CONFEDERATION
Prerequisites: Hty 102 or instructor's permission. Studies American development from 1763 through end of confederation, 1790. Focus on the Revolution and the Revolutionary War, 1775-1783. 3 credit hours.

HTY 452 AMERICAN FOREIGN POLICY, 1776-PRESENT
Prerequisites: Hty 103 or instructor's permission. Studies diplomacy of American Revolution, Louisiana Purchase, War of 1812, Mexican-American War and Civil War. Focus on diplomacy of Spanish-American War, World War I, World War II, Cold War, Korean War, Cuban Conflict, Vietnam War, Persian Gulf War, Iraq War, Al Quaida, Arab-Israeli conflict. 3 credit hours.

HTY 457 CIVIL WAR AND RECONSTRUCTION
Prerequisites: Hty 102 or Hty 103 or permission of the instructor. A survey of the Civil War and Reconstruction period, 1861-1878. Focus on the battlefield – First Bull Run to Appomatox. Emphasis on the causes of this struggle and its aftermath. 3 credit Hours.

HTY 460 NINETEENTH CENTURY EUROPE
Prerequisites: Hty 101 or instructor's permission. Analyzes development of European society from end of Napoleonic Empire to outbreak of World War I by concentrating on growth of industrialism, socialism, conservatism, liberalism, and nationalism. 3 credit hours.

HTY 461 EUROPE FROM 1918 TO 1945
Prerequisites: Hty 101 or instructor's permission. Examines impact of World War I, the failure of democracy, the rise of totalitarianism, and the Second World War. 3 credit hours.

HTY 467 ACADIAN HISTORY
Prerequisites: None. History of the Acadian people, 1604 - 1763, their deportation and aftermath. Examines their relationships with the environment – the land, ocean, forest, and Native Americans. Special focus on causes and culpability for deportation. 3 credit hours. Offered Spring 2014.

HUM 102 FIRST YEAR EXPERIENCE
Prerequisites: None. Designed to assist students in becoming academically and socially successful. It develops learning and thinking skills and introduces the student to procedures, policies, and services of the University. The course is required of all new students. Transfer students with 30 or more credits are exempt. Credits apply as electives in degree programs. 3 credit hours. Offered Fall and Spring.

MAT 128 COLLEGE ALGEBRA
Prerequisites: None. Provides students with basic algebraic skills. Covers algebraic concepts including linear, fractional and quadratic and exponential equations and graphs. Also covers basic trigonometry for right triangles. 3 credit hours. Offered Fall, Spring, Summer terms.

MAT 165 PRE-CALCULUS
Prerequisites: None. Co-requisites: None. Covers sets, algebraic operations, functions, graphs, complex numbers, polynomials, exponential functions, trigonometric functions, systems of linear equations, and sequences. 3 credit hours. Offered Fall.

MAT 180 FINITE MATH I: LOGIC, COMBINATORICS, PROBABILITY and INTRODCUTION TO STATISTICS
Prerequisites: None. Co-requisites: None. Introduction to set theory, symbolic logic, combinatorics, and probability. This course emphasizes quantitative, critical thinking skills in an informal setting. 3 credit hours. Offered Fall, Spring, Summer terms.

MAT 200 STRUCTURES OF MATHEMATICS I
Prerequisite: One year of high school algebra, Asp 110, or instructor's permission. Designed for elementary education majors. Examines structure of arithmetic as it relates to algebra. Covers arithmetic concepts, number system properties, various bases, numeration systems, and problem solving. 3 credit hours**.** Offered Fall.

MAT 201 STRUCTURES OF MATHEMATICS II
Prerequisite: Mat 200 or instructor's permission. Designed for elementary education majors. Continuation of Structures of Math I. Examines fundamental concepts of algebra, number theory, measurement and geometry, probability, statistics, and more problem solving. 3 credit hours. Offered Spring.

MAT 255 CALCULUS I
Prerequisites: Mat 165 or equivalent. Co-requisites: None. This is an introduction to Calculus as applied in the Social or Life Sciences. Its focus is interpreting a narrative quantitatively. Topics include: limits, derivatives, techniques of finding derivatives of polynomials, exponential and log functions, derivatives of sums, differences, products, quotients, and composites of functions, continuity, differentiability, maxima, minima, extreme value theorem, higher derivatives and their applications, indeterminate forms and l'Hopital's rule, anti-derivatives and indefinite integrals, integrating polynomials, exponential and inverse functions, integration by substitution, definite integrals, the Fundamental Theorem of Calculus, area between curves, tables of integrals, separable differential equations, functions of two variables, partial derivatives, second order partial derivatives, extrema of functions of two variables, and integration over two variables. 4 credit hours. Offered even Falls (2014).

MAT 256 CALCULUS II
Prerequisites: Mat 255. Co-requisites: None. This course is a continuation of Calculus I. Beginning with a review of differentiation and integration; it introduces trigonometric functions while it reviews polynomials and exponential functions. Emphasized are applications of definite integrals and techniques of integration. Infinite sequences and series are studied. 4 credit hours. Offered odd Springs (2013, 2015).

MAT 280 FINITE MATH II: LINEAR SYSTEMS & MODELS AND MATHEMATICS OF FINANCE
Prerequisites: None. Co-requisites: None. This course provides students with applied mathematical skills utilizing linear equations, matrices, and exponential functions. Topics include: modeling with linear equations, matrix operations, and mathematics of finance. 3 credit hours. Offered Spring.

MAT 290 GEOMETRY
Prerequisites: High School geometry. Co-requisites: None. This course attempts to acquaint the student with the amazing properties of lines, circles, triangles, and other geometric figures. It is designed for students who intend to teach mathematics. The course is taught using compass and straight edge constructions. 3 credit hours.

MAT 350 HISTORY OF MATHEMATICS
Prerequisites: At least two previous math courses. Co-requisites: None. This course consists of a survey of major math concepts and personalities in mathematics over the past 5,000 years. 3 credit hours

MAT 351 STATISTICS I
Prerequisites: Algebra proficiency. Designed for use in behavioral science, education, environmental studies, nursing, computer applications, natural science, and business. Introduces descriptive and inferential statistics with data handling emphasized. Includes measures of central tendency, distribution, normal distribution, T-distribution, hypothesis testing, correlation, linear regression, analysis of variance, chi-square and non-parametric analytical techniques. 3 credit hours. Offered Fall, Spring, Summer terms.

MAT 352 STATISTICS II
Prerequisites: Mat 351. Co-requisites: None. Applied statistical methods in the student's area of specialization. Designed for use by education, natural, environmental, or behavioral scientists. Data mining is taught. Students are required to build predictorial models from data sets chosen from their respective disciplines. Students are required to use statistical analysis software and to work independently in their specialty. 3 credit hours.

MAT 357 ABSTRACT ALGEBRA
Prerequisites: Mat 180. Co-requisites: None. Introduces theory of groups, rings, and fields. 3 credit hours.

MAT 370 CALCULUS III
Prerequisites: Mat 256. Co-requisites: None. Continuation of Calculus II. Includes vectors, partial differentiation, infinite series, polar coordinates, and multiple integrals, directional derivatives, line integrals, and an introduction to differential equations. 4 credit hours.

MUS 100 MUSIC HISTORY
Prerequisites: None. Introduction to the elements of music, survey of 1600 years of Art Music in western civilization. Includes style periods, names, dates, and personalities significant in musical developments. The major roles of music and the musician in society are studied. Listening skills and aural recognition are emphasized. 3 credit hours. Offered Fall.

MUS 120 HISTORY OF ROCK AND ROLL
Prerequisites: None. The historical and stylistic development of Rock, through its major trends, influential personalities and its interrelationship with our society is studied. 3 credit hours. Offered Winter, Spring, Summer terms.

MUS 156 CLASS PIANO
Prerequisites: None.. Develops musicianship and keyboard skills such as basic reading of music notation, hand positions, and keyboard harmony. 3 credit hours. Offered Fall.

MUS 200 FUNDAMENTALS OF MUSIC
Prerequisites: None. Develops musicianship and musical literacy, such as fluency in music notation, principles of music theory, and ear training through computer assisted instruction. 3 credit hours. Offered even Falls (2014, 2016)

MUS 204 AMERICAN MUSIC
Prerequisites: None. Develops a knowledge of the multi cultural music of the United States. The music of ethnic, religious and social groups, American Art music, and seminal figures and ideological movements will be covered. Listening skills and aural recognition are emphasized. 3 credit hours. Offered Summer term.

MUS 242 IMPROVISATION
Prerequisites: None. The exposure to improvisation in a variety of musical styles and their historical and sociological contexts are covered. 3 credit hours. Offered odd Falls (2013, 2015).

MUS 302 WORLD MUSIC
Prerequisites: None. This course presents students with a survey of music from selected world cultures. The functions of music in culture will be examined and compared. 3 credit hours.

MUS 310 U.S. MUSICAL THEATER
Prerequisites: None. An in depth coverage of musical theater forms in the U.S. Studies the development of the American musical including minstrelsy, vaudeville, operetta and revues. The contributions of the major 20th Century figures are assessed and several landmark works are covered in detail. The mature musical as an art form is analyzed. Listening skills and aural recognition are emphasized. 3 credit hours.

MUS 354 MUSIC THEORY I
Prerequisites: Mus 200. Examines elements of Tonal Harmony through the study of chord structures, chord types, and voice leading. Melodic organization, modulation, chord structures, chord types, and voice leading. Melodic organization, modulation, ear training, sight singing and seventh chords are also covered. The class uses computer assisted instruction. 3 credit hours. Offered even Falls (2014).

MUS 400 HISTORY OF JAZZ
Prerequisites: None. Covers the major styles of jazz: Ragtime, Dixieland, Swing, Be-Bop, Cool, Free and Fusion. The major figures and extra-musical factors influencing these trends will also be studied. Listening skills and aural recognition are emphasized. 3 credit hours. Offered odd Springs (2013, 2015).

MUS 420 MUSIC TECHNOLOGY
Prerequisites: Mus 200. The goal of this course is to experience and understand three areas of Music Technology: 1) Music Notation Programs 2) Audio

Sampling and Editing software, and 3) Mixing. 3 credit hours. Offered even Springs (2016).

NUR 200 INTRODUCTION TO PROFESSIONAL NURSING
Prerequisites: ≥2.0 GPA. Co-requisites: NUR 201L or NUR 202L, or NUR 212L. Introduces the student to concepts of professional nursing, career and employment opportunities, history and scope of nursing, communication, theories and theorists, critical thinking, the nursing process, as well as legal and ethical issues inherent in nursing practice. Provides students with opportunities to practice professional nursing skills and to participate in professional nursing activities. 2 credit hours. Offered Fall and Spring.

NUR 201L FUNDAMENTALS OF NURSING LAB I
Prerequisite: ≥2.0 GPA. Co-requisites: None. This nursing skills lab assists students to develop the knowledge, skill, and attitude necessary to nurse the adult client in an acute or long term care setting. 1 credit hour. Offered Fall and Spring.

NUR 202L FUNDAMENTALS OF NURSING LAB II
Prerequisite: ≥2.5 GPA, NUR 201L. Co-requisites: None. This nursing skills lab assists students to develop the knowledge, skill, and attitude necessary to nurse the adult client in an acute or long term care setting. 1 credit hour. Offered Fall and Spring.

NUR 212L: FUNDAMENTALS OF NURSING SKILLS LAB
Prerequisite: ≥2.5 GPA; proof of current Maine CNA certification. This nursing skills lab assists students with demonstrated CNA certification to develop the knowledge, skill, and attitude necessary to nurse the adult client in an acute or long term care setting. 1 credit hour. Offered Fall and Spring.

NUR 230 PROMOTING PERSONAL HEALTH AND WELLNESS
Prerequisites: ≥2.5 GPA. Co-requisites: NUR 201L or NUR 202L, or NUR 212L. This course enables students to be informed, responsible, respectful, and capable when making decisions affecting their own wellbeing of that or their patients. The multiple dimensions of health and wellness (e.g., personal, social, economic, environmental, political) are examined. Personal and professional activities promoting health and preventing illness for oneself and the public, based on theoretical and evidence-based practice, are also included. Values and principles central to legal and ethical nursing practice are considered as is the importance of self-care to promote ethical and legal nursing practice. Personal and public values related to health and wellness are also discussed. 3 credit hours. Offered Fall and Spring.

NUR 301 PROMOTING HEALTHY COMMUNITIES
Prerequisites: ≥2.5 GPA; NUR 302, NUR 330. Co-requisites: None. Introduces students to the concepts and principles of community-based nursing, wherein the nurse promotes the optimum wellness of individuals, families, and communities to live and work in healthy environments. Provides an evidence and practice-based perspective to examine current and emerging issues in population health. The preferences, values, needs and culture of the community-as-client are considered to ensure safe, competent, and effective care. 3 credit hours. Offered Spring.

NUR 301R PROMOTING HEALTHY COMMUNITIES
Prerequisites: ≥2.5 GPA; RN-BSN. Online delivery for NUR 301. 3 credit hours. Offered Fall and Spring

NUR 302 PHARMACOLOGY
Prerequisites: ≥2.5 GPA; BIO 353, BIO 363; HLT 386, or admitted student in the accelerated nursing program. Co-requisites: None. Provides students with knowledge about general principles of drug actions along with nursing responsibilities and accountability in the administration of medications over the lifespan. Using the nursing process, numerous pharmacologic classifications will be discussed including mechanisms of drug actions, key adverse effects, and drug interactions. Genetic and genomic considerations will be examined. Students will develop skills needed for safe practice including calculating dosages and administering various medications. HESI testing fee required. 3 credit hours. Offered Summer and Fall

NUR 309 HOLISTIC HEALTH ASSESSMENT
Prerequisites: ≥2.5 GPA; BIO 220, BIO 221; NUR 200, NUR 230, or admitted student in the accelerated nursing program, or instructor's permission. Co-requisites: NUR 309L. Prepares students with the knowledge, attitude, and skill needed to complete a detailed health history interview and comprehensive health assessment. With a focus on wellness, individual adult health status will be assessed, including physical, emotional, cultural, spiritual factors, from which appropriate nursing diagnoses may be derived. 3 credit hours. Offered Fall and Spring.

NUR 309L HOLISTIC HEALTH ASSESSMENT LAB
Co-requisites: Nur 309. Allows students the opportunity to develop their role as provider of safe and effective patient-centered care by building the knowledge attitude, and skills required of health assessment and analysis of health findings. 1 credit hour. Offered Fall and Spring.

NUR 309R HOLISTIC HEALTH ASSESSMENT
Prerequisites: ≥2.5 GPA; RN-BSN. Online delivery for NUR 309. 3 credit hours.

NUR 312 CONCEPTUAL ISSUES OF PROFESSIONAL NURSING
Prerequisites: ≥2.5 GPA; Admitted as student in the accelerated or RN-BSN program. Co-requisites: NUR 312L for Accelerated Students only. Promotes the development of professional knowledge, attitudes, and skills as foundational to professional nursing. Students will be introduced to selected concepts, themes, and theories that deepen an understanding of the historical, legal, ethical, and contemporary context of nursing practice. 3 credit hours. Offered Fall and Summer term.

NUR 312L CONCEPTUAL ISSUES OF PROFESSIONAL NURSING LAB
Co-requisites: NUR 312 (Accelerated Students) This nursing skills lab assists students to develop the knowledge, skill, and attitude necessary to nurse the adult client in an acute or long term care setting. 1 credit hour. Offered Fall and Summer term.

NUR 314 NURSING CORE COMPETENCY
Prerequisites: Student in the RN-BSN program. Credit awarded for prior learning, demonstrated by graduation from an accredited nursing institution and proof of a valid U.S. or Canadian RN license. 29 credit hours; additional credit may be awarded under articulation agreements between nursing programs and UMFK.

NUR 330 ADULT HEALTH I: CARING FOR INDIVIDUALS/ FAMILIES WITH ACUTE ALTERATIONS IN HEALTH
Prerequisites: ≥2.5 GPA; HLT 386; BIO 353, BIO 363; PSY 308, or admitted student in the accelerated nursing program. Co-requisites: BIO 401; Nur 302, NUR 309, Nur 330C, NUR 330L. Expands students' knowledge of safe, quality nursing care as requisite to meeting the needs of individuals and their families with acute alterations in health. Emphasis is on the promotion, restoration, and maintenance of health along with their impact on the individual and the family. 2 credit hours. Offered Fall.

NUR 330C ADULT HEALTH I: CARING FOR INDIVIDUALS/ FAMILIES WITH ACUTE ALTERATIONS IN HEALTH Clinical
Co-requisites: Nur 330. Utilizes therapeutic nursing interventions in the promotion, restoration, and maintenance of health of individuals and families experiencing acute alterations in health. Students learn to apply clinical reasoning skills and to refine their application of the nursing process, communication, and nursing skills in a variety of settings. 2 credit hours. Offered Fall.

NUR 330L ADULT HEALTH I: CARING FOR INDIVIDUALS/ FAMILIES WITH ACUTE ALTERATIONS IN HEALTH Lab.
Co-requisites: Nur 330. Lab sessions will continue to build on the development of fundamental psychomotor skills necessary in clinical practice. 1 credit hour. Offered Fall.

NUR 335 FAMILY HEALTH I - MATERNAL/INFANT
Prerequisites: ≥2.5 GPA; BIO 353, BIO 363; NUR 309, HLT 386; PSY 308, or admitted student in the accelerated nursing program. Co-requisites: NUR 335C, NUR 340L. This course explores family-centered nursing care and the health promotion of women with focused attention on the childbearing process: puberty, conception, antepartum, intrapartum, and postpartum care. The course emphasizes the natural physiological and psychological phases of these events. High risk conditions and nursing care of the newborn and postpartum family are also taught. Cultural, hereditary, and environmental influences are presented . HESI testing fee required. 2 credit hours. Offered Fall and Spring.

NUR 335C FAMILY HEALTH I - MATERNAL/INFANT Clinical
Co-requisites: NUR 335. Provides for the application of nursing skills that facilitate optimum functioning, wellness, and maintenance of individuals and families. The focus is on maternal and infant health. Occurs in structured settings, homes, and community settings. Students must provide own transportation. 2 credit hours. Offered Fall and Spring

NUR 340L FAMILY HEALTH NURSING Lab
Co-requisites: NUR 335 or NUR 365. Lab sessions promote students to develop knowledge, attitude, and psychomotor skills focusing on the care of maternal and pediatric clients. 1 credit hour. Offered Fall.

NUR 360 ADULT HEALTH II: CARING FOR INDIVIDUALS/ FAMILIES WITH CHRONIC ALTERATIONS IN HEALTH
Prerequisites: ≥2.5 GPA; BIO 401; NUR 302, NUR 309, NUR 330. Co-requisites: NUR 360C, NUR 360L. Expands the student's knowledge of safe, quality nursing care required to meet the needs of the individual and their families with chronic alterations in health. Emphasizes the development of skill as part of patient-centered care that promotes, restores, and maintains the health of individuals and families. 2 credit hours. Offered Spring.

NUR 360C ADULT HEALTH II: CARING FOR INDIVIDUALS/ FAMILIES WITH CHRONIC ALTERATIONS IN HEALTH Clinical
Co-requisites: NUR 360. Utilizes therapeutic nursing interventions in the promotion, restoration, and maintenance of health of individuals and families experiencing chronic alterations in health. Students will have opportunities to develop critical thinking and clinical reasoning and decision-making skills in a variety of structured clinical settings. 2 credit hours. Offered Spring

NUR 360L ADULT HEALTH II: CARING FOR INDIVIDUALS/ FAMILIES WITH CHRONIC ALTERATIONS IN HEALTH Lab
Co-requisites: NUR 360. Lab sessions assist students to develop advanced knowledge, attitude, and psychomotor skills necessary in clinical practice. 1 credit hours. Offered Spring

NUR 365 FAMILY HEALTH II -- PEDIATRICS
Prerequisites: ≥2.5 GPA; BIO 353, BIO 363, NUR309, HLT 386, PSY 308, or admitted student in the accelerated nursing program. Co-requisites: NUR 340L, NUR 365C. This course explores family-centered nursing care and the health promotion and care of children in all care settings. Child human growth and developmental theorists, cultural, hereditary, and environmental influences are also explored. Emphasis is on the nursing process and critical thinking skills required to enable families and their children to secure optimum wellness. HESI testing fee required. 2 credit hours. Offered Fall and Spring.

NUR 365C FAMILY HEALTH II -- PEDIATRICS Clinical
Co-requisites: NUR 365. Provides for the application of nursing skills that facilitate safe, effective outcomes of care, including optimum function, wellness, and maintenance of individuals and families. The focus is child health within the context of family. Students will have opportunities to develop communication, clinical reasoning, and assessment skills. Occurs in structured settings, homes, and community settings. Students must provide own transportation. 2 credit hours. Offered Fall and Spring.

NUR 380 TRANSCULTURAL CARE IN NURSING
Prerequisites: ≥2.5 GPA; Second semester junior standing in nursing major or with instructor permission. Co-requisites: None. Addresses the impact that social, political, cultural, spiritual, gender, age, and lifestyle factors have upon the health of individuals and communities. Provides students with evidence-

based learning related to the complementary therapies and approaches used by the public and available to nurses that can be used in culturally-appropriate ways to treat illness, prevent disease, and promote wellbeing. Identifies personally held beliefs and values and responds to the diversity and uniqueness of individuals and populations to provide culturally-sensitive, safe, and effective care. 3 credit hours. Offered Fall, Spring, and Summer term.

NUR 390 NURSING INTERNSHIP
This elective course provides students with a concentrated clinical experience to expand and apply knowledge from the liberal arts and nursing curricula within client based care settings. Students will be mentored and supervised by a Registered Nurse to maximize clinical learning opportunities within a safe and structured environment. Students will complete 90 hours one-on-one with the RN Mentor. UMFK faculty will liaison with the clinical facility, the Registered Nurse mentor, and collaborate with the student to evaluate the student's progress and performance. 3 credit hours. Offered Summer.

NUR 397 NURSING EXTERNSHIP
This elective course provides students with a concentrated clinical experience to expand and apply knowledge from the liberal arts and nursing curricula within client based care settings. Students will be mentored and supervised by a Registered Nurse to maximize clinical learning opportunities within a safe and structured environment. Students will complete 240 hours one-on-one with the RN Mentor. UMFK faculty will act as liaison with the clinical facility, the Registered Nurse mentor, and collaborate with the student to evaluate the student's progress and performance. 4 credit hours. Offered Summer.

NUR 401/ HCA 401 HEALTH RELATED RESEARCH AND EVIDENCE-BASED PRACTICE
Prerequisites: ≥2.5 GPA; College level statistics course. Co-requisites: None. Introduces students to the conduct of research; research sources, utilization, and dissemination; as well as concepts and principles of evidence-based practice (EBP) as a way to improve nursing practice and healthcare outcomes. Focus of the course is on developing clinical EBP questions; conducting a literature review; and to appraise and apply current, reliable research findings n clinical practice. Standards for the conduct of ethical research in qualitative and quantitative research designs are also reviewed. 3 credit hours. Offered Fall and Summer.

NUR 413/HCA 413 HEALTHCARE ETHICS AND THE LAW
Prerequisites: ≥2.5 GPA; junior standing or admitted to RN-BSN program. Co-requisites: None. The focus of the course includes examining ethical and legal issues in the context of nursing and healthcare practice. Students explore the principles of ethical reasoning and decision-making to resolve of ethical dilemmas present in healthcare. Students analyze the ethical obligations, policies, and laws that guide healthcare delivery. Students examine current ethical issues. 3 credit hours. Offered Summer and Fall.

NUR 425 ADULT HEALTH III: CARING FOR INDIVIDUALS/ FAMILIES WITH COMPLEX ALTERATIONS IN HEALTH
Prerequisites: ≥2.5 GPA; NUR 335, NUR 360, NUR 365. Co-requisites: NUR 425C, NUR 425L. Expands the student's knowledge, attitude, and skill required

to provide safe, quality, patient-centered care for individuals with complex or multiple alterations in health. Emphasis is on illness and disease management along with the impact of catastrophic illness on the individual and the family. HESI testing fees required. 3 credit hours. Offered Summer and Fall.

NUR 425C ADULT HEALTH III: CARING FOR INDIVIDUALS/ FAMILIES WITH COMPLEX ALTERATIONS IN HEALTH Clinical
Co-requisites: NUR 425. Utilizes therapeutic nursing interventions in the promotion, restoration, and maintenance of health of individuals and families experiencing complex alterations in health. Students will have opportunities to refine previously learned skills as a care provider along with the development of new roles such as care coordinator and collaborator in a variety of structured and unstructured clinical settings. Lab sessions will continue to develop more advanced psychomotor skills necessary in clinical practice. 4 credit hours. Offered Summer and Fall.

NUR 425L ADULT HEALTH III: CARING FOR INDIVIDUALS/ FAMILIES WITH COMPLEX ALTERATIONS IN HEALTH Lab
Co-requisites: NUR 425. Lab sessions assist students to develop advanced knowledge, attitude, and psychomotor skills necessary in clinical practice. 1 credit hour. Offered Summer and Fall.

NUR 452 MENTAL HEALTH NURSING
Prerequisites: $\geq$2.5 GPA; NUR 335, NUR 360, NUR 365; PSY 308. Co-requisites: NUR 452C. Introduces concepts and principles of mental health nursing across the lifespan. Interdisciplinary aspects of holistic care delivery are explored. Specific theories, therapeutic communication approaches, disorders of human behavior, evidence-based treatment modalities, and the nursing process are utilized to promote patient-centered care that is culturally appropriate, safe, and effective. HESI testing fee required. 3 credit hours. Offered Summer and Fall.

NUR 452C MENTAL HEALTH NURSING Clinical
Co-requisites: NUR 452. Explores holistic mental health nursing interventions in a variety of settings. The nursing process is utilized and interventions focus on the promotion, restoration, and maintenance of optimal wellness. Students must provide own transportation. 2 credit hours. Offered Summer and Fall.

NUR 456 INTEGRATED NURSING PRACTICE
Prerequisites: $\geq$2.5 GPA; NUR 301R. Co-requisites: None. This practicum provides students with the opportunity to demonstrate leadership and organization skills, as well as evidence-based practice abilities by assessing, planning, implementing, and evaluating a community-based nursing intervention. The community-as-client is emphasized. 3 credit hours. Offered Spring.

NUR 497 SENIOR CAPSTONE
Prerequisites: $\geq$2.5 GPA; Second semester senior standing in nursing major with successful completion of all clinical nursing courses and all standardized specialty and Exit exams. Students may apply for a waiver to the Division of Nursing. Co-requisites: NUR 497C. Capstone review of knowledge gained from prior nursing core courses to include adult, maternal, infant, child, and

mental health nursing. Focuses on use of the nursing process to care for individuals, families, and communities. Emphasis is on problem solving, clinical reasoning, computer-assisted instruction, as well as NCLEX test-taking strategies as preparation for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). 3 credit hours. Offered Fall and Spring.

NUR 497C SENIOR PRECEPTORSHIP PRACTICUM
Prerequisites: ≥2.5 GPA; Second semester senior standing in nursing major with successful completion of all clinical nursing courses and all standardized specialty exams. Co-requisites: None. Directed clinical practicum experience in which students apply knowledge, attitude, and skills gained from all prior semesters to provide safe, quality, patient-centered, evidence-based care of individuals, families, and communities that simultaneously demonstrates professionalism, leadership, and collaboration with members of the health care team. HESI testing fee required. 4 credit hours. Offered Fall and Spring.

PHE 101 CANOEING
Prerequisites: None. Co-requisites: None. Introduces student to basic canoeing strokes including J-stroke, draw strokes, sweep strokes, bow strokes, and front rudders. Emphasizes safety skills and survival techniques. Equipment fee required. 1 credit hour.

PHE 103 INTRODUCTION TO ALPINE SKIING
Prerequisites: None. Co-requisites: None. Introduces downhill skiing with emphasis on safety and control. Students required to provide ski pass. 1 credit hour.

PHE 104 CROSS-COUNTRY SKIING
Prerequisites: None. Co-requisites: None. Provides instruction and practice in techniques of cross-country touring. 1 credit hour.

PHE 120 WINTER SKILL I
Prerequisites: None. Co-requisites: None. This course will teach basic skills and practices in the area of winter recreation and survival. The course is built around travel safety, how to select proper equipment and how to assemble basic survival material for emergency situations. Students will have an opportunity to snowshoe and cross country ski. The course requires physical fitness, and attendance at all field trips. 1 credit hour.

PHE 121 WINTER SKILLS II
Prerequisites: None. Co-requisites: None. Teaches winter survival skills and develops leadership capability. Includes teaching beginners under the instructor's supervision. Two camping trips, two day trips, supplemental lecture, and readings are required. 1 credit hour.

PHE 124 COACHING BASKETBALL
Prerequisites: Phe 163. Co-requisites: None. This course is designed for students who want a better understanding of basketball. Students will learn the rules and organization of basketball and they will understand fundamentals of basketball. Students will be learning the relationships between rules of NCAA, NAIA, and how title IX affects the sport. Students will examine the theories of

high school, college, and professional level and other theories of how basketball is played. 3 credit hours.

PHE 149 COACHING BASEBALL/SOFTBALL
Prerequisites: Phe 163. Co-requisites: None. This course is designed for students who want a better understanding of baseball/softball. Students will learn the rules and organization of baseball/softball and they will understand fundamentals of baseball/softball. Students will be learning the relationships between rules of NCAA, NAIA, and how title IX affects the sport. Students will examine the theories of high school, college, and professional level and other theories of how baseball/softball is played. 1 credit hour.

PHE 163 PRINCIPLES OF COACHING
Prerequisites: None. Co-requisites: None. Provides an appreciation and background in the art of coaching. Deals with the complex problems facing those that accept the challenge of handling our youth of today in a sport setting. The complete role of the effectiveness of the coach will be surveyed. Field trips to study experienced coaches required. 3 credit hours. Offered Fall.

PHE 165 KINESIOLOGY
Prerequisites: None. Co-requisites: None. This course is designed for students to have a better understanding of how and why the human body moves. Students will learn how antagonist and agonist muscles move the extremities. Students will have a basic understanding of how physics laws apply to the human body. 3 credit hours.

PHE 166 COACHING SOCCER
Prerequisites: Phe 163. Co-requisites: None. This course is designed for students who want a better understanding of soccer. Students will learn the rules and organization of soccer and they will understand fundamentals of soccer. Students will be learning the relationships between rules of NCAA, NAIA, and how title IX affects the sport. Students will examine the theories of high school, college, and professional level and other theories of how soccer is played. 3 credit hours.

PHE 167 COACHING VOLLEYBALL
Prerequisites: Phe 163. Co-requisites: None. This course is designed for students who want a better understanding of volleyball. Students will learn the rules and organization of volleyball and they will understand fundamentals of volleyball. Students will be learning the relationships between rules of NCAA, NAIA, and how title IX affects the sport. Students will examine the theories of high school, college, and professional level and other theories of how volleyball is played. 1 credit hour.

PHE 168 COACHING CROSS COUNTRY
Prerequisites: Phe 163. Co-requisites: None. This course is designed for students who want a better understanding of cross country programs. Students will learn the rules and organization of cross country and they will understand fundamentals of and organization of cross country and they will understand fundamentals of cross-country. Students will be learning the relationships between rules of NCAA, NAIA, and how title IX affects the sport. Students

will examine the theories of high school, college, and professional level and other theories of how cross country is played. 1 credit hour.

PHE 264 BASIC ATHLETIC INJURIES
Prerequisites: Phe 165. Co-requisites: None. This course will give students an opportunity to see how the human body reacts to injury. Students will take away from this course basic training to recognize injuries to the body and what they can do to assist. Students will learn American Red Cross first aid and CPR. Students will also learn how to wrap, tape, and stretch areas of injury. 3 credit hours.

PHE 312 ADAPTIVE PHYSICAL EDUCATION
Prerequisites: None. Co-requisites: None. This course is designed for students to have a better understanding of Physical Education, and how to adapt it to children with special needs. Students will be examining planning practical exercises. Students will have a better understanding of attitudes felt by the adapted individual. Students will learn the law definitions of disabilities. 3 credit hours.

PHE 341 SPORTS MANAGEMENT
Prerequisites: Phe 163. Co-requisites: None. Principles of program building in curricular and extracurricular programs; risk management, organizing, administering, and supervising physical education, health, intramural, and interscholastic programs. 3 credit hours. Offered Spring.

PHE 342 EXERCISE PHYSIOLOGY
Prerequisites: Phe 164 and Phe 165. Co-requisites: None. This course is designed to show how the human body reacts to exercise. There will be an understanding of what the body's needs are for the entire day. The course will explore the body's adaptations to exercise. We explore how certain human bodies adapt well while others cannot adapt at all. We will see how the body's needs change with environment, climate, and seasons. We will see how age affects exercise and body. Students will learn how exercise will enhance performance using theory-based studies. 3 credit hours.

PHI 100 INTRODUCTION TO PHILOSOPHY
Prerequisites: None. The purpose of this course is to introduce students to philosophical thinking though a variety of shorter, yet intriguing and diverse texts from different historical periods and regions of the world. The topics addressed in the course concern the history of philosophy, self-knowledge, the question of good and evil, power and justice, and the nature of truth. The course aspires to offer an introduction to philosophy from the Socrato-Platonic perspective. 3 credit hours. Offered Fall.

PHS 100 PHYSICAL SCIENCE I
Prerequisites: None. Co-requisites: None. Explores basic scientific phenomena through experimentation and inquiry. Emphasizes the fundamental theories in physics and chemistry. Includes motion and forces, energy, heat, waves, electricity, magnetism, nuclear science, atomic structure, chemical bonding, families of elements, chemical reactions, acids, bases, and carbon compounds. 3 hours lecture and 3 hours labs. 4 credit hours. Offered even Falls (2014).

PHS 101 PHYSICAL SCIENCE II
Prerequisites: None. Co-requisites: None. Application of physics and chemistry in other sciences. Develops concepts from astronomy, geology and meteorology. 3 hours lecture and 3 hours lab. 4 credit hours.

PHS 210 EARTH SCIENCE
Prerequisites: None. Co-requisites: None. This course explores in a holistic fashion the major components of the earth sciences, including Geology, Astronomy, Oceanography, and Meteorology. Special emphasis is given to looking at the earth in a holistic fashion, stressing the inter relationships of earth processes. 3 credit hours. Offered Winter and Summer terms.

PHY 100 PHYSICS I
Prerequisites: Mat 128 or instructor's permission. Co-requisites: None. Upon completing this course, students will have discovered the basic laws of physics pertaining to Mechanics (motion of large objects: its causes and effects, energy and momentum) and be able to create models of these concepts. They will be able to use their models to solve problems. Three hours lecture, two hours lab. 4 credit hours. Offered Fall and Spring.

PHY 101 PHYSICS II
Prerequisites: Phy 100 or instructor's permission. Co-requisites: None. Continuation of Phy 100 with emphasis on electricity (forces, fields, circuits), magnetism and light. The students will be able to create models of these concepts and use their models to solve problems. 4 credit hours. Offered odd Springs (2013, 2015).

POS 100 POLITICAL SCIENCE
Prerequisites: None. Co-requisites: None. Introduces principles and practices of political science. Explores functions of politics, analyzes political behavior. 3 credit hours. Offered every Fall.

POS 111 PARLIAMENTARY PROCEDURE AND GOVERNMENT
Prerequisites: None. Co-requisites: None. Describes fundamentals of parliamentary procedure and its role in government at all levels. Includes actual uses of parliamentary procedure and exemplifies various methods. 3 credit hours. Offered odd Falls (2013, 2015).

POS 302 POLITICAL PARTIES
Prerequisites: Gov 200. Co-requisites: None. Analyzes origin and development of political parties. 3 credit hours. Offered odd Springs.

POS 320 ENVIRONMENTAL POLICY
Prerequisites: Gov 200 or Pos 100. Co-requisites: None. This is a course designed to examine governmental policy in the area of environmental issues. It will explore the reasons for policy development that impact government decisions. It will attempt to illustrate the struggle that individuals face in the development of environmental policy. 3 credit hours. Offered even Springs (2014, 2016).

PSA 100 INTRODUCTION TO PUBLIC SAFETY ADMINISTRATION
Prerequisites: None. Co-requisites: None. This introductory course provides an overview of local governmental operations for small and mid-sized communities with emphasis on Public Safety administration. The course will address the challenges that lie ahead in Public Safety administration, with emphasis given to Rural America in the 21st Century. 3 credit hours. Offered Fall and Spring.

PSA 122 GIS AND GPS FOR PUBLIC SAFETY PROFESSIONALS
Prerequisites: None. This course provides an introduction to the theory and application of Geographical Information Systems (GIS) and Global Positioning Systems (GPS) for public safety officials, introducing geographic theory, terminology and primary concepts. For Crj and PSA students only. 2 credit hours. Offered even Falls.

PSA 122L GIS AND GPS LAB FOR PUBLIC SAFETY PROFESSIONALS
Prerequisites: None. Co-requisites: PSA122. This course provides an introduction to field data collection and the use of software in feature data processing, spatial database creation and data analysis, focusing on public safety topics. Several field labs are required. Experience with Windows operating systems is required. For Crj and Psa students only. 1 credit hour. Offered even Falls (2014).

PSA 212 INTRO TO CORRECTIONS
Prerequisites: None. Co-requisites: None. Course focuses on the nature and form of correction in America. Special emphasis is placed on the historical perspective and the theoretical constructs which have led to the formation of the correction system as it exists today. Issues of the day will be examined from a policy and practice framework. 3 credit hours. Offered even Springs.

PSA 217 JAIL OPERATIONS
Prerequisites: None. Co-requisites: None. This course is meant to provide the student with an introductory level of understanding of jail management and operations. In addition, the student will be introduced to current and critical issues in the broader field of corrections. 3 credit hours. Offered odd Springs.

PSA 220/CRJ 220 FORENSICS OF DEATH INVESTIGATION
The student will: (1) be familiar with responsibilities of first responders to death scenes as well as understand the role of the homicide investigator conducting death investigations; (2) learn importance of crime scene security at a death scene and the importance of physical evidence in crime solving; (3) learn how to identify, preserve, collect, and package relevant physical evidence from reviewing actual photos and audio explanations of death scenes; (4) learn crime scene diagramming; (5) learn importance of scene reconstruction and proper interviewing techniques; (6) understand different techniques and importance of after scene follow up investigation; (7) learn how to identify manners of death such as homicides, suicides, accidental, natural, and undetermined; (8) learn importance of accurate report writing, witness advocacy, media relations, and courtroom demeanor. 3 credit hours. Offered Fall and Spring.

PSA 221 ETHICS AND COMMUNITY
(cross-listed under Bus 260) Prerequisites: None. Co-requisites: None. PSA students may take either PSA 221 or BUS 260 Business Ethics to satisfy the major requirement. This course is designed as an introduction to ethics, to the quest for the good, i.e., the search for the truth. The particular emphasis will be placed on the ethical and moral questions pertaining to the concerns and issues raised with a view to the system of public safety and criminal justice. Students will be encouraged to explore their own moral and ethical value systems as well as the codes they work from in order to cultivate an informed ethical understanding and to make sound moral and ethical judgments. 3 credit hours. Offered summer terms and odd Falls.

PSA 222 TERRORISM
Prerequisites: None. Co-requisites: None. This course will provide a comprehensive examination and discussion of terrorism with an emphasis on its modern and contemporary characteristics and manifestations. The study of terrorism in this course will be multidisciplinary in its approach. Students will learn about the nature and sources of terrorists' beliefs, actions, goals, worldviews, and states of mind. Our analyses of terrorism will include insights from the fields of criminology, culture, economics, history, law,, the media, literature, religion, philosophy, political economy, political science, psychology, sociology and technology. 3 credit hours. Offered Spring.

PSA 230 WILDERNESS FIRST AID
Prerequisites: None. Co-requisites: None. Students will earn certification from Wilderness Medical Associates. The course will provide training in basic outdoor emergency medical care. The course will teach patient assessment, physiology, injury prevention and treatment, and victim stabilization. All students who successfully complete the Wilderness First Aid course will receive a certification card from Wilderness Medical Associates*. This certification is valid for three years. Adult CPR certification from WMA is included. 1 credit hour. Offered Fall (over one weekend).

PSA 231 SEARCH & RESCUE FUNDAMENTALS
Prerequisites: None. Co-requisites: None. This course provides knowledge concerning the general responsibilities, skills, abilities, and the equipment needed by persons who are assigned to field operations during a SAR mission. It also provides the student with practical exercises in the field during daylight and nighttime operations. The course content includes topics in three major areas: survival and support, search, and rescue. This course is based around the rural and wilderness environments but the material is recommended as a basis for all SAR environments. The course is also designed to prepare the student for Basic Ground Searcher Certification, based on the standards of the Maine Association of Search and Rescue (MASAR) and Department of Inland Fisheries and Wildlife. Requires several Saturday field trips and one late evening exercise. 2 credit hours. Offered Fall (Saturdays for 8 wks).

PSA 232 WILDERNESS EMT
Prerequisites: Current EMT license. Co-requisites: None. Wilderness medicine differs significantly from conventional EMS courses and other programs that are oriented towards the normal urban environment. Rural ambulance crews and wilderness rescue teams face challenges that are unknown to the inner city

provider. In this course we address the special problems associated with prolonged patient care (>2 hours), severe environments, and improvised equipment. This is the definitive medical course for rural EMS providers, USAR, FEMA and wilderness rescue team members. All students who successfully complete the WFR course will receive a WFR certification card, an Anaphylaxis certification card and a BLS-CPR certification card from Wilderness Medical Associates*. These certifications remain valid for three years. 3 credit hours. Offered even Falls.

PSA 260 MEDIA RELATIONS
Prerequisites: None. Co-requisites: None. The students will learn the role of the reporter as an information gatherer; understand the media as a powerful force in society; identify vocabulary related to media relations; improve coping skills needed when responding to media relations. 3 credit hours. Offered Summer term.

PSA 270 DISASTER MANAGEMENT
Prerequisites: None. Co-requisites: None. The course will stress the critical importance of prior planning for disasters of any sort, especially in Rural America and having a workable plan ready when the event does occur, if ever, in any jurisdiction. Emphasis will also be placed on the importance of periodic practice and updating of the information within the plan. 3 credit hours. Offered Spring and even Falls.

PSA 300 PUBLIC FINANCE
Prerequisites: None. Co-requisites: None. This course addresses financial and managerial issues within the framework of all three major areas of the public sector. It provides the fundamentals of financial management for those pursuing careers in government, for non-profit, and health organizations that lack a financial background. The students are presented the rules specific to the public sector, which will provide them the framework to access and apply financial information more effectively. 3 credit hours. Offered even Falls/odd Springs.

PSA 301 EMERGENCY MEDICAL TECHNICIAN
Addresses the management of airway and respiratory problems, cardiopulmonary resuscitation, techniques of oxygen therapy, bleeding control and treatment for shock, soft tissue injuries and fracture care, principles of spinal immobilization, fundamentals of triage and transportation of the sick injured, and treatment modalities for a range of medical, obstetrical, pediatric, environmental and behavioral emergencies. This course offers an introduction to patient assessment skills and includes training in the application of MAST, basic pharmacology, use of Automated External Defibrillators, as required for licensure at the EMT-Basic level in the State of Maine. This course curriculum is in accordance with the state of Maine as meeting the pre-requisite for state practical and written testing for licensure. 3-6 credit hours. Offered Springs.

PSA 310 INTRORODUCTION TO PUBLIC MANAGEMENT
Prerequisites: None. Co-requisites: None. This course will provide the students with a solid conceptual foundation in public administration. Important issues in public administration and management will encourage the students to think critically about the nature of public administration today. The course will

present unique vignettes with real life excerpts and quotations, which will further engage students and reinforce the narrative presented. 3 credit hours. Offered odd Falls and every Spring.

PSA 311 HOMELAND SECURITY & EMERGENCY MANAGEMENT
This course will provide students with an overview of policies, programs and agencies involved in homeland security, emergency management and public safety administration. Students will review the traditional structure and developing roles of federal, state and local government and enforcement agencies. Additionally, new ideas, approaches and issues will be presented concerning the administration and operation of the many law enforcement agencies involved in homeland security and emergency management. 3 credit hours. Offered Spring.

PSA/HCA 312 GRANT WRITING
Prerequisites: None. Co-requisites: None. The overall objective for this course is to give students the tools to help their organizations, schools, non-profit agencies, community service groups, and businesses successfully compete for grant funds. Individuals working on professional development proposals will also gain the skills and knowledge to successfully propose research and study plans. 3 credit hours. Offered even Falls and every Spring.

PSA/BUS 313 GOVERNMENTAL & NON-PROFIT ACCOUNTING
Perequisites: Bus 211. Co-requisites: None. A study of the principles of accounting and financial reporting for governmental and non-profit entities that explains the differences and the similarities between non-profit accounting and for-profit accounting. 3 credit hours. Offered even Springs (2014, 2016).

PSA/BUS 314 AUDITING & FORENSIC ACCOUNTING
Prerequisites: Bus 100 and 101. Co-requisites: None. This course examines the principles and judgment process of auditing. Its focus is conceptual more than procedural as it relates to corporate governance and the laws impacting businesses and the accounting profession. Specific emphasis will be placed upon white collar crime, internal controls, managed risk, field work, and auditing as a profession. 3 credit hours. Offered Summer terms.

PSA 315 PUBLIC POLICY
Prerequisites: Psa 100 or instructor's permission. Co-requisites: None. The course is to provide students with concrete tools for not only understanding public policy in general, but for analyzing specific public policies. It focuses on what policies governments pursue, why governments pursue what they do, and what are the consequences of these policies. 3 credit hours. Offered even Springs.

PSA 316 PUBLIC ADMINISTRATION AND EMERGENCY MANAGEMENT
This is a course in emergency management from a public administration perspective. The focus is on managing public and non-governmental organizations involved in managing hazards and dealing with disasters and working within the networks of public, private, and nonprofit and volunteer organizations that constitutes the nation's emergency management system. 3 credit hours. Offered Fall.

PSA/CRJ 326 INTRODUCTION TO FORENSIC SCIENCE
Prerequisites: None. Co-requisites: None. An introduction to the field of forensics, providing an overview of various forensic sciences and their relation to the presentation of evidence and problems of law. Covers major areas including crime scene investigation, fingerprinting, blood stain analysis, and lab and field collection techniques and analysis. 3 credit hours. Offered Fall.

PSA 327 SEX CRIMES: PATTERN AND BEHAVIORS
Prerequisites: None. A further look into how people have deviated sexually to commit crimes – involving rape, prostitution, pornography, obscenity and such. This class will provide insight into sex crimes, deviance, and criminal behavior theory and analysis. This text provides information on psychological profiling of sex offenders, the crimes they commit, the effects on their victims, and attempted treatments. Examining a wide range of sex crimes ranging from non-violent offenses such as exhibitionism, voyeurism and obscene telephone calls to serial rapes and lust murders, this class, along with this book, will give the student the ability to uncover the roots and causes of these behaviors and to aid in the understanding of sex offenders and their crimes. 3 credit hours. Offered Spring.

PSA/CRJ 330 CRIMINAL PROFILING
Prerequisites: Instructor's permission. In this course, students will learn to classify and predict behavior patterns in such criminals as men and women serial killers, filicide, serial rapists, arsonists, and pedophiles. Students will finish the course with a theoretical and practical understanding of profiling. 3 credit hours. Offered Spring.

PSA 332 WILDERNESS FIRST RESPONDER
Prerequisites: None. Co-requisites: None. A 72-hour program for the outdoor or public safety professional or backcountry enthusiast wanting advanced competency in wilderness medicine. This program emphasizes the importance of leadership, assessment skills, decision-making and early problem recognition. The course highlights common problems of backcountry emergencies and covers advanced medical situations: patient assessment, body systems, equipment improvisation, trauma, environmental medicine, toxins, and wilderness rescue. This course is intense and very practical, emphasizing hands-on practice. Mornings are devoted to lectures and exams. Afternoons are devoted to practical hands-on sessions and rescue simulations. Expect multiple rescue simulations with made-up victims and stage blood that will be videotaped for enhanced learning. 3 credit hours. Offered odd Springs.

PSA 333 NATIONAL INCIDENT MANAGEMENT SYSTEMS
The purpose of the course is to examine the evolution of incident management systems in responding to domestic disaster events. The course examines the broad emergency management context of incident management, the creation of FEMA's National Incident Management Systems (NIMS) and how NIMS is structured and works. The course includes a lab segment that compliments the presentation and discussions conducted in the course sessions. 3 credit hours. Offered odd Summer terms.

PSA/CRJ 341 RESTORATIVE JUSTICE
Prerequisites: None. Co-requisites: None. This course is designed to cover the historical, theoretical, and theological origins of the restorative justice model. Current practices used during the past two centuries and case studies will be reviewed and analyzed to help students better understand the relationship between offenders and victims. 3 credit hours. Offered Fall.

PSA/BUS 343 HUMAN RESOURCES MANAGEMENT
Prerequisites: Psa 310 or Bus 211. Co-requisites: None. Examines the activities in managing humans. Included topics are: assessment of human resources needs at present and in the future, and recruitment, training, and development of personnel. 3 credit hours. Offered Spring and summer terms.

PSA/BUS 344 ORGANIZATIONAL BEHAVIOR
Prerequisites: Psy 100 and Bus 211. Co-requisites: None. The behavior that occurs in firms is examined. Emphasis is on the complex dynamics that exist in human organizations. Development of organizational learning and organizational intelligence is examined in detail. 3 credit hours. Offered even Springs.

PSA/BUS/COS/ELC 347 PROJECT MANAGEMENT
Prerequisites: Bus 211 and Cos 103 or instructor's permission. Co-requisites: None. As product life cycles continue to shrink, professional careers are built on a succession of projects. Time-based competition presents an escalating challenge of compressing project duration, where "due-date" performance is of critical importance. This course explores the "hard" and "soft" techniques of successful project management and is supported by Industry standard project planning software. Students will be expected to create complete project plans for several large simulations of actual projects in their chosen discipline. 3 credit hours. Offered even Springs.

PSA/CRJ 365 LAW ENFORCEMENT PRE-SERVICE
Prerequisites: Must meet MCJA Entrance Standards or instructor's permission. Co-requisites: None. This course is equivalent to the Law Enforcement Pre-Service Program (also referred to as the 100 hour course) offered at the Maine Criminal Justice Academy (MCJA). It is intended to provide training and instruction to properly prepare persons for tasks that are performed by local law enforcement personnel prior to being on duty. Students will have primarily lecture based modules, but will also receive hands on training for some content. The course instructors are primarily practicing law enforcement officers. Students who successfully complete this course will receive a Certificate from the Academy. Students have the option of taking this course for credit or non-credit. Non-credit students must pay all applicable MCJA fees and related administrative expenses. 3 credit hours. Offered Summer terms.

PSA/BUS 397 PUBLIC SAFETY INTERNSHIP/CAPSTONE COURSE
Prerequisites: Junior/Senior standing and instructor's permission. Co-requisites: None. This capstone course provides the UMFK Public Safety Administration majors the opportunity to apply public safety management theory and practice in real world settings. An extensive Internship project is required and will be structured with the student and the Psa advisor. The student shall complete a portfolio of work demonstrating solid research and writing skills, mastery of

knowledge in the public safety field and the ability to integrate theory, policy, and practice into a senior project. 8 credit hours. Offered Fall, Spring, and summer terms.

PSA 411 INFORMATION TECHNOLOGY IN GOVERNMENT
Prerequisites: Psa 100, Cos 103 and/or instructor's permission. Co-requisites: None. This course will show how the student will manage information technology in local government, including planning and project management, technical and service issues, and specific application of technology. Up-to-date and practical advice, along with identifying best practices, and reviews of what local governments are doing, and listing additional resources such as Web sites, periodicals, professional association and books will be presented. 3 credit hours. Offered even Springs.

PSA/COS 413 COMPUTER FORENSICS AND INVESTIGATIONS
Prerequisites: Cos 103, Cos 206 or instructor's permission. Co-requisites: None. The course presents methods to properly conduct a computer forensics investigation beginning with a discussion of ethics, while mapping to the objectives of the International Association of Computer Investigative Specialists (IACIS) certification. 4 credit hours. Offered odd Springs.

PSY 100 INTRODUCTION TO PSYCHOLOGY
Prerequisites: None. Co-requisites: None. Studies psychology as a science. Develops psychological vocabulary. Applies basic principles to everyday living. 3 credit hours. Offered every semester.

PSY 214 SPORTS PSYCHOLOGY
Prerequisites: Psy 100. Co-requisites: None. This course is designed to help coaches and sport participants understand what an athlete goes through during the season. They will have working knowledge to help and recognize athletes that need help. This course will be giving helpful aids for coaches in the future about how to improve coaching techniques. 3 credit hours. Offered even Falls (2014).

PSY 221 PSYCHOSOCIAL REHABILITATION*
Prerequisites: Psy 100. Co-requisites: None. To acquire an overview and to consider the physical, mental, emotional, and social ramification to mental health care. This course is applicable to State of Maine MHRTC certification. 3 credit. Offered odd Springs(2013, 2015) hours. Offered Spring odd years.

PSY 232 INCEST AND SEXUAL ABUSE*
Prerequisites: Psy 100. Co-requisites: None. Through experiential methods, students will examine the problems faced with the adult and child who experience incest and sexual abuse victimization during childhood. Students will review traditional response and treatment approaches and learn new techniques for use with the sexual abuse victim population. This course is applicable to State of Maine MHRTC certification. 3 credit hours. Offered even Springs (2014, 2016).

PSY 233 SUBSTANCE ABUSE COUNSELING*
Prerequisites: Psy 100. Co-requisites: None. This course is a survey of common substance abuse disorders and corresponding mental health issues and the

assessment and treatment of common substance abuse disorders. It covers co-occurrence of social and medical issues; the laws relevant to disabilities, diagnosis, and counseling strategies. This course is applicable to State of Maine NHRTC certification. 3 credit hours. Offered odd Falls (2013, 2015).

PSY 234 CRISIS IDENTIFICATION AND INTERVENTION*
Prerequisites: Psy 100 or instructor's permission. Co-requisites: None. A study of behavior that typically brings intervention, with particular focus in abuse of children, spouses, and the elderly, and on severe depression. Students will learn to identify behaviors that indicate such crisis, personal skills and modes of intervention, and appropriate referral tactics. Issues of personal, social, and legal relevance will be covered. Applicable to State of Maine MHRTC certification. 3 credit hours. Offered odd Springs (2013, 2015).

PSY 246 VOCATIONAL ASPECTS OF DISABILITIES*
This course covers the state of Maine requirements for vocational aspects of disabilities. It covers types of disabilities, Americans with Disabilities Act and the rights of disabled, community resources, components of recovery and rehabilitation, and best practices for disabled consumers seeking, getting, and retaining employment. While the focus is on mental, cognitive, and emotional health, we will also cover physical disability. 3 credit hours. Offered odd Falls (2013, 2015).

PSY 270 CASE MANAGEMENT*
This course covers the state of Maine requirements for case management. It covers laws, benefits and entitlements regarding age, disabilities and mental health; community social services; organization and management of client service provision; and ethics. Applicable to State of Maine MHRTC certification. 3 credits. Offered odd Springs (2013, 2015).

PSY 300 CHILD PSYCHOLOGY
Prerequisites: Psy 100. Co-requisites: None. Studies developmental processes/issues (including physical, cognitive, social, emotional, moral, familial, and educational) from prenatal period to puberty. 3 credit hours. Offered even Falls (2014), online.

PSY 305 GROUP PROCESSES
Prerequisites: Psy 100 or Soc 100, and Psy 340. Co-requisites: None. A psychosocial investigation of the dynamics and process of small group interactions. Utilizes didactic and experiential approaches to subject matter. 3 credit hours. Offered odd Springs (2013, 2015).

PSY 308 LIFE SPAN HUMAN DEVELOPMENT
Prerequisites: Psy 100. Co-requisites: None. Recommended prerequisite for nursing courses. Studies human development from prenatal period to old age and death, including the processes of physical, cognitive, social/emotional, familial, and personality development. 3 credit hours. Offered every Spring.

PSY 310 PERSONALITY
Prerequisites: Psy 100. Co-requisites: None. Examines major contemporary approaches to study of personality and methods of research and assessment. 3 credit hours. Offered Fall even years.

PSY 330 INTERVIEWING AND COUNSELING*
Prerequisites: Psy 100. This course covers theory and methods of psychological counseling, and for gathering information through interviews, as well as intervention techniques for persons in crisis, It also surveys theory on family and lifespan development, types of major disabling conditions, types of trauma, and how disabilities and trauma affect personality. Applicable to State of Maine MHRTC certification. 3 credit hours. Offered Fall even years.

PSY/ANT/SOC 340 RESEARCH METHODS
Prerequisites: Ant 100, or Psy 100, or Soc 100; Mat 351 or Soc 352. Co-requisites: None. Equips students with the critical thinking skills and knowledge of research methods that together will enable them to make sense out of scientific research in the behavioral sciences. 3 credit hours. Offered every Fall.

PSY 360 SOCIAL PSYCHOLOGY
Prerequisites: Psy 100 and Psy 340. Co-requisites: None. Explores the scientific study of an individual's behavior in social situations. Topics covered include attributions, prejudice, conformity, persuasion, interpersonal attraction, helping and antisocial behavior, and group dynamics. 3 credit hours. Offered odd Falls (2013, 2015).

PSY 362 ABNORMAL PSYCHOLOGY
Prerequisites: Psy 100. This course examines the field of abnormal psychology by surveying the major psychological disorders and their classifications, and through exploring the causes and treatments of the major psychological disorders from various theoretical perspectives. 3 credit hours. Offered even Springs (2014, 2016).

PSY 397 COMMUNITY BEHAVIORAL HEALTH INTERNSHIP
Prerequisites: junior standing, instructor's permission; SOC 110 Intro to Community Mental Health and PSY 270 Case Management. Course description: This internship is designed to enhance the advanced student's ability to function as a professional in the fields of human services. The student will apply information gained through coursework to their placement position. This experience will enable interns to clarify their career plans, their personal values and abilities, and to gain skills and knowledge to prepare them as professionals. After discussion with the instructor and placement location managers, students may be interning in state and local community social services, mental health agencies, crisis centers, senior care facilities, corrections facilities, or probation and parole, among other options. 4 - 12 credit hours. Offered Fall and Spring.

PSY 412 ADULTHOOD AND AGING*
Prerequisites: Psy 100. Co-requisites: None. Theoretically and empirically investigates development and change through young adulthood, midlife, and later life. Includes family relationships, personality development, biological growth and decline, intellectual and career development, role change, motivation, learning and memory, mental disorders, and gerontological issues. This course is applicable to State of Maine MHRTC certification under "Mental Health and Aging". 3 credit hours. Offered every Fall online.

PSY/ANT/SOC 440 RESEARCH METHODS and THEORY SEMINAR (Capstone I)
Prerequisites: Ant/Psy/Soc 340. Co-requisites: None. This seminar will cover various theories, models, and research methodologies in Behavioral and Social Science. Students will be expected to prepare a research project for completion in Capstone II. Concepts and procedures to be covered: identifying topics, choosing appropriate modes, choosing appropriate research theory or model, choosing appropriate methodology, protection of human subjects, literature review, quantitative and qualitative research. 3 credit hours. Offered Springs.

PSY/ANT/SOC 441 JUNIOR/SENIOR RESEARCH CAPSTONE II
Prerequisites: Ant/Psy/Soc 440. Co-requisites: none. The goals of this senior capstone seminar are to increase a student's ability to conceptualize and analyze feasible research issues, develop a research strategy and identify data collection methods, collect data and interpret findings. It is intended for students interested in pursuing graduate studies and for developing advanced research skills. 4 credit hours. Offered every Fall.

PSY 497 COMMUNITY BEHAVIORAL HEALTH INTERNSHIP (CAPSTONE II)
Prerequisites: junior standing, instructor's permission; SOC 110 Intro to Community Mental Health and PSY 270 Case Management. Course description: This internship is designed to enhance the advanced student's ability to function as a professional in the fields of human services. The student will apply information gained through coursework to their placement position. This experience will enable interns to clarify their career plans, their personal values and abilities, and to gain skills and knowledge to prepare them as professionals. After discussion with the instructor and placement location managers, students may be interning in state and local community social services, mental health agencies, crisis centers, senior care facilities, corrections facilities, or probation and parole, among other options. 4 - 12 credit hours. Offered Fall and Spring.

SED 310 TEACHING EXCEPTIONAL STUDENTS IN THE REGULAR CLASSROOM
Prerequisite: EDU 100. Designed to provide the Special Education teacher an update on the Current Best Practices in the field of education as it relates to including all children into the mainstream of our Education programs. Students will review all classifications of student disabilities with a goal of identifying the appropriate methods, materials, adaptations, and modifications necessary to facilitate the integration of all students with disabilities into the mainstream of the regular education instructional program. It also provide these educators with the legal and ethical bases for providing services to children with disabilities, along with instructional and organizational methods to help these children succeed in their schools. 3 hours. Offered every Spring.

SED/EDU 317 NATURE AND NEEDS OF GIFTED LEARNERS
Prerequisites: EDU 303. This course is designed to provide participants with an understanding of conceptual foundations and definitions of giftedness, how intelligence and creativity are related to giftedness, the developmental and educational needs of gifted learners, processes and issues in the identification

and assessment of gifted learners, and the major issues and tensions in the education of gifted and talented learners. 3 credit hours.

SED 325 ASSESSMENTS IN SPECIAL EDUCATION
Prerequisites: EDU 303 or SED 310. This course will examine the principles and procedures of non discriminatory evaluation under IDEA as it relates to school age students with mild to moderate disabilities. Emphasis will be placed on basic terminology, legal and ethical principles, technical adequacy, assessment instruments, test administration and effective communication of assessment results. 3 hours. Offered every Spring.

SED 330 MATHEMATICS AND SPECIAL EDUCATION
Prerequisites: EDU 303 or SED 310. This course will explore strategies and methods for the teaching of mathematics in the special education setting. It will focus on assessment and monitoring of mathematical function and reasoning in special needs students. Also included will be the development of lessons for individual, small group, and inclusion settings. Mathematical skills and problem solving techniques in dealing with special needs children will be covered. 3 hours. Offered every Spring.

SED 335/EDU 365 PROGRAM PLANNING AND CURRICULUM ADAPTATION
Prerequisites: EDU 303 or SED 320. This course will outline the necessary components and considerations for planning an Individualized Education Program for children with special needs. We will review important legislation and its impact on the lives of school age children in public schools. We will also explore various instructional constructs and determine the appropriate methodology for different learning problems. 3 hours. Offered every Spring.

SED 345 BEHAVIOR STRATEGIES AND SOCIAL SKILLS DEVELOPMENT
Prerequisites: EDU 303 or SED 310. This course provides instruction in a variety of behavior strategies, including the development of social skills. Emphasis will be 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 will be explored throughout this course. 3 hours. Offered every Fall.

SED 355 TRANSITIONAL ISSUES FOR STUDENTS WITH DISABILITIES
Prerequisites: EDU 303 or SED 310. This course will provide a balanced presentation of theory, research, and practice in regard to career guidance and transition for youths with disabilities. Discussion of such issues as inclusive education, self determination and advocacy. Practical suggestions for how to draft IEP transition goals which will lead to a successful transition from school to work or post secondary school experiences. 3 hours. Offered every Spring.

SED 362 TYPICAL AND ATYPICAL EXPRESSIVE AND RECEPTIVE LANGUAGE
Prerequisites: EDU 303 or SED 310. The purpose of this 3 credit course is to inform educators about the stages of receptive and expressive language skill development. While oral language skill development will be the primary emphasis, the relationship between oral language and written language (i.e. reading and, to a lesser extent, writing) skill development will be discussed and explored. We will look at typical and atypical language skill development, individual differences, and how and why these differences occur. This course meets the typical and atypical receptive and expressive language requirement for all levels of State of Maine Teacher of Students with Disabilities endorsements. The course is also offered to teachers and educational technicians for recertification purposes. 3 hours. Offered every Spring.

SED 365 INSTRUCTIONAL METHODS
Prerequisites: EDU 100 or SED 303. This course will be a comprehensive study of research based instructional strategies that can be used with children with disabilities. Students will learn how to design instructional programs for instruction and design classroom organization to facilitate learning. Observation of student performance and evaluation of instructional effectiveness will be included in the course. 3 hours. Offered every Fall.

SED 370 TEACHING READING AND WRITING TO EXCEPTIONAL STUDENTS
Prerequisites: EDU 303 or SED 310. This course informs educators about the stages of written language (i.e. reading and writing) skill development and develops competencies in written language assessment, planning a reading/writing remedial program and determining progress of the student/response to intervention. Students look at atypical written language skill development, individual differences, and how and why these differences occur. This course meets the requirement for all levels of State of Maine Teacher of Students with Disabilities endorsements. The course is also offered to teachers and educational technicians for (re)certification purposes. This is a Blackboard course. Online computer use is required. Audio capability (speakers) and video capability are also required. 3 hours. Offered every Fall.

SED 380 TEACHING CHILDREN WITH AUTISM SPECTRUM DISORDERS
Prerequisites: EDU 303 or SED 310. This course will outline the necessary components and considerations for planning an Individualized Education Program for children with Autism Spectrum Disorders. We will identify the characteristics of ASD and how the disorders are identified and diagnosed. We will also explore various instructional constructs and determine the appropriate methodology for different learning problems. The use of Applied Behavioral Analysis will be explored and how it can be used to identify the specific skills to address in an IEP. 3 credit hours

SED 420 SPECIAL EDUCATION LAW
Prerequisites: EDU 303 and/or SED 310. This course will review the special education legislation that has shaped the field of special education we see today. We will review the new IDEIA and discuss the changes that will impact special education programming and parental rights. The format of the course

will involve readings, discussions, and reflective writing activities. 3 hours. Offered every Spring.

SOC 100 INTRODUCTION TO SOCIOLOGY
Prerequisites: None. Co-requisites: None. Examines the nature of human society and social institutions such as family, marriage, gender roles, economic exchange, stratification, political power, religion, and education. The course will also cover social control, deviance, law and order, medical issues, poverty, and other dimensions of power systems. The focus will be on large scale, complex, and plural societies. 3 credit hours. Offered every semester.

SOC 105 INTRODUCTION TO HUMAN SCIENCES
Prerequisites: None. Co-requisites: Service learning experience. Introduces students in the behavioral and social sciences to the study of human behavior in historical and social contexts. Its goal is to prepare students for the kinds of learning, critical thinking, research practices and professional development that will be required of them in the behavioral and social sciences, specifically anthropology, psychology and sociology. The course will cover the fundamentals of the behavioral and social sciences, the scientific methods as applied to the study of humanity, as in formulating hypotheses, testing variables, and writing scientific papers; reading human scientific literature and developing critical reasoning and analysis skills; the objective imagination; avoiding ethnocentrism; and the applications of the human sciences. It is designed as a gateway course into the fields of human sciences. 3 credit hours. Offered Springs.

SOC 110 INTRODUCTION TO HUMAN SERVICES AND COMMUNITY MENTAL HEALTH
Prerequisites: None. Co-requisites: None. Examines the institutional complex that is composed of social policy, social services and welfare, and social work. This course is applicable to State of Maine MHRTC certification. 3 credit hours. Offered Falls.

SOC 312 SOCIETY AND ENVIRONMENT
Prerequisites: Soc 100. Co-requisites: none. This course will first focus on the definition and understanding of sustainability. Second, it will address how society is not sustainable. Finally, the class will then look at potential solutions, such as economic structures and organization, value systems and education. 3 credits. Offered even springs (2014, 2016).

SOC 321 RURAL SOCIETIES
Prerequisites: None. Co-requisites: None. This course will focus on North American rural societies, but will explore the rural experience globally. 3 credit hours. Offered even Falls (2014).

SOC 341 SOCIAL INEQUALITY
Prerequisites: Soc 100. Co-requisites: None. Examines types of inequality that have existed in various societies (particularly in modern western societies). 3 credit hours. Offered odd Springs (2013, 2015).

SOC 347 ENVIRONMENTAL SOCIOLOGY
Prerequisites: Soc 100. Co-requisites: None. This course will cover the interchangeable impact and relationship between society and the environment. It will explore how social institutions and structures impact the environment. It also will look at historical and current issues in relation to environmental degradation and injustices. 3 credits. Offered even Springs (2014, 2016).

SOC 348 FOOD, SOCIETY AND ENVIRONMENT
Prerequisites: Soc 100. Co-requisites: none. This course will introduce you to issues about food production and consumption and its impact on society and the environment. We will read about the contemporary and industrial production of food, which uses fertilizers, pesticides, animal feed lots, genetically modified methods and much more. We will learn about the reconstitution of food (processed foods). We will explore issues of food justice, such as the impact on labor, air quality, health and global markets. Finally, we will have an opportunity to read about a farm in Virginia and their natural food practices. We also will discuss the implications of population growth, food production and the feasibility of re-establishing a global food market, which is healthier for human populations and the environment. 3 credits. Offered odd falls (2013, 2015).

SOC 364 POPULATION AND ENVIRONMENT
Prerequisites: Soc 100, or Ant 100 or instructor's permission. Co-requisites: None. This course will cover demographic concepts such as fertility and mortality rates, and the effects of migration; global cultural patterns: foragers, subsistence farmers, peasant farmers, urbanites, and industrialism with relation to population pressures and resource use; family value systems cross-culturally and historically that affect family size; the effects of economic change and colonialism on world populations; the effects of 20th century population growth on natural resources such as clean air and water; and the effects of contemporary industrial over-consumption on allocation of resources. We will take a cross-cultural and global approach. Students will be expected to design a research project that identifies a population problem impacting a localized environment and propose a culturally useable solution to it. 3 credit hours. Offered Summer term.

SOC 420 ENVIRONMENTAL JUSTICE & SOCIAL MOVEMENTS
Prerequisites: Soc 100 or permission of instructor. This course will introduce to Environmental Justice issues. We will read about factors that contribute to environmental injustices, such as income and race/ethnicity. We review historical and current trends, such as conservationists, preservationist, environmental justice movement, animal rights liberation movement and eco-terrorism. You also will have an opportunity to conduct active research with your professor, which studies a current environmental justice issue in Northern Maine. 3 credit hours. Offered Spring odd years.

SPA 100 ELEMENTARY SPANISH I
Prerequisites: None. This course is an introduction to Spanish that emphasizes basic speaking, listening, reading, and writing skills while fostering cultural awareness. The course uses a combination of communication-based and traditional grammar-based pedagogies. The course uses multimedia such as online videos and news articles in a portion of every class to keep abreast of

current events in the Spanish-speaking world. 3 credit hours. Offered every Spring.

SPA 101 ELEMENTARY SPANISH II
Prerequisites: SPA 100 or 1 year of high school Spanish. This course is a continuation of SPA 100 and emphasizes basic speaking, listening, reading, and writing skills while fostering cultural awareness. The course uses a combination of communication-based and traditional grammar-based pedagogies. The course uses multimedia such as online videos and news articles in a portion of every class to keep abreast of current events in the Spanish-speaking world. 3 credit hours. Offered every Fall.

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Kim M. Ouellette
Rudolph T. Pelletier
Catherine J. Sevigny
Daniel J. Vaillancourt
Mariella Squire, Faculty Rep.

ADMINISTRATION

HESS, WILSON G.
President (2010)
B.A., University of Baltimore, 1973
M.A., University of Maine at Orono, 1974

ALBERT, RACHEL E.
Vice President for Academic Affairs; Dean of the Faculty; Associate Professor of Nursing (1990)
B.S.N., University of Maine at Fort Kent, 1985 M.S.N., University of Texas Health Science Center-Houston, 1990 Ph.D., Case Western Reserve University, 2001

KELLY, TERENCE J.
Director of University Relations & Alumni Affairs (2006)
A.A., S.U.N.Y. – Westchester, 1976 B.A., State University of New York – Oswego, 1978

MURPHY, JOHN D.
Vice President for Administration (1993)
A.A., University of Maine at Fort Kent, 1975
B.U.S., University of Maine at Fort Kent, 1980

PHINNEY, RAYMOND R.
Associate Dean of Student Life and Development (2002)
B.S., University of Maine at Fort Kent, 2001

SABLAN-ZEBEDY, ELLIA
Dean of Enrollment Services & Student Life (2011)
B.A., University of South Pacific, 1998
M.A., Australian National University, 2003

VOISINE, SCOTT A.
Dean of Community Education (1995)
B.S., University of Maine at Fort Kent, 1994
M.S., University of Southern Maine, 2010

SALARIED STAFF

ALBERT, RACHEL E.
Vice President for Academic Affairs; Dean of the Faculty; Associate Professor of Nursing (1990)
B.S.N., University of Maine at Fort Kent, 1985 M.S.N., University of Texas Health Science Center-Houston, 1990 Ph.D., Case Western Reserve University, 2001

ANDERSON, ANDRE D.
Admissions Counselor (2011)
B.S, University of Maine at Fort Kent 2011

ASHBY, WILLIAM E.
Director of Athletics (2006)
B.A., University of Maine at Machias 1991 M.S.,
University of Mary, 2001

BEAULIEU, MICHELLE M.
Human Resource Manager (2004)
A.S. Thomas College 1992, B.S. University of Maine at Fort Kent 2010

BELANGER, JOSHUA S.
Technology Coordinator (2007)
Computer Maintenance, St. John Valley Technology Center 2005,
Associates Degree, Washington County Community College 2007

BERNSTEIN, AARON B.
Assistant Director of Media Services (2002)

BIRDEN, SOFIA L.
Associate Director of the Library (2001)
B.A., University of North Texas, 1987 M.S.,
University of North Texas, 1997

BJERKLIE, JOSEPH R.
Associate Director of Institutional Research (2007)
B.A., University College, Rutgers-Newark, 1987 M.A., Rutgers
University, 1990 ABD, Rutgers University

CAIRNS, JILL M.
Director of Admissions (2003)
B.A., University of Southern Maine, 1999

CHAMBERLAND, ANNE
Acadian Archives Specialist (2001)

CHICK, STEPHANIE
Admissions Counselor (2012)
B.S., University of Maine at Fort Kent, 2012

DELISLE, TAMMY S.
Career Planning & Internship Placement Coordinator (2011)
B.S. University of Maine at Fort Kent 1998, LSW Licensed Social
Worker 2013

DEPREY, LINDA M.
Development Officer - Annual Fund & Foundation Liaison (1985)
A.D.P. Newbury Junior College 1973

DONAHUE, KATHRYN B.
Assistant Director of Acadian Archives and Library (2008)
A.B., Bowdoin College, 2002 M.S.,
Simmons College, 2006

DROLET, ARTHUR A. III
Assistant Director of Computer Services (1999)
B.S., University of Maine at Fort Kent, 1998

FOURNIER, LISA
Finance Specialist (1994)
B.S., University of Maine at Fort Kent, 1993

GRAHAM, SHAWN E.
Counselor and Accessibility Coordinator (2007)
B.S., University of Maine at Fort Kent, 1996 M.S. (candidate),
University of Southern Maine

GUERRETTE, LESLIE R.
Director of Business Systems, 2005
A.A., University of Maine at Fort Kent, 1999 B.S.,
University of Maine at Fort Kent, 2002, M.S.B.
Husson University, 2010

HESS, ELEANOR B.
Assistant Dean of Student Success (2011)
A.B. Colby College 1975, M.A. University of Maine, 2005

HESS, WILSON G.
President (2010)
B.A., University of Baltimore, 1973, M.A.
University of Maine at Orono, 1974

HOLABIRD, BRADLEY A.
Athletic Trainer (2011)
B.S., University of Maine at Presque Isle, 2005

JACOBS, ANDREW C.
Director of Facilities Management (2010)
Southern Maine Vocational Institute, 1983
Eastern Maine Technical College, 2001

KELLY, LESLIE E.
Director of Information Services (1993)
B.S.E.S., University of Maine at Fort Kent, 1993
M.L.I.S., University of South Carolina, 1997

KELLY, TERENCE J.
Director of University Relations & Alumni Affairs (2006)
A.A., S.U.N.Y. – Westchester, 1976 B.A., State University of New York – Oswego, 1978

LEVESQUE, LUCAS R.
Assistant Director of Athletics (2004)
B.S., Thomas College, 2002

MICHAUD, LENA M.
Director of Student Support Services (1993)
A.A., Northern Maine Vocational Institute, 1984 B.U.S., University of Maine at Fort Kent, 2000 M.S., University of South Carolina, 2004, CAS University of Southern Maine

MICHAUD, STEVE
Web Developer (2006)
B.A., University of Maine, 2003

MURPHY, JOHN D.
Vice President for Administration (1993)
A.A., University of Maine at Fort Kent, 1975 B.U.S., University of Maine at Fort Kent, 1980

NADEAU, BRUCE W.
Assistant Director of Admissions (2006)
B.S., University of Maine at Fort Kent, 1990

NADEAU, LARRY A. Nursing Resource Manager, Lecturer I (2010)
B.S.N., University of Maine at Fort Kent, 2006 M.S.N., Michigan State University, 2010

PELLETIER, LISE M.
Director of Acadian Archives/Archives acadiennes (2007)
B.S., Université de Moncton (Edmundston Campus), 1993 M.A., University of Maine, 2002 Ph.D., University of Maine, ABD

PHINNEY, RAYMOND R.
Associate Dean of Student Life & Development (2002)
B.S., University of Maine at Fort Kent, 2001

PORTELLEZ, HUMBERTO
Registrar (2011)
B.A., Florida International University, 2006 J.D. (Law), University of Miami, 2010

POTVIN, DENISE
Clinical Placement & Testing Coordinator (2013)
B.S., University of Maine at Fort Kent, 1981
B.S., University of Maine at Fort Kent, 2005

RUSSELL, ERIC. J.
Assistant Director of Residential Life (2007)
B.S., University of Maine at Presque Isle, 2007

SABLAN-ZEBEDY, ELLIA
Dean of Enrollment Services & Student Life (2011)
B.A., University of South Pacific, 1998
M.A., Australian National University, 2003

SCHENK, MARK
Transfer Officer (2013)
B.S., University of Phoenix, 2003

SOUCY, ERIN C.
Director of Nursing & Allied Health; Assistant Professor of Nursing (1999)
B.S.N., University of Maine at Fort Kent, 1995 M.S.N., St. Joseph's College, 2004, Ph.D. North Central University 2011

THERIAULT, ANGELA L.
Academic Coordinator (2001)
B.S., University of Maine at Fort Kent, 2001 M.S., University of Southern Maine, 2011

VOISINE, SCOTT A.
Dean of Community Education (1995)
B.S., University of Maine at Fort Kent, 1994 M.S., University of Southern Maine, 2010

WERNTGEN, ERIC W.
Assistant Director of Athletics (2000)
B.A., University of New England, 1997

ARTS AND HUMANITIES DIVISION
Scott Brickman, Chair (Music & Education) Joseph E. Becker (English) Geraldine C. Becker (English and Creative Writing) Nicole Boudreau (French) Joseph B. Zubrick (Oral Communications & Theater)

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Bruno Hicks, Chair (Education & Environmental Studies) Scott T. Brickman (Music & Education) Paul F. Buck, II (History & Education) Bruno G. Hicks (Education & Environmental Studies) Doris M. Metz (Curriculum & Instruction) Terry L. Murphy (Education) Roland Caron (Education)

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FACULTY

ALBERT, RAYMOND T.
Professor of Computer Science (1987)
B.A., University of Maine at Fort Kent, 1983
M.S., University of Vermont, 1986
Ph.D., University of Florida, 1996
Certificate of Graduate Studies in Information Assurance Education, Purdue University, 2003

ARYANA, RAMEEN
Professor of Chemistry and Physics (1986) Chair, Natural & Behavioral Science
B.S., University for Teacher Education (Tehran, Iran), 1974
Ph.D., University of Georgia, 1984

BECKER, GERALDINE C.
Associate Professor of English and Creative Writing (2005)
B.A., Winthrop University, 1991
M.F.A., University of Arkansas, 1998

BECKER, JOSEPH E.
Associate Professor of English (2003)
B.A., Winthrop University, 1988
M.A., Winthrop University, 1990
M.A., University of Arkansas, 1999
Ph.D., University of Arkansas, 2002

BORGES-THERIEN, KIMBERLY M.
Associate Professor of Environmental Studies (2000)
A.A., Simon's Rock Early College, 1982
B.S., Rochester Institute of Technology, 1984
Ph.D., Dartmouth College, 1989

BOUDREAU, NICOLE
Assistant Professor of French (2010)
B.S., University Sainte Anne, 1997
B.A., University Sainte Anne, 2000
Ph.D., University of Louisiana at Lafayette, 2008

BRICKMAN, SCOTT T.
Professor of Music and Education (1997) Chair, Arts and Humanities
B.M., University of Wisconsin-Madison, 1987
Ph.D., Brandeis University, 1996

BUCK, PAUL F. II
Assistant Professor of History & Education (2010)
B.S., Saint Lawrence University, 1992
M.A., Middlebury College, 1997
Ph.D., University of Maine, 2008

CARDENAS, SORAYA V.
Associate Professor of Sociology & Environmental Studies (2007)
B.A., University of Nebraska at Omaha, 1992
M.S., University of Nebraska at Omaha, 1995
Ph.D., University of Nebraska-Lincoln, 2002

CARON, ROLAND K.
Associate Professor of Education; (2007)
B.S., University of Maine at Fort Kent, 1976
M.S., University of Maine, 1979
Ed.D., Nova Southeastern University, ABD

DUBIS, JEFFREY J.
Instructor of Forestry (2000)
A.A.S., State University of New York Ranger School, 1989
B.S., University of Maine, 1991
M.S., University of Maine, 1994

ENERVA, THOMAS ANTHONY
Associate Professor of Public Safety Administration & Criminal Justice (2005) Faculty Senate President
A.S., Grossmont College, 1975
B.S., San Diego State University, 1979
M.S., San Diego State University, 1982
J.D., University of Minnesota, 1982

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B.S., University of Maine at Fort Kent, 1996
M.S., University of Maine, 1998
Certificate of Graduate Studies in Information Assurance Education, Purdue University, 2003
M.B.A., Baker College, 2005

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Assistant Professor of Nursing (2011)
B.S., University of Maine at Machias, 1979
B.S., University of Southern Maine, 1986 M.S.M., Emory University, 1995

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Associate Professor of Biology and Environmental Studies (2003)
B.S., University of Toronto, 1978,
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HICKS, BRUNO G.
Associate Professor of Education and Environmental Studies (1998)
in Environmental Studies, University of Maine at Fort Kent, 1980
in Biology, University of Maine at Fort Kent, 1981
M.S., Lesley College Graduate School, 1983
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Professor of Forestry and Environmental Studies (1986)
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M.S., Georgia State University, 2006
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MARTIN, JOHN L.
Assistant Professor of Political Science; Executive Assistant to the President (1977)
B.A., University of Maine at Orono, 1963
Advanced Study, University of Maine at Orono

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Ed.D., Hofstra University, 1991

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Professor of Biology (1982)
B.S., Mankato State College, 1972
B.A., Mankato State College, 1973
M.A., Mankato State College, 1975
Ph.D., University of Iowa, 1980

RADSMA, JENNY
Professor of Nursing (1997) Sabbatical Leave FA2013
B.N., University of Lethbridge, 1989
M.N., University of Saskatchewan, 1996
Ph.D., Barry University, 2005

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Professor of Business and Economics (1982)
B.S., Utah State University, 1976
M.S., Utah State University, 1980

ROBERTS, CHERYL
Instructor of Nursing (2011)
B.S.N., University of Bridgeport 1975,
M.S., New England College 2008

ROY, ROGER A.
Professor of Mathematics & Business, (1997) Chair, Professional Management Division
B.A., Providence College, 1967
M.A., University of Maine at Orono, 1969
M.B.A., Bryant College, 1974
Ph.D., University of Maine, 2006

SLEEPER, TANYA L.
Assistant Professor of Adult Health Nursing (2008)
B.S.N., University of Maine at Fort Kent, 1998
M.S.B., Husson College, 2000
M.S.N., Saint Louis University, 2004

SQUIRE, MARIELLA R.
Professor of Anthropology & Sociology (1998)
B.A., University of Vermont, 1975
M.A., University of Buffalo SUNY, 1977
M.Ed., St. Michael's College, 1981 Ph.D., University of Albany SUNY, 1996

TRUDEL, LEO L.
Assistant Professor of Business (2006)
B.A., Franklin Pierce College, 1983
M.B.A., Plymouth State College, 1994,
Doctoral Studies - North Central University

ZUBRICK, JOSEPH B.
Associate Professor of Oral Communications and Theater (2003)
B.A., St. Vincent College, 1971
M.F.A., Wayne State University, 1981

Appendix 1: Nondiscrimination Policies

Equal Opportunity Policy

In complying with the letter and spirit of applicable laws and pursuing its own goals of diversity, the University of Maine at Fort Kent shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status or gender expression, national origin, citizenship status, age, disability, genetic information, 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.

The University will regard freedom from discrimination and discriminatory harassment as an individual employee and student right which will be safeguarded as a matter of policy. Any employee or student will be subject to disciplinary action for violation of this policy. Retaliation against anyone who makes a complaint of discrimination or harassment or who is involved in a complaint process will not be tolerated.

Questions and complaints about discrimination in any area of the University should be directed to Michelle Beaulieu, Human Resources Specialist, Cyr Hall, (207) 834-7821 or to Sally Dobres, University Equal Opportunity Director of Equity and Diversity for the University of Maine System, who can be reached at (207) 973-3372 (voice) or (207) 973-3300 (TDD), 16 Central Street, Bangor, Maine 04401. Questions and complaints about specific accommodations should be made to: Students: Lena Michaud, Director of Student Support Services, Cyr Hall (207) 834-7532 or Humberto Portellez, Registrar's Office, Cyr Hall, (207) 834-8646; Physical Facility: Andrew Jacobs, Director of Facilities Management, ADA Coordinator/504 Compliance Coordinator, Physical Plant, (207) 834-7671. Questions and complaints about specific accommodations or the application of Section 504 may also be directed to the appropriate campus Equal Opportunity Coordinator or to the University of Maine System Director of Facilities, (207) 973-3333 (voice) or (207) 973-3300 (TDD). Inquires about discrimination may also be referred to the Maine Human Rights Commission, U.S. Equal Opportunity Commission, Office of Civil Rights of the U.S. Department of Education, or other appropriate federal or state agencies.

Reporting Procedures for Misconduct and Alleged Sexual Assault

It is never easy to report potential misconduct, including sexual assault. But it is always the right thing to do. All of us have responsibility for contributing to a safe campus and for forwarding information about allegations of sexual harassment, sexual assault, and other potential criminal conduct. When allegations like these arise, all

University employees and volunteers are expected to report what they witnessed or heard to the designated university official:

- Report information about potential criminal conduct immediately to local law enforcement with the Fort Kent Police. **Phone: 207-834-6550 or 911**), AND THEN

- Report information about alleged sexual assault, sexual harassment, or other misconduct by students to Ray Phinney, Asst. Dean of Student Life & Development, University of Maine at Fort Kent, 23 University Drive – Fort Kent Maine, 04743. **Phone: 207-834-7562**, OR

- Report information about alleged sexual assault, sexual harassment, or other discrimination by employees or others (except students) to Michelle Beaulieu, Human Resource Manager, University of Maine at Fort Kent, 23 University Drive – Fort Kent, ME 04743. **Phone: 207-834-7821.**

Administrators, supervisors, faculty, and staff members in student affairs, residence halls, health centers, athletics programs, and police must report this information. These individuals are not responsible for determining whether the allegations are credible. However, they are responsible for reporting them to the appropriate trained staff that will investigate and make that determination.

Statement of Student Responsibility

This and other official University publications constitute the student's guide to the programs and regulations of the University of Maine at Fort Kent. Enrollment implies that the student understands and accepts the obligation to comply with University regulations and procedures and endeavors to meet the academic standards at Fort Kent.

Release Agreements

Many divisions of study at the University of Maine at Fort Kent require, as a condition of graduation, the completion of one or more training programs or courses in a clinical setting, such as a hospital, clinic, professional office, field setting, expedition, or public schoolroom. Participation in these programs may require those students to execute releases or other contracts with the institution or provider of clinical services, which release them from liability and which also provide that students will comply with all their participating requirements and regulations, including possible health examinations. The university assumes there will be assent and compliance with such requirements and procedures by each student upon enrollment in those courses involving outside clinical or field study.

Professional Licensure and Certification Notice

Students who are pursuing degrees leading to application for professional licensure or certification, and/or will be participating in clinical placements, internships, or practical through the UMFK program should be aware that their host facility may require a criminal background check, fingerprinting, 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 certifying officials. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at UMFK does not guarantee licensure, certification, or employment in the relevant occupation.

Appendix 2: UMFK Scholarships

Albert, Dr. Rod J. Nursing Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in 2001 with gifts from family and friends. The income from the fund will be used for scholarship assistance to nursing degree students based on academic standing and financial need.

UMFK Alumni Association Scholarship - UMFK's Alumni Association awards this scholarship annually. Applicant must be in his or her junior or senior year of an associate's or bachelor's degree. Award is based on academic standing and financial need. Scholarship application is available on-line.

ARAMARK Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in 2012. The fund will be used to benefit a student or students, accepted or enrolled towards an undergraduate degree at the University of Maine at Fort Kent.

Bath Iron Works (BIW) Scholarship was established in 1990 by Bath Iron Works and its employees to provide scholarship aid to needy undergraduate students in good academic standing enrolled at a campus of the University of Maine System. Annual gifts to the fund shall be allocated to each campus accordingly. The scholarships are to assist a broad spectrum of (Maine) students and thus are to be available to students in any course of study with preference given to BIW employees and their daughters and sons.

Bouchard, Mr. and Mrs. Edmund Memorial Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in 1994 with gifts from Bouchard family members and friends. The income from the fund shall be used for scholarship assistance to students based on academic standing and financial need.

Bouchard Family Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine Fort Kent Foundation in 1993 with gifts from Bouchard family members and friends. Income from the fund shall be used for scholarship assistance to students based on academic class standing and financial need. Students graduating from a Saint John Valley High School will be given preferential consideration.

Charette, Rose M. (Gagnon) '72 Memorial Scholarship was established at the University of Maine at Fort Kent on behalf of the

University of Maine at Fort Kent Foundation in 2012. The fund will be used to benefit a student or students, accepted or enrolled towards and undergraduate degree at the University of Maine at Fort Kent. First preference will be given to a student or students majoring in the education program at UMFK with second choice awarded to a student or students from the St. John Valley. Financial need may be a consideration in selecting recipients of the award.

Chasse Family Scholarship was established at the University of Maine at Fort Kent in 1998 with gifts from Chasse family members and friends. The income from the fund shall be used for scholarship assistance to students based on academic standing and financial need.

Community Service Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in 1998 with a gift from an anonymous donor. The income from the fund shall be used for scholarship assistance to students based on academic standing, financial need and community service.

Cyr Family Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in 1993 with gifts from Cyr family members and friends. The fund shall be used to provide scholarship assistance to students attending or planning to attend UMFK. All awards will be based on academic class standing and financial need.

Daigle Family Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in 1993 with gifts from Daigle family members and friends. Scholarships are awarded to deserving students planning to attend the University of Maine at Fort Kent. The fund shall be used for scholarship assistance to students based on academic standing and financial need. Priority consideration will be given to students graduating from a St. John Valley high school or other Aroostook County High Schools.

Daigle, Lowell E. Memorial Scholarship was established at the University of Maine at Fort Kent in 1996 with gifts from family, friends, and associates in memory of Lowell E. Daigle. The fund shall be used to provide scholarship assistance to a University of Maine at Fort Kent student who has completed at least his or her freshman year as a Behavioral Science major and has a minimum 3.5 grade point average. The award will be a merit-based; non-need scholarship as evidenced by the applicant's academic record (GPA, honors, etc.) The scholarship shall be renewable annually contingent upon the recipient maintaining a grade point average 3.5 or better in the Behavioral Science Major.

Dinsmore, Professor Richard B. Memorial Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in 2006 with a gift from Mrs. Toby H. Dinsmore to benefit the education of students at the University of Maine at Fort Kent, and to honor Professor Richard B. Dinsmore. The income from the fund will be used to benefit a student or students, accepted by the college for enrollment, or enrolled and making satisfactory progress toward an undergraduate degree at the University of Maine at Fort Kent. Dr. Dinsmore taught history at the University of Maine at Fort Kent for twenty-two years beginning in September 1983. He traveled extensively, always with an eye to increasing his incredible depth of knowledge of European history. For Professor Dinsmore, history was not simply something to read in a textbook, it was something to see and to contemplate and to experience. He was a passionate historian and a devoted educator. Preference for this award will be given to a student who best exemplifies Professor Dinsmore's passion for scholarship and devotion to development of the mind.

Dow, Elsie S. Memorial Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in 2012. The fund will benefit a student or students, accepted by the college for enrollment or enrolled towards an undergraduate degree in Education at the University of Maine at Fort Kent. The scholarship will be restricted to a third or fourth year education major student. The award will be granted to a student or students with good academic standing and with financial need.

Etscovitz, Harry and Marilyn Nursing Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in 2001 with gifts from family and friends. Income from the fund shall be used for scholarship assistance to nursing degree students based on academic standing and financial need.

Fournier, George L. Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in 1998 with a gift from George L. Fournier. The income from the fund shall be used for scholarship assistance to students based on academic standing, financial need, and community service.

Gagnon, Sally A. – RN Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation to honor the memory of Sally, by her brothers Elbridge J. Gagnon and Michael P. Gagnon. Sally was an RN who was born in Fort Kent who served a rich and fulfilling career as a nurse until her

retirement in 2004 and death in 2006. Income from the fund will be used to benefit a student or students, accepted by the college for enrollment, or enrolled and making satisfactory progress toward an undergraduate degree in Nursing at UMFK. Preference will be given to a student who is a U.S. Citizen and native of the Northern St. John Valley and considering their financial need. Recipients may be considered along with other scholarship candidates for this award in subsequent years.

Guimond, Scott J. Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation, in consideration of the desire of The Board and Staff of Fish River Health, Katahdin Valley Health Center, and the Guimond Family to benefit the education of students at the University of Maine at Fort Kent and to honor Scott J. Guimond. The income from the fund, as designated by the Foundation, will be used to benefit a student or students, accepted by the college for enrollment, or enrolled and making satisfactory progress toward an undergraduate degree at UMFK. Preference will be given to a student or students from Aroostook County in their sophomore, junior, or senior year at UMFK majoring in Nursing, Business or any program related to the outdoors or Health Care. Recipients must demonstrate Scott's love of the community and actively volunteer in service to the community. Academic excellence and financial status will not be considered in making awards. .

Hackett, Roger B. and Lorene T. Nursing Scholarship was established at the University of Maine at Fort Kent and the University of Maine at Fort Kent Foundation to benefit a student or students, accepted by the college for enrollment, or enrolled and making satisfactory progress toward an undergraduate degree at UMFK. Preference will be given to Nursing Students who are enrolled in or accepted into the UMFK Nursing Program. A candidate must be a Nursing Major with a grade point average of 3.0 or better. Any Nursing Major may apply and if awarded, may apply in subsequent years if the GPA of at least 3.0 is maintained. A student may receive up to four (4) annual awards through this fund, but may take up to six (6) years to complete the degree from the date of receiving their first award.

Haenssler, Robert J. Memorial Scholarship was established at the University of Maine at Fort Kent in 1983 by Mr. and Mrs. Werner Haenssler in memory of their son, Robert who died accidentally and tragically in September 1982. Robert was a 1982 graduate of the University of Maine at Fort Kent. The income of the fund shall be used for scholarships or program needs of the University of Maine at Fort

Kent. Preference is given to a graduating senior who showed courage in overcoming obstacles in achieving high academic success.

Hallee, Joseph F. and Gertrude Scholarship was established at the University of Maine at Fort Kent in 2001 with a gift from a family member, to honor the memory of Professor of French, Joseph F. Hallee, who served the University of Maine at Fort Kent with distinction for sixteen years. The scholarship will be awarded annually to a first-time student electing to major in French. Preference will be given to graduates of secondary schools in the St. John Valley, basis on merit and financial need.

Higgins, Edna Scholarship of the University of Maine was established in 1974 under the will of the late Edna L. Higgins of Portland, Maine. The fund shall be used to provide scholarships and financial aid for students at several campuses of the University of Maine with preference given to students from the Greater Portland area. The term Greater Portland area shall include the territory now comprising the cities of Portland, South Portland, and Westbrook and the towns of Cumberland, Falmouth, Gorham, Cape Elizabeth and Scarborough.

Johnson, Dr. Richard P. Memorial Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in 1997 with gifts from Johnson family members and friends in honor and memory of Dr. Richard P. Johnson. Income from the fund shall be awarded to deserving students who need financial assistance and who are enrolled on a full-time basis at the University of Maine at Fort Kent. Preference will be given to students who have graduated from a St. John Valley High School. This scholarship is financial need based.

Lakeshore (Eagle Lake) Owners Scholarship was established at the University of Maine at Fort Kent and the University of Maine at Fort Kent Foundation in 2004 by the Lakeshore Owners Association of Eagle Lake to benefit the education of students at the University of Maine at Fort Kent. The income from the fund will be used to benefit a student or students accepted by the college for enrollment, or enrolled and making satisfactory progress towards an undergraduate degree at the University of Maine at Fort Kent. Preference will be given first to family members of the Eagle Lake Shore Owners Association or to a student from the Town of Eagle Lake.

Levesque, Dylan R. Memorial Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in 2011 by Lucas and Amy Levesque to benefit the education of students at the University of Maine at Fort Kent in memory of their son, Dylan R. Levesque, who tragically passed

away at the age of eight months. Funds from the Dylan R. Levesque Memorial Fund shall be used to benefit a student by the college for enrollment, or enrolled and in good standing toward an undergraduate degree at the University of Maine at Fort Kent. The award will be given to a student who has overcome tragedy or adversity. The recipient will have a demonstrated basis of financial need.

Long, Labbe, Saunders Family Scholarship was established at the University of Maine at Fort Kent and the University of Maine at Fort Kent Foundation in 2010, in consideration of the desire of Mrs. Constance "Jackie" Saunders to benefit the education of students at the University of Maine at Fort Kent, and to honor her family, especially her mother, Alice Long Labbe. Funds will be used to benefit a student or students, accepted by the college for enrollment, or enrolled and making satisfactory progress toward an undergraduate degree at the University of Maine at Fort Kent. Preference will be given to a female student from the St. John Valley (including both the Canadian and U.S. sides of the Valley), majoring in Education or English with a grade point average of 3.0 (or its High School equivalent for a prospective student). The recipient may reapply in subsequent years providing they maintain a grade point average 3.0, but no preference will be given to that applicant.

Maine Public Service Company Scholarship was established at the University of Maine at Fort Kent in 1988. Income from the fund will be used to provide scholarship for a full-time student from Aroostook County who is or will be attending the University of Maine at Fort Kent. The recipient shall be selected on the basis of past academic achievement along with the consideration of other factors including the degree of interest in a college education and the potential for making a contribution to college life and to a major field of study.

Martin, John L. Environmental Scholarship was established to award funds to a deserving second or third year student in the Environmental Studies Program at UMFK. Selection will be based upon academic performance and potential for success in an environmentally related career. This is a $1000 award given to the selected student upon successful completion of a UMFK paid summer work study assignment on the Allagash Wilderness Waterway. The work-study assignment is developed and supervised in cooperation with the State of Maine Bureau of Parks and Recreation.

Martin, John L. Scholarship was established at the University of Maine at Fort Kent on behalf of the John L. Martin Scholarship Fund, Inc. in 1993. The income from the fund shall be used for scholarship assistance to graduating high school seniors entering UMFK based on academic standing and demonstrated financial need. First preference

shall be given to students graduating from M.S.A.D. No. 27 (Fort Kent) and M.S.A.D. No. 32 (Ashland). Secondary preference shall be given to student applicants from M.S.A.D No.33 (Frenchville & St. Agatha), Madawaska, M.S.A.D. No. 24 (Van Buren) and M.S.A.D. No. 1 (Presque Isle). Other high schools will also be considered.

McKenna Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in 1999 with a gift from Laura Duperry McKenna. The income from the fund shall be used for scholarship assistance to students based on academic standing, financial need and community service.

Michaud, Ludger and Bernice Memorial Scholarship was established at the University of Maine at Fort Kent in 1992 with memorial gifts from family, friends and associates in memory of Mr. and Mrs. Ludger Michaud. The income from the fund will be used to provide a tuition scholarship to a Fort Kent Community High School graduate who is enrolled in or has been accepted into a four year Bachelor of Science in Education program at UMFK. Selection of the recipient shall be based on the student's anticipated potential for academic success. The scholarship is renewable for up to four years contingent upon maintaining a grade point average of at least 3.2.

Moirs, Jonathan and Dawn S. Memorial Scholarship was established at the University of Maine at Fort Kent in 1994 with a gift from Dawn S. Moirs. Mrs. Dawn Moirs' wishes were to promote a bilingual and bicultural campus environment. Moirs' scholarships will be used to further enhance the diversity of the Francophone community on our campus. The income from the fund shall be used to provide scholarships for UMFK students who are residents of the Valleys of the Upper St. John River and its tributaries. Selection of the recipient shall be based on the applicant's need and anticipated potential for academic success.

Morin, Richard I. Scholarship was established at the University of Maine at Fort Kent, honoring Richard I. Morin. Mr. Morin served the University of Maine System with distinction as a member of the Board of Trustees from December 7, 1979 to September 15, 1988 and was elected as its President in 1987-1988. He dedicated himself to and worked tirelessly for improving and promoting the quality of higher education in the State of Maine, and his leadership reflects the highest ideals of service. Scholarship funds will be used to provide assistance to a student or students attending or planning to attend the University of Maine at Fort Kent. Preference will be given to students who are St. John Valley High School graduates and who have demonstrated scholastic excellence and financial need.

Nursing Honors/Alumni Scholarship was established at the University of Maine at Fort Kent in 1989. The fund shall be used to provide scholarship assistance to a student or students enrolled in the Nursing Program who demonstrates financial need, exhibits good academic standing with a grade point average of 2.25 or greater and needs to attend a summer session at the University of Maine at Fort Kent.

Ouellette, Reno Family Scholarship was established at the University of Maine at Fort Kent and the University of Maine at Fort Kent Foundation in 2005 with a gift from Mr. and Mrs. Reno Ouellette. The fund shall be used to benefit a student or students, accepted by the college for enrollment, or enrolled and making satisfactory progress toward an undergraduate degree at UMFK. Preference shall be given to a student majoring in Business or Forestry at UMFK and who graduated from SAD #27. The award is granted on the basis of academic performance and financial need. A recipient may apply for the award in subsequent years if they continue to demonstrate financial need and good academic performance.

Page, Maxine (Gagnon) Family Scholarship was established at the University of Maine at Fort Kent on behalf of the UMFK Foundation in the year 2000 with a gift from Page family members. The fund is established in recognition of the contributions and importance of Maxine Gagnon Page to the education and way of life of the children of Eagle Lake and Fort Kent, Maine. The fund shall be used to provide scholarship assistance for a University of Maine at Fort Kent student or students based on academic standing and financial need. Preference shall be given to individuals who graduated from Fort Kent High School and who were born or raised in Eagle Lake or Fort Kent. Preferential consideration will be given to a student or students pursuing a teaching degree

Pelletier Family Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in 1991, with gifts from Pelletier family members and friends, in recognition of the contributions and importance of the Pelletier family to the history and way of life of the Saint John Valley and Northern Aroostook County. Income from the fund shall be used for scholarship assistance to students attending or planning to attend UMFK. All awards will be based on academic class standing and financial need. Preference will be given to individuals who graduated from a Saint John Valley High School or other Aroostook County High Schools.

Pelletier, Jeanine (Gagnon) Scholarship was established at the University of Maine at Fort Kent and the University of Maine at Fort

Kent Foundation in 2007. The fund will benefit the education of students at the University of Maine at Fort Kent, and to honor Mrs. Jeanine Gagnon Pelletier who was born in Frenchville, graduated from Fort Kent High School as Valedictorian of the Class in 1947. Mrs. Pelletier passed away in 2004. Income from the fund will be used to benefit a student or students, accepted by the college for enrollment, or enrolled and making satisfactory progress toward an undergraduate degree at UMFK. Preference will be given to a student in any major at the University of Maine at Fort Kent who is a U.S. citizen and a native of the St. John Valley with consideration of financial need.

Pelletier, Yvette G. Memorial Scholarship was established at the University of Maine at Fort Kent and the University of Maine at Fort Kent Foundation in 2009 to honor the memory of Yvette G. Pelletier and to benefit the education of students at the University of Maine at Fort Kent. Mrs. Pelletier was born in St. John and attended the Madawaska Training School graduating in 1939. She earned a Bachelor's Degree from Salem State College and a Master's Degree from Connecticut State College. She retired in 1983 having taught with great dedication and love of education for more than forty years. Mrs. Pelletier passed away in 2007. Funds will be used to benefit a student or students, accepted by the college for enrollment, or enrolled and making satisfactory progress toward an undergraduate degree at UMFK. Preference will be given first to a student from towns served by SAD #27 and secondarily from the St. John Valley. The award would be determined on the basis of financial need, and satisfactory academic performance. The scholarship may be awarded to accepted students and recipients and may be considered in subsequent years so long as they are making satisfactory progress.

Pinkham, Thomas S. Memorial Scholarship was established at the University of Maine at Fort Kent in 1983 in tribute to Thomas S. Pinkham's "selfless and unstinting service to the Fort Kent area and communities in which he lived and worked, for his enthusiastic and positive support of the University of Maine at Fort Kent, and for his involvement and support of the Northern Maine lumber industry. The scholarship was funded by contributions from Tom's friends, area businesses and concerned citizens. The scholarship provides funds to be used for an annual scholarship to be awarded to a UMFK student for excellence in Forestry.

Roy Family Scholarship was established at the University of Maine at Fort Kent on behalf of the UMFK Foundation in 1997 with gifts from Roy family members and friends. The income from the fund shall be used for scholarship assistance to students based on academic standing and financial need.

Roy, Lillian Memorial Nursing Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in December 2011. Mrs. Roy passed away in June of 2003, after a courageous battle for many years with Alzheimer's. The scholarship fund was created to benefit the education of students at the University of Maine at Fort Kent. Income from the fund will be used to benefit a student or students accepted by the college for enrollment, or enrolled towards an undergraduate degree at the University of Maine at Fort Kent. The award will be given to a student enrolled in their third or fourth year of study majoring in the Nursing program. Preference will be given, but not limited to a student or students from the St. John Valley. The award will be granted to a student who exhibits good academic standings with a GPA of 3.0 or higher. Financial need may be a consideration in selecting recipients of this award.

Savage, Carl and Glenn Scholarship was established at the University of Maine at Fort Kent and the University of Maine at Fort Kent Foundation in 2007. The fund will benefit a student or students, accepted by the college for enrollment, or enrolled and making satisfactory progress toward an undergraduate degree at UMFK. Preference will be given to a graduate of the Fort Kent Community High School from the Saint John Valley. The award will be granted on the basis of financial need. Recipients may be considered along with all other scholarship candidates for this award in subsequent years.

Simon, Michael Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in 2011 in honor of Michael Simon. This scholarship was created to benefit the education of students at the University of Maine at Fort Kent. The scholarship may be used to benefit a student or students accepted by the college for enrollment, or enrolled towards an undergraduate degree at the University of Maine at Fort Kent.

Tao, Dr. Zui Sun Memorial Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in 1993 with gifts from Northern Maine Medical Center, family and friends. Income from the fund is used to award scholarship assistance to a junior or senior student enrolled in the Bachelor of Science in Nursing Program, The award is based on academic standing and financial need. First preference will be given to students having graduated from SAD #27, SAD #33, or the Madawaska High School; second preference to students from other Aroostook County high schools; and third preference to students from a Maine high school outside Aroostook County.

Theriault, Lucien J. & Marie A. was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in December 2011. The scholarship fund was created to benefit the education of students at the University of Maine at Fort Kent. The income from the fund will be used to benefit a student or students accepted by the college for enrollment, or enrolled towards an undergraduate degree at the University of Maine at Fort Kent. The award will be given to a student enrolled in their last year of study majoring in the Computer Science discipline or other Science or Math disciplines. Preference will be given to a student or students from the St. John Valley. The award will be granted to a student who exhibits good academic standings with a grade point average of 3.0 or higher.

Toussaint, Dr. and Mrs. L. G. Memorial Scholarship was established at the University of Maine at Fort Kent on behalf of the University of Maine at Fort Kent Foundation in 1996 with a gift from Dr. Peter and Janet MacLaren-Toussaint. Income from the fund will provide financial assistance to non-traditional students (i.e., those aged 25 years and older) enrolled as a part-time or full-time student at the University of Maine at Fort Kent. Preference will be given to first-time enrollees at the University who provide voluntary community service at the Northern Maine Medical Center or one of its affiliates, such as Forest Hill Manor or Madawaska Outpatient Center. Alternatively, the funds may be used for a first year nursing student, enrolled in the UMFK Nursing Degree Program on a part-or full-time basis.

UMFK Foundation Scholarship was established at the University of Maine at Fort Kent on behalf of the UMFK Foundation in the year 1993 with gifts from friends of UMFK. Income from the fund shall be used to provide scholarship assistance for a University of Maine at Fort Kent student based on academic standing and financial need.

Violette, Elmer H. & Marcella B. Scholarship was established at the University of Maine at Fort Kent on behalf of the UMFK Foundation in 2002 with a gift from Marcella B. Violette. The fund is established in recognition of the contributions and importance of Elmer H. and Marcella B. Violette to the education and way of life of the people in the St. John Valley. Income from the fund shall be used to provide scholarship assistance for a University of Maine at Fort Kent student based on academic standing and financial need. Preference shall be given to residents of the St. John Valley and who are engaged in the study of French or Acadian Culture or Forestry/Environmental Studies. The scholarship shall be renewable annually contingent upon the recipient maintaining a good academic standing and successful completion of each semester.

Appendix 3: Transfer Articulation Agreements

Advantage U

Advantage U is the name of a guaranteed admissions program in Maine. It allows Maine Community College students graduating with an Associate in Arts degree in Liberal Studies guaranteed admission to any institution of the University of Maine System. Maine Community College students who wish to participate in the program should see their academic advisors during their first year at the community college and complete an Advantage U Participation form. At the end of 45 credits at the MCC, the student completes Intent to Enroll form and submits it to the campus of preference. Once graduated, the student then continues at the UMS institution in a baccalaureate program.

Transfer Articulation Agreements

The University of Maine at Fort Kent is committed to granting the maximum number of credits from other institutions and attempts to assure the smooth transition of the credits into its degree programs. UMFK has negotiated articulation agreements with several institutions which permit students from these schools to transfer to UMFK with a minimal loss of previous credits. The following are specific articulation agreements:

University of New Brunswick/University of Maine at Fort Kent
Associate of Science in Forest Technology

Graduates from the UMFK Associate of Science in Forest Technology degree can pursue a Bachelor of Science in Forestry degree from the University of New Brunswick. UMFK Forestry graduates receive credits for a portion of both the general education requirements and the forestry requirements at UNB. Specific details about the articulation agreement are available from the UMFK forestry faculty.

University of Maine at Augusta/University of Maine at Fort Kent
Bachelor of Science-Nursing

Graduates from the Associate Nursing Program at UMA can pursue a Bachelor of Science-Nursing degree at UMFK. Credits completed at UMA satisfy UMFK nursing requirements. Specific details about the articulation agreement are available from the Director of Nursing on either the UMA or UMFK campus.

University of Maine at Farmington/Fort Kent
Bachelor of Science-Nursing

Students from UMF can pursue a Bachelor of Science-Nursing degree at UMFK. Credits completed at UMF satisfy UMFK nursing program requirements. Specific details about the articulation agreement are available from the Director of Nursing on UMFK campus.

University of Maine at Presque Isle/Fort Kent
Bachelor of Science-Nursing

Enrolled students at UMPI can pursue a Bachelor of Science-Nursing degree at UMFK. Courses completed at UMPI satisfy UMFK nursing program requirements. Specific details about the articulation agreement are available from the Director of Nursing on UMFK campus.

Caribou Regional Technology Center/University of Maine at Fort Kent

Students enrolled in the Criminal Justice course at the Caribou Regional Technology Center can transition into the UMFK Associate of Arts in Criminal Justice Program or into the UMFK Certificate of Study in Criminal Justice. For students who complete the Criminal Justice I course, with a grade of "B", graduate from high school, and matriculate into the UMFK Associate of Arts in Criminal Justice or the Certificate of Study in Criminal Justice program at UMFK within 18 months after high school graduation, will be awarded three (3) college credits equivalent to the course CRJ 105 Introduction to Criminal Justice

Central Maine Community College/University of Maine at Fort Kent - Bachelor of Science-Nursing

Graduates from the Associate Nursing Program at CMCC can pursue a Bachelor of Science-Nursing degree at UMFK. Credits completed at CMCC satisfy UMFK nursing requirements. Specific details about the articulation agreement are available from the Director of Nursing on either the CMCC or UMFK campus.

Eastern Maine Community College/University of Maine at Fort Kent - Bachelor of Science-Nursing

Graduates from the Associate Nursing Program at EMCC can pursue a Bachelor of Science-Nursing at UMFK. Credits completed at EMCC satisfy UMFK nursing requirements. Specific details about the articulation agreement are available from the Director of Nursing on either the EMCC or UMFK campus.

Hancock County Technical Center/University of Maine at Fort Kent

Students enrolled in the Criminal Justice course at Hancock County Technical Center can transition into the UMFK Associate of Arts in Criminal Justice program or into the UMFK Certificate of Study ion Criminal Justice. For students who complete the Criminal Justice course, with a minimum grade of "B", graduate from high school, and matriculate into the UMFK Associate of Arts in Criminal Justice or the Certificate of Study in Criminal Justice program at UMFK within 18

months after high school graduation, will be awarded three (3) college credits equivalent to the course CRJ 105 Introduction to Criminal Justice.

John Bapst Memorial high School/University of Maine at Fort Kent

Students enrolled in the AP Computer Science or Introduction to Programming course at John Bapst Memorial High School can transition into the UMFK Associate of Science in Information Security or the Bachelor of Science in Computer Applications degree programs. For Students who complete the AP Computer Science or Introduction to Programming course, with a minimum grade of "B", graduate from high school, and matriculate into the UMFK Associate of Science in Information Security or the Bachelor of Science in Computer Applications program at UMFK within 18 months after high school graduation, will be awarded four (4) college credits equivalent to the course COS 111 Introduction to Computer Science.

Kennebec Valley Community College/University of Maine at Fort Kent - Bachelor of Science-Nursing

Graduates from the Associate Nursing Program at KVCC can pursue a Bachelor of Science-Nursing degree at UMFK. Credits completed at KVCC satisfy UMFK nursing requirements. Specific details about the articulation agreement are available from the Director of Nursing on either the KVCC or UMFK campus.

Kennebec Valley Community College/University of Maine at Fort Kent - Baccalaureate Degree Programs

Graduates from the Associate of Arts Degree in General Studies at Kennebec Valley Community College can pursue a baccalaureate degree at UMFK. Specific details about the articulation agreement are available from the Admissions Office at either campus.

Kennebec Valley Community College/University of Maine at Fort Kent - Associate of Arts in General Studies Degree

Graduates from the Pulp and Paper Technology Certificate Program at KVCC can pursue an Associate of Arts in General Study degree at UMFK. Specific details about the articulation agreement are available from the Admissions Office at either campus.

Northern Maine Community College/University of Maine at Fort Kent - Bachelor of Science in Business Management

Graduates from the Associate in Applied Science in Business Administration at NMCC can pursue the Bachelor of Science in Business Management at UMFK. Credits completed at NMCC will satisfy UMFK Business Management requirements. Specific details about the articulation agreement are available from the Office of Vice

President for Academic Affairs on either the NMCC or UMFK campuses.

Northern Maine Community College/University of Maine at Fort Kent - Bachelor of Science in Elementary Education

Graduates from the Associate of Arts in Liberal Studies at NMCC can pursue the Bachelor of Science in Elementary Education at UMFK. Credits completed at NMCC will satisfy UMFK Bachelor of Science in Elementary Education requirements at UMFK. Specific details about the articulation agreement are available from the Office for Vice President for Academic Affairs on both the NMCC and UMFK campuses.

Northern Maine Community College/University of Maine at Fort Kent - Bachelor of Science-Nursing

Graduates from the Associate Nursing Program at NMCC can pursue a Bachelor of Science-Nursing degree at UMFK. Credits completed at NMCC satisfy UMFK nursing requirements. Specific details about the articulation agreement are available from the Director of Nursing on either the NMCC or UMFK campus.

Northern Maine Community College/University of Maine at Fort Kent - Baccalaureate Degree Programs

Graduates from the Associate of Arts Degree in General Studies at Northern Maine Community College can pursue a baccalaureate degree. Specific details about the articulation agreement are available from the Admissions Office at either campus.

Université de Moncton Campus d' Edmundston/University of Maine at Fort Kent

The University of Maine at Fort Kent and Université de Moncton Campus d' Edmundston have developed an exchange agreement which permits students at either school to enroll for coursework at the other and have the work satisfy degree requirements at the home institution. For information about the exchange, contact the Registrar at either campus.

Saint John Valley Technical Center/University of Maine at Fort Kent

Students enrolled in the Criminal Justice I course at the Saint John Valley Technical Center can transition into the UMFK Associate of Arts in Criminal Justice program or into the UMFK Certificate of Study in Criminal Justice. For students who complete the Criminal Justice I course, with a minimum grade of "B", graduate from high school, and matriculate into the UMFK Associate of Arts in Criminal Justice or the Certificate of Study in Criminal Justice program at UMFK within 18 months after high school graduation, will be awarded

three (3) college credits equivalent to the course CRJ 105 Introduction to Criminal Justice.

Saint John Valley Technical Center/University of Maine at Fort Kent

Students enrolled in the Health Occupations II course at the Saint John Valley Technical Center can transition into the UMFK baccalaureate degree in Nursing. For students who complete the Health Occupations II course, with a minimum grade of "C", graduate from high school, and matriculate in the BS-Nursing program at UMFK within 18 months after high school graduation, will be awarded four (4) college credits equivalent to the course NUR 200 Introduction to Nursing w/lab and NUR 230L Promoting Personal Health and Wellness lab.

Saint John Valley Technical Center/University of Maine at Fort Kent

Students enrolled in the Computer Technology II course at the Saint John Valley Technical Center can transition into the UMFK Associate of Science in Information Security or the Bachelor of Science in Computer Applications. For students who complete the Computer Technology II course, with a minimum grade of "B", graduate from high school, and matriculate in either the AS-Information Security or the BS-Computer Applications programs at UMFK within 18 months after high school graduation, will be awarded four (4) college credits equivalent to the course Cos 111 Introduction to Computer Science.

Foxcroft Academy, Maine Vocational Region Two (Southern Aroostook Vocational Education), Southern Aroostook Community School District 9, M.S.A.D. 14, 25, 29, 70, Maine Vocational Region Three, Lee Academy, Millinocket School Department, M.S.A.D. 30, 31, 67, 113/University of Maine at Fort Kent Associate of Science in Forest Technology

Students from the above high schools will be able to earn college credits while they are still in high school. It will enable the students to progress through their education faster and at less cost. Specific details about the articulation agreement are available from the UMFK Admissions Office.

Region Two School of Applied Technology/University of Maine at Fort Kent

Students enrolled in the Criminal Justice course at Region Two School of Applied Technology can transition into the UMFK Associate of Arts in Criminal Justice program or into the UMFK Certificate of Study in Criminal Justice. For students who complete the Criminal Justice course, with a minimum grade of "B", graduate from high school, and matriculate in the UMFK Associate of Arts in Criminal

Justice or the Certificate of Study in Criminal Justice program at UMFK within 18 months after high school graduate, will be awarded three (3) college credits equivalent to the course CRJ 260 Police Procedures.

Waldo County Technical Center/University of Maine at Fort Kent

Students enrolled in the Networking Technology course at the Waldo County Technical Center can transition into the UMFK Associate of Science in Information Security or the Bachelor of Science in Computer Applications. For students who complete the Networking Technology course, with a minimum grade of "B", graduate from high school, and matriculate in either the AS-Information Security or the BS-Computer Applications programs at UMFK within 18 months after high school graduation, will be awarded three (3) college credits equivalent to the course Cos 338 Introduction to Networking.

York County Community College / University of Maine at Fort Kent

York County Community College students or graduates of the Associate in Applied Science degree in Criminal Justice will be accepted into UMFK's Bachelor of Science in Rural Public Safety Administration. Credits earned at YCCC will meet degree requirements in UMFK's PSA degree. Specific details about the agreement may be obtained from the Admissions Office at either campus.

York County Community College / University of Maine at Fort Kent

York County Community College students or graduates of the Associate in Applied Science degree in Computer Technology will be accepted into UMFK's Bachelor of Science - Computer Applications degree. Credits earned at YCCC will meet degree requirements in UMFK's Computer Applications major. Specific details about the agreement may be obtained from the Admissions Office at either campus.

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