



Professional Management Division

Professional Management Program

**Self-Study Report
(Volume II: Appendices)**

Self-Study Year: 2012-2013

**Submitted to the
International Assembly for Collegiate Business Education**

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Appendix 1: Principle 1: Outcomes Assessment



PEREGRINE
ACADEMIC SERVICES
Global Educational Support

Comparative Analysis Report for:

Academic Level: Bachelors
Sample Size(s): 15 Outbound Exams

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Understanding and Using the Interpretive Report

The purpose of the following analyses is to assist academic program managers and assessment coordinators with program-level direct assessment of the College/University business programs. These data should be used to assess the strengths and opportunities for improvement associated with the business academic programs based upon the knowledge levels of the students regarding the foundational learning outcomes of the business degree curriculum.

An Inbound Exam/Outbound Exam testing construct provides data for internal benchmarking. The inbound exam evaluates the student's knowledge level towards the beginning of the student's program of study. The outbound exam assesses the student's knowledge level at the end of the student's program of study. The difference in results between the inbound and outbound exams is the direct measure of learning for internal benchmarking.

Outbound exam results are relative. Outbound exam relevancy is understood best in terms of the change in knowledge level from the time a student enters the program compared to when they graduate from the program.

If identified, cohort level analyses provides program administrators with comparative information based upon the student cohort groups that the school has identified. Side-by-side comparisons are shown in this report to assist program managers with program-level analysis.

External comparisons of outbound scores with the [aggregate data pool](#) should only be used as a relative index of how the assessed program compares with other programs. There is a high degree of variability between business schools with respect to specific curriculums and areas of emphasis or concentrations. Comparisons include other schools with relatively similar student populations and educational delivery means, not necessarily based on the exact curriculum of the business program (which would be nearly impossible and most likely unrealistic).

The following tips, techniques, and suggestions for understanding and applying the results presented in this report for academic program-level analysis and continuous improvement are based on our years of experience in working with our client institutions, meeting with academic officials to review the results, and lessons learned from the accreditation institutions.

Reviewing the Results

Topic and sub-topic level scores tend to be more significant in terms of analysis value than the total score. Although most exams include all 12 topics, not all exams will include all 12 topics. Therefore, the total score comparisons are shown for relative benchmarking whereas the topic and sub-topic level score comparison will tend to be more meaningful.

If there are topics included on the exam that do not appear to be directly related to your curriculum and/or learning outcomes, consider removing these topics from future testing. It is generally best not to test on topics that are not included in the program's curriculum.

We have a separate document available that includes the aggregate pool summary data that is used for comparison analysis purposes. If you would like to use these data for your own analysis, we can send this file to you.

Consider the sample size for the exam period before making changes in the program based on the exam results. Lower sample sizes tend to have higher standard deviations. In general, it is best to have a sample of at least 100 exams before the results can be used for program changes. Since report period is a variable, we can go back and include past exam results for future reporting in order to get the sample size high enough for meaningful analysis.

Learning Outcome Analysis

To evaluate the institution's learning outcomes, consider the table shown for each topic the frequency of questions missed (and correct). These data are most useful when considering learning outcome.

Not every subject included on the exam will directly correspond to a program's learning outcome because this is a standardized test meant to apply to the widest diversity of programs. Therefore, the score for the topic or subtopic must be taken in the context of the subject-level analysis. For example, a relatively low topic/sub-topic score may be acceptable provided that the subject-level scores are high for those subjects that are directly related to learning outcomes. Conversely, a high topic/sub-topic score may be unacceptable if the questions missed on the exam were high for key learning outcomes.

Continuous Improvement

It is important not to make too many changes in a program at the same time based on one or two exam periods. Instead,

it is generally better to make small incremental changes to the program based on these results and then monitor the results to assess the consequences of the change effort.

- Specific ideas for continuous improvement include:
 - Updating course content to include more case study type instruction that combines CPC topics in the same analysis.
 - Including a review of key business topics towards the end of the program (e. g. in the CAPSTONE course) that includes an application exercise that requires a review and understanding of all the CPC topics included within the program.

Interpreting and Using the Exam Scores

Inbound exam results are obtained from incoming students who have not yet completed their advance program of study. Cumulative inbound exam results are only used relative to the cumulative outbound results to directly measure academic learning. Individual student results from inbound exams (provided in a separate file) can be used to help guide, advise, and place a student within a program of study; however, individual results should generally not be used for academic grading purposes other than perhaps extra credit (or some other incentive) to complete the exam.

Outbound exam results are a direct measure of academic learning since the students taking the outbound exams have completed or nearly completed the degree program.

Outbound exam results, both cumulatively and individually DO NOT correspond directly to a traditional academic grading scale. The exam is relative to only to the inbound results as well as the external aggregate comparisons. Therefore, academic grading of a student's outbound results as well as interpreting cumulative outbound exam results should be done only on a relative scale as opposed to a traditional academic grading scale.

To encourage students to do their best with the outbound exams, an incentive is usually needed. Exam incentives include a direct grade, grading for extra credit if the result is above a certain threshold, or credit for a future assignment/activity within a course. In general, using an extra credit or credit in lieu of a future assignment is the best approach.

The following table shows an approximate relationship between the CPC-Based COMP exam results and relative student performance based upon competency level.

<u>CPC-Based COMP</u> <u>Exam Score</u>	<u>Relative Interpretation of</u> <u>Student Competency</u>
80-100%	Very High
70-79%	High
60-69%	Above Average
40-59%	Average
30-39%	Below Average
20-29%	Low
0-19%	Very Low

If specific academic credit (grade and points) are to be awarded to students based on their exam results, the table to the left could be used to assign letter grades, extra credit, and/or course points, assuming that the exam is included within a course.

Abandoned exams are not included in the data set for this report.

Glossary of Terms

Abandoned Exam. An exam that had the 48 hour time limit elapse. These exams are auto-completed, giving the student a score of "0" for each unanswered question. These exams are only included in the school's raw data, not in the reporting or analysis.

Academic Level. The academic degree level of the program: associates, bachelors, masters, and doctoral.

Aggregate Pools. The aggregate pool is the data set used for external benchmarking and comparisons and is based on the results from accredited institutions. The various aggregate pools are defined as follows:

Pools Based on Program Delivery Modality

1. **Traditional.** The majority of the program is delivered at a campus location at an established college or university. The majority of the students are recent high school graduates, typically 18-22 years old. Business courses are taught on a semester or quarter basis, typically Monday through Friday.
2. **Online.** The majority of the program is delivered online to students and there is little, if any, requirement for the students to go to a campus location any time during their college or university experience. The majority of the students are considered non-traditional, meaning they tend to be older, may have some college credit prior to starting their program, and are often working adults completing their degree program.
3. **Blended.** The program is delivered to students using a combination of online and campus-based instruction and/or the program is delivered in an accelerated format. The course term is typically 4 to 8 weeks. Campus-based instruction tends to be either at night or on weekends with generally longer sessions. The student population tends to be non-traditional, meaning they tend to be older, may have some college credit prior to starting their program, and are often working adults completing their degree program.

Pools Based on Location

1. **Outside-US.** Includes colleges and universities outside of the United States. Program delivery is usually campus-based; however, the aggregate pool includes some blended programs and online programs.
2. **Regional/Country.** Includes colleges and universities outside of the United States from specific regions (e.g. Latin America, Europe, Asia, etc.) or from specific countries (e.g. Mongolia). Program delivery is primarily campus-based; however, the pools may include some blended and online course delivery.
3. **US.** Includes all US-based schools and programs.

Pools Based on Institute Characteristics

1. **Large Private.** This aggregate pool includes large, privately owned universities within the United States.

2. **HBCU.** Includes colleges and university that are designated as Historically Black Colleges and Universities.
3. **Private.** US schools that are privately owned.
4. **Public.** US schools that are publically owned.
5. **Faith-based.** US schools that have a specific religious affiliation or association.

Masters-level Pools Based on Degree Type

1. **Masters-MBA.** Includes programs that are designed as Masters of Business Administration.
2. **Masters-MS.** Includes programs that are designed as Masters of Science.
3. **Masters-MA.** Includes programs that are designed as Masters of Arts.

Pools Based on Dual-Accreditation Affiliation

1. **IACBE.** Includes business schools and programs affiliated with the International Assembly for Collegiate Business Education. Where available, this pool is further divided by IACBE Region.
2. **ACBSP.** Includes business schools and programs affiliated with the Accreditation Council of Business Schools and Programs. Where available, this pool is further divided by ACBSP Region.

Assessment Period. The date range for the report, which includes all the exams administered within these dates. For synchronous schools, the assessment period is generally based upon the semester or quarter. For asynchronous schools, the assessment period is generally annual, semi-annual, or quarterly. School officials determine the assessment period.

Cohort. A group of students based upon a demographic factor such as degree program, course delivery modality, campus location, program start date, etc. We provide cohort-level analysis based upon one (1) cohort category that you identify at the start of the exam cycle.

Common Professional Component (CPC). As defined by the business degree accreditation bodies, the Common Professional Component (CPC) includes the following business topics:

1. Accounting
2. Business Ethics
3. Business Finance
4. Business Integration and Strategic Management
5. Business Leadership
6. Economics (Macro and Micro)
7. Global Dimensions of Business
8. Information Management Systems
9. Legal Environment of Business
10. Management (Operations/Production Management, Human Resource Management, and Organizational Behavior)
11. Marketing
12. Quantitative Techniques and Business Statistics

CPC-Based Comprehensive (COMP) Exam. An exam that includes all of the CPC topics to be assessed for a specified business program. Each CPC topic has 10 questions included within exam, randomly selected from a validated test bank that includes 300-500 exam questions. Inbound and outbound exams are generated from the same test bank of questions. Exam questions were developed based upon the foundational topic information included within introductory chapters of the leading textbooks associated with the topic and the academic degree level. A 12-topic exam includes 120 questions, 10 questions/topic.

External Benchmarking. Analyses performed by comparing the cumulative results from a school with a demographically similar aggregate data set.

Frequency of Questions Missed. For outbound exams, the frequency of questions missed is calculated for each subject within a CPC topic. The formula is: $\text{Number of Questions Missed} / \text{Number of Questions Offered} * 100$. Data are also shown for Frequency of Questions Correct, which is the inverse of Questions Missed. In order to provide a relative index for understand these data, an average of questions missed/correct is shown for US-based and Outside US-based exams.

Inbound Exam. A student exam administered early in the student's program, usually during their first or second business course, that measures the student's knowledge level at the beginning of their academic program.

Internal Benchmarking. Analyses performed by comparing the inbound and outbound exam scores and/or by the analyses of the frequency of questions missed for each subject within a CPC topic.

Mean Completion Time. The average time, in minutes, to complete the exam. Mean completion time is also shown for each CPC topic. Mean completion times are usual when evaluating student effort, particularly with outbound exam results. If the outbound exams have a relatively low mean completion time, this may be an indication that the students are not putting forth their best effort. Additional incentives may be necessary to encourage better student performance (extra credit, points, letter grades, credit for future assignments, etc.).

Outbound Exam. A student exam administered at the end of the student's academic program, usually within their last course, that measures the student's knowledge level at the end of their academic program.

Percentage Change. The percentage change between two scores. For inbound/outbound testing, the percentage change is calculated using the following formula: $(Outbound\ Score / Inbound\ Score) - 1$.

Percentage Difference. The percentage difference between a school's outbound student results and the aggregate, calculated using the following formula: $Aggregate\ Score - School\ Score$.

Percent Change Comparison. The percent difference between the school's percent change between inbound and outbound exam results and the aggregate pool's percent change between inbound and outbound exam results. The percent change comparison represents a relative learning difference between the specific school and demographically similar schools.

Scatter Plot. A visual representation of the exam results for all students. The purpose of the scatter plot is to provide you with a visual reference for the ranges in results.

Subjects. For each CPC topic, questions are grouped using 4-8 subject areas. CPC subjects generally correspond to the school's learning outcomes associated with each CPC topic. In using these data, consider the Subject is the Learning Outcome without the verb.

Subtopic. For the CPCs of Economics and Management, there are identified subtopics. For the CPC topic of Economics, the subtopics are Macroeconomics and Microeconomics. For the CPC topic of Management, the subtopics are Operations/Production Management, Human Resource Management, and Organizational Behavior.

Summary Statistics. Includes the mean completion time, sample size, average score, standard deviation, and the min/max/median/mode scores.

Total Exam Score Significance. If a student simply randomly selected responses to questions, the statistical mean of the total score of such a randomly responded to exam would be approximately 30% (+/- 2.5% depending upon the number of questions on the exam). Therefore, exam scores above 30% could be considered significant in terms of measuring actual knowledge levels.

Internal Benchmarking

University of Maine - Fort Kent

Academic Level: Bachelors

December 2012 - May 2013

Sample Size(s): 15 Outbound Exams

Internal Benchmarking

Internal benchmarking is conducted using a variety of statistical tools based upon outbound exam results with or without inbound exam results.

With inbound exam results, internal benchmarking includes a direct comparison (percentage change) between the student's inbound exam results with the student's outbound exam results. These results include cumulative result (the cumulative summary of all CPC topic assessed on the exam) as well as individual results on each of the CPC topics assessed with the exam.

Internal benchmarking also includes scatter plots of exam results so that program managers can readily see how students performed on the exam.

The following table shows an approximate relationship between the CPC-Based COMP exam results and relative student performance based upon competency level.

_____	_____
_____	_____

CPC-Based COMP**Exam Score**

80-100%

70-79%

60-69%

40-59%

30-39%

20-29%

0-19%

Relative Interpretation of**Student Competency**

Very High

High

Above Average

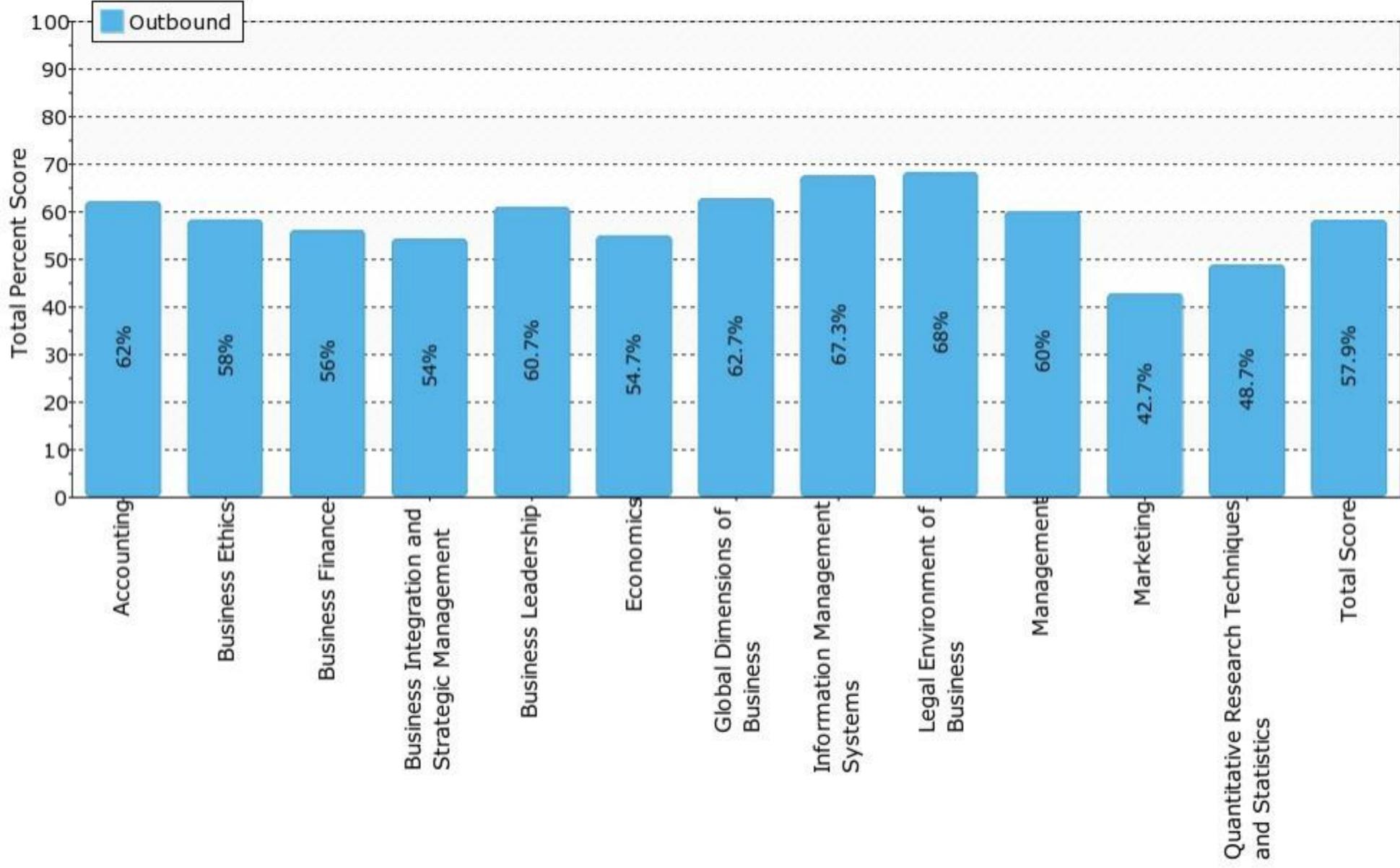
Average

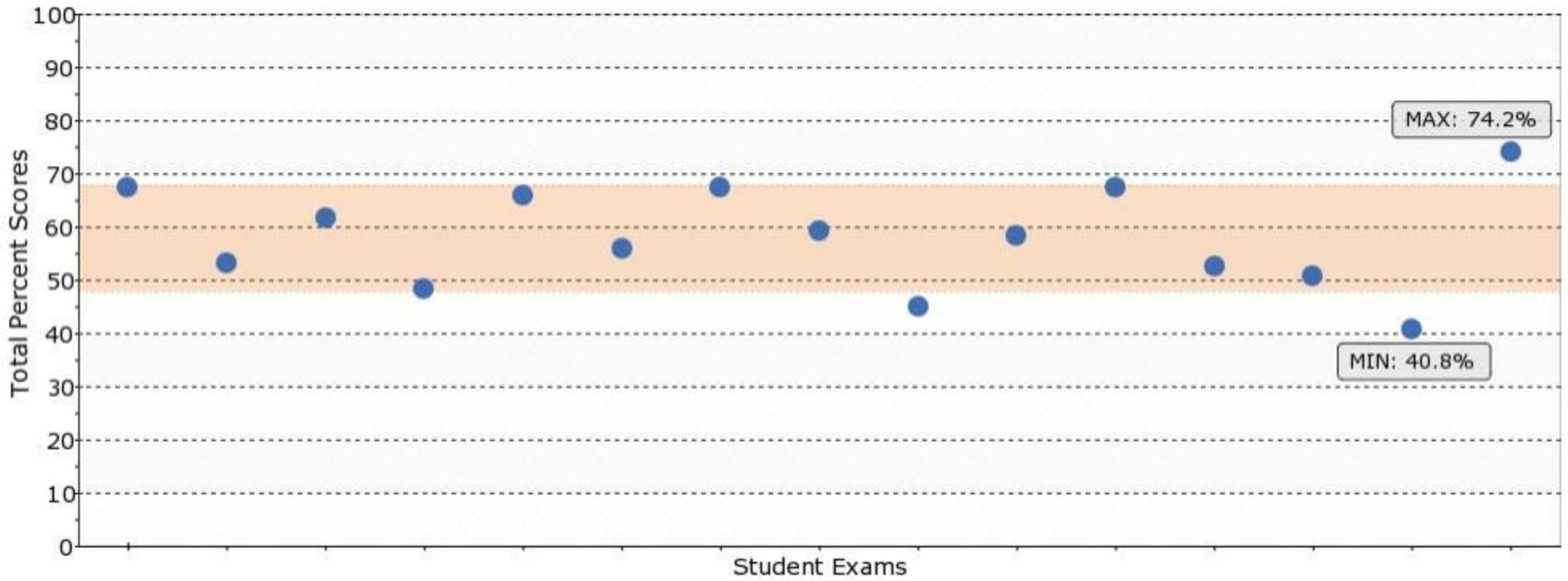
Below Average

Low

Very Low

If specific academic credit (grade and points) are to be awarded to students based on their exam results, the table to the left could be used to assign letter grades, extra credit, and/or course points, assuming that the exam is included within a course.





University of Maine - Fort Kent Summary Analysis December 2012 - May 2013

Scatter Plot: Outbound Total Results

Sample Size: Outbound=15
Mean Completion Time (mins): Outbound=104.9
Mean Score: 57.9%, Max Score: 74.2%, Min Score: 40.8%

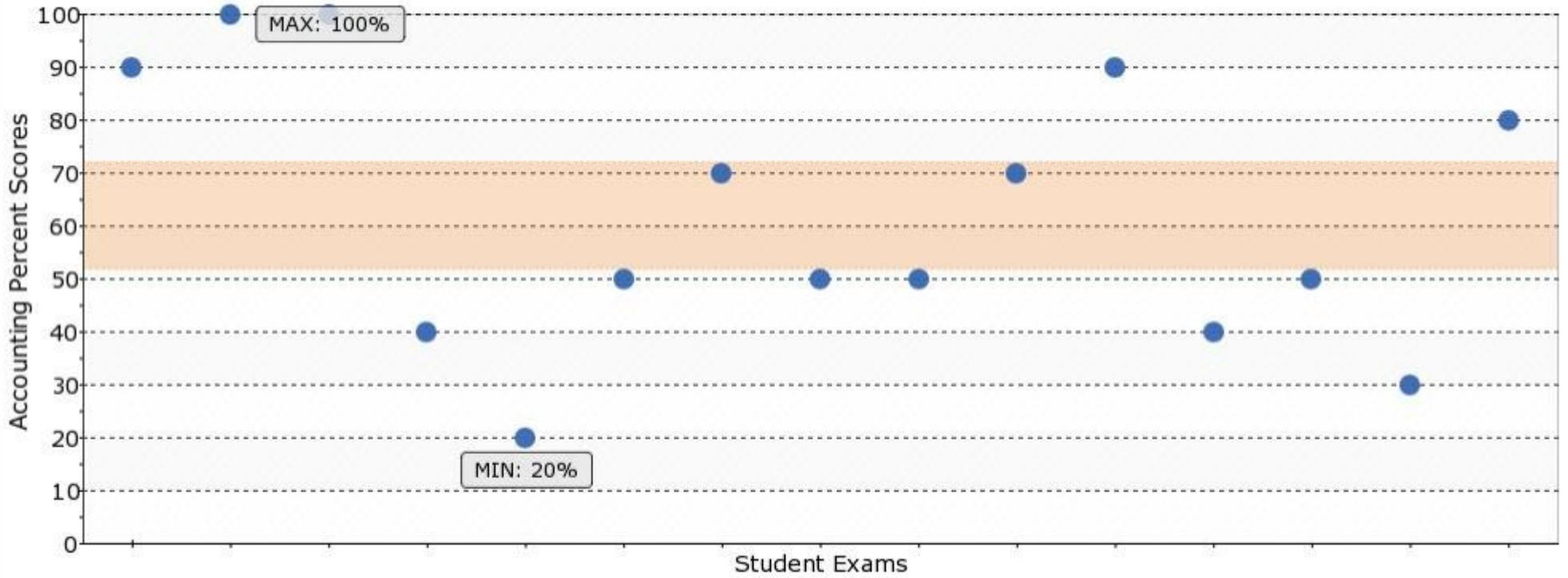
Accounting Assessment Summary

Assessment Summary Statistics

<u>Accounting</u>	<u>Outbound</u>
Sample Size	15
Average Score	62 %
Standard Deviation	25.69
Min Score	20 %
Max Score	100 %
Median Score	50 %
Mode	50 %

Frequency of Questions Offered on Outbound Exams

<u>Accounting</u>	<u>Results For This Report</u>			<u>Aggregate Pool Averages</u>		
	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>
Accounting Data Analysis	38	57.89 %	42.11 %	59,261	48.40 %	51.60 %
Balance Sheet Analysis	12	25.00 %	75.00 %	16,301	55.50 %	44.50 %
Compliance in Accounting	6	0.00 %	100.00 %	10,127	44.49 %	55.51 %
Dividends, Stocks, and Bonds	12	25.00 %	75.00 %	11,637	44.20 %	55.80 %
Financial Statement Analysis	9	55.56 %	44.44 %	12,425	53.55 %	46.45 %
Interest, Income, and Debt	3	33.33 %	66.67 %	10,175	56.10 %	43.90 %
Journal Entries	59	37.29 %	62.71 %	80,512	52.10 %	47.90 %
Management of Accounting	11	9.09 %	90.91 %	20,191	40.26 %	59.74 %



Sample Size: Outbound=15
Mean Completion Time (mins): Outbound=104.9
Mean Score: 62%, Max Score: 100%, Min Score: 20%

Business Ethics Assessment Summary

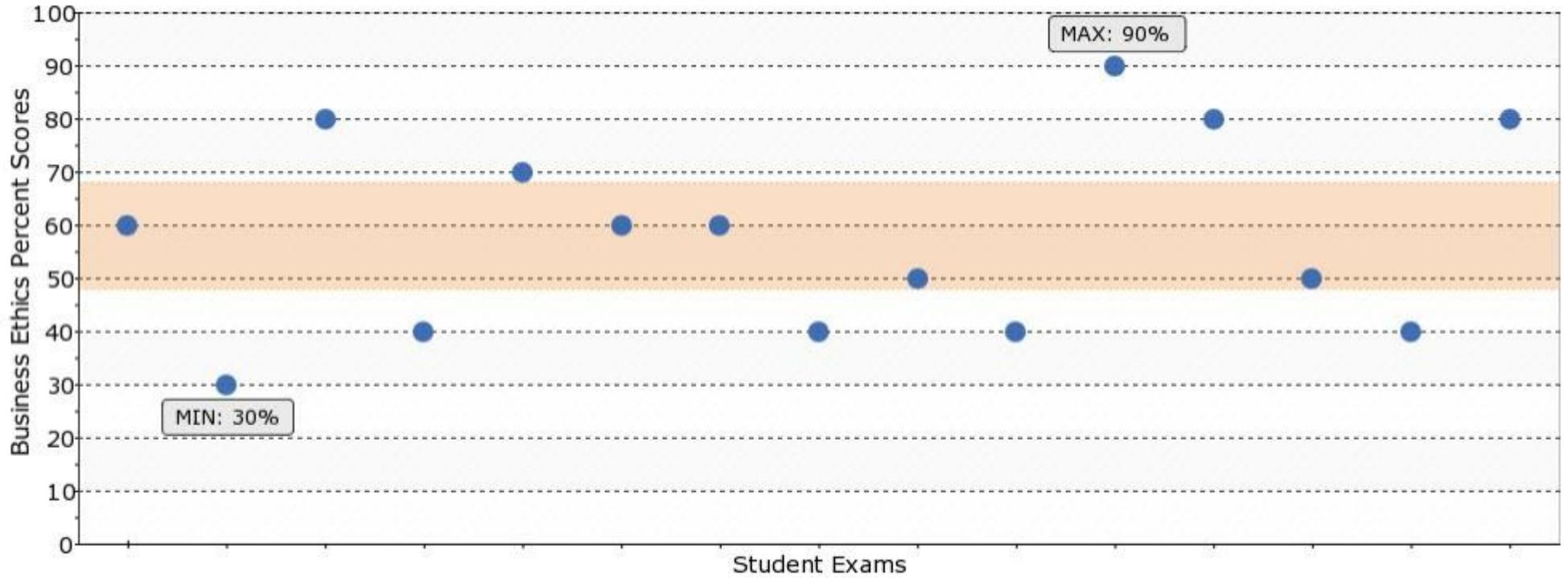
Assessment Summary Statistics

<u>Business Ethics</u>	<u>Outbound</u>
Sample Size	15
Average Score	58 %
Standard Deviation	18.59
Min Score	30 %
Max Score	90 %
Median Score	60 %
Mode	40 %

Frequency of Questions Offered on Outbound Exams

<u>Business Ethics</u>	<u>Results For This Report</u>			<u>Aggregate Pool Averages</u>		
	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>
Corporate Ethics and Climate	26	38.46 %	61.54 %	37,799	48.37 %	51.63 %
Discrimination	19	63.16 %	36.84 %	26,817	60.28 %	39.72 %
Ethical Climate	44	38.64 %	61.36 %	48,320	43.57 %	56.43 %
Ethical Decision-Making	10	30.00 %	70.00 %	16,110	45.59 %	54.41 %
Ethical Issues	14	28.57 %	71.43 %	37,725	34.88 %	65.12 %
Ethical Standards	37	45.95 %	54.05 %	43,482	56.42 %	43.58 %

Outbound Exam Business Ethics Result



Sample Size: Outbound=15
Mean Completion Time (mins): Outbound=104.9
Mean Score: 58%, Max Score: 90%, Min Score: 30%

Business Finance Assessment Summary

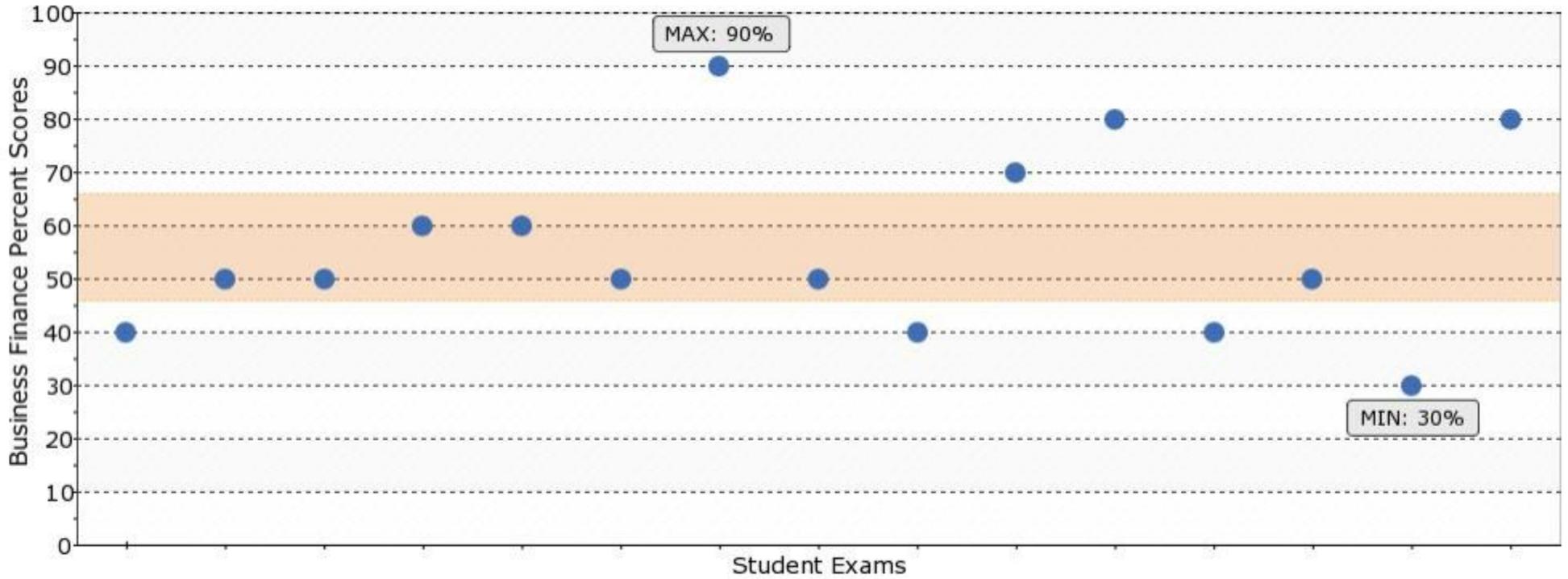
Assessment Summary Statistics

<u>Business Finance</u>	<u>Outbound</u>
Sample Size	15
Average Score	56 %
Standard Deviation	17.24
Min Score	30 %
Max Score	90 %
Median Score	50 %
Mode	50 %

Frequency of Questions Offered on Outbound Exams

<u>Business Finance</u>	<u>Results For This Report</u>			<u>Aggregate Pool Averages</u>		
	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>
Asset Valuation and Inventory	17	35.29 %	64.71 %	29,794	47.14 %	52.86 %
Balance Sheets and Financial Statements	30	46.67 %	53.33 %	44,843	49.35 %	50.65 %
Business Analysis Ratios and Calculations	53	39.62 %	60.38 %	82,712	49.09 %	50.91 %
Interest and Dividends	16	62.50 %	37.50 %	16,538	63.17 %	36.83 %
Profit, Loss, Cash Flow, and Margins	20	45.00 %	55.00 %	21,070	50.99 %	49.01 %
Stocks and Bonds	9	22.22 %	77.78 %	13,490	67.29 %	32.71 %
Tax Rates, Taxes, and Tax Codes	5	80.00 %	20.00 %	10,509	63.47 %	36.53 %

Outbound Exam Business Finance Result



Sample Size: Outbound=15
Mean Completion Time (mins): Outbound=104.9
Mean Score: 56%, Max Score: 90%, Min Score: 30%

Business Integration and Strategic Management Assessment Summary

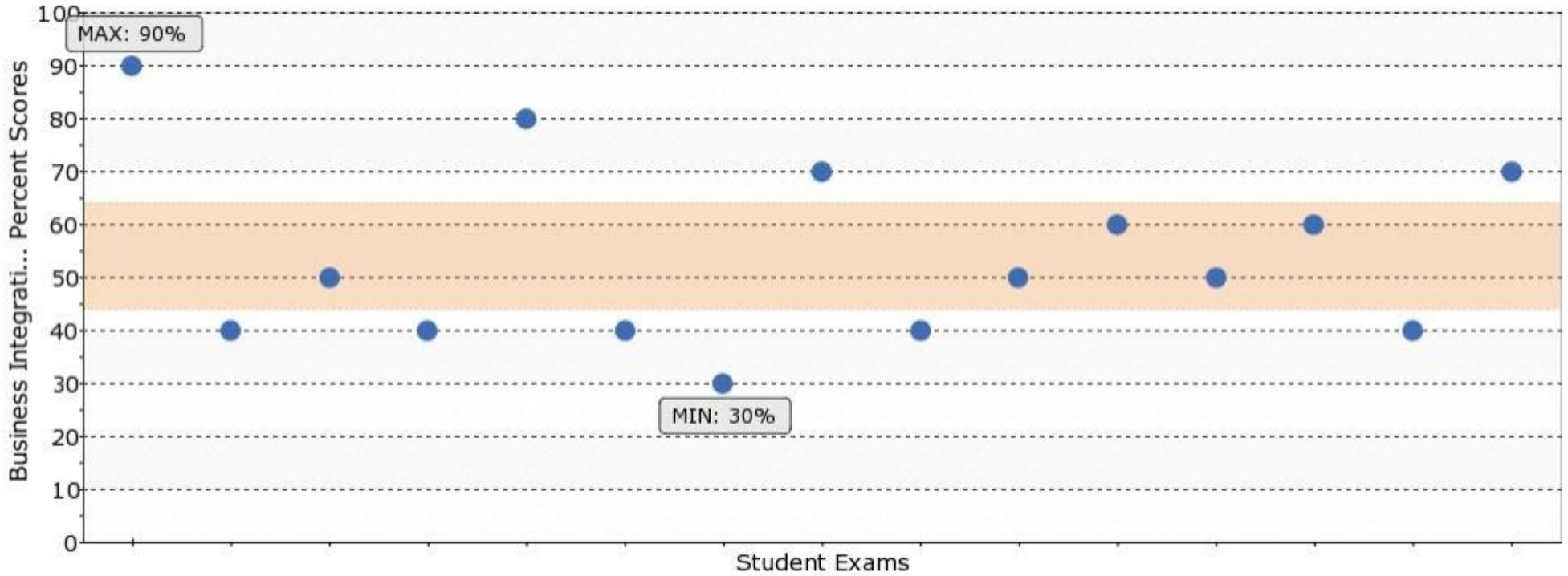
Assessment Summary Statistics

<u>Business Integration and Strategic Management</u>	<u>Outbound</u>
Sample Size	15
Average Score	54 %
Standard Deviation	17.24
Min Score	30 %
Max Score	90 %
Median Score	50 %
Mode	40 %

Frequency of Questions Offered on Outbound Exams

<u>Business Integration and Strategic Management</u>	<u>Results For This Report</u>			<u>Aggregate Pool Averages</u>		
	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>
Business-Level Strategy	15	53.33 %	46.67 %	23,102	53.18 %	46.82 %
Competition	11	36.36 %	63.64 %	12,596	51.95 %	48.05 %
Corporate Mission, Vision, and Values	3	33.33 %	66.67 %	5,607	36.85 %	63.15 %
Corporate Strategies	54	46.30 %	53.70 %	71,436	52.98 %	47.02 %
Corporate Structure and Governance	11	27.27 %	72.73 %	16,217	57.11 %	42.89 %
Diversification	35	45.71 %	54.29 %	39,850	55.40 %	44.60 %
Stakeholders and Shareholders	12	58.33 %	41.67 %	14,640	51.82 %	48.18 %
Strategic Planning and Decision-Making	9	55.56 %	44.44 %	22,144	52.23 %	47.77 %

Outbound Exam Business Integration and Strategic Management Result



Sample Size: Outbound=15
Mean Completion Time (mins): Outbound=104.9
Mean Score: 54%, Max Score: 90%, Min Score: 30%

Business Leadership Assessment Summary

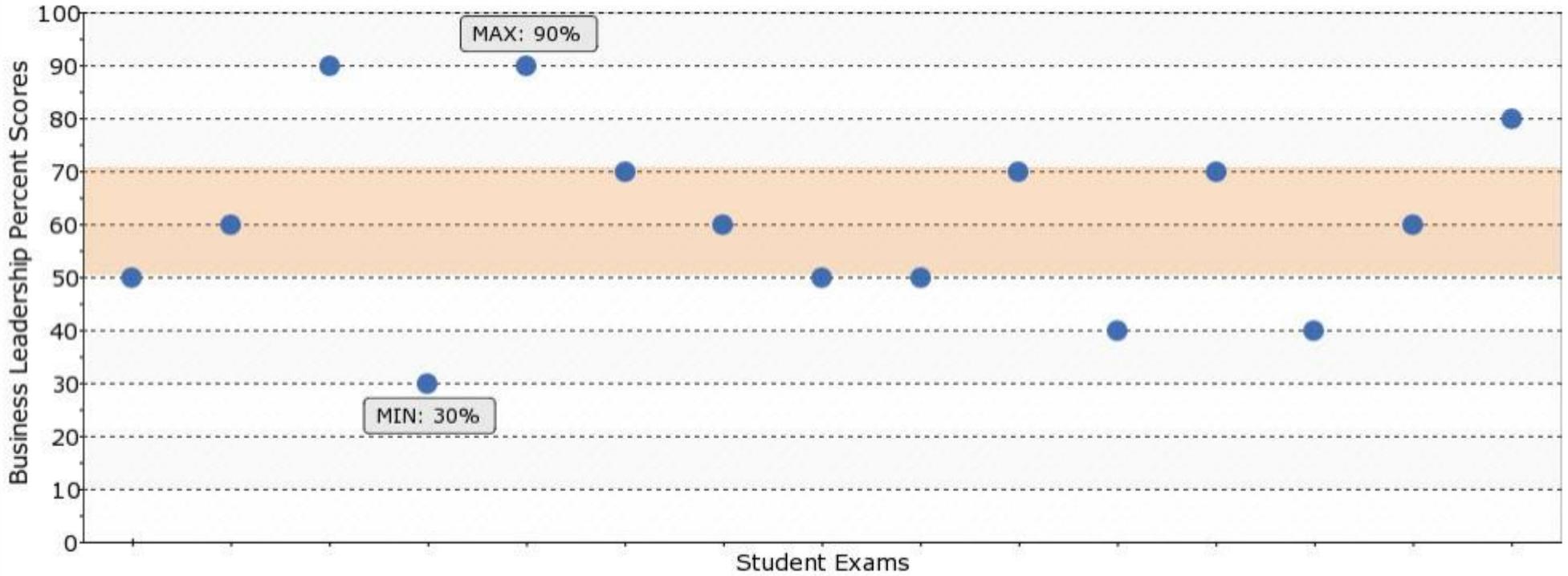
Assessment Summary Statistics

<u>Business Leadership</u>	<u>Outbound</u>
Sample Size	15
Average Score	60.67 %
Standard Deviation	17.92
Min Score	30 %
Max Score	90 %
Median Score	60 %
Mode	70 %

Frequency of Questions Offered on Outbound Exams

<u>Business Leadership</u>	<u>Results For This Report</u>			<u>Aggregate Pool Averages</u>		
	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>
Assessing Leadership Styles	19	26.32 %	73.68 %	21,517	48.63 %	51.37 %
Building and Leading Teams	6	33.33 %	66.67 %	6,392	37.20 %	62.80 %
Control and Types of Leader Power	5	20.00 %	80.00 %	8,822	44.41 %	55.59 %
Employee Development	6	16.67 %	83.33 %	8,751	55.97 %	44.03 %
Employee Motivation and Rewards	58	46.55 %	53.45 %	75,261	51.97 %	48.03 %
Leader Expectations	5	60.00 %	40.00 %	6,396	44.93 %	55.07 %
Leader Traits and Attributes	25	44.00 %	56.00 %	34,030	44.03 %	55.97 %
Models of Leadership	26	34.62 %	65.38 %	36,581	53.69 %	46.31 %

Outbound Exam Business Leadership Result



Sample Size: Outbound=15
Mean Completion Time (mins): Outbound=104.9
Mean Score: 60.7%, Max Score: 90%, Min Score: 30%

Economics Assessment Summary

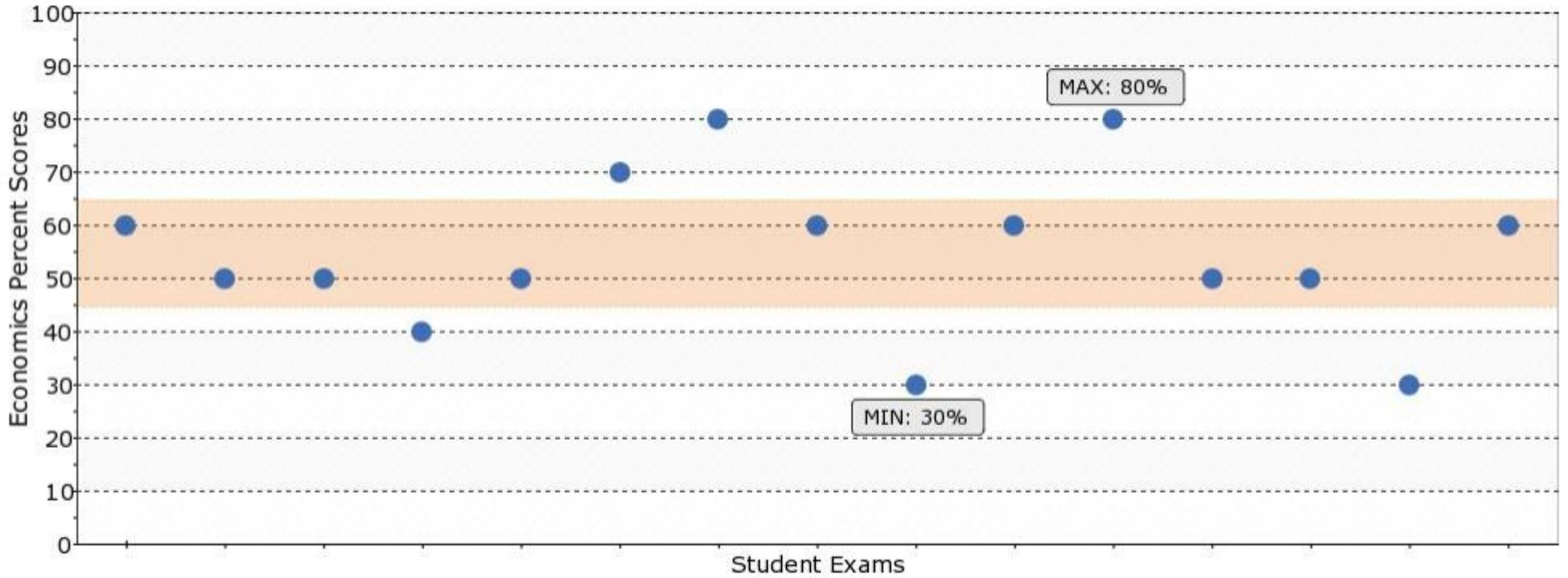
Assessment Summary Statistics

<u>Economics</u>	<u>Outbound</u>
Sample Size	15
Average Score	54.67 %
Standard Deviation	15.06
Min Score	30 %
Max Score	80 %
Median Score	50 %
Mode	50 %

Frequency of Questions Offered on Outbound Exams

<u>Microeconomics</u>	<u>Results For This Report</u>			<u>Aggregate Pool Averages</u>		
	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>
Macroeconomics: Consumer Spending and Consumer Price Index	5	40.00 %	60.00 %	8,552	54.91 %	45.09 %
Macroeconomics: Economics Trends and Forecasting	18	33.33 %	66.67 %	26,584	55.76 %	44.24 %
Macroeconomics: Employment and Labor Supply	10	20.00 %	80.00 %	8,928	53.38 %	46.62 %
Macroeconomics: Gross Domestic Product: Calculation, Use, Analysis	22	27.27 %	72.73 %	30,123	57.51 %	42.49 %
Macroeconomics: Inflation and Recession	12	41.67 %	58.33 %	15,252	46.75 %	53.25 %
Macroeconomics: Interest Rates, Investment, and Fiscal Policy	6	33.33 %	66.67 %	14,264	52.31 %	47.69 %
Macroeconomics: International Trade	2	0.00 %	100.00 %	5,714	46.88 %	53.12 %
Microeconomics: Microeconomic Trends and Analysis	33	57.58 %	42.42 %	43,586	53.42 %	46.58 %
Microeconomics: Price, Cost, and Profit	16	56.25 %	43.75 %	26,317	50.64 %	49.36 %
Microeconomics: Spending and Saving	8	12.50 %	87.50 %	11,293	46.05 %	53.95 %
Microeconomics: Supply and Demand	18	88.89 %	11.11 %	28,226	58.55 %	41.45 %

Outbound Exam Economics Result



Sample Size: Outbound=15
Mean Completion Time (mins): Outbound=104.9
Mean Score: 54.7%, Max Score: 80%, Min Score: 30%

Economics: Macroeconomics Assessment Summary

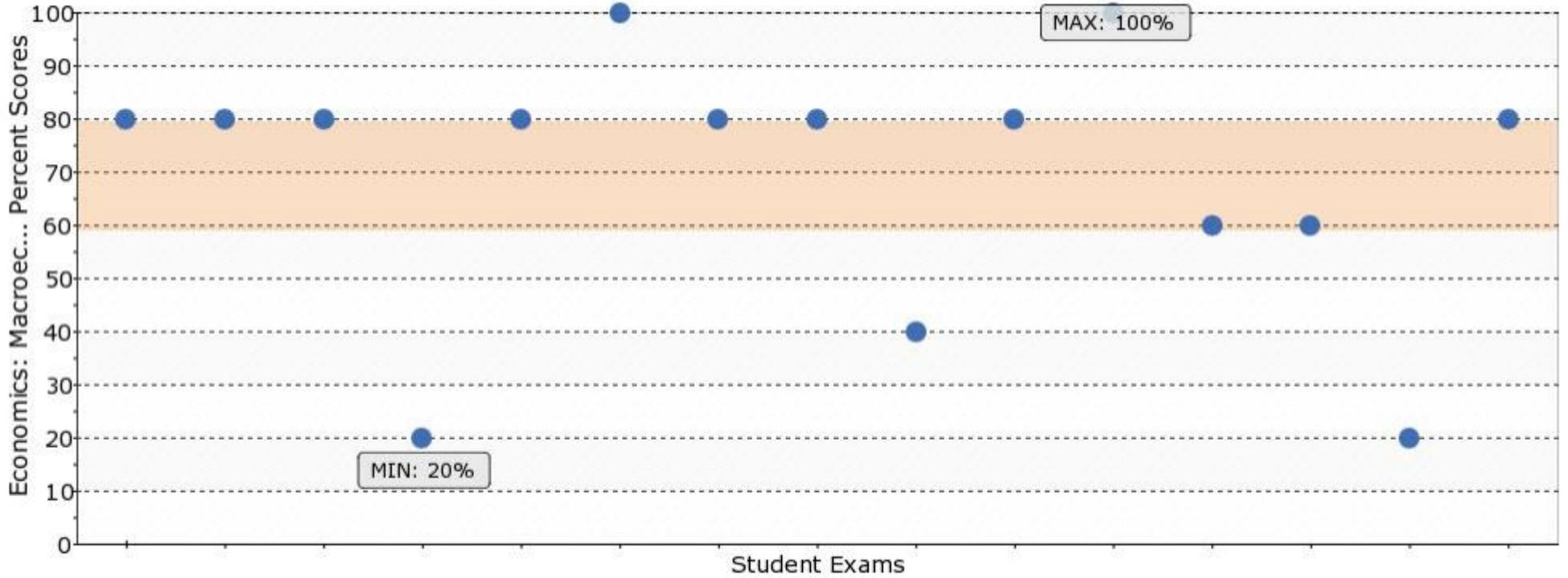
Assessment Summary Statistics

<u>Economics: Macroeconomics</u>	<u>Outbound</u>
Sample Size	15
Average Score	69.33 %
Standard Deviation	24.92
Min Score	20 %
Max Score	100 %
Median Score	80 %
Mode	80 %

Frequency of Questions Offered on Outbound Exams

<u>Macroeconomics</u>	<u>Results For This Report</u>			<u>Aggregate Pool Averages</u>		
	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>
Consumer Spending and Consumer Price Index	5	40.00 %	60.00 %	8,552	54.91 %	45.09 %
Economics Trends and Forecasting	18	33.33 %	66.67 %	26,584	55.76 %	44.24 %
Employment and Labor Supply	10	20.00 %	80.00 %	8,928	53.38 %	46.62 %
Gross Domestic Product: Calculation, Use, Analysis	22	27.27 %	72.73 %	30,123	57.51 %	42.49 %
Inflation and Recession	12	41.67 %	58.33 %	15,252	46.75 %	53.25 %
Interest Rates, Investment, and Fiscal Policy	6	33.33 %	66.67 %	14,264	52.31 %	47.69 %
International Trade	2	0.00 %	100.00 %	5,714	46.88 %	53.12 %

Outbound Exam Economics: Macroeconomics Result



Sample Size: Outbound=15
Mean Completion Time (mins): Outbound=104.9
Mean Score: 69.3%, Max Score: 100%, Min Score: 20%

Economics: Microeconomics Assessment Summary

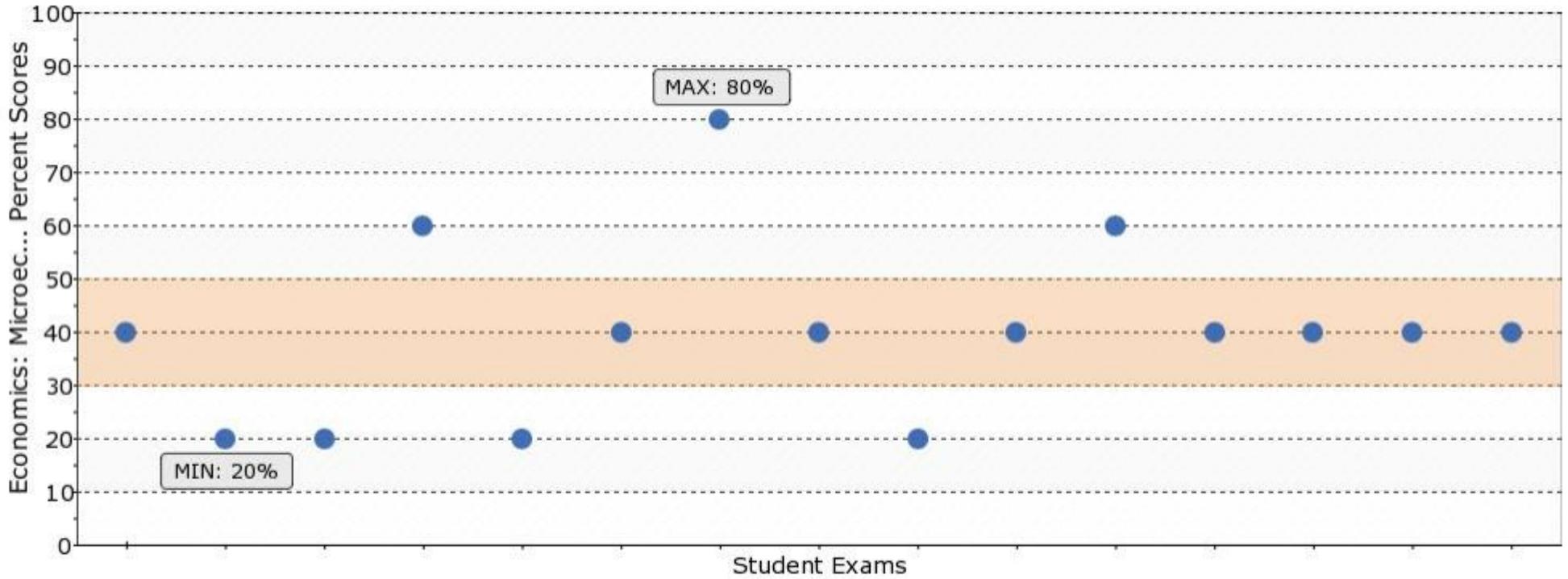
Assessment Summary Statistics

<u>Economics: Microeconomics</u>	<u>Outbound</u>
Sample Size	15
Average Score	40 %
Standard Deviation	16.90
Min Score	20 %
Max Score	80 %
Median Score	40 %
Mode	40 %

Frequency of Questions Offered on Outbound Exams

<u>Microeconomics</u>	<u>Results For This Report</u>			<u>Aggregate Pool Averages</u>		
	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>
Microeconomic Trends and Analysis	33	57.58 %	42.42 %	43,586	53.42 %	46.58 %
Price, Cost, and Profit	16	56.25 %	43.75 %	26,317	50.64 %	49.36 %
Spending and Saving	8	12.50 %	87.50 %	11,293	46.05 %	53.95 %
Supply and Demand	18	88.89 %	11.11 %	28,226	58.55 %	41.45 %

Outbound Exam Economics: Microeconomics Result



Sample Size: Outbound=15
Mean Completion Time (mins): Outbound=104.9
Mean Score: 40%, Max Score: 80%, Min Score: 20%

Global Dimensions of Business Assessment Summary

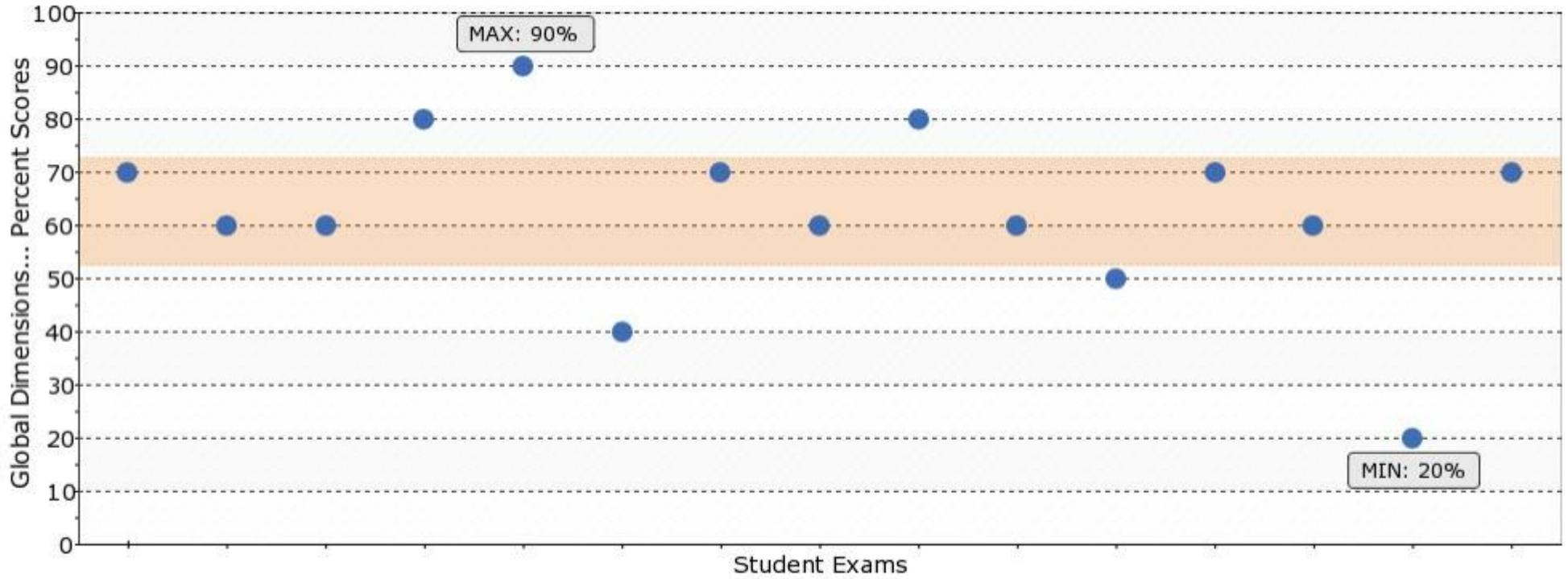
Assessment Summary Statistics

<u>Global Dimensions of Business</u>	<u>Outbound</u>
Sample Size	15
Average Score	62.67 %
Standard Deviation	17.10
Min Score	20 %
Max Score	90 %
Median Score	60 %
Mode	60 %

Frequency of Questions Offered on Outbound Exams

<u>Global Dimensions of Business</u>	<u>Results For This Report</u>			<u>Aggregate Pool Averages</u>		
	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>
Foreign Direct Investment and Trade	50	38.00 %	62.00 %	69,126	44.53 %	55.47 %
International Corporate Strategies	57	36.84 %	63.16 %	78,572	44.81 %	55.19 %
International Governance and Regulation	22	40.91 %	59.09 %	33,682	41.67 %	58.33 %
International Patents and Protections	16	37.50 %	62.50 %	23,562	55.98 %	44.02 %
Multinational Culture	5	20.00 %	80.00 %	4,816	48.03 %	51.97 %

Outbound Exam Global Dimensions of Business Result



Sample Size: Outbound=15
Mean Completion Time (mins): Outbound=104.9
Mean Score: 62.7%, Max Score: 90%, Min Score: 20%

Information Management Systems Assessment Summary

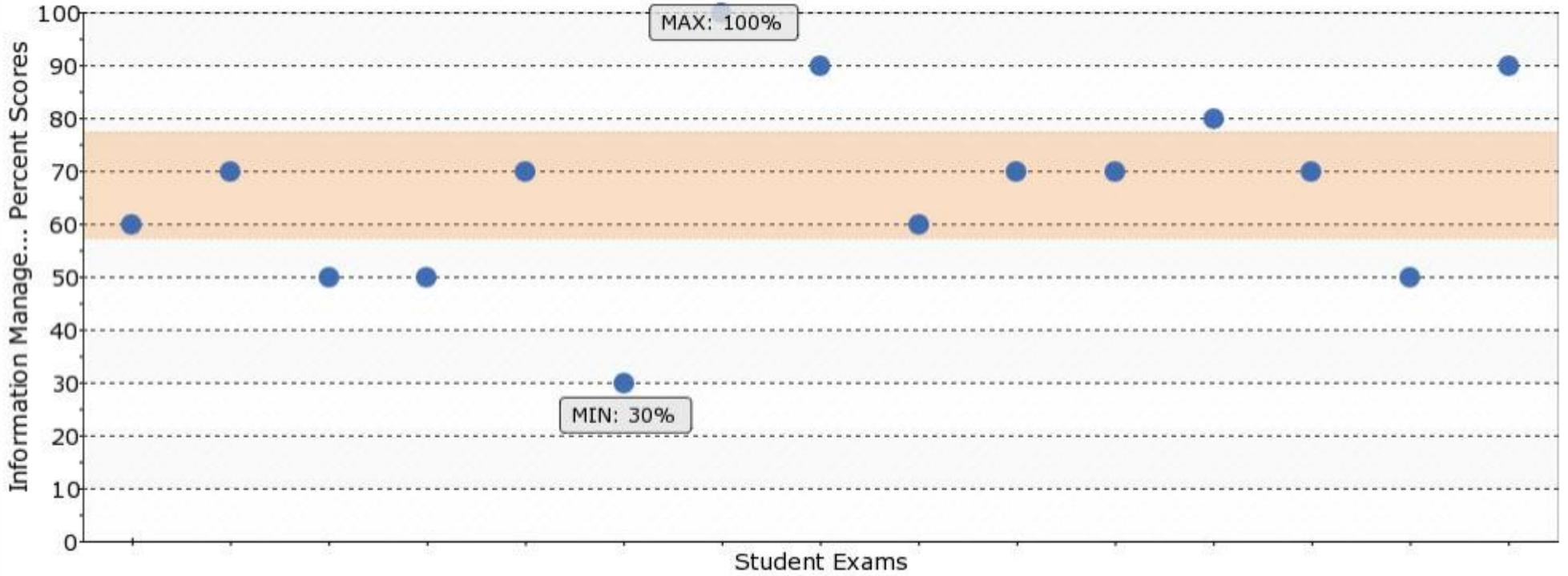
Assessment Summary Statistics

<u>Information Management Systems</u>	<u>Outbound</u>
Sample Size	15
Average Score	67.33 %
Standard Deviation	18.31
Min Score	30 %
Max Score	100 %
Median Score	70 %
Mode	70 %

Frequency of Questions Offered on Outbound Exams

<u>Information Management Systems</u>	<u>Results For This Report</u>			<u>Aggregate Pool Averages</u>		
	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>
Data and Information	11	18.18 %	81.82 %	16,934	34.95 %	65.05 %
Executive and Decision-Support Systems	45	35.56 %	64.44 %	60,095	38.19 %	61.81 %
Expert Systems	3	100.00 %		5,026	55.87 %	44.13 %
Information Management Processes and Procedures	52	32.69 %	67.31 %	70,559	38.63 %	61.37 %
Internal and External Networks	2	0.00 %	100.00 %	5,083	37.36 %	62.64 %
Simulation Analysis	12	33.33 %	66.67 %	10,038	50.04 %	49.96 %
Software and Hardware	22	27.27 %	72.73 %	28,730	29.86 %	70.14 %
Telecommunications	3	33.33 %	66.67 %	3,338	37.54 %	62.46 %

Outbound Exam Information Management Systems Result



Sample Size: Outbound=15
Mean Completion Time (mins): Outbound=104.9
Mean Score: 67.3%, Max Score: 100%, Min Score: 30%

Legal Environment of Business Assessment Summary

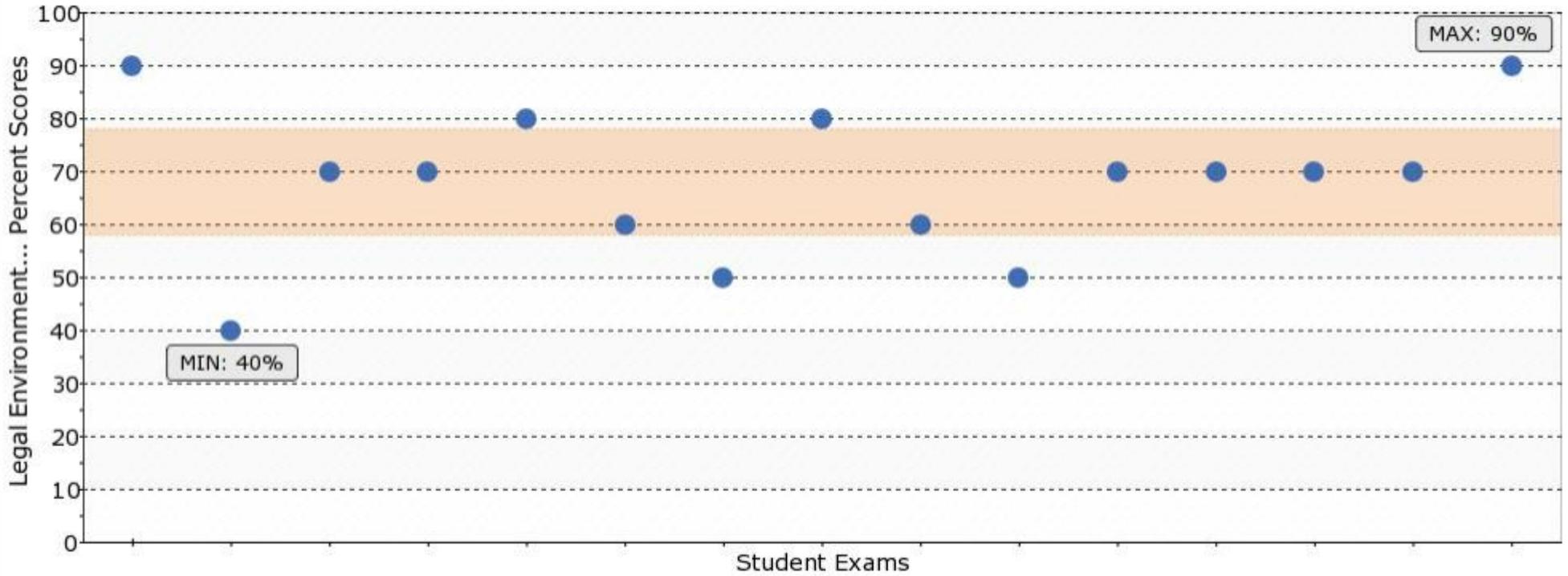
Assessment Summary Statistics

<u>Legal Environment of Business</u>	<u>Outbound</u>
Sample Size	15
Average Score	68 %
Standard Deviation	14.24
Min Score	40 %
Max Score	90 %
Median Score	70 %
Mode	70 %

Frequency of Questions Offered on Outbound Exams

<u>Legal Environment of Business</u>	<u>Results For This Report</u>			<u>Aggregate Pool Averages</u>		
	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>
Antitrust	19	36.84 %	63.16 %	27,521	46.60 %	53.40 %
Civil and Criminal Processes	17	64.71 %	35.29 %	30,922	48.18 %	51.82 %
Consumer Protection	26	19.23 %	80.77 %	33,026	36.24 %	63.76 %
Equal Employment Opportunity	10	20.00 %	80.00 %	7,065	40.10 %	59.90 %
Financial Regulation	3	66.67 %	33.33 %	8,980	48.05 %	51.95 %
Government Regulation of Businesses	37	32.43 %	67.57 %	53,281	44.72 %	55.28 %
Legal Agreements and Documents	18	33.33 %	66.67 %	32,255	38.86 %	61.14 %
Liability	5	20.00 %	80.00 %	7,071	40.87 %	59.13 %
Types of Business Organizations	15	13.33 %	86.67 %	16,842	41.97 %	58.03 %

Outbound Exam Legal Environment of Business Result



Sample Size: Outbound=15
Mean Completion Time (mins): Outbound=104.9
Mean Score: 68%, Max Score: 90%, Min Score: 40%

Management Assessment Summary

Assessment Summary Statistics

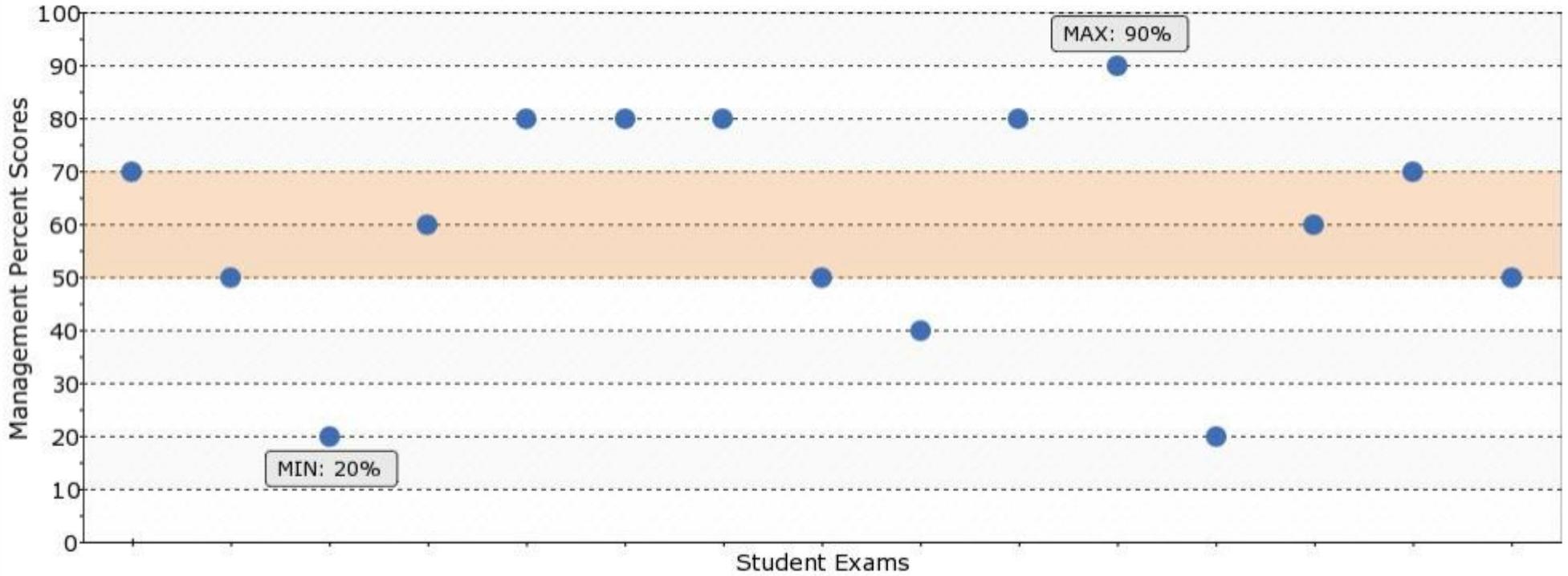
<u>Management</u>	<u>Outbound</u>
Sample Size	15
Average Score	60 %
Standard Deviation	21.71
Min Score	20 %
Max Score	90 %
Median Score	60 %
Mode	80 %

Frequency of Questions Offered on Outbound Exams

<u>Organizational Behavior</u>	<u>Results For This Report</u>			<u>Aggregate Pool Averages</u>		
	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>
Human Resource Management: HR Manager Roles and Responsibilities		28.57 %	71.43 %	9,756	48.24 %	51.76 %
Human Resource Management: HR Planning	28	39.29 %	60.71 %	46,688	42.90 %	57.10 %
Human Resource Management: Recruiting and Retention of Employees	9	33.33 %	66.67 %	9,754	35.22 %	64.78 %
Human Resource Management: Staffing Decisions	5	40.00 %	60.00 %	7,400	54.07 %	45.93 %
Operations/Production Management: Continuous Improvement	8	37.50 %	62.50 %	14,862	60.58 %	39.42 %
Operations/Production Management: Cost Control	4	25.00 %	75.00 %	6,083	47.02 %	52.98 %
Operations/Production Management: Data Analysis Tools	16	31.25 %	68.75 %	19,507	40.88 %	59.12 %
Operations/Production Management: Quality Management	23	34.78 %	65.22 %	32,797	50.15 %	49.85 %
Organizational Behavior: Corporate Culture and Climate	29	65.52 %	34.48 %	27,530	54.37 %	45.63 %
Organizational Behavior: Individual and Group Dynamics	9	44.44 %	55.56 %	24,390	40.09 %	59.91 %

Organizational Behavior: Organizational Charts and Structure	6	0.00 %	100.00 %	14,158	38.83 %	61.17 %
Organizational Behavior: Organizational Mission, Vision, and Values	6	33.33 %	66.67 %	8,757	51.50 %	48.50 %

Outbound Exam Management Result



Sample Size: Outbound=15
Mean Completion Time (mins): Outbound=104.9
Mean Score: 60%, Max Score: 90%, Min Score: 20%

Management: Human Resource Management Assessment Summary

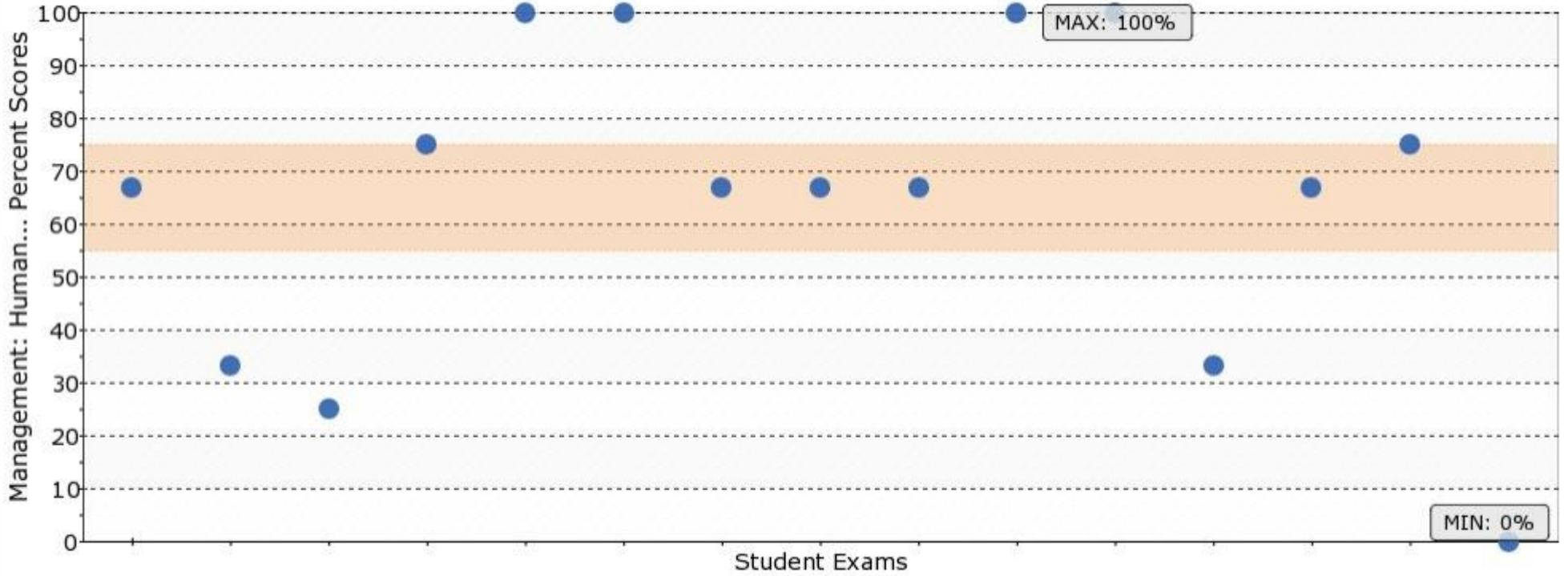
Assessment Summary Statistics

<u>Management: Human Resource Management</u>	<u>Outbound</u>
Sample Size	15
Average Score	63.27 %
Standard Deviation	31.06
Min Score	0 %
Max Score	100 %
Median Score	70 %
Mode	70 %

Frequency of Questions Offered on Outbound Exams

<u>Human Resource Management</u>	<u>Results For This Report</u>			<u>Aggregate Pool Averages</u>		
	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>
HR Manager Roles and Responsibilities	7	28.57 %	71.43 %	9,756	48.24 %	51.76 %
HR Planning	28	39.29 %	60.71 %	46,688	42.90 %	57.10 %
Recruiting and Retention of Employees	9	33.33 %	66.67 %	9,754	35.22 %	64.78 %
Staffing Decisions	5	40.00 %	60.00 %	7,400	54.07 %	45.93 %

Outbound Exam Management: Human Resource Management Result



Sample Size: Outbound=15
Mean Completion Time (mins): Outbound=104.9
Mean Score: 65%, Max Score: 100%, Min Score: 0%

Management: Operations/Production Management Assessment Summary

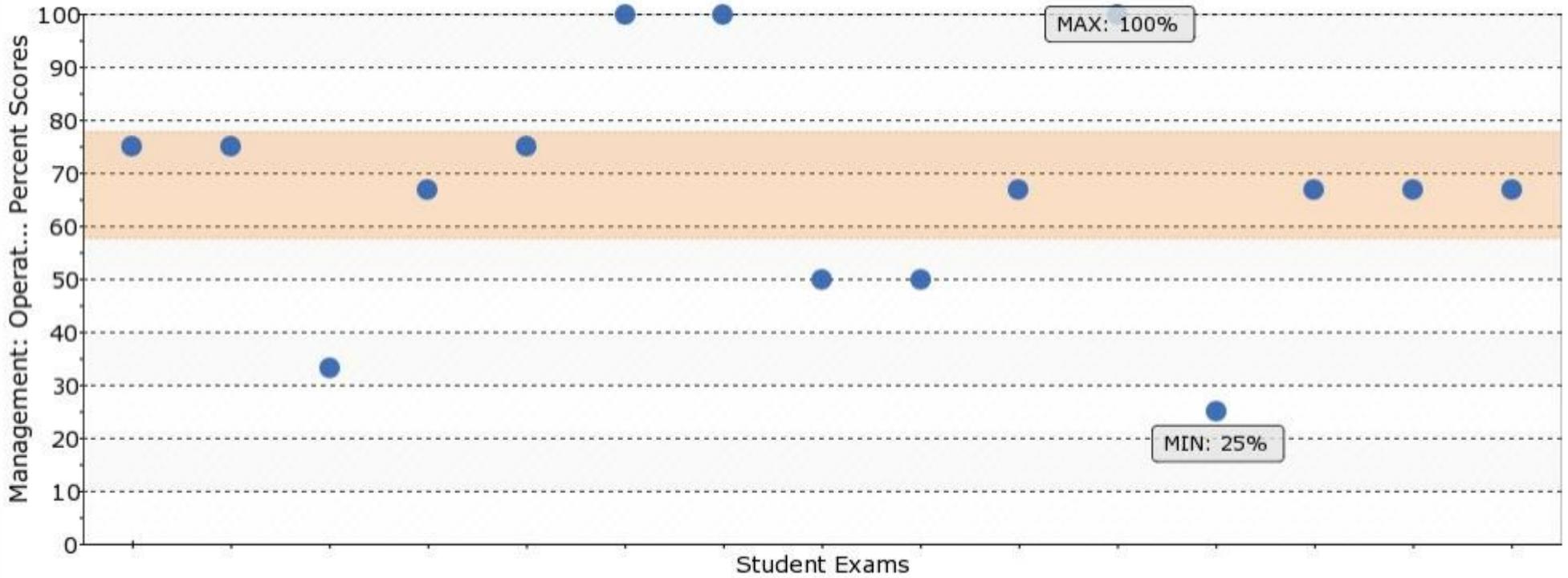
Assessment Summary Statistics

<u>Management: Operations/Production Management</u>	<u>Outbound</u>
Sample Size	15
Average Score	66.67 %
Standard Deviation	22.62
Min Score	30 %
Max Score	100 %
Median Score	70 %
Mode	70 %

Frequency of Questions Offered on Outbound Exams

<u>Operations/Production Management</u>	<u>Results For This Report</u>			<u>Aggregate Pool Averages</u>		
	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>
Continuous Improvement	8	37.50 %	62.50 %	14,862	60.58 %	39.42 %
Cost Control	4	25.00 %	75.00 %	6,083	47.02 %	52.98 %
Data Analysis Tools	16	31.25 %	68.75 %	19,507	40.88 %	59.12 %
Quality Management	23	34.78 %	65.22 %	32,797	50.15 %	49.85 %

Outbound Exam Management: Operations/Production Management Result



Sample Size: Outbound=15
Mean Completion Time (mins): Outbound=104.9
Mean Score: 67.8%, Max Score: 100%, Min Score: 25%

Management: Organizational Behavior Assessment Summary

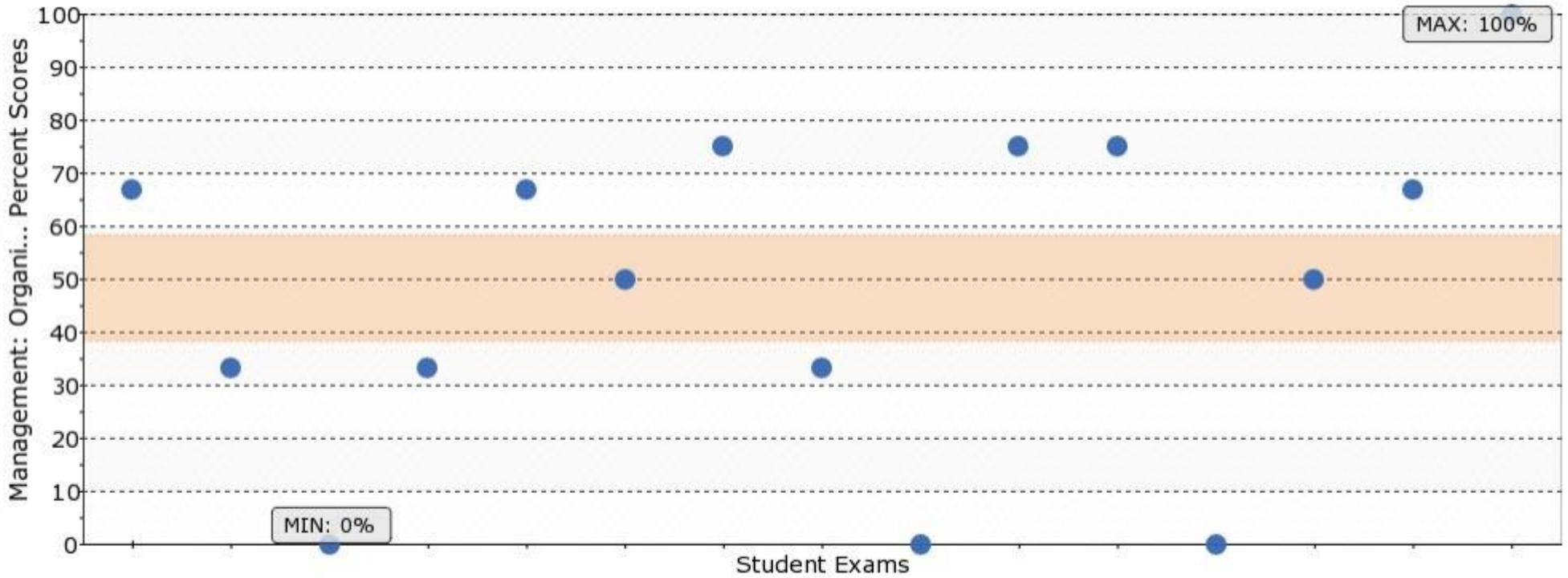
Assessment Summary Statistics

<u>Management: Organizational Behavior</u>	<u>Outbound</u>
Sample Size	15
Average Score	50 %
Standard Deviation	32.84
Min Score	0 %
Max Score	100 %
Median Score	50 %
Mode	0 %

Frequency of Questions Offered on Outbound Exams

<u>Organizational Behavior</u>	<u>Results For This Report</u>			<u>Aggregate Pool Averages</u>		
	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>
Corporate Culture and Climate	29	65.52 %	34.48 %	27,530	54.37 %	45.63 %
Individual and Group Dynamics	9	44.44 %	55.56 %	24,390	40.09 %	59.91 %
Organizational Charts and Structure	6	0.00 %	100.00 %	14,158	38.83 %	61.17 %
Organizational Mission, Vision, and Values	6	33.33 %	66.67 %	8,757	51.50 %	48.50 %

Outbound Exam Management: Organizational Behavior Result



Sample Size: Outbound=15
Mean Completion Time (mins): Outbound=104.9
Mean Score: 48.3%, Max Score: 100%, Min Score: 0%

Marketing Assessment Summary

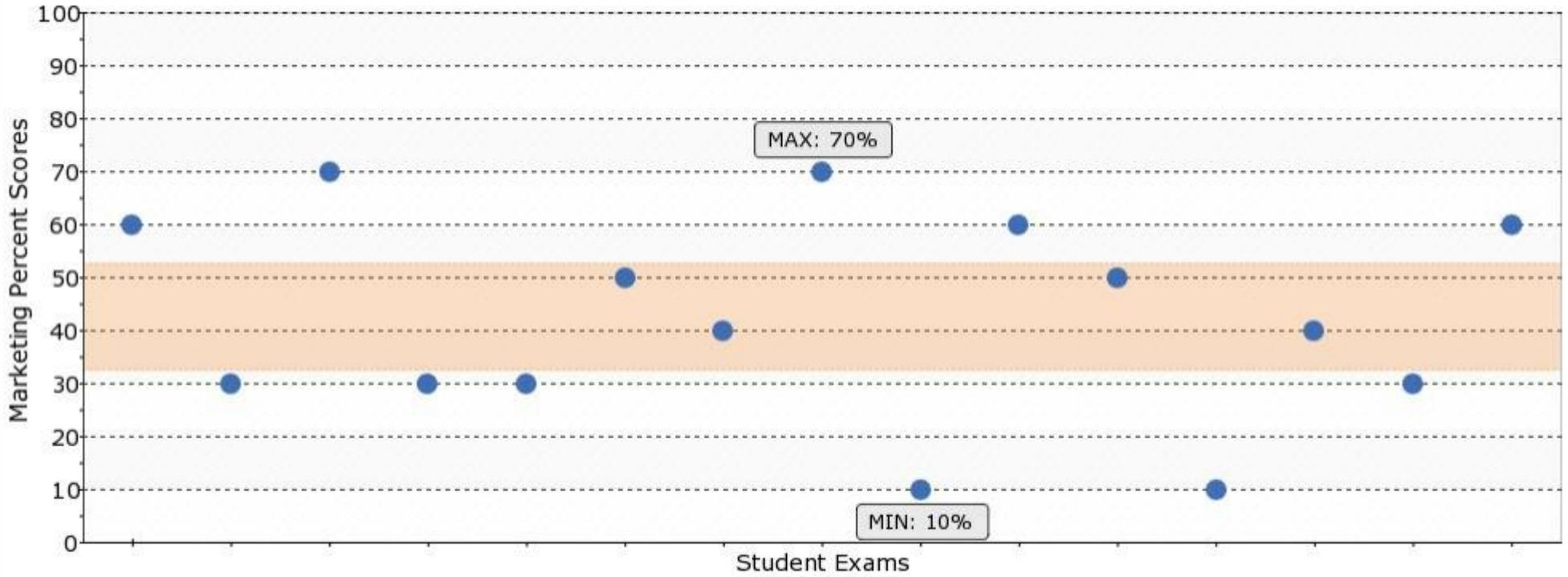
Assessment Summary Statistics

<u>Marketing</u>	<u>Outbound</u>
Sample Size	15
Average Score	42.67 %
Standard Deviation	19.44
Min Score	10 %
Max Score	70 %
Median Score	40 %
Mode	30 %

Frequency of Questions Offered on Outbound Exams

<u>Marketing</u>	<u>Results For This Report</u>			<u>Aggregate Pool Averages</u>		
	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>
Marketing Research, Planning, and Strategy	43	69.77 %	30.23 %	57,601	67.60 %	32.40 %
People	5	60.00 %	40.00 %	13,348	55.41 %	44.59 %
Place	3	66.67 %	33.33 %	8,855	72.85 %	27.15 %
Price	53	54.72 %	45.28 %	70,397	61.76 %	38.24 %
Product	34	50.00 %		53,085	63.16 %	36.84 %
Promotion	12	41.67 %	58.33 %	13,246	67.21 %	32.79 %

Outbound Exam Marketing Result



Sample Size: Outbound=15
Mean Completion Time (mins): Outbound=104.9
Mean Score: 42.7%, Max Score: 70%, Min Score: 10%

Quantitative Research Techniques and Statistics Assessment Summary

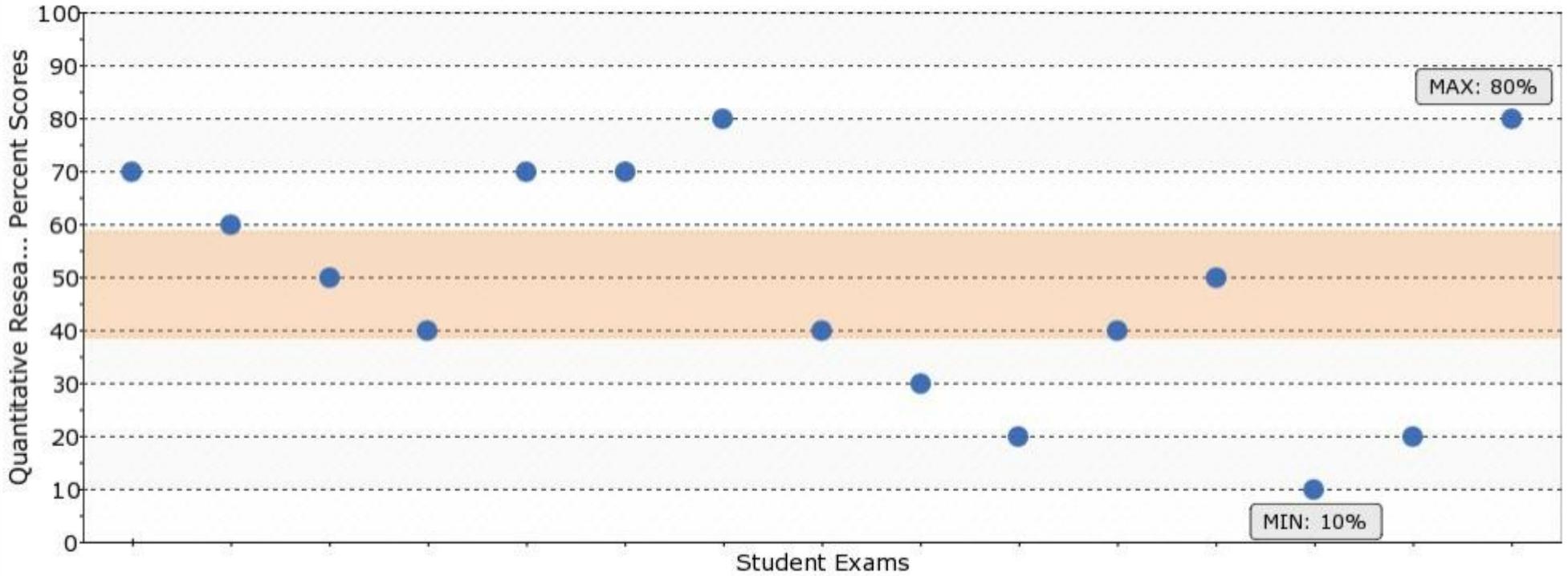
Assessment Summary Statistics

<u>Quantitative Research Techniques and Statistics</u>	<u>Outbound</u>
Sample Size	15
Average Score	48.67 %
Standard Deviation	22.64
Min Score	10 %
Max Score	80 %
Median Score	50 %
Mode	70 %

Frequency of Questions Offered on Outbound Exams

<u>Quantitative Research Techniques and Statistics</u>	<u>Results For This Report</u>			<u>Aggregate Pool Averages</u>		
	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>	<u>Number of Questions Offered</u>	<u>Frequency Missed</u>	<u>Frequency Correct</u>
Descriptive Statistics	43	65.12 %	34.88 %	45,600	68.92 %	31.08 %
Hypothesis Testing	39	48.72 %	51.28 %	53,221	51.38 %	48.62 %
Inferential Statistics	14	28.57 %	71.43 %	15,006	51.31 %	48.69 %
Population Sampling	28	53.57 %	46.43 %	45,251	61.62 %	38.38 %
Probability	18	33.33 %	66.67 %	26,626	64.62 %	35.38 %
Significance Levels	7	57.14 %	42.86 %	9,569	61.77 %	38.23 %
Type I and Type II Errors	1	100.00 %		5,771	70.89 %	29.11 %

Outbound Exam Quantitative Research Techniques and Statistics Result



Sample Size: Outbound=15
Mean Completion Time (mins): Outbound=104.9
Mean Score: 48.7%, Max Score: 80%, Min Score: 10%

External Benchmarking

University of Maine - Fort Kent

Academic Level: Bachelors

December 2012 - May 2013

Sample Size(s): 15 Outbound Exams

External Benchmarking

External benchmarking is conducted using a variety of statistical tools based upon outbound exam results with or without inbound exam results.

When inbound testing has been conducted by the school, external benchmarking includes the percent difference between the school's and the aggregate's percent change based upon the inbound exam results and the outbound exam results. These graphs and data provide a relative indication of the change in the student's knowledge level compared to the changes observed with other demographically similar institutions.

If inbound exams are not included in the assessment program, then the school's results are only compared with the aggregate outbound results using demographically similar schools and programs.

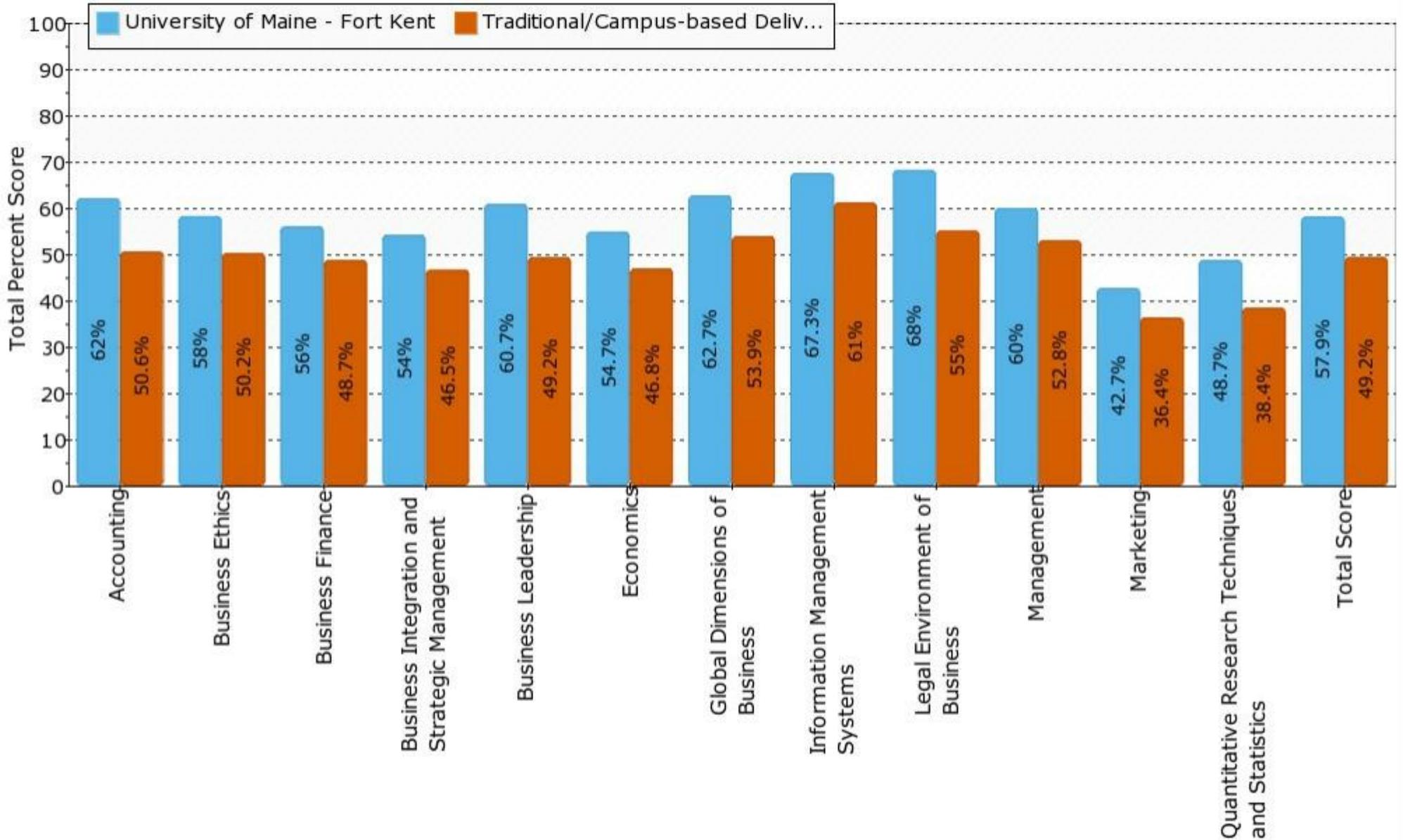
The [aggregate pool](#) using demographically similar schools and programs is based upon delivery modality (on-campus, blended/hybrid, and online program) and academic degree level (associates, bachelors, masters, and doctoral). Additionally, we distinguish between US schools and non-US schools. For non-US schools, we use an international version of our CPC-based COMP exam. Although there is some overlap in questions, the international exam is focused on international business areas and does not include US-centric exam questions.

Since CPC-based COMP exam results do not equate directly to a traditional higher education grading scale, program managers should use the following table as a relative index for overall performance.

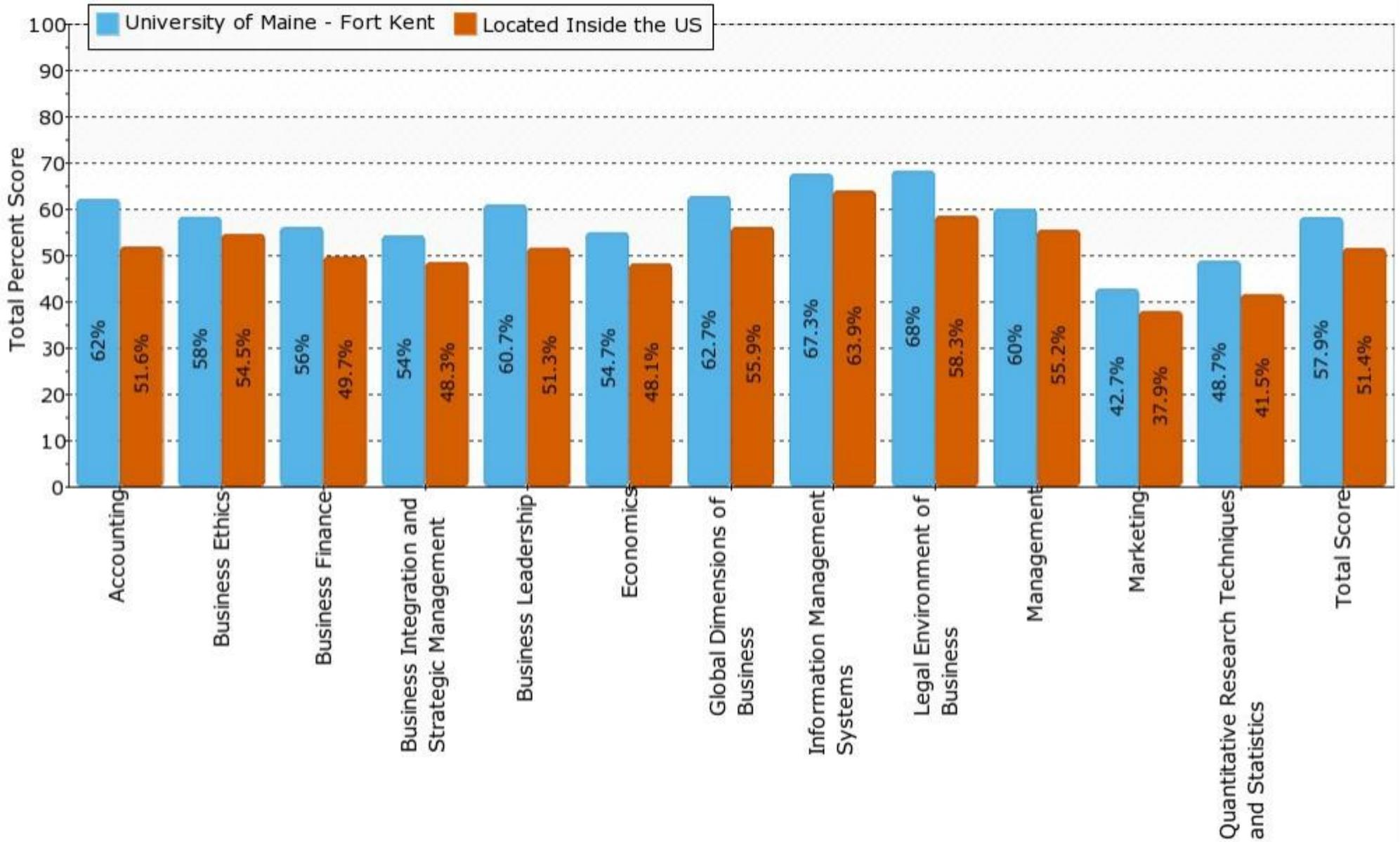
<u>CPC-Based COMP Exam Score</u>	<u>Relative Interpretation of Student Competency</u>
80-100%	Very High
70-79%	High
60-69%	Above Average
40-59%	Average
30-39%	Below Average
20-29%	Low
0-19%	Very Low

If specific academic credit (grade and points) are to be awarded to students based on their exam results, the table to the left could be used to assign letter grades, extra credit, and/or course points, assuming that the exam is included within a course.

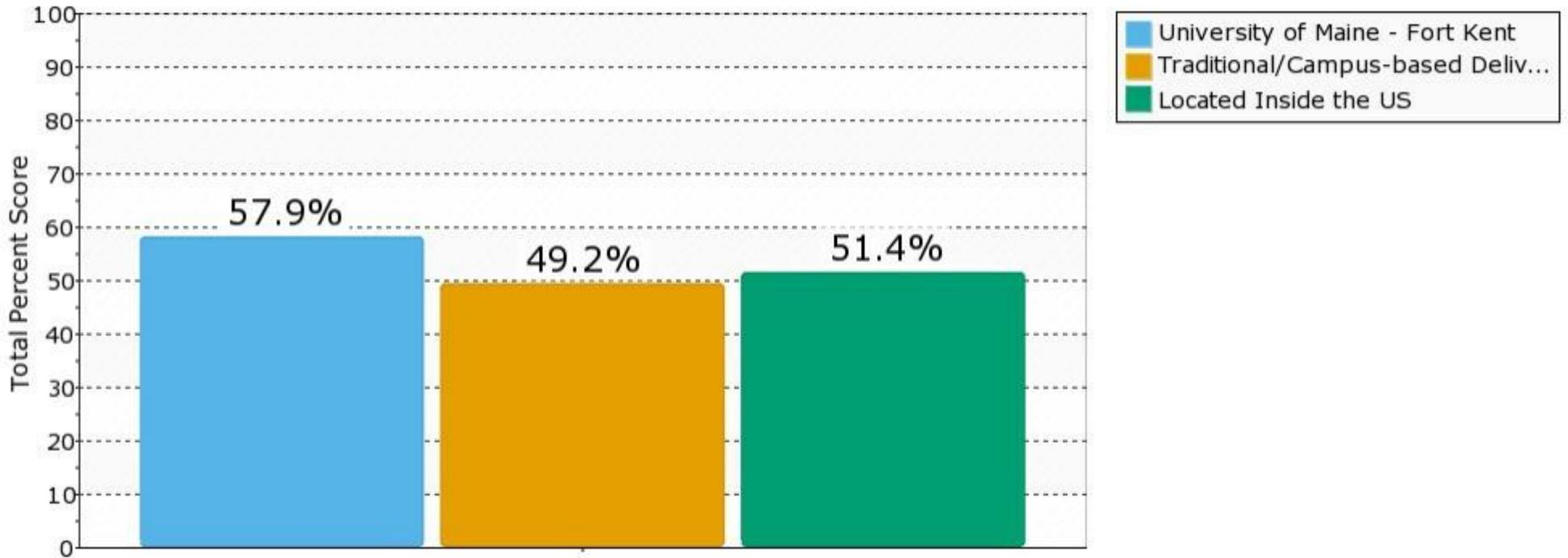
Overview: Outbound Exam Results Compared to the Aggregate Pool for Traditional/Campus-based Deliv... Programs



Overview: Outbound Exam Results Compared to the Aggregate Pool for Located Inside the US Programs



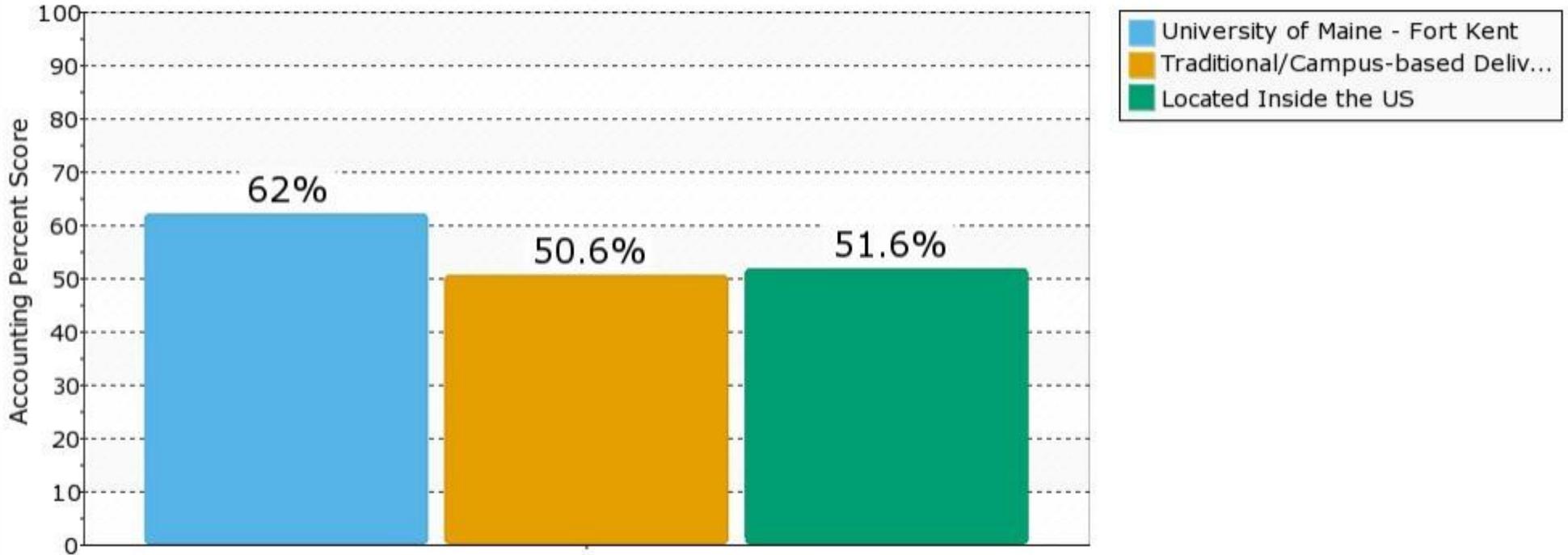
Outbound Exam Total Results Compared to the Different Aggregate Pools



8.7% Difference with the Traditional/Campus-based Deliv... Aggregate

6.5% Difference with the Located Inside the US Aggregate

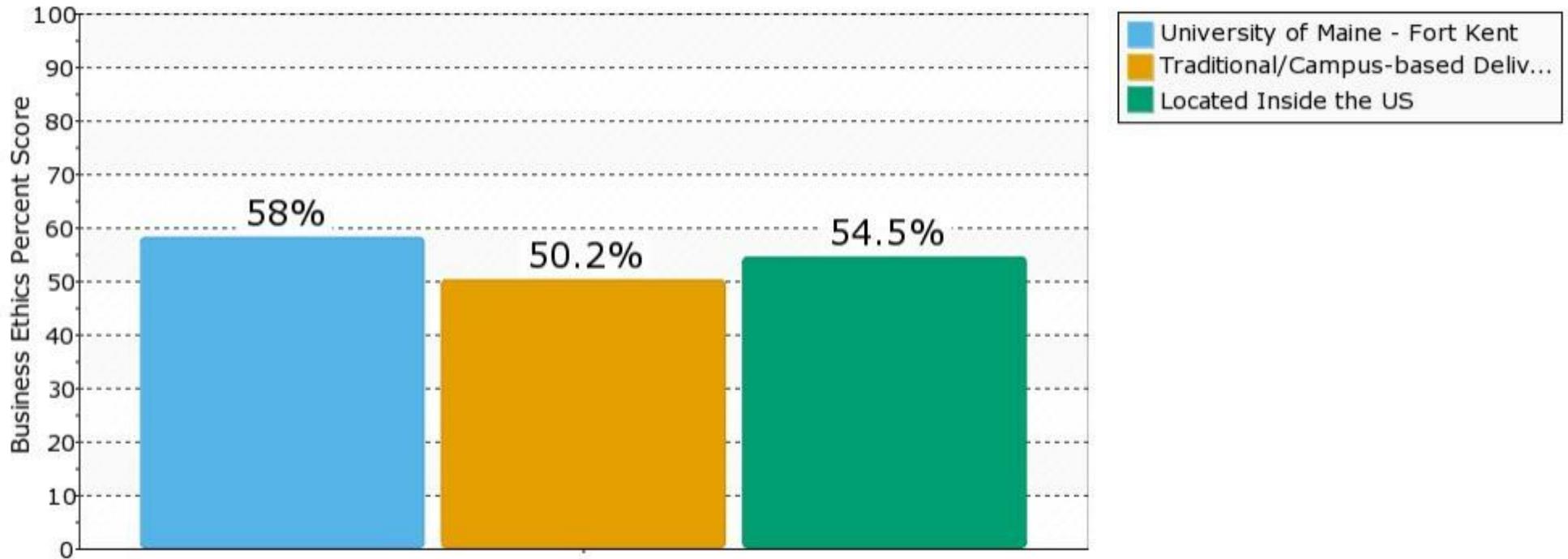
Comparison of Outbound Results with Outbound Aggregate Results: Accounting



11.4% Difference with the Traditional/Campus-based Deliv... Aggregate

10.4% Difference with the Located Inside the US Aggregate

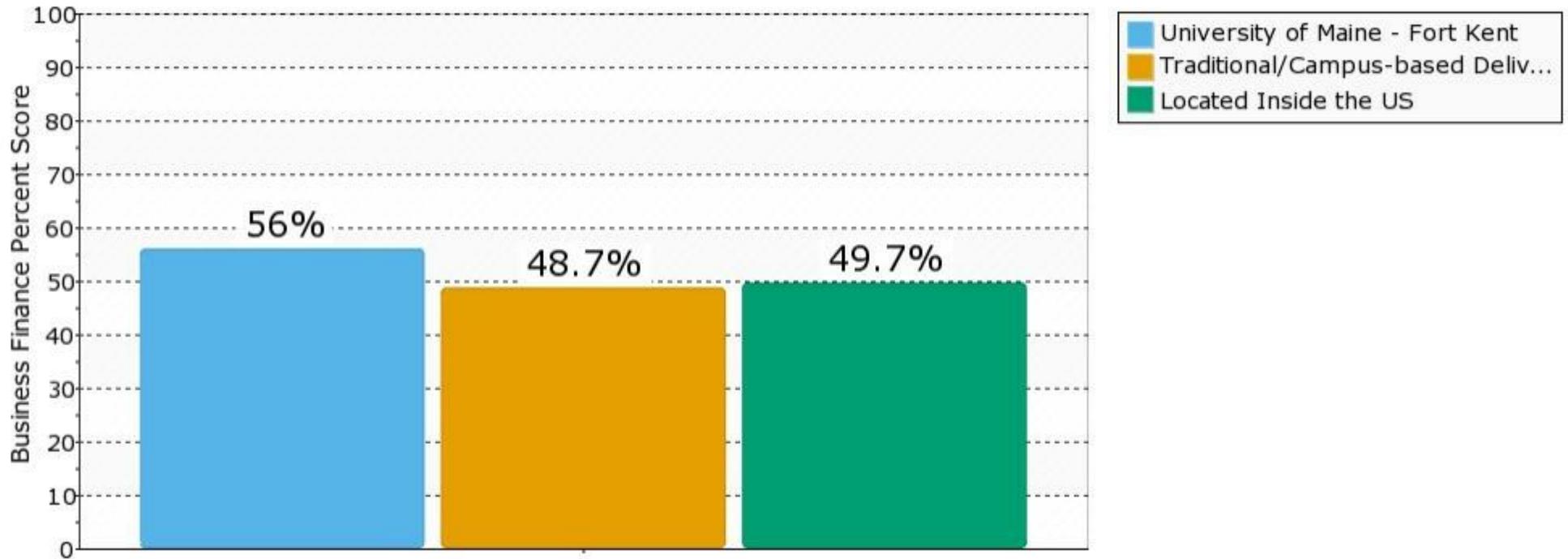
Comparison of Outbound Results with Outbound Aggregate Results: Business Ethics



7.8% Difference with the Traditional/Campus-based Deliv...
Aggregate

3.5% Difference with the Located Inside the US Aggregate

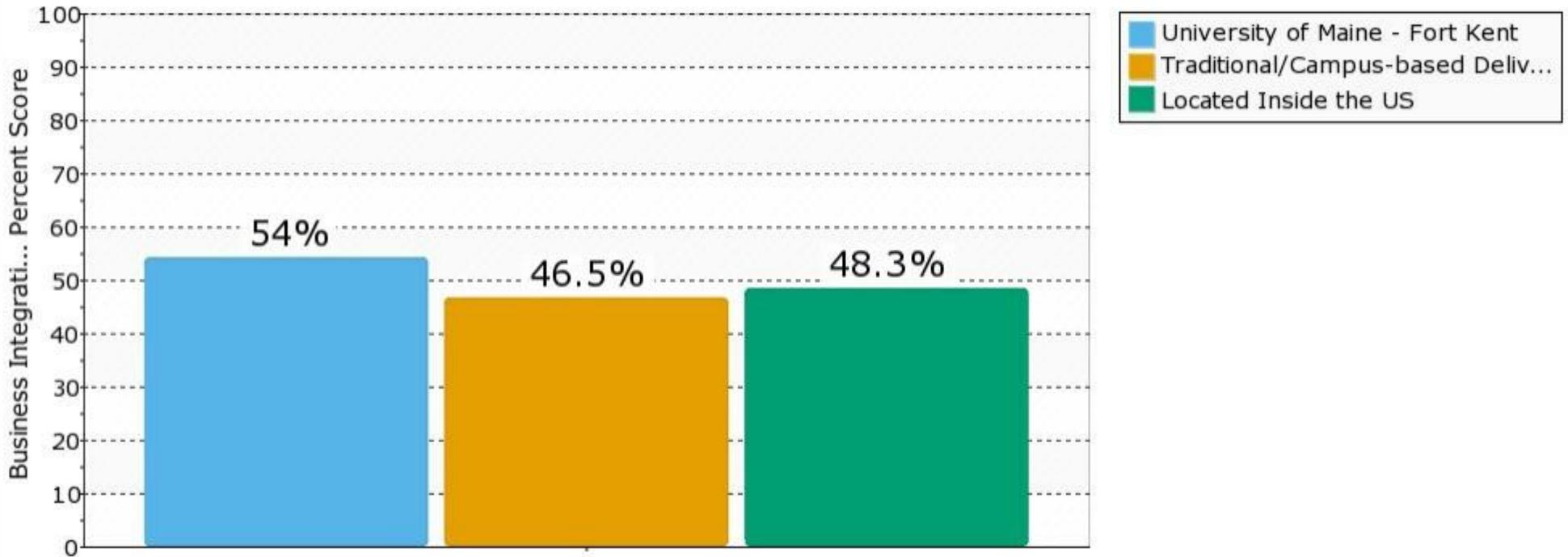
Comparison of Outbound Results with Outbound Aggregate Results: Business Finance



7.3% Difference with the Traditional/Campus-based Deliv...
Aggregate

6.3% Difference with the Located Inside the US Aggregate

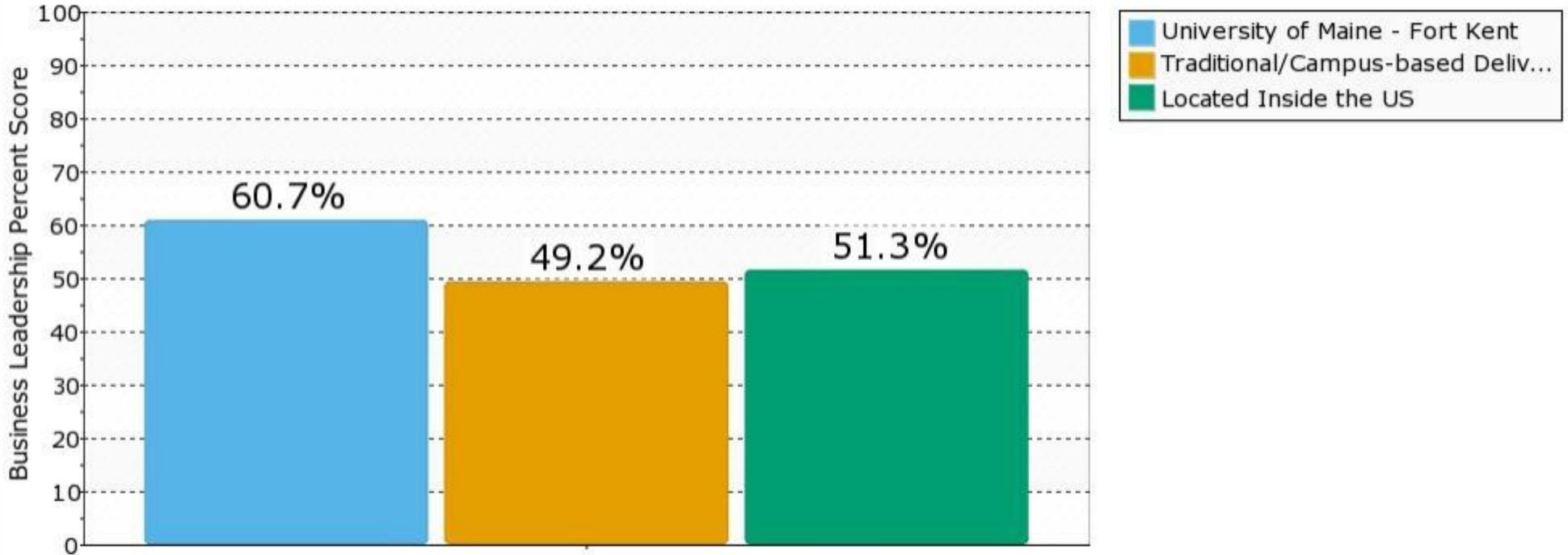
Comparison of Outbound Results with Outbound Aggregate Results: Business Integration and Strategic Management



7.5% Difference with the Traditional/Campus-based Deliv...
Aggregate

5.7% Difference with the Located Inside the US Aggregate

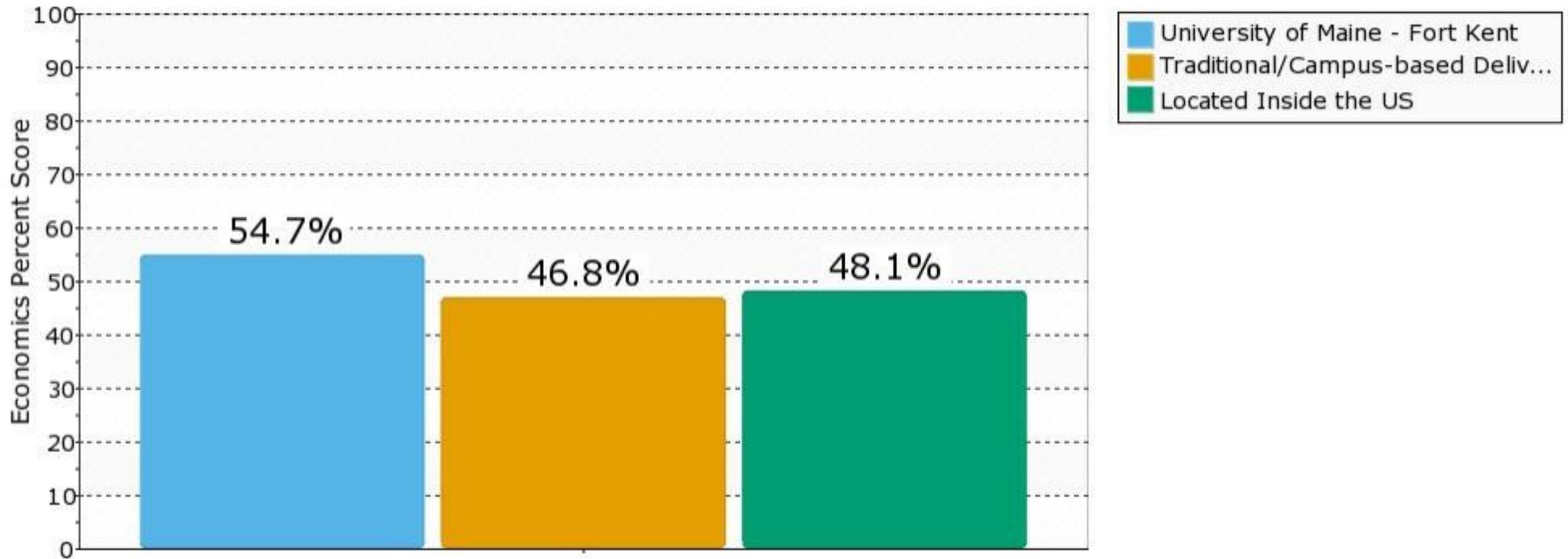
Comparison of Outbound Results with Outbound Aggregate Results: Business Leadership



11.5% Difference with the Traditional/Campus-based Deliv... Aggregate

9.3% Difference with the Located Inside the US Aggregate

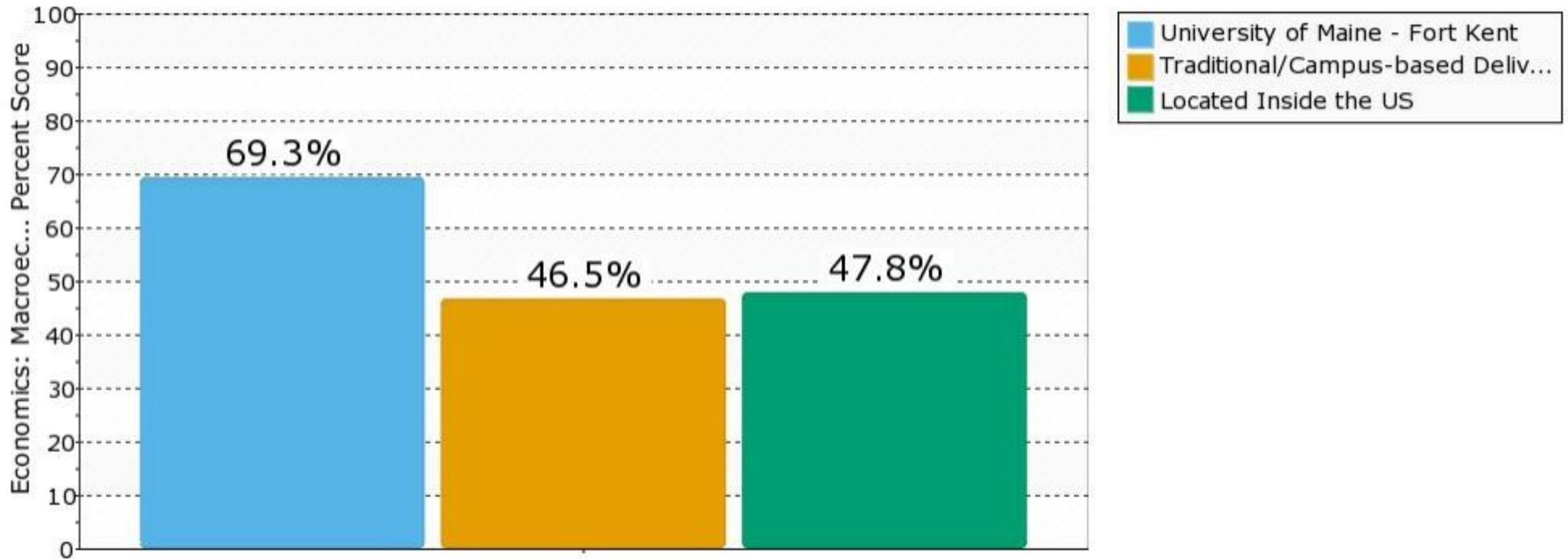
Comparison of Outbound Results with Outbound Aggregate Results: Economics



7.9% Difference with the Traditional/Campus-based Deliv...
Aggregate

6.6% Difference with the Located Inside the US Aggregate

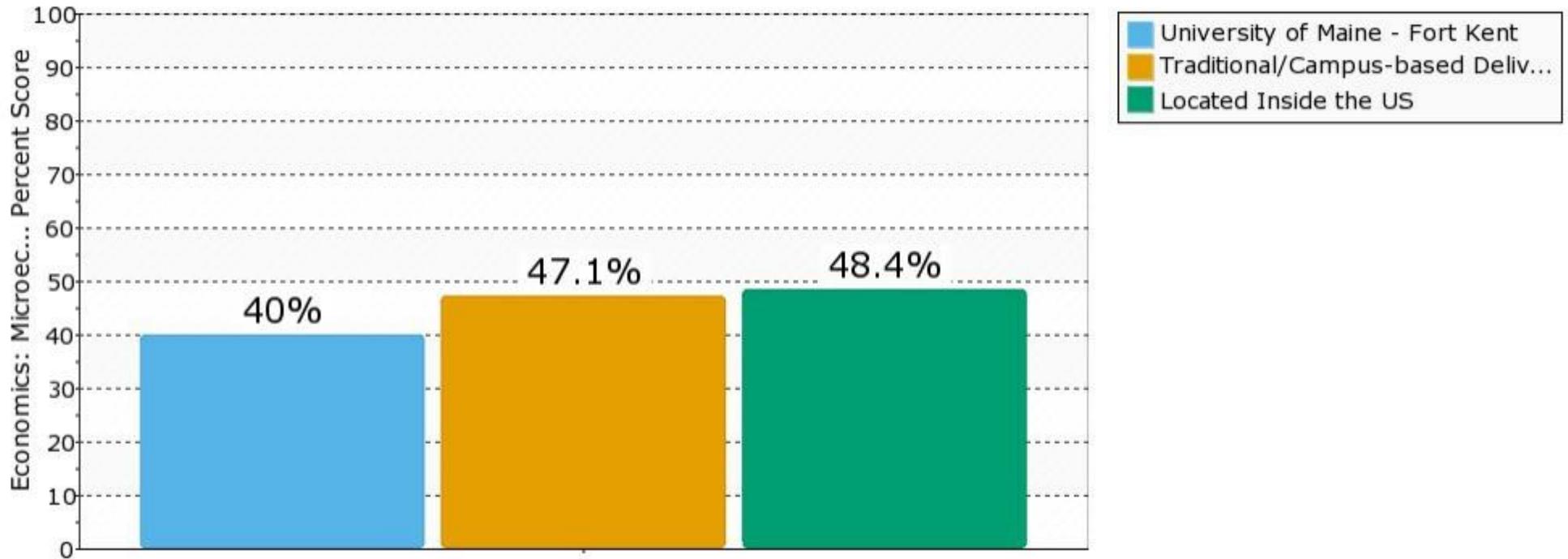
Comparison of Outbound Results with Outbound Aggregate Results: Economics: Macroeconomics



22.8% Difference with the Traditional/Campus-based Deliv...
Aggregate

21.5% Difference with the Located Inside the US Aggregate

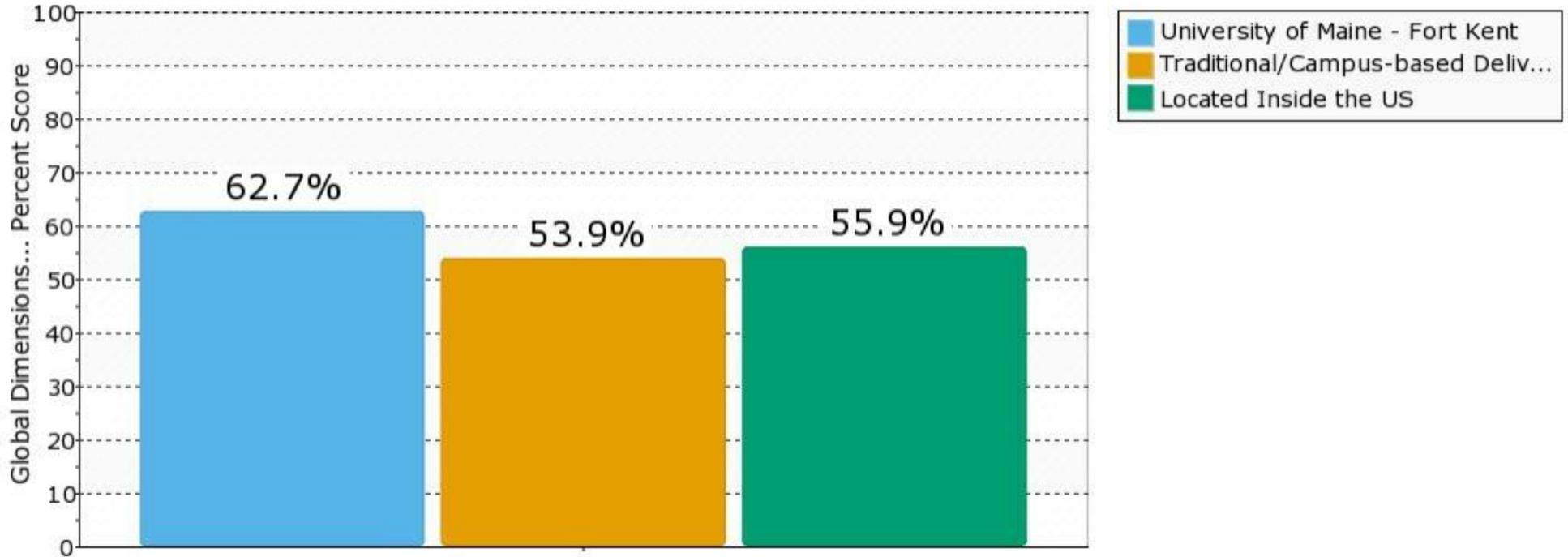
Comparison of Outbound Results with Outbound Aggregate Results: Economics: Microeconomics



7.1% Difference with the Traditional/Campus-based Deliv...
Aggregate

8.4% Difference with the Located Inside the US Aggregate

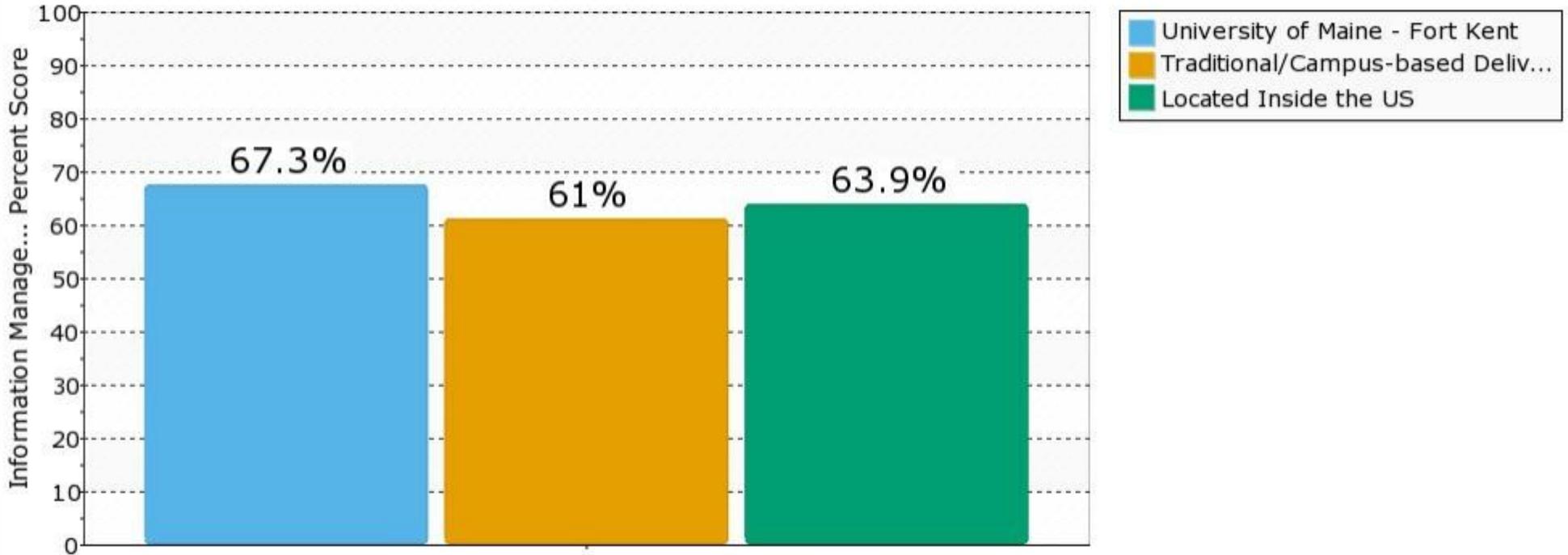
Comparison of Outbound Results with Outbound Aggregate Results: Global Dimensions of Business



8.8% Difference with the Traditional/Campus-based Delivery Aggregate

6.7% Difference with the Located Inside the US Aggregate

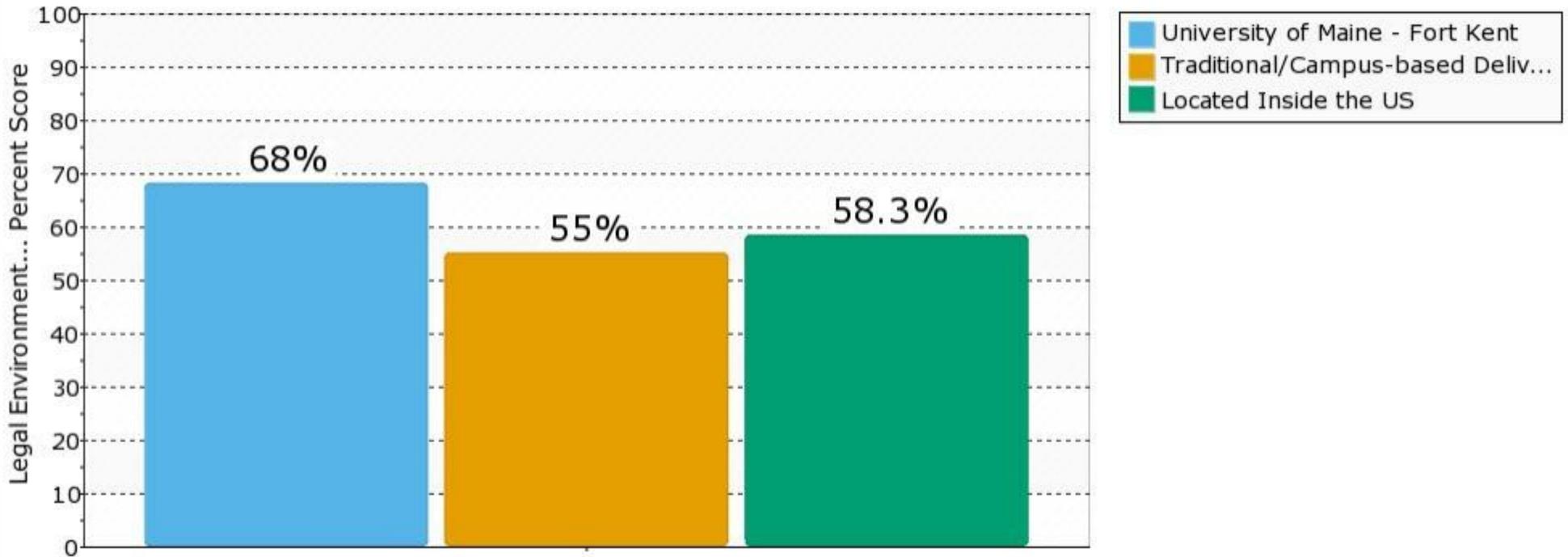
Comparison of Outbound Results with Outbound Aggregate Results: Information Management Systems



6.4% Difference with the Traditional/Campus-based Deliv...
Aggregate

3.4% Difference with the Located Inside the US Aggregate

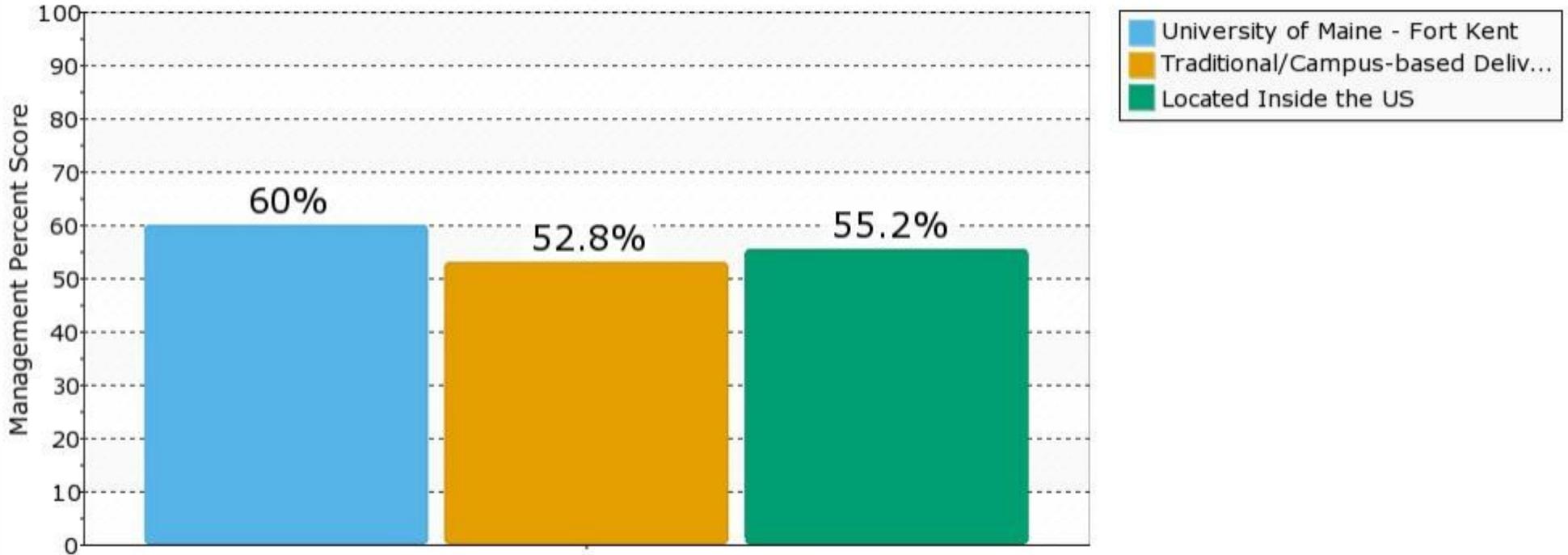
Comparison of Outbound Results with Outbound Aggregate Results: Legal Environment of Business



13% Difference with the Traditional/Campus-based Deliv...
Aggregate

9.7% Difference with the Located Inside the US Aggregate

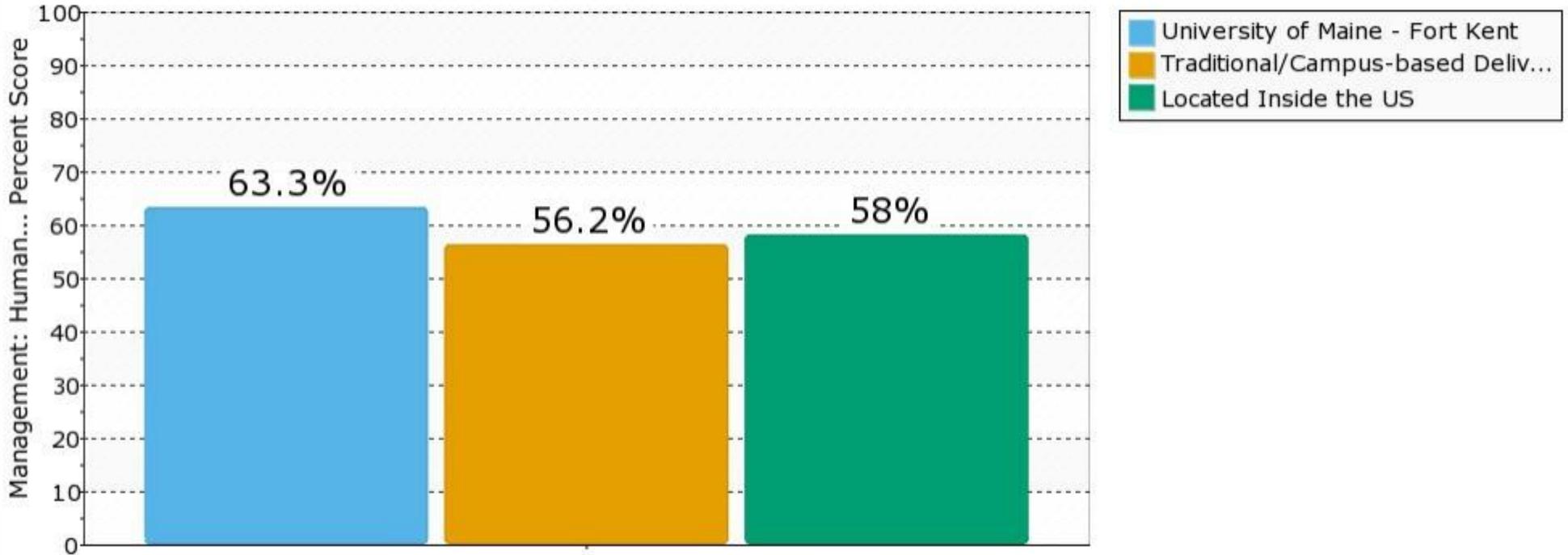
Comparison of Outbound Results with Outbound Aggregate Results: Management



7.2% Difference with the Traditional/Campus-based Deliv...
Aggregate

4.8% Difference with the Located Inside the US Aggregate

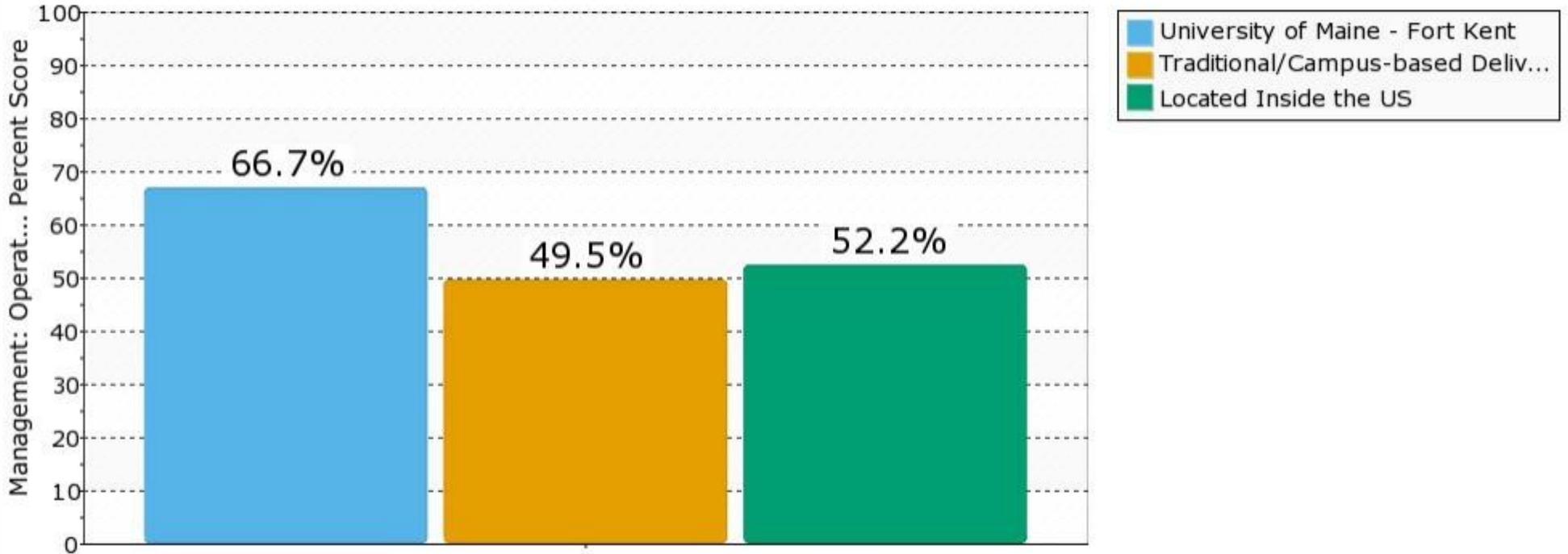
Comparison of Outbound Results with Outbound Aggregate Results: Management: Human Resource Management



7.1% Difference with the Traditional/Campus-based Delivery Aggregate

5.3% Difference with the Located Inside the US Aggregate

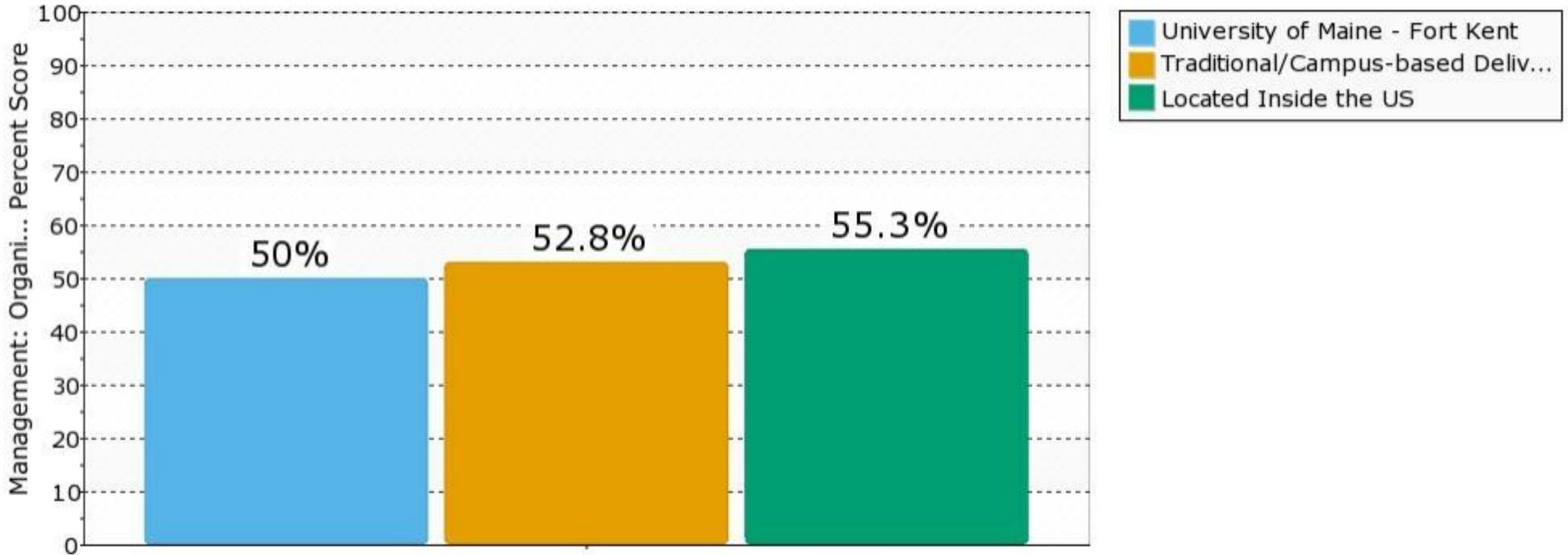
Comparison of Outbound Results with Outbound Aggregate Results: Management: Operations/Production Management



17.2% Difference with the Traditional/Campus-based Deliv... Aggregate

14.5% Difference with the Located Inside the US Aggregate

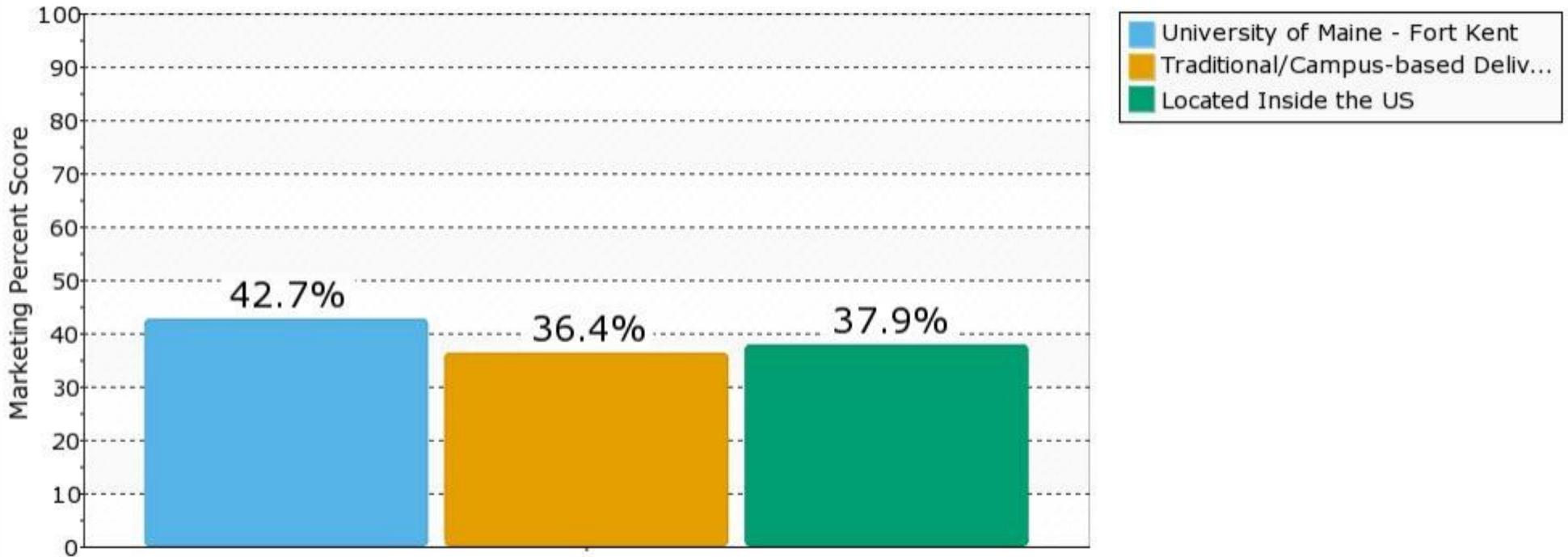
Comparison of Outbound Results with Outbound Aggregate Results: Management: Organizational Behavior



2.8% Difference with the Traditional/Campus-based Deliv...
Aggregate

5.3% Difference with the Located Inside the US Aggregate

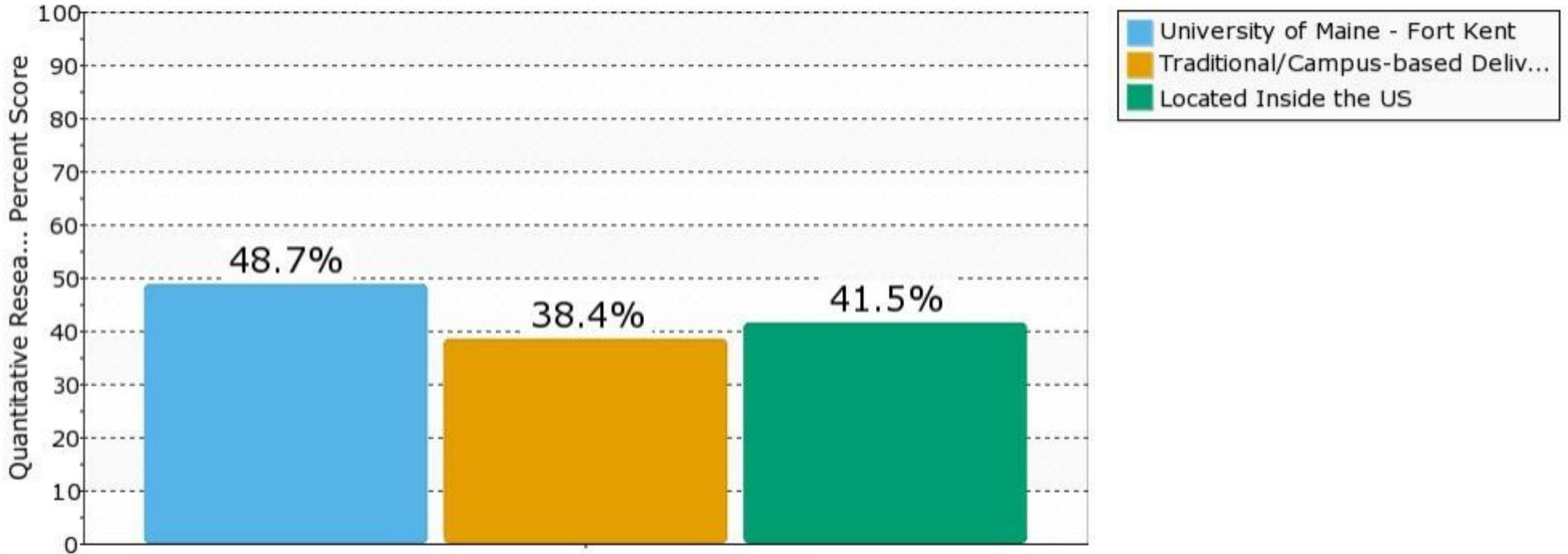
Comparison of Outbound Results with Outbound Aggregate Results: Marketing



6.3% Difference with the Traditional/Campus-based Deliv...
Aggregate

4.8% Difference with the Located Inside the US Aggregate

Comparison of Outbound Results with Outbound Aggregate Results: Quantitative Research Techniques and Statistics



10.3% Difference with the Traditional/Campus-based Deliv... Aggregate

7.2% Difference with the Located Inside the US Aggregate

BUS 411L Individual Student Portfolio

Professional Management Division

One Credit, graded as pass/fail

Prerequisites: Senior standing in BS in Business or Business-related Programs

Course Description:

Individual Student Portfolio 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
- 4) Skilled Entrepreneur.

Outcome #1 is demonstrated by examples of fulfilling UMFK's General Education Outcomes (attachment A).

Outcome #2 is demonstrated by examples of co-curricular activities and work beyond the business core requirements.

Outcome #3 is demonstrated by examples of mastering Common Professional Components (CPCs as defined by IACBE, see attachment B).

Outcome #4 is demonstrated by examples of achievement in projects and internships.

Method of instruction:

This course is delivered asynchronously and involves each student creating a portfolio and presenting it for evaluation as evidence that he/she successfully met the student learning outcomes goals of the Professional Management Program.

Method of evaluation:

Pass/Fail

To pass, student must complete three requirements:

1. Evidence documenting student learning outcomes for general education and basic business skills
2. Evidence documenting intended student learning outcomes for his/her program
3. Successful completion of Third-Party Comprehensive Test of Program (Peregrine Academic Services Comprehensive Test) and graduate exit survey.

Evaluation of portfolio will be done by a group of faculty members from Professional Management Division that includes the course and program coordinators and academic adviser.

Rubric:

Part 1, At least two items of evidence for each of the listed student learning outcomes (one item of evidence may satisfy multiple outcomes)

Part 2, Demonstrates evidence of ability to perform at a level expected in a professional setting

Part 3, Evidence of student completion of comprehensive testing and graduate exit survey.

Student Learning Outcomes For General Education: Professional Management Division

Critical Skills

Communication in English (Comm). Students will:

- 1) Be able to read, write and speak clearly and critically, with an awareness of subject, purpose and audience, delivering verbal and non-verbal compositions
- 2) Demonstrate ability to manage the writing process to generate ideas, and to draft, revise and edit compositions
- 3) Demonstrate ability to manage the research process to evaluate, analyze, and synthesize a variety of texts
- 4) Demonstrate ability to develop well-crafted academic essays
- 5) Be able to use written and oral communication as a means to engage in critical inquiry.

Quantitative Reasoning (Quant). Students will:

- 1) Identify and manage data, including recognition of data by type, and representation of data visually and by measures of central tendency and dispersion
- 2) Recognize and make use of relationships, both single/ multi-factor and linear/non-linear, including functions, graphs, correlations, and categories, distinguishing between relationship and causality
- 3) Be able to think logically, demonstrating proficiency using valid argument forms and logical constructs such as flowcharts, proofs, and/or algorithms, recognizing assumptions made, necessary series of steps and validity of conclusions
- 4) Be able to identify and solve problems, framing problems logically and quantitatively, and demonstrating ability to search for possible solutions, understanding the meaning of possible, plausible, unique, and optimal solutions
- 5) Demonstrate proficiency with mathematical techniques using the time value of money, estimates of linear relationships, multiple linear relationships, model construction and optimization.

Essential Skills

Communication in a non-English language (Lang). Students will:

- 1) Understand the fundamentals of vocabulary, grammar, and application
- 2) Demonstrate proficiency reading, writing and speaking clearly and critically.

Information Fluency (Info). Students will:

- 1) Define information needs and sources of suitable, accurate data
- 2) Demonstrate ability to retrieve information using effective strategies and appropriate sources
- 3) Demonstrate proficiency using multiple technologies and choosing appropriate and effective technologies
- 4) Demonstrate competency with file management, spreadsheet use, word processing, communication, and presentation, as a minimum requirement
- 5) Evaluate and compare information to assess validity, reliability, accuracy, authority, timeliness, and point of view/bias
- 6) Synthesize information gathered from prior knowledge with new disconcerting information
- 7) Demonstrate understanding of intellectual property, copyright, and fair-use of copyrighted material
- 8) Demonstrate proficiency using technology, solving problems and thinking critically

Critical Thinking (Crit). Students will:

- 1) Demonstrate proficiency defining problems, significant variables, and identifying valid data
- 2) Identify logical errors and fallacies in constructing arguments
- 3) Demonstrate proficiency creating, testing and validating hypotheses
- 4) Demonstrate proficiency investigating evidence with regard to accuracy, validity, reliability, and bias
- 5) Synthesize knowledge from multiple sources, integrating abstract ideas and theories into effective interpretation of relevant data
- 6) Conduct research quantitatively and qualitatively to achieve well-reasoned conclusions
- 7) Analyze and assess alternative systems of thought.

Diversity and Global Awareness (Glob). Students will:

- 1) Demonstrate understanding of global peoples, histories, affinities, and cultures
- 2) Demonstrate respect for multiple cultures and viewpoints
- 3) Participate in at least one activity relevant to rural America or Franco-American/Acadian culture
- 4) Demonstrate understanding of North American diversity
- 5) Demonstrate awareness of behaviors and roles associated with social assignment
- 6) Analyze impacts of global conditions in multiple settings.

Responsible Citizenship (Citz). Students will:

- 1) Demonstrate competency with sustainability, including evidence of meeting contemporary needs without jeopardizing future needs
- 2) Demonstrate competency in community health, including evidence of wise use of physical and cultural resources to enhance the lives of people now and in the future
- 3) Demonstrate environmental literacy and evidence of environmental stewardship.

Liberal Arts & Sciences

Natural Science (Sci). Students will:

- 1) Demonstrate structures and processes of the natural world
- 2) Demonstrate an understanding of the process and practice of science by using the scientific method, including techniques of observation and experimentation to explore the relation of data to hypotheses
- 3) Apply empirical information to theories
- 4) Demonstrate scientific processes for prediction.

Arts & Humanities (A&H). Students will:

- 1) Demonstrate understanding of historical events, movements, periods, and worldviews
- 2) Demonstrate ability to interpret cultural artifacts from multiple settings
- 3) Demonstrate knowledge of artists, musicians, authors, and dramatists who have made significant contributions to human culture
- 4) Demonstrate understanding of philosophical, ethical, and historical perspectives and their effects on global communities
- 5) Demonstrate an understanding of creation in literature and performing arts.

Behavioral and Social Sciences (BHS). Students will:

- 1) Demonstrate recognition of key terms within behavioral and social science disciplines
- 2) Demonstrate ability to interpret common forms of data specific to the disciplines
- 3) Apply disciplinary concepts to community service or research
- 4) Describe at least two standard theories or models in a discipline
- 5) Using a case study, apply a model or theory to explain a process, evaluate a scenario, or make predictions
- 6) Apply disciplinary knowledge to contemporary social issues.

**Professional Management Program
Basic Business Skills
(Common Professional Components)
Student Learning Outcomes**

ACCOUNTING (A):

MARKETING (B):

FINANCE (C):

MANAGEMENT (D):

- A) General (D1)
- B) Organizational Behavior (D2)
- C) Human Resources (D3)
- D) Operations (D4)

ECONOMICS (E):

- D) Macroeconomics (E1)
- E) Microeconomics (E2)
- F) Business Law (E3)
- G) Ethics & Leadership (E4)

DATA MANAGEMENT (F):

- A) Information Systems (F1)
- B) Quantitative Analysis (F2)

GLOBAL TRADE (G):

Student Learning Outcomes:

Accounting (A)

- 1) Demonstrate proficiency in construction of financial statements
- 2) Demonstrate proficiency analyzing financial statements
- 3) Demonstrate proficiency with ratio analysis
- 4) Demonstrate proficiency accounting for stocks and bonds
- 5) Demonstrate knowledge of accounting principles and reporting requirements

Marketing (B)

- 1) Demonstrate knowledge of 4 P's of marketing
- 2) Demonstrate understanding of price elasticity
- 3) Demonstrate understanding of product life cycle and product portfolio,
- 4) Demonstrate ability to create a marketing plan

Finance (C)

- 1) Analyze financial statements including cash flow, ratio and comparative analyses
- 2) Demonstrate knowledge of federal and state tax systems
- 3) Demonstrate ability to value assets
- 4) Demonstrate understanding of profit margins and budgeting

- 5) Demonstrate knowledge of debt and equity financing

Management (D)

General Management (D1)

- 1) Demonstrate knowledge of management functions
- 2) Demonstrate understanding of corporate mission and goals
- 3) Demonstrate understanding of corporate strategy
- 4) Demonstrate knowledge of corporate stakeholders
- 5) Demonstrate understanding of product lines and profit centers

Human Resources Management (D2)

- 1) Demonstrate knowledge of staff recruitment and development
- 2) Demonstrate knowledge of benefits administration
- 3) Demonstrate knowledge of staff reduction and separation
- 4) Demonstrate understanding of employee compensation and benefits
- 5) Demonstrate understanding of employee performance, control, and motivation

Operations Management (D3)

- 1) Demonstrate understanding of supply chain management
- 2) Demonstrate understanding of quality control management
- 3) Demonstrate knowledge of continuous improvement systems
- 4) Demonstrate knowledge of cost control systems
- 5) Demonstrate knowledge of international standards and principles for manufacturing

Organizational Behavior (D4)

- 1) Demonstrate knowledge of organization charts and span of control
- 2) Demonstrate knowledge of forms of organization
- 3) Demonstrate knowledge of dynamics of behavior in individuals and in groups
- 4) Demonstrate understanding of corporate culture and values

Economics (E)

Macroeconomics (E1)

- 1) Demonstrate knowledge Gross Domestic Product and its component parts
- 2) Demonstrate understanding of Consumer Price Indices
- 3) Demonstrate understanding of monetary and fiscal policy and their differences and relationships
- 4) Demonstrate understanding of inflation, deflation, growth, recession, and depression
- 5) Demonstrate knowledge of measures of unemployment

Microeconomics (E2)

- 1) Demonstrate knowledge of laws of product supply and demand
- 2) Demonstrate understanding of pricing theories
- 3) Demonstrate understanding of market types and effects on product pricing, demand, and supply
- 4) Demonstrate understanding of price elasticity

Legal environment of business (E3)

- 1) Demonstrate understanding of legal relationship of government and business (i.e. antitrust laws, trade laws product safety laws, antidiscrimination laws etc.)
- 2) Demonstrate knowledge of concept of legal liability and damages
- 3) Demonstrate knowledge of different types of laws (i.e. tort, civil, criminal, contract, public, and real estate)
- 4) Demonstrate knowledge of legal forms of business organizations
- 5) Demonstrate knowledge of legal contracts

Leadership (E4)

- 1) Demonstrate knowledge of illegal forms of discrimination
- 2) Demonstrate understanding of difference between legal and ethical
- 3) Demonstrate understanding of corporate values
- 4) Demonstrate knowledge of leadership styles
- 5) Demonstrate knowledge of leadership personality traits

Data Management (F)

Information Management (F1)

- 1) Demonstrate knowledge of management information systems
- 2) Demonstrate knowledge of internal and external information networks
- 3) Demonstrate understanding of enterprise resource planning systems
- 4) Demonstrate ability to use technology to locate, access, evaluate, and use information

Quantitative Analysis (F2)

- 1) Demonstrate ability to calculate and validly use mean, standard deviation, and standard error
- 2) Demonstrate understanding of type 1 and type 2 errors
- 3) Demonstrate understanding of relationship between margin of error and sample size
- 4) Demonstrate knowledge of hypothesis testing and of estimation
- 5) Demonstrate ability to use linear programming and to optimize solutions

Global Trade (G)

- 1) Demonstrate knowledge of external market transactions
- 2) Demonstrate understanding of foreign direct investments and FOREX markets
- 3) Demonstrate knowledge of patents and copyright across national boundaries
- 4) Demonstrate understanding of international corporate strategy
- 5) Demonstrate understanding of multinational cultural, legal, and political issues and their effects on business

Intended Student Learning Outcomes:

(Common to each accredited program)

1. Students will be able to explain principal concepts, theories and practices in and describe interrelationships between the functional areas of business, including accounting, marketing, finance and management.
2. Students will be able to identify and describe multicultural dimensions of management.
3. Students will be able to explain relevant theories and principles associated with the economic environment of a business.
4. Students will be able to evaluate legal and ethical principles and apply them to organizational decision making
5. Students will be able to apply quantitative methods and tools to organizational decision making.
6. Students will be able to explain concepts and practices in information technology systems and demonstrate fluency in their use.
7. Students will be able to construct coherent oral and written forms of communication and present them in a professional context.
8. Students will be able to work effectively with diverse colleagues in team situations.
9. Students will be able to evaluate theory and practice across various functional disciplines in analyses of organizational problems and challenges.
10. Students will be able to explain concepts, theories and practices in strategic management and apply them to management decision making.
11. Students will be able to conduct independent research.
12. Students will be able to absorb new information and understand relationships and impacts of the new body of information on existing knowledge.

For the business concentrations, additional Intended Student Learning Outcomes follow:

Accounting:

1. Students will be able to explain concepts, theories and practices in accounting and apply them to management decision making.
2. Students will be able to explain concepts, theories and practices in taxation and apply them to management decision making.
3. Students will be able to explain concepts, theories and practices in investment management.
4. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making.

Finance:

1. Students will be able to explain concepts, theories and practices in finance and apply them to management decision making.
2. Students will be able to explain concepts, theories and practices in accounting and apply them to management decision making.
3. Students will be able to explain concepts, theories and practices in taxation and apply them to management decision making.
4. Students will be able to explain concepts, theories and practices in investment management, and apply them to management decision making.
5. Students will be able to explain concepts, theories and practices in insurance and apply them to management decision making.
6. Students will be able to explain concepts, theories and practices in international trade.
7. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making.

Financial Services:

1. Students will be able to explain concepts, theories and practices in insurance and apply them to management decision making
2. Students will be able to explain concepts, theories in finance.
3. Students will be able to explain concepts, theories and practices in taxation.
4. Students will be able to explain concepts, theories and practices in contract law.
5. Students will demonstrate skills in business negotiations and sales.
6. Students will be able to explain concepts, theories and practices in investment management
7. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making.

E-Business:

1. Students will be able to explain concepts, theories and practices in finance and apply them to management decision making.
2. Students will be able to explain concepts, theories and practices in investment management
3. Students will be able to explain concepts, theories and practices in operations management and apply them to management decision making.
4. Students will be able to explain concepts, theories and practices in electronic marketing and apply them to management decision making.
5. Students will explain concepts, theories and practices in electronic security and apply them to management decision making.
6. Students will demonstrate an ability to construct or modify electronic media and various forms of virtual marketing.
7. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making.

Entrepreneurship and Management:

1. Students will be able to explain concepts, theories and practices in finance and apply them to management decision making.
2. Students will be able to explain concepts, theories and practices in investment management.

3. Students will be able to explain concepts, theories and practices in insurance and apply them to management decision making.
4. Students will be able to explain concepts, theories and practices in taxation and apply them to management decision making.
5. Students will be able to explain concepts, theories and practices in electronic marketing and apply them to management decision making.
6. Students will be able to explain concepts, theories and practices in operations management and apply them to management decision making.
7. Students will be able to explain concepts, theories and practices in project management and apply them to management decision making.
8. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making.

Human Resources Management:

1. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making
2. Students will be able to explain concepts, theories and practices in insurance and apply them to management decision making.
3. Students will be able to explain concepts, theories in finance.
4. Students will explain concepts, theories and practices in electronic security and apply them to management decision making
5. Students will be able to explain concepts, theories and practices in contract law and apply them to management decision making.
6. Students will be able to explain concepts, theories and practices in organizational behavior and apply them to management decision making.
7. Students will demonstrate an ability to negotiate successfully.
8. Students will be able to explain concepts, theories and practices in employee compensation and benefits, and apply them to management decision making.

Healthcare Administration:

1. Students will be able to explain concepts, theories and practices in insurance and apply them to management decision making.
2. Students will be able to explain concepts, theories in finance.
3. Students will be able to explain concepts, theories and practices in accounting and apply them to management decision making.
4. Students will be able to explain concepts, theories and practices in healthcare finance and grant writing, and apply them to management decision making.
5. Students will be able to explain concepts, theories and practices in healthcare policy and leadership, and apply them to management decision making.
6. Students will be able to explain concepts, theories and practices in health-related research.
7. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making.

Forest Management:

1. Students will be able to explain concepts, theories and practices in finance and apply them to management decision making.
2. Students will be able to explain concepts, theories and practices in forestry management and apply them to management decision making.

3. Students will be able to explain concepts, theories and practices in wood fiber product development and marketing, and apply them to management decision making.
4. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making.

Sports Management and Representation:

1. Students will be able to explain concepts, theories and practices in finance and apply them to management decision making.
2. Students will be able to explain concepts, theories and practices in contract law and apply them to management decision making.
3. Students will demonstrate an ability to negotiate successfully.
4. Students will be able to explain concepts, theories and practices in project management and apply them to management decision making.
5. Students will be able to explain concepts, theories and practices in the operation and management of sports programs and teams, and apply them to management decision making.
6. Students will be able to explain concepts, theories and practices in the coaching of sports.
7. Students will be able to explain concepts, theories and practices in employee compensation and benefits, and apply them to management decision making.
8. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making.

For Computer Applications in Business, additional Intended Student Learning Outcome:

1. Students will be able to explain concepts, theories and practices in information technology and apply them in management decision making.

For Rural Public Safety Administration, additional Intended Student Learning Outcomes:

1. Students will be able to explain concepts, theories and practices in the management of a not-for-profit organization, and apply them in public management settings.
2. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making.

For E-Commerce, additional Intended Student Learning Outcomes:

1. Students will be able to explain concepts, theories and practices in management and apply them in virtual settings.
2. Students will be able to explain concepts, theories and practices in finance and apply them to management decision making.
3. Students will explain concepts, theories and practices in electronic security and apply them to management decision making.
4. Students will demonstrate an ability to construct or modify electronic media and various forms of virtual marketing.
5. Students will explain concepts, theories and practices in electronic security and apply them to management decision making.
6. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making.

Rubric for BUS 411
(as Outcome Measure)

Because a grade cannot usually be used as a direct measure of student learning, and because the course syllabus is not explicit in describing the rubrics used for the grade. The following explanation is offered.

See BUS 411 syllabus for Case Study Analyses in accompanying document.

Course Grade Calculation is as follows:

Mid Term Exam	15%
Final Exam	25%
Assignments	24%
Case Presentations	26%
Participation	<u>10%</u>
Total	100%

Syllabus includes detailed rubric for Case Presentations and Participation.

Midterm Exam covers materials needed to complete case studies, and is graded on demonstrated knowledge of analyzing business cases, referencing the case study rubric.

The assignments are generated by the results of the midterm exam to fit cohort needs, and is assessed using the case study rubric.

The Final Exam is comprehensive and replaces the midterm score if student demonstrates mastery of the material. Again the case study rubric is the basis for grading.

The resulting grade then is used as a direct measure of student learning outcomes because it is based on an objective rubric.



Professional Management Division

Business Management and Business-Related Management Programs

2013-2014

Outcomes Assessment Plan

Prepared by

The faculty and staff members of the
Professional Management Division
with input from associated communities of interest

University of Maine at Fort Kent
23 University Drive
Fort Kent, Maine 04743

November 15, 2013

Outcomes Assessment Plan Overview

The University of Maine at Fort Kent has four Professional Management Programs within the Professional Management Division. They are: Business Management, Rural Public Safety Administration, Computer Applications in Business, and Electronic Commerce. Each program has a Program Coordinator who is responsible for the operation of that program and reports directly to the Chair of the Professional Management Division.

A. Statement of Need for Outcomes Assessment:

Outcomes assessment is necessary to document that students possess or have acquired the skills, knowledge, and attitudes to succeed in life and in a career of their choosing. Outcomes assessment is also necessary to demonstrate the effectiveness of the management programs. Program Coordinators, Division Chair, Vice-President of Academic Affairs, and President of The University need the data from outcomes assessment to evaluate, change and improve the effectiveness of their programs.

B. Definition of Outcomes Assessment:

Assessment is an ongoing process that documents student learning and measures program effectiveness. It is a systematic process of continuous improvement within a program. The aim is to optimize effectiveness of both student learning and the operation of the program.

C. Purposes of Outcomes Assessment:

The purposes of outcomes assessment are to measure individual learning, to evaluate program effectiveness, and to enhance both.

D. Characteristics of Outcomes Assessment:

Characteristics of outcomes assessment are: provides multiple quantitative and qualitative measures of individual student learning as well as aggregate student learning; identifies improvements and changes that should be made in a program; provides evidence that supports the needed improvements and changes; involves students, faculty and administration in the assessment process and in any improvements or changes; and provides a formalized process that documents whether intended outcomes are realized individually and in the aggregate.

E. Administration of Outcomes Assessment:

The hierarchy of the administration of outcomes assessment is as follows: The President of the University is ultimately responsible, but has delegated specific responsibility to the Vice President of Academic Affairs to oversee the administration of outcomes assessment. She, in turn, has formed three committees that consist of the Directors of Student Success and of Academic Services, and of faculty members from each division: Committee for Institutional Effectiveness and Assessment (CIEA), Quality Undergraduate Education Committee (QUE), and Academic Leadership Council (ALC). The former committee oversees programmatic assessment, the second oversees student assessment, and the last oversees program operation. Division chairs and program coordinators answer to the Academic Vice President through the operation of the committees. Within specific programs, the Program Coordinator, the Director of Student Success, and the instructors administer the measurement instruments. The results of outcomes assessment are monitored throughout the year and reported annually.

F. Chronology of Outcomes Assessment:

The University's efforts to formalize an outcomes assessment plan began in FY2003 in preparation for an institutional accreditation self study for New England

Association for Schools and Colleges (NEASC) in FY 2005. As a result of the accreditation process, the University has formalized its outcomes assessment plan and integrated the results of outcomes assessment into its planning and budgeting process. In FY2006, the Division of Natural and Behavioral Sciences reorganized and named Program Coordinators for each of its programs. In addition, the division charged the coordinators of the four management programs to seek accreditation by the International Assembly for Collegiate Business Education (IACBE). In FY 2010, the Division of Natural and Behavioral Sciences was reorganized into the Division of Natural and Behavioral Sciences (NBS) and the Professional Management Division (PMD). The programs under reaccreditation fall under the Professional Management Division, and the Chair of the Professional Management Division oversees these programs.

G. Linkages with the University's Strategic Planning:

The Outcomes Assessment Plan of the management programs are informed by the mission of the programs and the direction of the three listed committees, which are informed by the mission and the strategic plan of the University. Action plans of the strategic plan drive the planning and budgeting processes. Since outcomes assessment is a measurement of how well the action plans are being carried out, there is a direct link with planning and budgeting processes. The Chair of the Professional Management Division is a member of all three committees as well as the President's Cabinet.

University of Maine at Fort Kent Mission

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.

Professional Management Program Mission

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 Professional Management Program fosters excellence in scholarship and academic achievement in an interactive educational environment which fosters student success as responsible citizens, dedicated professionals, and conscientious leaders.

The Professional Management Program comprises four programs: Business Management, Computer Applications in Business, Rural Public Safety Administration, and E-Commerce. The E-Commerce program was temporarily suspended in 2013 to allow three years for the Professional Management Division to propose a restructuring or elimination of the program. Since it is currently among the accredited programs at UMFK, we include it in this self-study with the stipulation that whatever is decided will be duly reported to IACBE.

Consistent with the mission of the Professional Management Program, the mission of the Business Management Program fosters excellence in scholarship and academic achievement in an interactive educational environment. The program is designed so that students become

liberally-educated citizens, life-long learners in a changing world, proficient business managers and entrepreneurs.

Consistent with the mission of the Professional Management Program, the mission of the Computer Applications in Business Program to educate and nurture its students to become responsible, knowledgeable and skilled computer professionals capable of performing all tasks common to the fields of computer science/information technology in a business setting; the program is designed so that students become liberally-educated citizens, life-long learners in a changing world, proficient business managers and entrepreneurs.

The mission of the Rural Public Safety Administration Program is to educate students about law enforcement and the criminal justice system; 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. The program is designed so that students become liberally-educated citizens, life-long learners in a changing world, proficient business managers and entrepreneurs.

The mission of the E-Commerce Program is to provide a liberal arts degree for students interested in electronic commerce careers. The program will combine elements from the Bachelor of Science in Business Management and the Bachelor of Science in Computer Applications, as well as the area of electronic commerce. Students graduating from the program will be prepared to work for both small and large businesses which have entered the global economy of the information age. They will also be prepared to work in a variety of industries as e-commerce professionals and consultants. The program is designed so that students become liberally-educated citizens, life-long learners in a changing world, proficient business managers and entrepreneurs.

In accordance with the mission of the Professional Management Program of developing liberally-educated, life-long learners in a changing world, proficient managers and entrepreneurs, the following are the student learning outcome goals:

Student Learning Outcome Goals:

1. Students will be liberally-educated citizens.
2. Students will be life-long learners.
3. Students will be proficient managers.
4. Students will develop entrepreneurial skills.

In accordance with the mission of the Professional Management Program, the following are the operational goals:

Program Operational Goals:

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 that satisfy students' wishes and employers' needs (Collaboration).
4. Educate students in the liberal arts to broaden their horizons and deepen their understanding of society and the world (Citizenship).

5. Establish and nurture an institutional culture of systemic quality improvement (Excellence).

For assessment purposes, the Professional Management Program uses the following assessment tools:

Direct:

1. Comprehensive Test in Business (Peregrine Academic Services)
2. Capstone Course
3. Internship Evaluation
4. Student Electronic Portfolio

Indirect:

1. Student Grade Point Average (GPA) in program courses
2. Student GPA in all courses
3. Graduate exit survey
4. Alumni survey

The targets of the respective assessment tools are as follows:

Direct Instruments

Peregrine Academic Testing Service, Comprehensive Exam in Business:

The median of the cohort tested will be compared with the national median for business majors. The standard for the combined programs is a median score that is at the national median.

Capstone Course:

The course is graded consistent with the UMFK catalog. (see course rubric for details)

The standard is that at least eighty percent of the cohort score better than C.

Internship Evaluation:

Students are rated as Novice, Apprentice, Practitioner, or Expert (see the student rubric for details).

The standard is that at least ninety percent of the cohort rates as practitioner or higher.

Student Electronic Portfolio:

Students are rated as meeting professional standards or not.

The standard is that one hundred percent of the graduates demonstrate performance suitable to their chosen area of concentration.

Indirect Instruments

Student GPA (program and overall):

Student GPA will be calculated for program courses and for all courses. The various GPA calculations will be averaged across the cohort.

The standard is a program GPA at least 3.0 and an overall GPA at least 2.8.

Graduate Exit Survey:

Under both the General Learning Outcomes and the Relationship to Career portions of the survey, the last three questions concerning ethical reasoning and civil engagement, lifelong learner skills, and skills to become a successful professional will be tabulated.

The standard is that at least ninety percent agree or strongly agree with the statements.

Alumni Survey:

Under the Learning Experience section of the survey, the last three questions pertaining to lifelong learning, success as a professional, and leadership skills will be tabulated.

The standard is that at least ninety percent agree or strongly agree with the statements.

Outcomes Assessment Plan

Student Learning Outcomes

In order to achieve the four student outcome goals, the Professional Management Program assesses the following Intended Student Learning Outcomes using the tools indicated in parentheses.

In accordance with the mission of the Professional Management Programs of developing liberally-educated citizens, life-long learners in a changing world, proficient managers, and entrepreneurs, the Professional Management Programs have the following goals for student learning:

Note: The intended student learning outcomes are listed in groups corresponding to the specific programs. The first grouping will be the outcomes common to all programs, then the outcomes specific to each concentration within the business program, and then outcomes specific to each business-related program.

Intended Student Learning Outcomes: (Common to each accredited program)

13. Students will be able to explain principal concepts, theories and practices in and describe interrelationships between the functional areas of business, including accounting, marketing, finance and management. (measure direct 1 & 4, indirect 1 & 3)
14. Students will be able to identify and describe multicultural dimensions of management. (measure direct 1 & 4, indirect 1 & 3)
15. Students will be able to explain relevant theories and principles associated with the economic environment of a business. (measure direct 1 & 4, indirect 1 & 3)
16. Students will be able to evaluate legal and ethical principles and apply them to organizational decision making. (measure direct 1 & 4, indirect 2 & 3)
17. Students will be able to apply quantitative methods and tools to organizational decision making. (measure direct 1 & 4, indirect 2 & 3)
18. Students will be able to explain concepts and practices in information technology systems and demonstrate fluency in their use. (measure direct 1 & 4, indirect 2 & 3)
19. Students will be able to construct coherent oral and written forms of communication and present them in a professional context. (measure direct 1 & 4, indirect 2 & 3)
20. Students will be able to work effectively with diverse colleagues in team situations. (measure direct 2 & 3, indirect 3 & 4)
21. Students will be able to evaluate theory and practice across various functional disciplines in analyses of organizational problems and challenges. (measure direct 2 & 3, indirect 3 & 4)
22. Students will be able to explain concepts, theories and practices in strategic management and apply them to management decision making. (measure direct 2 & 3, indirect 3 & 4)
23. Students will be able to conduct independent research. (measure direct 1 & 4, indirect 3 & 4)
24. Students will be able to absorb new information and understand relationships and impacts of the new body of information on existing knowledge. (measure direct 1 & 4, indirect 2 & 3)

For the business concentrations, additional Intended Student Learning Outcomes follow:

Accounting:

5. Students will be able to explain concepts, theories and practices in accounting and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
6. Students will be able to explain concepts, theories and practices in taxation and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
7. Students will be able to explain concepts, theories and practices in investment management. (measure direct 3 & 4, indirect 1 & 3)
8. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

Corporate Finance:

8. Students will be able to explain concepts, theories and practices in finance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
9. Students will be able to explain concepts, theories and practices in accounting and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
10. Students will be able to explain concepts, theories and practices in taxation and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
11. Students will be able to explain concepts, theories and practices in investment management, and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
12. Students will be able to explain concepts, theories and practices in insurance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
13. Students will be able to explain concepts, theories and practices in international trade. (measure direct 3 & 4, indirect 1 & 3)
14. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

Financial Services:

8. Students will be able to explain concepts, theories and practices in insurance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
9. Students will be able to explain concepts, theories in finance. (measure direct 3 & 4, indirect 1 & 3)
10. Students will be able to explain concepts, theories and practices in taxation. (measure direct 3 & 4, indirect 1 & 3)
11. Students will be able to explain concepts, theories and practices in contract law. (measure direct 3 & 4, indirect 1 & 3)
12. Students will demonstrate skills in business negotiations and sales. (measure direct 3 & 4, indirect 1 & 3)
13. Students will be able to explain concepts, theories and practices in investment management. (measure direct 3 & 4, indirect 1 & 3)
14. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

E-Business:

8. Students will be able to explain concepts, theories and practices in finance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

9. Students will be able to explain concepts, theories and practices in investment management. (measure direct 3 & 4, indirect 1 & 3)
10. Students will be able to explain concepts, theories and practices in operations management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
11. Students will be able to explain concepts, theories and practices in electronic marketing and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
12. Students will explain concepts, theories and practices in electronic security and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
13. Students will demonstrate an ability to construct or modify electronic media and various forms of virtual marketing. (measure direct 3 & 4, indirect 1 & 3)
14. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

Entrepreneurship and Management:

9. Students will be able to explain concepts, theories and practices in finance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
10. Students will be able to explain concepts, theories and practices in investment management. (measure direct 3 & 4, indirect 1 & 3)
11. Students will be able to explain concepts, theories and practices in insurance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
12. Students will be able to explain concepts, theories and practices in taxation and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
13. Students will be able to explain concepts, theories and practices in electronic marketing and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
14. Students will be able to explain concepts, theories and practices in operations management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
15. Students will be able to explain concepts, theories and practices in project management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
16. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

Human Resources Management:

9. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
10. Students will be able to explain concepts, theories and practices in insurance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
11. Students will be able to explain concepts, theories in finance. (measure direct 3 & 4, indirect 1 & 3)
12. Students will explain concepts, theories and practices in electronic security and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
13. Students will be able to explain concepts, theories and practices in contract law and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

14. Students will be able to explain concepts, theories and practices in organizational behavior and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
15. Students will demonstrate an ability to negotiate successfully. (measure direct 3 & 4, indirect 1 & 3)
16. Students will be able to explain concepts, theories and practices in employee compensation and benefits, and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

Healthcare Administration:

8. Students will be able to explain concepts, theories and practices in insurance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
9. Students will be able to explain concepts, theories in finance. (measure direct 3 & 4, indirect 1 & 3)
10. Students will be able to explain concepts, theories and practices in accounting and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
11. Students will be able to explain concepts, theories and practices in healthcare finance and grant writing, and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
12. Students will be able to explain concepts, theories and practices in healthcare policy and leadership, and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
13. Students will be able to explain concepts, theories and practices in health-related research. (measure direct 3 & 4, indirect 1 & 3)
14. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

Forestry Management:

5. Students will be able to explain concepts, theories and practices in finance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
6. Students will be able to explain concepts, theories and practices in forestry management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
7. Students will be able to explain concepts, theories and practices in wood fiber product development and marketing, and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
8. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

Sports Management and Representation:

9. Students will be able to explain concepts, theories and practices in finance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
10. Students will be able to explain concepts, theories and practices in contract law and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
11. Students will demonstrate an ability to negotiate successfully. (measure direct 3 & 4, indirect 1 & 3)
12. Students will be able to explain concepts, theories and practices in project management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

13. Students will be able to explain concepts, theories and practices in the operation and management of sports programs and teams, and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
14. Students will be able to explain concepts, theories and practices in the coaching of sports. (measure direct 3 & 4, indirect 1 & 3)
15. Students will be able to explain concepts, theories and practices in employee compensation and benefits, and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
16. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

For Computer Applications in Business, additional Intended Student Learning Outcome:

2. Students will be able to explain concepts, theories and practices in information technology and apply them in management decision making. (measure direct 3 & 4, indirect 1 & 3)

For Rural Public Safety Administration, additional Intended Student Learning Outcomes:

3. Students will be able to explain concepts, theories and practices in the management of a not-for-profit organization, and apply them in public management settings. (measure direct 3 & 4, indirect 1 & 3)
4. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

For E-Commerce, additional Intended Student Learning Outcomes:

7. Students will be able to explain concepts, theories and practices in management and apply them in virtual settings. (measure direct 3 & 4, indirect 1 & 3)
8. Students will be able to explain concepts, theories and practices in finance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
9. Students will explain concepts, theories and practices in electronic security and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
10. Students will demonstrate an ability to construct or modify electronic media and various forms of virtual marketing. (measure direct 3 & 4, indirect 1 & 3)
11. Students will explain concepts, theories and practices in electronic security and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
12. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

Outcomes Assessment Program

Student Learning Outcome/Intended Student Learning Outcome	Liberal Educated	Life-Long Learners	Proficient Managers	Entrepreneurial Skills
COMMON TO ALL PROGRAMS	1	2	3	4
1. Students will be able to explain the principal concepts, theories, and practices and describe the interrelationships between the functional areas of business, including accounting, marketing, finance and management.		X	X	X

2. Students will be able to identify and describe multicultural dimensions of management.	X	X	X	X
3. Students will be able to explain relevant theories and principles associated with the economic environment of business.	X		X	X
4. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.	X	X	X	X
5. Students will be able to apply quantitative methods and tools to business decision making.	X	X	X	X
6. Students will be able to explain concepts and practices in information technology systems and demonstrate fluency in their use.	X	X		
7. Students will be able to construct coherent oral and written forms of communication and present them in a professional context.	X	X		
8. Students will be able to work effectively with diverse colleagues in team situations.	X		X	X
9. Students will be able to evaluate theory and practice across various functional business disciplines in the analysis of organizational problems and challenges.	X		X	X
10. Students will be able to explain concepts, theories, and practices in strategic management and apply them to management decision making.			X	X
11. Students will be able to conduct independent research.	X	X		X
12. Students will be able to absorb new information and understand the relationship and impact of the new body of information on existing knowledge.	X	X	X	X
Accounting				
1. Students will be able to explain concepts, theories, and practices in accounting and apply them to management decision making.			X	X
2. Students will be able to explain concepts, theories, and practices in federal taxation and apply them to management decision making.			X	X
3. Students will be able to explain concepts, theories, and practices in investment management.			X	X
4. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.	X		X	X
Corporate Finance				
1. Students will be able to explain concepts, theories, and practices in finance and apply them to management decision making.			X	X
2. Students will be able to explain concepts, theories, and practices in accounting and apply them to management decision making.			X	X
3. Students will be able to explain concepts, theories, and practices in federal taxation and apply them to management decision making.			X	X

4. Students will be able to explain concepts, theories, and practices in investment management and apply them to management decision making.	X		X	X
5. Students will be able to explain concepts, theories, and practices in insurance and apply them to management decision making.			X	X
6. Students will be able to explain concepts, theories, and practices of international trade.	X		X	X
7. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.	X		X	X
Financial Services				
1. Students will be able to explain concepts, theories, and practices in insurance.			X	X
2. Students will be able to explain concepts, theories, and practices in business finance.			X	X
3. Students will be able explain concepts, theories, and practices in federal taxation.			X	X
4. Students will be able to explain concepts, theories and practices in contract law.			X	X
5. Students will demonstrate skills in business negotiations and sales.	X		X	X
6. Students will be able to explain concepts, theories, and practices in investment management.	X		X	X
7. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.	X		X	X
E-Business				
1. Students will be able to explain concepts, theories, and practices in business finance and apply them to management decision making.			X	X
2. Students will be able to explain concepts, theories, and practices in investment management and apply them to management decision making.			X	X
3. Students will be able to explain major concepts, theories, and practices in operations management and apply them to management decision making.			X	X
4. Students will be able to explain concepts, theories, and practices in electronic marketing and apply them to management decision making.			X	X
5. Students will be able to explain concepts, theories, and practices in electronic security and apply them to management decision making.			X	X
6. Students will demonstrate an ability to construct or modify websites and various forms of virtual marketing.			X	X
7. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.	X		X	X

Entrepreneurship and Management

1. Students will be able to explain concepts, theories, and practices in business finance and apply them to management decision making.			X	X
2. Students will be able to explain concepts, theories, and practices in investment management and apply them to management decision making.			X	X
3. Students will be able to explain concepts, theories, and practices in insurance and apply them to management decision making.			X	X
4. Students will be able to explain concepts, theories, and practices in federal taxation and apply them to management decision making.			X	X
5. Students will be able to explain concepts, theories, and practices in electronic marketing and apply them to management decision making.			X	X
6. Students will be able to explain concepts, theories, and practices in operations management and apply them to management decision making.			X	X
7. Students will be able to explain concepts, theories, and practices in project management and apply them to management decision making.			X	X
8. Students will be able to explain concepts, theories, and practice in human resources management and apply them to management decision making.	X		X	X
Human Resources Management				
1. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.	X		X	X
2. Students will be able to explain concepts, theories, and practices in insurance and apply them to management decision making.			X	X
3. Students will be able to explain concepts, theories, and practices in business finance.			X	X
4. Students will be able to explain concepts, theories, and practices in electronic security and apply them to management decision making.			X	X
5. Students will be able to explain concepts, theories and practices in contract law.			X	X
6. Students will be able to explain concepts, theories, and practices in organizational behavior and apply them to management decision making.			X	X
7. Students will demonstrate an ability to negotiate successfully.	X		X	X
8. Students will be able to explain concepts, theories, and practices in compensation and benefits and apply them to management decision making.			X	X
Healthcare Administration				
1. Students will be able to explain concepts, theories, and practices in insurance and apply them to management decision making.			X	X

2. Students will be able to explain concepts, theories, and practices in business finance.			X	X
3. Students will be able to explain concepts, theories, and practices in accounting and apply them to management decision making.			X	X
4. Students will be able to explain concepts, theories, and practices in healthcare finance and grant writing and apply them to management decision making.			X	X
5. Students will be able to explain concepts, theories, and practices in healthcare policy and leadership and apply them to management decision making.			X	X
6. Students will be able to explain concepts, theories, and practices in health-related research.			X	X
7. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.	X		X	X
Forestry Management				
1. Students will be able to explain concepts, theories, and practices in business finance and apply them to management decision making.	X		X	X
2. Students will be able to explain concepts, theories, and practices in forestry management and apply them to management decision making.			X	X
3. Students will be able to explain concepts, theories, and practices in wood fiber product development and marketing and apply them to management decision making.			X	
4. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.	X		X	X
Sports Management and Representation				
1. Students will be able to explain concepts, theories, and practices in business finance and apply them to management decision making.			X	X
2. Students will be able to explain concepts, theories and practices in contract law.			X	X
3. Students will demonstrate an ability to negotiate successfully.	X		X	X
4. Students will be able to explain concepts, theories, and practices in project management and apply them to management decision making.			X	X
5. Students will be able to explain concepts, theories, and practices in sports management and apply them to management decision making.			X	
6. Students will be able to explain concepts, theories, and practices in coaching sports.	X		X	
7. Students will be able to explain concepts, theories, and practices in compensation and benefits and apply them to management decision making.			X	X
8. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.	X		X	X

Computer Applications in Business				
1. Students will be able to explain concepts, theories, and practices in information technology and apply them in business settings.	X	X	X	X
Rural Public Safety Administration				
1. Students will be able to explain concepts, theories, and practices in management of a not-for-profit organization and apply them in public management settings.	X		X	X
2. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.	X		X	X
E-Commerce				
1. Students will be able to explain concepts, theories, and practices in management and apply them in virtual settings.	X		X	X
2. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.	X		X	X

Outcomes Assessment Program

Student Learning Outcome/ Intended Student Learning Outcome	Direct				Indirect			
	Comprehensive Test (Peregrine)	Capstone Course	Internship Evaluation	Student Electronic Portfolio	GPA in Program Courses	GPA in all courses	Graduate Exit Survey	Alumni Survey
COMMON TO ALL PROGRAMS	1	2	3	4	1	2	3	4
1. Students will be able to explain the principal concepts, theories, and practices and describe the interrelationships between the functional areas of business, including accounting, marketing, finance and management.	X			X	X		X	
2. Students will be able to identify and describe multicultural dimensions of management.	X			X	X		X	
3. Students will be able to explain relevant theories and principles associated with the economic environment of business.	X			X	X		X	
4. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.	X			X	X		X	
5. Students will be able to apply quantitative methods and tools to business decision making.	X			X	X		X	
6. Students will be able to explain concepts and practices in information technology systems and demonstrate fluency in their use.	X			X	X		X	
7. Students will be able to construct coherent oral and written forms of communication and present them in a professional context.	X			X	X		X	
8. Students will be able to work effectively with diverse colleagues in team situations.			X		X		X	

9. Students will be able to evaluate theory and practice across various functional business disciplines in the analysis of organizational problems and challenges.		X	X		X		X	
10. Students will be able to explain concepts, theories, and practices in strategic management and apply them to management decision making.		X	X		X		X	
11. Students will be able to conduct independent research.		X	X		X		X	
12. Students will be able to absorb new information and understand the relationship and impact of the new body of information on existing knowledge.	X			X	X		X	

Accounting

1. Students will be able to explain concepts, theories, and practices in accounting and apply them to management decision making.			X	X	X		X	
2. Students will be able to explain concepts, theories, and practices in federal taxation and apply them to management decision making.			X	X	X		X	
3. Students will be able to explain concepts, theories, and practices in investment management.			X	X	X		X	
4. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.			X	X	X		X	

Corporate Finance

1. Students will be able to explain concepts, theories, and practices in finance and apply them to management decision making.			X	X	X		X	
2. Students will be able to explain concepts, theories, and practices in accounting and apply them to management decision making.			X	X	X		X	
3. Students will be able to explain concepts, theories, and practices in federal taxation and apply them to management decision making.			X	X	X		X	

4. Students will be able to explain concepts, theories, and practices in investment management and apply them to management decision making.			X	X	X		X	
5. Students will be able to explain concepts, theories, and practices in insurance and apply them to management decision making.			X	X	X		X	
6. Students will be able to explain concepts, theories, and practices of international trade.			X	X	X		X	
7. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.			X	X	X		X	
Financial Services								
1. Students will be able to explain concepts, theories, and practices in insurance.			X	X	X		X	
2. Students will be able to explain concepts, theories, and practices in business finance.			X	X	X		X	
3. Students will be able explain concepts, theories, and practices in federal taxation.			X	X	X		X	
4. Students will be able to explain concepts, theories and practices in contract law.			X	X	X		X	
5. Students will demonstrate skills in business negotiations and sales.			X	X	X		X	
6. Students will be able to explain concepts, theories, and practices in investment management.			X	X	X		X	
7. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.			X	X	X		X	
E-Business								
1. Students will be able to explain concepts, theories, and practices in business finance and apply them to management decision making.			X	X	X		X	
2. Students will be able to explain concepts, theories, and practices in investment management and apply them to management decision making.			X	X	X		X	

3. Students will be able to explain major concepts, theories, and practices in operations management and apply them to management decision making.			X	X	X		X	
4. Students will be able to explain concepts, theories, and practices in electronic marketing and apply them to management decision making.			X	X	X		X	
5. Students will be able to explain concepts, theories, and practices in electronic security and apply them to management decision making.			X	X	X		X	
6. Students will demonstrate an ability to construct or modify websites and various forms of virtual marketing.			X	X	X		X	
7. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.			X	X	X		X	

Entrepreneurship and Management

1. Students will be able to explain concepts, theories, and practices in business finance and apply them to management decision making.			X	X	X		X	
2. Students will be able to explain concepts, theories, and practices in investment management and apply them to management decision making.			X	X	X		X	
3. Students will be able to explain concepts, theories, and practices in insurance and apply them to management decision making.			X	X	X		X	
4. Students will be able to explain concepts, theories, and practices in federal taxation and apply them to management decision making.			X	X	X		X	
5. Students will be able to explain concepts, theories, and practices in electronic marketing and apply them to management decision making.			X	X	X		X	
6. Students will be able to explain concepts, theories, and practices in operations management and apply them to management decision making.			X	X	X		X	
7. Students will be able to explain concepts, theories, and practices in project management and apply them to management decision making.			X	X	X		X	

8. Students will be able to explain concepts, theories, and practice in human resources management and apply them to management decision making.			X	X	X		X	
Human Resources Management								
1. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.			X	X	X		X	
2. Students will be able to explain concepts, theories, and practices in insurance and apply them to management decision making.			X	X	X		X	
3. Students will be able to explain concepts, theories, and practices in business finance.			X	X	X		X	
4. Students will be able to explain concepts, theories, and practices in electronic security and apply them to management decision making.			X	X	X		X	
5. Students will be able to explain concepts, theories and practices in contract law.			X	X	X		X	
6. Students will be able to explain concepts, theories, and practices in organizational behavior and apply them to management decision making.			X	X	X		X	
7. Students will demonstrate an ability to negotiate successfully.			X	X	X		X	
8. Students will be able to explain concepts, theories, and practices in compensation and benefits and apply them to management decision making.			X	X	X		X	
Healthcare Administration								
1. Students will be able to explain concepts, theories, and practices in insurance and apply them to management decision making.			X	X	X		X	
2. Students will be able to explain concepts, theories, and practices in business finance.			X	X	X		X	
3. Students will be able to explain concepts, theories, and practices in accounting and apply them to management decision making.			X	X	X		X	

4. Students will be able to explain concepts, theories, and practices in healthcare finance and grant writing and apply them to management decision making.			X	X	X		X	
5. Students will be able to explain concepts, theories, and practices in healthcare policy and leadership and apply them to management decision making.			X	X	X		X	
6. Students will be able to explain concepts, theories, and practices in health-related research.			X	X	X		X	
7. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.			X	X	X		X	
Forestry Management								
1. Students will be able to explain concepts, theories, and practices in business finance and apply them to management decision making.			X	X	X		X	
2. Students will be able to explain concepts, theories, and practices in forestry management and apply them to management decision making.			X	X	X		X	
3. Students will be able to explain concepts, theories, and practices in wood fiber product development and marketing and apply them to management decision making.			X	X	X		X	
4. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.			X	X	X		X	
Sports Management and Representation								
1. Students will be able to explain concepts, theories, and practices in business finance and apply them to management decision making.			X	X	X		X	
2. Students will be able to explain concepts, theories and practices in contract law.			X	X	X		X	
3. Students will demonstrate an ability to negotiate successfully.			X	X	X		X	

4. Students will be able to explain concepts, theories, and practices in project management and apply them to management decision making.			X	X	X		X	
5. Students will be able to explain concepts, theories, and practices in sports management and apply them to management decision making.			X	X	X		X	
6. Students will be able to explain concepts, theories, and practices in coaching sports.			X	X	X		X	
7. Students will be able to explain concepts, theories, and practices in compensation and benefits and apply them to management decision making.			X	X	X		X	
8. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.			X	X	X		X	
Computer Applications in Business								
1. Students will be able to explain concepts, theories, and practices in information technology and apply them in business settings.			X	X	X		X	
Rural Public Safety Administration								
1. Students will be able to explain concepts, theories, and practices in management of a not-for-profit organization and apply them in public management settings.			X	X	X		X	
2. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.			X	X	X		X	
E-Commerce								
1. Students will be able to explain concepts, theories, and practices in management and apply them in virtual settings.			X	X	X		X	
2. Students will be able to explain concepts, theories, and practices in human resources management and apply them to management decision making.			X	X	X		X	

Key Learning Outcomes Assessment

IACBE mandates coverage of seven Key Learning Outcomes for bachelor's degree programs; the following table maps our direct measurements to those learning outcomes.

	DIRECT			
Key Learning Outcomes	Comprehensive Test (Peregrine)	Capstone Course	Internship Evaluation	Student Electronic Portfolio
	1	2	3	4
1. Students will be able to explain the principal concepts, theories, and practices in and describe the interrelationships between the functional areas of business, including accounting, marketing, finance and management.	X			X
2. Students will be able to explain relevant theories and principles associated with the economic environment of business.	X			X
3. Students will be able to identify and describe multicultural dimensions of management.	X			X
4. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.	X			X
5. Students will be able to apply quantitative methods and tools to business decision making.	X			X
6. Students will be able to construct coherent oral and written forms of communication and present them in a professional context.	X			X
7. Students will be able to explain concepts, theories, and practices in strategic management, be able to conduct independent research, and apply them to management decision making.	X			X

Student Learning Outcomes Overview

Assessment of student learning within the Professional Management Programs consists of three parts: assessing basic general skills, basic management skills, and higher order thinking skills. Basic general skills are assessed prior to initial scheduling, during six basic general education courses and during a mandatory first-year-experience course. Basic management skills are assessed during required core courses and in a comprehensive exam. Higher order thinking skills are assessed in a required capstone course and in an internship. A history of the assessments and examples of student accomplishments are chronicled in individual electronic portfolios.

A. Basic Skills Assessment:

Accuplacer Test Results. Prior to registration in any academic courses, each student must score at or above the thirty fifth percentile in reading comprehension, writing ability, and mathematical computation. This assessment is conducted by the Academic Services Office and occurs before a student enters the Business Management Program.

. All management students, during a required first-year-experience course, take the MAPP Test, and the results are used to ensure that gaps in basic skills are addressed early in their program.

General Education Skills Courses. Management students are required to successfully complete six courses: Eng 100 and 101 English Composition 1 and 2, Bus 219 Business and Professional Speaking, Mat 280 Finite Mathematics 2: Linear Systems and Mathematics of Finance, Mat 351 Statistics, and Cos 103 Introduction to Information Technology. A minimum grade point average of 2.0 is required for these courses before selection of an area of concentration within the Professional Management Programs.

Student Electronic Portfolio. Evidence of proficiency in basic skills is maintained in a student's portfolio.

Required Capstone Course. A capstone course is required. During the assessments in this course, student mastery of basic skills is verified.

Internship Program. Each student is required to complete an internship in his/her area of concentration. Assessment of the internship involves a review of basic skills by two faculty members and the organization hosting the intern.

B. Basic Business Skills Assessment:

Student Electronic Portfolio. Evidence of proficiency in basic business skills is maintained in a student's portfolio.

Comprehensive Exam. As a prerequisite for taking a capstone course, each student is required to complete a comprehensive exam of business skills. The test used will be the Peregrine Academic Testing Service, Comprehensive Test in Business. Students will usually take this exam in their junior or senior year; the early timing allows time for supplementary instruction if needed.

Required Capstone Course. Within each area of concentration, a capstone course is required. As part of each capstone course, student mastery of business skills is verified in an applied setting.

Internship Program. Each student is required to complete an internship in his/her area of concentration. Assessment of the internship involves a review of business skills by two faculty members.

C. Higher Order Thinking Skills:

Required Capstone Course. Within each area of concentration, a capstone course is required. As part of each capstone course, student mastery of higher order thinking skills is assessed.

Internship Program. Each internship program has two faculty members involved in assessing a student's ability to operate in a practical setting and apply appropriate higher order thinking skills. The primary faculty member is responsible for mentoring the student and arranging the internship. The secondary faculty member is chosen based on his/her expertise in the student's area of concentration, and he/she acts as a consultant and is directly involved in assessment of the internship experience.

Student Electronic Portfolio. Evidence of demonstrations of mastery of higher order thinking skills is maintained in a student's portfolio, and it is assessed prior to graduation.

Graduate Exit Survey. Prior to graduation, students are interviewed and they complete a survey by the Office of Student Success. They are asked to evaluate their learning experiences. The results of these interviews and surveys are compared to the results of the direct assessments.

Alumni Survey. Five years after graduation, a survey is conducted by the Office of Student Success to assess the success of the student as a business professional and as a citizen, and the results are compared to prior assessments.

Student Personal Development Program for Management Programs

Within the Professional Management Programs at the University, student personal development is a priority. The following describes a systemic program that encourages the personal development of each student.

In addition to the leadership of the Vice President of Academic Affairs, the following are involved in student development: the Office of Student Affairs, the Office of Academic Services, the Office of Student Success, the Chair of the Professional Management Division, the Program Coordinators, and the students' advisers/mentors. They collaborate to provide direction, encouragement, and assistance to each student according to individual student situations.

The process begins with initial advising in which students are tested for proficiency in basic reading, writing and mathematical skills by the Office of Academic Services. Students are subsequently advised by a team of two advisers, with one concentrating on exploring program options and student strengths, weaknesses and aspirations, and the other concentrating on building an initial schedule and transitional issues. Each student is also assigned to a mandatory first-year-experience course that emphasizes knowledge, skills and attitudes to be successful as a student, as a person, and as a professional. Together, the two advisers and the first-year-experience instructor assist the student to select a permanent adviser/mentor to bond with and develop academically and professionally. The student's social transition is also monitored by the Office of Student Affairs. The entire process is overseen by the Director of Student Success.

In terms of skills development, basic skills development is ensured through initial placement testing and mandated general education courses. Basic management skills are ensured through demonstrated proficiency via an electronic portfolio, and tested by a third party at the end of the program. Higher order learning skills are ensured through a mandatory capstone course and a

mandatory internship. The entire process is evidenced in the students' electronic portfolios, and each portfolio is evaluated to ensure development as a person, as a learner, and as a professional.

In each concentration area, a student is required to complete a capstone course and an eight-to-twelve credit internship in addition to maintaining an electronic portfolio that demonstrates achievement in that concentration. The faculty members in the area of concentration evaluate the capstone experiences, the internship experiences, and the student's portfolio to ensure the student is prepared to enter a career or to go on to graduate studies.

Additionally, each graduate is interviewed, and completes an exit survey prior to graduation. Five years after graduation, alumni will be surveyed for their evaluation of their learning and experience at the University. Career counseling and personal development is monitored by the adviser/monitor, Program Coordinator and Director of Student Success.

Program Operational Outcomes

In order to achieve the five goals of the program, the Professional Management Program assesses the following Intended Operational Outcomes using the tools indicated in parentheses:

Intended Operational Outcomes

1. Students will be prepared for and find employment in an intended career field. (measure direct 3 & 4, indirect 1 & 3)
2. Students will understand and demonstrate social responsibility, sustainability and social entrepreneurial skills. (measure direct 2 & 4, indirect 2 & 4)
3. Students will demonstrate excellence in learning. (measure direct 1 & 4, indirect 1 & 2)
4. Students will have a high quality education. (measure direct 1 & 4, indirect 1 & 2)
5. Program faculty will be highly qualified, effective teachers. (measure direct 1 & 3, indirect 1 & 2)
6. Academic program will be current, relevant, and meet the needs of the business community. (measure direct 2 & 3, indirect 3 & 4)(also reviewed by Business Advisory Board)

Intended Operational Outcomes

Program Goals / Operational Outcomes	Direct				Indirect			
	Comprehen- sive Test (Peregrine)	Capstone Course	Internship Evaluation	Student Electronic Portfolio	Student GPA in Program Courses	Student GPA in All Courses	Graduate Exit Survey	Alumni Survey
	1	2	3	4	1	2	3	4
1. Students will be prepared for and find employment in an intended career field.			X	X	X		X	
2. Student will understand and demonstrate social responsibility, sustainability and social entrepreneurial skills.		X		X		X		X

3. Students will demonstrate excellence in learning.	X			X	X	X		
4. Students will have a high quality education.	X			X	X	X		
5. Program faculty will be highly qualified, effective teachers.	X		X		X	X		
6. Academic program will be current, relevant, and meet the needs of the business community.		X	X				X	X

Intended Operational Outcomes

Program Goals / Operational Outcomes	Stewardship	Learning	Collaboration	Citizenship	Excellence
	1	2	3	4	5
1. Students will be prepared for and find employment in an intended career field.	X		X		X
2. Student will understand and demonstrate social responsibility, sustainability and social entrepreneurial skills.	X	X	X	X	
3. Students will demonstrate excellence in learning.		X	X	X	X
4. Students will have a high quality education.	X	X	X	X	X
5. Program faculty will be highly qualified, effective teachers.		X	X	X	X
6. Academic program will be current, relevant, and meet the needs of the business community.	X		X		X

Section 6 Measurement Instruments and Rubrics

BUS 411L Individual Student Portfolio Professional Management Division

One Credit

Prerequisites: Senior standing in BS in Business or Business-related Programs

Course Description:

Individual Student Portfolio 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
- 4) Skilled Entrepreneur.

Outcome #1 is demonstrated by examples of fulfilling UMFK's General Education Outcomes (attachment A).

Outcome #2 is demonstrated by examples of co-curricular activities and work beyond the business core requirements.

Outcome #3 is demonstrated by examples of mastering Common Professional Components (CPCs as defined by IACBE, see attachment B).

Outcome #4 is demonstrated by examples of achievement in projects and internships.
Method of instruction:

This course is delivered asynchronously and involves each student creating a portfolio and presenting it for evaluation as evidence that he/she successfully met the student learning outcomes goals of the Professional Management Program.

Method of evaluation:

30% Quantity of evidence documenting student learning outcomes

30% Quality of evidence documenting student learning outcomes

30% Integrative Product that illustrates: who a student is, what a student has accomplished, and what a student aspires to.

10% successful completion of Third-Party Comprehensive Test of Program (Peregrine Academic Services Comprehensive Test).

Evaluation of portfolio will be done by a group of faculty members from Professional

Management Division that includes the course and program coordinators and academic adviser.

- solve complex word problems involving percent, average, and proportional reasoning
- find the square root of decimal numbers
- solve simple number sentences involving a variable

Elementary Algebra Proficiency Statements

Total right score of about 28 - 43

Students at this level have minimal pre-algebra skills. These students demonstrate:

- a sense of order relationships and the relative size of signed numbers
- the ability to multiply a whole number by a binomial

Total right score of about 44 - 81

Students scoring at this level have minimal elementary algebra skills. These students can:

- perform operations with signed numbers
- combine like terms
- multiply binomials
- evaluate algebraic expressions

Total right score of about 82 - 108

Students at this level have sufficient elementary algebra skills. By this level, the skills that were beginning to emerge at a Total Right Score of 57 have been developed. Students at this level can:

- add radicals, add algebraic fractions, and evaluate algebraic expressions
- factor quadratic expressions in the form $ax^2 + bx + c$, where $a = 1$
- factor the difference of squares
- square binomials
- solve linear equations with integer coefficients

Total right score of about 109 or higher

Students at this level have substantial elementary algebra skills. These students can:

- simplify algebraic expressions
- factor quadratic expressions where $a = 1$
- solve quadratic equations
- solve linear equations with fractional and literal coefficients and linear inequalities with integer coefficients
- solve systems of equations
- identify graphical properties of equations and inequalities

College-Level Mathematics Proficiency Statements

Total Right Score of about 39 or less

These students should take the Elementary Algebra test before any placement decisions are finalized.

Total Right Score of about 40 - 62

Students scoring at this level can:

- identify common factors
- factor binomials and trinomials
- manipulate factors to simplify complex fractions.

Rubric for BUS 411 (as Outcome Measure)

Because a grade cannot usually be used as a direct measure of student learning, and because the course syllabus is not explicit in describing the rubrics used for the grade. The following explanation is offered.

See BUS 411 syllabus for Case Study Analyses in accompanying document.

Course Grade Calculation is as follows:

Mid Term Exam	15%
Final Exam	25%
Assignments	24%
Case Presentations	26%
Participation	<u>10%</u>
Total	100%

Syllabus includes detailed rubric for Case Presentations and Participation.

Midterm Exam covers materials needed to complete case studies, and is graded on demonstrated knowledge of analyzing business cases, referencing the case study rubric.

The assignments are generated by the results of the midterm exam to fit cohort needs, and is assessed using the case study rubric.

The Final Exam is comprehensive and replaces the midterm score if student demonstrates mastery of the material. Again the case study rubric is the basis for grading.

The resulting grade then is used as a direct measure of student learning outcomes because it is based on an objective rubric.

Business Internship Grading Rubric

Internship Evaluation:

The evaluation of the intern will be based on collected evaluations of the student's performance during the internship. Evaluation reports will be forwarded to the Business Internship Coordinator during the internship in a timely fashion, at least four times during the internship. During the internship the Coordinator will visit the work site and meet with the supervisor and the intern to gather additional information to be used in the grading rubric. Final grade will be based on the rubric below. *See attached rating scale.

Student Performance is rated as Novice, Apprentice, Practitioner, or Expert.

Novice: performs well, but needs direction, lacks initiative.

Apprentice: needs minimal directing, demonstrates initiative and perseverance, and demonstrates an understanding of conceptual application.

Practitioner: demonstrates initiative, conceptual application, broad understanding of business operation, including contextual knowledge.

Expert: demonstrates practitioner status and an understanding of organizational success in a competitive setting.

Novice: (D)	Apprentice: (C)	Practitioner: (B)	Expert: (A)
Performs well, but needs direction and lacks initiative, follows plans provided, sometimes does personal item while at work.	Needs minimal direction, demonstrates initiative and perseverance, and demonstrates an understanding of conceptual applications.	Demonstrates initiative, conceptual application and broad understanding of business operations including contextual knowledge.	Demonstrates practitioner status and understanding of organizational success in a competitive setting.
Rating Scales report from Supervisor: Ratings of 1's & 2's* *See Rating Scale Attached.	Rating Scales report from Supervisor: Ratings of 2's & 3's*	Rating Scales report from Supervisor: Ratings of 3's & 4's*	Rating Scales report from Supervisor: Ratings of Mostly 5's*
Written Report submitted at the end of the internship shows lack of time in preparing the report, quality lacking.	Written Report submitted at the end of the internship provides good detail of the work attempted and completed. Paper well prepared.	Written Report submitted at the end of the internship provides good detail in a journal from of the daily and weekly activities engaged in. Paper well prepared	Written Report submitted at the end of the internship provides information indicated in the other levels as well as how the student was prepared for the internship.

Graduation Survey

The purpose of this survey is for the university to get a better understanding of what you have experienced as a student in addition to how you might use it to relate to everyday activities after graduation. Please take a few minutes to complete the survey and be honest so that we may better serve the student body.

General Learning Outcomes

Please rate the following statements as they relate to your learning experience as an undergraduate student at UMFK:

SA = Strongly Agree **A** = Agree **N** = Neutral **D** = Disagree **SD** = Strongly Disagree

Statement	SA	A	N	D	SD
I understand and appreciate the human need to express feelings and ideas through the Arts and Humanities	<input type="radio"/>				
I understand that the scientific method and principles of physical/biological sciences can be applied to other areas of thought and practice	<input type="radio"/>				
I understand that individual and societal behaviors affect humankind	<input type="radio"/>				
I understand the history of European and Euro-influenced societies	<input type="radio"/>				
I feel confident in my ability to use written and oral communication to exchange thoughts, ideas and information with a variety of audiences	<input type="radio"/>				
I feel confident in my ability to use quantitative skills and apply them to mathematical and other situations	<input type="radio"/>				
I feel confident in my ability to utilize current technology to effectively and critically analyze information	<input type="radio"/>				
I feel confident in my ability to think critically by exploring different perspectives, interpreting and evaluating evidence, applying innovative and logical reasoning, and developing one's own ideas	<input type="radio"/>				
I have achieved a basic level of proficiency in a language other than English	<input type="radio"/>				
I have a general understanding of historical perspectives and am able to apply them to current and future situations	<input type="radio"/>				
I understand the importance of global knowledge, diversity, and the interaction between cultures and societies	<input type="radio"/>				
I have gained the ethical reasoning and civil engagement skills necessary to be a responsible member of a rural democratic community	<input type="radio"/>				
I have gained the necessary knowledge, skills, and attitudes to become a lifelong learner	<input type="radio"/>				
I have gained the necessary knowledge, skills, and attitudes to become a successful professional	<input type="radio"/>				

Relationship to Career

Please rate the following statements as they relate to preparing you for your career path:

SA = Strongly Agree **A** = Agree **N** = Neutral **D** = Disagree **SD** = Strongly Disagree

Library Services	<input type="radio"/>					
Information Technology	<input type="radio"/>					
Student Billing	<input type="radio"/>					
Cost of Attendance	<input type="radio"/>					

Future Plans

I have applied to Graduate School: Yes No

If Yes, Where? _____

I have been accepted to Graduate School: Yes No

If Yes, Where? _____

I have enrolled in Graduate School: Yes No

If Yes, Where? _____

I plan on enlisting in the armed services: Yes No

Which branch? _____

I am employed: Full-time Part-time Unemployed

Name and Location of Employer: _____

Annual Salary: Less than \$24,999 \$25,000 - \$39,999

\$40,000 - \$54,999 \$55,000 - \$69,999

\$70,000 - \$89,999 More than \$90,000

I am not currently employed, but plan on pursuing a career in _____

Biographical Information

Gender: Male Female

Age: Under 18 18-25 25-34 35-44 45-54 56-64 65 & Up

Ethnic Background: African American/Black Asian/Pacific Islander Caucasian

Hispanic/Latino Native American Other: _____

Enrollment Status: Full-Time Part-Time

Housing Status: Resident Commuter

Approximate Cumulative Grade Point Average:

4.0 – 3.7 2.7 – 3.6 1.7 – 2.6 1.0-1.6 Below 1.0

Degree Received: AA AS

BA BS BSES BSN BUS

- Major:
- Behavioral Science
 - Biology
 - Business Management
 - Computer Applications
 - Criminal Justice
 - Electronic Commerce
 - Elementary Education
 - English

- Environmental Studies
- Forest Technology
- French
- Human Services
- Nursing
- Rural Public Safety
- Secondary Education
- Social Science

- Minor:
- Art
 - Behavioral Science
 - Biology
 - Coaching
 - Criminal Justice
 - Cultural Anthropology
 - Diversity Studies
 - Education
 - Forensic Science
 - English

 - Environmental Studies
 - Forestry
 - French
 - History
 - Math
 - Music
 - Oral Communications
 - Social Science
 - Theater

Comments: _____

Learning Experiences

Please rate the following statements as they relate to your education at UMFK and preparing you for the transition out of college:

SA = Strongly Agree **A** = Agree **N** = Neutral **D** = Disagree **SD** = Strongly Disagree

Statement	SA	SA	N	SD	SD
I understand and appreciate the human need to express feelings and ideas through the Arts and Humanities	<input type="radio"/>				
I understand that the scientific method and principles of physical/biological sciences can be applied to other areas of thought and practice	<input type="radio"/>				
I understand that individual and societal behaviors affect humankind	<input type="radio"/>				
I understand the history of European and Euro-influenced societies	<input type="radio"/>				
I feel confident in my ability to use written and oral communication to exchange thoughts, ideas and information with a variety of audiences	<input type="radio"/>				
I feel confident in my ability to use quantitative skills and apply them to mathematical and other situations	<input type="radio"/>				
I feel confident in my ability to utilize current technology to effectively and critically analyze information	<input type="radio"/>				
I feel confident in my ability to think critically by exploring different perspectives, interpreting and evaluating evidence, applying innovative and logical reasoning, and developing one's own ideas	<input type="radio"/>				
I have achieved a basic level of proficiency in a language other than English	<input type="radio"/>				
I have a general understanding of historical perspectives and am able to apply them to current and future situations	<input type="radio"/>				
I understand the importance of global knowledge, diversity, and the interaction between cultures and societies	<input type="radio"/>				
I have gained the ethical reasoning and civil engagement skills necessary to be a responsible member of a rural democratic community	<input type="radio"/>				
I have gained the necessary knowledge, skills, and attitudes to become a lifelong learner	<input type="radio"/>				
I have gained the necessary knowledge, skills, and attitudes to become a successful professional	<input type="radio"/>				
I have gained the necessary knowledge, skills, and attitudes to become a successful leader and/or serve in a leadership position	<input type="radio"/>				

Comments: _____

Current Information

Are you currently attending graduate school? Yes No

If **YES**, please provide the following information:

Degree you are currently pursuing: _____

Name of Institution: _____

Anticipated date of graduation: _____

Are you currently employed? Full-time Part-time No

If **YES**, please provide the following information:

Name of Company or Institution _____

Address _____

City _____ State _____ Zip Code _____

Phone Number (*optional*) _____

Email (*optional*) _____

How long after graduation did it take you to find employment?

Had a position upon graduation 1-2 months 3-6 months

7-12 months Still looking

Current Annual Salary:

Less than \$24,999 \$25,000 - \$39,999

\$40,000 - \$54,999 \$55,000 - \$69,999

\$70,000 - \$89,999 More than \$90,000

Alumni Involvement

What activities have you recently participated in as a UMFK alumnus?

Athletic Events

Scarecrow Festival Parade

Alumni Banquet

Networking Events

Prometheus Dance

Other: _____

Please indicate which activities you might be interested in partaking (please check all that apply):

Serve on the Alumni Association Board of Directors

Help recruit prospective students in my area

Host a send-off party for new students from my area heading to UMFK

Attend an alumni gathering in my area

Assist in hosting an alumni gather in my area

Other: _____

- Students of Community Service (SOCS)
- Investments Club
- Newman Club
- Diversity Club
- Student Senate
- Social Justice Club
- Spectrum
- Residence Hall Council
- Earth Club
- Non-traditional Students Club
- Amnesty International
- Writing Club
- Bengal Review (newspaper)
- Bengal Dance Squad
- Alpha Chi
- Student Teacher's Educational
Professional Society (STEPS)
- Other: _____

UMFK Experience

Please rate the following statements as they relate to the overall satisfaction of your experience at the University of Maine at Fort Kent.

SA = Strongly Agree **A** = Agree **N** = Neutral **D** = Disagree **SD** = Strongly Disagree

Statement	SA	A	N	D	SD	N/A
I am satisfied with my decision to attend UMFK	<input type="radio"/>					
I would recommend other students to consider UMFK for their education	<input type="radio"/>					
I am satisfied with my overall experience at UMFK	<input type="radio"/>					
I am satisfied with the overall academic experience that I received at UMFK	<input type="radio"/>					
I am satisfied with the overall social experience that I received at UMFK	<input type="radio"/>					
I was able to form respectful relationships with faculty members	<input type="radio"/>					
I was able to form respectful relationships with other students	<input type="radio"/>					
I found campus services to be readily available	<input type="radio"/>					
I am satisfied with the quality of campus security that was available on campus	<input type="radio"/>					
I found the relationship between the University and the community to be a	<input type="radio"/>					

positive one						
I found the availability and quantity of financial resources to be adequate	<input type="radio"/>					
I am satisfied with the Health and Wellness services that were offered at UMFK	<input type="radio"/>					
I am satisfied with the amount of student activities and events that were offered on campus	<input type="radio"/>					
I found the technological services to be readily available on campus	<input type="radio"/>					
I am satisfied with the varsity/intramural athletic opportunities that were available at UMFK	<input type="radio"/>					
I am satisfied with the academic assistance and tutoring services that were available at UMFK	<input type="radio"/>					
I found the quality and quantity of resources in the library to be adequate	<input type="radio"/>					

Comments:

Learning Experiences related to your Career

Please rate the following statements as they relate to preparing you for your chosen career path:

SA = Strongly Agree **A** = Agree **N** = Neutral **D** = Disagree **SD** = Strongly Disagree

Statement	SA	SA	N	SD	SD
I understand and appreciate the human need to express feelings and ideas through the Arts and Humanities	<input type="radio"/>				
I understand that the scientific method and principles of physical/biological sciences can be applied to other areas of thought and practice	<input type="radio"/>				
I understand that individual and societal behaviors affect humankind	<input type="radio"/>				
I understand the history of European and Euro-influenced societies	<input type="radio"/>				
I feel confident in my ability to use written and oral communication to exchange thoughts, ideas and information with a variety of audiences	<input type="radio"/>				
I feel confident in my ability to use quantitative skills and apply them to mathematical and other situations	<input type="radio"/>				
I feel confident in my ability to utilize current technology to effectively and critically analyze information	<input type="radio"/>				
I feel confident in my ability to think critically by exploring different perspectives, interpreting and evaluating evidence, applying innovative and logical reasoning, and developing one's own ideas	<input type="radio"/>				
I have achieved a basic level of proficiency in a language other than English	<input type="radio"/>				
I have a general understanding of historical perspectives and am able to apply them to current and future situations	<input type="radio"/>				
I understand the importance of	<input type="radio"/>				

global knowledge, diversity, and the interaction between cultures and societies					
I have gained the ethical reasoning and civil engagement skills necessary to be a responsible member of a rural democratic community	<input type="radio"/>				
I have gained the necessary knowledge, skills, and attitudes to become a lifelong learner	<input type="radio"/>				
I have gained the necessary knowledge, skills, and attitudes to become a successful professional	<input type="radio"/>				
I have gained the necessary knowledge, skills, and attitudes to become a successful leader and/or serve in a leadership position	<input type="radio"/>				

Comments:

Current Information

Are you currently attending graduate school? Yes No

If **YES**, please provide the following information:

Degree you are currently pursuing:

Name of Institution:

Anticipated date of graduation:

Are you currently employed? Full-time Part-time No

If **YES**, please provide the following information:

Name of Company or Institution

Address

City _____ State _____ Zip Code _____

Phone Number (*optional*)

Email (*optional*)

How long after graduation did it take you to find employment?

- Had a position upon graduation 1-2 months 3-6 months
 7-12 months Still looking

Current Annual Salary:

- Less than \$24,999 \$25,000 - \$39,999
 \$40,000 - \$54,999 \$55,000 - \$69,999
 \$70,000 - \$89,999 More than \$90,000

Alumni Involvement

What activities have you recently participated in as a UMFK alumnus?

- Athletic Events
 Scarecrow Festival Parade
 Alumni Banquet
 Networking Events
 Prometheus Dance
 Other:
-

Please indicate which activities you might be interested in partaking (please check all that apply):

- Serve on the Alumni Association Board of Directors
 Help recruit prospective students in my area
 Host a send-off party for new students from my area heading to UMFK
 Attend an alumni gathering in my area
 Assist in hosting an alumni gather in my area
 Other:
-

How long has it been since your last visit to the University of Maine at Fort Kent campus?

- 1 week 1 month 6 months 1-2 years ago
 3-4 years More than 4 years

Have you financially contributed to the University of Maine at Fort Kent?

Academic Level: Bachelors Sample Size(s): 15 Outbound Exams

UNIVERSITY OF MAINE AT FORT KENT
Sample Program Plan
to
Address Eduventure Recommendations

Recommendations	Goals	Action Steps	Anticipated Date of Implementation	Who Responsible	Resources Needed
<u>Business</u>					
Improve Program Assessment	Complete process established for IACBE accreditation	Complete Portfolio process External testing Surveys	May 2011	Leo Roger Roger	Annual Student Fee for all students in affected programs
Review and Improve Concentrations	Focus concentrations	Alter concentrations	January 2011	Roger	N/A
Develop Marketing Plan for selected concentrations	Marketing Aids for each concentration & focus on marketing concentrations with greatest potential enrollment	Construct marketing handouts for each concentration Pick three to emphasize	May 2011 January 2011	Tony Enerva Roger	Part-time fixed-term faculty position needed (may be funded via internship program)
Review Student Assessment Process	Complete process as stated in accreditation documents	Complete Portfolio Process, External Testing & Surveys	May 2011	Leo Roger Roger	Annual Student Fee for all students in affected programs
Evaluate online program offerings	Have effective, self-sustaining programs	Evaluate each online program	February 2011	Roger, Ray, Leo and Tony E.	N/A

E-Commerce					
Evaluate Viability of Program and make recommendations	Review and Recommend Action	Make catalog changes and integrate into business more			N/A

Recommendations	Goals	Action Steps	Anticipated Date of Implementation	Who Responsible	Resources Needed
Public Safety Administration	Review and Recommend Action	Make course changes to fit IACBE better Develop Emergency Mgmt Program	January 2011	Tony Enerva	Part-time fixed-term faculty position (may be funded by intership program)

Computer Applications - BS					
(EMPAC) Repackage/refocus program as a four-year major centered around Information Assurance/Security	Establish baccalaureate degree option in Information Security	Explore similar/peer programs to determine necessary adjustments	Ongoing	Program Coordinator	N/A
(EMPAC) Establish partnerships with Governmental agencies, non-Government Organizations and Corporations in establishing market driven concentrations					N/A
(EMPAC) Research the potential for offering this program online	Make program available entirely online	Evaluate curriculum and redesign courses to be more compatible with online/hybrid delivery	Ongoing	Program Coordinator	N/A
Monitor progress and continue to participate in UMS initiative to	Participate in UMS initiative	Obtain monthly progress update	Ongoing	Program Coordinator	\$9,000+ (per semester)

Recommendations	Goals	Action Steps	Anticipated Date of Implementation	Who Responsible	Resources Needed
attract and serve Chinese students interested in Computer related degree programs				VPAA	for adjunct faculty. Consider system wide SIF proposal
Request market need analysis for potential Management Information Systems (MIS) Baccalaureate degree option	Determine market potential for MIS degree	Make request to Enrollment Management Director	11/1/2010	Program Coordinator	\$5,000 (one time) Market Analysis
Continue exploration of collaborative opportunities with sister campuses (e.g., UMFK/UMPI collaborative MIS degree option)	Prepare and submit intent to plan	If market analysis (above) reveals viability then proceed	2/1/2011	Program Coordinator	\$5,000 (one time). Consider SIF proposal
Continue efforts to improve and expand experiential learning opportunities for program students	Improved and expanded experiential learning opportunities	Explore options, report progress annually	Ongoing	Program Coordinator	
Continue pursuit of articulation and dual enrollment agreements with high schools throughout the state	Articulation and Dual-enrollment agreements established	Prepare draft, negotiate details, and formalize agreements	Ongoing	Program Coordinator VPAA	
Monitor progress and continue to participate in UMS initiative to develop informatics degree options, especially in related	Participate in UMS initiative	Obtain biweekly progress update Coordinate with	Ongoing	Program Coordinator VPAA	

disciplines (e.g, Healthcare Informatics)		corresponding discipline leadership			
<u>Computer Science – AS</u>					
(EMPAC) Repackage as part of Computer Application and/or Information Security	Maintain program to serve as a no additional cost feeder for other campus programs	Maintain program, monitor costs, and measure effectiveness in serving as feeder	Ongoing	Program Coordinator	
Monitor progress and continue to participate in UMS initiative to attract and serve Chinese students interested in Computer related degree programs	Same as for Computer Applications – BS above				
Continue efforts to improve and expand experiential learning opportunities for program students	Same as for Computer Applications – BS above				
Continue pursuit of articulation and dual enrollment agreements with high schools throughout the state	Same as for Computer Applications – BS above				
<u>Information Security – AS</u>					
Increase marketing as a signature program	Raise visibility of program, particularly in Maine	Continue to work with Enrollment Management team	Ongoing	Program Coordinator	\$5,000 (one time). Consider SIF proposal
Monitor progress and continue to participate in UMS initiative to attract and serve Chinese students interested in Computer related degree programs	Same as for Computer Applications – BS above				
Continue efforts to improve and	Same as for Computer Applications – BS above				

expand experiential learning opportunities for program students	
Continue pursuit of articulation and dual enrollment agreements with high schools throughout the state	Same as for Computer Applications – BS above

Appendix 2: Principle 2: Strategic Planning

Examples of Division Work for Strategic Planning

“Career Plus”

(concept draft: March, 2011)

Specialized Program (hybrid delivery, online program) designed for cohorts of individuals training for careers in sport at venues globally

BS in Business Management with concentration in Entrepreneurship & Management, or Sports Management and Representation. Other concentrations may be added if the demand justifies that.

UMFK’s BS in Business Management is internationally accredited bachelor’s degree program this is available online or face-to-face in a traditional, residential setting.

The program consists of 128 credits which consist of 30 credits in core business credits (which includes 3 credits for a capstone course), 41 credits of general education courses, 24 credits in specialty courses in either area of concentration, 12 credits internship in area of concentration, and 21 credits in elective courses.

Given the transient nature of the location of the students, cohorts of between fifteen and twenty five students should be formed. This will allow an initial orientation semester to create a learning community and academic support system. A residential requirement of a minimum of two semesters will involve each cohort in an orientation semester and a capstone semester.

A pre-approved academic schedule will be created for each cohort to enhance student success and program integrity. The residential semesters will involve cohorts living on campus in a structured environment. Each student will be assessed during their residential semesters to ensure competency in language, communication, quantitative reasoning, and technological skills, as well as professional management skills and knowledge.

Each student would also take a standardized comprehensive test during their capstone semester to ensure program quality and student proficiency.

Steps involved:

- 1) Identify cohort of at least 15 students
- 2) Evaluate educational needs (including remedial work and language needs)
- 3) Establish cohort for general education requirements
- 4) Establish chronological course plan for each student (steps 2 to 4 are done during orientation semester)
- 5) Monitor immigration status and paperwork (students in country less than six months at a time, and complete four face-to-face courses while in country)
- 6) This program will be classified an online program because each course is available online
- 7) Number and timing of residential semesters will be based on educational needs of the cohort and on institutional needs
- 8) Minimum of two residential semesters to ensure proper orientation and proper quality control testing and capstone experience.

Possible Certificates (concept draft Feb, 2011)

Accounting Certificate

Accounting 1
Accounting 2
Intermediate Accounting 1
Intermediate Accounting 2
Auditing
Managerial Accounting

Basic Management Certificate

Accounting 1
Accounting 2
Principles of Business
Introduction to Marketing
Business Law 1
Introduction to E-Commerce or Business Ethics

Advanced Management Certificate

Macroeconomics
Microeconomics
Financial Analysis & Planning
Business & Professional Speaking or Business Ethics
Finite Math
Statistics

Finance Certificate

Corporate Finance 1
Corporate Finance 2
Principles of Insurance
Principles of Investments
Federal Taxation 1
Federal Taxation 2 or Technical Analysis

Financial Services Certificate

Principles of Insurance
Human Resource Management
Business Negotiations
Financial Analysis & Planning
Principles of Investments
Taxation 1 or Technical Analysis

Entrepreneurship

Principles of Insurance
Federal Taxation 1 or Business Ethics
Managerial Accounting
Business Management
Human Resource Management
Principles of Investments

Human Resource Management

Principles of Insurance
Business Law 1
Business Law 2
Business Negotiations
Human Resource Management
Employee Compensation, Benefits & Retirement plans

Healthcare Management

Principles of Insurance
Human Resources Management
Managerial Accounting in Healthcare
Healthcare Finance
Healthcare Policy
Leadership & Management in Healthcare

Note: The first two certificates (Criminal Justice and Public Management) are currently listed in the 2009-2011 catalog and no changes are proposed except dropping reference to ITV.

Certificate of Study in Criminal Justice - CSCJ

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. This certificate can be completed through the on-line, classroom formats or a combination thereof. For additional information, please consult the UMFK Criminal Justice website:

<http://www.umfk.maine.edu/academics/programs/psa/prog/cert/>

Requirements:

Completion of six (6) core courses and three (3) approved elective courses

related to criminal justice or public safety, for a total of 27 credits. All students are expected to perform to an acceptable college level standard. Students must complete the six course requirement with passing grades in each course, at a combined minimum grade point average of 2.0 on a scale of 4.0.

Students will be allowed to request acceptance of up to twelve (12) transfer credits from other institutions, experiential learning, or other appropriate sources. The remainder of the credit requirements for the CSCJ must be taken from UMFK.

Core Courses:

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

Elective Courses*:

CRJ 209 Police, Crime and Society 3 hours
CRJ/PSA 212 Corrections 3 hours
CRJ/PSA 217 Jail Operations 3 hours
PSA 218 Corporate Crime 3 hours
PSA 310 Introduction to Public Management 3 hours
PSA 300 Public Finance 3 hours
PSA 260 Media Relations 3 hours

*Other courses may be substituted with the consent of the CRJ Program Coordinator.

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. The student will take eighteen (18) credit hours of core courses and nine (9) hours of elective courses. This certificate can be completed through the on-line, classroom formats or a combination thereof.

Students will be allowed to request acceptance of up to twelve (12) transfer credits from other institutions, experiential learning, or other appropriate sources. The remainder of the credit requirements for the Certificate must be taken from UMFK.

Program Requirements

Core Courses:

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

Elective Courses:

Select three of the following: 9 hours

BUS 234 Financial Analysis

BUS 343 Human Resources Management

BUS 344 Organizational Behavior

PSA/ELC/BUS 347 Project Management

CRJ 108 Constitutional Law

ECO 100 Introduction to Macroeconomics

PSA 100 Introduction to Public Safety Administration

*PHI 221 Ethics students may take this course in lieu of PSA 221 Ethics and Community.

**BUS 313 Governmental & Non-Profit Accounting is cross-listed with PSA 300 Public Finance. Student may take either course to satisfy this requirement.

For additional information, please consult the UMFK Public Safety

Administration website: <http://www.wildmed.com/index.htm>

EMERGENCY MANAGEMENT CERTIFICATE

Required Courses (18 credits/6 courses)

PSA 122 GIS & GPS for Public Safety

PSA 270 Disaster Management

PSA 311 Homeland Security and Emergency Management

PSA 316 Public Administration and Emergency Management

PSA 333 National Incident Management Systems

PSA 358 Society and Terrorism or PSA 222 Terrorism

HOMELAND SECURITY CERTIFICATE

Required Courses (9 credits/3 courses)

PSA 122 GIS & GPS for Public Safety

PSA 358 Society and Terrorism or PSA 222 Terrorism

PSA 311 Homeland Security and Emergency Management

Electives (9 credits/3 courses from the following courses)

PSA 100 Introduction to Public Safety Administration

PSA 270 Disaster Management

PSA 333 National Incident Management Systems

PSA 411 Information Technology in Government

CRJ 101 Introduction to Criminal Law

CRJ 108 Constitutional Law

CRJ 215 Principles of Investigations

PSA/CRJ 330 Criminal Profiling

PSA/CRJ 326 Introduction to Forensic Science or CRJ 222 Criminalistics

LEGAL STUDIES CERTIFICATE

Required Courses (15 credits/5 courses)

CRJ 101 Introduction to Criminal Law

CRJ 108 Constitutional Law

BUS 336 Business Law I

BUS 337 Business Law II

Bus 400 Real Estate Law

Elective Courses (3 credits/1 course from the following courses)

Crj 100 Criminology

CRJ 105 Introduction to Criminal Justice

Crj/Psa 209 Police, Crime and Society

Crj/Psa/Soc 343 The Sociology of Crime

Psa 221 Ethics and Community

Soc 100 Introduction to Sociology

GAME WARDEN CERTIFICATE

Required Courses (18 credits/6 courses)

CRJ 101 Introduction to Criminal Law

CRJ 105 Introduction to Criminal Justice or PSA 100 Introduction to Public Safety Administration

CRJ 108 Constitutional Law

CRJ 215 Principles of Investigations

Env 302 Wildlife Conservation and Management

Env 334 Wildlife Science

Elective Courses (9 credits/3 courses from the following courses)

Bio 100 General Biology

Bio 204 Zoology

Bio 356 Vertebrate Biology

Bio 412 Mammalogy

Bio 420 Ornithology

Env 333 Fisheries Science

Env 354 Wildlife Habitat Interactions

Psa 122 GIS and GPS for Public Safety Professionals

PSA/CRJ 326 Introduction to Forensic Science or CRJ 222 Criminalistics

Crj 260 Police Procedures

CORRECTIONS CERTIFICATE

Required Courses (12 credits/4 courses)

Crj 105 Introduction to Criminal Justice

Psa 341 Restorative Justice

Crj /Psa 212 Intro to Corrections

Crj/Psa 217 Jail Operations

Electives (6 credits/2 courses)

Pick two courses from the following:

Crj 101 Introduction to Criminal Law

Crj 209 Police, Crime and Society

Crj 100 Criminology

Crj 218 Corporate Crime

Crj 327 Sex Crimes: Patterns and Behaviors

Crj 330 Criminal Profiling

Psa 100 Introduction to Public Safety

Crj 108 Constitutional Law

Soc/Psy 317 Deviant Behavior

Soc 100 Intro to Sociology

FORENSIC SCIENCE CERTIFICATE

Required Courses (24 credits/8 courses)

Crj 108 Constitutional Law
Crj 215 Principles of Investigation
Crj 220 Forensics of Death Investigation
Crj 222 Criminalistics
Crj 101 Introduction to Criminal Law
Crj/Psa 326 Intro to Forensics
Psa 413 & 413L Computer Forensics & Investigations

Electives (3 credits/1 course)

Pick one course from the following:

Crj 101 Introduction to Criminal Law
Crj 105 Introduction to Criminal Justice
Crj 327 Sex Crimes: Patterns and Behaviors
Crj 260 Police Procedures
Crj 330 Criminal Profiling
Psa 122 GIS & GPS for Public Safety

LAW ENFORCEMENT CERTIFICATE

Required Courses (15 credits/5 courses)

Crj 108 Constitutional Law
Crj 215 Principles of Investigation
Crj 220 Forensics of Death Investigation
Crj 222 Criminalistics
Crj 101 Introduction to Criminal Law

Electives (3 credits/1 course)

Pick one course from any of the Criminal Justice courses or Public Safety Administration courses.

Recommended GAME WARDEN CONCENTRATION for PSA Self –Design 30 Credits

Bio 100 General Biology
Bio 204 Zoology
Bio 356 Vertebrate Biology
Bio 412 Mammalogy
Bio 420 Ornithology
Env 302 Wildlife Conservation and Management
Env 333 Fisheries Science
Env 334 Wildlife Science
Env 354 Wildlife Habitat Interactions
PSA/CRJ 326 Introduction to Forensic Science or CRJ 222 Criminalistics

UNIVERSITY OF MAINE AT FORT KENT
Sample Program Plan
to
Address Eduventure Recommendations

Recommendations	Goals	Action Steps	Anticipated Date of Implementation	Who Responsible	Resources Needed
Business					
Improve Program Assessment	Complete process established for IACBE accreditation	Complete Portfolio process External testing Surveys	May 2011	Leo Roger Roger	Annual Student Fee for all students in affected programs
Review and Improve Concentrations	Focus concentrations	Alter concentrations	January 2011	Roger	N/A
Develop Marketing Plan for selected concentrations	Marketing Aids for each concentration & focus on marketing concentrations with greatest potential enrollment	Construct marketing handouts for each concentration Pick three to emphasize	May 2011 January 2011	Tony Enerva Roger	Part-time fixed-term faculty position needed (may be funded via internship program)
Review Student Assessment Process	Complete process as stated in accreditation documents	Complete Portfolio Process, External Testing & Surveys	May 2011	Leo Roger Roger	Annual Student Fee for all students in affected programs
Evaluate online program offerings	Have effective, self-sustaining programs	Evaluate each online program	February 2011	Roger, Ray, Leo and Tony E.	N/A

<u>E-Commerce</u>					
Evaluate Viability of Program and make recommendations	Review and Recommend Action	Make catalog changes and integrate into business more			N/A
<u>Public Safety Administration</u>					
	Review and Recommend Action	Make course changes to fit IACBE better Develop Emergency Mgmt Program	January 2011	Tony Enerva	Part-time fixed-term faculty position (may be funded by internship program)

<u>Computer Applications - BS</u>					
(EMPAC) Repackage/refocus program as a four-year major centered around Information Assurance/Security	Establish baccalaureate degree option in Information Security	Explore similar/peer programs to determine necessary adjustments	Ongoing	Program Coordinator	N/A
(EMPAC) Establish partnerships with Governmental agencies, non-Government Organizations and Corporations in establishing market driven concentrations					N/A
(EMPAC) Research the potential for offering this program online	Make program available entirely online	Evaluate curriculum and redesign courses to be more compatible with online/hybrid delivery	Ongoing	Program Coordinator	N/A
Monitor progress and continue to participate in UMS initiative to attract and serve Chinese students	Participate in UMS initiative	Obtain monthly progress update	Ongoing	Program Coordinator	\$9,000+ (per semester) for adjunct

interested in Computer related degree programs				VPAA	faculty. Consider system wide SIF proposal
Request market need analysis for potential Management Information Systems (MIS) Baccalaureate degree option	Determine market potential for MIS degree	Make request to Enrollment Management Director	11/1/2010	Program Coordinator	\$5,000 (one time) Market Analysis
Continue exploration of collaborative opportunities with sister campuses (e.g., UMFK/UMPI collaborative MIS degree option)	Prepare and submit intent to plan	If market analysis (above) reveals viability then proceed	2/1/2011	Program Coordinator	\$5,000 (one time). Consider SIF proposal
Continue efforts to improve and expand experiential learning opportunities for program students	Improved and expanded experiential learning opportunities	Explore options, report progress annually	Ongoing	Program Coordinator	
Continue pursuit of articulation and dual enrollment agreements with high schools throughout the state	Articulation and Dual-enrollment agreements established	Prepare draft, negotiate details, and formalize agreements	Ongoing	Program Coordinator VPAA	
Monitor progress and continue to participate in UMS initiative to develop informatics degree options, especially in related disciplines (e.g. Healthcare Informatics)	Participate in UMS initiative	Obtain biweekly progress update Coordinate with corresponding discipline leadership	Ongoing	Program Coordinator VPAA	
Computer Science – AS					
(EMPAC) Repackage as part of Computer Application and/or	Maintain program to serve as a no	Maintain program, monitor costs, and	Ongoing	Program Coordinator	

Information Security	additional cost feeder for other campus programs	measure effectiveness in serving as feeder			
Monitor progress and continue to participate in UMS initiative to attract and serve Chinese students interested in Computer related degree programs	Same as for Computer Applications – BS above				
Continue efforts to improve and expand experiential learning opportunities for program students	Same as for Computer Applications – BS above				
Continue pursuit of articulation and dual enrollment agreements with high schools throughout the state	Same as for Computer Applications – BS above				
Information Security – AS					
Increase marketing as a signature program	Raise visibility of program, particularly in Maine	Continue to work with Enrollment Management team	Ongoing	Program Coordinator	\$5,000 (one time). Consider SIF proposal
Monitor progress and continue to participate in UMS initiative to attract and serve Chinese students interested in Computer related degree programs	Same as for Computer Applications – BS above				
Continue efforts to improve and expand experiential learning opportunities for program students	Same as for Computer Applications – BS above				
Continue pursuit of articulation and dual enrollment agreements with high schools throughout the state	Same as for Computer Applications – BS above				

Professional Management Division Programs and Markets (draft March, 2012)

Business Concentrations:

Accounting, Corporate Finance, Financial Services, Human Resources Management, E-Business (to be renamed to E-Commerce in Sept 2013), Entrepreneurship & Management (includes marketing), Healthcare Administration, Forestry Management
E-Commerce will be refocused on technology management and renamed to E-Business and Technology Management (for Sept 2013)

This is because E-Commerce has evolved to mean selling online, and what was originally named E-Commerce has evolved to E-Business; therefore, I intend to refocus the program and rename it to attract students.

This newly focused program should be a more selective program than the general BS in Business Management, and if we can develop an identifiable niche, we may be able to attract students and save a dying program.

I emphasize E-Commerce is misnamed and should not be identified with Computer Science; it is a technology management program.

Our targeted markets are:

Finance & Accounting (This really has multiple facets and is served by 3 concentrations, but students don't know enough about this area to be able to differentiate between the subtleties before matriculation). Markets include many of our present students and online professionals needing certification and skills.

Healthcare Management(There are 2 markets for this concentration, nursing students who change major, and healthcare professionals that need management skills and credentials)
The second group can be reached by direct marketing efforts in healthcare institutions, similar to how we market Public Administration to currently employed public sector employees.

Note: These two initiatives are in response to Eduventures report.

Forestry Management is just a modified 2+2 program that capitalizes on AS in Forest Applications for students seeking employment in the woods industry.
(Note: This is an existing demand that is being captured.)

Entrepreneurship & Management and Human Resources Management

(There are 3 separate markets identified here: foreign students who are looking for career opportunities (usually student-athletes), local students looking for career choices, and non-trads looking for marketable skills and upward mobility.

Here, admissions is important for finding the latter two markets, while the sports program generates the first group.

The markets we are still trying to identify are the students who want a quality technology management program.

Our accounting program and healthcare administration programs are growing well online, and there seems to be online opportunities our management programs.

I am exploring a limited-residency, general management and sports management program that would target professional sports training programs to add professional education credentials for highly motivated groups of students. This would entail limited residency cohorts from specific training programs that reside on campus for a minimum of two semesters (the first and last) to permit a well-defined schedule that was flexible and high quality.

Cohorts would consist of 15 to 15 from one training program so we could customize language and communication training to their specific cultural needs. Also, having an orientation semester and a capstone semester would facilitate outcomes assessment and quality assurance.

Computer Applications:

This is still being studied, but low enrollment is problematic.

AS in Information Security is being targeted as both an online and a residential program, and it seems to be growing.

However, that growth is coming partially from the AA in Computer Science program. Since we do not really have a computer science program, this should be considered for elimination or drastic restructure.

(Note: Possibly rename AA concentration to Computer Applications and refocus program to those entry level careers that have identified demand)

(Should GIS be a certificate add-on to existing degrees or a minor, rather than a concentration?)

By focusing on Information Security, we may be able to develop a viable program.

The AS in Information Security could be a feeder for either BS in Computer Applications or Business Management. The Computer Applications program already contemplates this development. The Business Program could easily develop a concentration in Information Security Management by paralleling the Forest Management concentration; i.e. take AS in

Information Security and add the Business Core, Human Resources Management, Capstone Course, and Internship, and you have BS in Business Management with a concentration in Information Security.

What would be left of the computer application concentrations would have to be analyzed for viability with regard to enrollment demand.

Rural Public Safety Administration:

This program has been well developed as both online and residential, and both programs seem viable with innovative delivery modalities.

Concentrations are evolving, and market demand has been identified in Law Enforcement, Fire and Emergency Management, Game Warden, and Conservation Management.

**Professional Management Division
Proposed Program Changes
(May 2012)**

Business Concentrations:

Accounting, Corporate Finance, Financial Services, Human Resources Management, E-Business (to be renamed to E-Commerce in Sept 2013), Entrepreneurship & Management (includes marketing), Healthcare Administration, Forestry Management, and Sports Management & Representation (to be added in Sept 2012)

E-Commerce will be refocused on management of online enterprises, and renamed to Electronic Business (for Sept 2013)

This is because E-Commerce has evolved to mean selling online, and what was originally named E-Commerce has evolved to E-Business; therefore, I intend to refocus the program and rename it to attract students.

This newly focused program should be a more selective program than the general BS in Business Management, and if we can develop an identifiable niche, we may be able to attract students and save a dying program.

I emphasize E-Commerce is misnamed and should not be identified with Computer Science; it is primarily a technology management program.

I am exploring a limited-residency, general management and sports management program that would target professional sports training programs to add professional education credentials for highly motivated groups of students. This would entail limited residency cohorts from specific training programs that reside on campus for a minimum of two semesters (the first and last) to permit a well-defined schedule that was flexible and high quality.

Cohorts would consist of 15 to 15 from one training program so we could customize language and communication training to their specific cultural needs. Also, having an orientation semester and a capstone semester would facilitate outcomes assessment and quality assurance.

INTERNSHIP AGREEMENT

UNIVERSITY OF MAINE AT FORT KENT and

Internship Sponsor Organization

This Agreement made and effective this(date) _____ by and between (the Facility), and **UNIVERSITY OF MAINE SYSTEM**, acting through **UNIVERSITY OF MAINE AT FORT KENT** (the University), shall be for the purpose of establishing an internship experience within the educational program.

The University offers a program leading to a bachelor of science in business management. There are seven specialties with the business management program: accounting, corporate finance, financial services, electronic business, human resources management, marketing, and small business management. The business program offers students an opportunity to gain practical experience within a specialized area of business management.

This Agreement applies to the business program.

NOW, THEREFORE, IN CONSIDERATION OF mutual covenants contained therein, the parties hereto agree as follows:

1. THE FACILITY AGREES TO:
 - a. Plan cooperatively with University faculty so that the students' practical learning experiences are designed to achieve those educational purposes as determined by the faculty.
 - b. Comply with all regulations and laws including those affecting health and safety.
 - c. Assume responsibility for the orientation of the students and faculty to rules, regulations, policies and procedures of the Facility insofar as they pertain to the activities of the students while participating in the Program.
 - d. Provide for the ongoing coordination of the student's learning experiences at the Facility through the person of the _____ or his/her designee.
 - e. Allow the University to list the Facility in its catalogs, student recruitment efforts, etc.
 - f. Provide initial emergency care, if available, for students who are injured or become ill while on duty in an assignment at the Facility. It is understood that students (or their parents or guardians as the case may be) shall be responsible for their own medical expenses, whether incurred at the Facility or elsewhere.
 - g. Indemnify and hold the University harmless from and against any and all claims, actions, lawsuits, judgments and costs, including reasonable attorney's fees, that the University may become liable to pay or defend due to bodily injury or property damage caused by the negligent acts or omissions of the Facility, its employees or agents, or a University student acting at the direction of the Facility, its employees or agents, arising out of or in connection with the Facility's participating in the Program at the Facility pursuant to this agreement.

2. THE UNIVERSITY AGREES TO:

- a. Conduct the Program in accordance with the philosophy and policies of the University, the Facility and other associations affecting this Program.
 - b. Provide the ongoing coordination of the students' learning experiences at the Facility through the Coordinator of Internships, his/her designee or an on-site faculty member.
 - c. Explain the philosophy and purposes of the Program to the Facility.
 - d. Develop with the Facility an appropriate program that the student is expected to complete. The student's program will include the goals of the internship and the performance expectations.
 - e. Describe to the Facility the criteria for selection of practical learning experiences for students.
 - f. Plan and evaluate cooperatively with the Facility the student's learning experiences at the Facility.
 - g. Arrange cooperatively for the orientation of the student to the Facility, and encourage in the student appropriate attitudes and relationships as members of the Facility in order to engender a cooperative spirit.
 - h. Accord the Facility the right to suspend or terminate the affiliation of any student for reasons of unsatisfactory performance, a medical condition which renders the student unable to perform Program requirements, or other causes. Any action which may result in suspension or termination will not take effect until a University representative and a Facility representative have discussed the situation and have come to an agreement on the appropriate action to be taken. This does not limit the right of the Facility in its sole discretion on any specific occasion to deny the privilege of participation in the Program at the facility when in the considered opinion of the Facility, it is in the best interest of its business to do so.
 - i. Indemnify and hold the Facility harmless from and against any and all claims, actions, lawsuits, judgments and costs, including reasonable attorney's fees, that the Facility may become liable to pay or to defend due to bodily injury or property damage caused by the negligent acts or omissions of the University, its employees or students, except for a University student acting at the direction of the Facility, its employees or agents, arising out of or in connection with the University's participating in the Program at the Facility pursuant to this Agreement, PROVIDED that any liability of the University under this Agreement shall be limited by the provisions and limitations of the Maine Tort Claims Act, 14 M.R.S.A. § 8101, et seq.
 - j. The University agrees to maintain, and on request to furnish proof of, commercial general liability insurance in an amount of not less than \$1,000,000 per occurrence, \$3,000,000 in the aggregate, insuring against the negligent acts or omissions of University students or faculty participating in the Program at the Facility pursuant to this Agreement.
3. BOTH PARTIES AGREE:
- a. University and Facility shall communicate at least once during each educational affiliation to discuss issues of mutual concern. On-site visits will be arranged as the situation warrants.

- b. Students and University faculty shall not be classified as employees of the Facility, and shall not be entitled to any payment from the Facility in the nature of benefits under the Maine Worker’s Compensation Act for any accident, illness, occurrence or event occurring in or relating to the Facility and arising out of the Program or for any other purpose.
- c. Students shall not receive any compensation from the Facility for their participation in the Program. Nothing in this Agreement shall preclude receipt by the Facility of compensation from any person for any service performed by a student in the Program. It is intended that for all purposes the students shall be students of the University and not employees of the Facility or the University.
- d. At no time shall either party discriminate against students on the grounds of race, color, religion, sex, sexual orientation including transgender status or gender expression, national origin or citizenship status, age disability, or veteran status.
- e. Both parties agree to be responsible for their own equipment used in the activities of the Program.
- f. This Agreement may be terminated by the mutual assent of both parties or by either party upon ninety (90) days written notice to the other party. In the event of termination of this Agreement as specified above, the University shall have the right to complete the internship for those students presently enrolled in the Program.
- g. This Agreement shall be subject to change after discussion and due consideration by both parties with their mutual consent. Any such change must be stated in writing and signed by both parties prior to being enforceable.

FACILITY:

By: _____
Signature _____
 Name:
 Title:
 Address:

 Date

UNIVERSITY:

By: _____
Signature _____
 Name:
 Title: Coordinator of Internships
 Address: 23 University Drive
 Fort Kent, Maine, 04743

 Date

By: _____
Signature _____
 Name:
 Title: Primary Faculty Member
 Address: 23 University Drive
 Fort Kent, Maine, 04743

 Date

INTERNSHIP AGREEMENT- COOPERATIVE EDUCATION

UNIVERSITY OF MAINE AT FORT KENT

and

(Employer)

This Agreement made and effective this _____ day of _____, 2007 by and between _____ (Employer) and UNIVERSITY OF MAINE SYSTEM, acting through UNIVERSITY OF MAINE AT FORT KENT (University), shall be for the purpose of establishing a cooperative education experience in the form of an internship within the educational program.

The University offers a program leading to a bachelor of science in business management. Within the business management program, seven specialties are available: accounting, corporate finance, financial services, electronic business, human resources management, marketing, and small business management. These programs offer students an opportunity to gain practical experience in a specialized area of business management.

This Agreement applies to the business management program.

NOW, THEREFORE, IN CONSIDERATION OF the mutual covenants contained herein, the parties hereto agree as follows:

1. THE EMPLOYER AGREES TO:
 - a. Plan cooperatively with University faculty so that the students' practical experiences are designed to achieve those educational purposes as determined by the faculty.
 - b. Comply with all regulations and laws including those affecting health and safety.
 - c. Assume responsibility for the orientation of the students and faculty to rules, regulations, policies and procedures of the Employer insofar as they pertain to the activities of the students while participating in the Program.
 - d. Provide for the ongoing coordination of the students' learning experiences for the Employer through the person of the Coordinator of Internships or his/her designee.
 - e. Allow the University to list the Employer in its catalogs, student recruitment efforts, etc.
 - f. Provide initial emergency care, if available, for students who are injured or become ill while on duty in an assignment for the Employer.
 - g. Indemnify and hold the University harmless from any and all claims, actions, lawsuits, judgments and costs, including reasonable attorney's fees, that the University may become liable to pay or defend due to bodily injury or property damage caused by the negligent acts or omissions of the Employer, its directors, trustees, officers, the student employee, its other employees, or agents arising out of or in connection with their participating in the Program with the Employer pursuant to this Agreement.

- f. Students participating in work for the Employer under this Agreement shall be regarded for all legal and tax purposes as employees of the Employer during the term of this Agreement and shall receive salary and benefits from the Employer. Employer shall discharge all obligations imposed upon employers under the law including, without limitation, payment of wages, social security taxes, withholding taxes, unemployment taxes and worker's compensation. The students shall not be considered employees of the University for any purpose and shall not be entitled to any retirement benefits, social security benefits, group health or life insurance, vacation or sick leave, worker's compensation, or any other similar benefits from the University. The students shall not receive any compensation directly from the University for their participation in this Program.
- g. This Agreement may be terminated by the mutual assent of both parties or by either party upon ninety (90) days written notice to the other party. In the event of termination of this Agreement as specified above, the University shall have the right to complete the internship for those students presently enrolled in the Program.

EMPLOYER: _____

By: _____
Signature Date
 Name:
 Title:
 Address:

UNIVERSITY:

By: _____
Signature Date
 Name:
 Title: Coordinator of Internships
 Address: 23 University Drive
 Fort Kent, Maine, 04743

By: _____
Signature Date
 Name:
 Title: Primary Faculty Member
 Address: 23 University Drive
 Fort Kent, Maine, 04743

10/23/06



2009 – 2014 Strategic Planning Process

Prepared by:
Strategic Planning Steering Committee

With the advice and assistance of:
The University of Maine at Fort Kent Family
April 2009

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**2009-2014
STRATEGIC PLANNING
COMMITTEE MEMBERSHIP**

Co-Chairs

Rachel E. Albert, Vice President for Academic Affairs
Diana White, Assistant Professor of Nursing

Committee Members

John D. Murphy, Vice President for Administration and Finance
Tamara Mitchell, Executive Director, Human Resources
Raymond Albert, Chair of Natural and Behavioral Science
Joseph Becker, Chair, Arts and Humanities (Spring 09)
Scott Brickman, Chair Arts and Humanities (Fall 08)
Bruno Hicks, Chair, Division of Education
Erin Soucy, Director, Division of Nursing
Dave Hobbins, Professor of Forestry & Environmental Studies
Stephen Hansen, Associate Professor of Biology and Environmental Studies
Kurt Holzhausen, Associate Professor of Psychology
Doris Metz, Assistant Professor of Education
Roger Roy, Associate Professor of Mathematics & Business
William Ashby, Director of Athletics
Richard Bouchard, Director Facilities Management Office
Jill Cairns, Director, Office of Admissions
Leslie Kelly, Director, Information Services
Terence Kelly, Director, Public Relations
Lena Michaud, Director, Student Support Services
Lise Pelletier, Director Acadian Archives
Scott Voisine, Director of Student Affairs
Peggie Bard, Administrative Assistant, Office of Academic Affairs
Tammy Connor, Administrative Assistant, Student Support Services
Glenn Lamarr, Member UMFK Board of Visitors
Karen Ouellette, UMFK Alumni Board Member
Patricia Dow, UMFK Foundation President
Owen Hendershot, Student
Elaine Russell, Student

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.

We are therefore committed to:

Holistic development of students through active engagement in scholarly and co-curricular activities designed to support success of academic, personal, and social goals

Affordable and accessible education

High quality education by making academic excellence pervasive through strong liberal-arts based education, high impact teaching and learning strategies, and program accreditation

Core and signature programs that transform students for ethical lives, productive careers, and responsible citizenship within a changing global community

Expansion of educational programs through *innovative technology and distance learning*

Academics centered around a hallmark of *experiential learning* incorporated in each program that builds upon our distinguishing characteristics of culture, rural environment, and international location as the foundation of a broad-based educational experience

A sense of community through *personalized* faculty- to-student interactions and a *small student-to-faculty ratio*

Development of a *distinctly rural-based identity* and *sustainable practices* through realization of the *Center for Rural Sustainable Development* mission

Transformational learning through interactive study and immersion in Northern Maine's pristine natural environment, historic community, and *great outdoor sports and recreation*

Promoting our distinctive identity as the *cultural and intellectual center* of northern Maine

Actively engaging in the *revitalization* of the *unique Acadian and Franco-American heritage, culture, and language* of the St. John Valley through the realization of the *Acadian Archives/Archives acadiennes* mission

Preparing successful students *via quality of place, people, and education*, thereby providing students with *quality of life and work*

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.

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 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*

CORE VALUES

We, the faculty, staff, administration, and students of the University of Maine at Fort Kent affirm the following values as central to achieving the University mission.

Educational Excellence and Innovation

We value a dynamic and intellectual learning environment for our students, employees, and faculty, and for the greater St. John Valley community. We foster this value through:

- A firm grounding in the liberal arts
- Student engagement and success centered education
- Accessible education that supports lifelong learning
- Quality teaching, scholarly endeavors, and research
- Professionalism, accountability, leadership, and citizenry
- Leading edge technology

Person

We value the individual and encourage the personal, intellectual, and professional development of our students, faculty, and staff. We foster this value by:

- Providing initiatives related to professional development
- Providing preventative and health promotion services
- Promoting physical, emotional, spiritual health, and wellness
- Personal, friendly, and professional services

Community

We value citizenship in a diverse, culturally rich area. We are committed to:

- Cultivating environmental stewardship
- Partnering in the region's economic and entrepreneurial development
- Encouraging research and academic programming focused on the unique rural, environmental, and French Acadian heritage of the St. John Valley

Diversity

We value the diversity of people, experiences, ideas, beliefs, and world cultures, their traditions and their arts. We foster this value by:

- Promoting diversity and social awareness
- Serving as a center for the visual and performing arts for both the campus and the surrounding communities
- Pursuing recruitment of a diverse faculty, staff, and student body

EDUCATIONAL, ECONOMIC, POLITICAL, AND SOCIAL ASSUMPTIONS

Educational Assumptions

- The labor market demands workers with the skills and knowledge inherent in a liberal arts education including critical thinking, interpersonal communications, contemporary literacy, and teambuilding.
- Accessible, flexible, and quality distance education at the University of Maine at Fort Kent will transform people's lives and help them attain their educational goals.
- Increased student mobility, their ability to achieve degrees through diverse modes of educational delivery, and increased regional and national competition will heighten the need for the University to market its uniqueness, study market trends, increase innovation, maintain quality, and focus on the factors that lead to student recruitment, retention, and success.
- The decline in the number of traditional-aged students in the State and in New England will increase competition for traditional-aged students in the State and will require a greater emphasis on marketing and recruitment from areas outside of Maine.
- Improving college readiness will continue to be a joint venture between Pre-K to 12 and postsecondary education.
- Students engaged in curricular and co-curricular activities that challenge them to think critically are more likely to succeed in a diverse global society.
- The institution will continue its legacy of quality teacher education.
- Experiential and service learning is an integral component of higher education.
- The number of articulation agreements with institutions of secondary and post-secondary education will continue to rise.
- Increased regional and global demand for graduate preparation will spur the development of new academic programs and brokered or collaborative partnerships among institutions of higher education
- Increased focus on accountability and reporting of value-added learning and achievement of student learning outcomes will continue.
- A global perspective is important to 21st century students.

Economic Assumptions

- The current national economic conditions and long-term trend of dwindling state support for public institutions will continue to challenge higher education.
- The increasing cost of health care, energy, and transportation will continue to negatively impact student enrollments, human resources, and capitol resources.
- The need to meet institutional enrollment targets will continue to greatly impact the operations of all campus services.
- The emergence of a regional economy based on recreation, health care, education and service industries will provide an opportunity for the University to play a part in the ingenuity and vision of this new rural economy.
- In the future, UMFK will rely more heavily on external fund-raising, development, and grant funds.

Political Assumptions

- UMFK will continue to benefit from its mutually positive relationship with the Fort Kent and St. John Valley communities and with area legislators.
- The University of Maine System Board of Trustees, Federal and State governments, accreditation granting agencies, and other public constituencies will hold higher education institutions accountable for their level of efficiency and educational quality.
- To fulfill societal demands, institutions of higher education will continue to be responsive to legislative issues such as the teacher and nurse shortages.
- The University of Maine System will continue to encourage and promote collaborative partnerships between campuses that lead to efficiencies and reduction in duplication of services, where appropriate.

Social Assumptions

- Incoming students are not making decisions about college attendance in the same ways their parents did.
- Quality of life and environmental protection will continue to be a priority for the people of Maine.
- There will be an increase in environmental awareness and responsibility.

- The development of new technology and the speed with which it becomes outdated will continue to increase.
- The expansion in technology will continue to increase the need for global awareness.
- There will be an increase in alternative educational delivery systems including the creation of partnerships with international universities.
- The transience of the modern work-force combined with the University's economic reality, will make hiring and retaining highly qualified faculty and staff more difficult.
- Faculty and staff retirements will present opportunities and institutional challenges for reform and refinement of educational offerings and services.
- Labor shortages are predicted across the educational landscape.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS

STRENGTHS

The University of Maine at Fort Kent's (UMFK) principal *strengths* include:

Historical, Cultural, and Rural Geographic Setting

- Community atmosphere, global perspective. One of few universities nationally situated in a bilingual community on an international border with French speaking Canada
- Rich heritage of Acadian and Quebecois history and culture - Home to the Acadian Archives, one of only two such centers in the nation
- Unique outdoor classroom setting, e.g., Violette Wilderness Camp in Allagash and access to 3.5M acres of northern Maine forest land and waterways – Access to Fish, St. John, and Allagash rivers
- Pristine natural environment lends itself to high quality of life with high air quality index, clean water, natural beauty
- Four season outdoor recreation - Allagash Wilderness Waterway, world class biathlon Olympic competition facility – Maine Winter Sports Center, 23 Miles of Nordic Skiing Trails and an Alpine slope, CAN-AM Crown International Dog Sled Race, hundreds of miles of groomed snowmobiles trails, fishing, kayaking, biking, hiking, hunting, canoeing

Academic Programs

- Quality core academic and professional programs that build upon the region's unique rural environment and respond to the needs of people in rural communities
- Professional programs aligned with the societal needs of Maine according to the most recent (2007) study from the Maine Department of Labor (DOL). (Fastest growing professions in Maine are professional and business services, education & health services, and other services.)
- Outcome oriented general education program provides strong liberal arts foundation tailored to institutional mission, preparing students not only for careers, but for life
- Hands-on student engagement in experiential learning activities including faculty research, field-experiences, internships, externships, and preceptorships in the local community and across the country
- Demonstrated success in distance education including online programs in Nursing, Rural Public Safety Administration, Special Education Certification, and criminal justice.
- Multiple articulation agreements and partnerships including brokered MEd degree offered on this campus

Student Interest and Success

- One of Princeton Review's Best Northeastern Colleges for four consecutive years based on national student surveys
- First choice for more than 75% of incoming students
- Students attracted by small size, affordable cost, accessibility, and reputation for quality academics and personal attention
- Holistic first-year experience program, connecting academics, social development, and experiences outside of the classroom

- Graduates successful in certification, employment and pursuit of further education. (For example, our Baccalaureate nursing program has highest NCLEX pass rate in Maine, consistently 95% or above, and 80% of Nursing graduates currently employed in Maine).
- Recognized leader in Early College, College Access, Middle School U, and other College Community Project programs

Human Capital

- Highly skilled, talented and dedicated faculty and staff committed to providing individualized service and support for student success and achievement
- Solid generalist preparation and experience of faculty and staff allows for more interdisciplinary teaching, cross-functional service and demonstrated flexibility in offering a wide array of educational opportunities and services
- Highly efficient faculty and staff as evidenced by consistently high staff-to-student ratios

Leading Edge Technology & Library Resources

- Early and ongoing adoption of effective educational technology resources including a fully wireless campus, 100% multi-media classrooms (many with SMART technology), state-of-the art teleconference center, broad use of course management software and e-portfolio capabilities for on campus and on-line courses
- Student access to program specific technology such as global positioning devices and software, e-commerce tools, neonatal simulator, and environmental sensor technology
- Expansive print and electronic library resources

Campus and Community

- Community atmosphere - small size, engaged faculty and students, and exceptionally strong town gown relationships
- Safe learning and working environment on campus and in the community
- Convenient, attractive, well-maintained facilities and grounds with potential for growth
- Excellent partnerships with the business community, public school systems and health care agencies
- Bilingual French-English community
- Campus widely regarded locally as cultural and economic driving force in community

WEAKNESSES

UMFK faces several weaknesses which include:

Student Interest and Success

- Periodic threats of campus closure leads to a lack of public confidence outside the region and is a concern to prospective students. The UMS is not perceived as “stable” in this regard
- We are not “on the way,” to any other campuses. Students must be sufficiently engaged by our marketing materials to really want to visit the campus.
- Our Public Mission is to give students an opportunity to succeed in higher education. Some students are not college-ready and require additional programs and support that tax our limited resources.
- Graduation rates at, rather than above, national median for comparable institutions.

Human Capital - Faculty and Staff

- Limited numbers of both faculty and staff results in heavy academic and administrative loads and limited opportunities for collegial sharing and exchange of ideas
- Limited staff for special campus, community, and system projects
- Difficulty in attracting fully credentialed and experienced administrators and faculty due to non-competitive higher education salaries in Maine and limited employment opportunities for dual career families

Historical, Cultural, and Rural Geographic Setting

- Geographic distance presents travel challenges and can connote isolation. There is only limited public transportation
- Small size limits social resources on and off campus
- Underutilization and lack of broad marketing efforts to target uniqueness (French program, Biathlon, Weak ties to Quebec, New Brunswick, and France)
- There tend to be fewer people (prospective students and employees) attracted to the rural northern environment. Finding them is challenging.

Financial

- Small size, a major attraction for those who need that human environment, means constantly living “on the edge” in terms of finances and enrollment
- High and unstable energy costs and old campus buildings which are not well insulated and are expensive to retrofit
- Commitment to greening the campus which will be difficult to implement with limited resources
- History of limited financial support from the community and alumni. Total mailable alumni database is only 4,603 – many are teachers and nurses.
- Limited professional development funding for faculty and staff
- Limited state appropriations despite increased non-discretionary costs such as energy and benefits resulting in unhealthy reliance on tuition generation
- Unfavorable and imbalanced UMS internal appropriation and charge back formulas. We receive 2.3 percent of System appropriation based on the old formula - we are charged 3.5 percent to pay for system services based on current enrollment.

Strategic Enrollment Management

- Recent declining and unstable enrollments (over-reliance on teacher certification students, lower than acceptable retention)
- Limited targeted recruitment ability for specific programs given the size of our staff
- Nearing enrollment maximums for Nursing Program due to limited resources
- History of not properly assessing and vetting new courses and programs and the necessary allocation/re-allocation of funds and other resources

OPPORTUNITIES

UMFK must embrace its *opportunities* which include:

- Unique identity potential - branding and broad marketing efforts to target uniqueness
- The Center for Rural Sustainable Development (CRSD) is poised to become a regional driving force for cultural and economic development
- Expand and increase already successful online programs and offerings
- Build on signature programs and diversify interdisciplinary program options based on market needs (eg. French and Education, French and Business, Business and Education)
- There are regional needs for Graduate Programs in business, nursing, and education
- UMFK Faculty members have received training under Gene Spafford at Purdue University in the area of Cybersecurity. We have developed a minor and a concentration in this area and we intend to create an InfoSec Institute.
- Increase articulation agreements and collaborative partnerships with community colleges, universities, and agencies
- Increase experiential and service learning projects for students in the local community as well as regionally and where appropriate, internationally
- Increased marketing and programs for non-traditional students. (Maine has a lower percentage of adults with bachelor's degrees than other New England states.)
- Preservation of our Rural Culture and Community including: Understanding of the ecological role of local lakes, freshwater eco-systems, regional businesses, and the creative economy.
- Providing opportunities for students to participate in Undergraduate Research. Add a research feature to the Aroostook Review to highlight student work
- The Town of Fort Kent is currently scheduled to host a World Cup Biathlon Event in 2011, and is submitting a proposal to host the World Acadian Congress (Congres Mondial Acadienne) in 2014. Both of these events involve close coordination and participation with the University and both will bring extraordinary visibility to this community and this campus.

THREATS

There are *threats* to UMFK's success which include:

- The portion of the Maine State budget allocated to higher education has continued to decline for many years. This means that small public institutions committed to access and therefore low tuitions constantly face a growing financial threat. These same institutions are essential to increasing the number of Bachelor's Degrees awarded in Maine.

- Heightened competition from Northern Maine Community College (NMCC) and Husson University at its satellite site on NMCC campus, as well as competition within the University of Maine System.
- The Maine DOL study shows that there is declining population in Maine among those people aged 16 to 54
- On-going state, national and international economic crisis resulting in insufficient funding from the state legislature and decreased job opportunities in the region
- Increasing energy, benefits and tuition costs
- Growing competition with distance education
- “Two Maines” – Within the state, Aroostook County has a poor public image with respect to education, aspirations and economic opportunities
- Repeated threat of closure/consolidations has a negative impact on image and reputation
- Inadequate financial support impedes our ability to run state of the art efforts in marketing and admissions

STRATEGIC PRIORITIES/INVESTMENT AREAS

I. Strategic Enrollment Management

II. Financial Stability and Stewardship

III. Academic Excellence

IV. Campus Greening

V. Focus on Student Success

VI. Rural Sustainability and Cultural Development

VII. Qualified and Diverse Human Capital

STRATEGIC GOALS

- 1A. Strategically position and market UMFK as a quality experiential-learning campus that capitalizes on its unique character and strengths, including its quality academic programs, small size, personal attention, geographic location, and cultural setting.
- 1B. Develop, adopt, and periodically assess a program-centered approach to recruitment and admissions that provides UMFK's academic programs with a sustainable number of demographically diverse college-ready students.
2. To ensure stable financial resources sufficient to sustain the achievement of the University's mission and educational objectives and to advance institutional improvement now and in the foreseeable future.
3. Foster an environment of academic excellence at UMFK supported and modeled equally by the administration, faculty and students.
4. The University community will pursue best sustainability management practices across all areas of campus operations and activities to become a model sustainable campus.
5. Support students' academic, personal, and social growth and development in achieving a meaningful education compatible with their life goals.
6. The University will lead initiatives to preserve, rejuvenate, and celebrate cultural and natural heritage and foster vibrant, sustainable, and resilient communities in Northern Maine, guided by the Acadian Archives/Archives Acadiennes (AA) and the Center for Rural Sustainable Development (CRSD), among other programs.
7. Maintain and enhance efforts to attract, recruit, and retain highly qualified, diverse faculty and staff, and support their accomplishments and professional development in an environment free from discrimination.

GOALS AND OBJECTIVES

I. STRATEGIC ENROLLMENT MANAGEMENT

Strategic Goal 1A: Strategically position and market UMFK as a quality experiential-learning campus that capitalizes on its unique character and strengths, including its quality academic program, small size, personal attention, geographic location, cultural setting.

its unique character and strengths.

- 1a.2 Focus marketing efforts on promoting the experiential learning component of academic programs at UMFK.
- 1a.3 Increase the use of Student Admissions Ambassadors and Alumni Ambassadors to assist in recruitment efforts.

Strategic Goal 1B: Develop, adopt, and periodically assess a program-centered approach to recruitment and admissions that provides UMFK's academic programs with a sustainable number of demographically diverse college-ready students.

- 1b.1 Develop a program-centered approach to recruitment and admissions that allows for a clear exchange of information between the Admissions Office and the Program Coordinators in order to effectively market academic programs.
- 1b.2 Enhance the academic quality and demographic diversity of the student body.
- 1b.3 Develop a policy for admitting students who can succeed in college as indicated by one or more of the following informational items: high school rank, high school GPA, standardized achievement test scores, quality of written essay, and interview.
- 1b.4 Assess need for and develop summer-bridge or alternative program for students who are conditionally admitted.

II. Financial Stability and Stewardship

Strategic Goal 2: To ensure stable financial resources sufficient to sustain the achievement of the University's mission and educational objectives and to advance institutional improvement now and in the foreseeable future.

Objectives

- 2.1 Develop a formal, university-wide financial planning and budgeting process.

- 2.2 Develop a formal, university-wide multi-year capital plan.
- 2.3 Improve efficiency in administrative functions with a focus on a streamlined and cooperative utilization of available technology and resources.
- 2.4 Develop a formal university-wide multi-year fundraising plan.

III. Academic Excellence

Strategic Goal 3: Foster an environment of academic excellence at UMFK supported and modeled equally by the administration, faculty, and students.

Objectives

- 3.1 Create a campus climate that fosters and upholds academic excellence and stimulates intellectual inquiry.
- 3.2 Continue to gain distinction for quality academic programs that are responsive to regional and global trends and beyond and build upon UMFK's experiential learning hallmark and unique characteristics.
- 3.3 Align faculty roles, responsibilities, and reward structures to support and promote quality teaching and teacher-scholars who encourage students to think critically and creatively.
- 3.4 High academic achievement will be demonstrated by students including an understanding of the value of a strong liberal education.

IV. Campus Greening

Strategic Goal 4: The University community will pursue best sustainability management practices across all areas of campus operations and activities to become a model sustainable campus.

Objectives

- 4.1 Achieve Carbon Neutrality by 2030 or earlier.
- 4.2 Optimize the efficient and sustainable use of resources.
- 4.3 Optimize the consumption of locally (where feasible) and sustainable produced goods.
- 4.4 Infuse sustainability concepts throughout the curriculum.

V. Focus on Student Success

Strategic Goal 5: To support the holistic development of all students in order to improve student success and to achieve a meaningful, high impact learning experience compatible with students' life goals.

growth and development in achieving a meaningful education compatible with their life goals defines success.

Objectives

- 5.1 Improve the trajectory for academic success by supporting and enhancing pre-college academic and awareness programs and by providing programs and activities that enhance academic and social transition to new students.
- 5.2 Improve academic success in the general courses through early intervention, advising, and academic support programs and processes that address the needs of students who are most prone to early departure.
- 5.3 Provide a program of campus events and enrichment that encourages campus affinity and that facilitates opportunities for personal, social, academic, and emotional growth.
- 5.4 Develop and maintain a student-focused campus culture that aligns programs, policies, and procedures with the individual needs, expectations, and experiences of varying student types.
- 5.5 To provide experiential and real-life living and learning opportunities, which motivate students to set and attain career goals and foster a passion for lifelong learning.
- 5.6 To engage students through continued interactions and connections with advisors and faculty members both inside and outside the classroom.

VI. Rural Sustainable and Cultural Development

Strategic Goal 6: Cultivate a quality public university that is innovative in its economic and cultural leadership while serving as a resource for sustainability to the community in which it exists.

Objectives

Cultural Heritage

- 6.1. a. Strengthen our understanding of the history, language, traditions, and customs of the people of the St. John Valley.
- 6.1. b. Disseminate knowledge and information about the culture of the St. John Valley.
- 6.1. c. Build practical stakeholder capacity in support of preserving, rejuvenating, and celebrating the region's cultural heritage.

Sustainability

- 6.2. a. Improve our understanding of the current state of the region from a sustainability perspective including aspects of nature, resources and human conditions and trends, and prospects for improvement.
- 6.2. b. Disseminate knowledge and information about regional sustainability including aspects of nature, resources and human conditions and trends, and ways to solve problems.
- 6.2. c. Build practical stakeholder capacity in support of sustainability.

VII. Human Capital

Strategic Goal 7: Maintain and enhance efforts to attract, recruit, and retain highly qualified, diverse faculty and staff, and support their accomplishments and professional development in an environment free from discrimination.

- 7.1 Improve efforts to recruit and hire qualified faculty and staff in a timely manner.
- 7.2 Continue efforts to actively engage and retain high quality faculty and staff.
- 7.3 Support individual, cross campus, and multi-campus professional development, scholarly pursuits, special projects, and collegial sharing.
- 7.4 Ensure a diverse faculty and staff and a campus environment free from discrimination.

“Career Plus”

Specialized Program (hybrid delivery, online program) designed for cohorts of individuals training for careers in sport at venues globally

BS in Business Management with concentration in Entrepreneurship & Management, or Sports Management and Representation. Other concentrations may be added if the demand justifies that. UMFK’s BS in Business Management is internationally accredited bachelor’s degree program this is available online or face-to-face in a traditional, residential setting.

The program consists of 128 credits which consist of 30 credits in core business credits (which includes 3 credits for a capstone course), 41 credits of general education courses, 24 credits in specialty courses in either area of concentration, 12 credits internship in area of concentration, and 21 credits in elective courses.

Given the transient nature of the location of the students, cohorts of between fifteen and twenty five students should be formed. This will allow an initial orientation semester to create a learning community and academic support system. A residential requirement of a minimum of two semesters will involve each cohort in an orientation semester and a capstone semester.

A pre-approved academic schedule will be created for each cohort to enhance student success and program integrity. The residential semesters will involve cohorts living on campus in a structured environment. Each student will be assessed during their residential semesters to ensure competency in language, communication, quantitative reasoning, and technological skills, as well as professional management skills and knowledge.

Each student would also take a standardized comprehensive test during their capstone semester to ensure program quality and student proficiency.

Steps involved:

- 9) Identify cohort of at least 15 students
- 10) Evaluate educational needs (including remedial work and language needs)
- 11) Establish cohort for general education requirements
- 12) Establish chronological course plan for each student (steps 2 to 4 are done during orientation semester)
- 13) Monitor immigration status and paperwork (students in country less than six months at a time, and complete four face-to-face courses while in country)
- 14) This program will be classified an online program because each course is available online
- 15) Number and timing of residential semesters will be based on educational needs of the cohort and on institutional needs
- 16) Minimum of two residential semesters to ensure proper orientation and proper quality control testing and capstone experience.

**Professional Management Division
Proposed Program Changes
(May 2012)**

Business Concentrations:

Accounting, Corporate Finance, Financial Services, Human Resources Management, E-Business (to be renamed to E-Commerce in Sept 2013), Entrepreneurship & Management (includes marketing), Healthcare Administration, Forestry Management, and Sports Management & Representation (to be added in Sept 2012)

E-Commerce will be refocused on management of online enterprises, and renamed to Electronic Business (for Sept 2013)

This is because E-Commerce has evolved to mean selling online, and what was originally named E-Commerce has evolved to E-Business; therefore, I intend to refocus the program and rename it to attract students.

This newly focused program should be a more selective program than the general BS in Business Management, and if we can develop an identifiable niche, we may be able to attract students and save a dying program.

I emphasize E-Commerce is misnamed and should not be identified with Computer Science; it is primarily a technology management program.

I am exploring a limited-residency, general management and sports management program that would target professional sports training programs to add professional education credentials for highly motivated groups of students. This would entail limited residency cohorts from specific training programs that reside on campus for a minimum of two semesters (the first and last) to permit a well-defined schedule that was flexible and high quality.

Cohorts would consist of 15 to 15 from one training program so we could customize language and communication training to their specific cultural needs. Also, having an orientation semester and a capstone semester would facilitate outcomes assessment and quality assurance.

Public Safety Administration	Review and Recommend Action	Make course changes to fit IACBE better Develop Emergency Mgmt Program	January 2011	Tony Enerva	Part-time fixed-term faculty position (may be funded by internship program)
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Recommendations	Goals	Action Steps	Anticipated Date of Implementation	Who Responsible	Resources Needed
Computer Applications - BS					
(EMPAC) Repackage/refocus program as a four-year major centered around Information Assurance/Security	Establish baccalaureate degree option in Information Security	Explore similar/peer programs to determine necessary adjustments	Ongoing	Program Coordinator	N/A
(EMPAC) Establish partnerships with Governmental agencies, non-Government Organizations and Corporations in establishing market driven concentrations					N/A
(EMPAC) Research the potential for offering this program online	Make program available entirely online	Evaluate curriculum and redesign courses to be more compatible with online/hybrid delivery	Ongoing	Program Coordinator	N/A
Monitor progress and continue to participate in UMS initiative to attract and serve Chinese students interested in Computer related degree programs	Participate in UMS initiative	Obtain monthly progress update	Ongoing	Program Coordinator VPAA	\$9,000+ (per semester) for adjunct faculty. Consider

Recommendations	Goals	Action Steps	Anticipated Date of Implementation	Who Responsible	Resources Needed
					system wide SIF proposal
Request market need analysis for potential Management Information Systems (MIS) Baccalaureate degree option	Determine market potential for MIS degree	Make request to Enrollment Management Director	11/1/2010	Program Coordinator	\$5,000 (one time) Market Analysis
Continue exploration of collaborative opportunities with sister campuses (e.g., UMFK/UMPI collaborative MIS degree option)	Prepare and submit intent to plan	If market analysis (above) reveals viability then proceed	2/1/2011	Program Coordinator	\$5,000 (one time). Consider SIF proposal
Continue efforts to improve and expand experiential learning opportunities for program students	Improved and expanded experiential learning opportunities	Explore options, report progress annually	Ongoing	Program Coordinator	
Continue pursuit of articulation and dual enrollment agreements with high schools throughout the state	Articulation and Dual-enrollment agreements established	Prepare draft, negotiate details, and formalize agreements	Ongoing	Program Coordinator VPAA	
Monitor progress and continue to participate in UMS initiative to develop informatics degree options, especially in related disciplines (e.g, Healthcare Informatics)	Participate in UMS initiative	Obtain biweekly progress update Coordinate with corresponding discipline leadership	Ongoing	Program Coordinator VPAA	
Computer Science – AS					
(EMPAC) Repackage as part of	Maintain program	Maintain program,	Ongoing	Program	

Recommendations	Goals	Action Steps	Anticipated Date of Implementation	Who Responsible	Resources Needed
Computer Application and/or Information Security	to serve as a no additional cost feeder for other campus programs	monitor costs, and measure effectiveness in serving as feeder		Coordinator	
Monitor progress and continue to participate in UMS initiative to attract and serve Chinese students interested in Computer related degree programs	Same as for Computer Applications – BS above				
Continue efforts to improve and expand experiential learning opportunities for program students	Same as for Computer Applications – BS above				
Continue pursuit of articulation and dual enrollment agreements with high schools throughout the state	Same as for Computer Applications – BS above				
Information Security – AS					
Increase marketing as a signature program	Raise visibility of program, particularly in Maine	Continue to work with Enrollment Management team	Ongoing	Program Coordinator	\$5,000 (one time). Consider SIF proposal
Monitor progress and continue to participate in UMS initiative to attract and serve Chinese students interested in Computer related degree programs	Same as for Computer Applications – BS above				
Continue efforts to improve and expand experiential learning opportunities for program students	Same as for Computer Applications – BS above				

Recommendations	Goals	Action Steps	Anticipated Date of Implementation	Who Responsible	Resources Needed
Continue pursuit of articulation and dual enrollment agreements with high schools throughout the state	Same as for Computer Applications – BS above				

Professional Management Division Programs and Markets

Business Concentrations:

Accounting, Corporate Finance, Financial Services, Human Resources Management, E-Business (to be renamed to E-Commerce in Sept 2013), Entrepreneurship & Management (includes marketing), Healthcare Administration, Forestry Management

E-Commerce will be refocused on technology management and renamed to E-Business and Technology Management (for Sept 2013)

This is because E-Commerce has evolved to mean selling online, and what was originally named E-Commerce has evolved to E-Business; therefore, I intend to refocus the program and rename it to attract students.

This newly focused program should be a more selective program than the general BS in Business Management, and if we can develop an identifiable niche, we may be able to attract students and save a dying program.

I emphasize E-Commerce is misnamed and should not be identified with Computer Science; it is a technology management program.

Our targeted markets are:

Finance & Accounting (This really has multiple facets and is served by 3 concentrations, but students don't know enough about this area to be able to differentiate between the subtleties before matriculation). Markets include many of our present students and online professionals needing certification and skills.

Healthcare Management (There are 2 markets for this concentration, nursing students who change major, and healthcare professionals that need management skills and credentials)

The second group can be reached by direct marketing efforts in healthcare institutions, similar to how we market Public Administration to currently employed public sector employees.

Note: These two initiatives are in response to Eduventures report.

Forestry Management is just a modified 2+2 program that capitalizes on AS in Forest Applications for students seeking employment in the woods industry.

(Note: This is an existing demand that is being captured.)

Entrepreneurship & Management and Human Resources Management

(There are 3 separate markets identified here: foreign students who are looking for career opportunities (usually student-athletes), local students looking for career choices, and non-trads looking for marketable skills and upward mobility.

Here, admissions is important for finding the latter two markets, while the sports program generates the first group.

The markets we are still trying to identify are the students who want a quality technology management program.

Our accounting program and healthcare administration programs are growing well online, and there seems to be online opportunities our management programs.

I am exploring a limited-residency, general management and sports management program that would target professional sports training programs to add professional education credentials for highly motivated groups of students. This would entail limited residency cohorts from specific training programs that reside on campus for a minimum of two semesters (the first and last) to permit a well-defined schedule that was flexible and high quality.

Cohorts would consist of 15 to 15 from one training program so we could customize language and communication training to their specific cultural needs. Also, having an orientation semester and a capstone semester would facilitate outcomes assessment and quality assurance.

Computer Applications:

This is still being studied, but low enrollment is problematic.

AS in Information Security is being targeted as both an online and a residential program, and it seems to be growing.

However, that growth is coming partially from the AA in Computer Science program. Since we do not really have a computer science program, this should be considered for elimination or drastic restructure.

(Note: Possibly rename AA concentration to Computer Applications and refocus program to those entry level careers that have identified demand)

(Should GIS be a certificate add-on to existing degrees or a minor, rather than a concentration?)

By focusing on Information Security, we may be able to develop a viable program.

The AS in Information Security could be a feeder for either BS in Computer Applications or Business Management. The Computer Applications program already contemplates this development. The Business Program could easily develop a concentration in Information Security Management by paralleling the Forest Management concentration; i.e. take AS in Information Security and add the Business Core, Human Resources Management, Capstone Course, and Internship, and you have BS in Business Management with a concentration in Information Security.

What would be left of the computer application concentrations would have to be analyzed for viability with regard to enrollment demand.

Rural Public Safety Administration:

This program has been well developed as both online and residential, and both programs seem viable with innovative delivery modalities.

Concentrations are evolving, and market demand has been identified in Law Enforcement, Fire and Emergency Management, Game Warden, and Conservation Management.

**University of Maine at Fort Kent
Program Suspension Proposal for
Bachelor of Science Degree in
E-Commerce
December 19, 2012**

A. Five Year Summary of Program Enrollments:

BS-E-Commerce	New Entrants	Total Enrolled	3 Year Avg Enrolled	Acad Year Grads	3 Year Avg Grads
	Fall 2008	4	10	7.7	2
Fall 2009	1	11	9.3	1	1.7
Fall 2010	0	6	9.0	1	1.3
Fall 2011	1	5	7.3	2	1.3
Fall 2012	0	1	4.0		

B. Rationale for Suspension of the Program

According to the Eduventures report and Noel-Levitz reports, the market for our E-Commerce Program is problematic. The market is not well-defined; E-Commerce has been generally subsumed into the Business curriculum, and the discipline now goes by the name E-Business. And E-Business does not seem to have a strong stand-alone market demand.

The courses that are needed for our Business Program (ELC 200 Introduction to E-Commerce and ELC 310 E-Marketing) can be continued without the program.

It appears that UMFK faces a choice of either allocating additional resources to remake E-Commerce into a program that can attract students or to eliminate the program while maintaining the needed courses from the program.

Since the institution has indicated that additional resources are not available, the program should be suspended.

C. Relationship of Program Elimination to Campus Mission

The program is not integral to UMFK's mission.

D. Plan for Retrenchment of Faculty

No retrenchment is anticipated.

E. Impact of Program Suspension on Students

Minimal; there is only one student currently enrolled and he can easily be accommodated.

F. Timetable for Program Elimination

Fall, 2013

G. Input Obtained from Meeting and Discussion with AFUM

The following statement was submitted by Roger Roy, AFUM Negotiator, “Tony Enerva, AFUM Chapter President, and I both reviewed the proposal and see no problems. The proposed program cuts would have no noticeable effect on faculty workload, nor faculty working conditions for the one faculty member associated with the teaching of ELC courses, Tony Gauvin, would not change unreasonably, as far as we can see.”



UNIVERSITY OF MAINE
FORT KENT
UNIVERSITÉ DU MAINE

UMFK Faculty Handbook



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

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SECTION 1: INTRODUCTION

1.1 PREFACE

The purpose of this faculty handbook is twofold: to help orient new faculty to the University of Maine at Fort Kent (UMFK) and to provide all faculty and campus community members with an easily accessed compilation of UMFK policies and procedures.

The information presented in this handbook reflects the policies and procedures approved by faculty, by UMFK administration, or through a shared governance process. Because policies and procedures change, often within a relatively short period, some of the information presented here may be outdated. Faculty and staff members should not assume this handbook is the final authoritative source.

Please check with the Vice-President for Academic Affairs or the Faculty Chair if you have questions. To assist in the periodic revision of the faculty handbook, individuals aware of policy or procedural changes should inform the Chair of the Faculty.

The posting of revisions to this document will be the responsibility of the office of the Vice President for Academic Affairs.

1.2 OVERVIEW

The University of Maine at Fort Kent is a regional, baccalaureate campus within the University of Maine System serving approximately 1,200 students mostly from Northern Aroostook County in Maine, but with a considerable number students from other counties in the state, and international students, especially from Canada. The University of Maine System consists of seven institutions including two larger, the University of Maine, the flagship institution, and the University of Southern Maine, a comprehensive regional; the University of Maine Farmington, a liberal arts institution; and three regional institutions, the University of Maine at Fort Kent, the University of Maine at Machias, the University of Maine at Presque Isle; and the University of Maine Augusta with a majority of two-year programs, University College, and many outreach centers across the state.

The institution was established in 1878 by the Maine legislature to provide bilingual teachers for the Madawaska Territory. Today, we continue to enjoy exceptionally strong community ties with the St. John Valley and the town of Fort Kent.

Academic Programs are organized under the Vice president for Academic Affairs/Dean of the Faculty into five Divisions: Arts and Humanities, Education, Natural and Behavioral Sciences, Nursing, and Professional Management. Divisions are small, and faculty members frequently teach courses in support of other divisions. Likewise, our small size means that faculty members often serve on multiple faculty and campus-wide committees.

Our mission impacts our curriculum in three ways each relating to our unique geography. First, our setting in a small rural community permeates all that we do at UMFK. We constantly ask and address how that rural setting leaves a distinct mark on the disciplines we teach and the academic programs we offer. Similarly, we are exposed here to an Acadian and Franco culture that is important to who we are. And finally, geography has situated us on the doorstep of some of the largest and most beautiful areas of wilderness in the United States. We are stewards of this special environment, as we are of our regional history and culture.

This handbook has been prepared as a reference and resource for UMFK faculty members. It includes a guide to our organization and governance structures as well as policies and procedures in place to facilitate the conduct of university life and faculty affairs. The handbook is subject to regular updates and revisions.

1.3 PRESIDENTIAL MESSAGE

UMFK is a small campus at the top of Maine on the Canadian border and if you love fishing, hunting, winter sports, kayaking and biking, this is the place to be. Each winter, the town of Fort Kent hosts the annual CanAm Crown Sled Dog race, a qualifier for the Iditarod. This community was the proud site of the 2004 and 2011 Biathlon World Cup, an event combining Nordic skiing and marksmanship. Our success in hosting over 18,000 spectators from around the world led to our recognition as "the little town that could" and the hosting of a second World Cup event here in February 2011. Situated where the Fish River meets the St. John, the Allagash Wilderness is a thirty minute drive from campus along the beautiful St. John Valley. Both alpine skiing and 23 miles of Nordic skiing trails are right here. There is no better place to study and enjoy the outdoors. We emphasize experiential learning where you don't just read about facts and ideas - you actually engage in the in the dialogue and get out into the environment.

We were founded as the Madawaska Training School in 1878. Today, UMFK pursues a three-part mission:

1. To focus on the needs of rural communities in America,
2. To celebrate and explore this region's unique Franco/Acadian heritage and
3. To study and preserve Maine's beautiful forests and wilderness.

Our goal is to be Maine's premier rural public university; educating students to become responsible citizens committed to environmental stewardship through experiential learning. "Our faculty members are here because they love to teach." That's what our students said about us according to The Princeton Review when they selected UMFK as a "Best Northeast College" for the eight years in a row in 2012.

The Town of Fort Kent is a friendly community of 4097 people. In 2014, the St. John Valley will host the World Acadian Congress. Many of the families who reside here are of Acadian and French-Canadian heritage and French is commonly spoken in town. If a small, caring environment where you know all of your professors and your classmates sounds good to you, check out this site and learn more. Then come and visit. We'd love to show you around!

1.4 VISION AND MISSION STATEMENTS OF THE UNIVERSITY OF MAINE AT FORT KENT 2009-2014

1.41 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.

1.42 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.

1.5 NOTABLE DATES AND EVENTS IN THE HISTORY OF THE UMFK CAMPUS

Physical Plant

2013 - GROUND BREAKING FOR CONSTRUCTION ON A \$4 MILLION BIOMASS HEATING PROJECT THAT WILL PROVIDE HEAT AND HOT WATER TO 9 BUILDINGS ON THE MAIN CAMPUS. TOGETHER THE 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

2012 - OPENED A \$500,000 WOOD-TO-ENERGY HEATING SYSTEM, WHICH PROVIDES HEAT FOR 1.75 ACRES OF FLOOR SPACE FOR THE LARGEST RESIDENCE HALL, THE LODGE AND THE ATHLETIC SPORTS COMPLEX

2011 - CYR HALL 1ST FLOOR RENOVATED FOR ONE-STOP CENTER - \$90,000

2011 - BLAKE LIBRARY ROOF RENOVATION- \$25,000

2011 - BIOMASS BOILER INSTALLATION- SPORTS CENTER AND LODGE- \$500,000 GRANT

2011- LEED CERTIFICATION AWARDED TO POWELL HALL RENOVATION

2010 - AMORY ACQUISITION - \$150,000 STATE OF MAINE

2009 - POWELL HALL RENOVATION- \$1,400,000 (FACULTY OFFICES, WRITING/TESTING LAB)

2009 - LAGASSE HOUSE DONATED SOLD SEPT. 27, 2011

2008 - CYR HOUSE ACQUISITION- \$140,000

2006 - GAGNE HOUSE ACQUISITION- \$93,000

2003 - BLAKE LIBRARY/POWELL HALL CONNECTOR (Acadian Archives) - \$1,600,000

2003 - NEW DORMITORY BUILDING- \$7,000,000

2002 - FACILITIES BUILDING EXPANSION - \$60,000

2002 - BLIER GARAGE - \$38,000

2002 - PURCHASE OF GUY HOUSE - \$70,000

2001 - NADEAU HALL CONSTRUCTED AT A COST OF \$2,047,683.

1999 - CONSTRUCTION OF VIOLETTE WILDERNESS CAMP AT A COST OF \$150,000

1998 - RENOVATION OF OLD MODEL SCHOOL AT A COST OF \$156,000.

1990 - ADDITION OF SCIENCE WING TO CYR HALL AT A COST OF \$1,100,000

1988 - ADDITION OF WING TO BLAKE LIBRARY AT A COST OF \$400,000

1986 - ACQUISITION OF NEW PRESIDENT'S HOUSE AT A COST OF \$96,000

1985 - ADDITION OF GREENHOUSE TO CYR HALL AT A COST OF \$198,000

1985 - ADDITION OF WING TO BLAKE LIBRARY AT A COST OF \$48,000

1985 - SPECIALIZED BIOLOGY LABORATORY BUILT

1983 - DUPLEX APARTMENT SOLD FOR \$28,000

1975 - FIELD HOUSE CONSTRUCTED AT A COST OF \$1,290,000

1974 - ACQUISITION OF HONORS CENTER AT A COST OF \$22,000

1974 - ACQUISITION OF BICULTURAL CENTER AT A COST OF \$38,000

1971 - UTILITY BUILDING CONSTRUCTED AT A COST OF \$64,000

1969 - AUDITORIUM CONSTRUCTED AT A COST OF \$420,000

1969 - ADDITION OF WING TO CROCKER HALL AT A COST OF \$223,000

1969 - DICKEY HALL DEMOLISHED

1969 - MODEL SCHOOL CLOSED FOR ELEMENTARY CLASSES-USED BY COLLEGE

1967 - NEW NOWLAND HALL CONSTRUCTED AT A COST OF \$283,000

1966 - GYMNASIUM RENOVATED TO LIBRARY AT A COST OF \$137,379

1966 - DUPLEX APARTMENT ACQUIRED AT A COST OF \$11,000

1965 - POWELL HALL CONSTRUCTED AT A COST OF \$350,000

1963 - MODEL SCHOOL REMODELED AT A COST OF \$19,000

1961 - CROCKER HALL CONSTRUCTED AT A COST OF \$206,000

1960 - OLD CYR HALL DEMOLISHED

1959 - NEW CYR HALL CONSTRUCTED AT A COST OF \$356,000

1956 - PRESIDENT'S HOUSE PURCHASED AT A COST OF \$9,500

1955 - NOWLAND HALL DESTROYED BY FIRE

1932 - CYR HALL ENTIRELY REBUILT

1928 - GYMNASIUM CONSTRUCTED AT A COST OF \$49,200

1914 - DICKEY HALL CONSTRUCTED AT A COST OF \$32,000

1910 - CYR HALL LIBRARY ADDED

1909 - MADAWASKA MODEL SCHOOL CONSTRUCTED AT A COST OF \$10,000

1894 - CYR HALL REPLACED AT A COST OF \$8,000

1891 - NOWLAND HALL CONSTRUCTED AT A COST OF \$5,000

1889 - CYR HALL BUILT AT A COST OF \$1,500

1878 - FOUNDING DATE - MADAWASKA TRAINING SCHOOL - VAN BUREN AND FORT KENT

Information updated periodically and can be found at:

http://www.umfk.edu/ie/stabstract/page.cfm?page=physical_plant&ref=6

Program Growth

2013 – APPROVAL OF UNIVERSITY COLLEGE ONLINE MAINE ASSOCIATE OF SCIENCE IN ALLIED HEALTH WITH A CONCENTRATION IN HEALTH INFORMATION TECHNOLOGY

2013- 10-YEAR REACCREDITATION OF THE NURSING PROGRAM BY THE COMMISSION ON COLLEGIATE NURSING EDUCATION IN THE SPRING OF 2013 AND A SITE VISIT IN THE FALL OF 2012

2013 - DEVELOPMENT OF GIFTED AND TALENTED CONCENTRATION FOR ONLINE DELIVERY

2013 - DEVELOPMENT OF CONSERVATION LAW MANAGEMENT UNDER ASSOCIATE OF ARTS DEGREE AND FOR UNIVERSITY COLLEGE ONLINE DELIVERY

2012 - APPROVAL OF ASSOCIATE OF SCIENCE IN ALLIED HEALTH BY BOARD OF TRUSTEES

2012 - ELIMINATION OF THE FOLLOWING BSES CONCENTRATIONS: AQUATIC ECOLOGY, ENVIRONMENTAL ASSESSMENT, FIELD NATURALIST, OUTDOOR LEADERSHIP, FORESTRY, GIS, PLANT ECOLOGY, SOCIAL POLICY & ACTIVISM, WILDLIFE ECOLOGY

2012 - APPROVAL OF THE FOLLOWING BSES CONCENTRATIONS: SUSTAINABILITY, WILDLIFE, ECOLOGY OF LAND AND WATER

2012 - RENAME THE BSES CONCENTRATION “GAME WARDEN” TO “GAME WARDEN / PARK RANGER”

2012 - RENAME THE BEHAVIORAL SCIENCES MINOR “CULTURAL ANTHROPOLOGY” TO “CULTURAL STUDIES”

2011 - APPROVAL OF CERTIFICATE PROGRAMS IN SPECIAL EDUCATION, CRIMINAL JUSTICE, EMERGENCY MANAGEMENT/HOMELAND SECURITY, PUBLIC MANAGEMENT, HEALTHCARE MANAGEMENT

2011 - APPROVAL OF ALLIED HEALTH ASSOCIATE DEGREE INTENT-TO-PLAN

2010 - APPROVAL OF ONLINE MAJORS FOR BACHELORS DEGREE IN RURAL PUBLIC SAFETY AND BUSINESS MANAGEMENT (HEALTHCARE AND ACCOUNTING)

2010 - APPROVAL OF ONLINE PROGRAMS FOR THE ASSOCIATE DEGREE WITH SEQUENCES IN ACCOUNTING, INFORMATION SECURITY, AND CRIMINAL JUSTICE

2010 - APPROVAL OF GAME WARDEN FIELD STUDIES CONCENTRATION IN PUBLIC SAFETY ADMINISTRATION; SECONDARY SOCIAL STUDIES EDUCATION AND PRE-LAW CONCENTRATIONS IN SOCIAL SCIENCE

2010 - FORESTRY PROGRAM RENAMED "ASSOCIATE OF SCIENCE IN APPLIED FOREST TECHNOLOGY"

2010 - APPROVAL OF BEHAVIORAL SCIENCE SEQUENCE IN ASSOCIATE OF ARTS; ELIMINATION OF HUMAN SERVICES STUDY SEQUENCE

2010 - ELIMINATION OF MARKETING, SMALL BUSINESS MANAGEMENT, AND WINTER SPORTS CONCENTRATIONS

2010 - APPROVAL OF LITERATURE, CREATIVE WRITING, AND PROFESSIONAL WRITING CONCENTRATIONS IN ENGLISH

2010 - APPROVAL OF EMERGENCY MANAGEMENT/HOMELAND SECURITY SEQUENCE IN ASSOCIATE OF ARTS

2010 - APPROVAL OF WILD LAND FIREFIGHTING CONCENTRATION IN FORESTRY PROGRAM

2010 - APPROVAL OF ASSOCIATE OF SCIENCE DEGREE IN INFORMATION SECURITY

2010 - ELIMINATION OF THE BACHELOR OF SCIENCE IN SECONDARY EDUCATION – BILINGUAL EDUCATION

2010 - ELIMINATION OF THE BACHELOR OF SCIENCE IN SECONDARY EDUCATION – ENGLISH/DRAMA/LANGUAGE ART

2009 - FORESTRY PROGRAM ACCREDITED BY THE SOCIETY OF AMERICAN FORESTERS (NEXT REVIEW IN 2019)

2008 - RE-ACCREDITATION OF THE NURSING PROGRAM BY THE MAINE STATE BOARD OF NURSING

2008 - BUSINESS PROGRAMS ACCREDITED BY INTERNATIONAL ASSEMBLY FOR COLLEGIATE BUSINESS EDUCATION (NEXT REVIEW IN 2015)

2008 - FORESTRY PROGRAMS GRANTED RECOGNITION FROM SOCIETY OF AMERICAN FORESTERS

2007 - APPROVAL OF UMFK PROPOSAL FOR THE CENTER FOR RURAL SUSTAINABLE DEVELOPMENT

2006 - APPROVAL OF ECONOMICS MINOR

2006 - APPROVAL OF FORENSIC SCIENCE MINOR

2006 - APPROVAL OF INFORMATION ASSURANCE/SECURITY MINOR

2005 - APPROVAL OF CRIMINAL JUSTICE MINOR

2005 - APPROVAL OF CULTURAL ANTHROPOLOGY MINOR

2005 - APPROVAL OF DIVERSITY STUDIES MINOR

2005 - REACCREDITATION OF THE EDUCATION PROGRAM BY THE MAINE DEPARTMENT OF EDUCATION

2005 - REACCREDITATION BY THE NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.

2003 - APPROVAL OF COACHING MINOR

2002 - WITHDREW FROM THE NATIONAL STUDENT EXCHANGE PROGRAM

2001 - RENEWAL OF COOPERATIVE AGREEMENT WITH THE UNIVERSITY OF MONCTON – EDMUNDSTON CAMPUS (SAINT-LOUIS-MAILLET)

2001 - TRANSFER OF BEHAVIORAL SCIENCE EXTERNAL DEGREE PROGRAM TO UM-MACHIAS

2001 - APPROVAL OF BACHELOR OF SCIENCE IN E-COMMERCE DEGREE PROGRAM

2001 - APPROVAL OF BACHELOR OF SCIENCE IN RURAL PUBLIC SAFETY ADMINISTRATION DEGREE PROGRAM

2001 - APPROVAL OF ORAL COMMUNICATION MINOR

2000 - APPROVAL OF BACCALAUREATE DEGREE PROGRAM ARTICULATION AGREEMENT WITH NORTHERN MAINE TECHNICAL COLLEGE

2000 - REACCREDITATION OF THE EDUCATION PROGRAM BY THE MAINE DEPARTMENT OF EDUCATION

1999 - APPROVAL OF RN/BSN UPGRADE ARTICULATION AGREEMENT WITH THE UNIVERSITY OF MAINE AT FARMINGTON

1999 - APPROVAL OF RN/BSN UPGRADE ARTICULATION AGREEMENT WITH THE UNIVERSITY OF MAINE AT MACHIAS

1998 - WITHDRAWAL FROM THE NATIONAL SMALL COLLEGE ATHLETIC ASSOCIATION

1998 - APPROVAL TO PARTICIPATE IN THE NATIONAL ASSOCIATION OF INTERCOLLEGIATE ASSOCIATION

1998 - APPROVAL OF THE SECONDARY EDUCATION MAJOR IN ENGLISH/LANGUAGE ARTS/DRAMA

1998 - APPROVAL OF THE SECONDARY EDUCATION MAJOR IN MATHEMATICS

1998 - APPROVAL OF THE SECONDARY EDUCATION MAJOR IN BILINGUAL EDUCATION

1998 - APPROVAL OF RN-UPGRADE ARTICULATION AGREEMENT WITH KENNEBEC VALLEY TECHNICAL COLLEGE

1998 - APPROVAL OF AS-FORESTRY ARTICULATION AGREEMENT WITH FOXCROFT ACADEMY

1997 - APPROVAL OF RN-UPGRADE ARTICULATION AGREEMENT WITH THE UNIVERSITY OF MAINE AT AUGUSTA

1997 - APPROVAL OF RN-UPGRADE ARTICULATION AGREEMENT WITH NORTHERN MAINE TECHNICAL COLLEGE

1997 - APPROVAL OF NEW GENERAL EDUCATION REQUIREMENTS FOR 4-YEAR DEGREE PROGRAMS

1997 - ELIMINATION OF THE BILINGUAL/MULTICULTURAL STUDIES MAJOR

1997 - ELIMINATION OF THE HISTORY MAJOR

1997 - ELIMINATION OF MATHEMATICS/SCIENCE FIELD

1997 - ELIMINATION OF MULTIDISCIPLINARY MAJOR

1997 - ELIMINATION OF THE TEACHER AIDE OPTION WITHIN THE ASSOCIATE OF ARTS DEGREE

1997 - ELIMINATION OF THE COMPUTER SCIENCE MINOR

1996 - REACCREDITATION BY THE NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

1995 - REACCREDITATION OF THE NURSING PROGRAM BY THE NATIONAL LEAGUE OF NURSING

1995 - APPROVAL OF BEHAVIORAL SCIENCE EXTERNAL DEGREE PROGRAM TO BE OFFERED BY TRI-CAMPUS CONSORTIUM (UMM, UMPI, UMFK)

1994 - APPROVAL TO CONTINUE PARTICIPATION IN NATIONAL STUDENT EXCHANGE PROGRAM

1993 - REACCREDITATION OF THE TEACHER EDUCATION PROGRAM BY THE MAINE STATE DEPARTMENT OF EDUCATION

1993 - WITHDRAWAL FROM THE NATIONAL ASSOCIATION OF INTERCOLLEGIATE ATHLETICS

1993 - APPROVAL TO PARTICIPATE IN THE NATIONAL SMALL COLLEGE ATHLETIC ASSOCIATION

1993 - APPROVAL OF THE ASSOCIATE OF SCIENCE-FOREST TECHNOLOGY PROGRAM

1993 - ELIMINATION OF THE FORESTRY OPTION WITHIN THE ASSOCIATE OF ARTS DEGREE

1992 - APPROVAL OF RN/BSN UPGRADE ARTICULATION AGREEMENT WITH THE UNIVERSITY OF MAINE AT PRESQUE ISLE

1992 - APPROVAL OF A NEW CORE OF GENERAL EDUCATION REQUIREMENTS

1991 - ELIMINATION OF ORONO LIFE SCIENCE EXCHANGE PROGRAMS

1991 - ELIMINATION OF THE GERONTOLOGY STUDY SEQUENCE UNDER THE ASSOCIATE OF ARTS DEGREE

1990 - COOPERATIVE AGREEMENT WITH UNIVERSITE DE MONCTON (SAINT-LOUIS-MAILLET)

1989 - ELIMINATION OF ART/MUSIC PROGRAM

1989 - COMMUNITY COLLEGE OF MAINE (ITV) PROGRAM OFFERING CLASSES

1989 - ACCREDITATION OF THE NURSING PROGRAM BY THE NATIONAL LEAGUE OF NURSING

1988 - APPROVAL OF INDEPENDENT NURSING PROGRAM (DISAFFILIATION FROM THE UNIVERSITY OF SOUTHERN MAINE).
1988 - REACCREDITATION OF EDUCATION PROGRAM BY THE MAINE STATE DEPARTMENT OF EDUCATION
1988 - APPROVAL OF FORESTRY MINOR
1987 - APPROVAL OF THE COMPUTER APPLICATIONS MAJOR
1986 - WITHDREW FROM THE U.S.M. INDUSTRIAL ARTS TRANSFER AGREEMENT
1986 - WITHDREW FROM THE U.S.M. SOCIAL WELFARE TRANSFER AGREEMENT
1986 - WITHDREW FROM THE U.M. PRE-ENGINEERING TRANSFER AGREEMENT
1986 - WITHDREW FROM THE NATIONAL STUDENT EXCHANGE PROGRAM
1985 - FIRST BACHELOR OF SCIENCE IN NURSING DEGREES CONFERRED
1985 - TEN YEAR ACCREDITATION BY THE NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
1984 - APPROVAL OF THE BEHAVIORAL SCIENCE MAJOR
1984 - APPROVAL OF THE ENVIRONMENTAL SCIENCE MINOR
1984 - APPROVAL OF THE MULTI-DISCIPLINARY MAJOR
1983 - FIRST YEAR OF CLINICAL WORK FOR NURSING MAJOR
1982 - APPROVAL OF THE BUSINESS MANAGEMENT CONCENTRATION WITHIN THE B.S. DEGREE
1982 - APPROVAL OF AUDUBON EXPEDITION INSTITUTE EXCHANGE AGREEMENT
1981 - REACCREDITATION BY THE NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
1981 - REACCREDITATION OF THE EDUCATION PROGRAM BY THE MAINE STATE DEPARTMENT OF EDUCATION
1981 - ELIMINATION OF CANADIAN/AMERICAN STUDIES MINOR
1981 - APPROVAL OF COMPUTER SCIENCE MINOR
1981 - APPROVAL OF USM'S NURSING PROGRAM TO BE OFFERED AT UMFK
1980 - APPROVAL OF FOREST MANAGEMENT TRANSFER PROGRAM - UMO COLLEGE OF LIFE SCIENCES & AGRICULTURE
1980 - APPROVAL OF BACHELOR OF SCIENCE IN NURSING
1979 - APPROVAL OF BILINGUAL BICULTURAL STUDIES MAJOR
1978 - APPROVAL OF THEATER MINOR
1978 - APPROVAL OF HONORS PROGRAM
1978 - APPROVAL OF STUDY SEQUENCE MINORS UNDER THE ASSOCIATE OF ARTS DEGREE
1975 - APPROVAL OF BEHAVIORAL SCIENCE MINOR
1975 - APPROVAL OF SOCIAL SCIENCE MINOR
1975 - AGREEMENT WITH COLLEGE OF LIFE SCIENCE AND AGRICULTURE IN ORONO FOR 15 TRANSFER PROGRAMS
1975 - REACCREDITATION BY NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES
1974 - APPROVAL OF BACHELOR OF ARTS
1974 - APPROVAL OF BACHELOR OF UNIVERSITY STUDIES
1974 - APPROVAL OF BACHELOR OF SCIENCE IN ENVIRONMENTAL STUDIES
1971 - APPROVAL OF ART-MUSIC PROGRAM
1971 - APPROVAL OF ASSOCIATE OF ARTS IN GENERAL STUDIES
1971 - PRELIMINARY TRANSFER AGREEMENTS WITH UMO FOR STUDENTS ENROLLED AT UMFK IN PRE-ENGINEERING PROGRAM
1971 - PRELIMINARY TRANSFER AGREEMENTS WITH UMPG (USM) FOR STUDENTS ENROLLED IN SOCIAL WORK PROGRAM
1971 - APPROVAL OF CANADIAN-AMERICAN STUDIES MINOR
1970 - MEMBER OF NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
1970 - NAME CHANGED TO THE UNIVERSITY OF MAINE AT FORT KENT

1968 - MERGER OF STATE COLLEGES WITH-UNIVERSITY OF MAINE
1968 - NAME CHANGED TO FORT KENT STATE COLLEGE OF THE UNIVERSITY OF MAINE
1966 - CANDIDACY FOR ACCREDITATION STATUS
1966 - NAME CHANGED TO FORT KENT STATE COLLEGE
1963 - FIRST B.S. DEGREE CONFERRED
1962 - FOURTH YEAR OF COLLEGE WORK ADDED
1961 - NAME CHANGED TO FORT KENT STATE TEACHERS COLLEGE
1955 - NAME CHANGED TO FORT KENT STATE NORMAL SCHOOL
1948 - THIRD YEAR OF NORMAL SCHOOL CURRICULUM ADDED
1934 - SECOND YEAR OF NORMAL SCHOOL CURRICULUM ADDED
1927 - FIRST YEAR OF NORMAL SCHOOL CURRICULUM ADDED
1887 - PERMANENTLY LOCATED AT FORT KENT
1878 - MADAWASKA TRAINING SCHOOL FOUNDED - VAN BUREN AND FORT KENT

Information updated periodically and can be found at:

http://www.umfk.edu/ie/stabstract/page.cfm?page=program_developments&ref=6

SECTION 2: UNIVERSITY OF MAINE SYSTEM ORGANIZATIONAL STRUCTURES AND FUNCTIONS

2.1 STATEWIDE SYSTEM OF HIGHER EDUCATION

Created in 1968 by the Maine State Legislature, the University of Maine System consists of seven public universities, each with a distinctive mission and character.

- [University of Maine](#)
Maine's land-grant and sea-grant institution
- [University of Maine at Augusta](#)
Central Maine's baccalaureate and associate degree institution
- [University of Maine at Farmington](#)
Maine's selective liberal arts college
- [University of Maine at Fort Kent](#)
Regional baccalaureate university in the St. John Valley
- [University of Maine at Machias](#)
Eastern Maine's baccalaureate institution
- [University of Maine at Presque Isle](#)
Baccalaureate education for the Northeastern region
- [University of Southern Maine](#)
A comprehensive public university
- [University of Maine School of Law](#)

The chief administrative officer of the University System is the Chancellor. Each campus has its own President who is responsible to the Chancellor and to the University of Maine System Board of Trustees.

2.2 BOARD OF TRUSTEES

The Board of Trustees of the University of Maine System consists of 16 members, 15 of whom are appointed by the Governor. The Maine Commissioner of Education serves as a member ex officio. Members are appointed for a five-year term and may be reappointed once. A student member of the Board is appointed for a single two-year term.

The Board has full legal responsibility and authority for the University System. It appoints the Chancellor and each University President, approves the establishment and elimination of academic programs, confers tenure on faculty members, sets tuition rates and operating budgets, and more.

The Clerk of the Board administers all functions necessary to the conduct of its responsibilities.

The Board of Trustees delegates to the Chancellor the authority for approval of constitutions and governing procedures for campus faculty, student or other governing bodies under the conditions that:

- a) All campus constitutions and governing documents must explicitly acknowledge that the Board of Trustees is the legal governing body of the University of Maine System and that nothing within the constitution of governing body shall be construed as granting to the faculty or student or other body concerned the authority to act outside the policies of the Board of Trustees.
- b) The Board of Trustees reserves the right to suspend, amend or otherwise alter any constitution or governing document if the Board finds at any time that the provisions of such a document are contrary to the policies of the Board of Trustees.

The policies of the Board of Trustees are available in the University of Maine System Policy and Procedures Manual. A copy of this manual is located in the President's office.

2.3 CHANCELLOR

The Chancellor of the University of Maine System is appointed by the Board of Trustees and serves at its pleasure as the chief administrative and education officer of the University System. The Chancellor is accountable to the Board for making certain that the System operates in accordance with Maine Statutes, and the policies and procedures of the University of Maine System.

The Chancellor is responsible for:

- the governance and administration of the University System;
- the implementation of Board policy and procedures and other such duties as the Board may delegate or assign;
- providing the Board with professional judgments on all matters affecting the System and the universities;
- System planning, in conjunction with campus Presidents, for academic affairs, student affairs, public service programs, financial operations, capital plans, and resource utilization;
- the preparation of all operating and capital budgets, appropriation requests, bond issues, and statutory changes;
- the presentation of appropriation requests, bond issues, and statutory changes to executive or legislative branches of Maine government in accordance with the provisions of the Maine statutes;
- the nomination of persons to head the campuses and other System major staff for appointment by the Board of Trustees, and for implementation of professional development programs and performance review of the presidents and major staff;
- seeking consultation and advice from the Presidents, both collectively and individually, on matters pertaining to the System and, as appropriate, to each campus;
- the development of an effective statewide public relations and legislative program.

2.4 CHANCELLOR EVALUATION PROCESS

The Board of Trustees shall conduct an annual review of the Chancellor's performance to be completed in May. In the third year of the Chancellor's service and every four years thereafter, the review will be a comprehensive review as described below. The Board may modify the timing of an annual or comprehensive review as needed to meet needs of the System, with notice to the Chancellor. More frequent reviews may also be conducted at the discretion of the Board.

In years in which there is not a comprehensive review of the Chancellor, the Board Chair, the Vice Chair and Chair of the Human Resources and Labor Relations Committee will comprise a Review Group, chaired by the Board Chair, to conduct the review of the Chancellor's performance. The Chancellor will submit a self assessment, together with a statement of proposed goals for the coming fiscal year, in March, which the chair will distribute to all Board members along with a request for written input on the Chancellor's performance. Utilizing the Chancellor's self assessment and the input from the Board members, the Review Group will meet

with the Chancellor, to discuss both performance strengths and weaknesses and to finalize the Chancellor's goals for the coming year. Following the meeting, the Chair will prepare a letter to the Chancellor summarizing the performance review. Before the Board acts on extending the Chancellor's contract, the Review Group will report to the Board on the outcome of the review, and will recommend to the Board any adjustments to the Chancellor's compensation for the coming year and whether to extend the Chancellor's contract.

The Comprehensive Review in the third year of service and every four years thereafter will be conducted according to the following guidelines:

1. The Review Group will establish a specific schedule, beginning in January, and time frame for the completion of the tasks necessary for the process.
2. The Review Group will select an external reviewer to conduct the comprehensive review and to report to the Review Group.
3. The external reviewer will work with the Review Group to establish the review process, develop criteria for assessing the Chancellor's performance and leadership, develop assessment tools, determine the parties to be consulted, and identify all issues and areas to be considered.
4. The Comprehensive Review will include at a minimum:
5. A self-assessment statement prepared by the Chancellor addressing the areas and issues determined by the Review Group and external reviewer, and
6. Interviews with, or other means of obtaining feedback from, all Board members, Presidents, senior staff, and any other parties selected by the reviewer and Review Group.
7. The external reviewer will meet with the Review Group to review the findings of the review process, following which the Review Group and the reviewer will meet with the Board.
8. The external reviewer will prepare a draft report. The external reviewer and the Review Group will then meet with the Chancellor to discuss the draft report.

The external reviewer will finalize the report and forward it to the Review Group and the Chancellor, who will discuss the final report. Following any further revisions by the outside reviewer which may be requested by the Review Group, the Review Group will approve the final report and will forward the final report to the Board.

2.5 UNIVERSITY OF MAINE SYSTEM ORGANIZATIONAL STRUCTURE
SEE ORGANIZATION CHART FILE (insert new organizational chart)

Presidents of the various campuses of the University System shall be elected by the Board on the nomination of the Chancellor and shall serve at the pleasure of the Board. The President of a University of Maine System campus is the chief administrative and educational officer of that campus and, as such, is responsible for all aspects of campus operation within the campus mission and the plans and policies set forth by the Chancellor and the Board of Trustees. The President reports directly to the Chancellor.

The responsibilities of the President shall include, but not necessarily be limited to:

- implementation of plans, policies and directives from the Board of Trustees and the Chancellor
- establishment of an effective communications link between the President and the Chancellor and between the President and all of the constituencies at the campus level: faculty, students, administrators, classified employees, and alumni;
- academic leadership for the campus through established planning processes and prioritizing of goals and objectives; promotion of academic excellence; development and motivation of professional staff, faculty, and classified staff to accomplish the campus mission; and promotion of innovative and efficient use of campus resources;
- development and administration of the campus operational and auxiliary enterprise budgets as approved by the Chancellor and Board of Trustees, including establishment of priorities for expenditures and achievement of revenue projections as set forth in the approved budgets;
- development, maintenance, and operation of campus physical plant, and the development of long-range capital construction priorities in accordance with the campus mission and guidelines set forth by the Board of Trustees;
- administration of all aspects of campus affairs affecting student life and otherwise promoting the learning environment for the welfare of the student body;
- development of an effective public service program for both the campus and community; and
- development of an effective community relations program.

3.2 VICE PRESIDENT for ACADEMIC AFFAIRS & DEAN of FACULTY

Reports to: President

Areas of Responsibility: Academic Departments, Information Services, Academic & Counseling Services, Academic Outreach, Institutional Research, and Academic Affairs Office

Directly Supervises: Faculty division chairs and Director, Dean of Information Services, two Directors, and one professional and one classified support staff member

Functional relationships: Works closely with the President, Division Chairs, the Vice President for Administration, Executive Director of Human Resources, and other departments as necessary and maintains regular contact with appropriate System Office personnel.

Position statement: The Vice President for Academic Affairs is responsible for the academic curriculum of the institution, providing leadership to the faculty and managing the processes through which teaching is conducted and administered at UMFK. The Vice President insures that the curriculum appropriately reflects the mission of the campus and that it is as current as possible in terms of disciplines and delivery.

Major duties (Essential Functions):

- Serve as chief administrative officer in the absence of the President as instructed;

- Supervise all matters relating to curriculum and instruction in the University including outreach, evening and summer courses, scheduling and overloads;
- Oversee faculty and academic staff recruitment and development activities;
- Provide advisory recommendations to the President on all academic appointments, tenure and promotion matters and ensure that such processes comply with the terms of faculty bargaining agreements;
- Oversee development and implementation of academic strategic planning;
- Establish priorities and plans for program development, faculty recruitment and development;
- Provide academic input to institutional enrollment management efforts;
- Coordinate periodic academic program review and work with Division Chairs in the review, study, and development of curriculum and in the improvement of instruction;
- Initiate and direct divisional reviews and to serve a ex-officio member of division groups in matters pertaining to curriculum and instruction;
- Perform other duties as assigned by the President.

Budget Responsibilities: Responsible for development and adherence to academic affairs budget and oversight responsibility for all academic and information management areas.

Campus/University Service: To chair and serve on a variety of appropriate campus and system committees and groups such as President’s Cabinet, Academic Affairs Council, System Chief Academic Affairs Officers, etc.

Knowledge, Skills & Abilities: Demonstrated academic leadership, excellent communication and interpersonal skills and good judgment. Ability to formulate and articulate sound policies and demonstrated ability to identify, resolve, and consult on a wide range of administrative and personnel issues with a clear sense of institutional needs and priorities. Strong organizational and management skills.

Qualifications: Master’s degree in a related field required; earned doctorate preferred and a record of teaching excellence, service, and scholarship commensurate with that of a tenured professor. Significant experience at the level of Dean or above including experience in the development and administration of curriculum, budget, personnel, strategic planning, and the use of technology in higher education. A commitment to affirmative action principles. Administrative experience in a collective bargaining environment highly desirable.

3.3 VICE PRESIDENT FOR ADMINISTRATION

The Vice President for Administration reports to the President and serves as a member of the President’s Cabinet.

The basic objectives of this position are to oversee implementation of student administrative services policies of the university; supervise all fiscal, statistical, and accounting records for the campus; recommending campus budget policies and preparing budgets; oversee capital projects; ensure campus compliance with system-wide fiscal and accounting procedures; and to advise the president on matters affecting the university.

The responsibilities of the Vice President for Administration shall include, but not necessarily be limited to the following:

To provide vision and leadership to achieve the goals of the university in the student administrative services area;

- To supervise and evaluate the Assistant Director of Finance and Directors of Facilities, Financial Aid and Admissions;
- To provide liaison with the other chief financial officers of the University System;
- To represent the interests of the student services in policy deliberations of the university;
- To anticipate, to plan, and to implement changes as needed in student administrative services and oversee the development of appropriate goals and objectives;

- To direct preparation of accounting and statistical statements and to interpret those statements to the president;
- To prepare the campus budget in collaboration with the budget supervisors, Vice President for Academic Affairs and the President;
- To evaluate budget requests and/or estimates to justify funds allotted to various divisions and activities;
- To oversee development of policies and procedures for public use of campus facilities, including catering services;
- To supervise computation and monitoring of campus operating costs;
- To participate as a member of the President's Cabinet; and
- To perform additional duties as assigned by the President.

3.4 DEAN OF ENROLLMENT SERVICES AND STUDENT LIFE

Reports To: President

Supervises: Directly supervises the Department of Admissions, Department of Student Success, the Division of Enrollment Services, and the Division of Student Life (Student Activities, Student Government, Residential Life, and Food Services). Assists in coordination of efforts of student accounts and other enrollment service related staff (athletics, alumni affairs, etc.).

Functional Relationships: Works closely with all enrollment, marketing, recruitment, and retention efforts including Academic Departments, the Learning Center, University Relations/Alumni Affairs, IT, Business Office, the First Year Experience program, student advising, , faculty and staff.

Statement of the Job: The Dean of Enrollment Services and Student Life is responsible for providing leadership and direction for University enrollment, retention, student success, student development, marketing, and recruitment, initiatives and strategies of the University in consultation with the Vice-President of Administration and Academic Affairs. S/he will be responsible for leading, planning, developing, advocating and implementing a comprehensive strategic enrollment management plan to build, shape and sustain the desired student enrollment profile at the University and enhance student success.

Essential Functions:

- Be a leader in espousing and disseminating recognized best practices in enrollment management and high engagement student success strategies throughout the campus.
- To oversee, develop, execute, manage and assess enrollment management plans, strategies, initiatives, policies, and procedures of all facets of enrollment management (including, but being limited to, Admissions, Financial Aid, Registration, Accounts Receivable, Student Life, Residential Life, Student Success, Credit Transfer, Student Support Services and other enrollment services).
- Oversee, develop, execute, manage and assess student development programs for campus-based, commuter, and online student populations.
- Recommend and monitor attainment of institutional enrollment management and student success goals.
- Participate in and inform institutional planning and development of academic and curricular initiatives and programs to enhance student outcomes and improve enrollment, retention and graduation rates.
- Utilize the collection and analysis of internal and market data to inform decisions and recommendations.
- Work with Institutional Research to generate and present statistical reports and analyses of enrollment data.
- Oversee the design, development and delivery of short and long range promotional, marketing and recruitment materials, initiatives and activities as appropriate.
- Select, train, mentor, develop, manage and evaluate staff in accordance with best practices and UMS performance management guidelines and appropriate collective bargaining agreements.
- Represent the University at various professional conferences, workshops, public events, and media functions as directed by the President.
- To represent (or appropriately delegate representation for) the university in System enrollment management and student life efforts
- Perform other duties as may be assigned by the President.

Budget Responsibilities:

1. Responsible for coordination of Enrollment Management related budgets.
2. Responsible for Auxiliary Enterprise functions of student housing and dining services.
3. Recommends marketing and advertising expenditures as needed to promote the University's academic programs.
4. To administer approved office budget and ensure budget compliance in the subordinate divisions.

Campus/University Service: Serves on the President's Executive Staff and Cabinet. Takes a leadership role on EMPAC (Enrollment Management Policy Advisory Committee) as assigned by the President as well as service on other campus and system, state, regional and/or national committees and groups as appropriate.

Knowledge, Skills & Abilities:

1. Demonstrated knowledge and experience with best practice retention and high engagement student success strategies in a higher education setting
2. Knowledge of retention policies and practices including academic advising, student support
3. Knowledge of student development theory and practices
4. Knowledge of the academic process
5. Knowledge of recruitment, marketing and admissions practices
6. Knowledge of data collection and analysis methods
7. Excellent oral and written communication skills
8. Demonstrated strategic planning, leadership, project management, administrative and managerial skills
9. Strong analytical, problem solving, and organizational skills
10. Ability to evaluate and utilize data in decision making
11. Ability to formulate, articulate and implement policies, procedures, expectations, and practices
12. Ability to work with diverse students, faculty, staff and administrators at all levels

Required Qualifications:

1. Master's degree (or Bachelor's plus a total of more than 6 years of relevant experience)
2. Three years higher education enrollment management related experience (five preferred)
3. Demonstrated administrative/managerial competence and experience in data management and analysis

3.5 DEAN OF COMMUNITY EDUCATION

Reports to: President

Supervises: Early College High School staff

VISTA Volunteers

Student Employees

Upward Bound Academic Counselor (agreement with UMPI)

Functional Relationships: Works closely with senior staff, deans, directors and maintains regular contact with faculty and staff. Maintains a working relationship with K-12 school administrators and teachers, businesses, community institutions and agencies, adult education professionals, the Maine Department of Education, the University of Maine System Office, and other UM System outreach professionals.

Position Statement: The Dean of Community Education and has primary responsibility for the university's educational/curricular outreach and collaboration with the K-12 sector, businesses, community organizations and agencies, and other potential consumers of community education services.

Major Duties:

1. Develop, administer, and maintain sustainable community education, workforce development, and outreach functions for the University of Maine at Fort Kent.
2. Develop a community education, workforce development, and outreach strategic action plan -- including programs, program goals, program outcome measures, assessments, and financial plans. Provide regular assessments of program effectiveness and viability.

3. Generate revenue through program revenue, grant writing, fund-raising efforts, and other initiatives to sustain financial viability of the position (minimally calculated as salary, operations, and indirect costs calculated at institutional rates following a three year period of external funding).
4. Develop and manage budgets for program sustainability and growth.
5. Develop, administer, assess, and coordinate all activities related to:
 - a. the UMFK Early College High School Program and the College Community Project (and programs housed under that project, including but not limited to, *KinderKollege*, *Middle School U.*, *Early College Program*, *College Access Program*, *College 101 for Parents*, *Senior College*, *the UMFK-AFCU Financial Literacy Program* and the *Bridge to the Future Scholarship*).
 - b. early college high school programs in the region and provide coordination of such programs once established including but not limited to student advising, scheduling, registration, etc.
 - c. workforce development programs including stackable certificate development, workforce education, outreach to businesses, and the development and administration of an institute for community workforce and educational development.
 - d. summer youth camps.
6. Serve as the primary university liaison and representative for
 - a. the development of the *Career Pathways* initiatives in regional adult education programs, the development and coordination of alternative education programs in the region, and the potential implementation of ROTC and JRROTC and other such programs.
 - b. public schools, businesses, community organizations, and other collaborative entities.
 - c. UMFK-UMPI Upward bound program.
7. Assist the Vice President for Academic Affairs with the negotiation, development and review of articulation agreements and other special credit bearing/sharing/acceptance programs and agreements.
8. Coordinate with the Vice President for Administration on the negotiation, development and review of financial agreements, financial resources, and other revenue and expense matters.
9. Provide oversight to educational outreach and related activities generated from the Center for Rural Sustainable Development or other UMFK entities.
10. Coordinate all Community Education program advisory boards.
11. Disseminate program outcomes on campus, in the community, and at statewide and regional forums.
12. Represent the University as required by the President at professional or public meetings and functions.
13. Other tasks as assigned by the President.

Budget Responsibilities: Responsible for the development and adherence to all budgets related to Community Education.

Campus/University Service: Serves as a member of the President’s Executive Staff and serves on a variety of campus, community and system committees and/or groups and the other ad hoc and permanent committees, search committees and groups.

Knowledge, Skills, & Abilities: Excellent interpersonal, oral, written, mediation and listening skills, tact, discretion, empathy and judgment. Ability to create, develop, assess, maintain, and promote programs and initiatives in a creative and effective manner. Demonstrated ability consult on a diverse range of educational issues and to be current in matters related to community education, lifelong learning, and educational transition. Strong analytical, technological, problem solving, creative, time management and organizational skills.

Qualifications: Master’s degree in a field related to education and/or administration of community programs and demonstrated knowledge, competence and significant experience (five or more years) in community education administration required. Commitment to community development and student success required. Familiarity with higher education or non-profit management is a plus.

3.6 ASSOCIATE DEAN OF STUDENT LIFE AND DEVELOPMENT

Reports to: Dean of Enrollment Management and Student Development

Supervises: Assistant Director of Student Activities & Residential Life
Assistant Director of Residential Life

Student Affairs Administrative Assistant
Student Employees

Functional Relationships: The Associate Dean maintains regular contact and working relationships with numerous internal and external constituencies including - students, administrators, enrollment services staff, faculty, contractual staff (ARAMark Dining Services, Northern Maine Medical Center Student Health Clinic), University of Maine System contacts and community institutions and agencies.

Position Statement: The Associate Dean has primary responsibility for developing and administering all aspects of Student Affairs programming in a manner that supports institutional student success goals and provides for the academic and social development of all students in a safe, supportive and stimulating campus environment.

Major Duties:

1. Provide leadership, Supervision and oversee the administration and assessment of all Residential Life and Student Activities programming including (Clubs & orgs, drug & alcohol abuse prevention, and sexual assault awareness.). Ensures continuous improvement of student retention and student success in Student Life and Development programs.
2. Develop, implement and assess the University's programs related to Student Affairs including: Study Abroad, New Student & Parent Orientation, Early Alert, and Mid-Semester Remediation.
3. Supervise and oversee campus-wide diversity programming including
 - a. Extra and co-curricular activities and student development activities related to diversity, tolerance, and multiculturalism
 - b. Serving as a resource and presenter for diversity aspects of the First Year Experience curriculum
 - c. Chair, or co-chair with a faculty member, the campus diversity committee and represent the campus on the UMS Diversity Committee.
4. Supervise student development services to students, including
 - a. Ensuring students have access to counseling, direction and support regarding a wide variety of matters pertaining to student life, student success and related personal matters.
 - b. Advising the UMFK Student Senate
5. Actively participant in all aspects of the First Year Experience planning and implementation.
6. Supervise, mentor and provide consultation to all departmental staff, and conduct formal and informal evaluations (formative and summative) and impose discipline as necessary.
7. Serve as campus administrator of:
 - a. University of Maine System Student Conduct Code including serving as UMFK Student Conduct Officer in matters relating to student conduct and academic integrity.
 - b. Academe Solutions/Mainstreet Housing/Judicial Module software programs.
 - c. Cleary Act compliance officer (campus crime statistic reporting), HIPAA (Health Information Portability and Accountability Act), and GLB-FCC (Gramm Leach Bliley Act of the Federal Trade Commission).
 - d. Designated School Official for immigration, SEVIS and F-1 student authorizations and ensure campus compliance with Federal Immigration policies of the United States Department of Homeland Security.
 - e. Primary University liaison in contractual relationships with ARAMark Corporation in the administration and assessment of the University's Dining Program
 - f. Primary University liaison in contractual relationships with the health care providers in the Student Health Clinic.
8. Serve on the UMFK Emergency Management Team and fully participate in emergency management planning, education and training efforts particularly as they impact students.
9. Represent the University as required by the Dean at professional or public meetings and function as a member of the university community.
10. Completes other tasks as assigned by the Dean.

Budget Responsibilities: Responsible for developing, monitoring and administering all aspects of Student Affairs and related budgets.

Campus/University Service: Serves on a variety of campus, community and system committees and/or groups such as UMS Student Steering Committee, UMS Diversity Steering Committee, UMS Chief Student Conduct Officers, and the following UMFK Committees: Diversity Committee, Orientation Committee, Academic Assessment Committee, Council on Institution Effectiveness and Assessment, FYE Advisory Council, SAP Appeal Committee, FYE Instructors Committee, Emergency Management Team, Strategic Planning Committee, and other ad hoc and permanent committees, search committees and groups.

Knowledge, Skills, & Abilities: Excellent interpersonal, oral, written, mediation and listening skills, tact, discretion, empathy and judgment. Ability to formulate and articulate policies and procedures and to demonstrate flexibility. Demonstrated ability to identify, resolve, and consult on a diverse range of sensitive student issues and to be current in matters related to student life. Strong analytical, technological, problem solving, creative, time management and organizational skills.

Qualifications: Bachelor's degree in a field related to education and/or administration of student affairs programs and demonstrated knowledge, competence and significant experience (five or more years) in student affairs administration required; graduate degree plus experience preferred. Commitment to student development and student success required. Familiarity with higher education or non-profit management is a plus.

3.7 ASSISTANT DEAN OF STUDENT SUCCESS

Reports To: Dean of Enrollment Services and Student Life

Functional relationships: The Student Success Coordinator works closely with faculty, student life and development, student support services, and enrollment management staff and provides direct support to students.

Supervises: Career Planning and Placement Coordinator

Position statement: The Assistant Dean of Student Success coordinates and facilitates the work of faculty and staff in meeting the University's goals of enhancing student success, retention, and achievement. The Assistant Dean provides leadership for the First-Year Experience (FYE) and other student success initiatives aimed at improving academic advisement and retention as well as provides direct support and assistance to students. Areas of direct responsibilities include academic advisement and mentoring, FYE, career planning and placement, and retention. Shared areas include orientation, academic support services, and student satisfaction.

Major duties (Essential Functions):

- **Academic Advisement:** Coordinates with the Vice President for Academic Affairs and division chairs to implement student success programs and initiatives: academic advising, mentoring initiatives or programs, and career planning and placement initiatives or programs.
 - Coordinate and evaluate advising activities including advisement portions of new student orientations.
 - Collaborate with faculty members to improve and enhance the quality and services of advising, mentoring, and career planning and placement:
 - Effect smooth communication between students and advisors
 - Expand and improve early- and mid-semester warning systems
 - Communicate relevant policies, procedures and practices to faculty, staff, and students through print, electronic and personal communications.
 - Develop and disseminate advising, mentoring and career planning materials and guides to advisors and students.
 - Ensure appropriate advisement record-keeping including maintenance of appropriate advisement data (maintenance of academic concentrations, change of advisor, etc.) in the University's electronic student information system.
 - Ensure the implementation and monitoring of recommended student retention strategies and initiatives.

- **Career Planning and Placement:** Provides leadership, direction and supervision for the career planning and placement office and oversees all related programs and services.
- **First-Year Experience (FYE):** Coordinates with the Vice President for Academic Affairs and division chairs to implement and ensures the success of FYE initiatives and programs.
 - Provides leadership to first year experience and other transition programs in collaboration and consultation with faculty. Responsible for planning FYE and other student transition experiences, developing student learning outcomes & program goals, and assessing program effectiveness.
- **Student Success:** Primary responsibility includes identification and development of student success indicators for purposes of monitoring, evaluating and reporting on student academic progress, persistence, attrition/retention and graduation rates.
 - Collaborate with the Assistant Dean of Student Life and Development in developing, promoting, and implementing institutional Student Success strategies.
 - Collaborate with the directors of Admissions and Student Life and Development to improve and enhance student orientation and transition programming, student mentoring programs, Early Alert Program, and/or other activities.
 - Participate in developing and delivering an appropriate institutional response to any identified areas of concern related to student success, persistence or satisfaction.
 - Provide support with advisement, enrollment and registration support to Trio and non-Trio eligible students.
 - Provide appropriate interventions, support services, workshops and courses, as needed for conditionally admitted, probationary or reinstated students.
- Build and maintain an awareness of current trends and best practices in advising, career services, retention and student success areas and integrate such knowledge into campus programs and services.
- Perform other duties as assigned.

Budget Responsibilities: Develop and manage office budget.

Campus/University Service: Service on a variety of campus and/or system committees and groups as appropriate.

Knowledge, Skills & Abilities: Excellent interpersonal skills, excellent communication and organizational skills, excellent customer service orientation and ability to formulate and articulate policies, procedures, and expectations. Must have strong problem solving skill, excellent time management skills including good analytical and organizational skills. Must have previous working experience as faculty in a college or university setting. Must have experience in developing, implementing, and evaluating First Year Experience programs and Foundations of Excellence initiatives.

Qualifications: Master degree plus demonstrated knowledge and competence in student success related field required. Significant experience in higher education setting and advanced degree in educational administration, social science, or related field highly desirable. Experience in working with academic affairs and faculty in the areas of First-Year Experience and assessment.

3.8 DIRECTOR OF INFORMATION SERVICES

Reports To: Vice-President for Academic Affairs

Supervises Operations: Information Services: Library, Information Technology, Media Services, and Acadian Archives/Archives acadiennes.

Supervises Positions: Associate Director of the Library, Information Services Administrative Assistant II, Computer and Network Supervisor, Assistant Director of Media Services, and Director of the Acadian Archives/Archives acadiennes.

Functional relationships: Works closely with Division Chairs, Administration, departments campus wide, UMS ITS.

Position statement: The primary responsibility of this position is to provide leadership and advocacy for all University Information Services functions through oversight of overall operations, personnel and budgets and ensuring appropriate intra and extra-departmental coordination and integration of information services in support of campus instructional and administrative functions.

Major duties (Essential Functions):

1. Leads Information Services through visioning, planning and administering functional areas and advocates for integration of information services in all aspects of campus activities.
2. Actively participates on a variety of campus committees and stays abreast of campus initiatives and activities impacting or requiring information services and consults with campus and system administrators, faculty and staff regarding current and future campus technology needs and services including enterprise applications.
3. Prepares budget requests and supervises expenditures for Information Services.
4. Supervises, mentors and evaluates direct reports and their operations.
5. Develops and maintains policies and procedures governing the activities and operations of Information Services, including evaluation procedures to promote quality services and continuous improvement among all Information Services activities and operations.
6. Provides back-up services, trouble shooting and Director-level oversight for library, IT and Media services.
7. Supports Distance Education with information technologies.
8. Stays current in information services trends, issues and related technology through self-study, networking and participation in appropriate conferences and activities.
9. To perform other duties as assigned by the Vice-President of Academic Affairs.

Budget Responsibilities: Responsible for development and adherence to Information Services budgets including the Library (3340000), Academic Computing (3310000), Instructional Technology (3350000), ITV Center (3330000), Audio-Visual Services (3323000), Information Services (3300000).

Campus/University Service: Represents the University on System-wide committees, in particular the System Library Directors Council and the IT Directors Council. Actively participates in local and system-wide meetings, conferences, and committees in support of Information Services. Serves as Chair of the Library Committee and the Academic Computing Committee.

Knowledge, Skills & Abilities: Strong analytical, problem solving, mathematical/ statistical, time management, and organizational skills, particularly pertaining to information literacy and technology. Excellent written, oral, and interpersonal skills. Ability to contribute to collegial team-oriented environment; to think innovatively about using technology in libraries and academic settings to enhance information services; and to formulate and articulate policies, procedures, expectations, and practices.

Qualifications: Advanced degree in library or information science or related field (MLIS, MSIS, MS in Information Science) and at least five years relevant administrative experience. Supervisory experience and/or training also required.

3.9 REGISTRAR

Reports To: Dean of Enrollment Management
Supervises: Registrar's office staff – Administrative Assistant I
Records Technician
Student Workers

Functional relationships: Works closely with all enrollment management and student support offices as well as Academic Affairs, Division Chairs and individual faculty, staff and students.

Position statement: The Registrar is responsible for maintaining and ensuring the integrity of the academic records of all students who attend the University. Specific responsibilities include coordinating course scheduling and registration, academic record/transcript and graduation certification functions, resolution of student registration problems and coordination of catalog reviews, publication and distribution. In addition, the registrar plays a key role in the planning and management of student information systems particularly with respect to electronic academic records and registration.

Major duties (Essential Functions):

Registrar's Office

1. Supervise office operations and personnel including completion of annual performance reviews, goal-setting and establishment of performance improvement plans as necessary;
2. Maintain accurate student records and to issue graduation reports, and transcripts;
3. Schedule classes and final examinations;
4. Publish timely listings of for-credit courses for each semester;
5. Cooperate with the Director of Academic Outreach in preparing schedules of course offerings and announcements;
6. Direct and schedule pre-registration and registration processes;
7. Evaluate transfer credits and to verify the applicability of those credits to degree programs, (subject to final authorization of the Vice President) and assist in development of articulation agreements as appropriate;
8. Validate veteran and Social Security enrollment certifications;
9. Maintain a current inventory of room and student station usage;
10. Cooperate with Division Chairs and the Vice President in executing approved procedures for certification and degrees;
11. Provide information, reports, and analyses with respect to enrollment, grade distributions, and space utilization;

Student Information Systems

12. To manage electronic Student Records systems including set-up and on-going maintenance, security, training, and reporting.
13. To work with other Student Administrative Offices in ensuring accurate and efficient data processing and customer service.

University Catalog

14. To coordinate review, preparation, editing and publication of the University catalog;

General

15. To prepare and submit an annual report and
16. To perform other duties as assigned by the Vice President of Academic Affairs.

Budget Responsibilities: Responsible for adherence to departmental budget.

Campus/University Service: Service as a member of Academic Council; Student Administrative Services, UMS Registrar's and Transfer Credit Officers, Computer Security and PeopleSoft Users Groups as well as other campus and system committees and groups as requested.

Qualifications: Bachelors Degree in a related field and a minimum of three years' records/registration experience, preferably in a higher education setting. Additional experience in administration/enrollment management, student information systems, data reporting, and supervision of support staff highly desirable.

3.10 DIRECTOR - CENTER FOR RURAL SUSTAINABLE DEVELOPMENT

Reports To: Vice President for Academic Affairs

Functional relationships: Works closely with the Vice President for Academic Affairs, Faculty, and Advisory Board and maintains contacts with numerous additional internal and external constituencies.

Position Statement: The Director of the Center for Rural Sustainable Development is responsible to establish and direct the overall operations of a newly approved Center. He/She is responsible for the recommendation and implementation of strategic planning, policies, activities, budgets, programs, and procedures and maintaining a strong relationship with the Campus Community and Advisory Board. The Director takes primary responsibility for actively seeking extramural funding, grant writing, applied research activities, and outreach to support and advance the mission of the Center.

Major duties (Essential Functions):

Administrative Duties

1. Direct overall operations of the Center.
2. Develop and provide strong leadership in implementing strategic planning priorities in rural sustainability.
3. Implement the required policies and procedures for the Center.
4. Provides fiscal responsibility for CRSD with adherence to University, state and federal budgeting, and grant accounting standards and procedures.

Grantsmanship, Research & Reporting

5. Secure and administer grant funding to establish, support, and sustain the activities of the Center.
6. Remain current in the rural sustainable development needs of the local community and region. Conduct or assist in CRSD research activities.
7. Prepare and present quarterly and annual reports on strategic priorities.

Outreach & Public Relations

8. Build strong alliances with the Center's local, regional, and other rural economic development stakeholders.
9. Organize and conduct outreach activities in support of rural sustainable development.
10. Develop and uphold a positive public image while creating awareness and marketing the emerging rural development activities of the new Center.
11. Integrate the work of the Center within the University and facilitate appropriate internal skills development.
12. Undertake other functions as deemed appropriate by the Vice President for Academic Affairs.

Working Conditions: Travel required.

Budget Responsibilities: Responsible for development of and adherence to Center budget as well as grants acquisition, administration and reporting.

Campus/University Service: Serves on a variety of campus, system, and external committees and groups as requested.

Education and Experience Qualifications: Graduate degree in Sociology, Economics, Rural Studies, Business Management, Public Administration, or related field or equivalent experience required.

Minimum of two years

proven and successful grant experience and relevant community or rural economic development experience, and/or leadership, administrative, business management, financial, and public relations experience in related field or industry required.

Experience working with multiple stakeholders is an asset.

Knowledge, Skills, & Abilities: Knowledge of federal grant guidelines and requirements; excellent project management, interpersonal, communication and strategic thinking skills; demonstrated entrepreneurial ability or aptitude. Ability to formulate, articulate, and implement policies, procedures, expectations, and practices. Self-directed, innovative and highly motivated results oriented individual.

3.11 DIRECTOR OF THE ACADIAN ARCHIVES/ARCHIVES ACADIENNES

Reports To: Director of Information Services

Supervises: Archives Staff (1) (All regular and contract employees, work study students, other temps or volunteers.)

Functional relationships: Works closely with Dir. of Information Services, Campus/Community Advisory Committee, Library Staff, Administration, Public Relations, University Committees, Faculty, Professional & Support Staff, Students, Individuals and Local & Regional Cultural Heritage Organizations, and other organizations as appropriate.

Position Statement: The Director of the Acadian Archives/Archives acadiennes is responsible for the overall coordination of operations, projects, outreach, and reference at the Archives. He/She is responsible for the recommendation and implementation of policies, activities, budgets, programs, and procedures and maintaining a strong relationship with the Campus/Community Advisory Committee. The director also takes primary responsibility for public services with an emphasis on educational outreach, grant writing, scholarly research and publications.

Major duties (Essential Functions):

1. To coordinate overall operations at the Archives.
2. To recommend and implement budgets, activities, programs, policies, and procedures for the Archives in consultation with the Dir. of Information Services and/or Vice President for Academic Affairs.
3. To plan purchases of archival equipment, supplies, and furnishings.
4. To develop the Archives' collections in accordance with its policies, including fieldwork, acquisition, and appraisal.
5. To develop projects in the areas of research, documentation, and preservation, and public service.
6. To provide services in the areas of reference and outreach.
7. To assist in traditional archival functions of accessioning, cataloging, preservation, and transcription.
8. To inform and consult as appropriate the Archives Campus/Community Advisory Committee regarding resources, policies, and developments through scheduling and participation at meetings and dissemination of printed materials, including regular reports.
9. To brief the Administration on Archives developments.
10. To maintain public relations within the Franco/Acadian communities as well as developing and upholding the Archives and the University's public image with respect to related research, preservation, and access to primary source documents.
11. To write, administer, and implement grants and research contracts.
12. To assist the Administration with special projects as appropriate.

Budget Responsibilities: Responsible for development of and adherence to Archives budget.

Campus/University Service: Serves on a variety of campus, system, and external committees and groups as requested.

Knowledge, Skills & Abilities: Master's Degree plus at least one year of relevant experience (or Bachelor's degree plus more than 4 years of relevant experience.) Strong analytical and problem solving skills particularly pertaining to archiving, cultural heritage preservation, public relations, and public outreach programming. Requires skills in museum exhibit programming, including development and mounting of exhibits and creation of complimentary programming for campus and community. Excellent written, oral, and interpersonal skills. Ability to formulate, articulate, and implement policies, procedures, expectations, and practices. Fluency in written and oral French. Strong organizational, grant-writing, and grant administration skills.

3.12 DIRECTOR OF ADMISSIONS

Reports to: Dean of Enrollment Management

Supervises: Admissions Office Staff-Currently includes Associate Director, Assistant Director, two Counselors, Administrative Assistant, and numerous student workers and telecounselors.

Functional Relationships: The primary responsibility of this position is to direct and oversee the marketing, recruiting and admissions program of the University of Maine at Fort Kent in a manner consistent with the institution's academic and strategic plans.

Major Duties: (Essential Functions)

1. To lead, manage and participate in recruitment and admissions activities.
2. To develop, articulate, execute, and assess Admissions Office policies, goals, procedures in order to meet the University's enrollment goals.
3. To supervise, manage, evaluate, select and discipline as necessary, all regular and temporary Admissions personnel.
4. To ensure effective data management and present the university with studies, reports, and analyses of admissions data as requested.
5. To assist in development of coordinated financial aid, advisement and registration processes for new students.
6. To oversee the design of promotional literature and display materials for admissions recruiting, and ensure appropriate coordination of admissions and public relations staff.
7. To attend conventions, meetings, and conferences as necessary to maintain knowledge of existing and new admissions and recruiting policies, practices, and procedures.
8. To perform other duties as may be assigned.

Budget Responsibilities: Responsible for the development, management, and adherence to the Admissions department budget, including accurate forecasting of needs.

Campus/University Service: Service on a variety of campus and system committees and groups as requested.

Knowledge, Skills & Abilities: Excellent communication and managerial skills. Ability to formulate and articulate policies, procedures, expectations, and practices. Strong analytical, problem solving, mathematical/statistical, time management and organizational skills. Ability to use technology efficiently and appropriately.

Qualifications: Undergraduate degree plus demonstrated knowledge, competence and significant experience in higher education admissions and/or enrollment management. Advanced degree and/or Bachelors in educational administration, communications, business, marketing or related field desirable, advanced degree preferred. Supervisory and management experience and/or training also desirable.

3.13 DIRECTOR OF STUDENT SUPPORT SERVICES

Unit & Classification: Full-time, twelve month work year, grant funded position; Job Family 18, Total points 990, Salary Band 4 (Knowledge 4, Scope 4, Impact 4, Contacts 4, Work Environment 2, Supervision 4, Fiscal Responsibility 4).

Reports To: Vice President for Academic Affairs/Dean of Faculty

Supervises: Student Support Services Staff - Currently includes the Academic Counselor, Writing Specialist, and the Academic Coordinator

Functional relationships: The Director will be a member of and work closely with the Advisory Committee and the Chairpersons of the Academic Divisions to provide them with information to meaningfully evaluate program success, and with other departments as necessary.

Position statement: The individual serves as Project Director for the University's Student Support Services grant. The primary responsibility of this position is to direct, supervise and assist program staff members so they fulfill their assigned tasks. The position also involves managing the program budget and expenditures to conform to the regulations of the federal TRIO program sponsored by the U. S. Department of Education.

Major duties (Essential Functions):

1. Advocating for Student Support Services program students to ensure that they remain in good standing and progress toward the completion of a baccalaureate degree.
2. Orienting the faculty and staff members of UMFK to the goals and objectives of the program.
3. Communicating to eligible students the services available in the Student Support Services program.
4. Overseeing selection, training, and supervising of peer tutors.
5. Serving as primary program contact person for UMFK staff and faculty members.
6. Advocating for students with disabilities by providing assistance in removing barriers which may hinder their pursuit of an education.
7. Planning a monthly in-service training and meetings for program staff.
8. Writing proposals for continued funding.
9. Identifying and selecting program participants according to the Department of Education criteria.
10. Directing, supervising, assisting, and advocating for program staff members so they fulfill their assigned tasks and obligations to the project.
11. Developing and maintaining contact with the Department of Education and other TRIO programs in the region to remain current on the development of federal regulations and program designs.
12. Serving on University committees as assigned.
13. Performing other related duties as assigned and as needed for the benefit of students who are first-generation, low income and students who have a disability.
14. To perform other duties as may be assigned by the Vice President for Academic Affairs/Dean of Faculty

Budget Responsibilities: Managing the program budget, expenditures and maintaining records for program evaluation and reporting purposes to conform to the regulations of the federal TRIO program sponsored by the U. S. Department of Education.

Campus/University Service: Serves on a variety of campus and system committees and groups as requested.

Knowledge, Skills & Abilities: History of successful interpersonal professional involvement and will possess the requisite characteristics of a professional educator. Experience in working with a disadvantaged population will be important. Good leadership and managerial skills will be essential.

Qualifications: The Director of Student Support Services must possess a minimum of a master's degree in education or related field and professional experience in higher education with student personnel services.

3.14 ATHLETIC DIRECTOR

Reports To: Vice President for Administration

Supervises: Athletics Staff -currently includes three full-time professional and administrative staff, and two to six temporary coaches and assistant coaches.

Functional relationships: Works with other departments as necessary.

Position statement: The Director of Athletics provides administrative direction and oversight for all intercollegiate, intramural and recreational athletics staff, programs, facilities and activities and coaches one sport, preferably soccer. The director is responsible for ensuring compliance with all federal, divisional and university athletics regulations, administering departmental funds and accounts in a fiscally responsible manner and sustaining a culture of sportsmanship, professionalism and respect at all levels. The director also collaborates with student administrative offices and Admissions on the recruitment and retention of student athletes and with University Affairs and the media on publicity and reporting of athletic events and results. Frequent nights and week-end work and in-season travel required.

Major duties: The responsibilities of the Director of Athletics shall include, but not necessarily be limited to, the following:

1. To provide administrative direction and oversight for all athletics programs and activities and supervise the control, issuance and maintenance of recreational athletic equipment and facilities;

2. To supervise full and part-time athletics staff including shared responsibility for hiring, disciplining or firing decisions and full responsibility for training, mentoring, and evaluating coaches and athletics staff;
3. To coach at least one sports team and coordinate activities of all other coaches, teams and recreational athletics groups;
4. To plan, implement, and promote intercollegiate, intramural, and recreational athletic programs including scheduling games for varsity sports, ensuring a robust intramural program, and developing and overseeing a range of recreational programs and activities offered for credit and not for credit, including canoeing, alpine skiing, cross country skiing, winter camping and survival, and others;
5. To establish and maintain standards of dress, scholarship and conduct for team travel and training, and practice rules for all varsity athletes;
6. To monitor strict observances of equality of opportunity in men's and women's athletics by keeping informed of legal requirements and consulting with university staff regarding compliance with the law and to initiate and coordinate the certification of academic and health eligibility of all varsity athletes;
7. To collaborate with University Relations in the preparation of press releases and the arrangement of media coverage for athletic events, and insure that the appropriate media is informed of the results of all athletic events;
8. To develop and manage departmental, team, and special events budgets; order equipment; and ensure departmental compliance with all University cash handling and management policies;
9. Collect and analyze departmental statistics and data and prepare and distribute reports as appropriate;
10. To recruit student athletes in coordination with the Admissions Office and develop alumni athletics events, community relationships, and fund-raising opportunities;
11. To teach sports activity classes as requested by supervisor;
12. Support and assist in campus wellness and other related University activities;
13. To represent the University at professional meetings and other special or public events;
14. To function as a member of the University Community by accepting special and committee assignments as may be requested by supervisor and
15. to perform other duties as may be assigned by Vice President for Administration

Budget Responsibilities: Responsible for development and adherence to Athletics department budget.

Campus/University Service: Service on a variety of campus and system committees and groups as requested.

Knowledge, Skills & Abilities: Effective communication skills required.

Qualifications: Baccalaureate degree, minimum of three to five years administrative and coaching experience. Additional supervisory and administrative experience, Master's Degree, and collegiate soccer coaching and/or playing experience preferred.

3.15 DIRECTOR OF UNIVERSITY RELATIONS AND ALUMNI AFFAIRS

Reports to: President

Position Objective: The position directs the university relations area including Alumni Affairs. The Director is responsible for creating and implementing the internal and external communications of the University in a way that advances the institution's mission and goals. Responsibilities include, but are not limited to activities related to the news bureau, alumni relations, and publications.

Specific Duties and Responsibilities Include:

1. Public Relations **B** Write and distribute news releases on a regular basis, monitoring clippings relating to the University, and remaining current with the vision and direction of senior administration. Utilize other media, as appropriate, to carry out this mission.
2. Web Site **B** Assist the academic computing department with the content and design of marketing side of the UMFK web site. This will include contributing materials, providing design guidance, and monitoring accuracy of materials on the site.
3. Publications **B** Utilize desktop publishing for designing and maintain a campus newsletter and an alumni newsletter to be distributed on a regular schedule, in addition to in-house publications such as programs, posters, and letterhead. This area also includes assisting with proofreading of larger publications.

Responsible for final approval, prior to printing, of all major university publications (e.g.: catalog, brochures).

4. Alumni Relations B Create alumni events and activities supported by attractive publications designed to encourage alumni participation and involvement with UMFK today. Administer annual fund mailings and phonations to alumni.
5. The Director is responsible for the preparation and submission of the Division=s budget and for the disbursement of its funds.
6. Support the Community Relations efforts and agenda of the President.
7. Other duties as assigned by the President.

Supervises: Classified - Administrative Assistant I
Works with volunteers and Alumni Board

Qualifications: Bachelor's Degree in related field (e.g.: communications, English, marketing); Master's Degree preferred; demonstrated ability to communicate effectively through written, oral, and electronic means, three to five years experience in related fields required; track record of success dealing with media representatives and working with volunteers. Good sense of design and experience creating publications required.

3.16 DEVELOPMENT OFFICER – ANNUAL FUND AND FOUNDATION LIAISON

Reports To: Chief Development Officer (Currently the President)

Position statement: The Development Office is committed to offering exceptional fundraising services, knowledge, and counsel to donors, prospective donors, and the leadership of the institution. Internal and external contacts are many and varied. By seeking private contributions in order to increase the margin of excellence of its educational institution, it establishes and implements a wide range of policies and procedures for individual donors, contributing alumni, friends, corporations and foundations. Within this context the Development Officer – Annual Fund and Foundation Liaison is charged with directing the Annual Fund, providing comprehensive support to and liaison with the University of Maine at Fort Kent Foundation and managing financial records and reporting for development functions.

Duties (Essential Functions):

- A. Donor Relations, Solicitation, and Annual Fund
 - Responsible for planning Annual Campaign strategy and setting Annual Campaign goals under the direction of the chief development officer and for carrying out specific projects to achieve those ends;
 - Responsible for managing and coordinating fund-raising, Foundation and development operations;
 - Organizes and directs the activities of the Annual Fund Campaign in order to meet or exceed established institutional goals;
 - Solicits contributions from past, present, and prospective classes of donors through personal contacts, mailings, phonathon, electronic media, and other methods;
 - Responsible for donor relations and recognition including timely and appropriate acknowledgements, recognition programs/special events, and other communications with donors;
 - Maintains contact with donors after receipt of contributions including preparing acknowledgements and otherwise maintaining regular contact and communication with donors and prospective donors;
 - Researches and writes text for brochures, newsletters, reports and/or publications for contact with donors and prospective donors;
 - Represents the Development Office to internal and external individuals and groups, including making decisions that affect the office.
- B. Foundation Liaison
 - Supervises, coordinates, and delivers the special events program of the UMFK Foundation;
 - Provides liaison and administrative support to the Foundation's Special Events Committee;
 - Oversees the collection of revenues for the events, supervises event budgets, and provides comprehensive logistics support;
 - Full responsibility for coordinating and administering budget for special events;

- Schedules and carries out logistical arrangements (registration, reservations, lodging, travel, equipment and set-up, food service, preparation of brochures, agenda, and other printed materials) for special events and monitors expenditures and/or revenue, and prepares post-event budget statements;
- Organizes and coordinates volunteers for special event functions;
- Makes recommendations about accounts management and assisting in development of budget for special events;
- Supervises implementation of the Foundation's Annual Dinner;
- Provides liaison and support services to the White Birch Society and Major Gifts committees of the Foundation;
- Provides professional support in establishing and administering endowments;
- Provides comprehensive liaison services to the Foundation and its leadership for the annual, regular and special meetings of the Foundation;

C. Financial Functions:

- Responsible for maintaining the fiscal records of the Foundation, booking contributions to the Foundation and the University, reporting them (as appropriate) to the Foundation, the University, and/or the System office;
- Complies with generally accepted accounting principles (GAAP) in executing, verifying, reporting, and reconciling Foundation and Gift account fiscal transactions and statements;
- Responsible for maintaining administrative functions of the UMFK Foundation and development operations;
- Utilizes campus and centralized Gift Administration systems to book and receipt gifts;
- Assembles data and transactions, maintains records, reconciles statements and assists in preparation of reports;
- Prepares financial reports (researching, compiling, and analyzing financial data);
- Serves as primary point of contact for annual auditing of Foundation and UMFK gift accounts;

D. Other

- Supervise work study students and volunteers;
- Communicating verbally and in writing on non-routine matters involving policy interpretation;
- Other duties as may be assigned by the supervisor;

Qualifications: Demonstrated knowledge, competence and experience in:

- fund raising/solicitation
- donor relations
- event administration
- volunteer coordination
- 501(c)(3) organizations
- financial controls
- budgeting
- bookkeeping and/or accounting activities
- excellent organizational and communication skills required
- office management

3.17 DIRECTOR OF BUSINESS SYSTEMS

Reports To: Vice President of Administration and Finance

Supervises: Bookstore/Switchboard and Business Office Staff – Currently includes five full-time regular employees and work-study positions.

Functional relationships: Works closely with CFO, University of Maine System staff, Financial Aid, Registrar, Student Services and other departments as necessary. Also works closely with students, parents, vendors, and third parties in regards to accounts payable and receivable issues.

Position statement: The Director of Business Systems provides essential support to the Chief Financial Officer by assisting chairs, directors, and account managers in budgeting and management of University resources. Providing and recommending, implementing, and monitoring policies and procedures to ensure compliance

with policies and procedures established by the University of Maine System and are consistent with sound financial management practices. The Director of Business Systems is also responsible for leadership and oversight of daily operations of the Business Office, and Bookstore/Mailroom/ Switchboard. The Director of Business Systems is responsible for Management of Accounts Payable and Accounts Receivable systems as well as associated systems and processes such as Touchnet. This includes new set-up requirements, new processes, implementation and maintenance.

Essential Functions:

1. Initiates and encourages coordinated activities between business office, financial aid, student services, academic areas and UMS staff in order to improve the service to students and staff and facilitate maximum utilization of resources;
2. Creates, coordinates and provides on-going training to increase University staff understanding of financial and administrative systems in relation to all Accounts Payable, Accounts Receivable, General Ledger and Student Financials processes as well as University Administrative Practice Letters;
3. Recommends various fiscal policies and assists the CFO with procurement of goods and services and the management of the budgetary controls;
4. Counsels budget managers, students and occasionally parents in financial and budgetary matters;
5. Provides direct supervision and evaluation of day-to-day operations and training of staff in the Bookstore/Switchboard/Mailroom and Business Office. Also monitors budget transactions, lease and contract agreements, and insurance;
6. Ensures campus-wide compliance with University of Maine System APLs particularly with respect to petty cash, cash collections, purchasing cards, waivers, and residency;
7. Resolves problems and responds to non-routine inquires relating to all responsible areas including student billing and residency for tuition purposes, Accounts Receivable, Accounts Payable, Student Financials, General Ledger and Bookstore operations;
8. Directs external student account reporting requirements for tax purposes, assists CFO in preparing for and responding to audits, completes year-end reporting requirements and reconciliations;
9. Assembles, complies, and analyzes data to interpret findings and report as appropriate;
10. Regularly communicates and coordinates with other student administrative and student affairs offices as necessary in order to ensure achievement of exceptional student service and enrolment management standards.
11. Other duties as assigned by supervisor;

Knowledge, Skills & Abilities

Strong financial budgeting, accounting, computational and administration skills and the ability to manage multiple projects with attention to detail and accuracy; Ability to provide leadership and work effectively with individuals of all positions, ranks and personalities and ability to make effective decisions, maintain confidentiality and discretion and use technology effectively.

Qualifications:

Baccalaureate degree in business or related field and three to five years financial and administrative experience strongly desired. Demonstrated experience in computerized financial systems, planning, management and independent decision making and excellent customer service and communication skills also required.

3.18 DIRECTOR OF FACILITIES MANAGEMENT

Reports To: Vice President for Administration

Supervises: Fully responsible for overall facilities management staffing and performance. Directly supervises administrative support, Mechanical Trades Supervisor, Building & Grounds Supervisor, and is the final approver for staffing and hiring, discipline, termination or retention recommendations made by mid-level supervisors.

Functional relationships: Works closely with Vice President for Administration; Residential Life Staff; campus Greening/Sustainability Committee; Natural Sciences Laboratory Manager; campus, system and local

Emergency Management Personnel and a wide variety of additional internal and external contacts as necessary to ensure safe, clean and efficient operations.

Position statement: The Director of Facilities Management has responsibility for all campus facilities and grounds operations, maintenance and custodial services; safety and security and motor pool. The director also coordinates all construction and/or renovation projects, oversees recycling and recovery programs, assists in capital planning and serves as the University ADA and OSHA Compliance Officer.

Major duties (Essential Functions):

1. Administer and oversee on-going Facilities operations including inventory control, building and grounds maintenance, planning and staffing. Includes such things as
 - a. Inspect and evaluate condition of infrastructure, equipment, grounds and roadways; schedule and coordinate in-house and outsourced maintenance projects and make recommendations for large scale maintenance, renovations and/or new construction.
 - b. Utilize computer databases for administrative tasks (scheduling and time approval, inventory and budget management, report generation) and specialized programs for energy management, security systems, etc.
 - c. Manage and maintain appropriate paperwork and records and prepare and present reports as appropriate.
 - d. Supervise all regular, temporary or volunteer (ASPIRE) personnel in accordance with sound performance management principles and appropriate union rules and regulations.
2. Recommend and/or select, oversee and evaluate the services of independent contractors as authorized.
3. Facilitate campus safety program (for students, employees and general public) and ensure compliance with mandatory notice and training requirements including right-to-know, chemical safety, hazardous material use, storage and disposal, blood borne pathogens, fire and general job safety.
4. Ensure safe, efficient and environmentally responsible operations and solid waste management (recycling and disposal) systems.
5. Maintain operations of emergency and general communications equipment (telephone line installation and switches, emergency warning siren).
6. Plan, direct and respond as appropriate, to emergency events, natural and man-made disasters and threats in accordance with the University Emergency Management Plan.
7. Lead emergency planning mitigation and risk assessment efforts as assigned.
8. Assist in the development and direction of short and long range capital planning for maintenance and construction.
9. Coordinate and work with UMS Facilities and Risk Management personnel as necessary.
10. Other duties and responsibilities as assigned by the Vice President for Administrative Services.

Budget Responsibilities: Responsible for developing and managing multiple e & g, auxiliary and special project budgets and accounts pertaining to compliance, physical administration, motor pool, utilities, landscape and grounds, building maintenance and alterations and renovations

Campus/University Service: Is an integral member of the University Emergency Management Team, chairs campus ad hoc Safety Committee and participates in Vice President for Administrative Services (VPAS) meetings as well as serves on a variety of additional campus and system committees and groups as requested.

Qualifications (*Knowledge, Skills and Abilities*):

Must have or quickly obtain working knowledge of

- ADA accessibility regulations
- Environmental and public safety regulations (OSHA, building and fire codes, parking regulations; etc)
- Sustainability practices and implementations and energy efficiency monitoring
- Bidding, renovation and building contractual procedures
- National Information Management System (NIMS) emergency management training at the 100 and 200 level

- Principles and practices of effective project and personnel management and supervision
- Supervising in a union environment

Skills

- Solid computer/technology skills.
- Problem solving skills
- Excellent interpersonal, oral and written communication skills.
- General budgeting and administrative skills

Ability to

- Effectively plan, implement and manage multiple programs and functions.
- Establish and maintain effective working relationships with individuals at all levels of the organization
- Formulate and articulate policies, procedures, expectations, and practices and identify departmental and individual goals and objective.
- Implement, explain and apply applicable laws, codes and regulations.

Education and/or Experience: Undergraduate degree plus 3 to 5 years solid practical and administrative experience likely to produce the required facilities management knowledge, skills and abilities above or high school diploma plus minimum of 8 years practical and administrative experience as noted – additional specialized training strongly desired. Supervisory experience and demonstrated leadership ability required. Experience in a collective bargaining environment strongly preferred.

3.19 DIRECTOR OF FINANCIAL AID

Reports To: Dean of Enrollment Management and Student Development

Supervises: Financial Aid Staff - Currently includes one hourly administrative assistant and multiple student workers

Functional relationships: The Director works and collaborates with student administrative services such as Student Life and Development, Student Success Office, Admissions, student billing and student records at One Stop Center, students and parents, faculty, external financial aid professionals, community and governmental agencies.

Position statement: The Director is responsible for providing leadership and direction for the Financial Aid Office including the planning, organizing, supervising and administering of all student financial aid activities and ensures full compliance with all applicable laws, rules and regulations; espousing and promoting teamwork and collaboration, and exemplary student/customer service. The Director will be a team player in the delivery of integrated enrollment management services.

Major duties (Essential Functions):

1. Oversee the planning, preparing, awarding, and monitoring financial assistance packages in accordance with governmental and institutional guidelines including the alignment of financial aid strategies to UMFK's integrated enrollment management outcomes and strategies to improve recruitment, retention and student success.
2. Evaluate student aid applications, determine student financial need, and formulate and recommend an equitable packaging strategy for distributing limited funds to best meet the financial need of a diverse student body.
3. Oversee, plan and manage the daily operation of the Financial Aid Office including the annual Financial Aid budget and recommending strategies to improve the efficiency and delivery of services of the Financial Aid Office. Conducts regular departmental program reviews (PRs) by periodic review of current procedures to ensure compliance with all applicable federal and state regulations including the evaluation and implementation of revisions of financial aid policies and procedures to meet student and institutional needs.
4. Promotes and enhances teamwork and collaboration in the delivery of integrated enrollment management services at the One Stop Center and with the Enrollment Management Team; ensures and promotes exceptional customer service to prospective and current students and their families including UMFK faculty and staff.

5. Proactive collaboration in Admissions' recruitment cycle to leverage endowed scholarships in the early phase of recruitment to strengthen our position to attract students to UMFK; utilize and analyze collection of data from institutional (merit and endowed) scholarships to improve recruitment and retention outcomes.
6. Monitor and reconcile fund expenditures for all federal, state and institutional financial aid programs on an ongoing basis.
7. Ensure the preparation and submission of applications and reports for Federal and State funds; provide the required documentation and support for all auditing activities related to financial aid.
8. Manage the data processing system (MaineStreet) and administer and test system upgrades.
9. Utilize queries and data to inform the attainment of enrollment and student success outcomes to improve enrollment, retention and graduation rates; generate queries and reports to assist in the management of financial aid operations including the attainment of enrollment goals.
10. Collaborate with key departments to improve student success outcomes through creative strategies to improve UMFK's Satisfactory Academic Progress policy for financial aid recipients in accordance with federal regulations.
11. Administer default management programs for federal direct, Perkins, and other loan programs and recommend strategies to improve and lower default rates to an acceptable level.
12. Collaborate closely with Business Office to ensure timely disbursement of financial aid funds and timely receipt of student receivables; coordinate activities that effect both departments.
13. Collaborate closely with the offices of Admissions, Registrar, and Business Office/Student Accounts on student recruitment and enrollment management issues as they relate to financial aid.
14. Oversee the development, maintenance and update of appropriate informational and application publications and forms in order to provide prospective and current students and parents with attractive and effective financial aid materials and information; ensure that all publications meet the requirements of the Department of Education with respect to consumer information regulations.
15. Counsel prospective and current students and parents with regard to financial aid opportunities, procedures and financing issues.
16. Plan and conduct financial aid workshops at the University and in the community to promote the widest possible dissemination of information regarding financial aid opportunities.
17. Establish and maintain appropriate liaisons with other campus offices and government offices which might affect financial aid programs at the University; act as a liaison with other University offices to best leverage resources and improve services to current and potential student financial aid applicants.
18. Lead and supervise office staff including overseeing the selection, hiring and training of staff and continued professional development, as well as conducting performance management and appraisal duties.
19. Perform other duties as may be assigned by the Dean of Enrollment Management and Student Development.

Budget Responsibilities: Develop and operate within the departmental budget in addition to application, disbursement and auditing of all Federal Financial Aid funds.

Campus/University Service: Participate in UMFK governance standing committees in particular: the Enrollment Management Team, Enrollment Management Policy and Advisory Committee and other UMFK committees; participate in UM System committees and groups including the Maine Association of Student Financial Aid Administrators, Maine State Scholarship Agency, College Scholarship Service, the U.S. Office of Education, National Association of Student Financial Aid Administrators, and the Eastern Association of Student Financial Aid Administrators.

Knowledge, Skills & Abilities: Demonstrated ability and exceptionally strong IT skills; experience managing funds and administering complex computer programs and database(s); excellent communication, financial, problem-solving and managerial skills; ability to handle multiple tasks, meet deadlines, formulate and articulate policies, procedures, expectations, and practices; commitment to strong teamwork and excellent customer service; and ability to develop working knowledge of federal and state student financial aid regulations.

Qualifications: Bachelor's Degree required plus 3-5 years current experience directing and administering financial aid programs; demonstrated ability in the interpretation and implementation of Federal and State financial aid regulations; experience in the supervision of staff and the management of office functions (e.g.

budget, policy development, etc.) Advanced degree and demonstrated ability and experience in student financial aid and Enrollment Management environment preferred.

3.20 ASSOCIATE DIRECTOR OF INSTITUTIONAL RESEARCH

Reports To: Vice President of Academic Affairs

Functional relationships: Works closely with Registrar, Information Services, Academic Assessment Committee and Council for Institutional Effectiveness and Assessment and other departments and academic divisions as necessary.

Position statement: Under the direction of the VPAA, the IR Coordinator provides research, analysis and professional level support for University assessment efforts and is responsible for timely, accurate and consistent data collection, management and reporting in support of program review, accreditation, and student success and retention efforts.

Major duties (Essential Functions):

1. Provide professional-level support to the VPAA in the identification of institutional priorities and measures of institutional effectiveness.
2. Develop and maintain institutional databases including collecting and entering data and generating reports.
3. Performs data manipulation, statistical analysis and external reporting.
4. Monitor and report progress on strategic planning goals, analyzing trends and benchmarking performance against peer institutions.
5. Provide institutional support in researching, developing and implementing departmental and general education student learning outcomes assessments.
6. Coordinate and maintain a schedule of campus assessment activities.
7. Perform other duties as may be assigned by Vice President of Academic Affairs/Dean of Faculty.

Specific Duties and Responsibilities:

Consumer Data

8. Collect data and maintain and revise as needed
 - the Common Data Set database and IPEDS surveys (annually),
 - on-line campus Quick Facts (annually),
 - online statistical abstract (every semester).
9. Oversee annual update of the Institutional Scorecard and the Strategic Planning key performance indicators and revise as needed; consult with the Council on Institutional Effectiveness and Assessment to establish methods and measures.

Student Engagement and Retention

10. Assist in implementing assessment activities such as the National Survey for Student Engagement and the Collegiate Learning Assessment.
11. Assist in data collection, analysis, & reporting of retention, attrition, and graduation statistics.

Student Learning Outcomes

12. Assist in the development of electronic surveys and local assessment such as the graduate/exit and alumni surveys.
13. Assist in researching and preparing rubrics for general education student learning outcome competencies.

General

14. Submits projected analyses of enrollment based upon historical records and identified trends;
15. Maintains statistical inventories for institutional state, and federal government data reports, including an update each semester of the UMFK Statistical Abstract;
Designs and implements data collection projects in support of analyses required by other campus units.

Budget Responsibilities: minimal

Campus/University Service: Service on campus and system committees and groups as assigned.

Knowledge, Skills & Abilities: Excellent analytical, computer, verbal, written, and interpersonal communications skills; ability to manipulate data and generate reports using database, spreadsheet, and statistical software; knowledge of research methodology, statistical methods, data collection, analysis & interpretation. Must be able to work collaboratively, manage concurrent projects, and meet deadlines; familiarity or experience in higher education, government or public policy required.

Qualifications: Bachelor's degree with relevant course work such as research methods, educational measurement or assessment, program evaluation, statistical analysis, and/or data management plus minimum of 4-6 years directly related experience or Advanced Degree in higher ed, social or educational research, or related field plus a minimum of 2 years directly related experience.

SECTION 4: ADMINISTRATIVE GOVERNANCE

EXECUTIVE (PRESIDENT)

4.1 PRESIDENT'S CABINET

The President's Cabinet is an information sharing group where issues of importance to the campus are discussed. Members of the Cabinet are: Vice President for Academic Affairs, Vice President for Administration, Dean of Enrollment Services & Student Life, Assistant Dean of Student Life & Development, Dean of Community Education, Director of Human Resources, Director of University Relations & Alumni Affairs, Director of Nursing, Faculty Chair, Division Chairs (Arts & Humanities, Education, Natural & Behavioral Sciences, Professional Management), Professional Staff Representative, Classified Staff Representative, and two Student Representatives – selected by the Student Senate.

ACADEMIC AFFAIRS (VPAA)

4.2 ACADEMIC LEADERSHIP COUNCIL (ALC)

Role, Scope, and Authority

Article I: Name

The name of this group shall be the Academic Leadership Council (ALC)

Article II: Purpose

The purpose of the ALC is to provide leadership in academic affairs matters facing the divisions and the university as a whole.

Article III: Roles

The ALC serves to review and discuss academic affairs issues, enhance communication, and promote collaboration among the Division Chairs and the Vice President for Academic Affairs (VPAA) on academic affairs matters. It advises the VPAA on matters pertaining to academic affairs and carries out policies agreed upon, as well as other directives from the VPAA.

Article IV: Scope

The ALC is the coordinating body for academic affairs issues and a forum whereby the chairs and directors of academic divisions may discuss any issue of academic interest and relevance to divisions or the campus and formulate academic policy recommendations for consideration by pertinent governance structures such as the Divisions, Academic Council, the Chief Academic Officer, and the President.

Article V: Authority

The ALC is a recommending body to the VPAA on academic matters. The VPAA is the convening officer and *ex officio* chairperson of the ALC, and she or he may choose to delegate Chairmanship. In the absence of the Vice President for Academic Affairs or her/his designee, the Council shall elect a *chair pro tempore*.

Article VI: Membership

The ALC is comprised of Chairs of the Academic Divisions and the Chair of the Faculty Assembly. It is mandatory for all members to attend all meetings, unless the member is excused by the VPAA due to extenuating circumstances.

Article VII: Meetings

The VPAA shall be responsible for convening meetings, calling for and preparing agenda items, and representing the Council at Cabinet meetings for purposes of information sharing and communication. Agenda items may be brought from any member. The frequency and time of meetings will be determined by the Chair. The Council shall meet once per month or four to five times per semester during the academic year and two to three times over the summer months. The Chair has the discretion to establish sub-committees and task forces as needed. She or he shall appoint a recording secretary to maintain records of meetings, which will be kept in the Office of the VPAA, distributed to the Council members, posted for viewing electronically at the

ALC Blackboard website. The VPAA will provide progress reports to the Cabinet. A majority (more than one-half) of the voting members of the committee will constitute a quorum required for any official business to be conducted by the Council. All motions will pass with a simple majority of the members present and the Chair will only vote in case of a tie.

Revised & Approved: November 13, 2012

Approved September 19, 2013

4.3 QUALITY UNDERGRADUATE EDUCATION COUNCIL

Role, Scope, and Authority

Article I: *Name*

The name of this group shall be the Quality Undergraduate Education Council (QUE).

Article II: *Purpose*

The overall purpose of the QUE Council is to monitor and improve the quality of undergraduate education and student experiences.

Article III: *Roles*

The role of the QUE Council is to implement the strategies of the academic quality priority of the strategic plan. Other initiatives include monitoring curricular and co-curricular student learning outcomes; enhancing first-year experience, advising, student support services, experiential learning, high impact-teaching learning, learning/living communities, student success, supplemental instruction, early alert, career planning and internships; and promoting interdisciplinary undergraduate signature programs, such as the campus-wide honors program.

Article IV: *Scope*

QUE serves as a forum for academic and academic support staff to discuss issues of quality undergraduate education and experiences.

Article V: *Authority*

QUE reports to the Vice President for Academic Affairs (VPAA). The VPAA is the convening officer and *ex officio* chairperson of QUE, and she or he may choose to delegate Chairmanship. In the absence of the VPAA or her/his designee, the Council shall elect a *chair pro tempore*.

Article VI: *Membership*

QUE is comprised of the Chairs and Director of the Academic Divisions, the Chair of the Faculty Assembly, the Program Coordinators, the Registrar, the Dean of Enrollment Management, the Assistant Dean of Student Success, the Directors of Library Information Services, Student Support Services, and Institutional Research. It is mandatory for all members to attend all meetings, unless the member is excused by the VPAA due to extenuating circumstances.

Article VII: *Meetings*

The VPAA shall be responsible for convening meetings, calling for and preparing agenda items, and representing the Council at Cabinet meetings for purposes on information sharing and communication. Agenda items may be brought from any member. The frequency and time of meetings will be determined by the Chair. Typically, the Council shall meet once per month or four to five times per semester during the academic year. The Chair has the discretion to establish sub-committees and task forces as needed. She or he shall appoint a recording secretary to maintain records of meetings, which will be kept in the Office of the VPAA, distributed to the Council members, and posted for viewing electronically at the QUE Council Blackboard website. The VPAA will provide progress reports to the Cabinet. A majority of the

members in attendance will constitute a quorum required for any official business to be conducted by the Council. All motions will pass with a simple majority of the members present and the Chair will only vote in case of a tie.

Approved: November 13, 2012

4.4 COUNCIL FOR INTUITIONAL EFFECTIVENESS AND ASSESSMENT (CIEA)

Role, Scope, and Authority

Role: As part of its dedication to institutional improvement, the Council has been established to monitor its effectiveness in achieving its mission and purposes with a primary focus on the quality of the teaching-learning experience. Accordingly, the Council is responsible for developing and monitoring a systematic, broad-based comprehensive process to assessing institutional effectiveness and student learning outcomes as a basis for sustaining quality and self-improvement.

The CIEA serves as a central feedback loop mechanism and coordinating body for all assessment activities at UMFK with the aim of improving institutional effectiveness. This will be achieved through the evaluation of student learning outcome plans and the university *Institutional Effectiveness and Assessment Plan* (IEAP), which is made up of the *Institutional Performance Scorecard* and the *Strategic Planning Key Performance Indicator (KPIs) Grid*. The *Institutional Performance Scorecard* is comprised of KPIs directly aligned with the NEASC standards. The Strategic Planning KPIs are directly aligned with the 7 institutional planning priorities.

Scope: The Council reports to the President. The Vice President for Academic Affairs is the convening officer and *ex officio* chairperson of the CIEA, and she or he may choose to delegate Chairmanship. In the absence of the Vice President for Academic Affairs or her/his designee, the Council shall elect a *chair pro tempore*.

She or he shall appoint a recording secretary to maintain records of meetings, which will be kept in the Office of the Vice President for Academic Affairs. The minutes will be distributed to the Council members and posted electronically. The committee will assess its effectiveness in informing and sharing the work of the Council annually. At the beginning of each academic year, the Council shall share its assessment and recommended remedial action.

The Council shall draw upon a wide range of institutional data and information in monitoring including, but not limited to the following: direct and indirect measures from institutional data on strategic planning, student satisfaction, and students learning outcomes, transfer, and job placement.

The Council shall have 12 members. Members shall include five faculty representatives (one from each division to be appointed by the Division Chairs); the Dean of Enrollment Services and Student Life; the Director of Library and Information Services; the Director of Student Support Services; the Assistant Dean of Student Affairs; the Assistance Dean of Student Success; the Associate Director of Institutional Research; and one representative from the student government to be appointed by the Student Senate. The frequency and time of meetings will be determined by the Council. The Council expects to meet two to four time per semester. The Chair has the discretion to establish sub-committees and task forces as needed. The Council will provide progress reports to the Cabinet. A quorum of 6 is required for any official business to be conducted by the Council. All motions will pass with a simple majority of the members present and the Chair will only vote in case of a tie.

Authority: The Council has authority to review and recommend changes to the institutional effectiveness and assessment plans. Results of planning and evaluation are regularly communicated to appropriate institutional constituencies. Goals met are reported and those not met are reviewed with a corresponding plan of action. The Council will vote on various items requesting action from the Vice President for Academic Affairs, the Faculty Assembly, the Cabinet, or the President.

Revised & approved: November, 2012

4.5 DISTANCE EDUCATION COUNCIL

Role, Scope, and Authority

PURPOSE:	The charge of the Council is to examine issues and concerns brought to its attention by the faculty, staff, and students, to seek ways to improve the delivery, and ensure the quality of distance education courses. The Council will review, develop, and recommend procedures and policies as they relate to the development, delivery, support, and management of distance education courses and programs. The Council will also carry out other duties as charged. The Council will report to the Vice President for Academic Affairs	
REPRESENTATION:	At least one (1) faculty representative from each academic division At least one (1) distance education support services representative Others as deemed appropriate by the Chair Chair has the discretion to establish sub-committees and task forces as needed	
CHAIR:	Joseph Zubrick	
HOW APPOINTED:	Division Chairs will seek membership. Subsequently, members will be elected, appointed or otherwise selected from within their respective units.	
WHEN APPOINTED:	Fall	
ROTATION:	Members serve two year rotating terms.	
MEMBERSHIP: (20011/2013)	<u>Faculty</u> NBS AH NUR EDU PM <u>Distance Education Support</u>	<u>Representatives</u> Rameen Aryana Mariella Squire Joseph Zubrick Diane Griffin Roland Caron Tony Enerva <u>Representative</u> Loni Nadeau

ADMINISTRATIVE SERVICES (VPAS)
4.6 EMERGENCY MANAGEMENT TEAM

Role, Scope, and Authority

Leadership (Chain of Command)

Emergency Chain of Command doesn't have to follow the campus chain of command. Once the Incident Command System has been activated, the Incident Commander will assign members of the Emergency Management Team to certain positions. This chain of command will remain in effect until the emergency has been resolved, at which point the organization will revert back to the campus chain of command.

University Officials

Wilson Hess, President

Emergency Management Team

John D. Murphy, Vice President for Administration & Finance (Chair)

Lisa Fournier, Finance Specialist (co-chair – routine administrative work & scribe)

Rachel Albert, Vice President for Academic Affairs

TBA, Director of Human Resources

Ray Phinney, Student Affairs Representative

Andrew Jacobs, Director of Facilities Management

Arthur Drolet, Computer Network Specialist

Leslie Kelly, Director of Information Services
Terence Kelly, Director of University Relations

Responsibilities of the Emergency Management Team

The team shall-

1. Complete required training and actively participate in exercises and administrative work of the team.
2. Develop and assess the Emergency Operations Plan and when necessary, implement the plan.
3. Determine what resources are necessary for mitigation, preparation, or response and seek funding for such resources.
4. Coordinate and communicate campus and community education and training sessions.
5. Participate as a member of the UMS Emergency/Continuity Planning Committee.
6. Keep the Chancellor's Office apprised of significant mitigation or preparation issues, incidents and response and recovery efforts.
7. Prepare an After Action Report after any event.

09-26-12

4.7 VICE PRESIDENT FOR ADMINISTRATIVE SERVICES (VPAS) COUNCIL

Role, Scope, and Authority

Role:

The purpose of this council is information sharing and policy making. The meetings serve as a forum for public deliberation on issues of importance to the University, which include Administrative Services and Academic Support units. Specifically the council meets to: disseminate information out to the staff from the administration; to provide a flow of information back up to the administration for guidance and assistance in the administration's decision making process; to provide advice and direction to mid-management personnel for daily operations and as appropriate, to implement discussed changes; and to provide an avenue to discuss the implementation of processes/services that effect a broad range of departments.

Scope:

The Vice President for Administration shall be the convening officer and he or his designee will preside over the meetings which shall meet every other week.

Membership shall be appointed by the Vice President. Membership on the council shall include Deans, Directors, Coordinators, and other mid-level managers. Current membership includes the Dean of Enrollment Management and Student Life, the Director of Library and Information Services, the Assistant Dean of Student Life and Development, the Director of Business Systems, the Director of Financial Aid, the Director of Admissions, the Director of Facilities Management, the Athletic Director, the Registrar, the Director of Public Relations, the Director of Human Resources, and the Finance Specialist.

The Vice President may establish subcommittees and task force as needed from time to time.

Authority:

This council serves in an advisory role to the Vice President for Administration regarding daily operations of the campus and other institutional issues on which the Vice President may request input or advice.

The council is authorized to make operational decisions to ensure a smooth delivery of daily services. This council will review policies for appropriate changes and the establishment of new policies that will be presented to Cabinet prior to Executive approval. The Council may also be called upon to review, for support and possible implementation, initiatives and policies developed by other campus committees.

2011-2012

ENROLLMENT SERVICES AND STUDENT LIFE

4.8 ENROLLMENT MANAGEMENT POLICY ADVISORY COMMITTEE (EMPAC)

Role, Scope, and Authority - Academic Year 2013-2014

Role:

The Enrollment Management Policy and Advisory Committee (EMPAC) provides general oversight to all college recruitment and retention efforts. Specific functions of the Committee include:

- Coordinate and monitor enrollment,
- Monitor students' movements from the point of their initial contact with the institution until their graduation or departure from the institution and recommend policy changes to ensure timely student movement through the university,
- Review and recommend changes to recruitment plan and policies,
- Review and recommend changes to retention plan and policies,
- Review and recommend changes to registration plans and processes for each semester, and
- Ensure an annual assessment of the enrollment processes, policies, and plans are administered with the aim of improving college services.

Scope:

The Committee reports to the President. The Dean of Enrollment Services and Student Life is the convening officer and *ex officio* chairperson of EMPAC, a duty she or he may choose to delegate. She or he shall appoint a recording secretary to maintain records of meetings which are to be kept in the office of the Dean of Enrollment Services and Student Life, distributed to all members of the Committee and campus community. In the absence of the Dean of Enrollment Services and Student Life or her/his designee, the Committee shall elect a chair *pro tempore*.

The membership of EMPAC shall consist of 15 members: the Dean of Enrollment Services and Student Life, Dean of Community Education, Associate Dean of Student Life and Development, Assistant Dean of Student Success, Career Planning, Placement and Internship Coordinator, Director of Athletics, Director of Business Systems, Director of Student Support Services, Director of Admissions, Director of Financial Aid, Registrar; Transfer Officer, Director of Information Services & Distance Education, two representatives from the faculty, and the Public Relations Officer is an observer in the meetings.

The Committee will meet at least once a month for a full year. The chairperson shall call special meetings of the Committee whenever necessary. The Committee will provide progress reports to the Cabinet. A quorum (7) is required for any official business to be conducted by the Committee. All motions will pass with a simple majority of the members present and the chair will vote in case of a tie.

Records of minutes shall be kept on file in the Dean of Enrollment Management and Student Life's Office. The minutes will be distributed to the Committee members and posted electronically. The Committee will assess its effectiveness in informing and sharing their activities annually. At the beginning of each academic year, the Committee shall share its assessment and recommended remedial action.

Authority:

[University manual] provides for the establishment of the Cabinet, and standing committees, one of which is EMPAC. The Committee has authority to review and recommend changes to the recruitment, admissions, and retention plans and policies and submits the proposed changes and recommendations to the Cabinet.

4.9 THE STUDENT CONDUCT COMMITTEE

The Student Conduct Committee is appointed by the President (or his/her designee) annually. Composition of the committee includes two faculty members, two professional staff members, and two students. The President shall also appoint the chairperson from among the committee members.

The committee deals with student conduct cases that could not be resolved by the Chief Student Conduct Officer on campus (Assistant Dean of Student Life and Development) or acts as an appeals body for student-conduct related decisions made by the Conduct Officer. The Chief Student Conduct Officer may not be a member of the Student Conduct Committee.

COUNCILS

4.10 APPLIED FOREST MANAGEMENT ADVISORY COUNCIL

Name:

The name of the council shall be the Applied Forest Management Advisory Council.

Purpose:

This council shall serve the Natural and Behavioral Sciences Division as the advisory group for the Associate of Science in Applied forest Management Degree Program at the University of Maine at Fort Kent. Its purpose shall be to enhance the quality of the applied forest management program, to achieve and sustain Society of American Foresters recognition of the program, and to facilitate partnerships with the regional forest landowners, the forest industry, and the public schools and universities.

Membership:

The membership of the council shall consist of the program coordinator, program faculty, and representatives from professional organizations as described below. All appointments shall be approved by the Natural and Behavioral Sciences Division and the Chief Academic Officer.

1. Forestry faculty who offer two (2) or more required courses shall be permanent council members.
2. A minimum of three (3) forestry professional representatives shall participate as council members; at least two (2) will be licensed foresters, at least 1 a member of the Society of American Foresters. These individuals shall represent a broad spectrum of the profession. The faculty should attempt to recruit representatives from the University of Maine, the Maine Department of Conservation, and the forest industry (with emphasis on employers of our graduates).
3. At least one of the professional representatives shall be a UMFK graduate with work experience, preferably as a forest technician.
4. At least one interested member of the general public should be invited to serve. Emphasis should be landowners with whom we share cooperative agreements.
5. Non-faculty council members shall serve renewable 3-year terms.
6. Total members shall not exceed ten.

Officers:

1. The program coordinator shall act as council chair. The chair shall call all meetings and establish all agendas.
2. Any member may act as secretary by group consensus.

Ad-hoc Committees:

Ad-hoc committees may be established by the council as needed.

Meetings:

The council shall meet a minimum of once a year.
A simple majority shall be considered a quorum.
Decisions will be made by simple majority vote.

Amendments:

This document may be amended by a simple majority of the council membership and the approval of the Natural and Behavioral Sciences Division.
As approved by the Council on 4/25/13

This council shall serve as an advisory group to the appropriate faculty body and/or administration of UMFK. Its purpose shall be to enhance the status and quality of the environmental studies program and to facilitate public service partnerships with the St. John Valley community and with the region=s public schools.

Election of Members

Interested parties may approach the council chair or program coordinator to have their name placed on the ballot. The election shall be conducted through the Environmental Studies Council.

Membership

The membership of the council shall consist of faculty, staff, students, and off-campus representatives.

- A. Any faculty or staff member interested in actively contributing to the environmental studies program may be eligible.
- B. An effort should be made to include two UMFK students on the council. Interested students should contact the council chair and will be approved by the vote of the council.
- C. Representatives from two off-campus environmentally-related organizations should be included on the council. Following consultation with the Vice President for Academic Affairs, the council shall ratify these individuals.

Officers

- A. The Coordinator of the Environmental Studies Program shall act as Chair of the Environmental Studies Council. The Chair shall call all meetings and establish all agendas with the recommendation of the Council.
- B. Other officers may be appointed or elected from time to time as deemed necessary by the Council in consultation with the UMFK administration and faculty.
- C. Terms of office shall be one academic year with possible reelection or reappointment.

Ad-hoc Committees

Ad-hoc committees may be established by the Council or the Chair of the Council in consultation with the members of the council.

Meetings:

Regularly scheduled meetings shall be called by the Council Chair as necessary, usually on a monthly basis. A simple majority of the membership of the Council shall be considered a quorum.

Provision for Amendment:

- A. This document may be amended from time to time as deemed necessary by the Council.
- B. A simple majority of the membership shall be required to amend this document.

Reviewed Fall/2011

Purpose

To provide a forum for communication and interaction between nursing educators, public service sector, and community.

To establish on-going collaboration between nursing education and practice with the goal of developing high quality practitioners to meet the needs of the community.

Meetings

Advisory Committee members serve as communication links between the Division of Nursing and service providers within the community. Representatives of agencies will report activities of the Committee to their respective agencies and will bring information from the agency to the Committee meetings to be considered for follow-up and action.

The Advisory Committee elects its own Chair to conduct all meetings. The Chair has no other official responsibilities except as directed by the Committee from time to time.

The Administrative Assistant from the Division of Nursing acts as the secretary for these meetings who prepares the agenda, sends out notices of meetings, contacts members as needed, etc.

Minutes, correspondence, or any other materials accumulated by the Committee will be retained by the University to be used for the purposes of continuity and accreditation.

Meetings will be held no less than once per year, or more often, depending on the activities of the Committee and the needs of the agencies.

Membership:

Representation to the Committee includes, but is not limited to a representative from schools of nursing, local health care institutions, service providers, as well as currently enrolled nursing students and graduates. Membership may be recommended by the above agencies, committee members and/or nursing faculty. In the event that a member is not longer associated with a represented health care, education, or service provider agency, a new member will be designated as the representative.

Approved 10/20/99

Re-approved 4/12/02

Amended and approved 8/23/11

4.13 RURAL PUBLIC SAFETY ADVISORY BOARD

Purpose

This board shall serve as an advisory group to the appropriated faculty body and/or administration of UMFK. Its purpose shall be to: enhance the status and quality of the Public Safety Administration, Criminal Justice and Homeland Security/Emergency Management programs; facilitate public service partnerships with municipal, county, state and federal agencies and with the other components of the St. John Valley community and the State of Maine.

Membership

The membership of the Advisory Board shall consist of leaders within the Public Safety and Criminal Justice community of the State of Maine and Aroostook County.

Additions and deletions to the membership will be considered and voted upon by the membership at its annual meeting. Officers:

The Chair for this Advisory Board will be the senior faculty member of the Rural Public Safety Administration program.

This Board is made up of individuals who are working full time within the Public Safety and Criminal Justice community and serve on the committee as volunteers. Therefore the membership will act in an advisory capacity with the Chair of the Board filling the role of all officers.

Committees

Ad-hoc committees may be established by the Board or the Chair in consultation with the members of the Board.

Meetings

This Board shall have a minimum of one meeting each academic year. The Chair of the Board will set the date, time and agenda (with comments and advice of the membership). A simple majority of the original membership of the Board shall be considered a quorum.

Provision for Amendment

This document may be amended from time to time as deemed necessary by the Board.

A simple majority of the membership shall be required to amend this document.

SECTION 5: FACULTY GOVERNANCE STRUCTURE

5.1 FACULTY GOVERNANCE

The Vice President of Academic Affairs is the Chief Academic Officer, and all decisions reached by faculty bodies are subject to his or her approval or concurrence and, when appropriate, his or her recommendation to the President.

Faculty Governance at UMFK is represented by the following bodies: the Faculty Assembly, the Academic Divisions, and the standing committees of the Faculty Assembly (see Robert's Rule of Order Revised, for a definition). The structure and function of the Faculty Assembly is as follows.

5.2 CONSTITUTION OF THE FACULTY OF THE UNIVERSITY OF MAINE AT FORT KENT

The Constitution of the Faculty at the University of Maine at Fort Kent establishes the fundamental role of the faculty in determining academic policy within the university structure. The faculty affirms that it has primary responsibility for curriculum, instructional methods, research, faculty status through the peer review, degree requirements, and those aspects of student life that relate to the educational process. The Constitution defines the procedural structure for conducting faculty business, voting, election of officers, and the creation of faculty committees. The Board of Trustees is the legal governing body of the University and nothing within the Constitution shall be construed as granting to the faculty of the University of Maine at Fort Kent the authority to act outside the policies of the Board of Trustees.

Article I: Name

The name of the organization shall be the Faculty Assembly of the University of Maine at Fort Kent.

Article II: Membership

Membership in the organization is limited to full-time and permanent part-time faculty at the University of Maine at Fort Kent.

Article III: Officers and Responsibilities

1. Each year the faculty shall elect from its membership the following officers: Chair, Vice-Chair, and Secretary.

2. Functions:

Chair: The Chair shall appoint a Parliamentarian for the academic year and be responsible for summoning the faculty to meet at least one each month during the academic year and may call additional meetings as needed. The Chair shall prepare and circulate an agenda 24 hours before the meeting and shall preside at meetings of the organization.

Vice-chair: The Vice-chair of the faculty shall assume the responsibilities of the Chair in the event the Chair is unable to transact faculty business and shall carry out other responsibilities as delegated by the Chair. In addition, the Vice-chair, in consultation with the Chair, shall have the responsibility of preparing a slate of candidates, from nominations submitted, to him or her, for faculty committees and for faculty office, prior to any meeting where elections will be held.

Secretary: The Secretary shall be responsible for recording and circulating the minutes of each faculty meeting. The Secretary, in conjunction with the Parliamentarian, shall tabulate votes on motions and elections.

Parliamentarian: The Parliamentarian shall advise the presiding officer on matters of parliamentary procedure according to Robert's Rule of Order, Revised.

Article IV: Term of Office and Election Procedures for Faculty Officers

Faculty officers are elected for a one academic year term. Elections shall occur during an April meeting of the faculty.

The Vice-chair shall present to the faculty the list of candidates for all positions. Additional nominations may be made from the floor.

To be elected, a candidate must receive an absolute majority of the votes from the eligible voting faculty as defined in Article V. In the event no candidate receives an absolute majority on the first ballot, a run-off election shall be immediately held between the two candidates with the largest number of votes on the initial ballot.

No member of the faculty may serve more than two consecutive one year terms as faculty officer in the same office.

Newly elected officers shall assume office on the first day of July in the year of their election.

Article V: Voting

1. The right to vote on all faculty matters is restricted to members of the organization as defined in Article II.
2. Members of the faculty on leave or sabbatical surrender their right to vote for the duration of their absence.
3. In the event a member of the faculty is absent for the election of faculty officers or faculty committee members, the absent member may vote by proxy as defined by Robert's Rules of Order, Revised.
4. Election of faculty officers and to faculty committees shall be by ballot. Faculty matters requiring a vote shall proceed by a show of hands, unless the Chair receives a request from a member of the organization for a ballot vote.

Article VI: Removal and Resignation of Faculty Officers

The process for removal and resignation of faculty officers shall be as provided by Robert's Rules of Order, Revised.

Article VII: Procedures for Conducting Faculty Business

The Faculty Chair or highest ranking officer shall prepare and circulate an agenda 24 hours prior to each faculty meeting. The Chair of highest ranking officer shall call faculty meetings to order after determining whether a quorum is present.

A quorum is a majority of eligible faculty.

In transacting faculty business, the term majority shall refer to a majority of the faculty present at a meeting once quorum requirements have been met unless otherwise stated in Article VII, #5.

The faculty shall establish standing and ad hoc committees as it deems fit and necessary to consider such matters as the faculty assignments to committee deliberation.

Establishment of committees, ratification of charters, amendment to charters, and abolishment of committees shall be by a majority vote of the eligible voting membership.

All assignments to faculty committees shall be voluntary on the part of the appointee.

Article VIII: Organizational Structure

For Organizational and instructional purposes, the faculty shall review, propose, and recommend changes to its divisions. The administration shall consult with and seek approval of the faculty as a whole prior to final action on all administrative changes to the structure of its governing divisions.

Article IX: Ratification and Amendment

This Constitution may be amended according to the following procedure: proposed amendments must be submitted in writing to the faculty at least ten (10) business days prior to voting. Amendments require a two-thirds vote of the eligible voting members of the organization.

Approved by the Faculty -April, 1995 Approved by the President -May, 1995 Re-approved by the Faculty – April, 2004

5.3 ACADEMIC DIVISIONS

The Faculty at Large is subdivided into five academic divisions: Arts and Humanities, Education, Natural and Behavioral Science, Professional Management, and Nursing.

Divisions meet on a regular--usually monthly--basis. They are headed by a Division Chair who is nominated by the division and appointed by the President to a one year renewable term. The Division Chair receives administrative direction from and reports to the Vice President for Academic Affairs. The number of the terms which a Division Chair may serve is determined by each division.

Divisions prepare divisional budgets for submission to the Vice President for Academic Affairs for approval by the President, approve adjunct faculty and syllabi for all new courses, and recommend to the Dean of Academic Affairs policy with regard to general education and other requirements for degree programs under their supervision. They also devise forms for evaluation of faculty by students and propose general faculty evaluation criteria for approval by the President in agreement with Article 10, Section B-3 of the AFUM Agreement.

University of Maine at Fort Kent has five academic divisions. Each Division is administered by a Division Chair who reports to the Vice President for Academic Affairs. The Bachelor of Science in University Studies can be obtained through any Division. Specific academic programs housed in each Division are:

Arts and Humanities

Bachelor of Arts in English

Bachelor of Arts in French

Minors in Art, English, French, History, Music, Communication and Mass Media, Theater

Education

Bachelor of Science in Elementary Education

Bachelor of Science in Secondary Education-Mathematics

Bachelor of Science in University Studies leading to certification in elementary or secondary education

Minor in Education

Natural and Behavioral Sciences

Bachelor of Science in Behavioral Science

Bachelor of Science in Biology

Bachelor of Science in Environmental Studies

Bachelor of Science in Social Science Field

Associate of Arts in General Studies (Criminal Justice, Human Services, Computer Science, Business Management)

Associate of Science in Applied Forest Technology

Minors in Behavioral Science, Biology, Environmental Science, Forestry, Mathematics, Social Science

Nursing

Bachelor of Science in Nursing

RN to BSN Studies Program

Accelerated Nursing

Professional Management

Bachelor of Science in Business

Bachelor of Science in Computer Applications

Bachelor of Science in Public Safety Administration

Associate of Arts in Business

Associate of Arts in Accounting

Associate of Arts in Criminal Justice

Associates in Science in Information Security

5.4 DIVISION CHAIR

The Chair of an Academic Division serves as the primary administrative officer of the Division. Division Chairs/Directors report to the Vice President for Academic Affairs and serve as members of the Academic Leadership Council. Division Chairs are elected by Division members and recommended to the Vice President for Academic Affairs whose acceptance or rejection is final (see AFUM Agreement, Section 13). In the case of nursing, the Director is appointed by the Vice President for Academic Affairs in consultation with the faculty. The term of appointment for Chairs and Directors is three years subject to administrative and departmental review. The term for Chairs is renewable one time. A Division Chair may be continued in office for more than two consecutive three-year terms only under exceptional circumstances. Each academic year the Vice President for Academic Affairs will meet individually with each division chair and discuss performance related to the following responsibilities.

Specific responsibilities of Division Chairs/Directors include the following:

Leadership

1. Work with university administration and other division chairs to provide effective and responsible divisional leadership and representation within the context of university governance and broader university priorities.
2. Provide leadership for academic program planning, program assessment, and mentoring of faculty.
3. Be an active participant in Academic Leadership Council meetings as scheduled and communicate information from the VPAA to members of the Division.
4. Conduct the business of the Division in a collegial, fair, and constructive atmosphere and participate in conflict resolution where appropriate.

Communication

5. Foster effective intra and inter-divisional communications among all students, faculty, and administrators.

Management/Budget

6. Chair and conduct regular division meetings, appoint appropriate divisional committees to ensure a timely and effective method of completing Divisional business; and provide the VPAA with information about issues and events within the Division.
7. Manage and administer division budgets in consultation with members of the Division; authorize divisional expenditures up to \$1000; submit the Division Budget for the next academic year to the VPAA.
8. Coordinate with the Dean for Information Services the purchase of materials for the library to support Divisional programs.

Curriculum/Assessment

9. Coordinate with other members of the Division all revisions of the curriculum per established procedures, encouraging innovative programs and pedagogies.
10. Coordinate the effective assessment of all programs and of student outcomes in all programs within the Division, including all activities related to accreditation and regularly scheduled Divisional external reviews mandated by the University of Maine system.
11. Make decisions in conjunction with other chairs and administrators on class scheduling, course sequencing, course rotations, and faculty assignments.
12. Administer the division's academic advising in consultation with the Assistant Dean of Student Success including summers.
13. Aid in the student retention/recruitment activities and in the visibility of the Division on campus and in the community.
14. Submit an annual report by the end of May describing the activities and accomplishments of the Division and its members.

Personnel

15. Supervise and provide support, guidance and objective feedback to all personnel assigned to the Division including progress towards any improvement that is needed.
 - a. submit an annual written performance review of full-time faculty and staff whose primary assignment is within the Division by the end of August;
 - b. approve and recommend adjunct faculty to teach within the Division in consultation with appropriate discipline faculty;
 - c. select, in consultation with the respective division faculty, adjunct faculty and make corresponding course/teaching assignments;
 - d. propose new faculty positions within the Division as needed and assist the VPAA with position descriptions and search committees for full-time Faculty searches; and

- e. Encourage involvement with professional organizations and discipline specific to the community.

Other

16. Represent the Division as needed and carry out other responsibilities agreed upon with the VPAA or unique to the particular programs of the Division.

5.5 PROGRAM COORDINATOR DESCRIPTION AND DUTIES

Description

The Program Coordinator shall be a full-time faculty member elected by Division members and recommended to the Vice President for Academic Affairs to direct the assigned academic program(s). The appointment shall be for a two-year renewable academic year terms and subject to administrative and/or department review. The Program Coordinator reports to the Division Chair.

Duties

Responsibilities of the Program Coordinator shall include, but not be limited to the following:

1. Lead curriculum development, assessment activities, and national and/or state accreditation efforts, as applicable, for the program(s);
2. Hold monthly program meetings with program faculty, record all pertinent matters and regularly relay these and all pertinent matters of the program(s) to the Division Chair;
3. Monitor the program budget and coordinate equipment purchasing, as is applicable
4. Promote student, faculty, and public involvement in the program(s);
5. Coordinate with other campus offices as needed; and
6. Perform other duties as assigned by the Division Chair

Specific Activities:

1. Submit an annual program report to the Division Chair
2. Develop and monitor student learning outcomes, program performance indicators, assessment methods, and conduct analyses for program improvement, and record and implement program changes
3. Assist with advising and program orientation activities
4. Work with the Student Success Coordinator to coordinate student internships and job placements, as applicable, within the program(s)
5. Assist Admissions staff with recruitment and retention efforts
6. Work with the Alumni Office to maintain an alumni tracking database
7. Assist the Web Administrator to maintain and update the program(s') web pages
8. Coordinate scheduling of courses relevant to the program(s) and submit to Chair
9. Develop and coordinate student activities to enhance student opportunities and program visibility (e.g., open house, summer camps)
10. Work with the Chair to coordinate academic matters pertinent to the program(s)
11. Coordinate activities of the Advisory Council for the program(s)
12. Coordinate catalog revisions for major/s and submit to Division Chair
13. Monitor compliance with major/s accreditation standards, as is applicable
14. Develop and maintain articulation agreements, as is applicable

Revised and Approved Date: 08/22/11

5.6 PEER REVIEW COMMITTEE

Composition

1. Each Division shall elect, prior to the conclusion of the academic year, their representatives to the Peer Review Committee, hereafter referred to as PRC. Two representatives are to be elected from the Natural and Behavioral Sciences Division and one representative from the Nursing Division, the Education

Division, and the Arts and Humanities Division. While tenured faculty are preferable as representatives to PRC, all full time tenure-track members of a division are eligible to be nominated and elected as divisional representative, with the exception of the Chairperson of the Division.

2. At their April meeting, the faculty will elect one alternate from each Division from its ranks.
3. The Chairperson of the PRC will be the Faculty Chairperson.
4. A candidate to be evaluated will have the right to request that one member, but only one, of the PRC be replaced by one of the faculty alternates. The Candidate will select the alternative.
5. If the Chairperson of the PRC is removed in accordance with the foregoing provision, then the PRC will elect a chairperson *pro-tem* to moderate the evaluation of the candidate.
6. If a member of the PRC is to be evaluated for promotion, tenure or contract renewal, then the committee member may be replaced by an alternate. The candidate will select the alternate.

PEER REVIEW PROCESS

1. All faculty to be evaluated for promotion, tenure, post-tenure, or contract renewal and other full-time faculty members whether visiting or otherwise designated at, and only at, their specific request will receive official written notification of the impending evaluation from the chairperson of the PRC. This notification will also provide names of the committee members and alternates and an explanation of the candidate's right to select an alternate, and will remind the faculty member to obtain the approved division evaluation criteria from the Faculty Handbook. Notification will be sent to the candidate no later than 18 September.
2. If the candidate wishes to exercise his or her right to replace one member of the PRC, the candidate must notify the PRC Chairperson at least ten (10) days prior to the review.
3. PRC members are to review the candidate's personnel file, any pertinent public or university documents available and relevant to the peer review process.
4. All candidates being considered for tenure, promotion, or contract renewal will be invited to appear before and submit to the PRC, documentation that will demonstrate satisfactory performance as defined in divisional criteria. This process may include:
 - a. student course evaluations
 - b. up to three letters from peers; members of PRC are excluded
 - c. letters of support, e.g. from students
 - d. a written evaluation of the candidate from the Divisional Chairperson, utilizing divisional criteria
 - e. peer evaluation of candidate's teaching
 - f. additional student evaluation material not included in personnel file
5. After the candidate's presentation, the PRC will go into executive session to deliberate:
 - a. If the candidate's performance is deemed satisfactory, then the PRC will recommend promotion, tenure, or contract renewal, as applicable.
 - b. If a non-tenured candidate's performance is judged to be unsatisfactory, the PRC will recommend that the candidate be given one (1) year to overcome specified deficiencies. In subsequent evaluations, failure on the candidate's part to address these deficiencies may provide grounds for a recommendation of non-renewal of contract or denial of promotion and/or tenure. However, future committees need not restrict their evaluation exclusively to those deficiencies.
 - c. In the case of post-tenure review, if the candidate's performance is deemed not to be satisfactory, then a report of such will be made to the Vice-President or Dean of Academic Affairs, as well as the Division Chairperson.
 - d. If the candidate is in his or her sixth year of tenure track service at the University of Maine at Fort Kent, then she or he is excluded from the one year provision in "b" above.

The committee will record a formal vote on the candidate and make suggestions or comments for the letter of recommendation. This letter is usually drafted by the Chairperson of the PRC and is intended for the Vice-President or Dean of Academic Affairs. This letter contains the recommendation of the committee and the vote count along with the committee's rationale for its recommendation. The draft copy is to be circulated to committee members for their approval and signature. A copy is then made and dated for delivery to the candidate.

6. All PRC members will sign the final copy of each candidate's letter, which is in accordance with the AFUM contract and indicates their participation in the PRC process.
7. Prior to forwarding the letter to the Vice President or Dean of Academic Affairs, the copy will be delivered to the candidate. If the candidate under review, after receipt of the letter, wishes to address the PRC, she or he shall notify the Chairperson within one (1) week of the date of delivery. Upon receiving notification from the candidate, the Chairperson will convene the relevant members of the PRC. At this session, the PRC shall listen to the candidate's presentation and then, in executive session, review the letter of recommendation for possible changes. If necessary, a revised copy of the letter will be made and signed by the members of the PRC.
8. The PRC shall forward its recommendation to the Dean of Academic Affairs, the Division Chairperson and the faculty candidate.
9. The candidate has one (1) week from the date of delivery to respond to the PRC. The committee's written response, along with the candidate's concerns, will be forwarded to the Vice-President or Dean of Academic Affairs.

Divisional Criteria for Promotion, Tenure and Contract Renewal

1. The Divisions should re-evaluate the criteria for promotion, tenure or contract renewal. The PRC recommends that Divisions accord particular attention to the following:
 - a. The criteria outlined in the AFUM contract
 - b. The requirements of teaching, scholarship, community service, publication, and research
 - c. Documentation of all facets of workload to include subjective and objective data.
 - d. The role of released time
 - e. The criteria should be rank specific and based upon excellence.
2. The Divisions should re-evaluate the criteria for post-tenure review. The criteria should be rank specific and based upon minimum satisfactory performance.
3. The PRC recommends that each Division conduct a periodic review of its evaluation criteria, no less frequently than quadrennially.

Revised Spring 2008

5.7 ACADEMIC COUNCIL CHARTER

Preamble: The Academic Council is a standing committee of the University of Maine at Fort Kent Faculty from whence it receives its charge and to which to discharges its obligations.

Membership: Each of the divisions will elect one representative to the Council. The remaining three members will be elected from the faculty at large.

1. The council must be constituted so that it will consist of at least two tenured faculty members.
2. Terms are to be for a three year period with at least 1 faculty position being elected each year.
3. Other elections will be held as needed to replace faculty on leave, retirement, etc.

A chair with at least one year of Academic Council experience will be elected by members of the Council by a majority vote. This chairperson will be responsible for setting meeting times, and for disseminating publication of agendas and minutes of the meeting. (See also under Procedures for further responsibilities.)

The Registrar serves as an ex officio (non-voting) member of the Council.

Meetings: The Council will meet at least once per semester with other meetings scheduled as needed. (See also under Procedures.)

Responsibilities: The Council will be responsible for the following:

1. Conducting periodic review of academic policies, academic standards, academic procedures;

2. Reviewing and evaluating proposals for curriculum changes including:
 - a. General Education Requirements
 - b. Additions and deletions in major, minor, or program requirements
 - c. New program proposals
 - d. Interdisciplinary course proposals
3. Reviewing existing programs on a continuing basis, particularly, but not limited to, those requested by the Board of Trustees.
4. Providing a hearing committee for the academic concerns of any member of the academic community;
5. Accepting further responsibility as requested by the faculty;
6. Considering all student requests for exemption for General Education requirements (as defined under Course Waivers or Substitutions in the University catalog.)
7. Incorporate and administer the charters of Libra Committee, Trustee Professorship Committee, and Academic Development Fund Committee.

Procedures:

1. The Chair, elected by the Council, will call meetings and preside over them. In the event the Chair cannot attend the meeting, the Chair will designate one of the Council members to preside over the meeting.
2. All faculty members of the Council are voting members; four voting members constitute a quorum. In the event of a tie, the Chair will cast one vote.
3. Any member of the University community may request to attend the Council meetings. The request must be made in writing to the Chair, at least 24 hours prior to the meeting. Participation in the Council deliberations is restricted to the explicit recognition by the Chair.
4. The Chair will prepare an agenda for each meeting to be distributed to all council members, the division Chairs, the Vice President for Academic Affairs, and the President. One copy will also be publicly posted. All distributions should be made one week but not later than 24 hours before the scheduled meeting.
5. The Council will decide if submitted issues should be handled by the Council on the basis of the responsibilities as outlined above.
6. After full deliberation, the Council shall report its findings to the Faculty Assembly, and if appropriate, ask for action. Recommendations that do not require faculty action will be forwarded to the Division Chairs or Vice President for Academic Affairs as deemed appropriate.
7. Recommendations for action which the Council is unable to approve as is will be remanded to the appropriate body for revision and resubmission to the Council. A copy of all appropriate documentation will be submitted to the Vice President for Academic Affairs.
8. Minutes of the Council's meetings are to be published in the same manner as the agenda. (See 4 above).
9. Any matters pertaining to the council responsibilities outlined above arising between June 1 and September 1 will ordinarily be reviewed at the first fall meeting.
10. Revised 2005; approved by Faculty Assembly 04/15/05)
11. (Revised 2010 by Academic Council 09/28/10)

5.8 HAENSSLER HONORS PROGRAM ADVISORY COUNCIL CHARTER

PURPOSE

The Haenssler Honors Program Advisory Council reviews, develops, and recommends policies and procedures as they relate to the development, delivery, support, and management of the Haenssler Honors Program courses. The Honors Advisory Council will also examine issues and concerns brought to its attention by the faculty, staff, and students, and to seek ways to improve the delivery and ensure the quality of Honors Seminars and Honors Contract Courses. The Honors Advisory Council will also carry out other relevant duties as charged. The Council will report to the Vice President for Academic Affairs. At least one (1) faculty representative from each academic division

REPRESENTATION

At least one (1) Honors student representative (selected by Honors Students)
 Assistant Dean of Student Life and Development (*ex officio*) or designee
 Dean of Enrollment Management and Student Life (*ex officio*) or designee
 Others as deemed appropriate by the Honors Program Director
 The Director of the Haenssler Honors Program has the discretion to establish sub-
 committees and task forces, as needed.

PROGRAM DIRECTOR

Joseph E. Becker
 (Director appointed by Vice President for Academic Affairs)

HOW APPOINTED

Members will be elected, appointed, or otherwise selected from within their
 respective divisions or constituencies.

**WHEN APPOINTED
 ROTATION**

Annually in the Fall
 Faculty members serve three year rotating terms that are renewable. Office of
 Student Life representatives serve *ex officio*. The Honors Student representative is
 appointed annually and may be renewed.

MEMBERSHIP

(2012-13)

<u>Faculty</u>	<u>Representatives (Term Ends)</u>	
Prof. Mgmt.	Roger Roy	(2014)
Nursing	Jacqueline Devoe	(2014)
Education	Doris Metz	(2013)
NBS	Rameen Aryana	(2013)
AH	Geraldine Cannon Becker	(2015)
Honors Student	Zach Beal	annual
Asst. Dean Student Life	Ray Phinney	<i>ex off.</i>
Dean of Enroll. Man.	Ellia Sablan-Zebedy	<i>ex off.</i>

The Haenssler Honors Center

The seminar room of the Haenssler Honors Center is reserved for Honors Program seminars and meetings, and for the informal use of Honors Program faculty and students.

A portrait of Robert Jacob Haenssler, for whom the Center is named, hangs in the seminar room. Plaques with the names of alumni Honors Scholars and Haenssler Fellows are on display in the seminar room also.

5.9 ACADEMIC DEVELOPMENT COMMITTEE

Philosophy

Academic development is a key element of the professorial role of faculty, and a vital component of the academic culture of UMFK.

Purpose

The purpose of the committee is to:

1. Promote the academic development of faculty in the areas of teaching, scholarship, research, and community service, which is consistent with the mission of UMFK as related to quality education; and,
2. Recommend the resources needed for academic development.

Funding

1. The administration of UMFK allocates a budget of \$30,000 per year to the Academic Development Committee;
2. A 5% increase be allocated annually to meet inflationary costs; and,
3. The Vice-President will retain a separate and additional discretionary fund for assessment projects and other academic initiatives.

Procedure

The Committee supports the academic development of faculty in the following ways:

1. Each semester will be allocated 30% of the available fund (Fall, Spring and Summer).
2. A 10% reserve will be held by the Academic Development Committee for academic contingencies.
3. Applications will be reviewed following the first and second deadlines for each semester as follows:
 - a.) The second deadline is for non-disbursed funds only.
 - b.) Any funds remaining after the second deadline date will be forwarded to the next semester.
 - c.) Proposals will be funded in whole or in part, depending on availability of funds. Partially funded projects may receive additional funds, not to exceed original proposed amounts. Any monies allocated but not utilized across the fiscal year should be utilized in the next fiscal year.
4. The fund is available to all full-time faculty members who submit a project proposal. Faculty on campus will be given priority consideration over those on sabbatical or on educational leaves. The fund is available to support transportation only, for faculty members pursuing post-graduate studies in their respective disciplines.
5. The committee is composed of one member from each Division plus two members at large.
6. A chairperson will be selected by the committee from amongst its members.
7. A quorum shall consist of three-fifths of the members in attendance.
8. The Committee uses established criteria to review applications and to make its recommendations to the Vice-President of Academic Affairs.
9. A written record of the committee's decision will be kept on file.
10. Application forms are available from and must be submitted to the office of the Vice-President of Academic Affairs.
11. The Vice-President of Academic Affairs notifies the applicants in writing of the final decision.

SEMESTER	FIRST DEADLINE	SECOND DEADLINE
Summer June - August	February 1	May 1
Fall September - December	May 1	September 15
Spring January - May	November 15	January 20

Sample Projects

The fund can be used to attend or present at conferences, workshops, and professional meetings; as well as course development and field trips. The fund can also be used for support while completing research or writing related to the professional discipline of the faculty member.

Evaluation

The following criteria will be used in consideration of all submitted applications:

1. Priority consideration will be given to applications that are most likely to benefit the multiple interests of the following constituents:
 - . individual faculty member
 - . campus
 - . academic community
 - . profession
 - . students
 - . strategic plan
 - . public at large
2. If all things are equal, applicants who have not received funding more recently than others will be given priority consideration.

Priority consideration (not in rank order) –

1. Presenting over attending
2. Support of Strategic Plan or Campus Mission (ex. Gen Eds.)
3. Attendance, not of an administrative function, for program accreditation purposes
4. Attendance at a peer reviewed institute or conference (ex NEH Institute)
5. Tenure track or tenured faculty over faculty on fixed length contracts
6. Rolling priority after deadline ; any new applicants will be reviewed at the first of each month until the second deadline is met
7. Of the above factors, all else being equal, frequency of funding will be a consideration

Approved by Academic Council – Nov. 16, 2012

5.10 FACULTY SEARCH POLICIES AND PROCEDURES

Shared Roles and Responsibilities

Responsibility for the selection process is shared among the President's Office, the Office of the Vice President for Academic Affairs, Human Resources, the Division which has the vacant position, and the Faculty.

Division: The Division is responsible for presenting a request to the Vice President for Academics to initiate a search and for recommending major duties of the position. The Division also makes suggestions regarding search committee composition to the Vice President for Academics and once the President approves the position, the Division assists in the preparation of the position announcement and advertisement(s).

Human Resources: Human Resources is responsible for monitoring to ensure that searches are conducted in compliance with Equal Employment Opportunity, Affirmative Action, Board of Trustees, and campus policies and procedures. The Human Resources Director reviews proposed Hiring salary ranges, posts and advertises position openings, accepts and verifies applications, and provides assistance to the Faculty, Divisions, Vice President, and the President in carrying out each phase of the search process.

Vice President for Academics: The Vice President is responsible for reviewing and recommending to the President all requests to fill instructional positions, for suggesting the scope and nature of the search, for approving advertisement for the position, and appointing the Search committee and Chair. The Vice President interviews finalists and, based on developed criteria, makes the final hiring recommendation to the President.

President: The President is responsible for approving the initiation of a search. When finalists visit the campus, the President may also interview them. The President is responsible for making the hiring decision using the developed criteria, negotiating and confirming the salary, and making the appointment.

Request for Approval to Fill Vacancy

When a position becomes vacant or a new position is proposed, the Division and the Vice President for Academics must assess divisional and institutional needs prior to seeking approval to fill the vacancy from the President. Such approval must be obtained before a search may begin or before the position can be filled non-competitively.

The Division Chair initiates the request to the Vice President for Academics for approval for either new or replacement positions using the Position Authorization Form (available through the Human Resources Office). The following information must accompany the request:

- job description reflecting the duties and responsibilities of the position;
- proposed salary range;
- proposed academic rank;
- minimum qualifications; and
- narrative justifications for filling the position.

The Vice President, after consultation with the Division Chair and Director of Human Resources, makes a recommendation to the President. Based upon the information presented and with the advice and recommendation of both vice presidents, the President will transmit a decision to the Vice President for Academics in as timely a manner as possible.

1. In case of a negative decision, the reasons for the decision will be provided in writing to the Vice President.
2. In the case of a favorable decision, the following information will be provided:
appointment type—Regular, Probationary, Fixed-length; proposed academic rank; and salary range.
3. The Vice President of Academics will transmit copies of the President's decision to the Division Chair and the Director of Human Resources. In the case of a favorable decision, Human Resources will begin the official search file.

Waiver of Search

In certain circumstances, a search may be waived. The Vice President for Academics, in consultation with the Division Chair and the President, must request such a waiver in writing from the Director of Human Resources. Following are some instances in which a request for a waiver may be appropriate:

- immediate need to fill the position because an employee is leaving on short notice;
- need to fill a teaching position for a single semester;
- need to fill a position of fixed length (no longer than a year);
- need to fill a position because an employee is on leave of absence; or
- need to fill a position requiring unusual qualifications or special expertise when a qualified candidate is known and available.

The Director of Human Resources after consultation with appropriate faculty and administrators will either approve or deny the request.

Search Process

The Search Process involves recruiting as well as screening. Fairness, courtesy, enthusiasm and professionalism are all important elements throughout the process in order to ensure that we are successful in hiring individuals who best match the institution's needs. Everyone involved in the search process must honor the candidates' rights to confidentiality, not divulging their names to anyone until the on-campus interviews. Access to application files is limited to the search committee, the Vice President for Academic Affairs, the President, and Human Resources. All questions regarding salary or terms of employment should be referred to the Director of Human Resources so that a consistent official response may be given.

Search Strategy: There are four kinds of search possibilities for faculty positions: international, national, regional, and local. Generally, all tenure track positions require a national search. The Vice President for Academics makes the determination of the scope of the search, in consultation with the Division Chair, the Director of Human Resources, and the President.

Recruitment may include a combination of, but need not be limited to:

- * advertisement in appropriate journals, newspapers, and websites;
- * mailing of position announcements to appropriate organizations (professional or community groups, women's organizations, minority organizations, universities, etc.);
- * phone calls to appropriate individuals;
- * requests for nominations or suggestions of candidates from professional associations; and/or
- * recruitment at appropriate professional conferences.

Position Announcement: Human Resources develops a written position announcement in consultation with the Division for submission to and approval by the Vice President for Academics. The position announcement is to include the following elements:

- * title/rank of position;
- * summary of major responsibilities;
- * qualifications (required, preferred and/or desired);
- * salary (minimum and maximum range);
- * preferred start date;
- * required application materials and postmark deadline or review date (a minimum of three weeks should be allowed from ad appearance to deadline); and
- * the following statement--"The University of Maine at Fort Kent is an AA/EEO Employer"

In addition, appropriate information may be added about the University, the geographic area, cultural and recreational opportunities, and the academic program. Since the position announcement is used for mailing and posting, it should be clear and limited to one page. In addition to providing specific information, the position announcement is a way of attracting potential candidates who may not be familiar with UMFK or northern Maine.

The Director of Human Resources sends approved position announcements to:

- Public Relations Office for publication in the campus newsletter;
- campus webmaster for posting on the University website;
- six other University of Maine EEO Offices;
- schools, organizations, and individuals identified by the Vice President for Academics or Division or Human Resources; and
- special groups (i.e., women, minorities, disabled, national origin, etc.).

All national, regional, and statewide recruitment must include a minimum of one ad (paid or unpaid) in a widely circulated journal/newsletter/newspaper in combination with other outreach methods.

Advertisement: An advertisement based on the position description is developed and placed by Human Resources in consultation with the Division Chair and the Vice President for Academic Affairs. Copies of all ads are maintained in the official search file.

Search Committee(s): The Vice President for Academics appoints search committee members based in part on suggestions indicated on the Position Authorization Form submitted by the Division. Depending on the type of position opening, these appointees may be from the division only, across division lines, across professional/faculty/ classified/ student lines and in some instances may include alumni, community representatives or the like. At least one member of the Search Committee must be from the Division and diversity on the committee should be represented to the extent possible.

Search Chair: The Chairperson will conduct the search in accordance with affirmative action and faculty bargaining unit guidelines and ensure that proper documentation is maintained throughout the process.

Screening

Acknowledgement of Application: A letter of acknowledgement will be sent by the Director of Human Resources within 48 hours of receipt of an application or nomination.

Review Search Committee Procedures: At least five working days prior to the application deadline, the Search Chair convenes the Search Committee and the Director of Human Resources in order to discuss policies and procedures that must be followed for a fair and legal search. The Committee then reviews the written description of responsibilities, position announcement, and advertisements.

Develop a Schedule: A preliminary timetable will be completed to include such things as times for reading and scoring all the applications, scheduling and conducting interviews and the like. If an application deadline was not set, the committee must also decide at what point they will discontinue screening of applications received late in the process. The timetable will be distributed to all involved.

Develop Screening Criteria: The Committee develops objective criteria based on the position description, position announcement, and ads and these criteria should not change during the process. Any change in criteria will constitute a new position and will necessitate a new search. The selection criteria must be cleared by the Director of Human Resources prior to screening of applications to ensure that criteria are non-discriminatory and appropriate to the position.

Screen Each Applicant: Using a checklist based on the above criteria, all resumes are screened to (a) ensure that candidates meet minimum qualifications for the position; and (b) rank those who do meet the qualifications. Those who do not meet the minimum required qualifications as stated in the ad and position announcement should be eliminated at this point, and should be notified promptly of their status by the Director of Human Resources by letter signed by the Search Chair. Applications not postmarked by a published application deadline cannot be considered.

If some files are incomplete, the Committee reviews the submitted materials and determines whether to consider or drop applicants with incomplete files (This decision must be consistent for all applicants.) Human Resources staff will contact applicants regarding missing materials at the Search Committees request.

At the conclusion of the screening process, the Search Committee submits screening sheets and the preliminary committee ranking of all qualified candidates for review by the Director of Human Resources (a) to monitor fair and consistent application of screening criteria; (b) to ensure that all candidates meet the qualifications as specified in the ad; (c) to ensure compliance with collective bargaining agreements; and (d) to monitor the representation of women and minorities. If women, minority, or disabled candidates have applied but have not been identified as semi-finalists, the search documentation must specify how each has not met the selection criteria.

Upon clearance by the Director of Human Resources, the list of semi-finalist and their files are submitted to the Vice-President for approval to begin the interview process.

Interviews

Conduct Phone Interviews: (Not required in all searches) The Committee plans one or more days for telephone interviews and the Human Resources Office schedules the telephone calls. An interview format, including points for discussion and questions to be asked, is then drafted. (The questions must be related to the specific job, and when appropriate, to broader issues related to the University). Upon approval from the Human Resources Director, the interview format and questions should be used in a consistent way for all candidates. However, follow-up to the main questions may be spontaneous. Many committees have found that they get to know candidates best by presenting them with scenarios in some of their questions and asking how the applicant would handle the situation. Each candidate should be phone interviewed by the majority of the search committee. Telephone conversations with applicants as well as others must be documented in writing and each candidate should be scored immediately after the interview. The chair should ask candidates in the telephone interview permission to contact their references.

Conduct Reference Checks: References must be checked prior to inviting finalists to campus. Two or more committee members will conduct the reference interviews using a question format that has been prepared in advance by the Search Committee and approved by the Director of Human Resources. The format should be consistent for all candidates, and careful notes should be taken and made available to all those involved in the

selection. References other than those suggested by the applicant should only be sought with the knowledge of the applicant.

As a result of the phone interviews and reference calls, a list of highly qualified applicants will be identified. Again phone interview notes, reference notes, scoring sheets, and committee records regarding finalists are submitted to the Human Resources (1) to ensure the integrity of the selection process and; (2) to monitor the representation of women and minorities.

The Search Committee will forward a ranked list of candidates with a rationale for each candidate nominated for campus interviews to the Vice-President for Academics for recommendation to and approval by the President. Usually no more than three (3) candidates are invited for campus interviews. If indicated, the Director of Human Resources may request that additional candidates be interviewed; this may mean the inclusion of a qualified woman, minority, or disabled candidate who has applied but has not been recommended. If women, minority, or disabled candidates have applied but have not been recommended, the Search Chair must specify how each has not met the selection criteria.

If there is not a viable applicant pool of qualified candidates, the application deadline may be extended, subject to the Director of Human Resources' and the Vice President's approval. Further advertising and recruitment may take place.

Plan and Conduct Campus Interviews: After approval by the President, the Committee plans the agenda for campus visits and interviews. The agenda should include a teaching demonstration, lecture and/or seminar, interviews with the search committee, the Vice President for Academics. Opportunities to meet with people from outside the department and/or community representatives, sessions with students, and campus and community tours may also be desirable. Human Resources will make arrangements for candidates, plan itineraries as requested by the committee, and send informational materials about the program, University, and/or local area to each candidate. As far as possible, the same schedule is arranged for all candidates and the Search Committee hosts the visits.

In the interest of fairness, in-house candidates are treated like other candidates as much as possible, even though that may seem artificial at times. Members of the search committee must be careful to provide them with the same information, no more or less, than other candidates and of course, confidentiality must be maintained. Internal candidates may opt to forego such activities as the campus tour.

The Search Committee will draft an interview format including points for discussion, and questions to be asked. The questions for candidates should be related to the specific job and, when appropriate, to broader issues related to the University. After approval by the Director of Human Resources, the interview format should be used in a consistent way for all candidates and each candidate should be scored immediately after the interview. Feedback from teaching demonstrations and other campus or community sessions should be submitted in writing to the Search Committee as soon as possible after the session.

Cost Guidelines

For candidates invited to campus for job interviews, we will pay lodging and transportation costs equivalent to the amount that it would cost to bring them from the area in which we have advertised (usually National, but could be Regional for short-term appointments). While we do not discourage applicants from outside the recruitment area, we cannot cover their transportation costs beyond it. For international applicants, we will generally pay transportation costs from Boston or New York airports. Exceptions can be made if the home country is significantly closer to another U.S. airport.

Human Resources will try to arrange the most economical travel and lodging available. However, under no circumstances will an applicant be housed in the home of a University staff or faculty member. If auto travel is feasible and costs less than airline tourist fare, UMFK will reimburse the cost of auto travel at the current University mileage rate.

Economical air travel frequently entails a Saturday night stay and when necessary, candidates can be put up in a hotel in Presque Isle rather than Fort Kent due to early morning flights. A member of the Search Committee will provide transportation to and from Presque Isle, and generally no more than three faculty members will dine off-campus with the candidates. University funds cannot be used to purchase alcohol.

Recommendation and Appointment

Assessment of Finalists: After all finalists have completed their campus visits, the committee will meet to review all the information available and make recommendations to the Vice President. (Committee either ranks finalists or submits unranked list that identifies relative strengths and weaknesses of finalists depending on the VP's preference) All candidates will be rated by the same criteria.

Recommend Candidates to Appropriate Administrators: The Search Committee makes recommendations to the Vice President for Academics, who may accept or reject them. However, prior to rejecting the recommendations, the Vice President will meet with the President to discuss them. The President makes the final decision to approve or reject. In case of rejection, the President will meet with the committee and the Vice President to provide reasons. Minutes from this meeting, as well as written reasons from the President, will be kept in the search file by the Director of Human Resources.

EEO Clearance on Appointment: Prior to recommendation to the President, the Vice President for Academics will contact the Director of Human Resources to ensure that all aspects of the search have been cleared and to request confirmation of educational qualifications of the candidate.

Negotiation of Terms of Employment: The Search Committee does not discuss salary, moving expenses or other terms of employment with the finalists. Only the President or the President's designee conducts these negotiations.

Once an agreement is reached, the Vice President for Academics communicates the information to the Search Chair.

EEO Clearance to Extend Search: If the candidates interviewed are not satisfactory, the Search Committee, with Human Resources approval, may bring in other top candidates to interview.

Close a Search: If a decision is made to close a search without an appointment, the Director of Human Resources notifies all candidates by letter signed by the Search Chair that the search is closed. If the search is reopened at a later date, these same procedures will apply and candidates must reapply.

Confirm Appointment: The President writes the letter of appointment.

Notification of Finalist not selected: The Vice President or Search Chair calls finalists not selected to let them know that the position has been filled. **Closing Administrative Work**

Send Rejection Letters: After final selection has been made, the Director of Human Resources sends rejection letters signed by the Search Chair to all candidates not previously notified.

Collect Documentation: The Search Chair assists Human Resources in collecting all relevant documentation of the search process. Such documentation includes:

Copies of position request, position announcement, all selection instruments, and ads placed anywhere.

List of all candidates who submitted applications

- Brief checklist of why people were eliminated at the first cut (e.g., does not possess doctorate, teaching experience considerably less than other candidates). All reasons that candidates were eliminated need to be clearly job related and traceable to the required and preferred qualifications for the job. **Note:** Screening sheets from individual search committee members must be kept.

List of those who made the first cut and individual explanations about reasons for subsequently eliminating some in that pool. This can be a brief description, just a phrase or sentence, but it should be more extensive than the checklist used in describing those eliminated in the first cut.

List of candidates interviewed by telephone and reason why some of them were not invited to campus. Since these candidates are presumably qualified, the reasons need to be spelled out very carefully. **Note:** All telephone interview notes from individual search committee members must be kept.

List of candidates interviewed on campus and reason for ranking. **Note:** All notes from individual search committee members made while interviewing candidates on campus must be kept.

Complete Affirmative Action Summary: The Director of Human Resources completes the Affirmative Action Summary within two weeks after the appointment is made. If a search is closed without an appointment, a brief statement of the reasons is to be attached to the Affirmative Action Summary and kept in the Human Resources Office.

Arrival of New Faculty Member

Reporting: Upon arrival, the new faculty member reports to the Vice President for Academics and to the Division.

Human Resources/Personnel Office: Within the second day of the effective appointment date, the faculty member arranges an appointment at the Personnel Office to complete appropriate forms and arrange for benefits and payroll.

Reviewed 2004

5.11 HUMAN SUBJECTS PROTECTION COMMITTEE CHARTER

Purpose: This is a standing committee responsible for the review and regulation of all research involving human subjects in any way, conducted by or under the direction of employees or students of the UMFK campus as called for by the University of Maine Policies and Procedures for the Protection of Human Subjects in Research and in accordance with the Code of Federal Regulations Title 45, Part 46.

Membership: The committee shall consist of three faculty members drawn from the divisions engaged in research involving human subjects. Members shall be selected from the appropriate divisions by the Faculty Nominating Committee in consultation with the Dean of Academic Affairs.

Members will serve for three years with staggered terms. Reappointment is possible. The senior member will act as the Chair and will also keep a record of the actions of the committee.

Responsibilities: *The responsibilities of the committee are to:*

- review all applications for research involving human subjects as submitted by the Division Chairs or through the appeals process as outlined in the "Procedures for Obtaining Permission for Research Involving Human Subjects" on file in the Office of the Dean of Academic Affairs;
- evaluate all applications for congruence with the principles outlined in the Belmont Report, DHEW publication no. (OS) 78-0012;
- refer all questionable applications for further review to the Human Subjects Review Board;
- monitor all research it has approved;
- report all infractions in previously approved research to the Human Subjects Review Board; and
- maintain records of all committee action.

Meetings and Conduct of Business:

There will be at least one explanatory and organizational meeting at the beginning of each semester and at least one meeting at the end of each semester to review actions taken. Additional meetings shall be called by the Chair as necessary to fulfill the responsibilities of the committee.

All approvals of applications must be unanimous. Referrals to the Human Subjects Review Board may be initiated at the request of any single member of the committee.

If it is necessary to call for a review by the Human Subjects Review Board, the Chair, with the advice and consent of the members, shall notify the Dean of Academic Affairs to initiate action as called for in the University of Maine Policies and Procedures for the Protection of Human Subjects of Research.

5.12 PROCEDURES FOR OBTAINING PERMISSION FOR RESEARCH INVOLVING HUMAN SUBJECTS

Purpose: The following guidelines were developed in accordance with the University of Maine Policies and Procedures for the Protection of Human Subjects of Research. These guidelines delineate the steps to be followed by investigators wishing to conduct research involving human subjects. (Taken from Human Subjects Protection Policy at UMPI).

Investigative procedures must often be distinctly impersonal, in order to avoid contamination of data. Where the method is impersonal, exaggerated care must be taken to ensure that the well-being of the subject as a person is protected. For this reason, statistical error-rates may fail as indices of the importance of injury; even a single lasting injury to any individual subject, in body, capacity, or dignity, is important. Additionally, because redress through legal means is almost always awarded in terms of dollars, and not in terms of kind, it may at times be apparent that available redress cannot begin to approach the importance of an injury.

Consent by the state, by some corporate body, by some individual acting in an impersonal capacity, such as a lawyer, or by some relative not of the immediate family should not be interpreted as a guarantee of ethical informed consent. Where the only concern for the well-being of the subject is a legal concern, the Human Subjects Review Board should independently determine the subject's best interest.

Certain kinds of research may be inadvisable in an institution which maintains close connections with the community and with community values. For example, studies in radioactivity, psychoactive substances, physiological pain, and extraordinary psychological stress, or investigations utilizing subjects near, at, or apparently just beyond the point of death may be especially sensitive to criticism. Prior education of the public may be helpful in such cases; in others, the research may be judged unsuitable for institutional support. In research proposals, and in the consent form signed by the subject, the proposed use and disposal of identifiable records, such as photographs, video-tapes, or voice-tapes should be clearly indicated.

Assurance of access to professional attention and facilities should be provided by the University or by some insuring body, and should include the provision of appropriate specialized care and expertise over an indefinite time and distance. It is unreasonable to assume that the investigator will be responsible for such care and cost, since few investigators will have sufficient net worth to satisfy all the legitimate claims which might result from accident or negligence.

Applicability: Any student or faculty member involved in research which incorporates or includes human subjects outside of the standard classroom setting shall be subject to the rules and regulations of the University of Maine Policies and Procedures for the Protection of Human Subjects of Research and must apply for approval prior to the onset of research if the research:

- is sponsored by the University; or
- is conducted by or under the direction of any employee, student, or agent of the University in connection with his or her institutional responsibilities; or
- is conducted by or under the direction of any student, employee, or agent of the University using any property or facility of the University; or involves the use of the University's non-public information.

Procedures for Application and Approval:

The principal investigator or the faculty sponsor shall prepare a formal Application for Approval. Application forms, which are available from the Office of the Dean of Academic Affairs or from the Human Subjects Protection Committee, elicit the following information:

- title of project and objective of project;
- protocol to be used in the research project (All instruments designed for measuring human behavior, values, and attitudes must be constructed according to the accepted research procedures of the discipline.);
- statement of Risks and Benefits (See Section D1 of University of Maine Policies and Procedures for the Protection of Human Subjects Research for clarification.);
- description of safety measures which will be followed to protect the anonymity as well as the physical and psychological well-being of the subjects;
- documentation of written informed consent or an explanation of why written consent will not be obtained (See Section D2 of University of Maine Policies and Procedures for the Protection of Human Subjects of Research for the requirements of informed consent and for the exceptions to the requirements for informed consent.); and explanation of final dissemination of findings.

All applications should be submitted at least one month prior to the proposed starting date of the research. The application for approval shall be submitted by the principal investigator or the faculty sponsor to the appropriate Division Chair. The Division Chair has the following options:

- A. If the proposed research meets the criteria for exempted research as defined in Federal Exemption Categories under 45 CFR 46.101, then the Division Chair may approve the application and research may begin. The Division Chair shall submit copies of all documents pertinent to the research to the Human Subjects Protection Committee.

- B. The Division Chair may remand the proposal to the principal investigator with recommendations for modification and the principal investigator may then re-submit to the Division Chair.
- C. If the proposal does not meet the criteria for exempted research, the application for approval shall be submitted to the Human Subjects Protection Committee by the Division Chair for their approval. Their permission must be obtained before research is begun.
- D. If the Division Chair rejects the application with a written statement of justification, the principal investigator may appeal to the Committee for approval.

The Human Subjects Protection Committee will review all applications submitted by the Division chairs and by Principal Investigators as part of the appeals procedure. The Committee may take one of the following actions:

- A. Approve the application: No further communication is required from the investigator. Upon receipt of the Committee action letter, the study may begin. Approval is good for one year.
- B. Request further information: The study may not begin until the investigator has responded to the Committee action letter and final approval has been granted in writing.
- C. Defer approval: A deferred proposal must be reviewed by a full Human Subjects Protection Board. In such cases the Committee usually asks that the proposal be rewritten and resubmitted. The study may not begin until after the Board has given its approval.
- D. Not approve: A proposal may be disapproved in those instances where the risks outweigh the benefits. This action is usually not taken until the investigator has had time to resubmit the proposal as indicated under 3B.
- E. When the Committee takes any one of the actions indicated in items B, C, or D, the Committee action letter will state the concerns of the Committee so that the investigator will know specifically what to address in a response or rewrite.
- F. The Committee may also halt any ongoing research which it believes has gone beyond the parameters defined by the original proposal or if it believes that the benefits of the research are outweighed by the risks. In such cases, the Committee shall notify the investigator in writing, indicate the reason for its action, and call for an investigation by the Human Subjects Review Board.

The Human Subjects Review Board as defined in the University of Maine Policies and Procedures for the Protection of Human Subjects in Research will meet as necessary to review all applications which have been deferred by the Subjects Protection Committee. It shall also meet when requested by the Human Subjects Protection Committee to review ongoing research. The Review Board may take the following actions:

- A. approve, withhold approval or require modifications in the research protocols submitted to it by the Human Subjects Protection Committee;
- B. monitor the research it has approved by any means it deems appropriate, including observation of the consent process and the research, and appointment of a third party to undertake such observation; or
- C. suspend or terminate approved research whenever the research is not being done in accordance with the Board's requirements or whenever it has been associated with unexpected harm to the human subjects.

SECTION 6: FACULTY PERSONNEL POLICIES

6.1 COLLECTIVE BARGAINING AGREEMENT

Faculty personnel policies are determined through collective bargaining efforts between the University of Maine System and the Associated Faculties of the University of Maine (AFUM). These faculty personnel policies are contained in the Agreement: University of Maine with Associated Faculties of the University of Maine (AFUM contract).

Information contained in the Agreement: University of Maine with Associated Faculties of the University of Maine is not duplicated in this handbook. Only those policies which apply to UMFK faculty and those which have been developed at UMFK are included. For a complete copy of the AFUM contract, please refer to one of the following web sites: www.afum.org or www.maine.edu.

6.2 BOARD OF TRUSTEES POLICY: PROCEDURES FOR AWARDED TENURE

University of Maine System effective 6-7-70; last revised 7/99 BOT Policy Manual Academics;
Section: 310Tenure

Tenure Definition

Tenure . . . an arrangement under which faculty appointments are continued until retirement or disability, subject to dismissal for cause, termination due to financial reason, and/or termination due to change in the University program offerings.

Tenure Policy Guidelines

These are guidelines only. The decision to grant or not to grant tenure rests solely with the Board of Trustees. Nothing in these guidelines, or in the criteria developed under these guidelines, or in the approval of the criteria, shall limit or restrict that discretionary authority of the Board.

Tenure Policy Criteria

1. Each new appointee should receive a letter of appointment which includes, as a minimum, such data as:
 - a. academic rank and/or title of position;
 - b. general duties to be performed;
 - c. beginning and ending dates of appointment;
 - d. type of appointment-probationary, temporary;
 - e. indication of amount, if any, of prior service to be counted toward probationary period;
and
 - f. salary.
2. The specific assignment of prior credit will be part of the letter received at the time of initial appointment. The time credited as probationary years with regard to service at other institutions of higher education, whether units of the University of Maine System or not, shall not exceed three years.
3. A probationary appointment shall not exceed six consecutive academic years in a full-time position on a single campus. A leave of absence, sabbatical, or teacher improvement assignment shall not constitute a break in continuous service, nor shall it be included in the six-year period without prior written agreement between the faculty member and the President at the time of the request.
4. Individuals on probationary appointments shall normally complete the full term, i.e., the sixth year, before the Board awards tenure.

5. At the time of initial appointment, exceptionally qualified individuals may be awarded tenure at the rank of full professor, with the approval of the appointment by the Trustees. In other cases, as the institutions deem appropriate, full professors may receive an initial appointment without tenure but, with Trustee approval at the time of their appointment, may be given the opportunity to apply for tenure during the second year of their appointment.
6. Tenure shall not be awarded ordinarily below the associate professor level or its equivalent.
7. Each institution shall develop its criteria for promotion and tenure, and, once developed, a statement of such criteria shall be forwarded to the Chancellor and the Trustees for review and approval and thereafter be made available by the campus administration to all faculty members in the institution. These criteria shall include reference to teaching, public service, research, and scholarship activities as are appropriate to the University System and institution missions. Criteria may vary among units or departments, but shall be in accord with the overall campus criteria.
8. Student input is a desirable and meaningful part of faculty evaluation, and the contribution students make to the evaluative process is essential to the improvement of instruction. Student evaluations are to be secured on a regular, systematic, and equitable basis and made part of the official record.
9. Evidence shall be obtained from outside the institution and from outside the University of Maine System, as appropriate, regarding the scholarship and research of candidates for tenure.
10. Tenured faculty, as well as non-tenured faculty, shall be reviewed on an annual basis. Each institution shall develop its own criteria for faculty evaluation, and, once developed; a statement of such criteria shall be forwarded to the Chancellor and the Trustees for review and approval and thereafter be made available by the campus administration to all faculty members in the institution.
11. The tenure guidelines provide the policy framework for the process to be followed on each institution. Where exceptions are sought, it is necessary that the campus present its request in detail, including the rationale for the exception, to the Chancellor and the Board of Trustees.
12. Tenure may be transferable among the institutions of the University of Maine System at the discretion of the Board of Trustees, consistent with the tenure policies of the institution to which transfer is sought.
13. Senior administrators shall not be awarded tenure as part of their administrative contracts. However, the Trustees will consider, on an exceptional basis, a nomination to tenure for an academic dean, when presented under these conditions: the nominee will have been accepted by the appropriate academic department and accorded faculty rank, at the time of appointment as academic dean: the nomination will have been duly evaluated through the campus' tenure processes.
14. A chief academic officer or other university employee in a position at the level of vice president may be considered for tenure to be effective upon assuming a full-time faculty appointment after completion of service in the administrative position. The employee must have been accepted by an appropriate academic department and accorded faculty rank at the time of appointment to the administrative position. Evaluation for tenure will occur under the university's tenure process at the time of initial appointment, or with approval of the President, during the final year of service in the administrative position. The final decision regarding the

award of tenure is made by the Board of Trustees. If tenure is granted, it will not be effective until the date the employee assumes the full-time faculty position and the term in the administrative position ends.

6.3 UMFK CRITERIA FOR PROMOTION AND TENURE--GENERAL

Each member of the academic faculty will be assigned one of the following six ranks. The first two are special ranks; the last four are regular ranks.

Teaching Associates have at least a bachelor's degree or its equivalent, are hired usually on a temporary part-time basis, and are currently not being considered for future appointment at an instructor or higher rank. Teaching associates are appointed on an annual basis and are not eligible for tenure. Time served as a teaching associate will not count toward fulfilling a probationary period.

Lecturers are usually distinguished individuals whose appointments are temporary because of a limited need for their services. No limit is placed on the number of reappointments, but tenure may not be granted. Time served as a lecturer will not count toward fulfilling a probationary period.

Instructors are appointed on an annual basis, and the appointment will be temporary unless the individual exhibits qualities desired in higher ranks and there are openings in such ranks to which he or she can be promoted. A decision as to whether an instructor can be promoted should be reached within four years but must be made at the end of the sixth year of probationary status. An instructor must hold a master's degree. Tenure will not be granted at the instructor rank.

Appointment or promotion to the rank of Assistant Professor presumes that the individual possesses potentialities which, when further developed, will merit promotion in rank or the granting of tenure. The assistant professor should have the highest degree traditional to his or her discipline or should have made substantial progress towards its attainment, except in unusual cases. He or she normally should have completed at least three years of college-level teaching. However, this experience criterion may be waived for the exceptional individual. During the probationary period, appointment will be made on an annual basis. The probationary period, including credit for prior service, will not exceed seven years. The assistant professor will be granted tenure only in unusual circumstances.

An individual holding the rank of Associate Professor must have thorough professional competence and must have demonstrated creative performance in those areas required by the division to which he or she belongs. Also, he or she must show promise of continued development. The associate professor normally should hold the highest earned degree traditional to his or her discipline. He or she normally should have completed at least six years of college-level teaching. However, this experience criterion can be waived for the exceptional individual. During the probationary period, the appointment will be on an annual basis. The probationary period, including credit for prior service, will not exceed seven years. The associate professor may be eligible for tenure after two years of service within the university.

The Professor must have demonstrated ability and scholarship of a high order. As a teacher, he or she should show great ability to stimulate in students a genuine desire for scholarly work. His or her professional reputation should enhance the reputation of the University. The professor shall have an earned doctorate or the highest earned degree traditional to his or her discipline. He or she should normally have completed at least nine years of college-level teaching. This experience criterion may be waived for the exceptional individual. During the probationary period, the appointment will be on an annual basis. The probationary period, including credit for prior service, will not exceed seven years. The professor may be eligible for tenure after one year of service within the university. In

unusual cases, initial appointment may carry tenure, subject to approval by the University of Maine System Board of Trustees.

The Principle of Tenure

The principle of tenure imposes reciprocal responsibilities on the University and on the faculty member. In order to meet its responsibilities to its students and to society, the University must attract and retain faculty of outstanding quality. To this end, the University provides academic freedom and a level of economic security, which are implicit in the principle of faculty tenure. The faculty members, on their part, are obligated to maintain high standards of teaching, scholarship, reactivity, service and professional conduct. Tenure considerations must recognize the diversity and contexts of units within the University as well as the mission of the whole. Sufficient evidence documenting a faculty member's ability to perform satisfactorily in each area as well as a strong promise of achieving promotion in rank within the University is expected for a successful recommendation of tenure.

Promotion

The criteria and evidence for promotion are similar to that of tenure. Faculty are expected to demonstrate their contributions to the academy from the time they received a terminal degree, were appointed to a tenure track appointment at UMFK or an equivalent institution. Normally a candidate will be expected to have a terminal degree before being promoted to associate professor. In the case of request for appointment to full professor, evidence should focus on contributions subsequent to the last promotion. In all three areas of teaching, scholarship and service, the quality and scope of evidence will be expected to go beyond campus contributions when seeking promotion to full professor.

Criteria for Teaching

UMFK is primarily a teaching institution and as such, holds its standards and expectations of a faculty member's teaching abilities to be very important when granting tenure. There is not one universally-accepted definition of effective teaching but a broad definition that is generally accepted is:

“Effective teaching produces beneficial and purposeful student learning through the use of appropriate procedures.”

Similarly, extensive research over a long period of time has identified a series of characteristics that are widely accepted and referred to in numerous publications on effective teaching. Those characteristics are:

1. Appropriate organization of subject matter and course
2. Ability to establish appropriate student learning outcomes
3. Effective communication
4. Knowledge of and enthusiasm for the subject matter and teaching
5. Positive and unbiased attitudes toward students
6. Fairness in examinations and grading
7. Flexibility in approaches to teaching

Faculty may not be strong in all of these characteristics and may display different patterns of strengths. However, careful evaluation of any faculty member's ability to teach effectively should find most of these behaviors exhibited. The type of teaching a faculty member is called upon to do should also be weighed as part of the overall determination of effectiveness.

Criteria for Scholarship

The history of American colleges and universities is inextricably bound to the intellectual and cultural heritage of the nation itself. Basic features of scholarly and professional (creative) work have traditionally been viewed as work that requires a high level of discipline-related expertise; breaks new ground, is innovative; can be replicated or elaborated on; its results documented; and the results peer-reviewed for its significance or impact. The view of scholarship at UMFK is much broader. Professional development includes anything that one does to improve oneself professionally. It can be in the area of improved teaching, service or scholarly work. One can develop professionally without doing research or scholarship. The area of scholarship is more narrowly defined to include the traditional modes of research and creating knowledge that is new, newly defined or presented in a way that contributes to new understanding for someone else.

At UMFK, it is important that scholarship be evaluated in the context of our mission of undergraduate education. Professional work at UMFK is often more appropriately concerned with scholarship that focuses on overcoming the isolation and fragmentation of the disciplines encouraging connections within and between the disciplines, integrating specialist's knowledge with application to bring new insights to solving problems in the workplace, in society and in the classroom.

The standards of scholarly work, however, are the same. Scholarly activity must continue to demonstrate (1) *Clear goals*, (2) *Adequate preparation*, (3) *Appropriate methods*, (4) *Significant results*, and (5) *Presentation and reflective critique*. Engagement in a classroom research project, working with colleagues in the field, partnership with a colleague in another discipline does not fulfill the criteria for scholarship when attention to these standards is ignored. These standards are the delineation between professional service, professional development and scholarship.

Criteria for Service

Service opportunities for faculty at UMFK are diverse and broadly defined. It is one of the areas in which faculty have the greatest selection based on person preference. Faculty may present evidence of divisional, university (including administrative service), community (public) service or professional service to one's discipline organizations. In order to judge the quality of a faculty member's service, it is helpful to understand how the service was of benefit. Serving on large numbers of committees is less desirable than serving on a few well-chosen committees where one's influence and expertise contributes to the accomplishment of committee goals. Criteria for service might consider

- (1) appropriateness of service to the mission of the University or to the faculty member's discipline or profession;
- (2) quality of service;
- (3) benefit of service.

Conclusion

An organized dossier, documenting a faculty member's contribution in a way that suggests the contributions were thoughtful and deliberate rather than random acts of circumstance makes a strong case. Giving evidence of the quality of one's contributions is very important and finally, showing links between professional activities and one's professional goals documents that the professionalism is likely to continue.

Finally, there is the issue of collegialism. While tenure decisions are not made solely on one's ability to get along with others, on a campus our size, this issue can't be ignored. A faculty member's enthusiasm for cooperation, behaving in ways that support the community atmosphere as well as presenting a

positive image of the University are factors that must be considered when making a long-term commitment to an employee. Tenure is not an inalienable right; it is a privilege that is earned.

For additional information see: Charles Glassick, Mary Huber, Gene Maeroff for ideas taken from *Scholarship Assessed* (1997); John Dentra, Robert Froh, Peter Gray, Leo Lambert for ideas from *A guide to Evaluating Teaching for Promotion and Tenure* (1997); and Robert Diamond for ideas from *Preparing for Promotion and Tenure Review* (1995)

6.4 GUIDELINES FOR TENURE AND PROMOTION SUPPORT LETTERS -University of Maine System

The Departmental Peer Committee Letter

(The evaluation must be based on the Unit's evaluation criteria.)

1. Evaluation of Teaching

Evaluate the faculty member's performance as a teacher and advisor of undergraduates (classroom, laboratory, office, special projects, etc.). Comment on strengths and weaknesses, student evaluation results, syllabi, and evaluations by colleagues.

Evaluate the faculty member's role in the program of the department, college, and/or University.

Evaluate the faculty member's performance as a graduate teacher and thesis advisor when applicable. Note any special efforts undertaken to enhance the effectiveness of the faculty member's teaching.

2. Evaluation of Scholarship

Evaluate the quality of the faculty member's scholarly writing and the journals in which it appears. Appears in the major refereed journals in his/her field?

Assess the faculty member's regional, national, and/or international reputation in his/her field. Has the faculty member been sought out to review papers submitted for publication/presentation, grant proposals, and/or to serve as a member of a review panel?

(Frequently faculty members are active in more than one area of scholarship and collaborate with persons in other departments or in scholarly groups off campus. Letters that speak explicitly to the kind and quality of the faculty member's contributions should be requested from the responsible individual in such scholarly organizations.)

3. Evaluation of Service

Evaluate the faculty member's public service activities; both compensated and uncompensated, that utilizes professional expertise. These should be activities carried out as a faculty member, rather than those performed as a citizen.

(Particular emphasis should be given to service that contributes to the economy, culture, and quality of life of citizens of Maine, the region, and the nation. If appropriate, letters of evaluation of public service activities should be included in the appendices.)

Evaluate the faculty member's service to the department, if applicable, and to the University, school or college, or other committees.

Departmental Peer Committee: Recommendation/Recommended Action Document

The dated recommendation should be prepared on separate departmental letterhead. It must list the names of the voting members of the committee along with their signatures, and be copied to the unit member.

If the recommendation for action is not unanimous, the vote tally shall be noted.

The recommendation should include a notation that the faculty member received a copy.

Recommendations for tenure before the end of the probationary period represent an exception to Board of Trustee policy. If this recommendation is an exception, the departmental peer committee evaluation should include a brief rationale for such an exception.

Other Support Letters

1. Letters Internal to the Campus

Support letters should address one or more of the three areas of evaluation: teaching, scholarship, and service.

In the area of teaching, the letter should be based primarily on first-hand observation of the candidate in the classroom or in other recognized teaching contexts such as workshops, as well as on review of teaching materials and syllabi.

In the area of scholarship, the letter should be based on examination of the candidate's written and/or creative work as well as on scholarly discussions with the candidate or attendance at conference presentations where applicable. The writer should have expertise in the area being evaluated.

In the area of service, the letter should be based on first-hand experience with the candidate in some service activity. The service activity in question should be directly related to the candidate's academic expertise or to his/her collegial or governance role as a faculty member. The letter should address the candidate's academic contribution to the shared service activity or evaluate the way in which the candidate carried out his/her responsibilities as a faculty member.

2. Letters External to the Campus but Internal to the University of Maine System

(See the Guidelines for Letters Internal to the Campus)

(If comparable programs and faculty do not exist within the System, the candidate may solicit letters from state agencies, colleges, laboratories, or museums within the State of Maine, if they employ individuals possessing the appropriate expertise and acquaintance with the candidate).

3. Letters External to the Campus and the University of Maine System.

* (See guidelines for Letters Internal to the Campus)

* **In the area of service**, two conditions on acceptable letters of support should be highlighted:

(a) For the purposes of tenure evaluation, service activities do not include activities that one engages in simply as a neighbor, organization member, or citizen. Service activities must relate directly to the academic expertise of the candidate or to the institutional expectations of faculty members as participants in the governance and administration of their campus.

(b) Those who comment on service activities from outside the campus and the University of Maine System should have firsthand experience of the candidate's activities and have the relevant expertise to evaluate the candidate's performance.

6.5 UMFK DIVISIONAL CRITERIA FOR PROMOTION AND TENURE

Arts and Humanities Division

Overview

The Peer Review Committee and the Administration should use the following criteria for decisions regarding promotion, tenure and contract renewal for the Arts and Humanities Division faculty members. Faculty members are expected to perform well in three areas: Teaching, Scholarship, and Service. Because of the teaching mission of UMFK, the area of teaching is the most important of the three, but a faculty member does not have to perform equally well in all three areas, and the member is free to focus more on one area than another based on such factors as personal interest and strengths, mission or program needs, institutional need, professional development opportunities, administrative responsibilities, etc.

Teaching:

The Arts and Humanities Division faculty members assert that teaching is fundamental to UMFK. Satisfactory teaching may include:

- A) Meeting classroom responsibilities (face-to-face and on-line).
- B) Mentoring, advising, and facilitating independent learning.
- C) Currency in the relevant discipline or disciplines.
- D) Frequent assessment with feedback concerning outcomes to students.
- E) Incorporation of appropriate teaching methodologies and technologies.
- F) Motivation of students to learn.

Faculty members are expected to prepare evidence of satisfactory performance in teaching.

Service:

The Arts and Humanities Division faculty members assert that service includes service to the University, Community, and Profession. Service to the University includes both campus and system work. Service to the Community includes the use of one's professional expertise for local, regional, state, national, or global betterment. Service to the Profession includes work for betterment of teaching, creative work, research and education.

Faculty members in the Arts and Humanities Division are expected to prepare evidence of satisfactory service.

Scholarship:

The Arts and Humanities Division faculty members assert scholarship exists in different forms.

Traditional scholarship which consists of the origin of research, publication, presentation, public service and quality education is recognized. In addition, work that supports the educational mission of UMFK or that creates original work in a professional area is recognized as scholarship. Traditional concepts of publication and presentation may not be applicable where the original work is presented in the professional sector.

Faculty members in the Arts and Humanities Division are expected to prepare evidence of satisfactory scholarship.

For tenure, faculty members are expected to provide evidence of satisfactory performance in all three areas, and for promotion to Associate Professor, stellar performance in at least one area.

For promotion to Professor, stellar performance is expected in at least two areas.

Stellar Performance:

Stellar performance is performance at a level above satisfactory. Performing at a level above satisfactory means demonstrating accomplishments that are recognizable as significant in terms of objectively measured outcomes that are beyond what is generally expected in the appropriate academic unit

For example, attendance at academic conferences is generally expected. Presentation of a peer-reviewed research or creative work may be generally expected, but multiple presentations would clearly be above general expectations.

Another example would be publication of a book, recording, or juried show in one's discipline. That is clearly above general expectations. Membership on a local board could be generally expected, but membership on a national board, regional board or state-wide board could be above general expectations.

The faculty member has the freedom to choose whether or not to perform above general expectations, and in what manner. But it is the faculty member's responsibility to objectively demonstrate evidence of that performance and its significance.

November 2012

Education Division

Faculty members should address the three areas of teaching, scholarship/professional development and service using this document as a guide. The three areas of teaching, scholarship/professional development and service may be emphasized to different degrees; however, regardless of the particular emphasis, at no time will expectations in any of the three areas be reduced to zero.

Faculty members are responsible for explaining the relevance of evidence submitted in their portfolio and guiding the reader through the material by arranging and presenting it clearly. They should remember that some readers will not be familiar with the candidates' area of expertise or with the proper weight to be given to some specialized evaluations (e.g. refereed journals).

Suggested Outline for Portfolio

- I. Introduction
 - A. Title page (specifying whether for tenure or promotion or both)
 - B. Table of contents
- II. University Documents
 - A. Letter of appointment
 - B. Curriculum vitae
 - C. Annual service reports and supervisor's annual reviews
- III. Recommendations
 - A. Statements from official P & T levels of review
 - B. Statements from outside reviewers
 - C. Letters from faculty, administrators, students, and others
- IV. Teaching Narrative
- V. Service Narrative
- VI. Scholarship and Professional Development Narrative

VII. Appendices containing evidence for sections IV, V, and VI.

Teaching

For each of the following evaluation criteria, a teacher should demonstrate continued improvement. Effective teaching is an ongoing journey, not a final destination.

Evaluation Criteria

- ** Knowledge in academic field
- ** Is aware of and practices varying teaching techniques
- ** Organizes a well constructed course framework according to appropriate goals and expectations that benefit the students
- ** Is a good communicator
- ** Utilizes appropriate and varying assessment tools ** Provides useful feedback to students
- ** Makes use of student feedback for improvement of course and teaching
- ** Available to students outside of class
- ** Periodically sets goals and does self evaluation of progress toward achievement
- ** Is involved with improving program curriculum such as revising or creating courses that serve curricular goals
- ** Engages in forms of professional development devoted to the improvement of various aspects of teaching

Suggested Forms of Evidence

- ** Narrative of professional growth as a teacher (use above evaluation criteria as frame of reference)
- ** Annual faculty evaluation report from Division Chair
- ** Attendance at conferences devoted to teaching and learning
- ** Summary of students' evaluation of course and its delivery
- ** Contributions to other teaching activities such as Independent Studies
- ** Evaluations of faculty member's presentations of workshops (if any)
- ** Letters from peers who have observed faculty member's classroom teaching
- ** Updated syllabi
- ** Student product(s)
- ** Other documents as deemed appropriate by faculty member

Service

Evaluation Criteria

- ** Education faculty are expected to share their professional knowledge and abilities, for the betterment of the division, the campus community (colleagues and students), the public arena (both community and schools) and the profession.
- ** As a faculty member gains more experience as a divisional member, there should be an obvious shift from participation to leadership in service opportunities. ** Evidence of excellence in service should be documented as part of the portfolio developed by the faculty member for tenure, where they detailed their involvement and outline the benefits to the perspective groups.
- ** While faculty members are not responsible for providing service in every area mentioned above, it is the expectation of the division that faculty serve in a well rounded fashion.
- ** The division of education promotes service that is attached to faculty member's

scholarship efforts. Suggested forms of evidence: (Faculty should explain their role in these areas and how it connects to service):

** Public school in-service ** Workshop presentations for peers and students ** Tutoring students ** Campus committee work ** Systems committee work ** Community presentations (both oral and written) ** Community committee work (in relationship to profession) ** Mentoring other faculty members ** Professional Service Reviewing of textbooks; reviewing articles for a journal, etc. ** Other work deemed appropriate by the faculty member

Scholarship and Professional Development

Research in higher education is more than a one-way analysis of the faculty conducting his or her research. This tenet is particularly critical to University of Maine at Fort Kent where teaching is a focus and a four-course load is the norm. The reality is that faculty are involved in research beyond the scope of conducting studies. For instance, with professional development, faculty are learning what new research is out there and determining whether it is valid, whether it is applicable to his/her field and how. Research includes the process of attaining knowledge, not just the creation of original studies. A program of applied scholarship resulting in products that may be used within an academic discipline or by other professionals may be appropriate form of evidence.

Evaluation Criteria

** Clear goals/objective: Narrative should include goals/objectives in pursuing the specific scholarship opportunities listed. Should be able to demonstrate how these scholarship pursuits are compatible with the long-term needs, objectives and missions of the program, the division, and/or the university.

** Appropriate methods: Narrative should defend why these particular scholarship endeavors were the best way to attain the goals and objectives listed in the first section. In other words, the faculty should be able to defend how these opportunities aided him or her in attaining a broad grasp of his or her own field.

** Significant Results: The narrative should identify explicitly how the scholarship endeavors met the objectives outlined in the first section. Emphasis should be placed on the attainment of knowledge based on scholarly research, and how it has been used to benefit your teaching, the program, division, and/or university. Faculty will describe in detail no more than three products that they feel best demonstrates this achievement.

Suggested Forms of Evidence

For some, publication in scholarly or professional journals or the publication or specialized monographs or books may be appropriate. For others, a program of applied scholarship resulting in products that may be used within an academic discipline or by other professionals may be an appropriate form of evidence. Presentations at professional meetings, demonstrations to other professionals, or proposals reviewed by other professionals may provide evidence. Faculty members in areas in which creative production plays a significant role may give evidence of the productivity through public exhibiting and showings or public performances and readings, as well as through published works.

The following listing is not definitive, but provides possibilities. Not all forms or even a minimum number of forms are required to be utilized.

** publications
** presentations at professional meetings
** consulting that advances knowledge in the field
** attendance at and participation in professional meetings
** awards or grants
** research related to her or his teaching
** development of professional workshops

Merit Pay Evaluation Criteria

Teaching – Expected Criteria for Tenure and Post Tenured Faculty: Education faculty are expected to have knowledge of their academic field and teach effectively in their courses. They are expected to serve as role models and teach in a reflective manner. They are expected to have student evaluations which demonstrate students “agree” with their effectiveness. They are expected to teach a 12 credit load per semester, which is focused on their core content areas of expertise.

Teaching -- Meritorious Criteria for Tenure and Post Tenured Faculty: Teaching for the University in any other capacity outside of the expected teaching criteria listed above, and /or demonstration of teaching evaluations which surpass the “agree” category to the “strongly agree” category to demonstrate effectiveness is considered meritorious. Examples might include: researching and preparing new classes for the division, teaching outside of your division, researching and applying new pedagogical methods or new assessments protocols for a course, etc.

Service -- Expected Criteria for Tenure and Post Tenured faculty: Education faculty are expected to share their professional knowledge and abilities for the betterment of the division and the campus. It is the expectation of the division that faculty serve in a well rounded fashion by being an active divisional member and by serving on at least one campus committee outside of the division, not including faculty assembly.

Service -- Meritorious Criteria for Tenure and Post Tenured Faculty: Service outside the campus (system, state or area schools), regular service on more than one campus committee (outside of the division and faculty assemble), serving the campus in a leadership role such as chair of the division, or any other service beyond the expected service outlined in paragraph one is considered meritorious.

Scholarship -- Expected Criteria for Tenure and Post Tenured Faculty: As teaching is the main focus of UMFK faculty, as demonstrated through the expected 12 credit teaching load, the primary scholarship of faculty is to stay current in their field of study through active research in reading and participation within public schools to effectively prepare their classes. When funds are made available faculty are expected to attend a conference, every few years, to keep up on current issues relative to their classes.

Scholarship - Meritorious Criteria for Tenure and Post Tenured Faculty: Scholarship which is beyond what is needed to effectively teach your classes is considered meritorious. Examples might be: organizing and preparing workshops for area schools, writing for academic journals, conducting active research, etc. The division believes that while a faculty can demonstrate meritorious work by exceeding the expected criteria in each area that it is also possible to demonstrate meritorious work by extensive work in anyone of the core area listed above. Examples might be publishing a book, extensive research and writing or conducting several workshops for area schools, etc.

11-16-12

Natural and Behavioral Science Division

Criteria for Promotion, Tenure, and Augmentation

Criteria for Promotion and Tenure—candidate must be Satisfactory in Teaching and in either Service or Scholarship, but preferably both

Criteria for Pay Augmentation (merit pay)—candidate must demonstrate stellar productivity in Teaching or Service or Scholarship

Reviewed and approved at Division and VPAA Nov. 16, 2012

I. **Teaching: (our primary emphasis)--- a member should prepare evidence in one of more of the following:**

A satisfactory faculty member demonstrates satisfactory performance in criteria # 1-3;

1. Competence in teaching as demonstrated through peer, student, and self evaluations
2. willingness to develop new curricula and materials as needed for the discipline

3. willingness to incorporate new technologies and pedagogies as appropriate

A stellar faculty member demonstrates satisfactory performance in criteria # 1-3; and also demonstrates satisfactory performance in criteria 4 and/or 5.

4. Willingness to provide advising, mentoring and tutorials as needed
5. Willingness to participate in advising students

II. Service—a member should prepare evidence in one of more of the following:

Service reflects the use of the faculty member's professional or academic expertise. Members are expected to participate in service to the UMFK and/or UMS. Members are also encouraged to apply professional and academic expertise for the public good.

A satisfactory faculty member demonstrates satisfactory performance in criteria # 1

1. Active participation in program, divisional, campus and/or system committee and administrative work

A stellar faculty member demonstrates satisfactory performance in criteria #1, plus at least one from criteria # 2-4

2. Responsible committee service through such actions as leadership, initiating and carrying out committee purposes and goals
3. Engagement in community outreach and service using his/her professional or academic expertise, such as guest speaking, consultation, and community program development
4. Working on collaborative projects with colleagues and campus community members

III. Scholarship—a member should prepare evidence in one of more of the following:

A satisfactory faculty member demonstrates satisfactory performance in criteria # 1 and 2

1. Engaging in scholarly activities related to his/her teaching or discipline
2. Application of scholarship to teaching and/or service

A stellar faculty member demonstrates satisfactory performance in criteria # 1 and 2, plus 3 and/or 4.

3. Professional development towards and the incorporation of innovative and 'best practices' methodologies into classroom
4. Professional development and continued discipline enrichment such as a participating in conferences and workshops, presenting of scholarship at professional conferences, workshops and/or seminars, engaging in scholarly writing, using professional expertise in non-peer reviewed activities.

UMFK Divisional Criteria For Promotion and Tenure: Professional Management Division

The Peer Review Committee and the Administration should use the following criteria for decisions regarding promotion, tenure and contract renewal for Professional Management Division faculty members. Faculty members are expected to perform well in three areas: Teaching, Scholarship, and Service. Because of the teaching mission of UMFK, the area of teaching is the most important of the three, but a faculty member does not have to perform equally well in all three areas, and the member is free to focus more on one area than another based on such factors as personal interest and strengths, mission or program needs, institutional need, professional development opportunities, administrative responsibilities, etc.

Teaching:

The Professional Management Division faculty members assert that teaching is fundamental to UMFK. Satisfactory teaching may include:

- A) Meeting classroom responsibilities (face-to-face and on-line).
- B) Mentoring, advising, and facilitating independent learning.
- C) Currency in the relevant discipline or disciplines.
- D) Frequent assessment with feedback concerning outcomes to students.
- E) Incorporation of appropriate teaching methodologies and technologies.
- F) Motivation of students to learn.

Faculty members are expected to prepare evidence of satisfactory performance in teaching.

Service:

The Professional Management Division faculty members assert that service includes service to the University, Community, and Profession. Service to the University includes both campus and system work. Service to the Community includes the use of one's professional expertise for local, regional, state, national, or global betterment. Service to the Profession includes work for betterment of teaching and education.

Faculty members in the Professional Management Division are expected to prepare evidence of satisfactory service.

Scholarship:

The Professional Management Division faculty members assert scholarship exists in different forms. Traditional scholarship which consists of the origin of research, publication, presentation, public service and quality education is recognized. In addition, work that supports the educational mission of UMFK or that creates original value in a professional area is recognized as scholarship. Traditional concepts of publication and presentation may not be applicable where the original work is performed in the private sector or under legal conditions of confidentiality.

Faculty members in the Professional Management Division are expected to prepare evidence of satisfactory scholarship.

For tenure, faculty members are expected to provide evidence of satisfactory performance in all three areas, and for promotion to Associate Professor, stellar performance in at least one area.

For promotion to Professor, stellar performance is expected in at least two areas.

At a regional university that does not have a research-extensive mission, teaching is primary; service and scholarship is necessary to the institution, but secondary.

Stellar performance is performance at a level above satisfactory. Performing at a level above satisfactory means demonstrating accomplishments that are recognizable as significant in terms of objectively measured outcomes that are beyond what is generally expected in the appropriate academic unit. Accomplishments that enhance the mission of the institution are superior to accomplishments unrelated to institutional mission.

For example, attendance at academic conferences is generally expected. Presentation of a peer-reviewed paper at a recognized academic conference may be generally expected, but multiple presentations would clearly be above general expectations. A national conference would generally be more significant than a regional conference.

Another example would be publication of a book in one's discipline. That is clearly above general expectations. Membership on a local board could be generally expected, but membership on a national board, or state-wide board could be above general expectations.

The faculty member has the freedom to choose whether or not to perform above general expectations, and in what manner. But it is the faculty member's responsibility to objectively demonstrate evidence of that performance and its significance.

October, 2012

Nursing Division – Tenure, Promotion, and Merit Criteria

Faculty members should address the three areas of teaching, scholarship/professional development and service using this document as a guide. The three areas of teaching, scholarship/professional development and service may be emphasized to different degrees; however, regardless of the particular emphases, at no time will expectations in any of the three areas be reduced to zero.

Faculty members are responsible for explaining the relevance of evidence submitted in their portfolio and guiding the reader through the material by arranging and presenting it clearly. They should remember that some readers will not be familiar with the candidates' areas of expertise or with the proper weight to be given to some specialized evaluations (e.g., refereed journals).

Suggested Outline for Portfolio

Introduction

- A. Title page (specifying whether for tenure or promotion or both)
- B. Table of contents

University Documents

- A. Letter of appointment
- B. Curriculum vitae
- C. Annual service reports and supervisor's annual reviews

Recommendations

- A. Statements from official P & T levels of review
- B. Statements from outside reviewers
- C. Letters from faculty, administrators, students, and others

Teaching Narrative

Service Narrative

Scholarship and Professional Development Narrative

Appendices containing evidence for sections IV, V., and VI.

Defining Scholarship for the Discipline of Nursing

This document describes the Division of Nursing's position on what constitutes scholarship within the discipline of nursing. The document serves to clarify, extend, and enhance the scholarly work of nursing faculty at the University of Maine at Fort Kent. In addition, this position statement is congruent with the American Association of Colleges of Nursing (AACN) position statement, *Defining scholarship for the discipline of nursing* (AACN, 1999).

Four areas of scholarship that are salient to academic nursing adapted from Boyer (1990) include the scholarship of teaching, the scholarship of discovery/professional development, the scholarship of service, and the scholarship of practice/integration.

We as faculty adopt the AACN (1999) definition of scholarship in nursing:

Scholarship in nursing is defined as those activities that systematically advance teaching, practice, service, and research of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods. This definition is applied to the following standards that describe scholarship in nursing.

Scholarship of Teaching:

The scholarship of teaching improves the effectiveness of transfer of discipline-specific knowledge, and adds to a deeper understanding of both the discipline and pedagogy. The scholarship of teaching and learning may be demonstrated through the application of the teaching-learning process, development of innovative teaching and evaluation methods, program development, the evaluation of learning outcomes, and professional role modeling. The focus of teaching is on the learner, with discipline experts engaging students in high-impact teaching strategies.

Examples demonstrating documentation of the quality of teaching may include, but are not limited to the following:

- Self-evaluation (e.g., teaching portfolio) (see annual faculty self-evaluation form)
- Positive peer assessments of innovation in teaching (see peer evaluation of classroom teaching effectiveness form below);
- Positive course and instructor student evaluation of teaching (see course and instructor evaluation procedures);
- Demonstrated inclusion of high engagement teaching methods;
- Incorporation of service learning activities into courses;
- Successful application of technology to teaching and learning;
- Attendance at conferences related to teaching and learning;
- Presentations related to teaching and learning;
- New course development,
- Student portfolios;
- Mentorship of junior colleagues;
- Student advising;
- Curricular program development;
- Outcomes assessment; and
- Participation in accreditation activities.

Scholarship of Discovery/Professional Development:

The scholarship of discovery refers to the continued professional development of a faculty member's expertise in a given area of the profession through the attainment and application of knowledge to further advance oneself, the division, or the discipline. The scholarship of discovery may take on the form of research, knowledge attainment, theory development and testing, dissemination of research findings, and the application of research findings. Quality scholarship in this dimension is often interdisciplinary and collaborative.

Examples demonstrating documentation of the quality of discovery/professional development may include, but are not limited to the following:

- Participation or presentations in professional conferences;
- Research;
- Publications;
- Consultation;
- Awards or grants;
- Creative works; and
- Development of professional workshops.

Scholarship of Service:

The scholarship of service refers to nursing faculty contributions to professional organizations, the division, the campus, or the community. The scholarship of service emphasizes the importance of imparting professional knowledge and expertise for the betterment of the division, campus, community, and the profession as a leader.

Examples demonstrating documentation of the quality of service may include, but are not limited to the following:

- Leadership role in divisional, campus committees, community coalitions, or professional organizations;
- Academic advising to include assisting students to develop an academic plan, advising students related to their academic progress, and referring students to campus resources as needed;
- Interdisciplinary grant writing or reviewing;
- Consultation;
- Service projects;
- Board membership;
- Community presentations;
- Reviewing textbooks;
- Reviewing articles for a journal; and
- Other work deemed appropriate by the faculty member.

Scholarship of Practice/Integration:

The scholarship of practice is important for faculty in a university setting to maintain clinical competency and to advance and apply clinical knowledge in the discipline. Practice scholarship may encompass any aspect of nursing service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Practice may occur through the application of nursing knowledge to the assessment and validation of patient care outcomes, the measurement of quality of life indicators, the development and refinement of practice protocols, the evaluation of nursing delivery systems, and the analysis of innovative health care delivery models. Practice roles for faculty may include direct caregiver, educator, consultant, researcher, or administrator.

The scholarship of integration is discussed by AACN (1999). Considering the scholarship of integration allows nursing faculty members to develop new knowledge and creatively problem-solve by promoting an interface between nursing and another discipline.

Examples demonstrating documentation of the quality practice/integration scholarship may include, but are not limited to the following:

- Presentations related to practice problems;
- Policy or meta-analysis papers related to practice problems;
- Attainment of professional or specialty certifications;
- Consultant reports;
- Grant awards in support of practice;
- Peer reviews of practice;
- Peer-reviewed publications of research;
- Reports of clinical demonstration projects;
- Policy development designed to influence organizations or governments;
- Positive peer evaluations of peer collegiality;
- Positive evaluations from clinical practice partners;
- Interdisciplinary projects;
- Reports compiling and analyzing patient or health services outcomes; and
- Other work deemed appropriate by the faculty member.

References

- American Association of Colleges of Nursing. (1999). *Defining Scholarship for the Discipline of Nursing*. Washington, DC: Author.
- Boyer, E. (1990). *Scholarship reconsidered: Priorities for the professorate*. Princeton, NJ: The Carnegie Foundations for the Advancement of Teaching.

Criteria for the Evaluation of Tenure and Promotion

Scholarship of Service		
Scholarship of Teaching	Assumes leadership role in Division on campus, and the knowledge base of the professional expertise.	Promotes the profession through a regional expertise on a national level, interdisciplinary grant writing, and/or
Divisional leadership in subject area of faculty activities and applies professional organizations. Demonstrates constructive and collegial relationships with peers and colleagues and personal roles as evidenced by peer, student, and self evaluations	Divisional leadership on campus, and the knowledge base of the professional expertise. Demonstrates and constructive and collegial relationships with peers and other campus personnel evaluates their effectiveness	through a regional expertise on a national level, interdisciplinary grant writing, and/or Provides leadership in development, instructional and collegial relationships with peers and other campus
Provides guidance and	Provides mentorship of	Personnel leadership in
Scholarship of Practice/Integration		
Applies the development	Emphasizes development	Promotes testing and
Knowledge and Discovery- Based practice proposals for expertise for program and/or professional development	beyond the basic practice of professional nursing and research publications expertise	evaluation of nursing knowledge and/or new practice strategies through publications and presentations
Demonstrates professional development through participation in conferences and workshops, and integrates research findings in area of expertise	Presents at professional conferences, workshops, or seminars in area of expertise and consults with clinical agencies in utilization of research findings	Sustains research contributions to nursing in area of expertise

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Division of Nursing

**Criteria for the Evaluation of Merit Pay Increase and
Examples of Stellar Performance**

Assistant Professor	Associate Professor	Professor
Scholarship of Teaching		
	An established and consistent record of stellar performance for teaching. For example, review or authorship of a chapter in a nursing textbook.	An established and consistent record of stellar performance for teaching. For example, publishes works related to nursing education. May be articles, chapters in nursing textbooks, or a text.
Scholarship of Discovery		
	An established and consistent record of stellar performance for discovery. For example, presentation at a state wide conference or pursuing a doctoral degree or advanced certificate.	An established and consistent record of stellar performance for discovery. For example, presentation at state or national conference related to nursing education.
Scholarship of Service		
	An established and consistent record of stellar performance for service. For example, membership on a statewide or national board or committee.	An established and consistent record of stellar performance for service. For example, holding an office on a statewide or national board or committee.
Scholarship of Practice/Integration		
	An established and consistent record of stellar performance for practice/integration. For example, holding an administrative role in a health care agency; consultant for a health care agency; maintaining advanced practice.	An established and consistent record of stellar performance for practice/integration. For example, train the trainer status for a state or national initiative such as End of Life Care or Tobacco Cessation.

Revised: 03/16/12

Approved: 05/22/02

Reviewed and approved: 05/04/2012

Revised and approved: 11/16/2012

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6.6 FACULTY MERIT PEER REVIEW PROCEDURE

- I. **Purpose:** The purpose of merit recognition is to reward faculty members' ongoing excellence in teaching, service, and scholarship to the university and to the community. The Faculty Merit Review Procedures document is designed to ensure that meritorious performance expectations for UMFK faculty are clearly stated and measured and that merit increases are determined in a more transparent and consistent fashion with input

from faculty serving on the Peer Review Committee. This procedure is administered in a manner to enhance shared governance and to prevent unlawful discrimination throughout the process.

- II. **Merit Opportunities:** The UMFK Merit system rewards faculty employees whose job performance and productivity are consistently above that which is expected or required by standards (Divisional Tenure and Promotion Criteria) and contributes to the accomplishment of departmental and institutional initiatives.

This document reflects the Bargaining Agreement and in particular draws from article 20.

- **Tenure/promotion** - minimum salary increase for Assistance Professor to Associate Professor 6.5%; Associate Professor to Full Professor 7.5% or rank minima, whichever is greater. UMFK will consider up to 5% above the new base salary for merit or salary compression.
- **Post-tenure candidates** - provided there is no salary compression or gender inequity, faculty may be recognized for stellar performance with administrative augmentation not to exceed 3.5%.

- III. **Criteria for Merit:** Merit criteria are rooted in the department's Tenure and Promotion Criteria documents and ensure recognition of teaching, service, and/or scholarship. The following scale will be used to evaluate performance in all three areas.

0: no evidence that performance exceeds expectations

1: evidence that performance exceeds expectations

- IV. **Merit Application:** Faculty members seeking tenure and or promotion must apply for merit consideration at the time of their review. An application consists of a brief rationale (one page or less). All post-tenure review faculty will automatically be considered for merit. **However, all faculty under review must submit a portfolio with supporting evidence for exceeding expectations in one, two, or all three areas of teaching, service, and scholarship to be considered.** All faculty portfolios are available in the Office of the VPAA and should be updated with materials for review no later than one week before a faculty member's scheduled peer review date.

- V. **Peer Review System:** Faculty up for merit consideration will be reviewed by the Peer Review Committee at the time of their tenure, promotion, or post-tenure review according to the divisional merit criteria. The Peer Review Committee will review faculty materials and recommend faculty for merit consideration based on evidence of stellar performance and in any one, two, or all three areas of teaching, service, and scholarship.

September 2012

SECTION 7: ACADEMIC AND PROFESSIONAL SUPPORT SERVICES

7.1 STUDENT SUPPORT SERVICES

Learning Center

The Learning Center is an open learning environment that provides services and activities for both online and on campus students to support their academic success. The Learning Center, located on the second floor of Powell Hall, 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.

Services

Student Employment Program, Work Study and Ad Comp Positions

The UMFK student employment website is monitored and updated to list open positions for student employment. Students may receive assistance in the Learning Center office to navigate this process. Each year, faculty are contacted to request work study positions.

Career Planning, Internship and Placement Services

Students are encouraged to use this office to initiate internship contacts, develop resumes, and complete job applications. Career advising materials are available that aid students to articulate their interests and pursue goals.

Graduate School Preparation

Students receive assistance for GRE testing and locating graduate schools that provide programs of interest.

Prior Learning Assessments (PLA)

Students may receive assistance in multiple ways to demonstrate prior learning such as standardized tests, portfolio development that documents prior college-level learning, credit for military trainings, and credential reviews. Please refer students for PLA review.

Tutoring Services

Peer tutoring is available free of charge to all students for each course offered by UMFK. Services are provided through appointments made in the learning center. Instructors are to encourage students to use these services.

Writing Center

Peer writing tutoring is available free of charge to all students at UMFK. Peer tutors are trained in the writing process. Services are provided during drop-in hours or by appointment. Instructors are to encourage students to use these services.

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 through out-of-class review sessions. Instructors are encouraged to request supplemental instructors for their courses.

Basic Skills Developmental Classes

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. Students are directed to these courses based on the results of the Accuplacer© placement exams taken prior to their first semester.

Academic and Personal Counseling Services.

Non-clinical personal counseling is offered in the Student Support Services office of 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 federally funded by a TRIO grant from the U.S. Department of education. Services are available to UMFK students who apply to and who meet the established guidelines as determined by the U.S.

Department of Education: support low income, first-generation, and/or disabled students, under the guidelines of the Americans with Disabilities Act. Students must apply for openings in the program.

Disability Services

Students with a documented disability, who need academic accommodations, are encouraged to meet with the Accessibility Coordinator in the Learning Center, Room 226. To ensure the timely availability of accommodation, students should request services well in advance of the start of the semester. Students with accommodations must discuss their accommodations with instructors in advance. Examples include proctored testing in the learning center.

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 assist students to develop a degree plan and register for classes with a discussion of educational goals and post-baccalaureate opportunities.

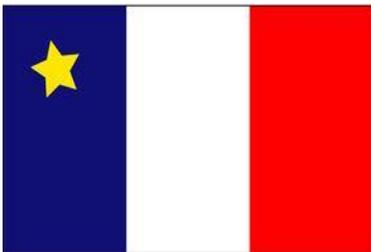
Early Alerts

As part of the advising responsibilities, instructors are requested to submit the early alert form in the first 6 weeks of each semester which is found on the UMFK portal in "Forms & Documents." Targeted students are those in academic difficulty, due to low grades, poor attendance, or personal situation. The form is electronically received in the student success office and follow up with the student of concern is initiated.

The Office of Student Support Services, located in Cyr 107, provides services and activities to support the academic success of students at UMFK. Funded by a TRIO grant from the U.S. Department of Education, the assistance provided by Student Support Services is comprised of developmental instruction; academic assistance in the form of individual and small group tutoring in all subjects; supplemental instruction; study skills assistance and workshops; financial literacy; and personal, academic, and career counseling. Student Support Services also provides reasonable assistance to students with documented disabilities (physical and learning) as mandated by the Americans with Disabilities Act.

7.2 ACADIAN ARCHIVES/ARCHIVES ACADIENNES

The Acadian Archives/Archives *acadiennes* documents, preserves, celebrates, and disseminates information about the



Upper St. John Valley, a 70-mile stretch of the St. John River running between the U.S. and Canada. In pursuing this mandate of cultural conservation, the Archives focuses particular attention on Acadian & Franco-American history & culture. As the only center of its kind in the United States, the Acadian Archives/Archives acadiennes serves as a cultural and research center, an educational center for students, faculty, and staff, and a repository of information about the St. John Valley with emphasis on Franco-Americans and Acadians. As we are a bicultural center, the Acadian Archives/Archives acadiennes is bilingual in French and English.

Mission

The Acadian Archives/Archives Acadiennes at the University of Maine at Fort Kent documents, preserves, celebrates, and disseminates information about the culture, way of life, and history of the Franco-American and Acadian people of the Upper St John River Valley. A repository for manuscript materials and audio-visual documentation relevant to regional folklore, folk life, and history, the Archives serves the University community as well as individuals and organizations regionally, statewide, nationally, and internationally.

Services

The Acadian Archives/Archives acadiennes offers on-site and in-classroom presentations on primary sources, research skills, and Acadian and regional history to our students. The archives also provides a Campus Guide for students, providing subject search access to the manuscript collections and a guide to primary source research.¹ Outreach presentations, workshops, exhibits, and other events on specific historical and research topics are presented by Archives staff and can be arranged for class and/or community visitations. Both onsite and offsite reference assistance is available for anyone researching our archival collections and regional history.

Collections and Resources

The AA/Aa collects manuscript collections and materials on the St. John Valley, both past and present. Currently, the archives houses more than 400 manuscript collections that include such primary source materials as documents, images, audio and video recordings, oral histories, maps, and artifacts. The manuscript collections can be searched through Archon, the archives' manuscript database.² The archives also provides access to educational kits on the first French Settlement of American in 1604. In addition, the archives provides a reference and genealogy library comprised of such research materials as books, audio and video recordings, genealogy databases, and microfilm. All of the materials in the archives is searchable through URSUS, the library database.³ The Archives includes an exhibit room, the an extensive Franco-American genealogical library, a microfilm and audio-visual viewing center, and two climate-controlled rooms for the preservation of its collections.

Experiential Learning

Through the Archives, students have been given an opportunity to:

- Learn about the Acadian history of the region and about the history of the St. John Valley
- Research and study the archives manuscript collections
- Attend classes and workshops on primary source research
- Attend topical classes and workshops on the St. John Valley and its Acadian history
- Create experiential projects for coursework, including
 - Conduct oral history interviews with Valley residents on a variety of subjects
 - Create lesson plans based on exhibits and events
 - Supervise educational activities for local primary students
 - Assist with the creation, research, and assembly of exhibits
- Participate in workshops on traditional arts, traditional medicine, Native traditions
- Become involved with the regional community through field trips and volunteer opportunities, including preparation for the 2014 World Acadian Congress.

Research

The Acadian Archives/Archives acadiennes provides both materials and assistance with research in many focus areas pertaining to the St. John Valley and its Acadian history. Such topics include folklore, traditional arts, and medicines; logging, the warden service, and non-timber forest products; genealogy; the history of the French language in the St. John Valley; and the First Nations of the area. As the archives collects materials pertaining to many aspects of the St. John Valley and its Acadian history, the research subjects and opportunities available in the archives are vast.

7.3 ADMISSIONS

The UMFK Admissions Office is the lifeline of the university. The admissions effort involves teamwork and cooperation from the entire University community. From time to time faculty can expect to be called upon to assist the Admissions Office with a variety of recruitment activities. Faculty members may be asked to meet

¹ <http://offcampus.maine.campusguides.com/content.php?pid=407617>

² <http://www.umfk.edu/archives/archon/>

³ <http://ursus.maine.edu/search&searchscope=32>

with prospective applicants who visit the campus, to telephone students who have expressed an interest in a particular academic discipline, and, in general, assist the admissions staff to the extent that time and ability permit.

The Admissions Office will provide the expertise, informational material, and, in many instances, the financial support required to accomplish the specific activity. Faculty members are asked to keep the Admissions Office informed when they are to speak to individuals and/or groups that might be a potential source of future applicants to UMFK.

On a small campus such as ours, it is essential for the faculty to take advantage of all the available resources in order to maximize our recruitment effort. Admissions, truly, is everyone's business!

7.4 MEDIA SERVICES DEPARTMENT

The Media Services Department provides web, audio visual, and multimedia support to the UMFK campus. Permanent multimedia podiums are installed in all classrooms except the chemistry laboratories. Classrooms are equipped with a ceiling mounted projector, a screen, and a set of speakers. The podiums are equipped with a receiver, a VHS/DVD combination player, a cassette player, a computer connected to the network, a telephone, and a document camera. Three computer labs in Nadeau Hall also have projection. Smart boards are available in 4 classrooms.

There is also a System-wide Tandberg compressed video unit, which is used for meetings and for delivery of courses. UMFK also has a teleconferencing room with two Polycom videoconferencing and one Miranda (mpeg2) videoconferencing unit. The teleconference room has been used to deliver larger classes. It can be divided into two sections. Each section has a podium with a computer, projection, document camera, and other teaching aids. One section has two projectors. The campus also owns two additional Polycom units which can be mobile. UMS has installed an on campus executive Polycom unit for administrative meetings between campuses and UMS offices.

For assistance with classroom technology, for equipment requests (sound systems, screens, projectors, etc.), and for video and/or audio recording requests, please call [207-834-7507](tel:207-834-7507), or email donaldo@maine.edu. **48 hours notice is required for equipment and audio/video recording requests.**

For assistance with your campus directory bio, to update information on your departmental web site, or to discuss web related academic projects, please call [207-834-7878](tel:207-834-7878), or email steve.michaud@maine.edu.

For assistance with social networking tools, assistance with Distance Education content creation and affiliated tools and software, assistance with performance or multimedia based academic projects, video work, support for digital signage, and technical planning for campus events, please call [207-834-7893](tel:207-834-7893), or email aaronb@maine.edu.

Video cameras, still cameras, webcams, and digital audio recorders are available for sign out at the Circulation Desk in Blake Library. These tools come with guides, but for additional assistance, please call [207-834-7893](tel:207-834-7893) or email aaronb@maine.edu.

7.5 BLAKE LIBRARY

The Blake Library at the University of Maine at Fort Kent, is committed to supporting the institutional mission by providing friendly, helpful, convenient, efficient, and valuable access to high quality library and information services, collections, and technology resources designed to meet the needs of the greater UMFK campus and community. In keeping with this mission, Blake Library seeks to:

1. To support the liberal arts curriculum with information resources in a variety of formats, emphasizing the special challenges of rural communities in America and especially in northern Maine;
2. To assist students and faculty to develop information literacy skills, which form the basis for lifelong learning, success as professionals, and engaged citizens of a democracy;

3. To provide materials to augment classroom experience with independent research in all areas of study at UMFK, with emphasis in such areas as teacher education, nursing, environmental studies, business, behavioral sciences, and life sciences;
4. To collect materials in support of those who celebrate our proximity to Maine's wilderness and who participate in outdoor sports local to the region;
5. To provide access to a variety of public service information resources that support the economic, social and cultural development of the St. John Valley;
6. To make available diverse materials to enrich the learning experience of all, and more specifically, to help preserve and foster an appreciation of the local Acadian and Franco-American heritage; and
7. To continue to work with University of Maine System Libraries, and consortium libraries to maximize efficiencies and enhance the quality of library collections.

We encourage you to visit Blake Library's homepage at <http://www.umfk.edu/library> where you will find the online catalog, URSUS (<http://ursus.maine.edu>), which includes all the University of Maine System libraries collections. You can also access additional Maine library collections through the MaineCat Statewide Catalog. In addition, we encourage you to visit the Library Faculty website at <http://www.umfk.edu/library/faculty/>. Feel free to explore many other tools and services on the Blake Library web site to help you further your program and research needs at UMFK.

Examples of services we provide:

- Faculty may check out both Blake Library and requested materials for a semester using their staff ID.
- Faculty may request items through interlibrary loan and online through the URSUS and MaineCat online catalogs.
- The library has movies, documentaries, and more in DVD format or through online video databases.
- Faculty may place personal or Blake Library items on reserve for student use.
- Reference staff are available for faculty research needs as well as information literacy instruction.

Examples of equipment in the library

We provide equipment available for checkout that helps meet your classroom needs such as webcams, video recorders, digital cameras, and audio recorders.

Standard Library hours

For up to date library hours see the library website at <http://www.umfk.edu/library/about/staffhrs/>. Please feel free to contact library staff whenever you have a research or educational need at (207) 834-7527.

7.6 INFORMATION TECHNOLOGY (IT)

UMFK provides three primary computer classrooms/labs for instruction and general student use. These are the Nadeau Hall Computer Classroom, the Old Model School (OMS) Computer Center, and the Library Computer Instruction Classroom. Single purpose computer labs include the Applied Technology Lab, the Nursing Computer Lab, the Learning Center Tutoring Lab, and the Geographical Information Systems (GIS) Lab. A mobile Apple iBook cart is also available for use. Additional student computers are provided in the library and in the dorms.

All computers connect to the campus fiber optic network (gigabit Ethernet), giving access to both academic and administrative servers delivering software applications, print services, and access to the Internet. Wireless access points can be found in every building including the dormitories. All faculty are provided a computer, an electronic mail account and have an IP telephone with voice mail. For questions or training, contact the IT staff at (207) 834-7818.

7.7 GYMNASIUM

–revised 8/2011

The gymnasium, weight room and cardiovascular room are available for faculty use during all times the building is open.

1. Loan of Equipment: basketball, volleyball, floor hockey, golf, and racquet ball equipment are available for faculty use.
2. Locker Room/Shower Facility: faculty may sign out a personal locker.
3. Intramural Athletic Programs: faculty and students participate in basketball, indoor soccer, indoor floor hockey, volleyball, and other interest generated sports.
4. Intercollegiate Athletic Events: faculty are welcome and encouraged to attend all events.
5. Racquet Ball Court: the courts are open at all times the gym is open on a first come first serve basis.
6. Weight Room: free weights and universal equipment are available for individual and group use.
7. Training Room: an athletic trainer and full service training room are available for appointment.

7.8 HEALTH CARE SERVICES

The UMFK Student Health Clinic, a service of Valley Medical Association, provides a comprehensive array of primary health care services for UMFK students by a medical doctor, a family nursing practitioner, and a physician assistant. A mandatory \$2.00 per credit hour allows to students to receive the following services at no additional cost: physical exams, pap smears, birth control counseling, basic suturing, STD checks, upper respiratory infections, urinary tract infections, orthopedic problems, sports physicals, headaches, tobacco cessation, basic nutritional counseling, ear lavage, minor excisions, I & D, and assistance with substance abuse and mental health issues.

The clinic is in operation during the academic year. It is closed for student breaks and during the summer months. Hours of operation, which is subject to change as the need arises, are posted on the Student Health Clinic door. The clinic is open Monday through Friday but hours of operation may vary by semester.

For more information concerning the UMFK Student Health Clinic, contact the Student Services Office at 834-7513.

7.9 TRUSTEE PROFESSORSHIP -approved 1992, revised 2004

Purpose

The purpose of the Trustee Professorship is to "promote excellence in programs that make a major contribution in enhancing the mission of the institution." The primary mission of UMFK is teaching, and improvement in teaching and learning is considered to be the primary method UMFK faculty members seek to promote excellence in programs. UMFK will initially use its Noyce funds to provide support for faculty members who seek to improve teaching and learning in their courses. The award may take a variety of forms, but the goal of contributing to UMFK's mission through enhancement of teaching and learning will be foremost in making such awards.

Eligibility for Awards

Only full-time teaching faculty members may receive Trustee Professorship awards. Within a faculty member's award may be funds for hiring faculty to teach part or all of the faculty member's regular load during a semester or academic year or to bring in a visiting professor for limited period of time.

Types of Awards

Preferably, one award will be granted during an academic year. Such an award may be granted to an individual faculty member, a division, or a group of faculty who are interested in taking part in the same teaching and learning project. The trustee professorship funds are not intended to be used as or in place of the regular sabbaticals that are available. As noted above, a variety of projects may qualify for awards. Expenses may include salaries for replacement teachers and visiting professors as well as funds for travel, tuition, equipment, and/or materials; but expenses may not exceed to specified amount available from the endowment fund. When no appropriate project is identified in an academic year or the full amount is not awarded all funds or remaining funds will be added to the principal to increase the value of the endowment.

A. Academic Year Award

The project requires a full year to develop, evaluate, implement, and/or prepare for implementation. The amount available for an academic year award is to be publicized annually.

B. One Semester Award

The project requires a semester to develop, evaluate, implement, and/or prepare for implementation. The amount available for a semester award is to be publicized annually.

C. One-or Two-Year Summer Award

The project can be completed in one or two summers. The amount available for summer awards will be publicized annually.

Application Procedures and Selection Criteria

Interested faculty will be invited to apply for one of the above types of award on or before March 1 for the following year. The principal criterion for selection will be the proposed project's contribution to UMFK's mission through enhancement of teaching and learning. Application forms are available for the secretary for the Dean of Academic Affairs.

Recommendations for recipients of awards will be made by a faculty committee of five members (currently the Academic Council) with the addition of the Dean of Information Services as an ex officio member. Members of the committee will be selected and chaired by whatever method is deemed appropriate by the UMFK Faculty Governance organization. Members shall serve staggered terms to insure continuity of the committee. If a committee member is applying for an award, an alternative must be appointed to the committee to take that person's place. This committee may develop additional criteria for selection, but flexibility of award types is considered important.

Application and nomination for the award may be submitted to the Dean of Academic Affairs for referral to the committee at any time but no later than March 1 for awards for the following year. Summer awards may also be for the following academic year or may be considered for the approaching summer. The committee may refuse to recommend an award for any year.

Committee recommendation will be submitted to the Dean of Academic Affairs who will make the recommendation to the President. The president's decision is final.

Review of Award Recipient's Accomplishments during Award Period

Within one month after completion of the project the faculty member(s) shall submit a preliminary written report describing the outcomes of the project. Within six months the recipient shall submit a final report detailing statistical and other data, where appropriate, and specifically identifying the relationship of the project to improvement of teaching and learning. Recipient(s) may be requested to present results of the project to the faculty as a whole.

7.10 LIBRA PROFESSORSHIP

The purpose of the Libra Professorships are to promote excellence in programs that make a major contribution in enhancing the mission of the campus; build, enhance, and provide recognition for selected programs of the highest quality; reward a program where special strength and excellence exist or encourage programs where strength and excellence are emerging; and provide students with an outstanding faculty models for teaching, research, and public service.

Nominations will be solicited from campus faculty during **December** and must be submitted to Academic Affairs **no later than March 1**. The elected LIBRA Committee will determine LIBRA invitations(s) and recommend to the Vice President for Academic Affairs. After approval by the President, Academic Affairs will be responsible for contacting successful LIBRA nominations and extending an invitation to the campus.

Details on the nomination process can be found at:
<http://www.umfk.edu/pdfs/affairs/libraprof2010.pdf>

7.11 PHYSICAL PLANT

The Physical Plant Department at the University of Maine at Fort Kent is responsible for the following:

1. to maintain telephones, telephone lines, and telephone equipment;
2. to reserve motor vehicles for faculty, staff, and (work-study) students;
3. to purchase and to maintain vehicles for the motor pool, as well as the service and maintenance department;
4. to purchase heating fuel and L.P. gas for campus buildings;
5. to budget for electricity, water, and sewer;
6. to maintain all campus grounds, including all sidewalks and driveways;
7. to purchase and to maintain grounds equipment, such as lawn mowers, snow blowers, etc.;
8. to contract out snow removal for campus parking areas and roadways;
9. to maintain and to clean buildings by, for example, sweeping and mopping floors, emptying waste receptacles, changing light bulbs, moving furniture, etc.;
10. to install and to maintain computer lines and some equipment;
11. to maintain facilities--repairing items such as doors, windows, walls, roofs, and anything else pertaining to the buildings;
12. to heat buildings, and to maintain boilers, pumps, control circuits, HVAC units, etc.;
13. to maintain plumbing--water lines, sewer lines, domestic hot water, showers, faucets, etc.;
14. to maintain electrical service--lighting, transformers, power panels, control circuits, motor circuits, etc.;
15. to ventilate campus buildings and to maintain fans and other equipment.

Registrar

The Registrar's Office serves the faculty by providing information on student enrollment. Specifically, the Registrar's Office performs the following functions:

1. maintains lists of student advisees assigned to faculty advisors;
2. provides faculty with class lists at different intervals during the semester, that is, after registration, after add-drop, at mid-semester, and at the end of the semester;
3. provides faculty with student biographic data needed for report generation or enrollment projections;
4. collects grading information from faculty to be reported to students;
5. develops semester schedules and assigns classroom and lab spaces;
6. reviews and evaluates transfer credits; and
7. assists faculty by providing non-student information-specifically: information on the availability of classrooms for activities or meetings; and current catalog information pertaining to university academic policies.

Course Add or Drop

Students may add or drop courses during the Add/Drop period with no academic and financial penalty (see Academic Calendar in the campus website or University Catalog for Add/Drop dates). Students are encouraged to discuss course add or drop with the advisor and instructor.

Course Withdrawal

If students wish to withdraw from a class, they are highly encouraged to seek advice from the advisor and instructor prior to course withdrawal. Course withdrawal AFTER Add/Drop period will be assigned a grade of “W” and the student is responsible for the full cost of the course. The ‘Course Drop/Term Withdrawal’ form must be completed and signed by the student and returned to the One Stop Center. The form is available online and also at the One Stop Center.

Term Withdrawal

If a student decides to withdraw from the term (withdrawal from all courses), he or she should discuss this decision with the advisor and instructor. All courses withdrawn AFTER the Add/Drop period will be assigned a grade of “W” and tuition refund will be adjusted accordingly.

The **Term Withdrawal** process starts with the Student Life and Development Office. A student required to complete the “Course Drop/Term Withdrawal” form. The student is required to meet with the Financial Aid, Business Office and other relevant departments to finalize the Term Withdrawal process. For more information, please see Lisa Roy at roylisa@maine.edu or 207-834-7513.

Humberto Portellez, Registrar (834-7521)

Mark Schenk, Transfer Officer (834-7823)

Sally Carrier, Student Records and Enrollment Services Secretary (834-7520)

www.umfk.maine.edu/registrar

Business Office

The Business Office serves the faculty by providing information on tuition and room & board fees and charges, and policies and procedures related to payment and refunds.

Tuition and Fees

The University charges a Block Tuition rate for matriculated students enrolled in 12 - 18 credit hours in either on-campus or online degree and certificate programs. Block Tuition only applies to courses offered by UMFK. It also applies to the Fall and Winter term/Spring semesters and includes sessions within the semesters. Summer sessions 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 (NEBHE) students are outlined in the ‘Semester Tuition and Fee Rate’ table (See University Catalog). 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.

Leslie Guerrette, Director of Business Systems (834-7550)

Joyce Plourde, Records Technician (834-7552)

Jeanita Theriault, Accounting Coordinator (834-7553)

www.umfk.edu/business/default.cfm

Financial Aid

UMFK offers several financial aid programs, including federal and state grants, scholarships, work-study, and student loans. Students must reapply for financial aid each year and are encouraged to complete the *Free Application for Federal Student Aid* (FAFSA) as soon as possible after January 1st. UMFK’s priority filing date is March 1st. Consideration for financial aid is contingent upon the student’s eligibility and the availability of funds.

There are several types of financial aid that help students with their finances.

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- UMFK Scholarships
- Work Programs
 - o Federal Work-Study Program
 - o University Work-Study Program

UMFK also offer several types of student loans.

- Federal Perkins Loan
- William D. Ford (Direct Loan) Program
- Alternative Loan
- Direct Parent/PLUS Loan

Director of Financial Aid (834-7607)

Lena Corriveau, Financial Aid Specialist (834-7606)

www.umfk.edu/financialaid

7.13 STRATEGIC PLANNING SPECIAL INITIATIVES FUND

As a small, regional baccalaureate institution, UMFK has a distinctive mission. Its priorities are to provide students with an undergraduate experience of the highest possible quality; to preserve, celebrate, and promote the French language and the Acadian and Franco-American cultures; and to serve the public in the St. John Valley, northern Aroostook County, and the State of Maine. In pursuit of its priorities and goals, the

University seeks to enter into collaborative arrangements and partnerships with other educational institutions, to develop the professional skills of faculty and staff, and to maintain an optimal teaching/learning environment. The Special Initiatives Fund has been established to support the pursuit of the University's mission and associated priorities and goals as described in the UMFK Strategic Program Plan.

Applicants, who may be members of the faculty or staff or University offices/units, should obtain an application form from the Administrative Assistant in the President's Office. The President will have the completed application reviewed by the Strategic Planning Steering Committee, which will make funding recommendations to the President according to the following criteria:

1. How closely related is the initiative to UMFK's Mission Statement? (pages 9-10 of the plan)
2. How closely related is it to the Priorities and Goals of UMFK's Strategic Program Plan? (pages 1-3 of the plan)
3. How consistent is the initiative with the Key Planning Assumptions? (pages 11-14 of the plan)
4. Does the initiative build on one or more of UMFK's strengths? (pages 15-16 of the plan)
5. Does it help to compensate for one or more of UMFK's weaknesses? (pages 16-17 of the plan)
6. Does it take advantage of one or more opportunities in UMFK's external environment(s)? (page 17 of the plan)
7. Does it help to guard against or help protect UMFK from one or more external threats? (page 18 of the plan)
8. Is the initiative financially feasible in terms of UMFK's current resources (staffing, facilities, equipment, supplies, etc.)? If not, is it reasonable to expect that additional resources might be available?
9. Is the need for implementing the initiative urgent? 10) Will the implementation of the initiative help to enhance the quality of UMFK in preparation for the 21st Century?

Applications for the Special Initiatives Fund may be submitted anytime during the calendar year. The initiatives themselves may begin on any appropriate date, and they may also vary in terms of their duration.

Questions or suggestions about the philosophy, purposes, or implementation for the Special Initiatives Fund may be directed to the President or the Coordinator of Planning, Assessment, and Special Projects.

7.14 CENTER FOR RURAL SUSTAINABLE DEVELOPMENT

Vision and Mission

The CRSD *envisions* a region of resilient, durable and prosperous communities in Northeastern Maine and beyond. The Center's *mission* is to guide sustainability efforts by providing academic resources and quality information for improving lives and livelihoods and safeguarding cultural and natural heritage for the future.

Goals

1. To foster regional sustainable development, citizens must be empowered with high quality information and well developed technical capabilities. It is, therefore, necessary for the center to:
2. Gather and generate knowledge for a deep understanding of the issues so that quality information may be shared;
3. Educate stakeholders on issues of concern so that well-informed decisions may be made;
4. Train a technically competent citizenry to conduct the business of sustainability.

7.15 DISTANCE EDUCATION

Distance Education staff provide instruction and support for faculty and students in the implementation and use of Blackboard®. Services include course and account management, instruction for both students and faculty in the use of Blackboard®, and assisting faculty to make materials available online. Faculty currently use the software to teach complete online courses as well as to enhance courses offered on campus. The software is used in varying degrees by faculty. Courses may consist of course documents, assignments, the discussion board, online testing, videos, and lectures.

The Faculty Teaching & Technology Resource Center is an organization listed in Blackboard which has become a working repository of information that includes best practices, latest pedagogy, and available technology. Users will have access to technology and web 2.0 tool tutorials, Blackboard tips, educational articles, distance education forms and documents, guest speaker presentations and associated documents, available best practices webinars and books, important educational websites, NEASC accreditation information, and SLO documents. Faculty are also highly encouraged to use the *Discussions* section to share information, links, or questions regarding related topics.

To learn more about Blackboard or teaching online, contact Loni Nadeau at 834-8623.

SECTION 8: UMFK/UMS POLICIES

For UMS Policies and Procedures see

http://www.maine.edu/system/hr/policy_procedures.php

8.1 ACADEMIC FREEDOM

The Board and the Association agree that academic freedom is essential to the fulfillment of the purposes of the University. The parties acknowledge and encourage the continuation of an atmosphere of confidence and freedom while recognizing that the concept of academic freedom is accompanied by a corresponding concept of responsibility to the University and its students.

Unit members shall be free from any censorship, threat, restraint, or discipline by the University with regard to the pursuit of truth in the performance of their teaching, research, publishing or service obligation.

Unit members shall have freedom in classroom presentation and discussion provided that the presentation and discussion are relevant.

Unit members as citizens are entitled to the rights of citizenship in their roles as citizens. Because of their special status in the community, unit members have a responsibility and an obligation to indicate when expressing personal opinions that they are not institutional representatives unless specifically authorized as such.

The University of Maine System is a public institution of higher education committed to excellence in teaching, research, and public service. Together, the students, faculty, and staff form our state wide University community. The quality of life on and about the member Universities is best served by courteous and dignified interaction between all individuals.

Therefore, the UMS and AFUM each declare the shared expectation that all members of the campus community will work to develop and maintain professional relationships that reflect courtesy and mutual respect.

Associated Faculties of the University of Maine Agreement

<http://www.maine.edu/pdf/afumcba.pdf>

The teacher is entitled to full academic freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly defined in writing at the time of appointment.

The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he at all times should be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

Association of American Colleges and the Association of University Professors -1941

1970 Interpretive Comments

Following extensive discussions on the 1940 Statements of *Principles on Academic Freedom*, a joint committee of the AAUP and the Association of American Colleges met in 1969 to reevaluate this key policy statement. The committee submitted to the two associations the following "Interpretive Comments" which were adopted by the Council of American Association of University Professors in April 1970 and endorsed by the Fifty-sixth Annual Meeting as Association policy.

"The Association of American Colleges and the AAUP have long recognized that membership in the academic profession carries with it special responsibilities. Both associations either separately or jointly have consistently affirmed these responsibilities in major policy statements, providing guidance to professors in their utterance as citizens, in the exercise of their responsibilities to the institution and to students, and in their conduct when resigning from their institution or when undertaking government-sponsored research. Of particular relevance is the *Statement on Professional Ethics*, adopted in 1966 as Association policy. (A revision, adopted in 1987, was published in *Academe: Bulletin of the AAUP* 73)."

"The intent of [the original statement] is not to discourage what is "controversial." Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject."

"If the administration of a college or university feels that a teacher has not observed the admonitions of paragraph (3) of the section of Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning the teacher's fitness for his or her position, it may proceed to file charges under paragraph (a)(4) of the section on Academic Tenure. In pressing such charges the administration should remember that teachers are citizens and should be accorded the freedom of citizens."

8.2 ACCESSIBILITY

Accessibility: The University of Maine System's Commitment to People with Disabilities

The University of Maine System is committed to providing access to the University for people with disabilities. Our goal is to enable students, staff, applicants, and the public to participate in the academic, employment, cultural, and recreational life of the University. Under University policy and federal and state laws, qualified people with disabilities are entitled to reasonable accommodations that will allow them access to University programs, jobs, services, and activities unless the accommodation would pose an undue hardship on the University. A person with a disability is anyone who either has, used to have, or is treated as having a physical or mental impairment that substantially affects a major life activity (such as seeing, walking or working); significantly impairs physical or mental health for six months or more; requires special education, vocational rehabilitation or related services; or is on a list of health conditions established by State law. A qualified person with a disability is someone whose experience, education, and training enable the person to perform the fundamental job duties or meet essential course or program requirements, with or without a reasonable accommodation. An accommodation is any change in the work or learning environment or in the way things are customarily done that enables a person with a disability to have equal employment or educational opportunities. People with disabilities have a right to ask for an accommodation and are encouraged to talk directly with the responsible faculty member, supervisor, or other staff person. Faculty, supervisors, and administrators are responsible for responding to accommodation requests. The attitude and responsiveness of faculty and staff with whom people with disabilities interact often determine, even more than physical barriers, the degree of access they feel they have to the University. If an accommodation is requested by someone whose disability is not apparent, the University should request medical documentation. Some of the common types of accommodations requested include:

- A student with a hearing impairment who needs a note taker or qualified interpreter in class.
- A student with a learning disability who needs additional time to complete an exam.
- A visually

impaired job applicant who needs assistance to complete a job application. • A full-time employee returning from a medical leave who asks to work part-time for medical reasons relating to a disability. • A person who needs the graduation ceremony to be held in wheelchair accessible facilities. A faculty member or supervisor who receives an accommodation request should explore possible accommodations with the person who has a disability. University policy, the law, and common sense require that a flexible interactive process which involves the person with a disability be used to select an effective, reasonable accommodation. Asking about the disability itself is inappropriate and unnecessary. The discussion should focus on accommodations that would help the person meet the requirements of the job or program. A supervisor or faculty member must not seek documentation of the disability or deny an accommodation request without consulting with the Equal Opportunity Director and carefully following University procedure. All requests for accommodation must be carefully documented.

[Academic Access: Faculty Desk Reference for Accommodating Students with Disabilities \(PDF\)](#)

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 to develop a plan for their accommodations. To ensure the timely availability of accommodations, students should request services well in advance of the start of the semester. To determine eligibility or request information, please contact the Accessibility Coordinator located in the Student Support Services office at the University of Maine at Fort Kent. (207) 834-7530, Cyr Hall Rm. 107)

Procedures for Students 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 Student Support Services office 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.

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 also encouraged to contact that office directly as well.

3. 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.

4. 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.
5. 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.
6. 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.
7. If a student does not agree with the accommodations deemed appropriate by the Accessibility Coordinator, the student may appeal to the [Equal Opportunity Office](#).
8. Any problems with a student's accommodations which occur during the semester should be discussed with the accessibility coordinator.

Please review the Academic Access, A Desk Reference for Accommodating Students with Disabilities found at <http://www.maine.edu/pdf/access.pdf> for more information and resources.

8.3 AFFIRMATIVE ACTION (EEO/AAO Policy Statement)

In complying with the letter and spirit of applicable laws and pursuing its own goals of diversity, the University of Maine System shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran status in employment, education, and all other areas of the University System. 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.

Copies of the current institutional Affirmative Action Plan and Equal Opportunity Complaint Procedures are on file in the Office of Human Resources.

Requests for more detailed information on the complaint procedure or questions and complaints about discrimination in any area of the University should be directed to the Human Resources Manager/EEO Coordinator, Cyr Hall, (207) 834-7821 (voice), (207) 834-7466 (TTY/TDD). To request an alternate investigator for complaints contact the University of Maine System EEO Coordinator 107 Maine Avenue, Bangor, ME 04401, (207) 621-3199. Inquiries about discrimination may also be referred to the Maine Human Rights Commission, U.S. Equal Employment Opportunity Commission, and Office for Civil Rights of the U.S. Department of Education, or other appropriate federal or state agencies.

For further information please see the UMFK Human Resources web page which has a link to the UMS HR home page. These sites contain the EEO complaint procedure and link to a description of our EAP program, to all benefits information, EEO/AA, Collective Bargaining agreements and board policies pertaining to Human Resources and Affirmative Action.

8.4 CONFLICT OF INTEREST

To ensure continued confidence of the people of Maine in the University and its personnel, individuals serving the University shall at all times act in a manner consistent with their public responsibilities to the University and shall exercise particular care that no real or perceived detriment to the University results from conflicts between personal interests and those of the University. Conflict of interest situations, or

the appearance of conflicts of interests, have the potential to result in serious harm and direct losses to the University. The losses are often difficult to detect and include not only direct monetary losses and loss of confidence in the University, but also negative publicity and erosion of employee morale.

It is the policy of the University that its officers, faculty, staff and others acting on its behalf have the obligation to avoid ethical, legal, financial or other conflicts of interest and to ensure that their activities and interests do not conflict with their obligation to the University or to its welfare.

This policy applies to all University officers and employees. The policy also applies to persons affiliated or associated with the University, including members of advisory boards to the University. All provisions, except those relating to outside employment, apply to persons affiliated with the University. This policy does not apply to the Board of Trustees who are already covered by similar provisions in the Board's Financial Code of Ethics and State Law.

The policy is to be interpreted and applied in a manner that will best serve the interests of the University and that distinguishes between those minor and inconsequential conflicts which are unavoidable and those conflicts which are substantial and material. A conflict of interest may exist when an employee, a close relative, or a person or organization with whom the employee is associated has an existing or potential financial or other interest which involves the employee's University responsibilities.

The policy does not prohibit an employee from freely pursuing those teaching, research, and professional and public service activities which will not result in such a conflict, nor prohibit an employee from accepting pay, compensation, fees, honoraria, or reimbursement of expenses which may be offered in connection with such activities.

Procedures

Disclosure and Consultation: The following procedures apply except in situations where a procedure is otherwise provided by a collective bargaining agreement. Each university shall develop its procedure for disclosure and consultation within the following parameters.

If an employee believes that he or she may have a conflict of interest, the employee shall promptly and fully disclose the conflict to the appropriate administrator (Chancellor or President's designee) and shall refrain from participating in any way in the matter to which the conflict relates until the conflict question has been resolved.

1. When it appears that a material conflict may arise between the personal interest of an employee and his or her responsibilities to the University, the employee shall notify the appropriate administrator by submitting a written statement describing the nature of the possible conflict. If an apparent conflict comes to the attention of the administrator, that individual may request a written statement from the employee.
2. If an employee is in doubt as to whether he or she is confronted with a potential conflict of interest, the employee shall consult with the appropriate administrator to determine if the outside interests could conflict impermissibly with employee's obligations to the University.
3. The appropriate administrator promptly shall notify the employee or associate in writing that: (a) there is no conflict and the employee may proceed; or (b) there may be a conflict and further consultation is necessary prior to reaching a determination; or (c) there is a conflict and the employee shall not proceed with his or her personal interest which results in the conflict. In some cases it may be determined that after full disclosure, the University's interests are best served by participation of the employee despite the conflict or appearance of conflict.
4. The employee may appeal the administrator's decision to the President (Chancellor for System Office

employees).

5. The employee must report any significant changes in the outside interest that occur during the year and consult with the appropriate administrator if the undertaking of a new outside interest is considered.

6. Any significant violations of this policy shall be reported to the Chancellor for System Office employees and Presidents, to the President for university employees and to the Human Resources and Labor Relations Committee of the Board of Trustees for the Chancellor.

http://www.maine.edu/system/policy_manual/policy_section410.php

8.5 COPYRIGHT REGULATIONS

Copyright is a legal provision protecting the creators of original works in tangible form, including but not limited to books, articles, tests, music, plays, paintings, drawings, models, films, and computer software. The Copyright Law allows people to make reasonable use of copyrighted material without the specific consent of the copyright owner. Provisions for such "fair use" are codified in Section 107 of Title 17 of the of the U.S. Code, which states that use of copyrighted material "for purposes such as criticism, comment, news reporting, teaching, scholarship, or research is not an infringement of copyright."

However, in any particular case consideration must be given to the following factors in determining "fair use" of copyrighted material:

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portions used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

The description of fair use has been left deliberately imprecise, so that it is flexible enough to apply to a wide variety of circumstances.

In addition to Section 107, libraries and institutions are subject to strict limits on the copying of material as defined in Section 108, Title 17 of the U.S. Code. This section concerns the copying for reserve materials and for interlibrary loans.

Guidelines

A. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching preparation to teach a class:

1. A chapter from a book;
2. An article from a periodical or newspaper;
3. A short story, short essay, or short poem, whether or not from a collective work;
4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

B. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that:

1. The copying meets the tests of brevity and spontaneity as defined below; and
2. Meets the cumulative effect test as defined below; and
3. Each copy includes a notice of copyright.

Definitions

Brevity:

a) Poetry:

- 1) A complete poem if less than 250 words and if printed on not more than two pages or
- 2) from a longer poem, an excerpt of not more than 250 words.

b) Prose:

- 1) either a complete article, story or essay of less than 2500 words, or
- 2) an excerpt from any prose work of not more than 1000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

c) Illustration: On chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

d) "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2500 words in their entirety. Paragraph "b" above notwithstanding such as "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Information regarding copyright can be found on the library web site:

<http://www.umfk.maine.edu/library/about/services/copyright/>

or consult the list of sources below and/or seek appropriate legal counsel.

Crews, K. (2000). Copyright essentials for librarians and educators. American Library Association: Chicago, IL.

Copyright Clearance Center (1995-2001). Copyright Clearance Center, Inc.: Copyright.Com, [Online].

Available: <http://www.copyright.com>, [2002, February 6].

Field, Tom (2001, September). When works pass into the public domain, [Online]. Available:

<http://www.unc.edu/~unclng/public-d.htm>, [2002, February 6].

Indiana University/Purdue University Indianapolis (2001, August 13). Copyright Management Center, [Online].

Available: <http://www.iupui.edu/~copyinfo/home.html> (this link no longer works. I checked and there is another site, though I don't know if it provides the same info), [2002, February 6].

Library of Congress. (2002, January 25). The United States Copyright Office, [Online]. Available:

www.copyright.gov, [2002, February 6].

Washington State University (2002). Copyright Facts, [Online]. Available:

http://publishing.wsu.edu/copyright/fair_use/

8.6 EDUCOM CODE:

Academic Computing adheres to the EDUCOM Code as follows concerning software and intellectual rights:

“Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner and terms of publication and distribution. Because electronic information is so volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.”

A statement of principle about intellectual property and the legal and ethical use of software. This "code" - intended for adaptation and use by individual colleges and universities - was developed by the EDUCOM Software Initiative.

8.7 EQUAL OPPORTUNITY POLICY

http://www.maine.edu/system/policy_manual/policy_section401.php

In complying with the letter and spirit of applicable laws and pursuing its own goals of diversity, the University of Maine System shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status or gender expression, national origin, citizenship status, age, disability, genetic information, or veterans status in employment, education, and all other areas of the University System. 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.

Procedures:

Affirmative action plans for the various institutions and organizational units of the University System must be approved by the Chancellor. A copy of the current institutional plan shall be on file in the Office of Human Resources.

8.8 EQUAL OPPORTUNITY COMPLAINT PROCEDURE FOR THE UNIVERSITY OF MAINE SYSTEM

<http://www.maine.edu/system/hr/eocp.php>

The University of Maine System is committed to maintaining a respectful, fair educational and work environment, free from discrimination or harassment. The goal of the University is to prevent discrimination or harassment from occurring and to provide a means of raising and resolving complaints. The Equal Opportunity Complaint Procedure may be used by any employee or student of the University of Maine System who believes that he or she has been discriminated against or harassed based on race, color, religion, sex, sexual orientation, including transgender status or gender expression, national origin or citizenship status, age, disability, genetic information or veterans status. Sex discrimination complaints alleging discrimination based on marital status, pregnancy, or parental status may also be raised through this procedure.

These procedures provide a mechanism for employees and students to file complaints and for investigation and resolution of such complaints. The University is responsible for providing an environment free of discrimination and harassment whether or not an employee or student chooses to file a complaint using these procedures. Nothing in this document should be construed to limit the University's ability to take corrective action when the University's Non-Discrimination policy is violated.

General Information

Who may file a complaint. Any employee or student with a concern about discrimination or harassment should contact the University Equal Opportunity Officer or other person designated by the University as soon as possible after the alleged incident. (In providing this procedure to the university community, each University shall specify the title(s), addresses, and telephone numbers of the persons designated. For the purposes of this System-wide procedure the title Equal Opportunity Officer will be used.) Any person may bring information or a concern about discrimination or harassment to the Equal Opportunity Officer. A complaint may be initiated by an employee or student who feels he or she has experienced discrimination or harassment, or by anyone with knowledge of an incident. When the complainant is not the person who may have experienced discrimination or

harassment, the University's ability to investigate and resolve the situation may depend on that person's willingness to participate in the investigation.

The Equal Opportunity Officer will provide information about University policy and relevant laws, suggest ways to hand the complaint either informally or formally, and provide referrals to counseling or other support services, as needed. In any situation in which the person accused of discrimination or harassment is a student and a formal complaint is filed, the investigation will be conducted by the Student Judicial Officer under the Student Conduct Code. In such cases the Equal Opportunity Officer may serve as a consultant.

Alternate investigator. The University shall also provide a qualified alternate investigator in certain circumstances (In providing this procedure to the University community, each University shall specify the title(s), addresses, and telephone numbers of the persons designated as alternate investigators or of the office or individual to whom a request for an alternate investigator should be made.) Complaints may be made to the alternate investigator if the Equal Opportunity Officer is the subject of the complaint. A request that the alternate investigator handle a complaint may be made if there is a concern that the Equal Opportunity Officer has a substantial conflict of interest in connection to the complainant or the person accused. If the Equal Opportunity Officer files a complaint, it shall be investigated by the Investigations Coordinator in the System Office of Human Resources.

Confidentiality. Investigations will be conducted as confidentially as possible to protect the privacy and due process rights of both the complainant and the individual accused. Consultation with and involvement of other employees, supervisors and others will be strictly limited to those who may have information about the alleged incident, who need to know that a complaint has been made, or whose job responsibilities include equal opportunity matters. All those involved in a complaint process are strongly encouraged not to discuss information about the complaint within the University in order to protect their privacy, the privacy of others, and the effectiveness of the process. The complainant and the person accused may discuss the matter with family and others outside the University as necessary for support and guidance and may obtain assistance from University counseling professionals.

Supervisor's responsibility. If a supervisor becomes aware of a discrimination or harassment concern regarding an employee's behavior, the supervisor should consult with the Equal Opportunity Officer. The Equal Opportunity Officer and the supervisor will discuss the situation and together decide how to proceed.

Time limits. The people responsible for this process will seriously attempt to meet all deadlines, but failure to do so will not prevent the process from continuing. Deadlines in this procedure are intended to serve as outside limits for actions to occur. In the interest of everyone concerned, all matters should be handled as expeditiously as possible. All deadlines refer to calendar days.

Retaliation. Retaliation against anyone who makes a complaint of discrimination or harassment or who is involved in a complaint process is illegal and constitutes a serious violation of University policy. Retaliatory action will be regarded as a basis for a separate complaint under these procedures.

Informal Complaints

The University's experience is that most complaints can be resolved through an informal process. By its nature an informal process is less procedurally detailed than a formal process. The informal process provides the maximum privacy and an opportunity for the earliest possible resolution for everyone concerned.

If the complainant wishes to explore an informal resolution of the problem, the Equal Opportunity Officer will provide assistance without fully investigating the allegation. The objective of the informal process is to seek a resolution to which all parties involved can agree. The Equal Opportunity Officer may suggest that the complainant speak directly to the accused person or may act as an intermediary. A complainant may request that

the person accused not be informed of the complainant's identity if this is not essential to resolve the complaint informally. The Equal Opportunity Officer may also gather information from other sources in an effort to resolve the complaint.

If the person accused elects not to participate in an informal process, the non-participation will not be considered as damaging evidence. Failure of the accused person to participate does not change the University's responsibility to investigate and to make decisions based on available information.

Attempts to resolve an informal complaint will be completed within thirty (30) days from the date of the complaint. The complainant and the person accused will be informed of the outcome of the informal process. This notification may be oral. At the completion of the informal process if a formal complaint will not be filed, the complainant or person accused may request a letter from the Equal Opportunity Officer regarding the status of the complaint. If a complaint cannot be resolved informally, the complainant or the Equal Opportunity Officer may request a formal investigation.

Formal Complaints

Filing a complaint. An employee or student who wishes to file a formal complaint should contact the Equal Opportunity Officer. Investigation of a formal complaint will normally be conducted by the Investigations Coordinator in the System Office of Human Resources. The complaint should be filed as soon as possible after the alleged incident or unsuccessful efforts to resolve the situation informally. A formal complaint must be put in writing and signed by the complainant. The complaint shall specify the incidents giving rise to the complaint. When possible, dates and location of incidents and potential witnesses shall be identified.

The University will attempt to balance the wishes of a complainant who does not want to file a formal complaint with the University's responsibility to investigate serious allegations and take prompt corrective action. A complainant who decides not to proceed with a formal complaint may be asked to state that preference in writing.

Notifying the person accused. The person accused of discrimination or harassment in a formal complaint will be informed in writing by the Equal Opportunity Officer within seven (7) days of both the allegations and the complainant's identity.

Investigative process. The Investigations Coordinator will meet with the complainant and the person accused and may request to meet with them together. The Investigations Coordinator may also interview witnesses, supervisors, or other persons who have information about the alleged incident, and may review personnel or other records relevant to the complaint. Prior allegations, or findings about prior incidents of discrimination or harassment, shall not be considered in determining whether the present allegation has been substantiated.

Findings and remedies. The Investigations Coordinator will assess whether a violation of the University's non-discrimination or harassment policy has occurred and will submit findings in writing to the responsible administrator, the complainant, and the person accused within thirty (30) days of receiving the formal complaint. A copy of the findings will also be provided to the Equal Opportunity Officer. If the finding is that discrimination or harassment occurred, the Investigations Coordinator may discuss or provide information about appropriate remedies to the responsible administrator. The responsible administrator is the line administrator (for example, the dean, director, vice president, or president), who is responsible for acting on the findings and for making a decision regarding discipline of the person accused. Appropriate discipline may range from an oral reprimand up to and including termination, or any other appropriate remedial action.

In making a decision regarding discipline, the responsible administrator may consider properly established records of previous conduct and the seriousness of the violation. A complaint made more than twelve (12) months after the incident shall not be the basis for disciplining any person accused of discrimination or

harassment. However, where there are allegations of discrimination or harassment made within the twelve (12) month period and a longer pattern or practice of discrimination or harassment exists, the responsible administrator shall consider the totality of events in determining appropriate discipline.

Before any disciplinary action is taken the responsible administrator shall discuss the findings and recommendations with the Investigations Coordinator, shall meet with the accused person, and shall offer to meet with the complainant. The responsible administrator may also interview other witnesses and review other relevant evidence. The accused person, the Investigations Coordinator, and the Equal Opportunity Officer will be notified of the decision of the responsible administrator in writing within fourteen (14) days. The complainant will be notified at the same time whether the allegations have been substantiated, what corrective action, if any, will be taken, and, in general, whether any discipline will be imposed. An employee who is disciplined after a complaint has been substantiated may grieve the discipline by filing a grievance according to the procedures in the appropriate collective bargaining agreement or non-represented employees' grievance procedure.

Appeals of Formal Complaints

Either the complainant or person accused may file an appeal if (1) the findings include relevant factual errors or omit relevant facts, (2) relevant procedural errors are alleged, or (3) relevant issues or questions concerning interpretation of University policy are raised. An appeal must be made in writing to the Equal Opportunity Director for the University System within seven (7) days of being notified of the responsible administrator's decision. The appeal must state the reason(s) for the appeal. The Equal Opportunity Director will review the written record and may request additional information from the Investigations Coordinator, complainant, person accused, responsible administrator, or others with direct knowledge about the complaint. The Equal Opportunity Director's review will be completed within fourteen (14) days and will be reported in writing to the complainant, person accused, Investigations Coordinator, Equal Opportunity Officer, responsible campus administrator, and University president. The final decision on an appealed complaint rests with the University President. During an appeal, the University shall not impose any discipline on a respondent for the behavior which is the subject of the appeal.

At any point in the complaint process if the University believes that the accused person represents a danger to individuals or to operations of the University, the accused may be placed on a leave with pay.

Right to Representation

General. The complainant and the person accused have the right to representation as specified below. **Any representative may attend any inquiry with the employee or student and may receive copies of documents, notice of proceedings, and copies of findings, but may not participate in the inquiry.**

Bargaining unit members. The University shall inform a bargaining unit member who is the subject of a complaint of the member's right to be accompanied by a grievance representative. An employee who files a complaint and who is a bargaining unit member may also be accompanied by a union representative.

Students and non-represented employees. A student or non-represented employee, as either complainant or accused, shall also have the right to be accompanied by another student or employee at the campus or other person.

Attorneys. Either the complainant or the accused may be accompanied by legal counsel when a formal complaint has been made.

Written Records

The kinds of written records relating to a charge of discrimination or harassment that may be placed in an accused employee's official personnel file include: any document that has been mutually agreed to by the University and the employee; a letter issued by the responsible administrator to the employee at the conclusion of a formal investigation, which notifies the employee about discipline to be imposed or other remedies; a settlement agreement between the parties. Inclusion of such information in the personnel file shall be in accordance with the relevant collective bargaining agreement.

Other written records of informal or formal complaint investigations will be marked "CONFIDENTIAL" and will be retained in a separate and secure (locked) confidential file by the Equal Opportunity Officer and Investigations Coordinator.

Alternative Procedures

Employees are encouraged to use the Equal Opportunity Complaint Procedure to address any complaints of discrimination or harassment based on protected class status. However, an employee may elect to file a grievance under the provisions of the applicable collective bargaining agreement or non-represented employees' grievance procedure, if the alleged incident is also a violation of the collective bargaining agreement or non-represented employees' handbook. This action may be in addition to, or in the place of, the procedures described above. An employee who wishes to use the Equal Opportunity Complaint Procedure but also to preserve his or her right to file a grievance must ask for, and normally will be granted, an extension of the initial deadline for filing a grievance. Such a request shall be made in writing before the initial deadline for filing a grievance passes by the bargaining agent or the non-represented employee to the University administrator with authority to grant an extension.

Any complaint of discrimination or harassment filed under these procedures shall be processed even if the complainant also files a complaint or suit with an outside agency, including the Maine Human Rights Commission, U.S. Equal Employment Opportunity Commission, or U.S. Department of Education Office for Civil Rights.

Academic Freedom

Harassment based on sex, race, or other protected characteristics includes verbal conduct which has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or educational environment. However, harassment does not include verbal expression which is relevant to course subject matter, and University procedures for handling harassment complaints shall not abridge academic freedom.

Dissemination of Procedures

A summary of the Equal Opportunity Complaint Procedure will be provided to all employees and students. Periodic notices sent to students, employees, and supervisors about the University's equal opportunity and sexual harassment policies will include information about the complaint procedure and will refer individuals to the Equal Opportunity Officer for additional copies.

Site Last Updated: March 24, 2011

8.9 FACULTY OFFICE ALLOCATION POLICY

1. All space within university buildings belongs ultimately to the institution, and will be allocated, according to the desires of the university president or the president's designees. However, the institution recognizes that the quality of individual work spaces/offices has a significant effect upon morale and productivity, and will strive to ensure that all faculty have appropriate office facilities.

2. The chairs of the academic divisions (in consultation with their respective divisions) will constitute and Academic Space Committee for purposes of assigning/reassigning faculty offices, and will manage a specific number of work spaces/offices to be designated by the university.
3. Division chairs will notify faculty in their divisions regarding offices vacancies, and will solicit written requests from any faculty wishing to relocate prior to convening as the Academic Space Committee. The committee will evaluate requests and approve office placements based upon (1) the applicant's academic rank, (2) years in rank, and (3) total years of service to the university.
4. When a faculty position search is authorized, the Academic Space Committee will make every effort to designate and office for the successful applicant prior to the arrival of finalists on campus. The appropriate division chair will apprise finalists of the designated space available to them should they accept the position.
5. Approved relocations must be scheduled in advance with Facilities and Information Services in order to avoid conflicts with other university needs during peak activity periods.
6. Faculty will be responsible for packing and unpacking boxes; emptying desks, cabinets, and bookshelves; and removing personal items from walls, etc. Desks and other standard office furniture will not be moved from one office to another.
7. Requests from patching, painting, re-wiring, and other improvements or modifications to offices must be submitted separately and in advance of any moves to the Vice President for Academic Affairs for approval.

Approved 10/10/02; reviewed 2009

8.10 FAMILY EDUCATION RIGHTS AND PRIVACY ACT POLICY

The Family Education Rights and Privacy Act of 1974, known as the Buckley Amendment, requires that institutions receiving funds from programs for which the Commissioner of Education has administrative responsibility must obtain consent before releasing education records of students (or partially identifiable information contained therein) except to specified parties or in specified situations. The Act intends to protect the privacy of students with regard to access of records, release of such records, and the opportunity for a hearing to challenge such records should they be inaccurate, misleading or inappropriate. Third parties that may have access to, or release of, education records of personally-identifiable information contained therein include:

- university officials, who have legitimate education interest;
- officials of other schools in which the student seeks or intends to enroll;
- certain authorized federal agencies;
- persons in connection with the student's application for, or receipt of financial aid;
- state and local authorities to whom such information is specifically required to be reported by state statute prior to November 19, 1974;
- organizations conducting studies for, or on behalf of educational agencies or institutions,
- accrediting organizations;
- parents of a dependent student as defined by the Internal Revenue Code of 1954; or
- in compliance with judicial order.

The University of Maine at Fort Kent considers as directory information the following items and will release them to persons requesting the information unless the student requests the Registrar's Office not to do so: student's name, class level, degree and major, date and place of birth, dates of attendance, dates of graduation, enrollment status (FT/PT), degrees awarded, sports and activities participation, awards and honors. Students may request that directory information be suppressed from public distribution. The University of Maine at Fort

Kent will endeavor to suppress all information concerning the student's relationship with the University if the student completes the A Directory Information Disclosure Form@ with the Registrar's Office.

NOTE: Before taking advantage of this privilege, students should be aware that any request from parents, relatives, friends, student organizations, University of Maine's Public Information Service, and others who may wish to contact the student will not be fulfilled.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents to their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. The Registrar at the University of Maine at Fort Kent has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admissions, personal, academic, financial aid files, and academic, cooperative education, and placement records. Students wishing to review their education records must make written requests to the Registrar listing the item or items of interest. Only records covered by the Act will be made available within forty-five days of the request. Students may have copies made of their records with certain exceptions, (e.g., a copy of the academic record for which a HOLD exists, or a transcript of an original or source document which exists elsewhere.) Education records do not include records of instructional, administrative, and education personnel which are the sole possessions of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the law enforcement unit, student health records, employment records or alumni records. Health records, however, may be reviewed by physicians of the student's choosing.

Students may not inspect and review the following outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected. Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights may discuss their problems with the Registrar. If the decisions are in agreement with the students' requests, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended; and they will be informed by the Registrar, of their right to a formal hearing. Student requests for a formal hearing must be made in writing to the Vice President of Academic Affairs who, within a reasonable period of time after receiving such requests, will inform students of the date, place, and the time of the hearing.

Students may present evidence relevant to the issues raised and may be assigned or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panels which will adjudicate such challenges consist of the Vice President of Academic Affairs, Vice President for Administration and President of the Student Senate.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, and will consist of written statement summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the student, the students may place with the education records statements commenting on the information in the records, or statements setting forth any reason for disagreeing with the decisions of the hearing panels. The statements will be placed in the educational records, maintained as part of the students' records, and released whenever the records in question are disclosed.

Revised 12/17/03

8.11 INTELLECTUAL PROPERTY

The University of Maine System is a public institution devoted to teaching, research, service and other scholarly activities. Its personnel, including faculty, staff, and fellows, wage-payroll employees and persons on "visiting" appointments carry on research and other activities supported by the University System, from their own resources and/or by contracts or grants with outside sponsors. The Board of Trustees encourages and supports the development of intellectual property, which is defined as any inventions, copyrightable works, trademarks and tangible research property. Through its policies and procedures, the University System recognizes the interests of all the parties involved, provides the mechanism for making a proper and equitable distribution of benefits, and assists scholars in benefitting from their creative efforts. Recognizing the many circumstances in which intellectual property may be produced, the need for equitable division of income with its scholars, and the prudent exercise of public trust, the University System Intellectual Property Committee, consisting of seven persons recommended by University Presidents and appointed by the Chancellor, shall be established to review the procedures periodically and hear appeals, and when appropriate, make recommendations to the Chancellor.

Related documents:

[UMS Full Statement of Policy Governing Patents and Copyrights](#)

8.12 NON-SMOKING POLICY FOR UMFK

Rationale

There is overwhelming evidence that smoking not only affects the health of the smoker, but also affects the health of non-smokers passively exposed to tobacco smoke. The Surgeon General of the United States has determined that involuntary smoking is a cause of disease, including lung cancer, in healthy nonsmokers and that the simple separation of smokers and nonsmokers within the same airspace may reduce, but does not eliminate, the exposure of nonsmokers to environmental tobacco smoke. The United States Environmental Protection Agency has identified environmental tobacco smoke as among the most harmful indoor pollutants.

The Maine Department of Human Services, Bureau of Health, has adopted Rules to assist employers in developing written policies to protect employers and employees from the detrimental health effects of environmental tobacco smoke and to enforce provisions of the Workplace Smoking Act of 1985. These Rules require a policy that protects employees from involuntary exposure to smoke within a business facility. The rules also provide that any designated smoking area must be designed to prevent smoke from reaching the portion of the business facility where employees are performing services for the employer. In order to achieve this, the designated smoking area may be located outside of the business facility. The authority to adopt policies in response to the law has been vested in each campus.

Tobacco Use Policy

Effective January 1, 2013

Policy Purpose

- Tobacco use is the single most preventable cause of death and disease in the U.S. (Federal CDC)
- The Environmental Protection Agency (EPA) has classified second-hand smoke as a Class A carcinogen, the most toxic class of chemicals known to cause cancer.
- The U.S. Surgeon General stated in a 2006 report that there is "no safe level of exposure to second-hand smoke."

- As an institution of higher learning, UMFK has a responsibility to educate and lead on this critical health issue.
- Reduction of tobacco use will reduce future health care costs.

The University of Maine at Fort Kent (UMFK) is committed to providing a healthy and productive work and learning environment for the entire campus community.

The purpose of this policy is to reduce harm from tobacco use and second-hand smoke, reduce litter/residue from all tobacco/nicotine products, provide an environment that encourages a tobacco free lifestyle, reduce health care costs, and promote a campus culture of wellness and environmental responsibility.

UMFK Tobacco-Free Campus Policy

Effective January 1, 2013, UMFK will become a tobacco-free institution, prohibiting the use of any tobacco or non-FDA approved nicotine product, including smokeless tobacco and e-cigarettes. This policy applies to all fulltime and part-time staff, faculty, students, contractors, vendors, the local community, and visitors.

Specifically:

- The use of all tobacco and non-FDA approved nicotine products such as electronic nicotine devices (e-cigarettes) is prohibited on all campus property owned or leased. This includes in and around all buildings, common areas, and parking lots (unless inside one's own vehicle).
- Tobacco use is prohibited in any university owned or leased vehicle.
- Tobacco use is permitted inside one's own car on campus property, as long as the windows are rolled up, the cigarette is smoked entirely inside the vehicle, and the cigarette butt is disposed of inside the car.

Procedure

- Copies of this policy will be posted in accordance with Maine Law.
- This policy will be provided on request and included in training manuals, new employee orientation and reinforced/updated annually.
- This policy will be communicated in appropriate University publications and through internal and external communication vehicles.
- Appropriate signage will be posted at campus locations.
- UMFK's policy will be included in UMFK vendor contracts.

Enforcement

From January 1, 2013 through March 31, 2013, there will be a grace period on enforcement where violators of this policy will be apprised of the policy without penalty.

Beginning on April 1, 2013, policy non-compliance will be handled in the following manners for faculty, staff and students:

[Student and visitor non-compliance](#) » (See attached)

[Faculty and staff non-compliance](#) » (See attached)

The success of this policy will depend upon the courtesy and cooperation of the entire campus community.

Resources

These and other tobacco dependence treatment resources will be heavily promoted before and during enactment of this policy: *the Maine Tobacco HelpLine* at 1-800-207-1230 (students, faculty and staff), *Rise-UP* (one on one coaching) at 1-855-274-7387 (faculty and staff), and the University of Maine System Cigna health insurance plan (faculty and staff).

8.13 SEXUAL HARASSMENT

Policy Statement

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 System community may sexually harass another. In accordance with its policy of complying with non-discrimination laws, the University System will regard freedom from sexual 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.

In conformance with this policy, the University of Maine System will ensure fair and impartial investigations that will protect the rights of the person(s) filing sexual harassment complaints, the person(s) complained against, and the institution or unit. Retaliation against anyone who makes a complaint of sexual harassment or who is involved in a complaint process will not be tolerated.

Consenting relationships may constitute sexual harassment under this policy. When a professional power differential exists between members of the University of Maine System and a romantic or sexual relationship develops, there is a potential for abuse of that power, even in relationships of apparent mutual consent. Faculty and staff members are strongly advised not to engage in such relationships. Further, the University System prohibits the abuse of power in romantic or sexual relationships.

To assure that power is not abused and to maintain an environment free of sexual harassment, a faculty or staff member must eliminate any current or potential conflict of interest by removing himself or herself from decisions affecting the other person in the relationship. Decisions affecting the other person include grading, evaluating, supervising, or otherwise influencing that person's education, employment, housing, or participation in athletics or any other University System activity.

Definitions

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
2. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
3. such conduct has the purpose or effect of interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive employment, educational, or living environment.

Procedures

The Chancellor and Presidents are directed to take appropriate steps to distribute this policy statement, to educate the University System community to recognize and assertively confront sexual harassment, and to inform students and employees of procedures for raising complaints.

Related documents:

[Sexual Harassment Brochure \(pdf brochure version\)](#)

[Sexual Harassment Brochure \(pdf text version\)](#)

[Guidelines on Consenting Relationships](#)

[Equal Opportunity Complaint Procedure](#)

8.14 POLICY ON SOLICITATION AND ON-CAMPUS ADVERTISING

–approved 9/6/02; revised 9/2011

In order to advance the mission of the University of Maine at Fort Kent as an institution of higher education and as a cultural resource for its region, and to maintain an environment conducive to learning and working, the University will permit lawful advertising and solicitation activities in designated areas of campus on a limited basis as provided in this policy.

I. Posters/Placards/Advertisements

Poster Hanging, For Sale Ads, For Rent Ads, Activity Promotion, etc.

A. On-campus Organizations

1. All on-campus organizations, made up of students, employees, or both, can freely advertise their activities on campus grounds. All posters or such materials must include the name of the organization sponsoring the activity.
2. Materials should be posted in areas commonly designated for posters and placards on campus (i.e. bulletin boards, and surrounding walls areas). Advertisements should not be posted on windows or other glass surfaces and should never cover safety signs or equipment.
3. All posted material must comply with all applicable laws and University policies.
4. Advertisements must be removed promptly after they have expired.
5. The University reserves the right to remove postings which do not comply with the requirements of this policy.

B. On-campus Individuals

6. Students and staff of the University must follow the same rules outlined for on-campus organizations.
7. Individuals must indicate their name at the bottom of each posted item

C. Off-campus Organizations and Individuals (Corporate & Non-Profit)

8. Off-campus organizations and individuals must submit all posted advertisements to the Office of Student Affairs prior to posting.
9. Advertisements by off-campus groups or individuals must be posted only in areas specifically designated for public postings.
10. All rules listed above for on-campus organizations and individuals must be adhered to.

II. On-Campus Marketing/Solicitation/Booths

On-campus sales, credit card promotions, clothing sales, raffles, fund raising sales, educational promotion, health promotion, soliciting donations, etc.

A. On-Campus Organizations

1. On-campus organizations, made up of students, employees, or both, can sell or distribute items for fund-raising or educational purposes or solicit donations for a cause on campus premises.
2. Raffles held by on-campus organizations must first be approved by the Associate Dean of Student Life and Development.
3. On-campus organizations may sell or distribute items or solicit donations for a cause from office to office.
4. All on-campus organizations must comply with all applicable laws and University policies pertaining to fund-raising, soliciting donations, and selling or distributing items.

B. Off-campus Organizations and Individuals

1. Off-campus organizations and individuals who wish to sell or distribute items for fund raising or educational purposes or to solicit donations for a cause must first attain the permission of the Associate Dean of Student Life and Development.
2. The Assistant Dean of Student Life and Development will schedule dates and times with the organization or individual and will coordinate set-up of a booth space with Facilities Management. Booths will be set up in the main lobby space of Cyr Hall. Other locations will be used only if the main lobby is not available. Solicitors must not actively solicit from any university student or employee in any other public area of the campus.
3. No off-campus organization or individual may sell food items on campus. This is due to contractual stipulations agreed upon by the University and ARAMark Corporation (food service).
4. Off-campus organizations, individuals, and university employees or students representing off-campus organizations or themselves may not sell items or solicit donations from office to office.
5. The University reserves the right to remove a solicitor from its premises if all applicable laws and University policies are not adhered to.

III. On-Campus Recruiting

Job Recruiting, Graduate School Recruiting, Peace Corps Recruiting, Post-Graduate Military Recruiting, etc.

A. All Recruiters

1. All recruiters who wish to recruit on campus must first attain the permission of the Associate Dean of Student Life and Development.
2. The Associate Dean of Student Life and Development will schedule dates and times with the recruiting entity and will coordinate set-up of a booth space with Facilities Management. Booths will be set up in the main lobby space of Cyr Hall. Other locations will be used only if the main lobby is not available. Recruiters must not actively recruit from any university student or employee in any other public area of the campus.
3. The Office of Student Affairs will ensure that all recruiting booths are provided with a sign that states the purpose of the recruitment effort (i.e. Career Opportunities, Graduate School Recruiting, etc.).
4. No other undergraduate university, community college, or college may recruit on campus.

IV. Use of On-Campus Spaces by Off-Campus Groups or Individuals

Public meetings, religious services, political campaigns, public forums, etc.

A. Off-Campus Organizations or Individuals Sponsored By or Invited By a University Entity

1. Off-campus organizations or individuals who are sponsored by or invited by the University or a University organization will be allowed to use campus spaces free or charge.
2. Arrangements for custodial services and other such services must be handled by the University or University organization.

B. Off-Campus Organizations or Individuals Not Sponsored by a University Entity

1. Off-campus organizations or individuals who are not sponsored by a University entity will be charged for the use of campus facilities.
2. Arrangements for the renting of campus space for activities must be handled by the Facilities Management Office.

8.15 UNIVERSITY POLICY ON SUBSTANCE ABUSE

Policy Statement

The University of Maine System Board of Trustees recognizes that substance abuse is a complex problem which is not easily resolvable solely by personal effort and may require professional assistance and/or treatment. Accordingly each university and System-wide Services shall designate an individual to assist employees who seek referral for assistance with a substance abuse problem. The universities shall take necessary steps to insure the confidentiality of all inquiries and referrals. All employees shall be informed periodically of the availability of help for substance abuse problems. Each university shall also make available to employees informational materials regarding substance abuse.

Faculty and staff members with substance abuse problems are encouraged to take advantage of available diagnostic, referral, counseling, and prevention services. However, employees availing themselves of these services will not be granted special privileges and/or exemptions from standard personnel practices applicable to job performance requirements. The University will not excuse acts of misconduct committed by employees whose judgment is impaired due to substance abuse.

The possession, use, manufacture or distribution of illegal drugs as defined by federal, state, and local statutes is prohibited at any time on University property. Employees known to possess, use, manufacture or distribute illegal drugs are liable to public law enforcement sanctions and University disciplinary action. Use of alcoholic beverages on University property shall be in compliance with state laws and university regulations and procedures. Violation of such laws, regulations and procedures may result in disciplinary action and, where applicable, criminal proceedings.

Procedures

The University maintains a program for conducting alcohol and drug testing of employees in safety-sensitive positions in accordance with the 1991 Omnibus Transportation Employee Testing Act.

Related Documents

NEW [Drug and Alcohol Abuse Brochure](#)
[Policy 505 Student Substance Abuse](#)
[Drug Free Schools Act](#)
[University of Maine System Drug and Alcohol Testing Policy](#)

8.16 CAMPUS VIOLENCE

The University of Maine System takes pride in its tradition of maintaining a safe learning and working environment. Civility, mutual respect toward all members of the University community, and a safe campus are essential for effective teaching, learning, and work performance. The University is committed to the goals of civility and mutual respect and to providing a safe environment in its operations and activities.

The University will not tolerate acts of violence against or by any member of the University community, including students, faculty, staff, and visitors, that occur in University offices, classrooms, residence halls, facilities, worksites, vehicles, or while a University employee is conducting University business or a student is participating in curricular or co-curricular activities on or off-campus. The University will provide educational information about, take reasonable measures to prevent, and respond to incidents of campus violence. The University seeks to support members of the University community who are victims of campus violence and to reduce the impact of violence on student and employee well-being and productivity.

As part of this policy, the University will not tolerate domestic violence in the workplace or educational setting, including harassment and violent or threatening verbal or physical behavior that may result in injury or otherwise places one's safety and productivity at risk. The University is committed to assisting members of the University community who are victims of domestic violence. All faculty, staff, and students need to take seriously the problem of domestic violence and its effect on campus. Domestic violence affects people from all walks of life and can adversely affect the well-being and productivity of faculty, staff, and students who are victims, as well as co-workers and others. Other campus effects of domestic violence may include increased absenteeism, turnover, and health care costs.

Any member of the University community who violates this policy or uses any University resources to threaten or harass another person may be subject to disciplinary action, up to and including termination for employees, expulsion for students, and/or civil and criminal prosecution. Alleged violations by students will be referred to the Student Judicial Officer under the Student Conduct Code. A visitor who violates this policy may be removed from the property and reported to police authorities.

Any person who experiences, witnesses, or has information about an alleged threat or violent act on campus, at a university facility, or while engaging in university-related activities is strongly encouraged to immediately contact the university official designated by the President. All supervisors and administrators must immediately contact the designated university official to report such alleged threats or violent acts. An individual who has experienced violent or threatening behavior is urged to seek support from a trusted person, which does not obligate either person to file a formal report.

All reports of incidents will be appropriately investigated. The university will promptly report instances of violence on campus to appropriate law enforcement agencies, as required, and fully cooperate with local law enforcement agencies during any investigation.

Definitions

Campus violence is any physical assault, or threatening or harassing verbal or physical behavior, occurring on University premises, in University facilities, or while conducting University business. It includes, but is not limited to, beating, stabbing, shooting, sexual assault, punching or striking, threatening or harassing communication or gestures, or harassment of any nature such as stalking.

Domestic violence is abusive or coercive behavior that serves to exercise control and power in an intimate relationship. The behavior can be physical, sexual, verbal and/or emotional. Domestic violence can occur between current or former intimate partners who have dated, lived together, or been married. It can occur in opposite-sex and same-sex relationships. Domestic violence is sometimes also referred to as intimate partner violence, relationship abuse, or dating violence.

A victim is a person who is subject to an act of violence or domestic violence as defined above.

A perpetrator is a person who commits an act of violence or domestic violence as defined above.

Procedures

Each university shall adopt procedures consistent with this policy to address campus violence, including domestic violence, in the workplace, educational environment, and university facilities. Universities that have previously adopted a domestic violence policy that is consistent with the requirements of the system-wide policy may continue to use it.

Each university shall designate one or more individuals(s) to whom reports of alleged campus violence should be made and one or more individual(s) who will be available to provide information, support, and referrals to individuals experiencing domestic violence. Each university will provide for notification of this policy and local procedures within the university community.

Investigations of reported incidents may be conducted by the university Human Resources office, UMS Investigations Coordinator, appropriate supervisor or manager, Student Judicial Officer, or applicable law enforcement agency, depending upon the specific circumstances.

Adopted procedures will include the following provisions regarding domestic violence:

1. Provide appropriate training for employees who are designated to assist individuals experiencing domestic violence on campus.
2. Provide appropriate support and assistance to faculty, staff, and students who are victims of domestic violence through the Employee Assistance Program, student counseling center, and/or other university and community resources. This may include confidential means for seeking help, resource and referral information, work schedule adjustments, relocation, or leave, as needed.
3. When a job performance or conduct problem is the result of an employee experiencing domestic violence, offer referrals and assistance. Ensure no faculty or staff member will be penalized or disciplined solely for being a victim of domestic violence in the workplace.
4. Involve faculty, staff, and students who are victims of domestic violence in developing and instituting approaches to assist them and collaborate with them to implement measures to protect their own well-being and that of others.
5. Provide information for faculty, staff, and students who are perpetrators of domestic violence to seek assistance. This may include providing information regarding counseling and certified treatment resources and, where feasible, facilitating assistance for employees and students.

8.17 CAMPUS AND CLASSROOM CIVILITY

Membership in the UMFK community comes with it an obligation on all members to maintain an atmosphere that is conducive to effective teaching and learning. It is the responsibility of each member of the UMFK community to conduct themselves in a manner that preserves a positive and respectful living and learning environment that is free of uncivil, disruptive behavior that is detrimental to the intellectual, social and emotional growth and well-being of others. Individual classroom norms and expectations can be found on the class syllabus. In general, the following are examples of behaviors that are disruptive to the learning environment and should be avoided.

1. Offensive or lewd language, dress, or action
2. Disrespect towards the professor, other students and speakers
3. Not paying attention, sleeping in class, or doing work for another class
4. Use of or ringing of cell phones, beepers, earphones, text messaging, etc.

5. Tardiness or leaving class while still in session

8.18 INFORMATION SECURITY

Policy Statement

The Board of Trustees of the University of Maine System establishes this information security policy in support of the mission and goals of the University of Maine System (“UMS”) and all component entities thereof. The objective of this information security policy is to convey the Board’s direction for the appropriate use and protection of UMS information assets and to specify the requirements for protecting those information assets.

This Policy applies to all UMS faculty, staff, employees, contractors, consultants, business partners and anyone who accesses or possesses UMS information assets.

Compliance with this policy and all supporting standards is mandatory. The Policy shall be published and communicated to all employees, students, and others permitted access to UMS information assets and shall be reviewed annually, or more frequently as significant changes occur in the UMS environment, to ensure its continuing suitability, adequacy, and effectiveness.

Related Documents

[See full version of the Information Security Policy](#)

8.19 HUMAN SUBJECTS RESEARCH

Policy Statement

A. Research is defined in the Code of Federal Regulations 45 CFR 46.102(d) as a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge. The Universities within the University of Maine System are encouraged to engage in research activities whenever possible and appropriate. In all such instances, it is the responsibility of the Investigator¹ to ensure that research activities are conducted in compliance with this policy and all other policies and procedures related to human subject research. Each campus is responsible for determining when and whether purely internal data collection requires IRB review. Some examples are:

1. student surveys of dining preferences;
2. evaluations of student satisfaction for accreditation reports;
3. exit surveys for graduates or employees;
4. surveys to determine residence hall programming needs.

Such projects are generally not considered human subject research, but a campus may opt to have IRB notification or IRB review, or may allow persons conducting such activities to forego IRB contact. A campus that opts to forego contact or review must establish a clear set of guidelines and conditions to determine what projects qualify for this treatment.

B. Any data collection activities involving human subjects² shall be conducted in accordance with relevant laws, regulations, and guiding principles. “Human subjects” are defined as living individuals about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual; or (2) identifiable private information even in the absence of an intervention or

interaction with the individual³. In particular, all such research must comply with the “Common Rule” 45 CFR 46; 21 CFR50; the Belmont Report, The Nuremberg Code; and the Declaration of Helsinki regardless of funds, funding source, or governing federal agency.

C. Each campus conducting federally funded non-exempt human subject research is required to have a Federal Wide Assurance on file with the US Department of HHS Office of Human Research Protection. In addition, each campus is required to either (1) institute a practice of human subject research review using a duly constituted Institutional Review Board (IRB)⁴; or (2) ensure that all human subject research be reviewed by an appropriate off-campus IRB, whether a commercial IRB or an IRB located at another campus within the System.

D. Each campus that elects to implement its own IRB shall provide adequate administrative support for the IRB. The scope of this administrative support will vary according to the demand for IRB review on the particular campus.

E. In accordance with best practices articulated in US Department of HHS Office of Human Research Protection Guidances and Determination Letters, and to avoid the appearance of a conflict of interest, (1) the IRB must be administratively housed separately from the Office of Sponsored Projects or Office of Research and Sponsored Programs, or equivalent entity; and (2) no Investigator is permitted to determine the exemption status of that Investigator’s own human subject research activities.

Related Documents

[Administrative Procedures for Human Subject Research](#)

UMFK Human Subject Research documents (charter, instructions, forms, policies and procedures) available at: <http://www.umfk.edu/forms/default.cfm?forms=hsub&ref=4>

SECTION 9: ACADEMIC POLICIES AND PROCEDURES

9.1 ACADEMIC ADVISEMENT/GENERAL ADVISING PROCEDURES

Faculty members have a professional responsibility for advising students. New students, either first-year or transfer, are assigned to advisors. Advisors meet with students prior to the start of classes through appointment, during summer registration days or at Orientation. 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 a student in issues such as course selection, academic problems, career plans, and employment expectations, etc. It is also 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 transferable 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. Upon completion of the course, the HUM 102 instructor will assist students to select a faculty advisor in their program major. 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 from the UMFK webpage, in the Registrar's Office or the Student Success Office. By the time a student has successfully completed 60 hours of coursework, they are required to declare a major. In some cases, a student may also 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 period during both the spring and fall semesters, students must meet with their advisors to discuss course options for the following semester. A student may choose to meet with their advisor and register for classes during that meeting or they may choose to use the Wish List function in MaineStreet. The Wish List is simply a list of courses that the student would like to take during any given semester. Typically, students can start creating their Wish Lists a week prior to the Advising and Registration Period. Once they have created their Wish List, students must inform their advisor so that approval can take place. After a student's Wish List has been approved, either the advisor or the students are then able to register for the classes from their Wish List.

Advisors assist students in the following areas:

1. Determination of educational goals and course selection to achieve these goals
2. Periodic review of students' academic progress
3. Identification of all factors that may have bearing on academic progress
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 sincere interest in all aspects of their academic careers
3. Help students make choices, fully explain consequences of alternative decisions and give students the freedom of choice
4. Devote time to the discussion of educational and vocational goals 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
6. Availability – students have the right to expect advisors to post their office hours, be available during those hours and arrange meeting times that might better suit a student’s schedule

Students have responsibilities. These include:

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

9.2 STATEMENT OF ADVISING PRINCIPLES

The University of Maine at Fort Kent subscribes to the core values of the National Academic Advising Association (NACADA).

The Statement of Core Values of Academic Advising

Introduction

The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions. NACADA recognizes and celebrates the contributions of professional, faculty, para-professional, and peer advisors to the advising profession. NACADA acknowledges the complex nature of higher education institutions and the role academic advising plays within them, the wide variety of settings and responsibilities of academic advisors, and advisors' diverse backgrounds and experiences. NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society.

The Statement of Core Values consists of three parts: 1) Introduction, 2) Declaration, and 3) Exposition, a descriptive section expanding on each of the Core Values. While each part stands alone, the document's richness and fullness of meaning lies in its totality.

The Statement of Core Values provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves. Those charged with advising responsibilities are expected to reflect the values of the advising profession in their daily interactions at their institutions.

The Statement of Core Values does not attempt to dictate the manner in or process through which academic advising takes place, nor does it advocate one particular advising philosophy or model over another. Instead, these Core Values are the reference points advisors use to consider their individual philosophies, strengths, and opportunities for professional growth. Furthermore, the Core Values do not carry equal weight. Advisors will find some Core Values more applicable or valuable to their situations than others. Advisors should consider each Core Value with regard to their own values and those of their institutions.

Advising constituents, and especially students, deserve dependable, accurate, timely, respectful, and honest responses. Through this Statement of Core Values, NACADA communicates the expectations that others should hold for advisors in their advising roles. Advisors' responsibilities to their many constituents form the foundation upon which the Core Values rest.

Additional information on NACADA's standards can be found at:

<http://www.nacada.ksu.edu/clearinghouse/advisingissues/Core-Values-Introduction.htm>

9.3 ACADEMIC POLICIES

Academic Review Procedure 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,

1. The student may request a review of the situation to be made by the Vice President for Academic Affairs.
2. If there is lingering dissatisfaction on the part of the student, the student may request a review of the situation to be made by the President.
3. 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.

Add/Drop - Course or Term Changes

To add or drop a course the student obtains the appropriate form from the One-Stop Center and processes it according to the instructions:

For 15 week session, courses may be added during the first week of classes only. This applies to all credit courses (day and evening). Courses may be dropped during the first two weeks of classes without penalty (see Academic Calendar for current deadlines.)

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 dropped with a grade of "W" assigned by the instructor. The "W" is not computed in grade point averages.

Withdrawals are not permitted after the 10th week (see Academic Calendar for semester dates) except in unusual circumstances, withdrawals after the 10th week require the approval of the faculty member and the Vice President for Academic Affairs.

Adding, dropping, or withdrawal from courses is not permitted after the last day of classes, prior to final semester exams, for the semester (see Academic Calendar for semester dates).

If it is the intention of the student to withdraw from one or all classes, the above procedures are to be observed. Failure to do so will result in the assignment of the grade of "F" for each course involved. Grades of "F" are computed in the grade point averages.

Course and term withdrawal for the University has academic and financial implication. To ensure that the withdrawal is accomplished under the most favorable circumstance, a student contemplating such action should discuss the matter with an advisor, or the Assistant Dean of Student Success, or the Assistant Dean of Student Life and Development. See the UMFK Catalog, for semester and short session procedures and implications.

Withdrawal from the University

Withdrawal from the University has academic, financial, and personal implications. To insure that the withdrawal is accomplished under the most favorable circumstances, a student contemplating such action should discuss the matter with an advisor, Assistant Dean of Student Success, Financial Aid Director, or the Assistant Dean of Student Affairs.

If the decision to withdraw is made, the student obtains the proper form from the UMFK webpage or any of the above named offices and submits it to the One Stop Center. The form may also be completed electronically and emailed to the One Stop Center.

Students who withdraw from the University without following the prescribed procedure jeopardize their academic standing and forfeit refunds.

Students who withdraw from the University during the first two weeks of classes may do so without grade penalty. For students who withdraw from the University after the first two weeks of classes, instructors will assign grades of "W" in all courses. Grades of "W" are not computed in grade point averages. Withdrawal from classes is not permitted after the last day of classes, prior to final semester exams of the semester (see Academic Calendar for semester dates).

Withdrawal by Faculty

Any instructor may initiate the withdrawal of any student from their class for non-compliance with course syllabus and/or classroom expectations. The faculty must complete the appropriate form with the Registrar's Office. Withdrawal grades assigned are those given during normal add/drop dates (see Add/Drop).

Grading Policies

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 is also 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.

Course Repeat Policy

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.

Change of Grade

At the end of each semester, the 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.

9.4 ADMISSIONS STATEMENT

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 insure 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 students that the educational experiences which UMFK provides will offer the applicant the most appropriate opportunities for continued self-development and personal fulfillment.

9.5 ACADEMIC PROGRAM OPTIONS

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. Objectives, 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.
4. Directed Study is open to all students who meet the following minimum requirements:
5. Students must be either juniors or seniors in baccalaureate programs or sophomores in associate programs.
6. Students must have a minimum GPA of 2.5. Additional information concerning Directed Study is available from the Registrar.
7. Students will generally 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 online.
2. Measurable objectives, work to be completed, and methods of evaluation must be included.

3. The student reviews the proposal with a faculty sponsor.
4. With the agreement of the faculty sponsor, the proposal is submitted to the Division Chair for approval.

Internships

Internships allow students to obtain practical, hands-on experience in applying concepts and theories learned in the classroom. Working in offices, businesses or agencies in the community, interneers are closely supervised by faculty in the discipline and representatives of the outside agency. Internships can be part of any academic curriculum and are usually structured as upper level classes and designated with -97 in accordance with the System's Policy on Uniform Course Numbering. Samples include: Elc 397 E-Commerce Internship , Cos 397 Computer Applications Internship, Nur 497C Senior Preceptorship Practicum , Psa/Bus 397 Public Safety Internship/Capstone Course. Internships may also be classified as "practicums" or "capstones." Enrollment in an internship usually requires Junior standing or better and faculty approval. Student may receive assistance through the Office of Career Planning and Internship Placement in the Learning Center, to apply to and locate internships.

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 these 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 Requirements for Cooperative Education

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.

Employer Requirements

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.

Obtaining Credit for Past Experiential Learning

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.
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.

9.6 ACADEMIC HONESTY

Student Academic Integrity Policy

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 when 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.

Definition of 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 make himself or herself familiar with the definition of plagiarism and not commit this error out of ignorance.

College and University level instruction is based on developing the individual's capacity for independent thought, including using and acknowledging the ideas of others in novel ways and new combinations. To use such ideas without acknowledgement, however, is not acceptable and constitutes plagiarism. Plagiarism is literary theft, and consists of such practices as:

Taking the words of another and presenting them as one's own without proper acknowledgement;
Presenting as one's own a succession of ideas, a plot, a list or an outline of another without proper acknowledgement;

Presenting as one's own, work prepared in collaboration with another to the point at which it is no longer one's own (group assignments notwithstanding);

Arranging for another individual to complete an assignment or part of an assignment or to take an exam or a course on one's behalf;

Presenting work prepared for one course in another course without appropriate consent of the instructor(s);

Presenting as one's own essays, term papers, or assignments purchased from a commercial firm or other source.

Each faculty member, in reminding students of the dangers of plagiarism, may add examples as they pertain to the specific disciplines. Please see the [UMFK Catalog](#) regarding Academic Honesty and the [Student Handbook](#) for additional information.

UMFK Policy Regarding Plagiarism

1. UMFK professors are obliged to reject any piece of work which is plagiarized and have the right to fail the assignment.
2. A student in a freshman course unknowingly submitting plagiarized work may have the opportunity to revise, correct, and re-submit the work without penalty.
3. Normally, students will not fail an entire course because of one incident, but repeated incidents or egregious circumstances may result in dismissal from class.

4. Submitting a plagiarized work in an upper level course wherein a research paper constitutes a substantial portion of the grade may result in course failure.
5. Plagiarism in an Honors level course will result in failure of that particular course and dismissal from the Honors Program.

Policy Dissemination

A copy shall be distributed to all faculty.

The policy shall be published in each academic catalog, student handbook and faculty handbook.

Copies shall be distributed as part of a student orientation procedure.

Copies should be distributed to all students in composition classes.

It is the student's responsibility to review the policy for any paper or other independent work.

9.7 CAMPUS AND CLASSROOM CIVILITY

Membership in the UMFK community comes with it an obligation on all members to maintain an atmosphere that is conducive to effective teaching and learning. It is the responsibility of each member of the UMFK community to conduct themselves in a manner that preserves a positive and respectful living and learning environment that is free of uncivil, disruptive behavior that is detrimental to the intellectual, social and emotional growth and well-being of others. Individual classroom norms and expectations can be found on the class syllabus. In general, the following are examples of behaviors that are disruptive to the learning environment and should be avoided.

Offensive or lewd language, dress, or action

Disrespect towards the professor, other students and speakers

Not paying attention, sleeping in class, or doing work for another class

Use of or ringing of cell phones, beepers, earphones, text messaging, etc.

Tardiness or leaving class while still in session

Faculty Statement on Academic Decorum

Lede

The faculty of the University of Maine at Fort Kent is committed to the preservation of those academic principles and standards without which the academy could not maintain its mission or fulfill its goals. As a liberal arts university, UMFK is dedicated to respecting all aspects of the educational process on the part of the academic community. As members of this academic community, both professors and students accept the responsibility inherent in its membership in guaranteeing, in upholding, and in preserving an atmosphere conducive to the freedom to teach and to learn; we are committed to these freedoms.

Preamble

All societies must agree on certain standards of civil discourse and conduct in order that all members are included in the full engagement of civilization. Education is a key institution and a gateway into a self-directed, professional, mature life. Higher education is the social institution charged with providing a global, liberal arts, and sciences foundation for ethics, norms of conduct, lifelong learning, professional careers, and social responsibility within civil society. In a pluralistic and diverse world, citizens of the world are accorded civil liberties and rights pertaining to education. But liberty is not

license, nor should one person's rights of expression be used to deny others their rights to education. Civil liberties and educational rights carry with them certain responsibilities to self and to others. The exercise of civil liberties requires self-discipline and the subordination of the self to the general good of the community. As the active agents in higher education, professors have a professional duty to instill in their students the civil, ethical, and professional norms appropriate to our pluralistic and global world. To this end, the faculty at the University of Maine at Fort Kent agrees to these ideals and to the following principles:

Principles

1. Professors have the authority and the responsibility to set class norms and expected standards in their respective courses. Professors have academic freedom and are the authorities with regards to classroom management. Matters of classroom management will be outlined, explicitly, in professors' course syllabi.
2. Professors have the authority to set expectations for civil conduct in their classroom. Professors may specify appropriate academic consequences for failure to meet classroom norms and standards.
3. The faculty fully expects the administration to support appropriate exercise of faculty authority with regards to classroom management issues.
4. The faculty agrees that, as a body, we are collectively responsible to each other and to the academic community in supporting faculty authority in the classroom and shared standards for civil conduct at the University of Maine at Fort Kent.
5. The faculty expects the students to interact with the faculty, with other students, and with professional and clerical staff with respect and courtesy. Students are expected 1) to complete all assignments when they are due, 2) to attend every class session, and 3) to be prepared to learn and to work as outlined in individual faculty syllabi. Assessment and critique of this work should be viewed as part of the learning process. Participation in class is expected, this includes both speaking and listening and, when appropriate, dramatic interpretation. Students should give their full attention to the classes while they are in session. Students are not to bring cell phones, computers, I-pods, recording equipment, or other electronic devices to class without the professor's consent. Students whose behavior is disruptive either to the work of the professor or to the education of other students may be asked to leave the classroom.

Coda

The faculty acknowledges the significance of upholding academic standards and of preserving the integrity of the educational process. We strive to adhere to those democratic principles that guarantee individuals' rights and freedoms. But, when academic standards are jeopardized due to inappropriate conduct, we will make every effort to guard the integrity of the academy and to preserve the learning environment. -April 2008

9.8 CANCELLATION POLICIES

Course Cancellation Policy

The Vice President of Academic Affairs, in consultation with the appropriate Division Chair, will determine if a specific course has sufficient enrollment to justify its offering. This decision will ordinarily be made one to two weeks prior to the start of the semester, but in no case, later than the start date of the course.

Summer Session Course Cancellation Policy

Summer Session courses must be self-supporting by bringing in sufficient tuition to pay the instructor's salary plus 25 percent for overhead. If a course has insufficient enrollment to support full compensation, the instructor may choose to allow students additional time to enroll in the course. If this is the case, an additional class meeting will be held and a decision made by the end of the second class meeting. That is, students should know when they leave the second class meeting whether the course is to be cancelled or continued.

The determination of instructor payment in this case shall be based on the amount of tuition income (less 25 percent) reported by the Office of the Registrar. Should students drop out of the course after the second day of class, the instructor will still be paid on the basis of the number of students registered

on the day the second class met. If additional students enroll in the course after the second class meeting, the instructor's compensation will reflect the increase up to the maximum amount of full compensation at his or her particular rank.

Class Cancellation

Faculty members unable to meet a scheduled class should inform the Vice President of Academic Affairs Office promptly.

9.9DISTANCE EDUCATION – ARTICLE 13

This a link to the AFUM Contract: http://www.maine.edu/system/lr/labor_relations.php

- A. Unit members will not be required to teach in ITV programs except when consistent with terms contained in letters of appointment. Videotapes of ITV program offerings shall conform to use policies established by the unit member and shall not be routinely kept by the University except for examination review, for make-up of student absences or for the unit member's self-study purposes. Videotapes shall not be used for evaluation purposes except where permitted by department or division evaluation procedure. Scheduling of ITV obligations shall conform with the other provisions of this Article. The University agrees not to retransmit by electronic means the work product of a unit member without the written consent of the unit member or his/her authorized representative and with any additional compensation as determined by mutual agreement. The use of videotapes as an ADA accommodation will be determined by the campus ADA officer in consultation with the faculty member.
- B. Compensation for distance education courses identified in Appendix F as Regular ITFS, Enhanced ITFS and TV
- Plus shall use the following formula for a three credit course:
For courses with fewer than 20 students 3 credits
For courses with at least 20 but fewer than 30 students 4 credits
For courses with at least 30 but fewer than 40 students 5 credits
For courses with at least 40 but fewer than 50 students 6 credits
For courses with 50 or more students 6 credits + faculty assistance
- The credit hours are minimum rates for compensation which do not preclude additional payment for courses which are deemed writing intensive or for innovative work which benefits the campus and/or the System. The credit hours shall be determined by the enrollment at the start of the third full week of classes. This schedule becomes effective when the enrollment at receiving sites exceeds 5 students.
- C. The minimum preparation fee for a new course shall not be less than \$500. This minimum does not preclude a higher preparation fee where deemed appropriate. Major revision preparation fees shall be determined after evaluation of the written application.
- D. In exploring options for compensation of unit members for teaching web-based courses and emerging technologies, the parties shall be guided by the finding of the Teaching Through Technology Task Force.

Blended Learning

Sloan C Definition. The basic underpinnings of Blended Learning incorporate the traditional classroom and online classroom into one experience for the student. Both instructional elements are required for the student. The student is provided with the opportunity to experience both types of learning modalities throughout the class. Some educators feel Blended Learning offers the best of both worlds because as an educator, you can structure the class by designing learning opportunities in both modalities. A more formal definition of Blended Learning by Bersin is “the combination of different training ‘media’ (technologies, activities, and types of events) to create an optimum training program for a specific audience;... blended learning programs use many different forms of e-learning, perhaps complemented with instructor-led training and other live formats” (2004, p. xv).

Based on Sloan Consortium research, the class modalities are categorized based on the amount of time spent online. A Web-facilitated class consists of 1-29% of the course delivered online. A blended course consist of 30-79% of the course delivered online. A pure online course consists of 80% or more of the course delivered online.

UCF Definition. According to the final proposal Blended Learning is defined as: *Blended courses (also known as hybrid or mixed-mode courses), where a portion of the traditional face-to-face instruction is replaced by web-based online learning, have proven to be among the most popular choices for students at institutions where they are offered. At first glance, this popularity seems intuitive because blended courses allow students and faculty to take advantage of much of the flexibility and convenience of an online course while retaining the benefits of the face-to-face classroom experience.*

Web Definitions. **Online Learning:** Online learning is a term used when a student learns on the internet. The student learns all their subjects and material with online curriculum and resources.

Hybrid Learning: "Hybrid" is the name commonly used nationwide to describe courses that combine face-to-face classroom instruction with computer-based learning. Hybrid courses move a significant part of course learning online and, as a result, reduce the amount of classroom seat time.

Blended Learning: Blended Learning is the combination of multiple approaches to learning. Blended learning can be accomplished through the use of 'blended' virtual and physical resources. A typical example of this would be a combination of technology-based materials and face-to-face sessions used together to deliver instruction. The most common online / hybrid teaching - a style of classes that some of the brick and mortar Universities offer. The learning takes place in an asynchronous online platform enriched by 1 -2 or more weekly biweekly or monthly meetings. Sometimes (rarely), the blended learning refers to asynchronous and synchronous teaching in an online class. The use of recent technology has introduced blended learning in clearly brick and mortar institutions and high schools. The use of collaborated lists, blogs, podcasting, virtual meetings, teleconferences even text messaging are now methods that are used by traditional teachers to enrich *traditional classes*.

9.11 GRADUATION REQUIREMENTS

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. 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 alumnus/alumnae on the year he/she completed degree requirements. A student may not participate in two separate graduation exercises for the same degree.

Faculty Office Hours

A Faculty Schedule of Classes and Office Hours form should be completed in triplicate and copies distributed to: 1) the Division secretary, who responds to inquiries regarding your availability for meetings, appointments, and the like; and 2) the Vice President of Academic Affairs' Office. The third copy should be posted on your office door, in order to provide students with the information necessary to arrange visits to your office for purposes of advisement, assistance with course work, etc.

Syllabi and Course Plans

Copies of your syllabi should be submitted to the Vice President of Academic Affairs' Office at the beginning of each semester. A copy of the appropriate course syllabus should be distributed to each of the students enrolled in your courses during the first week of classes. Included on your syllabus should be the objectives of the course, a general outline of the content and specific information pertaining to grading and evaluation, written assignments, group work, and other course expectations. It is helpful to students to have information on the syllabus regarding how and where to reach you, your general philosophy of instruction and information regarding attendance. If lack of attendance lowers a student's grade, it should be clearly stated in each course syllabus.

Class Attendance Policy

The University and its faculty are firmly committed to regular classroom attendance. Students do better in those courses where they maintain regular attendance. Each professor will specify an attendance and absence policy ("cut" policy) as part of the written syllabus you receive at the beginning of the course. If, for any reason, you seek an excused absence from class(es), you must obtain excused status in advance, whenever possible, from the professor(s) of the class(es), find out your obligations and schedule whatever makeup work is necessary. In an emergency, you may obtain an excused absence directly from the Director of Student Affairs. This requires a personal contact with the director or his/her designee. This is the only way to obtain an excused absence other than one granted by the faculty member(s) involved. If it is not possible to speak to the professor(s) before the absence, you must, within a day or two of your return to campus, carry out the consultation(s) with the professor(s) of your course(s). If you cannot contact your professor(s), you should seek out the Director of Student Affairs. It is your responsibility to set up the conferences, be familiar with the professor(s)' specified procedure for makeup work and to meet the obligations and deadlines established by the professor.

The Director of Student Affairs will excuse the following absences. 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.

9.13 POLICIES AND PROCEDURES FOR SUBMITTING GRANTS

All grant applications must be submitted to the Vice President of Academic Affairs at least **three (3) weeks prior** to submission to the granting organization and must be accompanied by a Grants Application Approval Form (located online under Campus Forms). Submissions should include explanations of any compensation or benefits impacts, overhead, in-kind service and/or grant administration requirements.

Grant Application Approval Form

<http://www.umfk.maine.edu/pdfs/hr/grantsapprovalform1.doc>

Faculty and staff are encouraged to seek grants for UMFK programs and individual scholarly purposes. Granting agencies are more inclined to give grants to individuals that are associated with state agencies

or Universities because of the strict financial and accounting policies associated with these organizations. Funding received through the University is governed by University policies. Individuals may not secure grants on their own in the name of the University nor are they the fiscal agent for receiving funds. The following policies and procedures are designed to assist you in being successful in procuring funds from outside agencies and to ensure that all system and campus policies are followed.

These policies and procedures govern grants written by individual faculty or staff member(s), Departments or Divisions. These policies govern grants regardless of their budgetary implications for the campus.

Policies

Principal Investigators are responsible for:

- (1) Consulting with appropriate constituencies, Division Chairs, Academic Affairs, etc. prior to writing a proposal to determine if the grant fits within the mission of the campus
- (2) Writing proposals
- (3) Ensuring that proposals meet the guidelines and qualifications of the granting agency (all grants must include intended outcomes, timeline, budget)
- (4) Seeking appropriate advice and consultation when including equipment, personnel time, stipends for self and others, University match (in-kind or dollar), indirect and administrative costs
- (5) Obtaining support letters, internal and external documentation
- (6) Ensuring that all approvals are obtained before the grant is submitted
- (7) Implementation of successful grants (see separate section under procedures)
- (8) Meeting application deadlines (both internal and external)
- (9) Supplying the required number of grant copies for submission

All faculty and academic support grants must be approved by both the Vice President for Academic Affairs and the Vice President for Administrative Services. Grants must be submitted in final form to the Vice President for Academic Affairs. The University recognizes that responding to grant proposals in a timely fashion is important; however, grants received less than two weeks prior to their off-campus deadline are not guaranteed to leave campus in time to meet the off-campus deadline.

Procedures

Principal Investigators (Authors) must follow the policies above. After appropriate consultations, completed faculty grants and academic support grants are submitted to the office of Academic Affairs for review and approval. *The Grants Application Approval Form must be attached to the original copy of the grant.* Submission to Academic Affairs must take place in time to allow revision and consultation prior to the due date of the grant. Upon approval of Academic Affairs, the principle investigator is responsible for submitting the grant to the Vice President of Administrative Services for review and approval. Upon approval by both administrative officers, Academic Affairs will retain a copy, submit the grant (and appropriate number of copies) to the Granting Agency and inform the principle investigator.

Successful Grants

Successful recipients of grants will:

- (1) Notify the office of Academic Affairs
- (2) Consult with Academic Affairs and Financial Services to establish an appropriate account for receipt of funding (if appropriate).
- (3) Obtain information concerning the management of a grant account from Financial Services
- (4) Follow all University policies and procedures concerning hiring, purchasing, reporting, etc.
- (5) Carry out all obligations of the grants with regard to such things as purchases, hiring personnel, processing time sheets, conducting project work, maintaining fiscal records, etc.
- (6) Submit all interim and final reports following the guidelines of the granting agency
- (7) Submit a copy of all interim and final reports to the office of Academic Affairs
- (8) Ensure that all fiscal responsibilities have been met
- (9) Close out accounts at the end of the grant

(10) Respond to audits of grant accounts currently or formerly under their supervision 5/1/01 Academic Affairs

All grant applications must be submitted to the Vice President of Academic Affairs at least **three (3) weeks prior** to submission to the granting organization and must be accompanied by a Grants Application Approval Form (located online under Campus Forms). Submissions should include explanations of any compensation or benefits impacts, overhead, in-kind service and/or grant administration requirements.

Grant Application Approval Form

<http://www.umfk.maine.edu/pdfs/hr/grantsapprovalform1.doc>

9.14 PROCEDURES FOR UNIVERSITY CLOSING DUE TO ADVERSE WEATHER

The University of Maine at Fort Kent campus generally does not close due to adverse weather conditions; therefore school is presumed to be in session unless an announcement is made to the contrary.

In the event the campus is closed, any employee deemed by management to be essential to the operation of the campus will be expected to work during the period of administrative leave and will be compensated in accordance with the applicable administrative leave policy.

CAMPUS CLOSURE PROTOCOL

STEP 1: Before 5:00 a.m., the Director of Facilities Management will receive a call from the Weather Service Center.

STEP 2: By 5:25 a.m., the Director of Facilities Management will conference call the Vice President for Administration and the President with the weather and road report. By 5:30 a.m., the decision will be made whether or not to close campus.

STEP 3: If campus is closed, the Vice President for Administration will call the Director of University Relations. The Director of University Relations will call the radio and TV stations to make the closure announcement.

STEP 4: The Vice President for Administration will call the Switchboard Operator. The Switchboard Operator will update the message on the Current Campus Status line (834-7883).

STEP 5: The Vice President for Administration will call the Director of Information Services who will initiate the ConnectEd Notification System, as well as update the UMFK web banner.

Note: The UMFK ConnectEd Notification System is an electronic message to the campus students, staff and faculty's primary number only for snow cancellations. (During an emergency, all phone numbers and emails will get the emergency notification.)

UMFK will no longer be using the phone tree as has been done in the past. Staff and faculty need to make sure the phone number they want the ConnectEd phone call to go to in the event of a campus closure is their primary number listed in MaineStreet.

HER 1: Maintenance will be responsible for snow removal. The target time for snow removal is 6:00 a.m. There will be a designated parking lot for faculty and staff who chose to come to campus during a snow closure day. This parking lot will be announced in the ConnectEd message.

OTHER 2: The Cafeteria will be opened and operate as usual.

OTHER 3: The Director of Athletics will determine when the gymnasium will be opened.

HER 4: The Director of Information Services will determine when the library will be opened and will notify the library staff.

HER 5: Closure for night classes and off-campus classes will be determined by 2:00 p.m., if possible, and all steps will then be repeated.

Cancellation Notices

School cancellation notices will be called to:

WAGM-TV in Presque Isle (Channel 8)

WFKT-TV in Fort Kent (Channel 4)

WCXU/WCXX (102.3 and 103.1 FM)

WQHR/WBPW (96.1 and 96.9 FM)

WLBZ in Bangor (Channel 12)

Cancellation Message to the Media

Day classes at the University of Maine at Fort Kent have been canceled. All offices will be closed.

Evening classes at the University of Maine at Fort Kent have been canceled All offices will be closed.

All day and evening classes at the University of Maine at Fort Kent have been canceled. All offices will be closed.

Other

In the event that the Director of Facilities Management is unable to contact either Vice President or the President, he will make the call on closure of the school. Reviewed 06/21/13

9.15 SCHEDULING

Conference Rooms

All space on campus should be scheduled before use to avoid conflicts and unexpected budget expenditures for usage fees.

Currently space on campus is controlled by a number of different offices. To ascertain the current office responsible for scheduling that space or any services you require, call The Office of the Vice President for Academic Affairs. Explain the space or service you require and ask about the current method of reservation and whether there are costs involved.

As example of this would be the scheduling of a conference. You will need rooms, food, equipment, and perhaps custodial help and security. All these services are available, but they are not coordinated by a single office. Just reserving a room does not mean that you will be provided with all the personnel and services you may need. Some spaces are available with a fee, others are not.

9.16 THE ELMER H. VIOLETTE ALLAGASH WILDERNESS CAMP

The Wilderness Camp, as part of the academic programming of the University, is administered through the Office of the Vice President for Academic Affairs (VPAA). The facilities are to be used primarily as a base camp for UMFK students and faculty/staff in the pursuit of activities (courses, research, and similar programming) relating to the Environmental Studies and Forestry programs. All requests for the use of the camp need to be approved by the VPAA, through the Coordinator of Academic Outreach.

The site is located approximately 2 miles from the Allagash River allowing access to various habitat types, and is central to other interesting natural and cultural features. All facilities conform to ADA standards and include a large meeting/instructional room, kitchen, bath, and tow bunkrooms. Due to its proximity to the Allagash Wilderness Waterway, users must be aware of the Waterway regulations regarding use of the river, including group size, access, and parking. The used of the camp is governed by state policies as well as UMFK policies. The administration will be as flexible as possible to meet the needs of the students, faculty and staff as they relate to this facility.

Information on the camp is available at:

<http://www.umfk.edu/academics/programs/enviro/elmer/default.cfm>

9.17 APPOINTMENT AND REVIEW OF PART-TIME FACULTY

Procedures and Responsibilities

1. A part-time faculty member is a non-tenure-track faculty member who is hired by the division chair in consultation with the program coordinator and faculty to teach less than the university defined full load of 12 credits per semester, and who serves for a contractually specified term of service.
2. Part-time faculty must possess the minimum educational credentials or other professional qualifications that are expected of full-time faculty in the department. See divisional criteria for faculty education and professional qualification expectations. In exceptional cases, a part-time/adjunct faculty may present outstanding professional experience and demonstrated contributions to the teaching discipline in lieu of academic preparation. In such instances, the department chairperson must justify each exception by

documenting such experience and contributions. Such documentation shall be filled with Human Resources (HR) with notification to the VPAA prior to the beginning of semester the adjunct is hired to teach. Assurance must be made by each division chair that part-time adjunct faculty meet the academic and professional qualifications, typically of full-time faculty.

3. It is the policy of the University of Maine at Fort Kent that the Office of HR maintains a personnel file for each part-time faculty that includes evidence of academic and/or experience credentials. The file shall contain a complete curriculum vita, an official transcript from the institution awarding the highest degree held by the individual, and a written and signed contract. These documents should be obtained prior to the first day of class.
4. A copy of the curriculum vitae and a signed written contract may be filed with the chair of the appropriate division, if requested.
5. Orientation of new part-time faculty shall be the responsibility of the academic division in which instruction will be given.
6. Part-time faculty shall be regularly evaluated according to divisional guidelines.
7. Part-time faculty should consult the UMFK Policies Online, the PAFTA labor relations agreement, and the university and/or department specific faculty handbook, if applicable, for further information on personnel policies and procedures, instructional policies and procedures, departmental and university governance, and general information about the university.

Responsible Party: VP Academic Affairs

Approved: 2/12/2013

9.18 PROTOCOL FOR HANDLING ON-CAMPUS COURSE/INSTRUCTOR EVALUATIONS

- VPAA Office will forward Fall & Spring faculty workload lists to IT and the AAs after the census date (Oct 15 & Feb 15).
- Upon receipt of the faculty workload list from the VPAA's Office, IT will load all fall and spring faculty into the Scantron system each semester.
- VPAA Office will forward **Course/Instructor Evaluations By Students** faculty instruction memo to Divisional Administrative Assistants (AAs) at the beginning of each semester with dates for the course/instructor evaluation period.
- Divisional AAs will print blank evaluation forms, print labels, and prepare all Fall & Spring Course/Instructor Student Evaluation packets for each course based on the number of students enrolled in the course in October for the Fall semester and in March for Spring semester and include the **Course/Instructor Evaluation by Students** faculty instruction memo prepared by the VPAA Office.
- Course/Instructor Evaluations by students should be delivered to the VPAA Office as per the faculty instruction memo.
- VPAA Office will separate evaluations by division and forward them to the AAs upon receipt of the DE evaluations with instructions to Chairs and Divisional AAs for handling.
- Divisional AAs will bring all faculty course/instructor student evaluations to scanner in Nadeau Office within 2 weeks of receipt and scan all on-campus evaluations per IT training.
- AAs will run verification process and send a copy to the VPAA Office along with a list of courses not evaluated.
- AAs will print all evaluations and summaries for each faculty and course.

- AAs will print 2 summaries (one for faculty and one for personnel file).
- Chairs will extend an invitation to the faculty members to review their results with them, if they wish, prior to the start of the following semester (see sample memo enclosed).
- AAs will prepare and send memo along with the original course instruction evaluations sheets and a copy of the summaries to each faculty member in their division. The memo will inform the faculty to keep the packets for their file and inform them that a copy for their personnel file is retained with the AA for their signature by the deadline of September 1 for the spring evaluations and January 15 for the fall evaluations.
- Immediately after the deadline, all sign or unsigned summaries will be forward by each divisional AA to the HR Office for faculty personnel files.
- If student comment summaries remain unsigned by either party, they will not be placed in the personnel file by HR.

Distance Education Evaluations

- All DE evaluation summaries will be forwarded to the Division AAs at the same time as the on-campus evaluations. They will be handled in the same fashion as on-campus evaluations, expect that they have already been summarized.

Faculty Self Evaluations and Division Chair Evaluations

- All faculty self evaluations due to Chair on May 15.
- Chair evaluations of faculty including faculty self-evaluations are due September 1 to the HR Office.

Peer Review Materials

- On September 1, the AA will complete and forward to the VPAA Office a checklist of faculty materials that were not submitted by the deadline including the faculty self evaluation, Division Chair evaluation of faculty, course/instructor evaluation of faculty and syllabi.
- The AA will send to the HR Office an individual check list for each faculty who has not submitted their materials by the deadline.

Agreement
between
University of Maine System
and
Associated Faculties
of the
Universities of Maine, MEA/NEA

January 1, 2010– June 30, 2011

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The Agreement between the University of Maine System and Associated Faculties of the Universities of Maine, MEA/NEA, January 2010 – June 2011 can also be found at the University’s web site:
<http://www.maine.edu/pdf/afumcba.pdf>.

ARTICLE 1 – RECOGNITION

The Board of Trustees of the University of Maine System (hereinafter the Board) recognizes the Associated Faculties of the Universities of Maine / Maine Education Association / National Education Association (hereafter the Association) as the sole and exclusive bargaining agent for University of Maine System employees, as defined in the University of Maine System Labor Relations Act, in the faculty bargaining unit (hereafter unit members). Unit members are University of Maine System employees in titles or positions included in the faculty bargaining unit as a result of the Stipulation in Unit Determination Hearings and Memorandum of Understanding dated March 27, 1978; the Certification by the Maine Labor Relations Board on May 11, 1978; and the Unit Determination Report of the Maine Labor Relations Board dated August 4, 1978, as they are amended by Article 13, Responsibilities of Department, Division or other Appropriate Units and Chairpersons; the Memorandum of Understanding dated September 19, 1982.

ARTICLE 2 - ACADEMIC FREEDOM

The Board and the Association agree that academic freedom is essential to the fulfillment of the purposes of the University. The parties acknowledge and encourage the continuation of an atmosphere of confidence and freedom while recognizing that the concept of academic freedom is accompanied by a corresponding concept of responsibility to the University and its students.

Unit members shall be free from any censorship, threat, restraint, or discipline by the University with regard to the pursuit of truth in the performance of their teaching, research, publishing or service obligation.

Unit members shall have freedom in classroom presentation and discussion provided that the presentation and discussion are relevant.

Unit members as citizens are entitled to the rights of citizenship in their roles as citizens. Because of their special status in the community, unit members have a responsibility and an obligation to indicate when expressing personal opinions that they are not institutional representatives unless specifically authorized as such.

The University of Maine System is a public institution of higher education committed to excellence in teaching, research, and public service. Together, the students, faculty, and staff form our state wide University community. The quality of life on and about the member Universities is best served by courteous and dignified interaction between all individuals.

Therefore, the UMS and AFUM each declare the shared expectation that all members of the campus community will work to develop and maintain professional relationships that reflect courtesy and mutual respect.

ARTICLE 3 - BOARD ASSOCIATION RELATIONS

- A. The Board of Trustees (hereafter Board) and the Association agree to maintain the academic character of the University of Maine System (hereafter University) as an institution of higher education.
- B. The rights, functions, powers, duties and responsibilities of the Board and its officers and agents, under applicable state law and the Bylaws of the Board, including the Board's right to alter or waive existing Bylaws or policies in accordance with the procedures specified in the Bylaws shall remain vested in the Board and in said officers and agents except as modified by this Agreement.
- C. Nothing contained in this Agreement shall be construed to diminish the rights granted under the Bylaws of the Board to the entities and bodies within the internal structure of the University so long as such rights are not in conflict with a stated term of this Agreement.
- D. Nothing contained in this Agreement shall be construed to prevent the Board and its officers and agents from meeting with any individual or organization to hear views on any matters. The Board or its officers and agents shall at all times be cognizant of the status of the Association as the sole and exclusive bargaining agent under the University of Maine System Labor Relations Act for unit members. In accordance with Board policy, the Association may express its views at meetings of the Board of Trustees.

ARTICLE 4 - ASSOCIATION RIGHTS

- A. 1. Duly designated staff representatives of the Association shall be permitted on University premises at reasonable hours for the purpose of conducting official Association business. The Association agrees to a reasonable exercise of this privilege which will not interfere with or interrupt the normal operations of the University.
2. One designated grievance chairperson per campus except two (2) at UM, UMA, and USM and, during the term of negotiations, seven (7) designated negotiating team members shall henceforth be granted priority, when necessary, insofar as possible within the campus scheduling procedures, in the selection of times for their assigned teaching schedules and/or other professional responsibilities in order to facilitate the implementation of this Agreement. These Association representatives shall have the responsibility to meet all classes, office hours and other duties and responsibilities. Such representatives shall have the right during times outside of those hours scheduled for such activities to investigate, consult and prepare grievance presentations and attend grievance hearings and meetings or participate in collective bargaining.
3. Upon timely designation by the Association, unit members who are Association representatives shall be granted a total of not more than fifty-eight (58) hours of release time during the period per academic year during the life of the agreement for the purposes of negotiations, grievance handling and implementation of this Agreement. No more than sixteen (16) hours shall be available to unit members from any single campus in any semester. The Association may purchase released time at the applicable overload rate for six (6) additional unit members timely designated for the above described purposes. Such purchased released time shall not exceed a total of eighteen (18) hours per semester, and all released time shall be subject to the above limitations regarding its allocation to campuses.
4. The Association shall inform the University of the names of the individual unit members who are to receive priority scheduling and/or released time far enough in advance so that the scheduling of any semester's classes is not interfered with or otherwise disrupted. Release time notification shall be made no later than May 31 for the following fall semester and no later than October 31 for the following spring semester.
- B. 1. The Association shall be allowed reasonable use of the intra-campus mail system.
2. The Association may request a lockable office for Association use pursuant to existing campus procedures at the University of Maine and the University of Southern Maine. An office shall be provided to the Association if available.
3. The University shall allow at no cost to the association the listing of a campus or other designated phone number for the Association in each campus directory. The Association may, at its cost, have a University phone installed on each campus. All operating charges shall be borne by the Association.
4. The Association shall have access for purposes of Association business to campus meeting rooms through the normal reservation process at each campus. The Association shall pay only the amount required of other campus organizations for this privilege.
5. The Association shall have access to the use of available campus office equipment at reasonable times.
6. The Association shall receive at no cost three (3) campus parking passes, where utilized, to assure ease of compliance with campus traffic regulations while representatives of the Association are on official business.
7. Within the months of February, April, June, August, October and December of each year and at no cost to the Association, the University shall supply the Association with a standardized MEA electronic data file (see below). Once standardized, no changes will be made to the data file during the life of this Agreement.

Collective Bargaining Unit
Unique ID
Employee ID
First and Last Name
Health Plan Type
Address (home)
Gender
Birth Date
Education Level

Original Hire Date
Title
Department
Job Code
Job Entry Date
Employment Status
Regular / Temp
Time Base (full or part-time)
FTE

Step	Union Code
Salary Base	Campus Address
Coverage	Wage Grade
Country	Benefit Plan
Contract Length	Soft Money
Tenure Status	Work Year
Hourly rate	College – where employed

8. The University agrees to provide to AFUM an Excel file containing the best available information regarding the name, course number, course title, number of credits per course and number of student credits for all non-unit members teaching credit bearing courses. Such report shall be provided twice annually by January 31 for Fall semester and by June 30 for Spring semester.
 9. Unless otherwise stated in this Article, the Association shall pay the cost of all materials, supplies and any other normal charge incident to the use of equipment or facilities.
- C. The University shall supply the Association president or that person's designee with all public agendas, minutes and reports of the Board of Trustees in a timely fashion. At any Board of Trustees meeting where the agenda specifies public discussion with the public regarding matters which are subject to collective bargaining with the Association, the Association shall have the opportunity upon request to express its views in accordance with procedures and conditions for public comment which are adopted by the Board.

ARTICLE 5 - MEET AND DISCUSS

- A. Upon request of either party, the Chancellor and/or designees of the Chancellor shall during the term of this Agreement meet with a committee appointed by the Association for the purpose of discussing matters necessary to the implementation of this Agreement.
- B. The request for any such meetings shall include a list of the specific matter(s) to be discussed. A copy of any request shall be sent simultaneously to the offices of the Director of Labor Relations and the Association's Higher Education Representative.
- C. If the matters to be discussed are University-wide, appropriate arrangements will be made by the Chancellor's office to schedule the meeting within two (2) weeks of notice in such manner and at such times as the parties mutually agree. The Association Committee shall be of reasonable size and shall not exceed eight (8) persons. Likewise, the number of University System representatives shall not exceed eight (8). Six (6) meetings per year, if requested, shall constitute compliance with this section. Additional meetings may be scheduled by mutual consent in the manner described above.
- D. If the matters to be discussed are related to a particular campus, the Chancellor's Office will notify the chief administrative officer of that campus who shall make the appropriate arrangements to schedule the meeting within two (2) weeks of receipt of notice in such manner and at such times as the parties mutually agree. The Association Committee shall be of reasonable size and shall not exceed six (6) persons. Likewise, the number of University System representatives shall not exceed six (6). Two (2) meetings per semester per campus, if requested, shall constitute compliance with this section. Additional meetings may be scheduled by mutual consent in the manner described above.
- E. Such meetings shall not be for the purpose of discussing specific grievances, conducting collective bargaining negotiations on any subject, or modifying, adding to or deleting any provision of this Agreement.
- F. Matters of common concern, other than those specified in paragraph A, may be placed on the list of matters to be discussed with the Chancellor by mutual agreement of the Chancellor and the Association.

ARTICLE 6 - PERSONNEL FILE, DATA AND PRIVACY

- A. Each campus shall maintain, for official University purposes, one (1) personnel file for each unit member. This file shall be kept under conditions that insure its integrity and safekeeping and shall contain copies of personnel forms,

official correspondence to and/or from the unit member, written evaluations and other appropriate materials relating to the unit member's employment.

- B. Unit members shall be sent a copy of all material placed in the file at the same time it is placed in the file. Beginning June 1, 1995, any material or correspondence addressed to a unit member which is to be placed in the file shall be marked cc: Personnel File. Any material or correspondence not addressed to a unit member which is to be placed in the file shall be sent to the unit member with a notation that such material has been placed in the personnel file. These provisions shall not apply to routine forms, such as Personnel Action Forms, Tuition Waiver Requests, etc. Anonymous, unattributed or inappropriate material shall not be placed in the file. A unit member shall have the right to submit to the file custodian a timely written response to any material placed in the personnel file. This timely written response shall then be filed and attached to the appropriate file material.
- C. Unit members shall have the right to examine their file in the presence of the file's custodian, that individual's designee, or, if those persons are unavailable, an appropriate administrator, during the normal business hours of the office in which the file is kept. Upon written request and the payment of five (5) cents per page of copying, a unit member may obtain copies of any material in the personnel file. Access shall be permitted and copying accomplished during the normal business hours of the office in which the file is kept.
- D. Unit members are encouraged to periodically review their file. It shall be the responsibility of each unit member to annually update the personnel file including: biographical data, information on teaching, research, publications, and University and public service.
- E. A unit member may indicate in writing to the file's custodian those materials which the unit member considers inappropriate to be retained. The materials shall be reviewed by the file's custodian and shall be removed from the file if adequate justification is shown for their removal. For unit members who have a tenured appointment or continuing contract, or who hold the rank of Lecturer and have completed at least six (6) years of service, written reprimands or other formal disciplinary action shall be removed from the unit member's personnel file after three (3) years provided that the unit member has received no additional written reprimands or other formal disciplinary actions.
- F. In a specific personnel action, no use may be made of any material which has not been properly and timely placed in the personnel file with the exception of recommendations by reviewing individuals or bodies which shall be placed in the personnel file as soon as a decision is reached in the specific personnel action.
- G. The file shall be available to authorized committees and individuals responsible for the review and recommendation of a unit member with respect to any personnel actions.
- H. The Association or a duly designated representative shall have access to a unit member's personnel file provided written authorization has been granted by the unit member to the custodian of the files. The Association or the duly designated representative shall be subject to the same rules on access and copying that are applicable to the unit member.
- I. The Association agrees to indemnify and hold the Board harmless from and against any liability for any claim of improper, illegal or unauthorized use by the Association, or a duly designated representative, of information contained in the personnel file.
- J. Unit members will be made aware by the University of any University electronic monitoring of their work space. The University shall have the responsibility to inform unit members of the electronic monitoring process used.
- K. A unit member will have access to all personal data collected for disciplinary purposes, and shall have the right to dispute any of the data. Any unit member may submit a timely written response pertaining to any data that the unit member believes to be inappropriate.
- L. The personal files; including electronic files, maintained by the individual unit member in an office provided by the University will be considered to be the private property of the unit member; and only individuals specifically designated by the unit member shall be allowed access to such files.

ARTICLE 7 – APPOINTMENT, REAPPOINTMENT AND NON-REAPPOINTMENT, AND CONTRACT STATUS

- A. Initial Appointments

1. In filling a University-approved vacancy within a department, division or other appropriate unit, which under the University of Maine System Labor Relations Act would result in bargaining unit status, appropriate candidate(s) chosen from all applicants who meet the established criteria shall be recommended by the department, division or other appropriate unit except that where more than one department, division or other appropriate unit has a legitimate academic interest, a combined committee from the affected departments, divisions or other appropriate units shall make these recommendations. The criteria shall be established in the traditional manner. The recommendation shall be made in compliance with applicable "equal opportunity" and/or "affirmative action" laws, policies and/or procedures.
2. Unit members have a legitimate concern in the selection, retention, and performance of faculty teaching credit bearing courses. To that end, full-time faculty in the department, division, or other appropriate unit shall participate in the selection of teaching faculty, including part-time faculty teaching credit bearing courses in accordance with campus governance procedures.
3. The department, division or other appropriate unit faculty shall submit their recommendation to the chairperson. The chief administrative officer or his/her designee(s) may accept or reject the recommendation and that decision shall be final and non-grievable. Prior to rejecting any department, division or other appropriate unit recommendation, the chief administrative officer or his/her designee(s) will meet with the faculty involved to discuss the recommendation. In the event that the recommendation of the department, division or other appropriate unit is rejected, the faculty involved will be asked to submit another recommendation.
4. In the event that time constraints do not permit adherence to the above described procedures, the administration reserves the right to make the necessary appointment. In such event, the administration shall make a reasonable effort to inform the faculty involved and to solicit their advice. Such appointments shall not be for a duration which precludes resort to the above procedures prior to the next academic year.
5. Upon acceptance by the candidate, the University shall provide a copy of the appointment letter to the Association.
6. Joint Appointments
 - a. Faculty may receive an appointment with funding and / or responsibilities in more than one department, division or other appropriate unit. Such appointments shall be called Joint Appointments.
 - b. Faculty holding joint appointments shall, for the purpose of evaluation, reappointment, tenure and promotion and any other purpose provided for under this Agreement, be reviewed by a single peer committee.
 - c. The composition of the peer committee for the unit member in a joint appointment shall reflect the proportion of responsibilities assigned to the unit member in each department, division, or other appropriate unit.
 - d. For the purpose of evaluation, reappointment, promotion, tenure, and any other purpose provided for under this Agreement there shall be a single recommendation from the peer committee. A single set of evaluation criteria and procedures shall be employed.
 - e. The letter of appointment may also specify the mix of workload activities, teaching, research and service that may be performed. The total full-time workload of faculty holding joint appointments shall be comparable to that of a faculty member holding a single appointment.
 - f. Guidelines shall be developed by the departments, divisions or other appropriate units concerning joint appointments and composition of peer committees and provided to the chief academic officer at each university for review and approval pursuant to Article 10 as well as to appropriate administrators, appropriate peer committees, affected unit members and the Association.

B. Probationary Period

The probationary period is an opportunity for the University to evaluate new unit members.

A probationary unit member shall be entitled to the following:

1. Annual evaluation based upon departmental criteria as described in Article 10, Evaluations: Such evaluation criteria shall be the primary criteria for any recommendations concerning reappointment during the probationary period.
2. A frank appraisal by the chief administrative officer or his or her designee of consideration beyond the control of the department, division or other appropriate unit or of the unit member, which might make reappointment unlikely despite fulfillment of the primary criteria.
3. Credit granted at the time of appointment towards the completion of the probationary period may be used at the discretion of the faculty member. The faculty member electing to use the credit granted shall make a one time application for the award of tenure and there shall be only one tenure decision.

C. Procedure Regarding Reappointment and Non-Reappointment

1. Unit members with fixed length appointments, those holding tenure and/or continuing contract, and those holding the rank of Lecturer or Instructor who have earned just cause status, are not subject to reappointment. Unit members who are subject to reappointment shall automatically be considered for reappointment unless they indicate in writing to the department chairperson or director their intent to resign at the end of the current appointment.
2. The department chairperson or director shall inform the appropriate peer committee that a faculty member is eligible for consideration for reappointment. Said committees shall be designated by the full-time faculty of the department, division or other appropriate unit and instructed by the University as to their responsibilities at least four weeks prior to the date for submission of the committee's recommendation in the case of first and second year faculty members and at least six (6) weeks prior to the date for submission of the committee's recommendation in the case of faculty members beyond their second year of service. Failure of the peer committee to comply with its responsibilities under this Article shall not constitute the basis for a grievance where such instructions have been timely provided by the University. No person to whom a peer committee makes a recommendation shall be a voting member of that peer committee nor shall any person serving on a regular, interim or acting basis in the following capacity: Assistant Dean, Associate Dean, Dean, Assistant Provost, Associate Provost, Provost, Assistant Vice President, Associate Vice President, members of the classified staff and / or students, or Vice President. The functions of administrators attending peer committee meetings shall be to serve as a resource to the committee and/or to acquire discipline based knowledge. Administrators serving as a resource to the committee shall not have voting rights within the peer committee.
3. In its consideration of the faculty member for reappointment, the peer committee shall:
 - a. have access to the faculty member's personnel file, as provided in Article 6, Personnel File; and
 - b. provide the faculty member with an opportunity to meet with and address the committee.
 - c. All reports of the peer committee, both majority and minority (if any) must be signed by all of the members participating in the report. The names of all peer committee members must be listed and any abstentions noted.
4. The peer committee shall then forward its written recommendation regarding reappointment to the faculty member and department chairperson or director at least two (2) months prior to that date for notice of non-reappointment which is appropriate to the faculty member's length of service, as described in Section D of this Article, except that in the case of faculty members in the first year of service, the peer committee shall forward its recommendations by no later than January 15. Within one (1) week of the receipt of the recommendation by the chairperson or director, the faculty member may prepare a written response to the recommendation. The response, if any, will go forward with the recommendation. There shall be no further opportunity to submit materials for the review process except:
 - a. in extraordinary circumstances;
 - b. to correct factual errors in the material submitted;
 - c. to receive outside evaluations solicited during the review process which are received prior to the decision by the chief administrative officer.

In the event of such additional materials, the reappointment consideration shall be remanded to the peer committee for reconsideration except by mutual agreement of the University and unit member involved. In such event, appropriate revisions will be made to any deadlines for peer committee and/or University actions described in this Article. The unit member will be informed in writing of the new deadlines. An effort will be made to adhere to the notice requirements of Article 7, Section D.

d. as provided for in paragraph 5 below.

5. Such administrative officers as the University deems appropriate shall make recommendations to the chief administrative officer regarding the reappointment of the faculty member. Such recommendations will be communicated in writing to the unit member at the same time they are forwarded. Upon conclusion of the administrative levels of review and prior to review by the Chief Administrative Officer, the unit member shall have an opportunity to submit a response to these recommendations. The unit member shall be accorded five (5) working days from receipt of the penultimate level recommendation to submit his/her statement. The statement submitted by the unit member shall become part of the official material reviewed by the Chief Administrative Officer. The unit member shall not grieve a negative recommendation until formally notified of the decision by the chief administrative officer. The grievance, if any, shall be filed at the administrative level where the first negative recommendation was made.
6. The decision as to whether the faculty member shall be reappointed shall rest with the chief administrative officer. The chief administrative officer shall inform the faculty member of his or her decision and shall promptly supply written reasons upon the request of the faculty member.

D. Notice of Reappointment or Non-Reappointment

Unit members with probationary appointments shall receive written notice of reappointment or non-reappointment on the following schedule:

1. Not later than March 31 of the first academic year of University service in a probationary appointment, if the appointment expires at the end of that year; or, if an initial one-year appointment terminates during an academic year, at least three (3) months in advance of its termination.
2. Not later than January 15 of the second academic year of University service in a probationary appointment, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six (6) months in advance of its termination.
3. Not later than June 30 of the year prior to the expiration of an appointment after two (2) or more years of University service in a probationary appointment; or, if such an appointment terminates during an academic year, a minimum of one (1) year.
4. Unit members holding appointments as Lecturers shall receive notice of non-reappointment not later than March 31.
5. Instructors or Lecturers who are discontinued for bona fide program or financial reasons shall be notified of the decision no later than October 31 or March 31 of the semester in which notice is given. Unit members receiving notice of discontinuance shall fulfill their professional responsibilities for the remainder of the semester in which they are given notice and shall thereafter receive the following total compensation:

Years of Completed Service	Pay
six (6) completed:	two (2) months
ten (10) completed:	four (4) months
sixteen (16) completed:	six (6) months

6. A chart depicting the notification dates is contained in Appendix H.

E. Information to be provided to unit members

A unit member shall receive a legible copy of his/her Personnel Action Form (P-10) or its equivalent, showing the current terms of appointment contained in the payroll-personnel system at the time of appointment and as changes occur therein. The unit member shall also be promptly supplied with current information regarding:

1. A concise statement including general expectations for the unit member in the areas of teaching, research and public and University service consistent with Article 11, Workload;
2. Any special terms and conditions of employment;
3. The existing evaluation criteria and procedures applicable to the department, division or other appropriate unit;
4. The promotion, reappointment, tenure and continuing contract criteria and procedures applicable to the department, division or other appropriate unit;
5. Any department, division or other appropriate unit, college or campus mission statements; and
6. A copy of this Agreement.

F. Contract Status

1. Unit members shall be placed in one of the following categories:

- a. "Probationary Appointment" shall mean an appointment without tenure or continuing contract. A faculty member having a probationary appointment shall be reappointed or non-reappointed as provided for in this Article. Unit members who hold probationary appointments are eligible for tenure or continuing contract status.

Probationary appointees may be removed subject to the provisions of Article 17, Retrenchment and/or Article 16, Termination; or they may leave employment by resignation or retirement.

- b. "Tenured Appointment" shall mean the right of a unit member to continued employment without removal except as provided for in Article 16, Termination, or Article 17, Retrenchment; or by resignation or retirement.
- c. "Continuing Contract" shall mean the right of a unit member to continued employment without removal except as provided for in Article 16, Termination, or Article 17, Retrenchment; or by resignation or retirement.
- d. "Soft-Money" appointments shall mean appointments which are the result of external funding from agencies, institutes or organizations over which the University has no financial control and which are so identified at the time of appointment. Unit members who hold a soft-money appointment may be eligible for tenure or continuing contract status. A unit member with tenure or continuing contract will not be considered to hold a soft-money appointment if the unit member's salary is temporarily funded by soft money.

A unit member who holds a "soft-money" appointment shall have no right, expectancy or interest in any reappointment beyond the length of the funding. The University may assume funding to retain a unit member in a soft-money position for an interim period of time not to exceed one (1) year. In this case the appointment will continue to be designated a soft-money appointment.

- e. Appointment in the category of "Lecturer" shall be in accordance with the provisions of Article 8, Section F of this Agreement.
- f. "Fixed Length Appointments" shall be appointments for a specified duration and shall not ordinarily exceed three (3) years. Fixed-length appointments may be used in situations such as: approved leaves, replacement of unit members serving in administrative positions, position vacancies, experimental programs, or unanticipated enrollments. Fixed length appointments beyond three (3) years shall be with mutual agreement of the parties. A unit member who holds a fixed length appointment shall not be eligible for tenure or continuing contract status. A fixed length appointment will be given to any person who is not eligible for appointment in any of the preceding categories, who is appointed in a unit title on a full time basis for a single period of more than six (6) consecutive months, or in the case of a renewal of a prior full time appointment in a unit title at the same campus of less than six (6) months, where the total period of continuous full-time service in the unit title will exceed six (6) months. Fixed length appointments will not be utilized to circumvent those provisions of Article 9 of this Agreement pertaining to consideration for tenure or continuing contract. Time spent at the University of Maine System in a fixed length appointment may be credited toward a required probationary period by mutual agreement. Other terms and conditions of employment shall be established by mutual agreement at the time of appointment to any subsequent

position. The Association shall be provided with a list of unit members with fixed length appointments upon execution of this Agreement and shall be promptly notified of all renewals of fixed length appointments.

2. Explanatory Provisions:

a. Length of Probationary Period:

- (i) For those unit members eligible for tenure, the total period of full-time service prior to consideration for tenure will not exceed six (6) years. Probationary Faculty Members who have been approved for a probationary period extension as described in Article 9.B.3 will have the length of their probationary period adjusted accordingly.
- (ii) For those unit members eligible for continuing contract status, the total period of full-time service with CE rank prior to consideration for continuing contract status will not exceed six (6) years.
- (iii) For purposes of defining University service relative to sections D and F.2.a of this Article, any person hereinafter initially employed subsequent to November 30 of any academic or fiscal year, except as provided in Article 11, Section A.2, shall not receive service credit for that academic or fiscal year unless mutually agreed upon in writing at the time of the initial probationary appointment.

b. Assignment of Contract Status:

- (i) "Continuing Contract" as referred to in this Agreement shall be reserved for unit members employed by the University of Maine Cooperative Extension.
- (ii) All non-CE unit members who presently hold a continuing contract with the academic rank of Instructor or higher shall be treated for purposes of this Agreement in the same manner as unit members holding tenure.

c. Unit members who hold a "soft-money" appointment shall have priority consideration in any probationary openings in their department, division or other appropriate unit, for which they are qualified, provided however, that Equal Employment Opportunity and/or Affirmative Action procedures and/or policies appropriate and applicable to the probationary opening were followed by the department, division or other appropriate unit at the time of initial "soft-money" appointment. Time spent at the University of Maine System in a "soft-money" appointment may be credited toward the required probationary period.

G. Unit members who intend to resign or retire must provide written notice to the University no less than ninety (90) days prior to the date of resignation or retirement.

ARTICLE 8 - ACADEMIC RANKS

- A. There shall be the following academic ranks: 1. Lecturer, 2. Instructor, 3. Assistant Professor, 4. Associate Professor, 5. Professor.
- B. There shall be the following extension ranks: 1. Extension Instructor, 2. Assistant Extension Professor, 3. Associate Extension Professor, 4. Extension Professor.
- C. There shall be the following research ranks: 1. Assistant Research Professor, 2. Associate Research Professor, 3. Research Professor.
- D. Unit members shall hold the ranks listed in Sections A through C of this Article except for those unit members who prior to January 1, 1985 did not hold such ranks. The criteria for and the utilization of academic ranks, extension ranks, and research ranks shall be in conformity with existing Board of Trustees policy except as otherwise modified by or changed in accordance with this Agreement.
 - 1. Persons holding special or research academic ranks shall not be eligible for tenure. Service in a special or research academic rank shall not count toward fulfillment of the probationary period for tenure, unless mutually agreed upon at the time of appointment to a probationary rank.
 - 2. After six (6) years of service, non-reappointment of a unit member holding a "special" or "research" academic rank shall be for just cause. These positions may be discontinued for lack of funding.

3. Article 11, Section A and B of the collective bargaining agreement shall not be applicable to unit members holding "research" academic ranks. The work year for such unit members shall be a period specified by the University which shall not be changed arbitrarily.
- E. Unit members with "soft-money" appointments shall hold academic, extension or research ranks in conformity with Article 7, Section F.1.d, Appointment, Reappointment and Non-Reappointment and Contract Status.
- F. Use of the ranks "Lecturer" and "Instructor" shall be governed as follows:
 1. Service in the rank of Lecturer shall not count toward fulfilling the probationary period for tenure.
 2. Lecturers shall be appointed initially for a period not to exceed two (2) years.
 3. Lecturers may be reappointed for periods not to exceed four (4) years.
 4. After six (6) years of service, termination of employment shall be for just cause or discontinuance shall be for bona fide financial or program reasons.
 5. Incumbent unit members holding the rank of "Lecturer" or "Instructor" as of August 15, 2010 shall not be impacted by the change made in 8 below. .
 6. Procedure regarding reappointment and non-reappointment of unit members who are Lecturers shall be consistent with Article 7.C of this Agreement.
 7. Unit members who hold ranks above the Instructor level shall not be redesignated Lecturer or Instructor under this section.
 8. Persons appointed as Instructors on or after August 16, 2010 shall be designated tenure track and shall receive probationary appointments.
 9. In the case of unit members who are coaches or otherwise involved in inter-collegiate athletics, any violation of policies or regulations governing or associated with inter-collegiate athletics may constitute just cause for termination.
- G. Nothing in this Agreement shall be construed as conferring tenure status on any unit member.

ARTICLE 9 – PROMOTION AND TENURE AND CONTINUING CONTRACT PROCEDURES

- A. Promotion, tenure and continuing contract recommendations by the faculty of the department, division or other appropriate unit shall be in accord with the criteria established in Article 10, Evaluations, and consistent with the applicable sections of Article 8, Academic Ranks.
- B.
 1. Unit members shall be considered for tenure or continuing contract in their sixth year of service unless they indicate in writing to the chairperson, dean or director their intent to resign at the end of their current appointment.
 2. Unit members who wish to be considered for tenure or promotion shall submit requests in writing to the chairperson, dean or director as early as possible but by no later than September 15.
 3.
 - a. In instances of child birth, child rearing, or adoption, a probationary Faculty Member may, by written notification to the appropriate administrator, initiate a one (1) year extension of the probationary period. Such notification shall be submitted to the appropriate administrator and the Faculty Member's peer committee on or before the first day of the academic year in which the extension will apply. The academic administrator shall acknowledge receipt of the notification in writing.
 - b. In instances involving other exceptional life circumstances, a probationary faculty member may request a one-year extension of the probationary period. Such requests will be submitted in writing to the appropriate academic administrator on or before the first day of the academic year for which the request is being made. The academic administrator will review the request and notify the faculty member in writing of approval or denial no later than September 15 of the academic year in which the request is received. A copy of the Faculty Member's notification of any approved extension will be sent to the Faculty Member's peer committee.

- c. The probationary Faculty Member may initiate an extension of the probationary period for a full year even if he/she has not taken a leave of absence. The probationary period may be extended more than once during the probationary period. The total of all extensions under 3.a and 3.b may not exceed two (2) years.
 - d. During probationary periods of employment, the reappointment provisions in Article 7 shall apply.
- C. 1. The department, division or other appropriate unit chairperson, or director or dean shall inform the appropriate peer committee that a unit member has applied or is eligible for consideration for tenure, continuing contract or promotion. Said committees shall be designated by the department, division or other appropriate unit and instructed by the University as to their responsibilities by September 25. Failure of the peer committee to comply with its responsibilities under this Article shall not constitute the basis for a grievance where such instructions have been timely provided by the University.
- 2. Each University, in accordance to its appropriate governance procedures, shall provide a written description of persons who are eligible to serve on a peer review committee and the procedures whereby members of peer committees are appointed. This report shall be submitted no later than June 30, 2003.
 - 3. In its consideration of the unit member for tenure, continuing contract or promotion, the peer committee shall:
 - a. have access to the unit member's personnel file, as provided in Article 6, Personnel File, and
 - b. provide the unit member, by written notice, with an opportunity to meet with and address the committee.
 - 4. The peer committee shall forward its recommendation regarding tenure, continuing contract or promotion to the department, division or other appropriate unit chairperson or director or dean and the unit member by no later than November 10. Peer recommendations both majority and minority (if any) must be signed by all of the peer committee members participating in the recommendation. The names of all peer committee members must be listed and a tally of the vote including any abstentions must be recorded.
 - 5. Within one week of receipt of the peer recommendation by the chairperson, director or dean, the unit member may prepare a written response to the recommendation. The response, if any, shall go forward with the recommendation. There shall be no further opportunity to submit materials for the review process except:
 - a. in extraordinary circumstances;
 - b. to correct factual errors in the material submitted;
 - c. to receive outside evaluations solicited during the review process which are received prior to the decision or recommendation by the chief administrative officer. In the event of receipt of such additional materials, the promotion, tenure or continuing contract consideration shall be remanded to the peer committee for reconsideration except by mutual agreement of the University and unit member involved.

In such event, appropriate revisions will be made to any deadlines for peer committee and/or University actions described in this Article and/or Article 7. The unit member will be informed in writing of the new deadlines. An effort will be made to adhere to the notice requirements of Article 7, Section D.
 - d. As provided for in paragraph 6 below.
- 6. Such committees and administrative officers as the University deems appropriate shall make recommendations to the chief administrative officer regarding the promotion of and/or granting of tenure or continuing contract to the unit member. Such recommendations will be communicated in writing to the unit member at the same time they are forwarded. Upon conclusion of the administrative levels of review and prior to review by the Chief Administrative Officer, the unit member shall have an opportunity to submit a response to these recommendations. The unit member shall be accorded five (5) working days from receipt of the penultimate level recommendation to submit his/her statement. The statement submitted by the unit member shall become part of the official material reviewed by the Chief Administrative Officer. The unit member shall not grieve a negative recommendation until formally notified of the decision by the chief administrative officer or Board of Trustees. The grievance, if any, shall be filed at the administrative level where the first negative recommendation was made.
 - 7. The chief administrative officer shall inform the unit member of his/her decision or recommendation when it is transmitted and no later than February 28.

8. The decision as to whether to promote or grant tenure or continuing contract to a unit member shall rest with the Board of Trustees, or where designated, the chief administrative officer.

ARTICLE 10 – EVALUATIONS

A. Statement of Purpose:

The evaluation of professional activities in a public institution of higher education is essential to the improvement of professional performance and to provide the basis for personnel recommendations by the department, division or other appropriate unit.

B. Procedure for the Development of Evaluation Criteria:

1. Recognizing that the mission of the University is teaching, research and public service, each department, division or other appropriate unit shall in developing evaluation criteria include (but not be limited to) the following as appropriate, which are listed in alphabetical order:
 - a. Course and curricular development
 - b. Creative works in discipline
 - c. Departmental, college, campus and University assignments and service
 - d. Instruction
 - e. Professional activities
 - f. Public service in discipline
 - g. Publications and papers
 - h. Research
 - i. Scholarly writing
 - j. Student advising.
2. The parties agree that student input is essential in the improvement of instruction and shall be considered during evaluation. Further, student input is a meaningful part of evaluation. Consequently, unit members shall conduct student evaluations in each class taught. A department, division or other appropriate unit may develop or revise a standard student evaluation form and procedure. Student evaluation forms and procedures shall be developed, revised and approved in accordance with paragraph B.3 of this Article. Student evaluations shall be part of a unit member's personnel file as follows:
 - a. Student evaluation forms which contain a series of questions each of which is confined to a limited aspect of the unit member's teaching performance shall be included in the personnel file whether such forms include a rating scale consisting of a discrete number of points such as a numerical scale, or require a series of short narrative answers. When a summary of such student evaluations is prepared by the University, the summary may be placed in the personnel file in lieu of the individual evaluation forms provided the unit member has been given an opportunity to verify the summary. Such student evaluations or summaries, if unsigned, shall not constitute anonymous materials under Article 6, Personnel File.
 - b. Student evaluation forms which consist of a broad solicitation, without limit or direction, to evaluate the unit member's teaching performance, including such portions of student evaluation forms otherwise described in subparagraph a. above, shall be placed in the personnel file when signed by the student who has conducted the evaluation.
 - c. Unsolicited student commentaries regarding a unit member's teaching performance which are contained on the evaluation form may be included in the personnel file if signed by the student and, by mutual consent, may be included even if unsigned.
 - d. Student evaluations shall not be made available to unit members until final grades for the course evaluated are received by the registrar. The results shall be made available to the unit member as soon as they are obtained by the department or division.
 - e. The University shall make available to unit members as promptly as possible the student evaluation forms or summaries, as appropriate, provided the conditions specified in sub-paragraph d. above have also been met. Consideration of the reappointment of a unit member shall not be withheld or prejudiced by administrative delay in the secure return of student evaluation forms or summaries.

- f. Individuals who review the results of student evaluations are cautioned not to place undue emphasis on any single measure of performance and to be sensitive to the limitations of the statistical analysis of ordinal data.
3. For the purpose of evaluating peers, the full-time faculty of each department, division or other appropriate unit shall develop evaluation criteria, select members, and designate appropriate peer review committee structures. A full-time faculty member shall have a peer review committee made up of full-time faculty.
 - a. Each department, division or other appropriate unit shall submit their evaluation forms, procedures and criteria to the department, division or other appropriate unit chairperson or director for transmittal to the chief administrative officer or his/her designee at least 45 days prior to May 1st of any given academic year. Recommended criteria for promotion to the rank of full professor shall contain information on when the revised criteria would apply to candidates for promotion to the rank of full professor. In no case shall a candidate for promotion to full professor have less than two years notice of a change in the criteria.
 - b. The chief administrative officer or his/her designee shall respond in writing (within 45 calendar days) to the department, division or other appropriate unit stating his/her approval or rejection of the relevant criteria.
 - c. If the chief administrative officer or his/her designee approves the evaluation criteria, he/she will see that it is duplicated and distributed to appropriate unit members and shall forward a copy to the Association president or his/her designee.
 - d. If the chief administrative officer or his/her designee rejects the evaluation criteria he/she shall submit in writing his/her specific objections and his/her recommendations to the department, division or other appropriate unit. The chief administrative officer or his/her designee shall then meet with the department, division or other appropriate unit to resolve the issues. If within twenty-one (21) calendar days the issues have not been resolved to the mutual satisfaction of both parties, they will be submitted to a panel consisting of three (3) unit members elected by the department, division or other appropriate unit and three (3) administrators appointed by the chief administrative officer or his/her designee. The findings of a majority of the panel shall be binding on both parties.
 - e. The evaluation criteria so developed shall be the sole criteria relating to professional performance used in personnel recommendations except as otherwise provided in this Agreement. The parties acknowledge that individuals evaluating performance in accordance with said criteria may differ in their conclusions based on academic judgment. Where institutional circumstances may prevent reappointment, promotion or tenure the requirements of Articles 7.B.2 and 17 shall be observed. Evaluation criteria and student evaluation forms and procedures which are approved pursuant to this Article shall remain in force until such time as revisions have been developed and approved pursuant to this Article. Approved revisions shall be effective as of the commencement of the next academic or fiscal year. Review of the evaluation criteria, forms and procedures by the department, division or other appropriate unit and submission for approval in accordance with the procedures described in this Article shall occur whenever such review is considered appropriate by the department, division or other appropriate unit or the chief administrative officer or his/her designee.
 - f. For unit members who are serving in probationary appointments at the time the standards and criteria for tenure are changed pursuant to 10A-E above the following shall apply:
 1. Individuals in the third year of probationary service may elect to be reviewed either under the newly established standards or those standards in place at the date of their initial appointment as a probationary faculty member.
 2. Individuals serving in the fourth year of probationary service and above shall be evaluated for tenure based upon the standards and criteria in place at the time of their initial probationary appointment.
 3. Individuals serving in the first or second year of probation shall be evaluated under the newly established standards for tenure.
 - g. Effective with the 2007-2008 academic year, to avoid confusion and misunderstanding, the standards and criteria for tenure to be employed during any review shall be stapled to the candidate's dossier and become

part of the overall evaluation packet that moves through subsequent levels of review.

C. Evaluation Procedure:

1. Each department, division or other appropriate unit shall conduct annual evaluations of each unit member except: a) those unit members whose service will cease at the end of the current academic or fiscal year need not be evaluated; and b) any unit member having the rank of Professor with tenure and any unit member having the rank of Extension Educator with continuing contract shall be evaluated by the department, division or other appropriate unit every four (4) years, or more frequently upon written request of the unit member. Any unit member having the rank of Associate Professor with tenure, any unit member having the rank of Associate Extension Educator with continuing contract and any Lecturer or Instructor with over six (6) years of continuous service in the same department, division or other appropriate unit shall be evaluated by the department, division or other appropriate unit every four (4) years, or more frequently upon written request of the unit member. c) Evaluations shall be scheduled to insure that promotion, tenure, continuing contract status, and reappointment schedules and/or deadlines will be met. At the written request of an appropriate administrator, the peer committee shall determine whether to conduct peer evaluations on a more frequent basis than provided for above. Under normal circumstances, a faculty member will be evaluated only once during an academic year. In the event a second evaluation takes place within the same academic year, the faculty member may add items to their previous documentation.
2. The peer committee may request from the unit member supporting documents, or other information pertaining to the assignments of the unit member.
3. Upon request of the unit member, the chairman of the peer committee or the appropriate peer committee of each department, division or other appropriate unit, shall meet with each individual unit member being evaluated for frank discussions of that person's professional performance.
4. The peer committee shall prepare a written evaluation. For one (1) week prior to placing the evaluation in the unit member's official personnel file, the unit member shall have the opportunity to supply written comments which, if provided, will be attached to the peer committee's evaluation. All evaluation reports of the peer committee, both majority and minority (if any) must be signed by all of the members of the committee. The names of all peer committee members must be listed and any abstentions noted.
5. The evaluation, with response, if any, shall be placed in the unit member's personnel file by the custodian of the file.
6. Peer and administrative reviews of electronic classes, discussions, and files shall follow department, or unit protocols established for evaluating instruction. Archived materials may not be used for evaluating instruction except in accordance with established department, division, or unit procedures, or with the faculty member's consent. Archived material is information on course content that has been stored beyond the duration of the course.

D. Evaluation of Part-time Faculty:

1. Unit members will evaluate the qualifications and credentials of new part-time faculty upon hire. If this evaluation cannot be completed before the hire it must be done by the end of the part-time faculty member's first semester of employment.
2. Unit members will evaluate part time faculty within appropriate discipline areas.

E. A joint AFUM / UMS sub committee shall be established dedicated to taking a comprehensive look at the current student evaluation instruments and their use within UMS. Until such time as any recommendations made by this committee are accepted by the parties, the current student evaluation system shall remain in place. The committee shall be composed of four (4) representatives from AFUM and four (4) representatives from UMS.

The committee's recommendations shall be due one (1) year from the execution date of this Agreement.

F. A joint committee shall be formed to review issues concerning faculty not found satisfactory in Post Tenure Review.

ARTICLE 11 - WORKLOAD

- A. 1. The work year for unit members on fiscal year appointments, except for such unit members in the Department of Physical Education and Athletics at the University of Maine, shall be from July 1 through June 30 inclusive of annual leave and holidays as provided in Article 19, Leaves. Except for such period of annual leave and holidays, unit members shall be available for assignment to professional activities.
2. The work year for unit members on fiscal year appointments in the Department of Physical Education and Athletics at the University of Maine shall be twelve (12) consecutive months inclusive of annual leave and holidays as provided in Article 18, Leaves. Except for such period of annual leave and holidays, unit members shall be available for assignment to professional activities.
- B. The work year for unit members on academic year appointments shall be from September 1 through May 31. An exception to this may be made in the form of a letter of agreement for any year in which the academic year starts on the first or second day of the month of September. The work year shall include a teaching workload of two semesters and other professional and University activities and responsibilities.

Student orientations are especially important university activities that are best accomplished with faculty participation. Because student orientations are crucial to attracting and retaining students, and because orientations necessarily occur before September 1, faculty are urged to plan on participating voluntarily in this important university activity.

- C. 1. The workload of unit members shall consist of teaching, research, University, and public service. The mix of teaching, research, University, and public service responsibilities varies among campuses, colleges, divisions, departments, and unit members.
2. The major basis for determining the composition of a unit member's workload shall be department, division or other appropriate unit responsibilities and needs, college needs, individual competencies and the past workload of an individual unit member.
3. There shall be no unreasonable change in practices relating to the scheduling of class times during the term of this Agreement.
4. a. Individual workload assignments including ITV/distance shall be made by the department, division or other appropriate unit chairperson or director in consultation with the individual unit member and the department, division or other appropriate unit subject to the approval of the chief administrative officer or his or her designee and shall be reasonable. There shall be no unreasonable increase or decrease in an individual's total workload during the term of this Agreement.
- b. If part of a unit member's normal teaching workload is canceled, every attempt shall be made to assign the unit member to another course he or she is prepared to teach. The department chair or other appropriate administrator shall consult with the unit member prior to the determining of a substitute assignment in the event of the cancellation of a previously scheduled in-load class. In so consulting, the appropriate administrator shall attempt to accommodate the unit member's preferences with respect to the substitute assignment.
- c. If team teaching is approved by a Dean/appropriate academic administrator, the unit members and appropriate academic administrator will meet prior to the commencement of the course to resolve pay issues on a case by case basis, and/or to adjust unit members' workloads.
- d. The parties hereby agree to study and explore the means and methods for compensating unit members who engage in assigned individualized and/or independent study.
5. Unit members will not normally be required to teach at an outreach center without their consent. Consideration in assignments to outreach programs shall include such factors as terms contained in letters of appointment, academic program needs and financial considerations. The University shall exercise reasonable effort to assure equitable distribution of outreach assignments.
6. Class assignments for unit members teaching at more than one (1) geographic location shall be scheduled in such a way as to allow adequate travel time between classes.

- 7. Unit members on academic year appointments who are granted released time from any portion of their regular teaching workload will be eligible for overload offerings only with the approval of the chief academic officer or that person's designee.
- D. Unit members shall be entitled to at least ten (10) hours off time between the completion of assigned work on one day and the commencement of assigned work on the subsequent day. If a unit member's assigned work goes beyond ten p.m., the unit member shall not be required to perform assigned work earlier than ten a.m. the following day.
- E. Upon reasonable request, the University shall supply necessary data regarding unit members' workloads to the Association for use in such studies of workload which the Association may conduct.

ARTICLE 12 - DISTANCE EDUCATION

- A. Unit members will not be required to teach in ITV programs except when consistent with terms contained in letters of appointment. Videotapes of ITV program offerings shall conform to use policies established by the unit member and shall not be routinely kept by the University except for examination review, for make-up of student absences or for the unit member's self-study purposes. Videotapes shall not be used for evaluation purposes except where permitted by department or division evaluation procedure. Scheduling of ITV obligations shall conform with the other provisions of this Article. The University agrees not to retransmit by electronic means the work product of a unit member without the written consent of the unit member or his/her authorized representative and with any additional compensation as determined by mutual agreement. The use of videotapes as an ADA accommodation will be determined by the campus ADA officer in consultation with the faculty member.
- B. Compensation for distance education courses identified in Appendix F as Regular ITFS, Enhanced ITFS and TV Plus shall use the following formula for a three credit course:

For courses with fewer than 20 students	3 credits
For courses with at least 20 but fewer than 30 students	4 credits
For courses with at least 30 but fewer than 40 students	5 credits
For courses with at least 40 but fewer than 50 students	6 credits
For courses with 50 or more students	6 credits + faculty assistance

The credit hours are minimum rates for compensation which do not preclude additional payment for courses which are deemed writing intensive or for innovative work which benefits the campus and/or the System. The credit hours shall be determined by the enrollment at the start of the third full week of classes. This schedule becomes effective when the enrollment at receiving sites exceeds 5 students.

- C. The minimum preparation fee for a new course shall not be less than \$500. This minimum does not preclude a higher preparation fee where deemed appropriate. Major revision preparation fees shall be determined after evaluation of the written application.
- D. In exploring options for compensation of unit members for teaching web-based courses and emerging technologies, the parties shall be guided by the finding of the Teaching Through Technology Task Force.

**ARTICLE 13 - RESPONSIBILITIES OF DEPARTMENT, DIVISION
OR OTHER APPROPRIATE UNITS AND CHAIRPERSONS**

- A. The parties recognize that chairpersons have both administrative and collegial functions and that unit members have legitimate concern in the selection, retention and performance of individuals serving as chairpersons.
- B. Chairpersons at the following campuses shall be unit members: UMFK, UMM, USM.
- C. Chairpersons at the following campuses shall not be unit members: UMA, UM, UMPI, UMF.*

The nomination and selection of non-unit chairpersons shall be in accordance with current governance policy in effect at the appropriate campus. Governance policies which are in effect at the time of execution of this

Agreement are attached (Appendix D). Although revisions to such policies may occur during the term of this Agreement in accordance with appropriate governance procedures, such revisions shall recognize the legitimate concerns of unit members described in Section A above. Any changes in governance policies pertaining to the nomination and selection of non-unit chairpersons shall be promptly forwarded to the Association.

- D. In the case of unit chairpersons, the department, division or other appropriate unit shall recommend to the chief administrative officer or his/her designee a candidate whenever an opening for chairperson arises.
 - 1. If the opening is to be filled from outside the department, division or other appropriate unit, Article 7, Appointment, Reappointment and Non-Reappointment and Contract Status, will be followed. The chief administrative officer or his/her designee(s) may accept or reject the recommendation and that decision shall be final. Prior to rejecting any department, division or other appropriate unit recommendation, the chief administrative officer or his/her designee(s) will meet with the department or division faculty involved to discuss the recommendation. In the event that the recommendation of the department, division or other appropriate unit is rejected, the faculty involved will be asked to submit another recommendation.
- E. The position of chairperson may be filled on a temporary (acting) basis at the discretion of the chief administrative officer or his/her designee for a period not to initially exceed one (1) year. The position may continue to be filled on a temporary (acting) basis for up to one (1) additional year if a chairperson has not been timely appointed on a regular basis within the initial year, or if such action is in accord with a recommendation of the department, division, or other appropriate unit.
- F. 1. Workload reduction and additional compensation for unit chairpersons shall be based on the number of full-time equivalent faculty in the department inclusive of the chairperson. In the calculation of full-time equivalent faculty, full-time regular faculty shall each count as one (1) full-time equivalent, and each twelve (12) credit hours taught by part-time and temporary faculty shall count as one (1) full-time equivalent. For any year, this calculation shall be based on an average of the number of full-time equivalent faculty in the department in each of the two (2) semesters in the preceding academic year. Unit chairpersons shall receive no less than the following workload reduction and additional compensation:

Size	Reduced Load	Stipend January 1, 2010- June 30, 2011
fewer than 11	1 course or 25%	and \$1,894/yr.
at least 11 but fewer than 16	1 course or 25%	and \$2,464/yr.
16+	1 course or 25%	and \$3,112/yr.

Following consultation with the chairperson if it is the opinion of the campus administration that the chairperson cannot accept a reduced workload, reimbursement shall be at the appropriate overload rate.

- 2. When the University requests unit chairpersons with academic year appointments to perform occasional but substantial services during the period from June 1 to August 31, and such unit chairpersons accept assignment to such duties, they shall be compensated by payment of an additional 50% of the appropriate annual stipend which is set forth in Section F.1 of this Article.
- G. The departments, divisions or other appropriate units shall retain their traditional input into academic policy and standards consistent with the overall purposes of the University and the written policies of the Board of Trustees. Departments, divisions or other appropriate units shall establish appropriate committees to carry out their responsibilities pursuant to this Agreement.

*The parties reaffirm for the life of this agreement the currently existing Memorandum of Understanding wherein department chairs at UMPI are considered members of the unit.

ARTICLE 14 - CHECKOFF AND MAINTENANCE OF MEMBERSHIP

- A. Unit members shall elect one of the following options within sixty (60) days of initial employment in the bargaining unit or execution of this Agreement, whichever is later: 1) membership in the Association; 2) payment of a Representation Fee; or, 3) payment to an education fund.
- B. For purposes of this Article, "Representation Fee" is the costs associated with the negotiation and continued administration of this Agreement and the legal requirement that the Association represent all bargaining unit members. During the term of this Agreement, the Representation Fee shall be assessed monthly at an amount specified by the Association as set forth in Section E below.
- C. Unit members who elect the education fund option shall during the term of this Agreement be assessed monthly at the rate of one-twelfth (1/12) of the annual membership dues.
- D. Unit members who are members of the Association as of the date of ratification of this Agreement, or who, thereafter, during its term, become members of the Association, shall maintain their membership in the Association for the term of this Agreement; provided, however, that any such unit member may resign from membership in the Association during the period from August 15 to September 15 of a given year. Unit members who resign from membership in the Association are required to select an alternative option from Section A above upon the effective date of their resignation. If a unit member resigns and does not select an alternative option, upon notification from the Association, the University shall deduct the monthly Representation Fee in accordance with F below.
- E. The University agrees to deduct in monthly installments the dues of the Association, the Representation Fee or the education fund contribution from the pay of those unit members who individually request in writing that such deductions be made. The amount(s) to be deducted shall be certified in writing by the Association within thirty (30) days of the signing of this Agreement, and thereafter by August 10 of each year. The University shall remit monthly the aggregate deductions, together with an itemized statement containing the names of the unit members from whom the deductions have been made and the amount so deducted from each one. The aforesaid remittance shall be made by the 15th of each month following the month in which such deductions have been made.
- F. The Association has demonstrated, based upon actual payroll records, that two-thirds (2/3) of the unit members voluntarily economically support the Association either through the payment of a membership fee or voluntary payment of the Representation Fee. Therefore, during the term of this Agreement the University agrees to deduct a monthly Representation Fee from the pay of all unit members hired on or after August 16, 2010 who have not signed an authorization for the University to deduct monthly installments for one of the options specified in Section A of this Agreement and also have not made arrangements to pay regular dues, representation fees or contributions to the education fund to the Association directly, unless the unit member is a religious objector as provided under Section G. The Association shall advise the University as to the names of such unit members who have not either authorized payroll deductions, made arrangements for direct payments, or qualified for religious objector status. Automatic deductions for those unit members as described in this paragraph will begin in the pay period following the month during which the Association has notified the University as required by this section.
- G. Any unit member covered hereby who maintains that she/he holds a sincere and bona fide religious belief that conflicts with an obligation to financially support the Association, public employee organizations or labor organizations in general may seek religious objector status by petitioning the Association. Any such unit member who is found by the Association to hold a sincere and bona fide religious belief that conflicts with an obligation to financially support the Association, public employee organizations or labor organizations in general, shall have the right to refuse to pay the Representation Fee only so long as the unit member makes contributions at least equal in amount to the Representation Fee to a non-religious charitable organization mutually agreed upon by the unit member so refusing and the Association, within ten (10) days after each payday. The Association shall not unreasonably deny the choice of such non-religious charitable organization suggested by the unit member. An administrative or legal challenge to a denial of a petition for religious objector status may be filed by the unit member against the Association in an appropriate forum and shall not be subject to grievance arbitration under this Agreement.

Should a unit member have a pending written request for religious objector status or a pending administrative or legal challenge regarding their religious objector status, the University will continue to deduct the Representation Fee from the unit member's pay until the request is granted or the challenge is resolved, and that amount will be placed by the Association in an interest-bearing escrow account pending resolution of such dispute or request. If, as a result, the unit member is granted religious objector status then the Association will pay the amount held in escrow to the unit member. The Association shall pay for any maintenance fees associated with such escrow accounts. The University shall not be liable for any fees, costs, damages, expenses, or any other form of liability involved with regard to such escrow accounts. If a unit member is granted religious objector status, the Association will notify the University of the unit member's religious objector status and the University will cease automatic Representation Fee deductions.

It shall be the sole responsibility of the Association to verify contributions made in lieu of Representation Fees pursuant to this Section G of this Article. It shall be the sole obligation of the Association to certify to the University the name of any unit member who has failed to make timely contributions as a religious objector and has, thus, forfeited religious objector status. Once the Association has certified the unit member's name to the University, the University will commence and continue to automatically deduct the Representation Fee from the unit member's pay as provided in Section F of this Article.

- H. It shall be the sole responsibility of the Association to verify payments or contributions made directly to the Association pursuant to Section A of this Article. It shall be the sole obligation of the Association to advise the University, as set forth in Section F above, as to the name of any unit member who has failed to make timely payments or contributions directly to the Association and has, thus, forfeited direct payment status. Once the Association has provided a unit member's name to the University, the University will commence and continue to automatically deduct the Representation Fee from the unit member's pay as provided in Section F of this Article.

Any administrative or legal challenge regarding payments or contributions made or not made directly to the Association by a unit member may be filed by the unit member against the Association in an appropriate forum and shall not be subject to grievance arbitration under this Agreement.

Should a unit member have a pending dispute with the Association regarding direct pay status or a pending administrative or legal challenge regarding his or her payments or contributions payable directly to the Association, the University will continue to deduct the Representation Fee from the unit member's pay until the dispute or legal challenge is resolved, and that amount will be placed by the Association in an interest-bearing escrow account pending resolution of such dispute or challenge. If, as a result, the unit member is granted direct pay status then the Association will pay the amount held in escrow to the unit member. The Association shall pay for any maintenance fees associated with such escrow accounts. The University shall not be liable for any fees, costs, damages, expenses, or any other form of liability involved with regard to such escrow accounts. If a unit member is granted direct pay status, the Association will notify the University of the unit member's direct pay status and the University will cease automatic Representation Fee deductions. It will be the Association's obligation to work out a direct payment or contribution plan with the unit member.

- I. The University shall not be responsible for making any deduction for dues, fees or education fund contributions if a unit member's pay within any pay period, after deductions for withholding tax, Social Security, retirement, health insurance, and other mandatory deductions required by law is less than the amount of authorized deductions or from worker's compensation benefits. In such event, it will be the responsibility of the Association to collect the dues or fees for that pay period directly from the unit member.
- J. The University shall be entitled to designate at least one (1) representative to participate in the administration of the education fund.
- K. The University's responsibility for deducting fees from a unit member's salary specified in Section A of this Article shall terminate automatically upon either: 1) cessation of the authorizing unit member's employment, or 2) the transfer or promotion of the authorizing unit member out of the bargaining unit.

- L. The University shall deduct any authorized amount as certified by the Association in accordance with section D, E or F above. Failure of a unit member to meet the obligation set forth in Section A shall not result in termination or non-reappointment of a unit member.
- M. The Association and the University shall develop appropriate forms to authorize payment of the representation fees and education fund contributions.
- N. The University shall inform all unit members in writing of their obligation to make an election as specified in section A above. Such notice shall be given to individuals in writing in the initial letter of appointment.
- O. The University agrees to mail to all newly appointed faculty at the start of the academic year a letter provided by AFUM concerning membership in the Association along with such membership forms as AFUM desires to enclose. This letter may also reference the AFUM website for those new faculty who may wish to complete the form electronically.
- P. The Association agrees that it shall indemnify, defend, reimburse, and hold the University harmless (collectively, "Indemnification") against any claim, demand, suit, cost, expense, damages or any other form of liability, including attorney's fees, costs or other liability arising from or incurred as a result of any act taken or not taken by the University, its members, officers, agents, employees or representatives in complying with or carrying out the provisions of this Article; in reliance on any notice, letter or authorization forwarded to the University by the Association pursuant to this Article; and including but not limited to any charge that the University failed to discharge any duty owed to its employees arising out of the Representation Fee deduction. The Association will intervene in and defend any administrative or court litigation concerning the propriety of any act taken or not taken by the University under this Article. In such litigation, the University shall have no obligation to defend its act taken or not taken.
- Q. Should any Court or other authority find the indemnity clause in Section P above void or unenforceable, Article 14 of the parties' July 1, 2007-December 31, 2009 collective bargaining Agreement shall apply in place of this Article.

ARTICLE 15 - GRIEVANCE PROCEDURES

The Association and the University agree that they will use their best efforts to encourage the informal and prompt settlement of any complaint that exists with respect to the interpretation or application of this Agreement. However, in the event such a complaint arises between the University and the Association which cannot be settled informally, a grievance procedure is described herein. Pursuant to this procedure, it is the intent of both the Association and the University that grievances shall be handled in a timely manner and that neither party shall delay procedures unnecessarily.

A. Definitions:

1. A "grievance" shall mean an unresolved complaint arising during the period of this Agreement between the University and a unit member, a group of unit members, or the Association with respect to the interpretation or application of a specific term of this Agreement.
2. A "grievant" is the unit member, group of unit members or Association making the complaint.
3. "Days" shall mean all days exclusive of Saturdays, Sundays and officially recognized University holidays, as described in Article 19, Leaves.

B. Informal Procedure:

A complaint may be presented informally to the administrator whose decision or action is being contested.

C. Formal Procedure:

Step 1: In the event satisfactory resolution is not achieved through informal discussions the grievant, within thirty (30) days following the act or omission giving rise to the grievance or the date on which the grievant reasonably should have known of such act or omission if that date is later, shall complete and forward to the administrator whose action or decision is being contested the written signed grievance form (Appendix A). The administrator shall respond in writing within twenty (20) days of receipt of the grievance.

Step 2: If satisfactory resolution is not achieved in Step 1, the grievant, within twenty (20) days of receipt of an answer, or of the date the answer is due if no answer is provided, shall forward the grievance form, written statement(s) why the resolution is not satisfactory, and any other documentation, to the next appropriate level of administration. A grievance so presented shall be answered in writing within twenty (20) days of receipt of the grievance. This step of the grievance procedure shall be applicable only at the following campuses: UMF, UM, UMPI, USM.

Step 3: In the event satisfactory resolution is not achieved in Step 2, the grievant, within twenty (20) days of the receipt of an answer or of the date the answer is due if no answer is provided, shall forward the grievance form and written statement(s) why the resolution is not satisfactory, and any other documentation, to the chief administrative officer of his/her designee. A grievance so presented shall be answered in writing within twenty (20) days of receipt of the grievance. If a grievance affects unit members in more than one department, division or other appropriate unit on a campus, the Association, within twenty (20) days following the act or omission giving rise to the grievance or the date on which the Association reasonably should have known of such act or omission if that date is later, shall forward to the chief administrative officer or his or her designee the written signed grievance form referred to in Step 1. A grievance so presented shall be answered in writing within twenty (20) days of receipt of the grievance.

Step 4: In the event satisfactory resolution has not been achieved in Steps 1 through 3, the Association, within twenty (20) days of receipt of the answer or of the date the answer is due if no answer is provided, may forward to the Chancellor or his or her designee the written grievance form, written statement(s) why the resolution is not satisfactory, and any other documentation. The Chancellor or his or her designee shall answer in writing within twenty (20) days of receipt of the grievance. If the grievance affects unit members on more than one campus, the Association, within twenty (20) days following the action or omission giving rise to the grievance or the date on which the Association reasonably should have known of such act or omission if that date is later, shall forward to the Chancellor or his or her designee the written signed grievance form referred to in Step 1. A grievance so presented shall be answered in writing within twenty (20) days of receipt of the grievance.

Step 5: a) In the event a grievance is not satisfactorily resolved at Step 4 of the grievance procedure and the Association wishes to proceed to arbitration, it shall serve written notice to that effect. Notice shall be by certified mail directed to the Chancellor within twenty (20) days after receipt of the Step 4 answer or the date such answer is due, if no answer is provided. The parties shall meet within twenty (20) days to select an arbitrator competent in matters concerning institutions of higher education. Should the parties be unable to agree upon an arbitrator within ten (10) days of the initial meeting, or if the twenty (20) day period lapses without a meeting being scheduled, the grievance shall be referred by either party within twenty (20) days to the Federal Mediation and Conciliation Service for resolution by a single arbitrator in accordance with the procedures, rules and regulations of that Association. Should the grievant elect representation in arbitration by counsel of his or her choosing, said counsel will assume full responsibility of selecting an arbitrator pursuant to the provision of this paragraph. The arbitrator shall not waive timelines or excuse counsel in instances where counsel fails to adhere to the specified timelines as related to the selection of the arbitrator. The Association will provide written notification to the Chancellor or the Chancellor's designee that the grievant's counsel will assume the responsibility of selecting an arbitrator and will also represent the grievant in arbitration

Expedited Arbitration

The University and the Association shall decide on a case-by-case basis whether expedited arbitration proceedings shall be utilized for any particular grievance. In those cases where both parties agree in writing to expedite arbitration, the following procedure shall be used:

The parties shall agree within sixty (60) days following the execution date of the Agreement on a panel of not fewer than seven (7) arbitrators who are members of the National Academy of Arbitrators. The panel members shall be placed in alphabetical order and shall be selected by rotation from top to bottom of the list of panel members. The arbitrators shall agree to hear a case in not less than ten (10) days and not more than twenty (20) days. If an arbitrator is not able to hear the case within the established time, the next arbitrator on the list shall be selected. The arbitration shall take place at a time and location agreed on by the parties. The arbitration shall be conducted in accordance with the following procedures:

- a. The hearing shall be informal
 - b. Formal rules of evidence shall not apply
 - c. There shall be no transcripts or post-hearing briefs
 - d. The arbitrator shall notify the parties of his or her decision within seventy-two (72) hours after the close of the hearing.
 - e. The decision of the arbitrator shall be based on the record before the arbitrator and shall include a written explanation of the arbitrator's decision. The arbitrator may issue his or her written explanation after the time of the decision, but in no case longer than seven (7) calendar days from the date the arbitrator gives notice of his or her decision.
 - f. The decision shall be final and binding
 - g. If the parties mutually agree, the arbitrator may be asked for a bench decision
- b) The arbitrator shall have no authority to add to, subtract from, modify or alter the terms or provisions of this Agreement. Arbitration shall be confined to disputes arising under the terms of this Agreement.
 - c) The arbitrator shall have no authority to substitute his or her judgment for the academic judgment exercised by the chief administrative officer or designee(s) or the Board of Trustees or their designee(s).
 - d) The arbitrator's decision as to whether there has been a violation of this Agreement shall be final and binding on the University, the Association and any and all affected members.
 - e) An arbitrator may award lost University compensation where appropriate to remedy a violation of this Agreement, but the arbitrator may not award other monetary damages or penalties.
 - f) The arbitrator may award an appropriate remedy when a violation of the Agreement has been determined. In no case shall the arbitrator award tenure as a remedy nor shall an arbitrator's decision awarding employment beyond the sixth year of employment entitle the unit member to tenure. The arbitrator in a case involving the denial of tenure may direct a remand to the Board of Trustees and may include a recommendation regarding the tenure status of the unit member.
 - g) If a unit member is reappointed at the direction of an arbitrator, the chief administrative officer shall consult with the unit member and assign the person during the period of appointment to a mutually agreed upon assignment which may be the former position or a substantially equivalent one.

D. Duplicate Proceedings:

The Association and the University agree that this grievance procedure is the best forum for resolving issues of alleged contract violations. Consequently, the Association and the University will encourage any employee alleging a violation of the non-discrimination article to seek relief through this process. Notwithstanding the above sentence, employees may have rights to pursue claims or complaints through outside agencies, including the Office of Civil Rights and the Maine Human Rights Commission. If a complaint is filed with such an outside agency, any internal grievance that is filed or pending will be processed in accordance with the terms of this Article.

E. Rights and Responsibilities of the Grievant, University and Association:

1. No reprisals shall be taken by either the grievant, Association, or the University against any participant in the grievance procedure by reason of such participation.
2. A unit member may be represented at any level of the grievance procedure by an Association member, or professional staff or counsel of the Maine Education Association.
3. When a unit member is not represented by the Association, the Association shall have the right and a reasonable opportunity to be present at all stages of the formal procedure and to state its views.
4. Except for the decision resulting from arbitration or settlement, all documents, communications and records dealing with the processing of a grievance shall be filed separately from the personnel files of the unit members.
5. The forms which must be used for filing a grievance (Appendix A), and any subsequent review (Appendix B) shall be prepared by the University and supplied to unit members and the Association.

6. In all grievances at Steps 3 and 4, the grievance designees for the Association and the University, or their representatives, will arrange a meeting to discuss the grievance. Other participants in the matter which is the subject of the grievance may attend by invitation of a party. The requirement to conduct such a meeting may be waived with respect to any grievance by mutual agreement, confirmed in writing, of the University and Association representatives involved. All meetings and hearings under this procedure shall be conducted in private and shall include only the parties in interest and their designated representatives.
7. In the event that a grievance is not timely answered by the University at any step in the procedure, the grievant or the Association, as appropriate, may file at the next step in the procedure.
8. The costs of arbitration will be borne equally by the University and the Association. Such shared costs shall be limited to the arbitrator's fee and expenses and the charges of the American Arbitration Association.
9. The University shall promptly forward to the Association a copy of any submitted written grievance and any written material accompanying the grievance. This requirement is waived in case of grievances filed by the Association, or unit member(s) who are represented by the Association or its representatives. If the Association requests material relevant to a grievance that did not accompany the grievance, the University will make a reasonable effort to provide relevant material that is in its possession unless provision of such material is deemed by the University to be violative of its responsibility under 1 MRSA 401-410.
10. No complaint informally resolved or grievance resolved at Steps 1, 2, 3 or 4 shall constitute a precedent for any purpose unless agreed to in writing by the Chancellor or designee and the Association.
11. All grievances shall be filed within the time limits set forth or the grievance will be deemed to have been resolved by the decision at the prior step. The time limits in this Article may be extended by mutual agreement of the grievant and the appropriate University administrator at any step of the grievance procedure except that the time limits for the initial filing of a grievance may be extended only by agreement between the Chancellor or designee and the Association. Any mutual agreement shall be confirmed in writing as soon as practicable.
12. Acts or omissions which occurred prior to the execution of this Agreement shall not constitute evidence of a violation of any term of this Agreement.
13. Grievances will be scheduled for arbitration in the order in which the University receives from the Association notice of its intent to proceed to arbitration, except where the parties mutually agree otherwise in this Agreement. In scheduling arbitrations, the parties may mutually agree to schedule more than one grievance to be heard by a single arbitrator.

ARTICLE 16 –TERMINATION

Definitions:

- A.
 1. "Termination" shall mean the removal from employment of a unit member with an appointment of definite duration during the term of the appointment, or a unit member with a tenured appointment or continuing contract at any time.
 2. "Suspension" shall mean the temporary removal of a unit member from the performance of duties.
 3. "Discipline" shall mean such things as withholding of pay, reprimands, reduction in rank or unusual limitations on access to University facilities or services.
- B. No unit member shall be terminated, suspended or disciplined without just cause.
- C.
 1. A unit member with tenure, continuing contract or Lecturers with more than six (6) years of service shall receive notice of termination from the chief administrative officer on a campus at least six (6) months in advance of the effective date of said termination. A unit member without tenure, continuing contract or Lecturers with six (6) years of service or less shall receive notice of termination from the chief administrative officer on a campus at least three (3) months in advance of the effective date of said termination.
 2. The chief administrative officer of a campus may immediately suspend a unit member where there is evidence that the unit member's presence imminently threatens individuals or the operations of the University. Such suspension of a unit member shall be with pay.

3. Suspension prior to termination may be used when a unit member has voluntarily or involuntarily abandoned his or her position. Such suspension may be without pay.
- D. A unit member who is terminated, suspended or disciplined shall be given written notice of the action taken and the reasons therefore. The chief administrative officer shall notify the Chancellor and the Association of any termination or suspension.
- E. 1. The chief administrative officer of a campus may move to terminate a unit member without advance notice when the unit member's action, behavior, or conduct is so egregious as to warrant immediate dismissal. Termination without notice shall mean that the termination is immediate and that the unit member's pay ceases with the termination.
2. To terminate a unit member without notice, the chief administrative officer must present his/her request for termination to a faculty review committee. The review committee shall consist of five tenured faculty members, selected by lottery, from the unit member's campus.
3. The faculty review committee shall conduct a hearing and render a decision within 14 calendar days of the chief administrative officer's request for a review. The burden of proof for termination without notice lies with the chief administrative officer of the campus. The unit member and/or his/her representative shall have the opportunity to present arguments why termination without notice should be denied.
4. Four of the five faculty on the review committee must concur with the chief administrative officer's request in order for the termination to be immediate and without further pay.
5. The chief administrative officer shall not implement any termination without notice until the faculty review committee has completed its review or if the committee fails to consider the matter within the timeline specified above.
- F. Any termination of a unit member pursuant to this Article shall have priority scheduling at Step 5 of the grievance procedure.
- G. Should the University elect to appeal an arbitrator's reinstatement of a unit member whose employment has been terminated or suspended without pay, the reinstated individual shall be paid his or her last salary amount, during the period of the appeal commencing within 30 days of the receipt of the award. The reinstated employee shall also be eligible for health insurance in accordance with Article 21.

ARTICLE 17-RETRENCHMENT

- A. "Retrenchment" shall mean the discontinuance of a unit member with a tenured appointment or continuing contract from a position at any time or a probationary or fixed length appointment before the end of the specified term for bona fide financial or program reasons including temporary or permanent program suspension or elimination.
- B. 1. For retrenchment within designated units, there shall be the following retrenchment categories:
- a. less than one (1) year of employment
 - b. one (1) to three (3) years of employment
 - c. four (4) to six (6) years of employment
 - d. seven (7) to ten (10) years of employment
 - e. eleven (11) to fifteen (15) years of employment
 - f. sixteen (16) to twenty-one (21) years of employment
 - g. more than twenty-one (21) years of employment
2. No tenured unit member shall be retrenched if there are non-tenured unit members in the retrenchment unit.
3. No unit member with a continuing contract shall be retrenched if there are unit members without a continuing contract in the retrenchment unit.
4. Where unit members are equally qualified under 1 through 3 above, unit members will be retained whose qualifications are most essential to the mission and purpose of the retrenched unit.
5. The above order of retrenchment shall be applied in such a way as to minimize any adverse effect on affirmative action employment programs.

- C. Unit members to be retrenched shall be informed as soon as possible. Unit members shall receive the applicable notice period provided for in Article 7, Appointment, Reappointment and Non-Reappointment and Contract Status, except for unit members with tenured or continuing contract appointments shall receive at least one and one-half (1 1/2) years notice of retrenchment, as described in Section D of this Article and be notified of the decision to retrench the faculty member's position no later than October 31 or March 31 of the semester in which notice or retrenchment is given.
- D. Unit members with tenured or continuing contract appointments shall fulfill their professional responsibilities for the remainder of the semester in which they are given notice, and shall thereafter receive one and one-half (1 1/2) years of total compensation. During this one and one-half (1 1/2) year period, such unit members shall have no further professional obligations to the University unless appropriate alternate or equivalent employment at the retrenched unit member's campus, with the expectation of continuance beyond eighteen (18) months, is made available to the unit member in accordance with Section E of this Article. In such event, the salary received from the alternate or equivalent employment will be supplemented as necessary by a stipend so that no reduction in salary will be suffered during the one and one-half (1 1/2) year period. If such employment is offered and refused, the obligation to continue compensation for eighteen (18) months shall be limited to the difference between the salary for the position offered and the salary for the position from which the unit member was retrenched.
- E. At the time of notice of retrenchment, the University shall make a reasonable effort to locate appropriate alternate or equivalent employment within the University for retrenched unit members. A retrenched unit member shall have a priority right to alternate or equivalent positions within the bargaining unit for which he/she is qualified.
- F.
 1. For two (2) years following the effective date of retrenchment, a unit member who has been retrenched, who indicates a desire to be placed on a recall list, and who is not otherwise employed in a full-time University position, shall be offered re-employment in the same position at the campus at which previously employed at the time of retrenchment should an opportunity for such re-employment arise. A unit member who held a tenured or continuing contract appointment on the date of termination by reason of retrenchment shall resume the tenured or continuing contract appointment upon recall. The unit member shall receive the same salary which was received at the time of retrenchment plus any non-discretionary increases in salary or benefits received by faculty.
 2. All persons on the recall list shall regularly be sent University position vacancy announcements in the unit. For this purpose, it shall be the unit member's responsibility to keep the University advised of the unit member's current address.
 3. Should a vacancy occur at another campus within the University, unit members on the recall list shall be considered prior to the general public advertisement of the position.
 4. Any offer of appropriate re-employment pursuant to this section must be accepted within thirty (30) days after the date of the offer. In the event any offer of re-employment is not accepted, the unit member shall receive no further consideration pursuant to this Article.
- G. For the purposes of this Article, a retrenched unit member shall have been considered to have been laid off.
- H. In the event that retrenchment has taken place, no equivalent program will be developed at any campus for a period of three years unless the affected faculty have the right to relocate with the program.
- I. The provisions of this Article shall not apply to unit members with fixed length or "soft money" appointments.
- J. When a retrenchment is ordered, the University shall make available to the Association relevant information upon request.
- K. In the event of retrenchment, the Association shall proceed directly to Step 3 of Article 14, Grievance Procedure.

ARTICLE 18 - POSITION ELIMINATION

Prior to the elimination of a position held by a unit member in his or her probationary period, the chief administrative officer or his/her designee shall meet with the department, division or other appropriate unit and the affected unit member to explain the reasons for the elimination.

The impact of the elimination of a position is grievable; however, the reasons given as provided for above shall not constitute the basis for a grievance.

ARTICLE 19 - LEAVES

A. PROFESSIONAL TRAVEL

Unit members may with the approval of the non-unit chairperson and/or dean, attend professional meetings or conferences. With the approval of the chairperson and dean, the unit member's expenses, or a portion thereof, may be reimbursed in accordance with the current provisions of the University policy.

B. SABBATICAL LEAVES

1. Sabbatical leaves with pay shall be granted on the following basis:
 - a. Sixteen (16) University sabbaticals shall be available in each year of this agreement. The allocation of these sabbaticals to each campus shall be as follows: UM 5, UMA 2, UMF 2, UMFK 1, UMM 1, UMPI 2, USM 3.

Unused University sabbaticals shall carry forward to the next academic year and will be allocated to campuses in rotational order based on descending campus size, which shall be determined by the number of unit members with six (6) or more years of full-time service at each campus.
 - b. In addition to the University sabbaticals (a. above) the campuses shall make available at least the following number of campus sabbaticals: UM 20, USM 12, UMPI 1, UMA 1, UMF 1.
 - c. In addition to University and campus sabbaticals (a and b above), if a department, division or other appropriate unit can provide coverage for the costs associated with a sabbatical so that no additional costs are incurred by the University, then the department, division or other appropriate unit may, with the approval of the chief administrative officer or his/her designee, allocate and recommend the award of additional sabbaticals.
2. Unit members may make an application during their sixth year for a sabbatical leave.
3.
 - a. Applications for these sabbaticals shall be submitted to the chief administrative officer of the campus or his/her designee in accordance with procedures established at each campus which shall include a review and recommendation by the department, division or other appropriate unit. The selection of those who will receive these sabbaticals shall be based on a program proposal which includes a statement of intent and on benefits of the proposed sabbatical to the individual, the campus and the profession. All other things being equal, time since last sabbatical shall be considered a relevant factor in the awarding of sabbaticals.
 - b. Upon request of a unit member who has been denied a sabbatical leave, the chief administrative officer or designee shall discuss his or her decision with the unit member. If requested, the chief administrative officer or designee shall then promptly furnish written reasons for the decision to the unit member.
 - c. Applications for sabbaticals shall be submitted no later than six (6) months prior to the proposed effective date of the sabbatical and in accordance with campus procedures. In unusual circumstances this requirement may be waived. Unit members will be notified of approval or disapproval of sabbatical applications by the chief administrative officer no later than three (3) months prior to the proposed effective date of the sabbatical.
 - d. The Association shall be furnished annually a list by campus of unit members applying for, receiving and being denied sabbaticals.
4.
 - a. Sabbatical salaries shall be one-half pay for the academic or fiscal year; or full pay for one semester or half year. Fiscal year employees opting the academic year basis for sabbaticals shall be paid by prorating the fiscal year salary to the academic year equivalent and then receiving one-half pay for academic year awards or full pay for one semester awards.
 - b. The unit member must return to the University for at least one academic or fiscal year following the sabbatical. Agreements to the contrary must be in writing prior to participation. Salary received during the sabbatical must be returned to the University where neither of the above is satisfied.

- c. The unit member must provide a brief written report of the participation in the program to the chief administrative officer or his/her designee.
 - d. Unit members shall be eligible for another sabbatical leave after completion of six (6) years of full-time service since the last sabbatical except unit members in the rank of Professor or equivalent shall be eligible for another sabbatical leave after completion of five (5) years of full-time service. Calculation of service for this purpose shall begin at the time the unit member returns from the last previous sabbatical. Exceptions may be made if a proposed program is deemed of exceptional value to the individual, campus or the profession and there are unfilled sabbaticals.
 - e. If a unit member defers an approved sabbatical at the request of the University, the length of the deferral shall apply toward eligibility for the next sabbatical.
 - f. Compensation during the sabbatical shall include contributions made by the University to retirement programs, Social Security programs, and insurance programs under the University policy.
 - g. Annual leave and sick leave shall continue to accrue during the period of the sabbatical on a pro-rata basis.
 - h. While on sabbatical leave, a unit member shall be permitted to receive travel and moving expenses, fellowships, grants-in-aid or financial assistance from sources other than the University, provided there is no requirement to perform duties detrimental to or which interfere with the objectives for which the sabbatical has been granted.
5. Grievances under this section may be appealed through Step 5 of the grievance procedure, except that academic judgments regarding the selection of unit members to receive these sabbaticals shall not be grievable.

C. LEAVE WITHOUT PAY

- 1. a. Upon timely written request of a unit member, the chief administrative officer or his/her designee shall normally grant a leave without pay for a period not to exceed one (1) year. Such leave may be extended by the chief administrative officer or his/her designee upon timely written request of the unit member for up to two (2) successive one-year periods. These leaves may be utilized for such purposes as holding appointive public office, meeting familial obligations and other purposes consistent with the needs and interests of the University.
- b. When a leave without pay is granted so that a unit member may accept a state or federal appointive position, the leave may be extended by the chief administrative officer or designee upon timely request of the unit member for up to three (3) successive one-year periods, for a total leave not to exceed four (4) years. If an employee accepts a state or federal appointive office and is granted a leave under this policy, the employee may receive University retirement contributions under the following terms. If the employee returns to the University and contributes to the basic retirement fund an amount equal to what the employee's contributions would have been during the leave, the University shall contribute an amount equal to what its contributions would have been during the leave, based on the salary at the commencement of the leave. The University will not make any contributions if the employee accrued vested retirement benefits under a state or federal plan as a result of the appointive office.
- c. The salary of the returning unit member shall be adjusted to reflect any increases negotiated in the current collective bargaining agreement covering the initial year of the leave. In the case of leaves beyond one year, upon return of the unit member, an adjustment shall be made to the base salary to reflect non-discretionary increases and may be made to reflect discretionary increases. The University shall provide that retirement and appropriate insurance coverage for periods of leave without pay will be available to the unit member at his or her expense. While on leave without pay, the employee shall retain accumulated sick leave and annual leave, but shall not earn sick leave or annual leave. Time spent on leave without pay shall not be creditable for the purpose of determining eligibility for tenure or continuing contract. When a leave without pay is shorter than a full academic or fiscal year, the full year is not credited. Nevertheless, time spent on leave without pay may be creditable for the purpose of determining eligibility for tenure or continuing contract by mutual agreement of the unit member and the chief administrative officer or his/her designee.

2. Leaves without pay, granted under this provision for educational purposes, may be to acquire or complete an academic degree, to gain practical experience in one's field, or to participate in an educational opportunity valuable to the individual, the department or the campus. While on leave without pay for educational purposes, the University shall contribute its proportionate share to retirement and appropriate insurance programs if the unit member chooses to participate in those programs.

Upon return, the salary of the unit member shall be adjusted to reflect all increases distributed or negotiated during the period of leave. While on leave, the unit member shall retain accumulated sick leave and annual leave. Time spent on educational leave without pay may be creditable for the purpose of determining eligibility for tenure or continuing contract if agreed to in writing by the unit member, the department, division or other appropriate unit and the chief administrative officer or his/her designee. Time spent on educational leave without pay shall be creditable for purposes of retrenchment.

3. The University shall grant a unit member with tenure or continuing contract a leave of absence without pay and without forfeiture of tenure or continuing contract or other accumulated leave benefits to fulfill the duties of a legislator, provided that the unit member submits a written notice of intent to become a candidate for the Legislature no later than June 30 of the preceding academic year.

D. FAMILY, SICK AND DISABILITY LEAVE

1. For purposes of this contract, "disability leave" and "sick leave" are synonymous. Unit members shall earn one and two-thirds (1 2/3) days of disability leave for each monthly pay period, or major portion thereof, of employment.
2. Unit members on academic year appointments may accumulate disability leave up to a maximum of one hundred fifty (150) days; those on fiscal year appointments may accumulate up to a maximum of one hundred eighty (180) days effective July 1, 1990. Where retirement plans applicable to unit members permit service credit for accumulated disability leave, unit members may accumulate additional days of disability leave for such retirement purposes only if such credit is granted at no cost to the University.
3. The University shall provide each unit member with an annual statement showing disability days earned, utilized and accumulated. This statement shall be furnished to unit members within sixty (60) days after the execution date of the Agreement and thereafter during the month of October of each year.
4.
 - a. A unit member who is unable to perform duties because of a disability may use any and all accrued leave credits. A "disability" shall be defined as any physical or mental impairment of health, including an impairment resulting from pregnancy, which disables a unit member from the full and proper performance of duty.
 - b. A unit member must report disability leave for those days during which, due to disability, the unit member is unable to be on campus or other appropriate job site for classroom teaching or other assigned activities. A continuous period of disability leave commences with the first day of absence and includes all subsequent days until the unit member returns to work. For this purpose, Saturdays, Sundays and in the instance of fiscal year appointees, official holidays observed by the University shall not be counted. Unit members on disability leave during the period of either administrative holidays or official University holidays observed on the campus academic calendar shall not be charged disability leave for that period.
 - c. A unit member may use up to a total of thirty (30) days accrued disability leave each fiscal year for absences resulting from the need of the unit member to provide care for newborn or newly adopted infants, for the adoption of a child, and/or the care of children, spouse, or parent where the nature of the illness or family condition is such the unit member must be available to care for the family member. Upon timely notice to the appropriate administrator, a unit member may be granted approval to use additional disability leave where the family situation requires the unit member's continued presence. Such additional disability leave shall not exceed thirty (30) days.
 - d. The Memorandum of Understanding entitled "Alternatives to Teaching Duties Associated with the Birth or Adoption of a Child" currently in effect at the University of Maine shall continue for the life of this agreement. Prior to the expiration of this agreement, the parties shall receive a report on the effectiveness of this program.

- e. A unit member may use up to five (5) days disability leave in each occurrence of death of a member of the unit member's family in order to attend the funeral and/or to matters related to the death. Proper notice of the unit member's absence for this purpose shall be provided by the unit member to the chief administrative officer or his or her designee.
5. If a unit member's absence due to disability or other use of disability leave exceeds five (5) consecutive days or becomes habitual, the University may, by submitting a request in writing, require the unit member to furnish verification of the disability or the equivalent evidence to substantiate use of disability leave for family illness, injury or death. The unit member shall have ten (10) days to comply with the request.
6. If the chief administrative officer believes that a unit member is unable to perform assigned duties due to illness or injury, the chief administrative officer may suspend the unit member with pay and require the unit member to submit to a medical examination by a physician chosen and paid by the University, or if the unit member desires, by a physician chosen and paid by the unit member who is acceptable to the University and who shall submit a report to the University. If the medical examination confirms that the unit member is unable to perform assigned duties, the chief administrative officer shall place the unit member on compulsory disability leave at which time the unit member shall be notified in writing of the conditions under which the unit member may return to work. A unit member who is placed on compulsory disability leave shall be required to exhaust all leave credits prior to being placed on leave without pay. Application for total disability benefits must be made if the medical prognosis indicates a disability of qualifying duration.
 - a. If a unit member's absence due to disability exceeds three (3) months, the unit member may be required to apply for long-term disability benefits. Such requests shall be in writing. The unit member shall have thirty (30) days to comply with the request.
 - b. If a unit member receives both disability benefits and disability leave pay for the same period of time, the unit member shall repay the disability leave pay to the University. The unit member and the University may agree to a repayment schedule to avoid extreme personal hardship.
7. If the unit member is unable to return to work at the end of a compulsory leave period or after exhausting accumulated disability or vacation leave, based on a current medical certification obtained as described in Section D, paragraph 6, of this Article, the chief administrative officer may after consultation with the unit member:
 - a. extend the leave without pay pending determination of eligibility for total disability benefits; or
 - b. extend the leave without pay for up to one (1) year if the University deems such leave to be justified and not detrimental to the operation of the University and medical evidence indicates the possibility of a return to employment at that time.

When either of the above conditions have been met and the unit member is still unable to return to work the chief administrative officer may:

 - a. request the unit member's resignation; or
 - b. terminate the unit member's employment.
8. In the event of the death of a unit member on an academic year appointment, the University shall pay to his/her estate an amount equal to one-sixth (1/6) his/her annual salary or accrued salary, whichever is greater.
9. In the event that eligibility for total disability benefits has not been determined by the first day of the month following six (6) consecutive months of total disability, a unit member may continue to use accumulated disability leave days until disability leave has been exhausted or the unit member has been determined to be eligible for total disability benefits, whichever occurs sooner. Upon commencement of long term disability payment, an employee must re-pay any disability leave paid by the University for any period of time beyond the six (6) month elimination period to when long term disability benefits were approved.
10. In the event the unit member is placed on leave without pay due to disability, and has applied for long term disability, he or she may make a written request to the appropriate supervisor for an advance of disability leave, provided all other accumulated leave has been used. The supervisor shall forward the request with his / her recommendation to the campus President or designee. The President or designee may receive other

recommendations regarding the request from such individuals determined to be appropriate. The President or designee shall have the sole discretion to accept or reject the request, and his / her decision shall be final and shall not be grievable. Upon the unit member's return to work, the amount of sick leave advanced shall be repaid on a monthly basis at the rate of one-half (1/2) of any future amounts accumulated until such time as the balance has been repaid. Any outstanding balance shall be repaid by the unit member at the time of termination. The employee who receives long term disability pay and is able to work part-time shall be allowed to use accrued disability leave to supplement their pay. Accrued disability leave may be applied to the difference between the employee's base pay and what the employee receives through LTD payments and their part-time wages.

E. JURY DUTY

1. A unit member who is summoned as a member of a jury panel or subpoenaed as a witness, in a case not involving the unit member's personal litigation, shall be granted leave with pay and any jury or witness fees shall be retained by the unit member. No unit member shall be given leave with pay for the purpose of appearing as an expert witness when the unit member receives professional compensation for an appearance.
2. Any unit member who substitutes for another unit member appearing as an expert witness shall be compensated on a per diem basis at the overload rate appropriate to his or her rank.
3. To be eligible for the benefits of this section of the Agreement, evidence in the form of a subpoena or other written notification shall be presented to the unit member's immediate supervisor as far in advance as possible.

F. FISCAL YEAR EMPLOYEE – ANNUAL LEAVE

1. Unit members on fiscal-year appointments shall earn annual leave at the rate of one and two-thirds (1 2/3) days per month, or major portion thereof of employment for the first fifteen (15) years of service. In subsequent years, the unit member shall earn annual leave at the rate of two (2) days per month, or major portion thereof, of employment. Academic-year unit members shall not earn or accrue annual leave. Up to forty (40) days of annual leave may be carried forward from year to year. This annual carry forward shall be applied on December 31 of each year. A unit member may request a waiver to carry forward days in excess of forty (40) with the recommendation of the unit member's immediate supervisor and the approval of the System Office of Human Resources. Such requests shall not be unreasonably denied.
2. In the first year of employment, annual leave shall be earned before being taken. All requests for annual leave shall be submitted by the unit member to the immediate supervisor as far in advance as possible and appropriate. Approval of the dates on which a unit member wishes to take annual leave shall be subject to the consideration of departmental and organization scheduling, but shall not be unreasonably withheld by a supervisor.
3. When a fiscal-year unit member terminates employment or changes from a fiscal-year to an academic-year contract, the campus shall pay the unit member for up to forty (40) days of unused annual leave balance prior to the change to the academic-year contract or the termination of employment. Any accrued annual leave in excess of forty (40) days shall be forfeited by the unit member.

G. FISCAL YEAR EMPLOYEES – HOLIDAYS

The holidays for unit members on fiscal-year appointments shall be:

Independence Day; Labor Day; Columbus Day; Veterans Day; Thanksgiving Day; Day after Thanksgiving; Christmas Day; New Year's Day; Martin Luther King, Jr. Day; Presidents' Day; Patriot's Day; Memorial Day.

The date of the observance of the holidays shall be communicated to the Association by the University prior to the start of the fiscal year in which the holidays occur.

Holidays which fall on days when classes are scheduled shall be taken at a time mutually agreeable to the unit member and the appropriate supervisor.

H. RETURN FROM LEAVE

In the event a Faculty Member returns from leave mid-semester, the Faculty Member and University may develop an alternate work assignment for the remaining portion of the semester.

ARTICLE 20-SALARIES AND OVERLOAD

- A. Any unit member who is promoted within the collective bargaining unit shall be guaranteed an increase in base salary on the effective date of promotion. The minimum amount of the increase shall be computed based upon the employee's current salary at the effective date of promotion or the new rank minimum, whichever is greater.

Instructor to Assistant Professor	6.5%
Assistant Professor to Associate Professor	6.5%
Associate Professor to Full Professor	7.5%

- B. 1. Effective January 1, 2010 – June 30, 2011, Rank minima for unit members shall be as follows:

	academic year appointment	fiscal
Instructor	\$36,808	\$44,168
Assistant Professor	\$44,256	\$53,107
Associate Professor	\$50,462	\$60,555
Professor	\$59,591	\$71,506

- C. 1. Effective January 1, 2010 – June 30, 2011, unit members in the rank of Lecturer shall receive salary increases based upon length of continuous full-time regular University service, as follows:

	academic year appointment	fiscal
six (6) years of service	\$1,235	\$1,586
ten (10) years of service	\$2,424	\$3,066
sixteen (16) years of service	\$3,613	\$4,537

The appropriate increase shall in the case of Lecturers with fiscal-year appointments, be added to base salary on July 1 of the year immediately following the completion of the prescribed years of service as specified above, and on September 1 in the case of Lecturers with academic-year appointments.

- D. Overload compensation rates for courses which commence with the Spring 2010 semester, shall be increased by 1.5%. Such overload compensation rates (see Appendix C) are minimum rates.
- E. Each University shall conduct a study of faculty compensation addressing issues of equity and competitiveness. Each University report shall be submitted to the parties by March 31, 2011. The results of these reviews shall serve to inform the parties in future negotiations.
- F. In order to prevent gender based salary inequities, or other unintended illegal discrimination, a unit member's salary shall be reviewed by the campus EEO/HR office at the time a promotional increase or individual salary increase is recommended. Each campus shall make available information regarding the possibility, if any, and the procedures and criteria by which any extraordinary salary adjustments are made.
- G. Post Tenure Compensation –
1. Any unit member having the rank of Professor with tenure, Associate Professor with tenure, Extension Professor with continuing contract, or Associate Extension Professor with continuing contract, or any Lecturer, Research Faculty, or Instructor with over six (6) years of continuous full-time regular service in the same

department, division, or appropriate unit shall be eligible for consideration for the award of compensation at the time of his / her post tenure review.

2. Normally, under normal circumstances approximately 25% of the tenured faculty at a given university shall be eligible in any given year. Faculty members who were not reviewed on their last scheduled date of post tenure review shall be scheduled for review in a four (4) year cycle commencing with their most recent tenure or promotion date.

Faculty who are on sabbatical or educational leave may elect to stand for review while on leave or may elect to be reviewed upon return from leave. Election to be reviewed upon return from leave does not alter the schedule for future reviews which shall continue to be based on the most recent tenure or promotion date. Election to be reviewed upon return from leave shall not result in any retroactive payment of the salary adjustment.

3. Effective January 1, 2003, a joint UMS – AFUM committee shall be created to oversee administrative issues and any other problem that may arise during the course of this program. Such issues may include questions of eligibility, determination of cohort groups, and adherence to the procedures outlined herein. Membership in the committee shall be drawn from each party’s negotiations team. UMS shall provide the committee with a report each year concerning those awards made, denied, augmented, or any situation in which the peer recommendation is altered in any way.
4. Eligible faculty shall be evaluated pursuant to Article 10, Section C of the Agreement. Those faculty who receive a peer committee evaluation of satisfactory or better shall be recommended to receive a 3.5% adjustment to their base pay effective at the start of the subsequent fall semester for academic-year faculty, or, to be effective the July 1 following the review in the case of faculty with fiscal year appointments.
5. The peer committee’s recommendation shall be forwarded to the dean or appropriate academic administrator, who may ratify, or for compelling reasons, overturn the peer committee’s recommendation. In the event that the peer recommendation is overturned, the appropriate administrator shall inform the peer committee of the reasons of such action. The administrative review may also augment the peer committee’s recommendation in recognition of stellar performance, salary compression, and / or equity. Under no circumstances shall the amount of the augmentation exceed an additional 3.5% of the individual’s base salary.
6. The exercise of academic judgment by either the peer committee or the academic administrator shall not be subject to the grievance procedure. Alleged violations of the procedures contained herein shall be subject to the grievance and arbitration provisions of the Agreement.

H. Direct Deposit:

1. Unit members are required to have paychecks directly deposited unless the employee indicates in writing that a special circumstance exists. In such instance, direct deposit will not be required.

ARTICLE 21 - RETIREMENT AND INSURANCES

A.1. The University shall continue the University of Maine System Retirement Plan for Faculty and Professional Employees for unit members. Contribution rates shall be as follows:

University share	10% of unit member's annual base salary
Unit member's share	4% of his/her annual base salary
Total	14% of unit member's annual base salary

- 2a. Unit members with academic-year appointments who are participants in the Retirement Plan and who have been engaged by the University to perform additional University work other than teaching during the period between the end of one academic year and the commencement of the next academic year and to whom additional compensation equal to or exceeding two-ninths (2/9) of the unit member's annual base salary as of June 1 is to be paid may be eligible to participate in the retirement program. Contributions for the additional compensation

for the covered work during the June 01 – August 31 period shall be the same percentages as the applicable retirement program.

- b. Such contributions shall be made by and on behalf of only those eligible unit members who submit a written election for this option with the appropriate campus administrative office at least ten (10) work days prior to the payroll submission date of the month in which the work is to be performed.

B. Unit members participating in the plan as of June 30, 2009 upon separation from University service, shall, at any age, have the option to withdraw one hundred percent (100%) of their defined contribution retirement plan accumulation, subject to vendor and Internal Revenue Service regulations.

C. 1. The University shall continue to make available to unit members a health insurance plan which is the equivalent to the plan in existence July 1, 2006. Unit members may choose to enroll themselves and their eligible dependents in this plan. This shall not preclude consideration by the University of alternative equivalent health insurance systems during the term of this Agreement.

- 2. Unit members shall have deducted from their monthly pay for health coverage an amount equal to:
 - Single coverage 11.25% single rate
 - Single plus one adult 11.25% single rate & 13.25% dependent rate
 - Family coverage 11.25% single rate & 13.25% dependent rate

The dollar value of the amounts provided for above shall remain constant until a successor agreement is executed.

January 1, 2010 - December 31, 2010				
Comprehensive	Total Monthly Premium Cost	Monthly Employee Share	Total Yearly Premium Cost	Total Yearly Employee Share
Single Coverage	\$582.39	\$65.52	\$6,988.68	\$786.24
Single Plus One	\$1,281.27	\$158.12	\$15,375.24	\$1,897.44
Family Coverage	\$1,630.63	\$204.41	\$19,567.56	\$2,452.92

Point of Service	Total Monthly Premium Cost	Monthly Employee Share	Total Yearly Premium Cost	Total Yearly Employee Share
Single Coverage	\$547.66	\$61.61	\$6,571.92	\$739.32
Single Plus One	\$1,204.82	\$148.69	\$14,457.84	\$1,784.28
Family Coverage	\$1,533.40	\$192.22	\$18,400.80	\$2,306.64

January 1, 2011-December 31, 2011				
Comprehensive	Total Monthly Premium Cost	Monthly Employee Share	Total Yearly Premium Cost	Total Yearly Employee Share
Single Coverage	\$669.75	\$75.35	\$8,037.00	\$904.20
Single Plus One	\$1,473.46	\$181.84	\$17,681.52	\$2,182.00

Family Coverage	\$1,875.22	\$235.07	\$22,502.64	\$2,820.84
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Point of Service	Total Monthly Premium Cost	Monthly Employee Share	Total Yearly Premium Cost	Total Yearly Employee Share
Single Coverage	\$629.81	\$70.85	\$7,557.72	\$850.20
Single Plus One	\$1,385.54	\$170.99	\$16,626.48	\$2,051.88
Family Coverage	\$1,763.41	\$221.06	\$21,160.92	\$2,652.72

Assumes premium rate increase not to exceed 15% and SOP at 2%.

Starting no later than November 15 of each year, members of the bargaining unit may, on an annual basis, elect to enroll in either the point of service or the comprehensive coverage option under the University's group health insurance plan and relevant provisions.

3. Health Insurance Premium Rebate

- a. If during the term of this Agreement, the UMS Group Health Plan continues to operate on a self-insured basis and the total aggregate premium amount for the two-year period January 1, 2009 through December 31, 2010 exceeds the total aggregate costs paid to the insurer for the same period for claims and other expenses by equal to or exceeding 1%, unit members will receive a proportionate rebate of premiums paid based upon their level of coverage at the time the rebate is paid. The rebate will be paid no later than September 30, 2011.
- b. During the term of this agreement all state and federal health insurance mandates, including those regarding mental health services, that would be applicable to employee coverage under insurance plans provided by the University by way of regulated insurance carriers, shall be applicable to the UMS Group Health Plan plans covering unit members under the terms of this Agreement.

4. Prescription Drug Plan

- a. There will be a three (3) tier plan per 30 day supply: \$10.00 for Tier 1 medications, \$25.00 for Tier 2 medications and \$40.00 for Tier 3 medications.
- b. A mail order option is available through the Healthcare Provider that provides for receiving a 90 day supply of medications for two (2) co-pays beginning April 1, 2006. In addition, the 90 day supply for two (2) co-pays may be obtained from local pharmacies who participate in the mail match program with the Healthcare Provider.
- c. Maximum out of pocket expenses for prescription co-payments will be \$1,300 for individuals and \$1,950 for families.

5. Wellness Incentive:

Unit members may participate in a wellness incentive program in order to receive a credit toward the employee share of the health insurance premium during the term of this agreement. This program is available to all unit members who are enrolled in the University health plan.

~~Year 1—2010 (beginning as early as possible in the year):—~~

If the employee completes requirements 1 and 2 listed below in the Year 1 Program requirements, the employee will receive a one-time one hundred dollar (\$100) credit towards employee health premium contributions for calendar year 2010. If the employee's spouse/domestic partner who is covered in the UMS group health plan completes requirements 1 and 2 listed below, the employee shall receive an additional one hundred dollar (\$100) credit towards the health insurance premium.

Year 1 Program Requirements:

1. Employee/Spouse or domestic partner will need to obtain key bio-metric data (e.g. BP, BMI, Lipids)
 - o UMS will run “know your #'s” clinics for bio-metrics, OR
 - o Employee/spouse or domestic partner can have tests done by their own Doctor
2. Employee/Spouse or domestic partner voluntarily completes the Anthem BCBS on-line health risk assessment
 - o Must complete entirely
 - o Must indicate a willingness to accept telephonic coaching

Year 2 (2011):

If the employee completes all three of the requirements specified below in Level 1 of the Year 2 Program Requirements, he/she will receive a one-time one hundred dollar (\$100) credit towards employee health premium contributions for calendar year 2011. If the employee's covered spouse or domestic partner also completes all three requirements, the employee shall receive an additional one-time one hundred dollar (\$100) credit towards employee health premiums for calendar year 2011.

In addition, if the employee completes the requirements of Level II below, the employee shall receive an additional one hundred dollar (\$100) credit towards all health premiums for calendar year 2011. If the employee's spouse or domestic partner also completes the requirements of Level II below, the employee shall receive an additional one hundred dollar (\$100) credit towards employee health premiums for calendar year 2011.

Year 2 Program Requirements:

Level I –

1. Employee/Spouse or domestic partner will need to obtain key bio-metric data (e.g. BP, BMI, Lipids)
 - a. UMS will run “know your #'s” clinics for bio-metrics, OR
 - b. Employee/Spouse or domestic partner can have tests done by their own Doctor
2. Employee/Spouse or domestic partner voluntarily completes the Anthem BCBS on-line health risk assessment.
 - o Must complete entirely
 - o Must indicate a willingness to accept telephonic coaching
3. Employee/Spouse or domestic partner voluntarily participates in two (2) wellness activities such as lunch and learns, walking, nutrition, yoga, weight watchers, etc.

Level II –

1. Employee/Spouse or domestic partner voluntarily participates in ten (10) wellness activities such as lunch and learns, walking, nutrition, yoga, weight watchers, etc., OR
 2. If contacted by nurse coaches, the employee/spouse or domestic partner agrees to participate in the nurse/health educator based disease management program for a minimum of six (6) months.
6. Effective January 1, 2010 the dollar limit for benefits for smoking cessation prescriptions will be removed.
 7. University representatives will meet with designated Association representatives to explain the factors underlying any increase in premium amounts.
- D. The University will maintain for unit members the existing or equivalent group life insurance, travel insurance, accidental death and dismemberment insurance and long-term disability insurance. Any increases in premium costs in the above insurance shall be the responsibility of the University.
- E. 1. Existing retirement plans other than the University of Maine System Retirement Plan for Faculty and Professional Employees in which the University participates shall be continued for covered unit members, so long as such plans permit participation by the University.
2. Existing health insurance plans other than the plan referred to in Section B, in which the University participates shall be continued for covered unit members, so long as such plans permit participation by the University.

3.a. Effective January 1, 2010, the University shall implement the following contribution rate for unit members in the Federal Civil Service Retirement System who have elected TIAA-CREF participation:

University Share	9.2% of the annual base salary
Unit Member Share	4% of the annual base salary
Total	13.2% of the annual base salary

- b. The University and AFUM agree to review the retirement plans at the time of each contract negotiations. If the contribution rates for the CSRS plan, UMS plan or Social Security have changed, the parties shall consider whether the 9.2% contribution rate should be adjusted for continued equity between the plans.
- c. Unit members enrolled and participating in the CSRS plan as of January 1, 2010 shall be eligible for a lump sum contribution to the defined contribution plan of 6% of current salary plus \$850.00. These contributions shall be made in two (2) installments, first upon execution of the 2009-2011 contract and second in July 2010.

F. The University of Maine System Retirement Plan for Faculty and Professional Employees shall consist of TIAA-CREF and alternate vendors whose rules of participation have been mutually agreed upon by the parties.

- G 1. The Partial/Phased Retirement Program (PPRP) shall remain in effect. Unit members are eligible to apply to participate if either: (1) they are at least fifty-five (55) years of age and have at least ten (10) continuous years of full-time regular University of Maine System service; or (2) their age in years and length of continuous full-time regular University of Maine System service in years totals seventy-three (73) or more years. A more complete description of this program is set forth in Appendix J.
- 2. Requests to participate in the Partial Phased Retirement Program shall not be unreasonably denied when the request is for a mutually agreed upon duration (normally not to exceed three (3) years) and shall primarily entail teaching responsibilities where the participant's expertise contributes to the mission of the department, division, or other appropriate unit. Once approved, a participant may petition to amend the duration of the partial phased retirement prior to its expiration. In no case, once approved, will requests to return to full-time status be approved. Participation in the program may be extended by mutual agreement.

H. Retirement Incentive

- 1. A Retiree Health Insurance Retirement Incentive (the "Retirement Incentive") is available to eligible employees.
- 2. Unit members who are age 60 or older and who have 20 or more years of continuous regular service as of the date of retirement, between execution date of this agreement and August 31, 2010, will be eligible for the University Retirement Incentive outlined below.
- 3. In addition to the requirements listed above, to be eligible for the retirement incentive, a unit member must submit a written notice of intention to retire by April 15, 2010 and must retire by August 31, 2010 for those with academic year appointments and by June 30, 2010 for those with fiscal year appointments.
- 4. A unit member shall make a one-time, irrevocable election, a minimum of 30 days prior to the date of retirement, to receive the Retirement Incentive or to waive that Retirement Incentive and to receive instead a one-time payment of \$10,000.
 - a. A unit member who elects the Retirement Incentive may select one (1) of the following three (3) options:
 - i. Eighteen (18) months of single health coverage at active employee rate, OR
 - ii. Nine (9) months of 2 person health coverage at active employee rate, OR
 - iii. Seven (7) months of family coverage at active employee rate.
 - b. A unit member may elect to waive the Retirement Incentive and instead receive a one-time lump sum payment of \$10,000. The payment may be contributed to a retirement account, or received as taxable income. To contribute voluntarily to a retirement account, the following steps must be taken:
 - i. Set up an account with a retirement vendor.

- ii. Complete a new University Salary Reduction Agreement.
 - iii. The new Salary Reduction Agreement and election form must be sent to the Campus Human Resources/Benefits Office.
5. The university may request that a unit member defer the retirement date for up to one year (no later than August 31, 2011) if the university determines the unit member provides essential services. The extension deadline for fiscal year for unit members is June 30, 2011. A unit member who agrees to defer the date of retirement will retain eligibility for the retirement incentive described above at the time of retirement. The university's decision about whether to request a unit member to defer retirement shall not be grievable.
- I. The University and Association shall establish a health committee to review health plan options. Four (4) members shall be chosen by the Association, four (4) members shall be chosen by the University; the committee shall also include other members of represented and non-represented employees of the System. The committee shall issue reports and recommendations as necessary.
- J. 1. Unit members initially employed prior to July 1, 1996, who participate in the University of Maine System Retirement Plan for Faculty and Professional Employees, or who are eligible to take normal retirement under the Maine State Retirement System, and who are at least fifty-five (55) years of age and who have at least ten (10) years of continuous, regular service are eligible for the retirement benefits specified below. Unit members on leave of absence are eligible so long as they meet all other eligibility requirements.
2. Upon retirement, the unit member shall be eligible to receive a lump sum contribution to the basic retirement plan. The lump sum shall be equal to one and one-half per cent (1.5%) of the unit member's final base salary for each completed year of continuous regular University service up to a maximum of twenty-seven (27) years of service.
3. The lump sum described above shall be deposited in the unit member's basic retirement account up to the maximum amount determined by regulations of the Internal Revenue Service. Any remaining amount shall be deposited in the unit member's basic retirement account in the next January following the date of retirement up to the maximum determined by IRS regulations. If any of the lump sum amount remains to be paid after this second payment to the retirement account, the unit member may elect at that time to receive that amount as taxable income with interest credited from the date of retirement.
4. Employees who retire under these provisions shall be eligible for health insurance continuation in accordance with University policy for retirees.
- K. Unit members may register a domestic partner for purposes of receiving University benefits. A domestic partner who is registered shall be considered to be equivalent to a spouse for purposes of University benefits, such as health insurance, bereavement or disability leave, tuition waiver, and use of University facilities. Registration of a domestic partner will require filing of an affidavit certifying the following:
- 1. The partners are each at least 18 years of age and are mentally competent to contract.
 - 2. The partners are not married to anyone.
 - 3. The partners are not related by blood to a degree which would prohibit marriage in the State of Maine.
 - 4. The partners reside together and have resided together for at least six (6) months.
 - 5. The partners are financially interdependent (evidence of financial interdependence will be required).
 - 6. Misrepresentation of information in the affidavit will result in disciplinary action up to termination of employment and an obligation to repay benefits received.
 - 7. The Unit member will notify the University by completion of a form when a domestic partnership ends.
 - 8. Eligibility for benefits shall extend to dependent children, as defined by the IRS, of an employee's partner.
- L. Effective January 1, 2007, the University will provide a dental plan. The University will pay 100% of the premium for the full-time regular employee. The employee may enroll eligible dependents by paying the difference between the plan cost for an employee and the cost for the coverage desired.
- M. The University shall make available a short-term income protection plan for unit members to purchase on a voluntary basis at their expense.

ARTICLE 22 - TUITION WAIVER

- A. The University shall maintain a space available tuition waiver program. When space is available, unit members and former unit members of emeritus status may enroll in a course on a tuition-free basis subject to the following requirements:
1. The campus shall determine when space is available, recognizing that such determination should be made, whenever possible, in sufficient time to permit timely enrollment by participating individuals;
 2. Participating individuals must meet any course prerequisites;
 3. All fees other than tuition shall be paid by the participating individuals as a condition of enrollment;
 4. Participating individuals may enroll in a maximum of two courses per semester or summer session, not to exceed four (4) credit hours per course. The following shall apply when a unit member is required to concurrently enroll in a laboratory course, in connection with another separate course, which is covered by a tuition waiver, the tuition waiver shall be applicable to the laboratory course. The laboratory course shall not be counted as part of either the four (4) or eight (8) hours of total waiver, and shall not constitute an additional course. Modular courses which may be construed to be a single course and are offered sequentially over a single semester will count as a single course not to exceed four (4) credit hours. This waiver does not apply to mini-courses or other non-semester or non-credit course offerings except those identified in advance by the campus;
 5. Minimum enrollment requirements, established by any campus as a necessary condition for offering a course, shall not count these interested participants toward the number of students required to guarantee the offering of such course.
- B. 1. a. The spouse or dependent children of unit members shall be eligible for a waiver of one-half (1/2) tuition, provided that the spouse or dependent child is attending the University of Maine System as a full-time undergraduate student. Dependents of unit members who are part-time undergraduate students shall be eligible for a waiver of one-half (1/2) tuition, provided that the part-time student is matriculated and that there is space available in the course(s).
- b. Eligibility for graduate students for this waiver of one half tuition also requires matriculation in a degree program, that there is space available, and extends only to courses taken as a part of an approved program of study
- c. For Summer Session courses which are self-supporting, students who are receiving half-tuition waivers shall be counted as one-half toward the minimum course enrollment. This waiver does not apply to mini-courses or other non-semester or non-credit course offerings.
- d. In the event of the retirement, retrenchment, or death of a unit member, his or her spouse or dependent children who are enrolled students and who are otherwise eligible for this waiver at the time of the retirement, retrenchment, or death shall maintain eligibility as long as they maintain continuous enrollment as matriculated students or until they complete the requirements for a degree.
2. In no event shall tuition waivers granted under this Article exceed one-half (1/2) tuition for the spouse or each eligible child of a unit member.
- C. Dependents and spouses of employees called to active military duty shall be eligible to participate in the tuition waiver program described above.
- D. The dependents of employees, who retire during the life of this Agreement and who have 20 (twenty) or more years of University service, shall be eligible to participate in the tuition waiver programs as described above.
- E. During the term of this agreement the parties will establish a joint committee to study the tuition waiver program and practices related to charging fees.

ARTICLE 23 - USE OF PERSONAL AUTOMOBILE

- A. Effective upon the execution date of this Agreement, unit members who use their personal automobile for assigned non-campus University business shall receive reimbursement by the University as follows:
1. For the first 8,000 miles in the fiscal year, the unit member will receive mileage payments equal to the rate paid by the State of Maine.
 2. For all miles in excess of 8,000 the unit member shall receive the rate approved by the Internal Revenue Service.
 3. For the life of this agreement, unit members may receive reimbursement of an additional five cents (5¢) per mile if they use their personal vehicle to carpool with other employees(s). The unit member claiming the additional reimbursement shall be required to certify in writing the names of passenger(s).
 4. The University shall take steps to publicize and make unit members aware of the carpool options.
- B. Parking fees shall not exceed the following amounts:

UM	USM	UMPI
\$35		\$10

Funds collected shall be utilized for the support of the parking program. Fees at other campuses shall remain unchanged. If during the term of this Agreement any University receives a recommendation to increase parking fees, written notice will be provided to AFUM. If AFUM chooses to negotiate this matter, it shall provide a written request.

ARTICLE 24-OUTSIDE EMPLOYMENT

- A. "Outside employment" shall mean any private practice, private consulting, additional teaching or research, or other professional activity which is not part of the unit member's assigned duties and for which no compensation is paid by or through the University.
- B. It is the responsibility of unit members to perform fully their teaching, research, and University and public service responsibilities. Unit members' service is not measured in a fixed number of hours per week. The unit member is expected to devote as much time as necessary to fulfill his or her responsibilities.
- C. Any unit member who proposes to engage in any outside compensated professional employment which the unit member should reasonably conclude may create a conflict of interest, under the University of Maine System Conflict of Interest Policy, shall report to the unit member's supervisor, in writing, the details of such proposed employment prior to engaging therein.
- D. In the event that University resources are to be used, prior arrangements shall be made with an appropriate administrative officer for reimbursement at an appropriate rate.
- E. A new written report shall be submitted for outside employment previously reported at:
- (1) the beginning of each academic year for outside employment of a continuing nature; and
 - (2) such time as there is a significant change in the outside employment (nature, extent, funding, etc.).
- F. Any outside employment which falls under the provisions of this Article and in which the employee is currently engaged but has not previously reported, shall be reported within 60 days of the execution of this Agreement and shall conform to the provisions of this Article.
- G. In the event the proposed outside employment is determined to constitute a conflict of interest and the unit member disagrees with that determination, the unit member may file a grievance under the grievance procedure contained in Article 15 directly to step 3.
- H. A unit member who has failed to report pursuant to Section C may not engage in such outside employment pending a resolution of the matter pursuant to Section G.

- I. No unit member shall claim to be an official University representative in connection with outside employment unless so authorized by the Chancellor or the chief campus administrative officer or the designee(s) of those individuals.
- J. The reporting provisions of this section shall not apply to employment performed wholly during a period in which the unit member has no appointment with the University.

ARTICLE 25 - BARGAINING UNIT WORK

- A. Bargaining unit work includes such activities as are described in Articles 10.B and 11.C.1. These responsibilities are fulfilled in major part by unit members.
- B. It is the intention of the parties that bargaining unit work be performed by unit members. However, the responsibilities stated above, as in any other academic institution, are also fulfilled by non-unit members.
- C. A variety of research, specialized advising, public service and teaching that has not been traditionally performed by unit members may be determined to constitute part of regular workload or overload as provided in Article 11.
- D. Undergraduate students shall not assume regular classroom teaching responsibilities.
- E. Where non-unit members have teaching responsibilities, evaluation of teaching performance shall be in accordance with the procedures established in this Agreement.
- F. Overload courses within their department, division or other appropriate unit shall be offered to qualified unit members. The distribution of such courses shall be in an equitable manner.
- G. Unit members shall be informed of summer session and mini-session course opportunities within their department, division or other appropriate unit. Current practice regarding the assignments of these courses within the department, division or other appropriate unit shall be continued.
- H. Departments, division or other appropriate units identified in the report of the Committee on Bargaining Unit Work dated July 24, 1985 which use non-unit members for more than 35% of current teaching contracts shall not increase this proportion except in the case of unusual circumstances with notice to the Association.

ARTICLE 26 - OFFICE SPACE AND EQUIPMENT

Unit members shall be provided office space. The University will try to provide individual offices; however, if an office must be shared, arrangements will be made to facilitate privacy. The desirability of providing each unit member with reasonably secure office space, with access to office equipment, secretarial services and a telephone is recognized.

ARTICLE 27 - NON-DISCRIMINATION

The University and the Association agree not to discriminate illegally with respect to wages, hours, and working conditions based upon: race, color, religion, sex, sexual orientation, national origin, citizenship status, age, disability, or membership or non-membership in the Association.

ARTICLE 28 - NO STRIKE OR LOCKOUT

The Board and the Association agree that disputes which may arise between them shall be settled without resort to strike or lockout and that the requirements of law in this regard will not be violated. The Board agrees it will not lockout any or all unit members during the term of this Agreement. The Association agrees on behalf of itself and unit members that there shall be no strikes, slow-downs or interference with the normal operation of the University during the term of this Agreement.

ARTICLE 29 - SEPARABILITY

In the event that any provision of this Agreement is found to be inconsistent with existing state or federal law, the provisions of such state, or federal law shall prevail and, if any provision herein is finally determined to be invalid and unenforceable by a court or other authority having jurisdiction, such provision shall be considered void, but all other valid provisions hereof shall remain in full force and effect. Negotiation on the provision(s) found invalid shall commence within thirty (30) days of a request of either party.

ARTICLE 30 - SAFETY AND HEALTH

- A. The employer recognizes a responsibility to provide an environment intended to protect the health and security of employees as they carry out their responsibilities. All Unit members will abide by University safety regulations and will use appropriate safety equipment and protective clothing required and provided by the University.
- B. On those campuses where the health center has a health professional in attendance, said facility shall be available for emergency assessment and first aid for injuries occurring to unit members while at work.
- C. Each campus shall establish and publicize a telephone number for use by unit members in the event of an emergency, and designate available telephones for such use.
- D. Each campus shall establish a committee to address health, safety and security issues for that campus.
- E. Each campus shall designate an administrator who shall be responsible for the health, safety and security issues on that campus, and for publicizing that campus's emergency procedures.
- F. Any faculty member who in the performance of his/her job is the recipient of a threat of bodily harm by a student, member of the public, or faculty or staff, shall immediately report the incident to his or her supervisor and to appropriate law enforcement officials as necessary. The faculty member who is threatened may require the threatening person to leave the classroom or office.
- G. The University may adopt policies relating to the regulation of smoking in the work place by unit members. The chief administrative officer or designee shall consult with a designated campus Association representative prior to the establishment of a new policy and/or a change in a current campus-wide smoking policy. Such policies shall not conflict with state laws or regulations.

ARTICLE 31 - PROGRAM TRANSFER

- A. In the event that a program to which unit members are assigned is eliminated or suspended at one site and transferred to another site which requires the relocation by a participating unit member of more than fifty (50) miles, such unit members who relocate with the program shall be reimbursed for actual, reasonable and necessary household moving expenses.
- B. The University shall provide advance notice at the time such program transfers are anticipated for the purpose of discussing the proposed action.
- C. If less than one hundred twenty (120) days notice of a program transfer is provided, the University shall reimburse a participating unit member for actual, reasonable and necessary temporary housing expenses for a number of days not exceeding the difference between one hundred twenty days and the actual notice in days.

ARTICLE 32 - PROGRAM ELIMINATION

The Association shall be notified in writing of any proposed elimination or suspension of a program to which unit members are assigned at the time a Program Elimination Procedure is initiated. The Association shall have the opportunity to meet and discuss with the campus administration prior to completion of an impact study.

ARTICLE 33 - CONDITIONS OF AGREEMENT

This is a tentative Agreement and shall be of no force and effect unless and until all of the following occur:

- A. The tentative Agreement is approved by the Board of Trustees of the University of Maine System.
- B. The tentative Agreement is ratified by the bargaining unit membership of the Associated Faculties of the University of Maine System, MEA/NEA.

ARTICLE 34 - TERM OF AGREEMENT

- A. The provisions of this Agreement shall be effective as of the date of its execution, unless otherwise specified herein, and shall continue in full force and effect until and including June 30, 2011.

- B. This Agreement shall not be modified in whole or in part by the parties except by an instrument, in writing, duly executed by both parties, and it is expressly understood and agreed that this Agreement shall expire on the date indicated above.
- C. Either party may serve upon the other a notice at least sixty (60) days prior to the expiration of the Agreement advising that they desire to confer and negotiate with regard to the terms of a successor Agreement.

In witness whereof, the parties hereto have caused this Agreement to be executed this 15th day of March 2010.

For the University of Maine System

Associated Faculties the
University of Maine System, MEA/NEA

Richard L. Pattenau

Ronald A. Mosley, Jr.

Frank C. Gerry

James McClymer

Tracy Bigney

Eileen Eagan

Gary Johnson

Jane Conroy

Judy Ryan

Ken Elliott

Anne Pooler

Allen Salo

Sheri Stevens

Roger Roy

Steve Weinberger

John Messier

Ross Ferrell



Appendix A
University of Maine System
 Faculty Grievance Form – Step 1

Date: _____

Name: _____

Campus: _____UMA _____UMF _____UMFK _____UMM _____UM _____USM _____UMPI _____CO/SWS

College / Division: _____ Department: _____

Mailing Address: _____

AFUM Grievance Representative: _____

Mailing Address: _____

Provision of Agreement violated: Article(s) & Section(s): _____

Statement of grievance (including date of acts or omissions complained of):

Redress sought:

I will be represented in this grievance by: (check one) AFUM Myself or Personal Representative

AFUM grievance representative's signature: _____
 (If AFUM is representing the grievant, an AFUM grievance representative must sign here)

This grievance was filed with the office of: _____
 on: _____ by: (check one) Mail Personal Delivery

Date _____ Signature of Grievant: _____

Date Received: _____ By: _____ Grievance #: _____

Distribution of	Original	1st Copy	2nd Copy
Step 1 Grievance Form:	Administrator	Campus Grievance File	Campus Grievance Person or AFUM (Augusta)

APPENDIX C

Associated Faculties of the University of Maine System
Overload Compensation Schedule

For courses commencing with the Spring Semester 2010

Overload Compensation Schedule	Semester Hour Rate	Two Credit Hours	Three Credit Hours	Four Credit Hours	Lab Rate per hour in excess of credit hours	Short course or conference per hour
Professor	\$1,456	\$2,912	\$4,368	\$5,824	\$696	\$88
Associated Professor	\$1,250	\$2,500	\$3,750	\$5,000	\$604	\$72
Assistant Professor	\$1,074	\$2,148	\$3,222	\$4,296	\$524	\$70
Instructor	\$871	\$1,742	\$2,613	\$3,484	\$437	\$64
Lecturer I*	\$871	\$1,742	\$2,613	\$3,484	\$437	\$64
Lecturer II*	\$1,044	\$2,088	\$3,132	\$4,176	\$523	\$70
Lecturer III*	Negotiable	Negotiable	Negotiable	Negotiable	Negotiable	Negotiable
* Lecturer I:	1-5 years previous college teaching or equivalent experience					
** Lecturer II:	5-10 years previous college teaching or equivalent experience					
***Lecturer III:	11 years or over - compensation negotiated					
Note: Includes 1.5% increase from 2008 rates to the semester hour rate. Credit hour rate for two credit hours or more are based on the semester hour rate.						

Non-Unit Chairpersons Governance Policy

University of Maine Policy on Department Chairpersons

The chief administrative officer of a department shall be known as chairperson.

Term. The term of the chairperson shall be three (3), four (4) or five (5) years as determined by the department. Normally a chairperson shall serve no more than two (2) consecutive terms. However, if a chairperson is appointed from outside the University, the first two (2) years shall be considered probationary. Early in the second year the dean shall request that the department vote whether or not to recommend extension of this appointment to the full term. The dean will notify the incumbent promptly of the department's recommendation. If the vote is affirmative, and if the department's recommendation is accepted by the president, the incumbent continues to serve out the full first term and may then stand for a second. If the affirmative recommendation of the department is not accepted by the president, or if the vote is negative, an immediate review shall be initiated using the procedures set forth in the section entitled **Selection**. If confirmed by this review process, the incumbent will serve out the remainder of the term.

Selection. Early in the final year of the chairperson's term, the dean of the college shall assume responsibility for establishing an **ad hoc** selection committee of no fewer than five (5) faculty members. The dean will chair this committee but will have no vote. In departments having three or more tenured faculty members, the faculty of the department shall elect to the committee three (3) members, at least two (2) of whom shall be on tenure and shall notify the dean of the election. The dean will appoint from related disciplines two (2) members of the committee. In departments having fewer than three (3) tenured faculty members, the dean will, with the agreement of the departmental faculty, appoint the necessary number of committee members from related disciplines. Additional committee members, in excess of the five (5) specified above, may be appointed by the dean, provided the department faculty concurs as to both number and affiliation of additional persons. The committee will consider the merits of reappointing the incumbent chairperson and of seeking new candidates for the chairperson's position. If the committee decides to choose new candidates, it will 1) actively solicit applicants for the position, 2) review credentials of all applicants, 3) select those persons to be interviewed, 4) participate in interviews, 5) insure that persons interviewed are given an opportunity to meet with faculty members of the department, and 6) recommend the candidates considered most suitable for the position. At a departmental faculty meeting called expressly for the purpose, the committee will meet with the faculty of the department to announce its tentative recommendations. The committee will invite from the faculty expressions concerning its recommendations. Following this departmental faculty meeting, the committee will make its final decision and notify the dean and the faculty of the department of its nomination. The dean will then either recommend the appointment of the nominee or veto the committee choice. Should he or she elect the latter course and the committee not propose an acceptable alternate, the matter shall be referred to a committee consisting of the vice president for academic affairs, the dean, and a representative of the department selected by the department. This committee shall take such action as is necessary. The college may substitute other procedures to accomplish the basic purposes of this section by a majority vote of that faculty.

Functions of the Chairperson:

Sitting as the committee of the whole, all full-time departmental members shall determine the academic philosophy of a department and the broad outline of the curriculum needed to implement that

Appendix D

philosophy. The chairperson shall be responsible for the general conduct of departmental affairs, and shall have authority for all decisions concerning such affairs. The chairperson shall be advised by a Policy Advisory Committee organized as determined by the tenured members and in such a manner as to reflect the special characteristics of the department. The Policy Advisory Committee shall be chaired by the chairperson. The Policy Advisory Committee shall be concerned with all matters concerning appointments and non-appointments, promotions and tenure, resource allocation, and all other matters relative to the successful implementation of the department's educational and scholarly objectives. Should the Policy Advisory Committee feel that its advice and judgment are not given adequate hearing by the chairperson, it shall have the right to bring the matter to the attention of the appropriate dean and academic vice president. The department may organize such other committees as it shall deem necessary.

Selection of Department Chairpersons In the College of Engineering and Science

Early in the final year of a chairperson's term, the dean of the College shall meet individually with all members of the department to discuss and consider the merits of re-appointment of the incumbent chairperson. The dean shall then meet with the department, the incumbent chairperson excepted, to present his/her evaluation for their criticism and discussion. After this meeting, the dean shall notify first the incumbent chairperson and then the department of his/her decision to re-appoint or not to re-appoint. If members of a department are not satisfied with the dean's decision, they should refer the matter to the vice president for academic affairs. If the decision is not to reappoint, the dean shall establish a selection committee consisting of five (5) faculty members and the dean as chairperson. In departments having three (3) or more tenured faculty members, the faculty of the department shall elect three (3) members to this committee, at least two (2) of whom shall be on tenure, and shall notify the dean of the selection. The dean will appoint two (2) members of the committee from related disciplines. Additional committee members, in excess of the five (5) specified above, may be appointed by the dean, provided the department faculty concurs as to both number and affiliation of additional persons. The selection committee shall (1) actively solicit applicants for the position from within the University and from the outside; (2) review credentials of all applicants; (3) select those persons to be interviewed; (4) participate in interviews; (5) insure that persons interviewed are given an opportunity to meet with faculty members of the department; and (6) recommend the candidate(s) considered most suitable for the position. At a departmental faculty meeting called expressly for the purpose, the committee will meet with the faculty of the department to announce its tentative recommendation(s). The committee will invite from the faculty expressions concerning its recommendations. Following this departmental faculty meeting, the dean will make his/her decision and notify the faculty of the department of his/her recommendations. Should the recommendation be not acceptable to members of a department, they should refer the matter to the vice president for academic affairs.

University of Maine at Farmington Procedures for Selection and Nomination of Department Chairs

1. The term of the Chair of a Department shall be three (3) years. An incumbent Chair may be re-nominated by his or her Department; however, a Chair may not serve for more than six (6) consecutive years.
2. The Chair of a Department shall be a faculty member of that Department. In the event that the position of Chair is to be filled from outside the campus, the normal faculty appointment procedures shall be followed prior to the nomination of the Chair. All full-time faculty members of the Department shall be eligible to stand for the position of Chair.

Appendix D

3. In the event that the Chair is appointed from outside the campus, the first three (3) semesters of his or her appointment as Chair shall be considered probationary. Early in the third semester, the President shall request that the Department vote whether or not to extend this appointment to the full term. If the vote is affirmative, and if the President accepts the Department's vote, the incumbent may continue to serve out the full term, and may then stand for a second. If the affirmative vote is not accepted by the President, or if the vote is negative, the Department shall hold a new election, and a new Chair shall be appointed (according to the procedures outlined in this document) at the beginning of the following semester.
4. All full-time faculty members of the Department shall be eligible to vote in the election of a nominee for Chair. These full-time faculty members shall determine if any additional full-time members of the Department shall be eligible to vote. The actual voting procedures shall be left to the discretion of the individual Departments.
5. After the election, the name of the Department's nominee shall be forwarded to the President or his/her designee for appointment.
6. Should there be any question concerning the Department's choice, the President or his/her designee shall meet with the Department faculty to discuss the matter. This meeting shall take place prior to any formal action.
7. Should the President or his/her designee reject the Department's nominee, the Department shall conduct a second election.
8. Should the President or his/her designee reject the Department's nominee following the second election, the President shall appoint a faculty member from the Department to fill the position of Chair on an acting basis for a period of one (1) year.
9. The position of Chair may be filled yearly on an acting basis until the President or his/her designee appoints a Chair nominated by the Department. However, an appointed Acting Chair may not succeed himself or herself unless nominated for a three (3) year term by the faculty of the Department.

Evaluation of Academic Administrators

Faculty representatives by campus shall be provided the opportunity to be involved in the evaluation of academic administrators. The specifics of the academic administrators' evaluation process shall reside with the individual campus.

Appendix E

Coaches - University of Maine and University of Southern Maine

Lecturers who are employed as head or assistant coaches of major sports at the University of Maine and University of Southern Maine are excluded from the bargaining unit in accordance with previous agreements. The sports designated as major are:

Baseball	Ice Hockey (men and women)
Basketball (men and women)	Soccer (men and women)
Field Hockey	Softball
Football	Volleyball (women)

Appendix F

Typology of Relevant Instructional Modalities

The following identifies relevant instructional modalities most commonly used by the University of Maine System in March, 1999, when the joint distance education committee conducted its review.

- 1) Regular ITFS* More than 50% of the contact hours are through synchronous ITFS transmissions.
- 2) Enhanced ITFS Regular ITFS enhanced with web-based computer conferencing or the equivalent; e-mail is not enough.
- 3) TV Plus 50% or fewer of the contact hours are through synchronous ITFS broadcasts. Courses are supplemented with a combination of one or more of the following: on-campus visits, pre-produced video tapes, computer conferencing, telephone conferencing, e-mail, list-serves, etc.
- 4) Compressed Video 2-way audio and video interactive; available at campuses only.
- 5) Fiber 1-way or 2-way video and audio, available at campuses only.
- 6) Course in a Box Videotape-based asynchronous course; may be supplemented with computer conferencing, e-mail, etc.
- 7) Web-Based Web-based asynchronous courses.
- 8) Enhanced On-Site "Regular" on-site course, enhanced with computer conferencing and other web activities other than e-mail and list-serves.

*ITFS - Instructional Television Fixed Service microwave channel

Appendix G

Appointment Salary

It is recommended that each campus put in place the following review process for appointments to tenure track faculty positions. The review process is intended to add a stronger review for search and salary equity concerns before an appointment is made in order to avoid unintended inequities which may occur in setting initial salaries.

Each university in the System will specify the details regarding who is responsible for conducting the review and how the review will occur. The following key elements should be included in each procedure.

1. The administrator responsible for faculty hiring (referred to below as Dean/VP/Provost) will set a salary range for the position at the time the search is approved. The salary range will go forward as part of the approval process for the search, though it will not usually be included in vacancy announcements.
2. The Dean/VP/Provost will consult with Equal Employment Opportunity/Human Resources before making a tentative offer to a candidate, in order to review the search and the recommended salary, for any indication of any kind of illegal discrimination. This review must be conducted in a time frame which does not jeopardize the ability to hire the selected candidate.
3. Equal Employment Opportunity/Human Resources will review and sign off on the appointment before it is officially extended.
4. Annually the Dean/VP/Provost and Equal Employment Opportunity/Human Resources will conduct a review of hiring salaries for equity considerations.

Appointment – Reappointment Schedule

	September	October	November	December	January	February	March	April	May	June
Reappointment / Non-Reappoint. 1 st Year Probationary Appointment	<p style="text-align: center;">* 12/15 Peer Committee Notified and Instructed * 01/15 Peer Committee Forwards Recommendation * 01/22 Deadline for Unit Member Response * 02/29 Chair Forwards Recommendation * 03/05 Dean Forwards Recommendation * 03/12 Provost Forwards Recommendation * By 03/31 Unit Member Notified by President</p>									
Reappointment / Non-Reappoint. 2 nd Year Probationary Appointment	<p style="text-align: center;">* 09/15 Peer Committee Notified and Instructed * 10/15 Peer Committee Forwards Recommendation * 10/22 Deadline for Unit Member Response * 10/29 Chair Forwards Recommendation * 11/12 Dean Forwards Recommendation * 11/30 Provost Forwards Recommendation * By 01/15 Unit Member Notified by President</p>									
Reappointment / Non-Reappoint. 2 or More Years Probationary Appointment	<p style="text-align: center;">* 03/15 Peer Committee Notified and Instructed * 04/30 Peer Committee Forwards Recomm. * 05/07 Deadline for Unit Member Response * 05/14 Chair Forwards Recomm. * 05/29 Dean Forwards Recom. * 06/11 Provost Forwards Recomm. * By 06/30 Unit Member Notified by President</p>									
Promotion, Tenure, and Continuing Contract	<p style="text-align: center;">* 09/15 Unit Member (less than 6th year) Requests Consideration * 09/25 Peer Committee Notified and Instructed * 11/10 Peer Committee Forwards Recommendation * 11/17 Deadline for Unit Member Response * 11/26 Chair Forwards Recommendation * 12/10 Dean Forwards Recommendation * 01/05 Provost Forwards Recommendation Upon Transmittal (02/11 for tenure) And no later than * 02/28 Unit Member Notified of President's Decision / Recommendation</p>									
Annual Peer Eval. (All Faculty except tenured Full and Assoc. Professors)	<p style="text-align: center;">03/15 Peer Committee Notified</p>									
Outside Employment Notification	<p style="text-align: center;">09/15 Notification to Unit Members of Need to Report in Writing for Approval the Nature and Extent of Outside Employment (includes courses taught on other campuses) Prior to Undertaking Such Employment</p>									
Personnel File Maintenance	<p style="text-align: center;">09/15 Reminder to Unit Members of Responsibility to Update Their Personnel File Annually</p>									
Terms and Conditions Notification Article 7.E	<p style="text-align: center;">At the Time of Appointment and as Changes Occur</p>									

Appendix H

* - Date / deadline mandated by AFUM / UMS Collective Bargaining Agreement

Appendix J
Memorandum of Understanding

The University of Maine and the Associated Faculties of the University of Maine (AFUM), MTA/NEA agree to establish on a trial basis the Partial / Phased Retirement Program (hereinafter the Program or PPRP) which is described below:

A. Eligibility:

Faculty unit members are eligible to apply to participate in the Partial / Phased Retirement Program if either: (1) they are at least fifty-five (55) years of age and have at least ten continuous years of full-time regular University of Maine service; or (2) their age in years and length of continuous full-time regular University of Maine service in years totals seventy-five (75) or more years.

B. Application and Approval Procedures:

1. Each campus shall develop appropriate application procedures which shall be reviewed by the parties to this Memorandum prior to the implementation of the Partial / Phased Retirement Plan at that campus.
2. A faculty unit member who wishes to participate in the Partial / Phased Retirement Program must submit a written, individual application in accordance with applicable campus procedures.
3. Such applications shall be reviewed by campus staff in accordance with campus administrative procedures. If it is not the Chief Administrative Officer's recommendation that an application be approved, the application will in any event be forwarded to the Chancellor or his designee(s) within CO/SWS for review. If it is the campus Chief Administrative Officer's recommendation that an application should be approved, a proposed agreement for participation, including workload and salary reduction terms, and other details applicable to the individual, shall be prepared in writing and forwarded to the Chancellor or his designee(s) within CO/SWS.
4. Such proposed agreements shall be reviewed by and subject to the approval of the Chancellor or his designee(s).
5. Prior to the final approval or disapproval of such proposed agreements by the Chancellor or designee(s), the University shall provide the Association with a copy of each such agreement in a timely manner so that the Association may have an opportunity to consult with the unit member.
6. A unit member may request modification or withdrawal of his or her application at any time prior to final approval or disapproval of the proposed agreement.
7. The terms of this Memorandum and any decision or action taken hereunder shall not be subject to the grievance procedure described in the collective bargaining agreement between the parties.

Unit members whose applications for participation in the Partial / Phased Retirement Program are denied at any level of review may appeal to the Office of the Chancellor for review of the denial and may be represented by the Association in such review. If such review does not resolve the issues, the unit member may appeal to a standing review committee composed of two persons designated by the Association, two persons designated by the University and a fifth person selected by the other four committee members. All members of the committee shall be from the applicant unit member's campus. This committee shall expeditiously review the application and

Appendix J

other relevant facts and circumstances and shall issue a final determination consistent with the terms of this memorandum.

8. After final approval of a proposed agreement, participation in the Partial / Phased Retirement Program shall be revocable only by mutual consent of the unit member and the University except as described in Section D of this memorandum.

C. Rights and Obligations of Program Participants:

1. The workload and salary reduction for each individual participant shall be specified in the individual's agreement for participation.
2. Employee benefits for participants shall be treated as follows:
 - a. Group term life insurance – Amount of insurance shall be based on the reduced salary. Allocation of premiums shall be unaffected by participation in the PPRP.
 - b. Group health insurance – Eligibility for coverage and allocation of premiums shall be unaffected by participation in the PPRP.
 - c. TIAA-CREF eligibility for participation shall be unaffected by participation in the PPRP. Percentage contributions by the University and unit member shall be unaffected by participation in the PPRP and shall be based on the reduced salary.
 - d. MSRS or Federal Retirement – Participation and contributions shall be maintained and /or modified in accordance with applicable Federal and / or State laws and / or regulations.
 - e. Long-Term Disability Insurance – Eligibility for participation shall be unaffected by participation in the PPRP. Benefit levels shall be based on the reduced salary.
 - f. Employee and Dependent Tuition Waiver – Eligibility and benefits shall be unaffected by participation in the PPRP.
 - g. Disability leave and annual leave – The rate of accruals shall be based on the reduced workload.
 - h. Other paid and unpaid leaves – Eligibility and conditions shall be unaffected by participation in the PPRP. Pay, in the case of paid leaves, shall be based on the reduced salary.
 - i. Tax-sheltered annuities – Eligibility shall be unaffected by participation in the PPRP, subject to applicable IRS criteria.
3. Unit members who on the commencement of their participation in the PPRP, have tenure, continuing contract or an appointment in the rank of Lecturer with at least six years of service shall retain their respective appointment status while participating in the PPRP.
4. Eligibility for any future salary increases which may be granted to members of the faculty unit shall be unaffected by participation in the PPRP.

Appendix J

5. Calculation of length of service prior to participation in the PPRP for retrenchment purposes shall be unaffected by participation in the PPRP. Additional service credit for retrenchment purposes for each year of participation in the PPRP shall be in proportion to the reduced workload.
6. Unit members who participate in the PPRP may at their option elect to receive their annuity or pension from TIAA-CREF or approved alternative vendors, MSRS or the Federal retirement system, whichever is applicable, subject to the following limitations:
 - a. Unit members who elect to receive their Federal retirement system annuity shall receive salary and annuity amounts subject to applicable laws and / or regulations
 - b. Unit members who elect to receive their MSRS pension shall receive such amounts subject To applicable laws and / or regulations.
7. Unit members who are within three years of the date of full retirement, who are working no more than 50% of full-time, and who have attained the age of 55 may also elect to receive cash distribution from TIAA-CREF or alternative approved vendors in accordance with the procedures and regulations of the Internal Revenue Service and the vendor.

D. Plan Discontinuance:

In the event that the PPRP is discontinued during or at the conclusion of the trial period described herein, unit members who are participants in the plan at the time of discontinuance shall have the following options:

- a. Unit members who did not elect to receive their TIAA-CREF, MSRS or Federal annuity or pension may continue to be employed at a reduced workload and salary in accordance with their approved agreements.
- b. Unit members who elected to receive their TIAA / CREF annuity may continue to be employed at a reduced workload and salary in accordance with their approved agreements, or may return to full-time regular employment without penalty with proportionate adjustment in salary.
- c. Unit members who elected to receive their Federal retirement system annuity may continue to be employed at a reduced salary and workload in accordance with their approved agreements, or may return to full-time regular employment without penalty with proportionate adjustment in salary, subject to applicable laws and / or regulations regarding salary and annuity amounts referenced in Section C.6.a of this memorandum.
- d. Unit members who elected to receive their MSRS pension may continue to be employed at a reduced salary and workload in accordance with their approved agreements, or may return to full-time regular employment without penalty with proportionate adjustment in salary, subject to the pension reimbursement obligations referenced in Section C.6.b of this memorandum.

E. General Provisions:

1. The “normal retirement age” shall remain age 65 for other purposes.

Appendix J

2. The PPRP shall be independent of the current Early Voluntary Retirement Plan (EVRP).

Eligibility to participate in the EVRP shall be unaffected by participation in the PPRP. If a unit member in the PPRP elects to participate in the EVRP, computation of the incentive shall be based on the reduced salary at the time of early retirement increased on a proportionate basis to a full-time salary for the individual.

3. Participation in the PPRP may extend beyond the age of 65.

4. In the event that any provision of this Memorandum is found to be inconsistent with existing

State or Federal law, the provisions of such State or Federal law shall prevail and if any provision herein is finally determined to be invalid or unenforceable by a court or other authority having jurisdiction, such provision shall be considered void but all other provisions hereof shall remain in full force and effect. Negotiations on the provision found invalid shall commence within thirty (30) days of a request of either party.

F. Term of Memorandum:

This memorandum of understanding shall be in effect from the date of its execution until ~~June 30, 1986 and may be renewed~~ at the option of either party upon written notice to do so served on the other party to this agreement not later than thirty (30) days prior to the expiration of this memorandum on an annual basis not to exceed a total of two (2) years.

Continuation of the PPRP after June 30, 1988 shall require the mutual agreement of the University and AFUM. In the event that such agreement does not occur or neither party exercises the option for renewal above, the PPRP shall expire and shall be discontinued, subject to the provisions of Section D hereof regarding individual PPRP participants.

October 9, 1984

Date

12/14/84

Samuel J. D'Amico

Paul Harrison

University of Maine

Associated Faculties of Maine MTA / NEA

Appendix 3: Principle 3: Curriculum

(Excerpt from the UMFK Catalog 2013-2014, pages 90 – 94, along with TRIO Program information.)

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.



UNIVERSITY OF MAINE
FORT KENT
UNIVERSITÉ DU MAINE

2013-2014 CATALOG



University of Maine at Fort Kent
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www.umfk.edu

Welcome from the President

Welcome to our catalog! It is your guide to programs, services, and people. Inside help you plan your college experience.

At the University of Maine at Fort Kent educators dedicated to student success recognized as a national College of Northeastern College,” and one of the top England by the U. S. News and World experience in both the professions and the experiential learning, and quality

Our rural setting in northern Maine recreation opportunities -- hiking and canoeing on the Allagash Wilderness 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



to the University of Maine at Fort Kent's you will find a wealth of information to

you will find a community of scholars and and committed to excellence. UMFK is Distinction, a Princeton Review “Best 15 regional public colleges in New Report. Hallmarks of the UMFK liberal arts are personalized attention, teaching.

features unmatched four-season outdoor camping in the North Maine Woods, Waterway, extensive biking and ATV

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
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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 2 nd week	Start of 3 rd week
Tuition Adjustment	100 %	No refund
12 weeks	End of 10 th day	After 10 th day
Tuition Adjustment	100%	No refund
8 weeks	End of 8 th day	After 8 th day
Tuition Adjustment	100%	No refund
6 weeks	End of 4 th day	After 4 th day
Tuition Adjustment	100%	No Refund
3 weeks	End of 2 nd day	After 2 nd 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 2 nd week	Weeks 3-5	Weeks 6-8	Start of the 9 th 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 2 nd week	75%
Withdrawal prior to the end of 3 rd week	50%
Withdrawal prior to the end of the 4 th week	25%
Withdrawal after the 4 th 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 6 credit 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 INSTITUTIONAL 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 (FAFSA) 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 for 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 Spring 15 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 abroad 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	Pap Smears		
STD Checks	Birth Control Counseling	Basic Suturing	Upper
Respiratory Infections	Headaches	Urinary Tract Infections	
Orthopedic Problems	Sports Physicals	Tobacco Cessation	Basic Nutritional
Counseling	Lavage		
Minor Excisions and I & D			
University required immunization	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 2.5 cumulative 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 competes 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.

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 achieve 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 sincere interest in all aspects of their academic careers,
3. Help students make choices, fully explain consequences of alternative decisions and give students the freedom of choice,
4. Devote time to the discussion of educational and vocational goals 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 meeting times that might better suit a student's schedule.

Students have responsibilities. These include:

1. Keep the advisor informed of academic progress and consult them early and often if difficulties or problems arise,
2. Always attend scheduled appointments with advisors. If a conflict arises, contact the faculty/staff member prior to the meeting time,
3. Consult with advisor before making ANY course or program changes 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
- Professional Writing
- Creative Writing

French

Bachelor of Science with majors in:

Behavioral Science

Biology - concentrations in:

- Bio-medical Science
- Ecology
- Zoology
- Botany

Business Management-concentrations in:

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

Computer Applications - concentrations in:

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

Education

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

Rural Public Safety Administration

- Game Warden
- Forensics
- Law Enforcement
- Criminal Justice
- Corrections
- 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 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
 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

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/ Business Ethics - 3 credits

PSA221

GOV 200 American Government - 3 credits

HLT 386 Health Policy-3 credits

NUR/ Health Care Ethics - 3 credits

HCA 413

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	3 hours
ART 101 History of Art- Renaissance to 21 st Century	3 hours
ART 200 Fundamentals of Art	3 hours
ART 351 Drawing	9 hours
ART Electives	18 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
	<hr/> 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 DisabilitiesJunior/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
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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
	<hr/> 15 hours

Spring Semester Freshmen Year

COS 103 Introduction to Information Technology	4 hours
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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
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	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
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	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
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	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/> 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
ENV 334 Wildlife Science
ENV 354 Wildlife Habitat Interactions

3 hours
4 hours
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
<i>Choose two of the following courses:</i>	
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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	15-18 hours
Fall Semester Senior Year	
BIO 320 Genetics or General Education elective (concentration/minor)	4 hours
General Education elective (concentration/minor)	3-4 hours
*BIO 498 Senior Project	3 hours
General Education electives (concentration/minor)	9-12 hours
	<hr/>
	15-19 hours
Spring Semester Senior Year	
BIO 353 Microbiology with Lab or CHY 300/BIO 301 Biochemistry with Lab or General Education elective (concentration/minor)	4 hours
General Education elective (concentration/minor)	4 hours
General Education electives (concentration/minor)	3-4 hours
	12-16 hours
	<hr/>
	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
	<hr/>
	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
	<hr/> 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
	<hr/>
	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
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	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
General Education electives

4 hours
12 hours

16 hours

Sophomore Fall Semester

COS 260 Introduction to Programming
Concentration requirement
General Education electives
Elective

4 hours
3 hours
6 hours
3 hours

16 hours

Sophomore Spring Semester

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

3 hours
3 hours
7 hours
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
	<hr/>
	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
	<hr/>
	16 hours

Senior Fall Semester

Concentration requirement	3 hours
COS elective	3 hours
Electives	9 hours
	<hr/>
	15 hours

Senior Spring Semester

COS 397 Computer Applications Internship	3 hours
Concentration requirement	3 hours
Electives	9 hours
	<hr/>
	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	
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	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 possess 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.

Professional Attitude and Conduct – 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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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

	<hr/> 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
	<hr/> 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
	<hr/> 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
	<hr/> 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
	<hr/>
	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 Teachers Aspiring to meet the Rural challenges of Schools

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	<u>3 hours</u>
	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 201 Structures of Math II	3 hours
PSY 100 Introduction to Psychology	<u>3 hours</u>
	20 hours

First Year Summer

BIO 254 Local Flora	3 hours
Elective	<u>3 hours</u>
	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	<u>3 hours</u>
	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	<u>3 hours</u>
	19 hours

Second Year Summer

GEO 203 World Geography	3 hours
General Education-Visual & Performing Arts	<u>3 hours</u>
	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	<u>3 hours</u>
	18 hours

Third Year Spring

EDU 406 Student Teaching	13 hours
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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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	13-19 hours
Spring Semester Sophomore Year	
Concentration or Minor	3-6 hours
English Core Requirements	3-6 hours
General Education electives	6 hours
	<hr/>
	12-18 hours
Fall Semester Junior Year	
Concentration or Minor	3-6 hours
English Core Requirements	3-6 hours
General Education Elective	6 hours
	<hr/>
	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
	<hr/>
	12-18 hours
Fall Semester Senior Year	
Concentration or Minor	3 hours
English Core Requirements	3-6 hours
Electives	3-6 hours
	<hr/>
	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
	<hr/>
	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	<hr/>
	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
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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
		<hr/>
		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
	<hr/>
	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
		<hr/>
		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
		<hr/>
		17 hours

Fall Semester Junior Year

BIO 452 Field Ecology		4 hours
*BIO 380 Limnology	4 hours	4 hours
General Education		3 hours
General Elective		3 hours
ENV 300 Environmental Practicum		1 hour
		<hr/>
		15 hours

Spring Semester Junior Year

BIO 356 Vertebrate Biology		3 hours
*ENV 400 Senior Projects I		3 hours
MAT 351 Statistics		3 hours
<i>Choose two of the following:</i>		
POS 320 Environmental Policy or		
ECO 210 Environmental Economics or		
SOC 347 Environmental Sociology or		
		<hr/>
		6 hours
		<hr/>
		15 hours

Fall Semester Senior Year

*ENV 401 Senior Projects II		1 hour
ENV 322 Energy Conservation & ALT. S. Concentration		3 hours
		3-4 hours

Concentration	3-4 hours
Concentration	3-4 hours
	<hr/> 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
	<hr/> 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
	<hr/> 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
	<hr/> 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
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FOR 260 Silvics (Forest Ecology)	3 hours
FOR 290 Forest Mensuration	3 hours
FOR 360 Silviculture	3 hours
Forestry Electives	5 hours
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/> 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:	3-4 hours
COS/PSA 413 Computer Forensics and Investigations	
COS 430 Cryptography	
Select one of the following:	3 hours
COS 374 Operating Systems Security	
COS 440 Cyber Defense	
COS/ELC/PSA Elective	3 hours
	<hr/> 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:

<i>Select two of the following:</i>	7-8 hours
MAT 165 Pre-Calculus	
MAT 255 Calculus I	
MAT 256 Calculus II	
MAT 370 Calculus III	
<i>Select two of the following:</i>	6 hours
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
<i>Select two of the following:</i>	
MAT 290 Geometry	
MAT 350 History of Mathematics	
MAT 357 Abstract Algebra	
	<hr/> 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
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	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
	<hr/>
	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 accessed 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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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

Spring Semester Senior Year

NUR 380 Transcultural Care in Nursing	16 hours
HLT 407 Leadership & Management	3 hours
NUR 497 Capstone/Preceptorship**	3 hours
	7 hours
	<hr/>
	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
	<hr/> 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
	<hr/> 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
	<hr/> 15 hours

Fall

NUR 401 Health Related Research	3 hours
NUR 425 Adult Health III	8 hours
NUR 452 Mental Health Nursing	5 hours
	<hr/> 16 hours

Spring

NUR 497C Preceptorship	4 hours
NUR 497 Senior Capstone (may be waived)	3 hours
	<hr/> 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
	<hr/> 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
	<hr/> 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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	15 hours
Fall Semester Senior Year	
General Education elective	6 hours
PSA electives	6 hours
Upper-level elective	3 hours
	<hr/>
	15 hours
Spring Semester Senior Year	
PSA 397 Public Safety Internship/Capstone	8 hours
PSA elective	3 hours
Upper-level electives	3 hours
	<hr/>
	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
ECO 201 Environmental Economics

3 hours

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 221 Ethics & 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
	<hr/> 35 hours

Required Support Courses:

HTY 100 and HTY 101 or HTY 102 and HTY 103
MAT 351 Statistics

6 hours

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 221 Ethics & Community	3 hours
Elective: Law, Government or History	3 hours
	<hr/> 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
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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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
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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
	<hr style="width: 100%; border: 0.5px solid black;"/>
	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
	<hr style="width: 100%; border: 0.5px solid black;"/>
	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
	<hr style="width: 100%; border: 0.5px solid black;"/>
	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
	<hr style="width: 100%; border: 0.5px solid black;"/>
	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
	<hr style="width: 100%; border: 0.5px solid black;"/>
	13 hours

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 pursuing 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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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 351 Statistics	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
	<hr/>
	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
	<hr/>
	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
	<hr/>
	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
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	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
	<hr/>
	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
	<hr/> 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
	<hr/> 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
	<hr/> 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
	<hr/> 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
	<hr/> 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*	<u>9 hours</u>
	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
	<hr/> 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
	<hr/> 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
	<hr/> 13 hours

Spring Semester Sophomore Year

GEN ED elective-Oral Communications	3 hours
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CRJ 346 Environmental Law	3 hours
General Education electives	6 hours
General Education-History & Literature	3 hours
	<hr/>
	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
Speaking	3 hours
*MAT 351 Statistics	3 hours
	*BUS 219 Business and Professional

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
	<hr/> 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
	<hr/> 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
	<hr/> 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
	<hr/> 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
	<hr/> 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
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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
	<hr/>
	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
	<hr/>
	15 hours

Spring Semester Sophomore Year

PSA 270 Disaster Management	3 hours
General Education-Arts & Social Sciences	3 hours
Electives	7 hours
	<hr/>
	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 hours
I. Critical Skills	
A. Communication (9 credit hours)	
Written: ENG 100 and ENG 101	6 hours
Oral: COM 200	3 hours
B. Quantitative Reasoning (3 credit hours)	
MAT XXX	3 hours
C. Information Literacy (3 credits)*	
*4 credits required for a baccalaureate degree.	
GEO 280 GIS Applications I	3 hours

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 hours
FOR 100 Introduction to Forestry	3 hours
FOR 132 Forest Protection I (S130 / S-190, policy)	2 hours

FOR 242 Map & Airphoto Interpretation	3 hours
FOR 260 Silvics (Forest Ecology)	3 hours
FOR 290 Forest Mensuration	3 hours
FOR 291 Forest Measurements Lab	2 hours
FOR 330 Forest Protection II (entomology / pathology)	3 hours
FOR 332 Forest Inventory & Analysis	2 hours
FOR 327 Interpersonal Skills for Supervisors	1 hour
FOR 360 Silviculture	3 hours
FOR 361 Silvics & Silviculture Laboratory	2 hours
GEO 103 Intro to Global Positioning Systems	1 hour

Select ONE concentration:

Forest Management Concentration

Bus 211 Principles of Business Management	3 hours
ENV 302 Wildlife Conservation, ENV 354 Wildlife Habitat Interaction, or ENV 334 Wildlife Science	3 hours
FOR 131 Spreadsheets for Foresters	1 hour
FOR 203 Surveying for Foresters	3 hours
FOR 208 Forest Products, Harvesting, & Transportation	3 hours
FOR 226 Forest Operations	4 hours
FOR 350 Forest Management Practicum	3 hours
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	Minimum 73 hours

Wildland Firefighting Concentration

FOR 214 Wildland Firefighting Skills (S211 / S 212)	4 hours
FOR 221 Wildland Fire Origin and Cause Determination (F1210 or S234)	3 hours
FOR 232 Wildfire Science (S215 / S290)	4 hours
PSA 333 National Incident Management Systems	3 hours
FOR 297 Internship in Wildland Firefighting	6 hours
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	Minimum 73 hours

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
	<hr/>
	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
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	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
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	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
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	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 hour
FOR 350 Forest Management Practicum	3 hours
FOR 361 Silvics/Silviculture Lab	2 hours
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	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
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	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
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	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
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	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
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	13 hours

Summer

FOR 297 Internship in Wildland Firefighting (fall registration)	6 hours
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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
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	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
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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
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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
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	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
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	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
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	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
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	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
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	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	3-4 hours
COS 430 Cryptography	
COS 374 Operating Systems Security or	3 hours
COS 440 Cyber Defense	
COS/PSA Electives	<u>3 hours</u>
	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
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	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	<u>1 hour</u>
	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	<u>1 hour</u>
	20 hours

Fall Semester

EDU 406 Student Teaching	14 hours
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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	3 hours
EDU 454L Content Literacy Lab	1 hour
	3 hours
EDU 477L Diversity Lab	<u>1 hours</u>
	20 hours

Secondary Curriculum

EDU 477 Multicultural Curriculum Design

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	<u>3 hours</u>
	21 hours

Fall Semester

EDU 406 Student Teaching	14 hours
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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	3 hours	Adaptation
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	<u>3 hours</u>	
	<u>33 hours</u>	

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

Prerequisites: None. Corequisites: 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 prokaryotes. 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 MAMMALOLOGY

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: Senior 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, stoichiometry, 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 alkyl 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 credit 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 white 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 study 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 cover in this course is based on a philosophy of respect developed by early childhood educator and founder of Resources for Infant Educators, 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 HISTORICAL 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: Eng 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 mythopoetic 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 101 or 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 CHIHUAHUA 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. 3 credit 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 QUÉBÉCOISE

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-AMÉRICAINÉ

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 in 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: ≥ 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

Pre-requisites: 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 in 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 ENVIRONMENTAL 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 predictor 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 in 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: ≥ 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: ≥ 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: ≥ 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 through 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 Socratic-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 INTRODUCTION 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

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 (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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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

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Dean of Enrollment Services & Student Life (2011)

B.A., University of South Pacific, 1998

M.A., Australian National University, 2003

VOISINE, SCOTT A.

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B.S., University of Maine at Fort Kent, 1994

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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

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ANDERSON, ANDRE D.

Admissions Counselor (2011)

B.S., University of Maine at Fort Kent 2011

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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

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Assistant Director of Media Services (2002)

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Associate Director of the Library (2001)

B.A., University of North Texas, 1987 M.S., University of North Texas, 1997

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B.A., University College, Rutgers-Newark, 1987 M.A., Rutgers University, 1990 ABD, Rutgers University

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Acadian Archives Specialist (2001)

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B.S. University of Maine at Fort Kent 1998, LSW Licensed Social Worker 2013

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Assistant Director of Acadian Archives and Library (2008)

A.B., Bowdoin College, 2002 M.S., Simmons College, 2006

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B.S., University of Maine at Fort Kent, 1996 M.S. (candidate), University of Southern Maine

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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

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A.B. Colby College 1975, M.A. University of Maine, 2005

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Director of Facilities Management (2010)

Southern Maine Vocational Institute, 1983 Eastern Maine Technical College, 2001

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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)

EDUCATION DIVISION

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)

PROFESSIONAL MANAGEMENT DIVISION Roger A. Roy, Chair (Business/Mathematics) Raymond T. Albert (Computer Science) Thomas A. Enerva (Public Safety Administration & Criminal Justice) Anthony Gauvin (Business) Bradley G. Ritz (Business & Economics) Leo Trudel (Business) J. Darrel Ouellette (Public Safety Administration & Criminal Justice)

NATURAL & BEHAVIORAL SCIENCES DIVISION

Rameen Aryana, Chair (Chemistry & Physics) Kimberly M. Borges-Therien (Environmental Studies) Soraya V. Cardenas (Sociology) Jeffrey J. Dubis (Forestry) Stephen E. Hansen (Biology & Environmental Studies) Bruno G. Hicks (Education & Environmental Studies) David L. Hobbins (Forestry & Environmental Studies) Kurt G. Holzhausen (Psychology) Krishna Kaphle (Mathematics) John L. Martin (Political Science) Deborah J. Pringnitz (Biology) Mariella R. Squire (Anthropology & Sociology)

NURSING DIVISION

Erin C. Soucy, Director (Nursing) Jacqueline R. Devoe (Nursing) Diane Griffin (Nursing) Larry A. Nadeau (Nursing), Denise Potvin (Nursing) Jenny Radsma (Nursing) Tanya Sleeper (Nursing) Cheryl Roberts (Nursing)

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

GAUVIN, ANTHONY

Associate Professor of Electronic Commerce (2002)
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

GRIFFIN, DIANE

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

HANSEN, STEPHEN E.

Associate Professor of Biology and Environmental Studies (2003)
B.S., University of Toronto, 1978,
M.S. Laurentian University, 1987
Ph.D., University of Guelph, 1995

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
Ed.D., University of Maine, 1995

HOBBS, DAVID L.

Professor of Forestry and Environmental Studies (1986)
B.S., University of Idaho, 1981
M.S., West Virginia University, 1985

HOLZHAUSEN, KURT G.

Associate Professor of Psychology; (1994)
B.A., Hope College, 1987
Ph.D., Texas Tech University, 1993

KAPHLE, KRISHNA

Assistant Professor of Mathematics (2012)
B.S., Tribhuvan University, 1994
M.S., Tribhuvan University, 1996

M.S., Georgia State University, 2006
M.S., Texas Tech University, 2010
Ph.D., Texas Tech University, 2011

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

METZ, DORIS M.

Associate Professor of Curriculum & Instruction (2006)

B.S., University of Maine at Fort Kent, 1983
M.Ed., Arkansas Tech University, 1991
Ph.D., University of Denver, 2006

MURPHY, TERRY L.

Professor of Education (1983)

B.S., University of Maine at Fort Kent, 1975
M.S., University of Southern Maine, 1976
Ed.D., Hofstra University, 1991

PRINGNITZ, DEBORAH J.

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

RITZ, BRADLEY G.

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.

Therault, 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 in 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.

This is an excerpt from the UMFK 2012-2013 Catalog:

Electronic Commerce Major (Bachelor of Science)

A Definition of Electronic Commerce

Electronic Commerce is defined as an attempt to increase transactional efficiency and effectiveness in all aspects of the design, production, marketing and sales of products or services for existing and developing marketplaces through the utilization of current and emerging electronic technologies.

Vision Statement

The vision of the Bachelor of Science in E-Commerce degree program at UMFK is to prepare students for the challenges of today's modern electronic business environments. Graduates will have a strong background in both the business and computer fields, and will be well-rounded professionals with the ability to solve problems and adapt to the ever-changing field of electronic commerce.

Mission Statement

It is the mission of the Bachelor of Science in E-Commerce program to provide a liberal arts degree to students interested in electronic commerce careers and prepare them to work for both small and large businesses that are preparing for, or have entered, the global economy of the information age.

Program Description/Goals

The E-Commerce program combines elements from the Bachelor of Science in Business Management and the Bachelor of Science in Computer Applications program, as well as the area of electronic commerce. The electronic commerce program enables students to maximize their preparation for careers and future academic aspirations related to the evolving Internet marketplace.

Student Learning Outcomes

The student learning outcomes are based on three broad areas; cognitive knowledge, managerial knowhow, and technical skills. Demonstration of the knowledge, abilities, and skills required in all the outcomes is an integral component of student assessment in the program. UMFK E-Commerce graduates will have demonstrated the following:

1. Genesis – the ability to:
 - develop entrepreneurship qualities;
 - create, articulate, and market an E-Commerce initiative; and
 - develop leadership skills.
2. Analysis - the ability to:
 - analyze existing firm's business models for suitability for E-Commerce initiatives;
 - analyze existing or proposed E-Commerce initiatives for suitability to a firm's needs and desires; and
 - reason critically and in doing so determine the probability of success of an E-Commerce initiative.
3. Synthesis - the ability to:
 - conduct independent research; and

- absorb new bodies of knowledge and understand the relationship and impact of the new body of knowledge on existing knowledge.

4. Articulation - the ability to:

- be effective communicators using multiple mediums (oral, written, electronic) individually and collectively.

5. Actualization - ability to:

- make things happen;
- set realistic goals and achieve those goals; and
- move ideas and concepts from the theoretical to a viable application.

6. Managerial abilities in the following areas:

- Financial
- Ethical
- Marketing
- Human resources
- Leadership
- Project planning and management
- Operations management

7. Technical skills in the following areas:

- Programming
- Procedural & scripting
- Object oriented
- Markup languages

8. System analysis:

- Needs assessment
- System design and specification
- Project management

9. Networks

- Design
- Administration
- Security

10. Databases

- Design
- Transaction programming

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

Business Courses

BUS 100 Accounting Principles I	3 hours
BUS 211 Principles of Business Management	3 hours
BUS 222 Introduction to Marketing	3 hours
BUS 300 Principles of Corporate Finance I or BUS 308 Managerial Accounting	3 hours
BUS 411 Business Policy and Strategic Planning	3 hours

Computer Courses

COS 111 Introduction to Computer Science	4 hours
COS 125 Web Page Design	3 hours
COS 260 Introduction to Programming	4 hours
COS 338 Introduction to Networking	4 hours
COS 346 Databases	4 hours
COS 381 Internet/Intranet Programming	3 hours
COS xxx Programming Language elective	3 hours

Economics Courses

ECO 101 Introduction to Microeconomics	3 hours
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E-Commerce Courses

ELC 200 Introduction to E-Commerce	3 hours
ELC 310 Introduction to E-Marketing	3 hours
ECL 397 E-Commerce Internship	8-12 hours
ELC 347 Project Management	<u>3 hours</u>
	58-62 hours

Techniques for Assessment

- Students are assessed by:
 1. Portfolio
 2. Comprehensive exam of core basic skills
 3. Capstone projects
 4. Internship and Project evaluations

Suggested Course Sequencing

Fall Semester Freshmen Year

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

Spring Semester Freshmen Year

ELC 200 Introduction to E-Commerce	3 hours
COS 111 Introduction to Computer Science	4 hours

COS 125 Web Page Design	3 hours
BUS 222 Introduction to Marketing	3 hours
ENG 101 English Composition II	<u>3 hours</u>
	16 hours

Fall semester Sophomore year

COS 260 Introduction to Programming	4 hours
COS 338 Networking	4 hours
ELC 310 Introduction to E-Marketing	3 hours
General Education elective	<u>3 hours</u>
	14 hours

Spring Semester Sophomore year

COS 346 Databases	4 hours
ECO 101 Introduction to Microeconomics	3 hours
General Education electives	<u>9 hours</u>
	16 hours

Fall Semester Junior year

COS 312 Java Programming	3 hours
General Education electives	7 hours
BUS 300 Principles of Finance or BUS 308 Managerial Accounting	3 hours
Electives	<u>3-6 hours</u>
	16-19 hours

Spring Semester Junior year

COS 381 Internet/Intranet Programming	3 hours
General Education elective	3 hours
COS XXX Programming Language Elective	3 hours
Electives	<u>6-9 hours</u>
	15-18 hours

Fall Semester Senior year

ELC 347 Project Management	3 hours
ELC 397 E-Commerce Internship	8-12 hours
Elective	<u>3 hours</u>
	14-18 hours

Spring Semester Senior year

BUS 411 Business Policy and Strategic Management	3 hours
Electives	7-10 hours
General Education electives	<u>6 hours</u>
	16-19 hours

SYLLABI

Dendrology

Fall Semester 2012

Syllabus

Course No.: BIO 309

Office: Nadeau Hall, Room 212

Division: Nat. & Behavioral Sciences

Office Hours: MTTR 12-1:00

Credits: 4

Office Phone: 834-7617

Instructor: Steve Selva

E Mail: sselva@maine.edu

Texts: Farrar, J.L. 1995. Trees of the Northern United States and Canada.

Iowa State University Press, Ames.

Campbell, C.S. and F. Hyland. 1975. Winter keys to woody plants

of Maine. University of Maine at Orono Press, Orono, Maine.

Course Description and Objectives

While literally defined as "the study of trees", dendrology in its common usage refers to the study of woody plants. Woody plants are the trees, shrubs and woody vines of the world that have achieved their characteristic growth forms through the development of secondary tissues called wood and bark. Our course in dendrology examines the taxonomy, morphology, ecology and utilization of North American woody plants while focusing on the common trees, shrubs, and woody vines of the state of Maine. With the aid of the text and a reference collection of pressed specimens, students are prepared to identify approximately 85 species.

Method of Evaluation

A discussion of vegetative and reproductive terminology is followed by lecture and laboratory investigations focusing on the taxonomy, identification, ecology, and uses of selected species. Pressed specimens of each species are available for study, com

parison, and later review. Regularly scheduled quizzes and exams emphasize the on sight recognition of species and written portions of the midterm and final exams cover the material discussed in lectures, labs, and reading assignments. Recognition quizzes and exams are cumulative through the semester.

Course Evaluation

Terminology exam 50 points

Recognition Quizzes 200 points

Midterm Exam 100 points

Final Exam (Comprehensive) 200 points

Grading

90% of total points = A

80% of total points = B

70% of total points = C

60% of total points = D

<60% of total points = F

Attendance Policy

Although class attendance is not recorded, poor attendance does have its disadvantages:

Poor grades: Learning to recognize 93 woody plant species is not an easy task for those who miss lectures and laboratory discussions and who don't review their notes and the specimens on a regular basis. Likewise, simply copying another student's notes

from a class you've missed is a poor substitute for being there yourself: Certain lectures and labs are often keys to understanding an entire subject or series of lectures.

Unfavorable impressions of a student's seriousness and dedication that often find their way into letters of recommendation, conversations with advisors or potential employers, etc.

Lecture & Laboratory Schedule

Sept. 6 Introductory remarks and a discussion of course objectives and methods of evaluation; An introduction to the terminology of plant description (Means of Identification)

10 The descriptive morphology of leaves and stems

13 No Class

17 Floral morphology and the reproductive biology of flowering plants and gymnosperms

20, 24 Identification of unknowns using keys

27 Review of vegetative and reproductive characters

Oct. 1 **Terminology Exam** (50 pts.); Introduction to the Amentiferae; The Salicaceae

4 The Salicaceae, continued; The Juglandaceae and Myricaceae

8 Fall Recess; No Class

11 The Betulaceae

15 The Fagaceae, Ulmaceae, Saxifragaceae, and Ranunculaceae

18 Quiz #1 (Through the Betulaceae; 21 species/20 pts); The Hamamelidaceae & an introduction to the Rosaceae

22 The Rosaceae, continued

25 The Rosaceae, continued; The Cannabaceae, Fabaceae, and Anacardiaceae

29 The Aquifoliaceae and an introduction to the Aceraceae

Nov. 1 The Aceraceae, continued; **Quiz #2** (Through the Rosaceae; 44 species/40 pts)

5 The Vitaceae, Tiliaceae, and Cornaceae

8 Midterm Examination (Includes a written section and recognition through the Aceraceae; 55species/100 pts)

12 An introduction to the Ericaceae

15 The Ericaceae, continued

19 The Oleaceae

22 Thanksgiving Recess; No Class

26 **Quiz #3** (Through the Ericaceae: 70 species/60 pts); An introduction to the Caprifoliaceae

29 The Cupressaceae, continued; An introduction to the gymnosperms: The Pinaceae

Dec. 3 An introduction to the gymnosperms; The Pinaceae

6 The Pinaceae, continued

10 The Cupressaceae and Taxaceae

13 Quiz #4 (Through the Taxaceae: 93 species/80 pts)

17-21 **Semester Examinations** (Our comprehensive final exam includes a written section and species recognition through the Taxaceae; 93 species/200 pts)

Course No: Bus 100
Title: Accounting Principles
Division: Natural & Behavioral Science

Semester: Fall 2013
Number of Credits: 3
Time/Room: Online

Professor: Leo Trudel
Room 201A, Cyr Hall, Office hours by appointment,
(834-7567), leo.trudel@maine.edu

Prerequisites: None

Course Description:

Student will learn to demonstrate competency in the following area:

- The accounting equation and use of “T Accounts”.
- Rules of debits & credits.
- How to analyze transactions.
- The creation of financial statements (balance sheet, income statement, cash flow statement, & statement of owner equity).
- The accounting cycle and posting adjusting entries.

Learning Outcomes:

- Demonstrate proficiency in construction of financial statements
- Demonstrate proficiency analyzing financial statements
- Demonstrate proficiency with ratio analysis
- Demonstrate proficiency accounting for stocks and bonds
- Demonstrate knowledge and of accounting principles and reporting requirements

Required Textbook:

Warren, Reeves, & Duchac, (2012), *Financial and Managerial Accounting 11th Ed*, Southwestern Publishing, Mason, OH
ISBN: 978-0-538-48089-5

Goals & Objectives:

Requirements:

Students will be required to complete homework as assigned on Blackboard. Each assignment will be scheduled for a specific due date. If they are not submitted on the specified date a letter grade will be deducted for every week they are late. Exceptions may be made on a case by case basis.

Teaching & Learning Philosophy:

My philosophy is that accounting is the foundation to business. It should be a building block to a strong structure that will be built upon it. This course along with accounting 2 will aid the student in any business venture they decide to enter into. From a professional perspective it has the ability to lead to a promising career in any business discipline because it enables the learner to track money through any system. Thus, the requirements will be rigid and students will be expected to complete homework assignments on time.

Course Policies:

1. Academic Honesty: Honesty and integrity are vital to the academic process. Plagiarism is defined as intentionally or knowingly representing the words or ideas of another as one’s own in any academic work. Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic work. Students are expected to follow the procedures identified in the UMFK catalog,

which can be accessed from the following web address:
<http://www.umfk.maine.edu/pdfs/admissions/0507.pdf>

2. Testing Policy: There will be NO Makeup exams/quizzes, students must instead make arrangements with the faculty prior to any planned absence or forfeit the opportunity to complete it.
3. Attendance Policy: Regular and punctual class attendance is mandatory for all students taking this course. Students may be granted an excused absence from class with prior approval of the instructor. In case of an emergency, please speak with the faculty member to discuss how you will make up your absence. Absenteeism or tardiness is sufficient reason for the instructor to withdraw the student from the course.
4. Cell Phones, Pagers and Laptops: All electronic communication devices must be disabled prior to the beginning of class, laboratory, or clinical experiences. Laptop computers that are not being used for classroom assignments must be turned off.
5. Withdrawal Policy: If a student is unable to attend or participate in the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline.
6. Assignment Submission: All course assignments are to be turned in by the due date. **Assignments will NOT be accepted after the submission deadline without prior faculty permission.**
7. Written Work: All written work is to be computer generated, double-spaced, accurate, and appropriately referenced, grammatically correct, and in accordance with APA format where appropriate. Spelling, syntax, and organization will impact the assignment of grades for written assignments. All papers must be submitted with a face sheet, and stapled together.
8. Feedback: Faculty requires **two weeks** to receive, grade and return all student work, including quizzes, exams, and papers.
9. Student Responsibility: Students are responsible for obtaining all handouts, announcements, and information presented during class time.
10. Faculty reserve the right to alter the syllabus as deemed necessary for learning.

Methods of Evaluating/Formative & Summative:

Grading will be determined as follows:

Homework is 100% of your grade!

Grading Scale:

93 – 100%	A	70 – 72%	C-
90 – 92%	A-	67 – 69%	D+
87 – 89 %	B+	63 – 66%	D
83 – 86%	B	60 – 62%	D-
80 – 82%	B-	< 60%	F
77 – 79%	C +		
73 – 76%	C		

2013 Fall Schedule: Course officially begins on September 3, 2013

Assignment 1

Due 9/10/2011

Read chapter 1 and be well versed with the vocabulary found in the chapter.

Write a 2 page paper using APA format, double space, New Times Roman 12 font, with references appropriately documented.

There should be a minimum of 2 references on each page. Wiki and other similar sources are unacceptable.

This is the format you will use for all papers written in this course.

The topic of your paper is "Why is accounting important and how does it relate to me"?

I would ask you to peruse your text book and other articles that are appropriate for content that supports your answer to this question.

Aspects you may consider are: fiduciary responsibility, ethics, management, career choices, system development among others.

Be concise and not rhetorical. This paper should be relevant, sincere and supported with data, just as accounting is meant to be.

Assignment 2

Due 9/16/2013

Read Chapter 2

Have a working knowledge of all of the "Key Terms" found on page 77.

Answer all of the "Discussion Questions found on page 81.

Answer the following problems:

PR 2-2B (page 95)

PR 2-5B (page 98)

PR 2-6B

Assignment 3

Due 9/23/2013

Read Chapter 3

Have a working knowledge of all of the "Key Terms".

Answer all of the "Discussion Questions.

Answer the following problems:

PR 3-5B

PR 3-6B

Assignment 4

Due 9/30/2013

Read Chapter 4
Have a working knowledge of all of the "Key Terms".
Answer all of the "Discussion Questions."
Answer the following problems:

PR 4-6A

You are not required to complete item 5. However if you do it will count as extra credit.

Assignment 5
Due 10/07/2013

Read Chapter 5
Have a working knowledge of all of the "Key Terms".
Answer all of the "Discussion Questions."
Answer the following problems:

PR 5-1A

Assignment 6
Due 10/14/2013

Read Chapter 6
Have a working knowledge of all of the "Key Terms".
Answer all of the "Discussion Questions."
Answer the following problems:

PR 6-1A

Assignment 7
Due 10/21/2013

Read Chapter 7
Have a working knowledge of all of the "Key Terms".
Answer all of the "Discussion Questions."
Answer the following problems:

PR 7-2A

PR 7-3A

Assignment 8
Due 10/28/2013

Read Chapter 8
Have a working knowledge of all of the "Key Terms".
Answer all of the "Discussion Questions."

Answer the following problems:

PR 8-2A

Assignment 9
Due 11/04/2013

Read Chapter 9

Have a working knowledge of all of the "Key Terms".

Answer all of the "Discussion Questions.

Answer the following problems:

PR 9-2A

Assignment 10
Due 11/11/2013

Read Chapter 10

Have a working knowledge of all of the "Key Terms".

Answer all of the "Discussion Questions.

Answer the following problems:

PR 10-3A

Assignment 11
Due 11/18/2013

Read Chapter 11

Have a working knowledge of all of the "Key Terms".

Answer all of the "Discussion Questions.

Answer the following problems:

PR 11-4A

Assignment 12
Due 11/25/2013

Read Chapter 9

Have a working knowledge of all of the "Key Terms".

Answer all of the "Discussion Questions.

Answer the following problems:

PR 12-1B

Assignment 12
Due 12/02/2013

Read Chapter 12
Have a working knowledge of all of the "Key Terms".
Answer all of the "Discussion Questions."
Answer the following problems:

PR 12-1B

Assignment 13
Due 12/09/2013

Read Chapter 13
Have a working knowledge of all of the "Key Terms".
Answer all of the "Discussion Questions."
Answer the following problems:

PR 13-4 A

Bus 207: Principles of Insurance
Div: Professional Management Division
Semester: Spring 2014

January 1, 2014
Instructor: Roger A. Roy
Phone: 834-7564 office
768-1688 cell
Email: rogerroy@maine.edu

Text: Risk Management and Insurance by Harrington & Niehaus, 2nd ed, Irwin McGraw Hill (isbn# 978-0-07-233970-5)

Prerequisite: Reading, Writing and Math readiness.

Course description:

This course examines theory and practice of private insurance. It is a study of the principal lines of insurance including: property, casualty, life, disability and medical. A review of Social Security and Medicare/Medicaid coverages is included. How insurance companies determine their risks, costs and profits will be examined. 3 credit hours.

Course Objectives:

- The student will demonstrate proper usage of insurance industry vocabulary.
- The student will demonstrate an understanding of the concept of pooling of risks.
- The student will demonstrate abilities to identify different types of risk and to propose suitable strategies for dealing with the identified risks.
- The student will demonstrate an understanding of the cost components of insurance.
- The student will demonstrate an understanding of how insurance premiums are determined.
- The student will demonstrate an understanding of the various forms of coverage for life, health, disability, property and casualty insurance for both personal and commercial uses.

Methodology:

Lectures, research topics, seminar discussions, a term paper, and leading a discussion concerning the term paper content.

Grades will be based on the following:

Assigned problems	50%
Research topics	21%
Term Paper	20%
Discussion of term paper	9%

Assigned problems, research topics and term paper topics will be listed on the course's blackboard site.

Assessment of student learning outcomes will be as follows:

Grading of assigned problems for analyzing and solving the problems and writing up the responses clearly, precisely and accurately;

Research topics will be graded for adequacy and accuracy of information, and for clarity and precision of written reports;

Term Paper will be judged for proper use of APA format, sources of information, adequacy and accuracy of information, analysis of topic, and demonstrated understanding of the topic.

Discussions will be judged on adequacy and quality of questions and responses.

Course Outline:

Week 1 to 2: Risk (Chaps 1 to 4) (see module #1)

Week 3: Risk Management & Pricing (Chap 8 to 10) (module #2)

- Week 4: Liability (Chap 11 & 12) (module #3)
- Week 5: Auto (Chap 13) (module #4)
- Week 6: Home (Chap 14) (module #5)
- Week 7: Life & Annuity (Chap 15) (module #6)
- Week 8: Healthcare & Medical (Chap 16) (module #7)
- Week 9: Disability & Workers' Comp (Chap 18) (module #8)
- Week 10: Social Security (Chap 19) (module #9)
- Week 11: Commercial Contracts (Chap 23) (module #10)
- Week 12 to 15 Final Discussions

All problems and papers should be emailed to rogerroy@maine.edu

Do not try to send them via blackboard.

Questions may be directed to the instructor by email or by calling his cellphone (207) 768-1688.

Support Services:

Many students in this course will avail themselves of the peer tutoring program that is operated by the Academic Services Office free of charge for all students. Information is available at 834-7530.

Students with special needs should also contact the Academic Services Office for information and for arranging appropriate accommodations to ensure their success.

For purposes of fulfilling UMFK general education requirements and Professional Management Program requirements, the following learning outcomes will be achieved in this course:

Communication in English (Comm). Students will:

- 6) Be able to read, write and speak clearly and critically, with an awareness of subject, purpose and audience, delivering verbal and non-verbal compositions
- 7) Demonstrate ability to manage the writing process to generate ideas, and to draft, revise and edit compositions
- 8) Demonstrate ability to manage the research process to evaluate, analyze, and synthesize a variety of texts
- 9) Demonstrate ability to develop well-crafted academic essays
- 10) Be able to use written and oral communication as a means to engage in critical inquiry.

Information Fluency (Info). Students will:

- 9) Define information needs and sources of suitable, accurate data
- 10) Demonstrate ability to retrieve information using effective strategies and appropriate sources

Critical Thinking (Crit). Students will:

- 8) Demonstrate proficiency defining problems, significant variables, and identifying valid data
- 9) Identify logical errors and fallacies in constructing arguments
- 10) Demonstrate proficiency creating, testing and validating hypotheses
- 11) Demonstrate proficiency investigating evidence with regard to accuracy, validity, reliability, and bias

- 12) Synthesize knowledge from multiple sources, integrating abstract ideas and theories into effective interpretation of relevant data
- 13) Conduct research quantitatively and qualitatively to achieve well-reasoned conclusions

Behavioral and Social Sciences (BHS). Students will:

- 7) Demonstrate recognition of key terms within behavioral and social science disciplines
- 8) Demonstrate ability to interpret common forms of data specific to the disciplines

Legal environment of business (E3)

- 6) Demonstrate understanding of legal relationship of government and business (i.e. antitrust laws, trade laws product safety laws, antidiscrimination laws etc.)
- 7) Demonstrate knowledge of concept of legal liability and damages

Quantitative Analysis (F2)

- 6) Demonstrate ability to calculate and validly use mean, standard deviation, and standard error
- 7) Demonstrate understanding of type 1 and type 2 errors

Demonstrate understanding of relationship between margin of error and sample size.

COURSE NUMBER: BUS 219 BUSINESS AND PROFESSIONAL COMMUNICATION

NUMBER OF CREDITS: 3 PREREQUISITES: NA COREQUISITES: NA

Joe Zubrick Associate Professor Speech and Theater, 206 Nadeau, 834-7591, 551-8780 (cell), zubrick@maine.edu (10:00-2:00 TF)

COURSE DESCRIPTION:

BUS 219 is an introductory level public speaking course with emphasis on business and professional communication. Coursework focuses on informal and formal speaking situations with emphasis on topic selection and focus, research, outline preparation, critical thinking, organization and delivery and other written communicative or presentation devices that are common to the business environment. Students will prepare and deliver three (3) extemporaneous speeches with specified purposes or requirements tailored to business and professional speaking. In addition, three (3) outside speaker

evaluations are used to explore and clarify concepts in public speaking using business topics. Students will also submit a final, self-evaluation via a Discussion Board.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES:

BUS 219 is geared to the following objectives. Students will be able to:

- explore the context of organizational communication;
- select and focus varied speech topics with specific purposes;
- develop organizational structures for informative and persuasive speeches;
- develop skills in research;
- develop critical abilities in appreciating a verbal and gestural messages;
- gain public speaking skills suited to the business arena;
- gain familiarity with the various aspects of the communicative process;
- evaluate your progress in solving the "communication problem" i.e. making your audience's received message match your intended message;
- to gain confidence and skill in mediated communication.

REQUIRED TEXTBOOK(S):

Young, Kathryn Sue and Travis, Howard Paul. Business and Professional Communication: A practical Guide to Workplace Effectiveness. Waveland Press. 2012.

SUPPLEMENTAL LEARNING RESOURCES:

Blackboard Website for assignments, handouts, videos and exercises

TEACHING/LEARNING PHILOSOPHY:

My teaching philosophy is drawn from Yeats' quote, "Education is not the filling of a pail but the starting of a fire." From a practical standpoint that puts the burden of education on both the teacher and the student. My job is to make the material comprehensible and relevant to you. Your job is to make a good faith effort to internalize that information and to personalize it for your needs.

The ends of education are self-evident but often elusive. However, they can be summarized intelligently and simply. Every student should read William Cronon's essay on liberal education.

http://www.williamcronon.net/writing/Cronon_Only_Connect.pdf

Cronon makes the following observations about liberally educated people:

They listen and they hear; they read and they understand; they can talk with anyone; they can write clearly and persuasively and movingly; they can solve a wide variety of puzzles and problems; they respect rigor not so much for its own sake but as a way of seeing truth; they practice humility, tolerance, and self-criticism; they understand

how to get things done in the world; they nurture and empower the people around them; and they follow E. M. Forster's injunction from Howards End: "Only connect."

Students should find connections with Cronon's observations and their own educational experience.

COURSE POLICIES:

1. Academic Honesty: Honesty and integrity are vital to the academic process. Plagiarism is defined as intentionally or knowingly representing the words or ideas of another as one's own in any academic work. Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic work. Students are expected to follow the procedures identified in the UMFK catalog, which can be accessed from the following web address: <http://www.umfk.maine.edu/admissions/catalog>
2. Withdrawal Policy: If a student is unable to attend or participate in the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline.
3. Assignment Submission: Assignments have due dates and "no later than dates". The due dates will keep you on track and spread the course work over the semester. The "no later than" dates allow you some leeway in submitting work which can be used to offset other commitments or schedule conflicts. Any work submitted by the end of the "no later than" date will receive full credit.
4. Student Responsibility: Students are responsible for obtaining all handouts, announcements, and information presented during class time or posted on Blackboard.

METHODS OF EVALUATION/FORMATIVE AND SUMMATIVE:

Grading for BUS 219 reflects completion of assignments in a timely fashion, the quality of completed assignments, the quality of online participation, and the student progress in analysis and performance. The following is a breakdown of the course grading system:

Outside Speaker Evaluation and Exercises	30%
Participation on Blackboard discussions	30%
Speeches	30%
Final Self Evaluation	10%

GRADING SCALE:

Grading rubrics are provided on Blackboard for the various assignments.

SUPPORT SERVICES:

If you have a disability and need an accommodation or assistance in this course, please make an appointment with me. UMFK students may contact Academic and Counseling Services, x. 7532. Students at off-campus sites should contact the site coordinator for assistance or email the instructor.

Students at off-campus sites should contact the site coordinator for assistance or email the instructor.

1. **Student Support Services**: Available to all University of Maine at Fort Kent students to assist them in reading, writing, and mathematical skill development. Information about these services can be accessed by calling 834-7530 (1-800-TRY-UMFK) or on-line at <http://www.umfk.maine.edu/acserv/>
2. **Blake Library Services**: Library resources from UMFK and the University of Maine System (UMS) are available to all students and can be accessed by calling 834-7525 (1-800-TRY-UMFK) or online at <http://www.umfk.maine.edu/infoserv/library>
3. **ADA Statement**: Students with special needs should contact the ADA Coordinator at 834-7532 so that appropriate accommodations may be made.
4. Students from campuses other than UMFK- please contact me directly (or see your advisor) on issues requiring accommodations.

Course No: **Bus 300**
Title: Principles of Finance
Number of Credits: 3

Division: Social Science
Semester: Fall 2013
Instructor: Leo Trudel

Text:

Foundations of Financial Management, by: Block, Hirt & Danielsen
14th edition, McGraw Hill Publishing
ISBN-13 9780077454432

Learning Objectives:

Student will learn to demonstrate competency in the following area:

- The time value of money & its impact on making financial decisions.
- The importance of developing and analyzing financial statements.
- Utilization of specific financial tools for measuring and planning a company's short and long term performance.
- The significance of cash-flows and taxes, and how they affect an organization.
- How interest rates, bond and stock valuations comprise the underlying value of a firm, and their uses with dividend policies.
- Comparing capital budget techniques and determining the best models to be used in different situations.
- The cost of capital, asset valuation and how leverage of capital structure impacts a firm.
- How working capital and current asset management determine the basis of any firm.

- The impact of dividends and interest on a firm's income statement.

Requirements:

Students will be required to attend class and participate in class. Both of these elements will be graded as part of the participation grade as seen below. Case study papers, homework and exams will be scheduled for a specific due date. If they are not completed and turned in on that specific date then a letter grade will be deducted for every class that it is not turned in.

Philosophy:

My philosophy on financial management is simple; all businesses need the financial tools offered within this course. This course is theoretical and applicable, and can be utilized in most areas of business and life. In this course the student has the opportunity see how the theory they have learned in previous courses over the past years of their business education is utilized in the real world. With 75% of all CEO's coming from the finance world it stands to reason that this is where the rubber meets the road. Finally, this course is the entry way into the world of investments. Without understanding the components and variables that make up the world of financial management there will be a disconnect in the understanding of investments.

Course Policies:

11. Academic Honesty: Honesty and integrity are vital to the academic process. Plagiarism is defined as intentionally or knowingly representing the words or ideas of another as one's own in any academic work. Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic work. Students are expected to follow the procedures identified in the UMFK catalog, which can be accessed from the following web address:
<http://www.umfk.maine.edu/pdfs/admissions/0507.pdf>
12. Testing Policy: There will be NO Makeup exams/quizzes, students must instead make arrangements with the faculty prior to any planned absence or forfeit the opportunity to complete it.
13. Attendance Policy: Regular and punctual class attendance is mandatory for all students taking this course. Students may be granted an excused absence from class with prior approval of the instructor. In case of an emergency, please speak with the faculty member to discuss how you will make up your absence. Absenteeism or tardiness is sufficient reason for the instructor to withdraw the student from the course.
14. Cell Phones, Pagers and Laptops: All electronic communication devices must be disabled prior to the beginning of class, laboratory, or clinical experiences. Laptop computers that are not being used for classroom assignments must be turned off.
15. Withdrawal Policy: If a student is unable to attend or participate in the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline.
16. Assignment Submission: All course assignments are to be turned in by the due date. **Assignments will NOT be accepted after the submission deadline without prior faculty permission.**
17. Written Work: All written work is to be computer generated, double-spaced, accurate, and appropriately referenced, grammatically correct, and in accordance with APA format where appropriate. Spelling, syntax, and organization will impact the assignment of grades for written assignments. All papers must be submitted with a face sheet, and stapled together.

18. Feedback: Faculty requires **two weeks** to receive, grade and return all student work, including quizzes, exams, and papers.
19. Student Responsibility: Students are responsible for obtaining all handouts, announcements, and information presented during class time.
20. Faculty reserve the right to alter the syllabus as deemed necessary for learning.

Methods of Evaluating/Formative & Summative:

Grading will be determined as follows:

2 Classroom Exams	50%
Papers	20%
Homework	<u>30%</u>
Total	100%

Grading Scale:

93 – 100%	A	70 – 72%	C-
90 – 92%	A-	67 – 69%	D+
87 – 89 %	B+	63 – 66%	D
83 – 86%	B	60 – 62%	D-
80 – 82%	B-	< 60%	F
77 – 79%	C +		
73 – 76%	C		

2013 Fall Schedule

Week 1

Read Chapter 1: answer all discussion questions and write a paper on the following topic.

Compare and contrast the role/purpose of each of the three major financial statements (balance sheet, income statement and statement of cash flows).

Why is a financial statement critical to the success of an organization? Give case studies of two-three organizations that have used financial statements to their advantage, and analyze how each company was successful with their approach.

There should be at least two references for every page and you should use APA format when writing your paper. Due 9/10/13

Week 2

Read Chapter 2: answer all discussion questions and starting on page 56 complete problems 1, 5, 12, 14, 21 & 27

Due 9/16/13

Week 3

Read Chapter 3: answer all discussion questions and starting on page 80 complete problems 22, 23, 24, 36, & 37

Write a two to three page paper on the Sarbanes-Oxley Act. Describe what it is and how it works. Include the strengths and weaknesses of this legislation as it pertains to public companies.

There should be at least two references for every page and you should use APA format when writing your paper.

Due 9/23/13

Week 4

Read Chapter 4: answer all discussion questions and starting on page 115 complete problems 24, 26, & 28

Due 9/30/13

Week 5

Read Chapter 5: answer all discussion questions and starting on page 142 complete problems 4, 11, 20 & 27

Due 10/7/13

Week 6

Read Chapter 6: answer all discussion questions and starting on page 184 complete problems 9, 10, 14 & 18

Write a two to three page paper on the Dodd-Frank Wall Street Reform and Consumer Protection Act. Describe what it is and how it works. Include the strengths and weaknesses of this legislation and how it pertains to public companies.

There should be at least two references for every page and you should use APA format when writing your paper.

10/14/13

Read Chapter 8: answer all discussion questions and starting on page 218 complete problems 1, 11, 16 & 19

10/21/13

Week 7

Read Chapter 7: answer all discussion questions and starting on page 218 complete problems 1, 11, 16 & 19

10/28/13

Week 8 Test

11/4/13

Week 9

Read Chapter 8: answer all discussion questions and starting on page 246 complete problems 1, 12, & 27

11/11/13

Week 10

Read Chapter 9: answer all discussion questions and starting on page 278 complete problems 25, 29, 30, 36 & 44

Write a three to five page paper on a public corporation of your choosing and its competitor. Give a brief summary of their business and describe what makes this company different from its competition. Include the strengths and weaknesses of as conducted in a financial analysis of your firm versus the competitor. Keep in mind that this is not a simple ratio analysis of each but an explanation of why, how and what....

There should be at least two references for every page and you should use APA format when writing your paper.

11/18/13

Week 11

Read Chapter 10: answer all discussion questions and starting on page 311 complete problems 12, 17, 27, 29 & 32

11/25/13

Week 12

Read Chapter 11: answer all discussion questions and starting on page 356 complete problems 18, 19, 22 & 27

12/2/13

Week 13

Read Chapter 12: answer all discussion questions and starting on page 398 complete problems 1, 19, 22, 25 & 33

12/9/13

Week 15

Final

12/16/13

University of Maine at Fort Kent
Syllabus

Course No: Bus 302

Semester: Fall 2013

Sept. 3rd to Dec. 16th

Title: Intermediate Accounting I

Number of Credits: 3

Division: Natural & Behavioral Science

Professor: Dr. Sherry Parshley

Prerequisite: Prerequisites: Bus 101.

Course Description: 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.

Course Objectives and Student Learning Outcomes:

Student will learn to demonstrate competency in the following area:

1. Generally accepted accounting principles – how they are created and the process in which they are defined and influenced.
2. Balance sheet and income statement – be able to comprehend the principles and utilize them to a significant extent.
3. Financial statements - develop the basis for analytical examination of financial statements and how to interpret them.
4. Ethical issues – understand the different ethical issues that surround accounting.

Required Textbook:

Kieso, Weygant & Warfield, Intermediate Accounting, 15th edition, Wiley Publishing.

ISBN: 978-1-1181-4729-0

Supplement Learning Resources:

Textbook publisher resources will be posted in the Course Materials area of Blackboard.

Teaching/Learning Philosophy:

This course will prepare students for one of the most sought-after majors and most employable career fields: accounting. The focus will be on GAAP, generally accepted accounting principles and incorporates the codification of GAAP by the Financial Accounting Standards Board (FASB).

Students will learn about GAAP and the Code through discussion participation and preparing assignments that require application of this knowledge. Emphasis will be on the standards and conceptual framework of accounting. Intermediate Accounting I focuses on the asset side of the financial statements and will prepare students for subsequent study of liabilities, equity and financial reporting in Intermediate Accounting II.

Course Policies: (as amended from academic affairs)

21. Academic Honesty: Honesty and integrity are vital to the academic process. Plagiarism is defined as intentionally or knowingly representing the words or ideas of another as one's own

in any academic work. Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic work. Students are expected to follow the procedures identified in the UMFK catalog, which can be accessed from the following web address: <http://www.umfk.maine.edu/admissions/catalog>

22. Testing Policy: There will be NO Makeup exams/quizzes, students must instead make arrangements with the faculty prior to any planned absence or forfeit the opportunity to complete it.
23. Attendance Policy: Weekly participation in course discussions is required. In case of an emergency, please speak with the faculty member to discuss how you will make up your absence. Excessive absenteeism is sufficient reason for the instructor to withdraw the student from the course.
24. Withdrawal Policy: If a student is unable to attend or participate in the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline.
25. Assignment Submission: All course assignments are to be turned in by the due date. **Assignments will NOT be accepted after the submission deadline without prior faculty permission.**
26. Written Work: All written work is to be computer generated, double-spaced, accurate, appropriately referenced, grammatically correct, and in accordance with APA (6th ed.) where appropriate. Spelling, syntax, and organization will impact the assignment of grades for written assignments. All papers must be submitted with a face sheet, and stapled together.
27. Feedback: Feedback will be provided on assessments. In most cases, grades will be assigned within 48 hours of assignment deadlines.
28. Student Responsibility: Students are responsible for obtaining all required course materials, including textbooks, prior to the course start date. Weekly course materials will be provided on Blackboard.
29. Faculty reserve the right to alter the syllabus as deemed necessary for learning.

Grading:

Grading will be determined as follows:

Weekly Assignments	60%
Weekly discussion Board	10%
Mid-Term Exam	15%
Final Exam	<u>15%</u>
Total	100%

There are four components to grading: weekly assignments, weekly discussion board forums, a mid-term exam and a final exam.

The weekly Discussion Boards which will include questions by the professor and commentary by you that should be posted. It is encouraged that you utilize applicable research from your text, the web and other sources to educate yourself and others in this dialogue.

The weekly assignments will include a variety of questions, problems and cases. The mid-term and final exams will be in multiple choice format and assess your knowledge of concepts covered in the course. The final exam will cover the 2nd half concepts.

Grading Scale

Letter Grade	Percentage	Points Needed		Letter Grade	Percentage	Points Needed
A	100 - 93%	930 - 1000		C	77 - 72%	720 - 779
A-	92 - 90%	900 - 929		C-	71 - 70%	700 - 719
B+	89 - 88%	880 - 899		D+	69 - 68%	680 - 699
B	87 - 82%	820 - 879		D	67 - 62%	620 - 679
B-	81 - 80%	800 - 819		D-	61 - 60%	600 - 619
C+	79 - 78%	780 - 799		F	59 - 0%	0 - 599

Support Services:

1. **Academic and Counseling Services:** Available to all University of Maine at Fort Kent students to assist them in reading, writing, and mathematical skill development. Information about these services can be accessed by calling 834-7530 (1-800-TRY-UMFK) or on-line at <http://www.umfk.maine.edu/acserv/>
2. **Blake Library Services:** Library resources from UMFK and the University of Maine System (UMS) are available to all students and can be accessed by calling 834-7525 (1-800-TRY-UMFK) or online at <http://www.umfk.maine.edu/infoserv/library>.
3. **ADA Statement:** Students with special needs should contact the ADA Coordinator at 834-7532 so that appropriate accommodations may be made.

Course Calendar:

Week #	Dates	Topic(s)	Assignments
1	09/03/13 – 9/09/13	Financial Accounting and Accounting Standards	Read Chapter 1; Homework Assignment #1; Discussion Forum Participation; Due Date 9/09

2	09/10/13 – 09/16/13	Conceptual Framework	Read Chapter 2; Homework Assignment #2; Discussion Forum Participation; Due Date 9/16
3	09/17/13 – 09/23/13	Accounting Information Systems	Read Chapter 3; Homework Assignment #3; Discussion Forum Participation; Due Date 9/23
4	09/24/13 – 09/30/13	Income Statement	Read Chapter 4; Homework Assignment #4; Discussion Forum Participation; Due Date 9/30
5	10/01/13 – 10/07/13	Balance Sheet and Cash Flows	Read Chapter 5; Homework Assignment #5; Discussion Forum Participation; Due Date 10/7
6	10/08/13 – 10/14/13	Accounting and Time Value of Money	Read Chapter 6; Homework Assignment #6; Discussion Forum Participation; Due Date 10/14
7	10/15/13 – 10/21/13	Mid-Term Exam	Mid-Term Exam – Due Date 10/21
8	10/22/13 – 10/28/13	Cash and Receivables	Read Chapter 7; Homework Assignment #7; Discussion Forum Participation; Due 10/28
9	10/29/13 – 11/04/13	Valuation of Inventories	Read Chapter 8; Homework Assignment #8; Discussion Forum Participation; Due Date 11/04
10	11/05/13 – 11/11/13	Inventories: Additional Valuation Issues	Read Chapter 9; Homework Assignment #9; Discussion Forum Participation; Due Date 11/11
11	11/12/13 – 11/18/13	Acquisition and Disposal of Property, Plant & Equipment	Read Chapter 10; Homework Assignment #10; Discussion Forum Participation; Due Date 11/18
12	11/19/13 – 11/25/13	Depreciation, Impairments and Depletion	Read Chapter 11; Homework Assignment #11; Discussion Forum Participation; Due Date 11/25
13	11/26/13 – 12/02/13	Thanksgiving Holiday	Enjoy the Turkey!
14	12/03/13 – 12/09/13	Intangible Assets	Read Chapter 12; Homework Assignment #12; Discussion Forum Participation; Due Date

			12/9
15	12/10/13 – 12/16/13	Final Exam	Final Exam – Due Date 12/16

**University of Maine at Fort Kent
Syllabus**

Course No: Bus 303

Semester: Spring 2013

Jan. 22nd – May 18th, 2013

Title: Intermediate Accounting II

Number of Credits: 3

Division: Natural & Behavioral Science

Professor: Dr. Sherry Parshley

Prerequisite: Prerequisites: Bus 302

Course Description: 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.

Course Objectives and Student Learning Outcomes:

Student will learn to demonstrate competency in the following area:

1. Describe the nature, type and valuation of current and long-term liabilities.
2. Identify the key components and how to present and analyze stockholders' equity.
3. Discuss the characteristics of the corporate form of organization.
4. Explain the accounting for convertible preferred stock and stock warrants.
5. Compute earnings per share in a complex capital structure.
6. Identify the categories of debt and equity securities and describe the accounting and reporting treatment for each category.
7. Apply the various methods of revenue recognition included percentage-of- completion method, completed contract method, installment sales method and cost-recovery method.
8. Describe the presentation and recording of income tax items in the financial statements.
9. Explain various methods for valuing pension and lease obligations and the reporting requirements for the financial statements.
10. Explain the requirements for accounting changes and error analysis.

11. Describe the purpose of the statement of cash flows and differentiate between operating, investing and financing activities.
12. Identify the major disclosures required in the financial reports.

Required Textbook:

Kieso, Weygant & Warfield, Intermediate Accounting, 14th edition, Wiley Publishing.

Supplement Learning Resources:

Textbook publisher resources will be posted in the Course Materials area of Blackboard.

Teaching/Learning Philosophy:

This course will prepare students for one of the most sought-after majors and most employable career fields: accounting. The focus will be on GAAP, generally accepted accounting principles and incorporates the codification of GAAP by the Financial Accounting Standards Board (FASB).

Students will learn about GAAP and the Code through discussion participation and preparing assignments that require application of this knowledge. Building upon the study of asset side of financial statements from Intermediate Accounting I, this course will focus on the study of liabilities, equity and financial reporting.

Course Policies: (as amended from academic affairs)

30. Academic Honesty: Honesty and integrity are vital to the academic process. Plagiarism is defined as intentionally or knowingly representing the words or ideas of another as one's own in any academic work. Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic work. **Examples of cheating include using instructor answer keys from prior courses or obtaining solutions for this or prior editions of the text from any source. There are no group assignments in this course. Collaboration on any assignments or exams will be a violation of this academic honesty policy. Any student found cheating on an assignment or exam will receive a zero for that assignment/assessment. Repeated violations will result in a failing grade for the course.** Students are expected to follow the procedures identified in the UMFK catalog, which can be accessed from the following web address:
<http://www.umfk.maine.edu/admissions/catalog>
31. Testing Policy: There will be NO Makeup exams/quizzes, students must instead make arrangements with the faculty prior to any planned absence or forfeit the opportunity to complete it.
32. Attendance Policy: Weekly participation in course discussions is required. In case of an emergency, please speak with the faculty member to discuss how you will make up your absence. Excessive absenteeism is sufficient reason for the instructor to withdraw the student from the course.

33. Withdrawal Policy: If a student is unable to attend or participate in the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline.
34. Assignment Submission: All course assignments are to be turned in by the due date. **Assignments will NOT be accepted after the submission deadline without prior faculty permission. Late penalties may apply.**
35. Written Work: All written work is to be computer generated, double-spaced, accurate, appropriately referenced, grammatically correct, and in accordance with APA (6th ed.) where appropriate. Spelling, syntax, and organization will impact the assignment of grades for written assignments. All papers must be submitted with a face sheet, and stapled together.
36. Feedback: Feedback will be provided on assessments. In most cases, grades will be assigned within 48 hours of assignment deadlines.
37. Student Responsibility: Students are responsible for obtaining all required course materials, including textbooks, prior to the course start date. Weekly course materials will be provided on Blackboard. Failure to obtain required course materials is not an excuse for late work in this course.
38. Faculty reserve the right to alter the syllabus as deemed necessary for learning.

Grading:

Grading will be determined as follows:

Weekly Assignments	60%
Weekly discussion Board	10%
Mid-Term Exam	15%
Final Exam	<u>15%</u>
Total	100%

There are four components to grading: weekly assignments, weekly discussion board forums, a mid-term exam and a final exam.

The weekly Discussion Boards which will include questions by the professor and commentary by you that should be posted. It is encouraged that you utilize applicable research from your text, the web and other sources to educate yourself and others in this dialogue.

The weekly assignments will include a variety of questions, problems and cases. The mid-term and final exams will be in multiple choice format and assess your knowledge of concepts covered in the course. The final exam will cover the 2nd half concepts.

Grading Scale

Letter Grade	Percentage	Points Needed		Letter Grade	Percentage	Points Needed
A	100 - 93%	930 - 1000		C	77 - 72%	720 - 779
A-	92 - 90%	900 - 929		C-	71 - 70%	700 - 719
B+	89 - 88%	880 - 899		D+	69 - 68%	680 - 699
B	87 - 82%	820 - 879		D	67 - 62%	620 - 679
B-	81 - 80%	800 - 819		D-	61 - 60%	600 - 619
C+	79 - 78%	780 - 799		F	59 - 0%	0 - 599

Support Services:

4. **Academic and Counseling Services:** Available to all University of Maine at Fort Kent students to assist them in reading, writing, and mathematical skill development. Information about these services can be accessed by calling 834-7530 (1-800-TRY-UMFK) or on-line at <http://www.umfk.maine.edu/acserv/>
5. **Blake Library Services:** Library resources from UMFK and the University of Maine System (UMS) are available to all students and can be accessed by calling 834-7525 (1-800-TRY-UMFK) or online at <http://www.umfk.maine.edu/infoserv/library>.
6. **ADA Statement:** Students with special needs should contact the ADA Coordinator at 834-7532 so that appropriate accommodations may be made.

Course Calendar:

Week #	Dates	Topic(s)	Assignments
1	01/22/13 – 01/28/13	Current Liabilities and Contingencies	Read Chapter 13; Homework Assignment #1; Discussion Forum Participation; Due Date 01/28/13
2	01/29/13 – 02/04/13	Long-Term Liabilities	Read Chapter 14; Homework Assignment #2; Discussion Forum Participation; Due Date 02/04/13
3	02/05/13 – 02/11/13	Stockholders Equity	Read Chapter 15; Homework Assignment #3; Discussion Forum Participation; Due Date 02/11/13
4	02/12/13 – 02/18/13	Dilutive Securities and Earnings per Share	Read Chapter 16; Homework Assignment #4; Discussion Forum Participation; Due Date 02/18/13
	02/19/13 – 02/25/13	Winter Recess	
5	02/26/13 – 03/04/13	Investments	Read Chapter 17; Homework Assignment #5; Discussion Forum Participation; Due Date 03/04/13
6	03/05/13 – 03/11/13	Revenue Recognition	Read Chapter 18; Homework Assignment #6; Discussion Forum Participation; Due Date 03/11/13
7	03/12/13 – 03/18/13	Mid-Term	Mid-Term Exam Due 3/18/13
8	03/19/13 – 03/25/13	Accounting for Income Taxes	Read Chapter 19; Homework Assignment #7; Discussion Forum Participation; Due Date 03/25/13
9	03/26/13 – 04/01/13	Accounting for Pensions and Postretirement Benefits	Read Chapter 20; Homework Assignment #8; Discussion Forum Participation; Due Date 04/01/13
	04/02/13 – 04/08/13	Spring Recess	
10	04/09/13 – 04/15/13	Accounting for Leases	Read Chapter 21; Homework Assignment #9; Discussion Forum Participation; Due Date 04/15/13
11	04/16/13 – 04/22/13	Accounting Changes and Error Corrections	Read Chapter 22; Homework Assignment #10; Discussion Forum Participation; Due Date

			04/22/13
12	04/23/13 – 04/29/13	Statement of Cash Flows	Read Chapter 23; Homework Assignment #11; Discussion Forum Participation; Due Date 04/29/13
13	04/30/13 – 05/06/13	Full Disclosure in Financial Reporting	Read Chapter 24; Homework Assignment #12; Discussion Forum Participation; Due Date 05/06/13
14	05/07/13 – 05/13/13		Final Exam Review
15	05/14/13 – 05/18/13		Final Exam – Due Date 05/18/13

University of Maine at Fort Kent Syllabus

Course No: Bus 304

Semester: Fall 2013

Title: Federal Taxation

Sept. 3rd – Dec. 16th

Division: Natural & Behavioral Science

Number of Credits: 3

Professor: Sherry Parshley

Prerequisite: Prerequisites: Bus 100 and Bus 211.

Course Description: 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.

Course Objectives and Student Learning Outcomes:

Student will learn to demonstrate competency in the following area:

- Define tax terminology and describe the three primary sources of federal tax law.
- Differentiate among regressive, proportionate, and progressive rate structures.
- Develop an understanding of tax planning maxims.
- Understand and apply the tax research process.
- Describe the individual tax payment and return filing requirements.
- Develop an understanding of long-range tax planning issues.
- Identify tax consequences of income-producing property and investment activities.
- Develop an understanding of the tax compliance process.

Required Textbook:

Jones, S. & Rhoades-Catanach, S. (2013). Principles of Taxation for Business and Investment Planning, 16th edition. McGraw Hill Publishing.

ISBN: 978-0078025486

Supplement Learning Resources:

Students will be required to read and interpret various current events and case studies as prescribed by the instructor.

Teaching/Learning Philosophy:

This course will take a look at the major tax issues inherent in business and financial transactions. Students will learn the tax law as an integrated component of a complex economic environment. Emphasis will be on general tax rules that apply to all taxpaying entities and broad categories of transactions. The focus will be on fundamental concepts, the mastery of which will provide a permanent frame of reference into which students can integrate the constant changes in tax laws and prepare for future study of advanced tax topics.

Course Policies: (as amended from academic affairs)

39. Academic Honesty: Honesty and integrity are vital to the academic process. Plagiarism is defined as intentionally or knowingly representing the words or ideas of another as one's own in any academic work. Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic work. Students are expected to follow the procedures identified in the UMFK catalog, which can be accessed from the following web address: <http://www.umfk.maine.edu/admissions/catalog>
40. Testing Policy: There will be NO Makeup exams/quizzes, students must instead make arrangements with the faculty prior to any planned absence or forfeit the opportunity to complete it.
41. Attendance Policy: Weekly participation in course discussions is required. In case of an emergency, please speak with the faculty member to discuss how you will make up your absence. Excessive absenteeism is sufficient reason for the instructor to withdraw the student from the course.
42. Withdrawal Policy: If a student is unable to attend or participate in the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline.
43. Assignment Submission: All course assignments are to be turned in by the due date. **Assignments will NOT be accepted after the submission deadline without prior faculty permission.**

44. Written Work: All written work is to be computer generated, double-spaced, accurate, appropriately referenced, grammatically correct, and in accordance with APA (6th ed.) where appropriate. Spelling, syntax, and organization will impact the assignment of grades for written assignments. All papers must be submitted with a face sheet, and stapled together.
45. Feedback: Feedback will be provided on assessments. In most cases, grades will be assigned within 48 hours of assignment deadlines.
46. Student Responsibility: Students are responsible for obtaining all required course materials, including textbooks, prior to the course start date. Weekly course materials will be provided on Blackboard.
47. Faculty reserve the right to alter the syllabus as deemed necessary for learning.

Grading:

Grading will be determined as follows:

Weekly Assignments	60%
Weekly discussion Board	10%
Mid-Term Exam	15%
Final Exam	<u>15%</u>
Total	100%

There are four components to grading: weekly assignments, weekly discussion board forums (in 10 weeks), a mid-term exam and a final exam.

The weekly Discussion Boards which will include questions by the professor and commentary by you that should be posted. It is encouraged that you utilize applicable research from your text, the web and other sources to educate yourself and others in this dialogue.

The weekly assignments will include a variety of questions, problems and cases. The mid-term and final exams will be in multiple choice format and assess your knowledge of concepts covered in the course. The final exam will cover the 2nd half concepts.

Grading Scale

Letter Grade	Percentage	Points Needed		Letter Grade	Percentage	Points Needed
A	100 - 93%	930 - 1000		C	77 - 72%	720 - 779
A-	92 - 90%	900 - 929		C-	71 - 70%	700 - 719
B+	89 - 88%	880 - 899		D+	69 - 68%	680 - 699
B	87 - 82%	820 - 879		D	67 - 62%	620 - 679
B-	81 - 80%	800 - 819		D-	61 - 60%	600 - 619

C+	79 - 78%	780 - 799		F	59 - 0%	0 - 599
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Support Services:

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9. **ADA Statement:** Students with special needs should contact the ADA Coordinator at 834-7532 so that appropriate accommodations may be made.

Course Calendar:

Week #	Dates	Topic(s)	Assignments
1	09/03/13 – 09/09/13	Taxes and Taxing Jurisdictions	Read Chapter 1; Application Problems 1, 2, 6, 7; Issue Recognition Problems 1, 4, 6, 8; Research Problem 2; Tax Planning Cases part 1. Participate in Discussion Forum #1. Due Date 9/9/13 for discussion participation and homework.
2	09/10/13 – 09/16/13	Policy Standards for a Good Tax	Read Chapter 2; Application Problems 1, 4, 6, 7, 9; Issue Recognition Problems 1, 3, 5; Research Problem 1; Tax Planning Case Part 1. Due Date 9/16/13 for discussion participation and homework.
3	09/17/13 – 09/23/13	Taxes as Transaction Costs	Read Chapter 3; Application Problems 1, 3, 5, 6, 11, 15; Issue Recognition Problems 2, 4, 6; Tax Planning Cases part 1. Due Date 9/23/13 for discussion participation and homework.
4	09/24/13 – 09/30/13	Maxims of Income Tax Planning	Read Chapter 4; Application Problems 2, 4, 6, 8, 12, 15; Issue Recognition Problems 2,

			5; Research Problem 1; Tax Planning Cases part 1. Due Date 9/30/13 for discussion participation and homework.
5	10/01/13 – 10/07/13	Tax Research	Read Chapter 5; Application Problems 2, 3, 7, 8. Issue Recognition Problems 1, 2, 4, 8; Research Problems 1; Tax Planning Cases part 1. Due Date 10/7/13 for discussion participation and homework.
6	10/08/13 – 10/14/13	Mid-Term Review	No discussion participation or homework required this week.
7	10/15/13 – 10/21/13	Mid-Term Exam	Due Date 10/21/13.
8	10/22/13 – 10/28/13	The Individual Tax Formula	Read Chapter 14; Application Problems 2, 4, 6, 20, 27; Issue Recognition Problems 1, 4, 8; Research Problems 1; Tax Planning Cases part 1. Due Date 10/28/13 for discussion participation and homework.
9	10/29/13 – 11/04/13	Compensation and Retirement Planning	Read Chapter 15; Application Problems 1, 6, 8, 11, 12; Issue Recognition Problems 6, 11, 14; Research Problems 1; Tax Planning Cases part 1. Due Date 11/04/13 for discussion participation and homework.
10	11/05/13 – 11/11/13	Investment and Personal Financial Planning	Read Chapter 16; Application Problems 1, 4, 5, 13, 14, 27; Issue Recognition Problems 2, 5; Research Problems 1; Tax Planning Cases part 1. Due Date 11/11/13.
11	11/12/13 – 11/18/13	Tax Consequences of Personal Activities	Read Chapter 17; Application Problems 1, 5, 11, 22, 23; Issue Recognition Problems 2, 4, 8; Research Problems 1; Tax Planning Cases part 1. Due Date 11/18/13.
12	11/19/13 – 11/25/13	The Tax Compliance Process	Read Chapter 18; Application Problems 3, 9, 12, 15, 17; Issue Recognition Problems 1, 3, 5; Research Problems 2; Tax Planning Cases part 1. Due Date 11/25/13.

13	11/26/13 – 12/02/13	Thanksgiving Break	Enjoy the Turkey!
14	12/03/13 – 12/09/13	Review for Final Exam	No discussion or homework assignments this week.
15	12/10/13 – 12/16/13	Final Exam	Due Date 12/16/13.

University of Maine at Fort Kent

Course No: Bus 332

Semester: Fall 2013

Title: Small Business Management

Number of Credits: 3

Division: Natural & Behavioral Science

Instructor: Leo Trudel, Assistant Professor
Room 201A, Cyr Hall, Office hours by appointment,
(834-7567), leo.trudel@maine.edu

Prerequisites: Bus. 100 & Bus. 211

Learning Objectives:

Student will learn to demonstrate competency in the following area:

- Recognizing Entrepreneurial Opportunities
- Defining their customer base of specific businesses
- How to track cost, conduct a feasibility analysis and access financing
- Develop a marketing plan through market research, segmentation and product/service positioning
- Institute an effective sales benefit analysis and provide superior customer service
- Compute fixed and variable costs, operating cost and break even analysis
- Communicate the role financial statements play in the role of small business
- Comparing debt and equity financing, sourcing capital and investment alternatives
- Manage a small business effectively
- Develop a business plan

Required Textbook:

Entrepreneurship: Starting and Operating a Small Business, 3rd edition, by Mariotti and Glackin
ISBN: 9780132784085

Goals & Objectives:

Requirements:

Students will be required to attend class and participate in class. Both of these elements will be graded as part of the participation grade as seen below. Homework and exams will be scheduled for a specific due date. Exceptions may be made on a case by case basis. A final project, business plan will be due the end of the class. More information will be discussed in the syllabus.

Teaching & Learning Philosophy:

My philosophy is this is a mid-level course, which encompasses many previous courses that have been covered. It will deal with many of the components utilized in starting and operating a small business, such as management, accounting, finance and marketing. However, the focus of the course will be toward entrepreneurship and some of the characteristics that are common drivers amongst these individuals. A business development plan that is individualized by each student will be the cap stone of the course.

Course Policies:

48. Academic Honesty: Honesty and integrity are vital to the academic process. Plagiarism is defined as intentionally or knowingly representing the words or ideas of another as one's own in any academic work. Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic work. Students are expected to follow the procedures identified in the UMFK catalog, which can be accessed from the following web address:
<http://www.umfk.maine.edu/pdfs/admissions/0507.pdf>
49. Testing Policy: There will be NO Makeup exams/quizzes, students must instead make arrangements with the faculty prior to any planned absence or forfeit the opportunity to complete it.
50. Attendance Policy: Regular and punctual class attendance is mandatory for all students taking this course. Attendance will be taken at the beginning of every lecture. Students may be granted one excused absence from class with prior approval of the instructor. In case of an emergency, please speak with the faculty member to discuss how you will make up your absence. Absenteeism or tardiness is sufficient reason for the instructor to withdraw the student from the course.
51. Cell Phones and Pagers: All electronic communication devices must be disabled prior to the beginning of class, laboratory, or clinical experiences.
52. Withdrawal Policy: If a student is unable to attend or participate in the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline.
53. Assignment Submission: All course assignments are to be turned in by the due date. **Assignments will NOT be accepted after the submission deadline without prior faculty permission.**
54. Written Work: All written work is to be computer generated, double-spaced, accurate, appropriately referenced, grammatically correct, and in accordance with APA (5th ed.) where appropriate. Spelling, syntax, and organization will impact the assignment of grades for written assignments. All papers must be submitted with a face sheet, and stapled together.
55. Feedback: Faculty require one to two weeks to receive, grade and return all student work, including quizzes, exams, and papers.
56. Student Responsibility: Students are responsible for obtaining all handouts, announcements, and information presented during class time.
57. Faculty reserve the right to alter the syllabus as deemed necessary for learning.

58. **Professionalism:** The business program is a professional program. Professional behavior is expected from the students. This includes being on time, ready to work, and to communicate with your instructors regularly. You will be expected to be courteous, well presented in appearance, and communicate professionally. If you have an issue that arises and can not attend class or hand in an assignment (such as a family matter or job interview) contact and inform your instructor immediately.

Methods of Evaluating/Formative & Summative:

This course is a hybrid, with half of the course being held online and the other half held in the classroom. As a result there will be course assignments consistently due in Black Board. Students will also be required to keep up on current events via a multitude of media venues. This is critical to

There will be three exams scheduled during the course accounting for 60% of your grade. Power Points for each chapter will be available on Black Board as we proceed through the chapters. Each exam will be multiple choice and related specifically to the material in the textbook. These will also be located on Black Board. You will have three hours to complete each exam and they will have assigned dates that you must adhere to.

A final project will be submitted at the end of the semester. This will be a business plan and follow the format as indicated throughout the course. In addition, each student will be responsible to give an oral presentation to the class depicting their proposal. The class and instructor will grade the presentation and determine its viability based upon the selected criteria.

Finally, students are expected to take part in class participation on a regular basis. This includes asking and answering questions, taking part in the general conversations of the class and working to make this class interactive and participatory.

Grading Scale:

93 – 100%	A	70 – 72%	C-
90 – 92%	A-	67 – 69%	D+
87 – 89 %	B+	63 – 66%	D
83 – 86%	B	60 – 62%	D-
80 – 82%	B-	< 60%	F
77 – 79%	C +		
73 – 76%	C		

Grading

Mid-term	20%
Final	20%
Participation	10%
Business Plan	50%

2013 Fall Schedule

Course officially begins on September 3, 2012

Week 1

Read Chapter 1

Write a one page concept paper describing what three types of business you would consider writing a business plan for as a final project. For more information go to the section named, "Information" on Blackboard.

All assignments are due by Monday of the following week, 9/10/12.

Week 2

Read Chapter 2

Business Plan Concept Paper

This week I want you to write a two to three page paper describing the benefits and deficiencies of writing a business plan. In this paper you should:

- define in brief what a business plan is
- why you should write one
- discuss the relevancy of this activity
- consider if it is a worthy task

This paper should include research from academic sources which support your views. Use APA format when writing and use at least 2 new sources per page of manuscript.

This is due on 9/16/12

Week 3

Read Chapters 3

See Blackboard for your assignment which is due September 23.

Week 4

Read Chapter 4

See Blackboard for your assignment which is due September 30.

Week 5

Read Chapter 5

See Blackboard for your assignment which is due October 7.

Week 6

Read Chapter 6

See Blackboard for your assignment which is due October 14.

Week 7

Read Chapter 7

See Blackboard for your assignment which is due October 21.

Week 8

Read Chapter 8

Mid-term

See Blackboard for your assignment which is due October 28.

Week 9

Read Chapter 9

See Blackboard for your assignment which is due November 4.

Week 10

Read Chapter 10

See Blackboard for your assignment which is due November 11.

Week 11

Read Chapter 11

See Blackboard for your assignment which is due November 18.

Week 12

Read Chapter 12

See Blackboard for your assignment which is due November 25.

Week 13

Read chapter 13

See Blackboard for your assignment which is due December 2.

Week 14

Read Chapter 14

See Blackboard for your assignment which is due December 9.

Week 15

Read Unit 5 Appendix 1 - 8

See Blackboard for your Final which is due December 16.

COURSE NUMBER: BUS 336

SEMESTER/YEAR: Fall 2013

TITLE: Business Law I

NUMBER OF CREDITS: Three (3)

DIVISION: Business

INSTRUCTOR: Tony Enerva, M.S., J.D.

PREREQUISITES: BUS 211

**Required Textbook: Business Law, 4th ed., Author: James Morgan
ISBN: 9781618820075**

PLEASE NOTE: UMFK no longer carries textbooks in the bookstore. You must order your text books through the virtual bookstore: www.ecampus.com/umfk

Other Resource Materials:

Readings from various sources as assigned.

Supplements for Students (Reprinted from the Preface of the text)

BVT Publishing is pleased to provide students with a free, comprehensive online tutorial that can be found at <https://www.bvtlab.com/store/> This website offers the following:

- 1. eBook editions** Save time, money and paper by buying an eBook version of this text directly from our convenient online store, located on our student website.
- 2. Shopping Cart** For the student's convenience and pocketbook, the student website also contains a shopping cart where they have the added option of buying the traditional paper textbook directly from the publisher if they prefer.
- 3. Self Testing** Students can test their knowledge of this book's content on our student website. The Self Test questions are designed to help improve students' mastery of the information in the book.
- 4. Chapter Outlines** Chapter outlines are available for students to use either on our website or they can be downloaded directly from our website. They are designed to serve as a helpful outline approach to getting an overview of each chapter's content.
- 5. Flash Cards** We also feature Flash Cards on our student website. The Flash Cards are an easy way for students to spot-check their understanding of common and important Business Law terms, as well as effectively retain the information.
- 6. Chapter Summaries** The Chapter Summaries are another tool designed to give the students a summary of each chapter's content, further aiding the students in content comprehension and retention.

Course Description – Catalog Version:

Explores law regarding contracts, sales, personal property, and bailments.

Course Description - Publisher:

Upon this strong and tested foundation, we have created *Business Law*, which not only presents traditional principles of business law but also delves into new arenas pertaining to the interaction of law and business that are relevant for business leaders of the twenty-first century.

How students will benefit from taking this course:

This course will expose students to an overview of business and law as it relates to commerce and business transactions. Students will review the traditional role of business law, rights and responsibilities and legal remedies. Students will learn that the study of business law is typically that of law, doctrine, statutes, justice, policy and equity. Emphasis and greater attention will be given to contracts, agreements business relationships and related areas. Finally, important issues in business practices and decision-making will encourage students to think critically about the nature and application of business law today.

Course Goals and Objectives: At the conclusion of this course, students should be able to:

- Diagram, list and identify the fundamental concepts and foundations of Business Law.
- Describe the legal process as it relates to business.
- Explain legal rights and remedies available to businesses.
- Define vocabulary terms related to business and law.
- Compare and contrast business rights vs. consumers.
- Identify the regulatory environment of business.
- Locate, use and integrate resources found on the Internet, which are consistent with materials presented in class.

Course Requirements and Policies:

- A.** It is imperative for the students to **read** each assignment in the text in advance of each quiz. It is also strongly suggested that each chapter be outlined and summarized to help in the understanding of the material.
- B.** **Assignments** must be turned in on the due date. Successful completion of all tests, and paper/projects and assignments is expected.
- C.** **University policies** will be strictly adhered to relating to academic performance, honesty and integrity.
- D.** Any student who qualifies for accommodations based on the **impact of a disability** should contact Student Support Services during the first two weeks of class at 207-834-7530 Room 107 Cyr Hall. Student Support Services will coordinate reasonable accommodations for students with documented disabilities.
- E.** **Class performance is required.** A student may be asked to withdraw from the course upon the accumulation of excessive deficiencies (failure to turn in assignments, projects, etc.) in the term. Students who fail to submit assignments in a timely manner will incur a grade penalty. Additionally students should familiarize themselves with calendar dates for drop and add and for the last date of withdrawal without incurring an academic penalty. It

is the **student's responsibility** to accomplish all required paperwork when withdrawing from the course. Failure to withdraw (according to University policy & procedures) from the course will result in an "F" for the course.

G. Method of Instruction:

This class will be conducted in an online format. Internet sites will compliment the learning process. The instructor is available either through e-mail or telephone (please see contact information below).

H.Contact Information:

Dr. Tony Enerva, M.S., J.D.
23 University Ave.
Rm. #202, Nadeau Hall
Fort Kent, ME 04743
W (207) 834-7566
C (207) 540-5443
tenerva@maine.edu

I. Blackboard Help Desk:

UMFK contact: Pat Whitworth 834-7560 patwhit@maine.edu
techsupport@maine.edu or **1-800-696-4357**/ New Hours (effective immediately): Monday-Friday 7:00 AM - 7:30 PM

J. Blackboard Student Resources University College has information, support materials and a practice site for those brand new to Blackboard and it is a good idea to link to these resources for your students. These resources are at: <http://learn.maine.edu/services/student-services/quick-guides/bbguide/>

Course Structure

Class begins on Tuesday, September 3rd. Follow the Course Outline and Schedule found under Getting Started on the Navigation Bar in Blackboard.

The semester is divided into weekly modules. We begin with module one, followed by 13 additional modules. **The "class week" begins on Sunday and finishes on the following Saturday.** You have two weeks to complete a Module. Therefore, please note that Module 1 assignments are due the third week of the semester. Module 2 assignments are due the fourth week and so on. Each Module will be closed after the due date and will not be reopened for any reason.

Each week begins on Sunday: Module 1-14 includes the following:

1. Read the Lecture Outline including the Objectives.
2. Each Module includes a Power point presentation – review these slides.
3. Chapter Assignment: read the chapter and answer two chapter review questions.
4. Each Module includes a Discussion Board assignment.
5. Complete a Chapter quiz for each module..

All work must be received and exams completed prior to midnight (11:59 pm) Saturday.

COURSE ASSIGNMENTS

Reading:

Students will read approximately 1.5 chapters per week from the text. The chapter readings will begin the first full week of the semester on September 8, 2013. There are 20 chapters which will take us to the end of the semester. (See the readings below)

Chapter Review Questions:

After the chapter has been read, please select and answer the two selected Chapter Review Questions found at the end of the chapter. Your answers should be a minimum of two paragraphs long. Please submit the answers through the Assignment link in Blackboard found in the course modules. The score will be posted in your grade book which you can access at anytime.

Quizzes:

After each chapter, please click on the quiz icon to take the chapter test on-line. This will be a timed exam so please be careful not to exceed the time limit of 20 minutes for 10 randomly selected questions. After the exam is submitted it will be graded automatically and you will know your score immediately. The score will also be posted in your grade book which you can access at anytime.

Articles/Cases:

Students will locate and review four professional, peer reviewed journal articles or case studies (minimum article length 7 pages) relating to a business law topic. You will submit one summary approximately every four weeks. Your one to two page written summary will incorporate concepts, issues, and examples discussed by the author(s). Review and summarize the salient points of the article. Also, please provide your critical analysis of the article supported by rationale argument and logical reasoning. More importantly, I am most interested in your opinion about the substantive content of the article or case study. Do you agree or disagree with the author's conclusion and why or why not? Please submit your answers in Blackboard within the appropriate module. Also, please attach the article or provide an Internet reference for my review.

Discussion Board:

Discussion Board postings are assigned for each module. Participation on the Discussion Board is evaluated on the basis of the student's preparation and quality of contribution to the discussion (e.g. evidence of critical thinking, analysis, reflection), as well as on the timeliness of the posting. For example, students who are last minute submitters preclude their participation in an ongoing classroom dialogue. See the grading rubric located in the Getting Started section of the course on Blackboard for more information about evaluation of postings.

Students are to respond to the Discussion Board question and to one another as well. To stimulate ongoing discussion, challenge one another's thinking, introduce new information, and present diverse perspectives. Check the Discussion Board forum on a regular basis so that the discussion is an ongoing threaded dialogue. Ensure that you can document or support your point of view with evidence from your reading. For

example, statements such as, “I feel...” or “I think...” need to be backed up with evidence, not just your observation or anecdotal experience.

A new question will be posted with each module, and the discussion will continue until the due date for the assigned module. Discussion board forums will be open for two weeks. The discussion closes at the end of the assigned period. Please do not post responses as attachments within the discussion board forum.

*Before submitting a posting, be attentive to the following guidelines. **DO**:*

- 1. Provide comments and questions which are relevant to the discussion topic.**
- 2. Be respectful and use objective, polite language in your comments.**
- 3. Be as careful and considerate as you would be when speaking in person to an individual, in a meeting, or in a traditional classroom.**
- 4. Make comments which are thoughtful but to the point.**
- 5. Preserve confidential information.**
- 6. Be sure to include your name at the end of the message.**
- 7. If responding to a comment or message be sure to include enough information so the context of your response can be clearly understood by the reader.**
- 8. Follow standard use of grammar, punctuation, as well as appropriate upper and lower case punctuation.**
- 9. Make backups of all written material. Blackboard can be unreliable and unpredictable, save often.**

Conversely, **DON'T**:

- 1. Make comments which belittle or contribute to marginalization and silencing of another person or group such as hostile sarcastic, sexist, and/or racist remarks are subject to disciplinary action in accordance with UMFK Student Conduct Code and UMFK Stunned Handbook.**
- 2. Do not share confidential information about yourself, and do not provide identifying information about the patients/clients, colleagues from your workplace.**
- 3. Do not write in all CAPITALS because this looks as if you are SHOUTING and makes your message more difficult to read.**
- 4. Do not ramble or venture off topic.**
- 5. Do not post messages to point grammatical errors made by an individual unless clarification is needed for names or unfamiliar concepts.**
- 6. Do not write anything you would not share openly in a traditional classroom.**

How to Take the Quizzes:

Students in online classes often ask the professor, “What is the best strategy for

succeeding on the quizzes?" There are many tools and resources for the student to access and review. Based on my knowledge of the course and the requirements the following are my recommendations for successful test assessment:

1. Go to the Course Content button on the Navigation Bar and download the Lecture Outline for the chapter. You can make notes on the course outline when you read the chapter.
2. Go to the Course Content button on the Navigation Bar and download or review online the PowerPoint presentation for the chapter.
3. Read the assigned chapter from the textbook, making notes and integrating them on your course outline. You may want to integrate any material you find helpful from the PowerPoints onto your course outline so you have all of the chapter material in one document. This will be extremely helpful when you take the timed, online quiz.
4. Before you take the chapter quiz you may want to go to the publisher's website <http://www.bvtlab.com/login.php> where you can take a chapter practice test or review key word/concept flash cards.
5. Once you have mastered the chapter content and subject matter, Go to the Course Content button on the Navigation Bar and select the chapter you wish to take the quiz. Once you press the begin button, the chapter quiz begins immediately. This Test has a 20 minute timer. The elapsed time appears in the status bar. A **1 minute** warning will be displayed.
Answer all 10 questions within the 20 minute time limit or you will receive an ungraded quiz. You have only one attempt to take the quiz. When you have completed the quiz you will need to press the submit button which will record all of your answers and grade your quiz. You will be prompted to press the OK button to see all of the questions, your answers and the final grade. Your grade will be automatically recorded in the Electronic Grade Book.

Methods of Evaluation:

Grades policy:

Weekly quizzes	25%	(Covers required readings and discussions)
Chapter Review	30%	(2 questions at the end of each chapter)
Articles/Cases	30%	(4 Article reviews or case studies as directed by the Professor)
Discussion Board	15%	(1 posting and one response per module)
Research Assignments		Extra credit may be earned by conducting research assignments as approved and directed by the Professor

Grading scale:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%
F = 0% - 59%

UNIVERSITY OF MAINE AT FORT KENT
ON-LINE SYLLABUS

COURSE NUMBER: BUS 337

SEMESTER/YEAR: Spring 2012

TITLE: Business Law II

NUMBER OF CREDITS: Three (3)

DIVISION: Professional Management

INSTRUCTOR: Tony Enerva, M.S., J.D.

PREREQUISITES: BUS 211 or Permission of the Instructor

Hard Bound Textbook: Business Law, 4th ed., Morgan, Shedd & Corley, Best Value Textbooks (BVT Publishers), 2012, ISBN13: 9781618820075
ISBN10: 1618820079

OR

Soft Bound Textbook: Business Law, 3rd ed., Corley & Shedd, Best Value Textbooks (BVT Publishers), 2009, ISBN #978-1-60229-995-5

E-Book Edition: <http://www.bvtstudents.com/STTutorials1.php?Business%20Law>
(see note below from publisher).

NOTE: Students may use any edition as the content, chapter order and tests are nearly identical. If there are any differences between the editions, the student is held responsible for any deviations or changes from the 2010 edition.

Other Resource Materials:

Readings from various sources as assigned.

Supplements for Students (Reprinted from the Preface of the text)

BVT Publishing is pleased to provide students with a free, comprehensive online tutorial that can be found at <http://www.bvtstudents.com/STTutorials1.php?Business%20Law>. This website offers the following:

- 1. eBook editions** Save time, money and paper by purchasing an eBook version of this text directly from our convenient online store, located on our student website.
- 2. Shopping Cart** For the student's convenience and pocketbook, the student website also contains a shopping cart where they have the added option of purchasing the traditional paper textbook directly from the publisher if they prefer.
- 3. Self Testing** Students can test their knowledge of this book's content on our student website. The Self Test questions are designed to help improve students' mastery of the information in the book.
- 4. Chapter Outlines** Chapter outlines are available for students to use either on our website or they can be downloaded directly from our website. They are designed to serve as a helpful outline approach to getting an overview of each chapter's content.
- 5. Flash Cards** We also feature Flash Cards on our student website. The Flash Cards are an easy way for students to spot-check their understanding of common and important Business Law terms, as well as effectively retain the information.
- 6. Chapter Summaries** The Chapter Summaries are another tool designed to give the Students' an overview of each chapter's content, further aiding the students in content comprehension and retention.

Course Description –UMFK Catalog:

Reviews law concerning commercial paper, creditors' rights, agency and employment, partnerships, corporations, and real property. 3 credit hours

Course Description - Publisher:

Upon this strong and tested foundation, we have created *Business Law*, which not only presents traditional principles of business law but also delves into new arenas pertaining to the interaction of law and business that are relevant for business leaders of the twenty-first century.

How students will benefit from taking this course:

This course will expose students to an overview of business and law as it relates to commerce and business transactions. Students will review the traditional role of business law, rights and responsibilities and legal remedies. Students will learn that the study of business law is typically that of law, doctrine, statutes, justice, policy and equity. Emphasis and greater attention will be given to contracts, agreements business relationships and related areas. Finally, important issues in business practices and decision-making will encourage students to think critically about the nature and application of business law today.

Course Goals and Objectives: At the conclusion of this course, students should be able to:

- Diagram, list and identify the fundamental concepts and foundations of Business Law.
- Define and explain sales contracts.
- Identify different business entities, e.g., Partnerships, Corporations and LLC's
- Define security regulations, bankruptcy law and agency law relating to business.
- Describe the legal process as it relates to business.
- Explain legal rights and remedies available to businesses.
- Define vocabulary terms related to business and law.
- Compare and contrast business rights vs. consumers.
- Identify the regulatory environment of business.
- Locate, use and integrate resources found on the Internet, which are consistent with materials presented in class.

Course Requirements and Policies:

- A. It is imperative for the students to **read** each assignment in the text in advance of each quiz. It is also strongly suggested that each chapter be outlined and summarized to help in the understanding of the material.
- B. **Assignments** must be turned in on the due date. Successful completion of all tests, and paper/projects and assignments is expected.
- C. **University policies** will be strictly adhered to relating to academic performance, honesty and integrity.
- D. Any student who qualifies for accommodations based on the **impact of a disability** should contact Academic & Counseling Services during the first two weeks of class at 207-834-7530 Room 107 Cyr Hall. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.
- E. **Class performance is required.** A student may be asked to withdraw from the course upon the accumulation of excessive deficiencies (failure to turn in assignments, projects, etc.) in the term. Students who fail to submit assignments in a timely manner will incur a grade penalty. Additionally students should familiarize themselves with calendar dates for drop and add and for the last date of withdrawal without incurring an academic penalty. It is the **student's**

responsibility to accomplish all required paperwork when withdrawing from the course. Failure to withdraw (according to University policy & procedures) from the course will result in an “F” for the course.

F. Extra Credit may be earned by almost anything which is course related. All creative ideas will be considered, so please present (idea in writing or via e-mail) to the instructor along with relevance to the textbook at least 45 days prior to the end of the semester. You may also complete extra assignments for extra credit. Maximum total points for extra credit is 10% of final grade. Deadline for Extra Credit will be listed either on the course calendar or by arrangement with the Professor.

G. Method of Instruction:

This class will be conducted in an online format. Internet sites will compliment the learning process. The instructor is always available either through e-mail or telephone.

H.Contact Information:

Dr. Tony Enerva, M.S., J.D.
23 University Ave.
Rm. #202, Nadeau Hall
Fort Kent, ME 04743
W (207) 834-7566
C (207) 540-5443
tenerva@maine.edu

I. Blackboard Help Desk:

techsupport@maine.edu or 1-800-696-4357/ New Hours (effective immediately): Monday-Friday
7:00 AM - 7:30 PM

COURSE ASSIGNMENTS

Reading:

Students will read approximately 1.5 chapters per week from the text. The chapter readings will begin the first week of the semester on January 17, 2012. There are 19 chapters which will take us to the end of the semester. (See the readings list below).

Discussion Questions:

After the chapter has been read, please select and answer the two selected Chapter Review Questions found at the end of the chapter. Your answers should be a minimum of two paragraphs long. Please submit the answers through the Assignment link in Blackboard. The score will also be posted in your grade book which you can access at anytime. Please review the Quick Guide and On-Line Video Tutorial for instructions on how to submit assignments. Follow this link for the tutorial http://www.learn.maine.edu/crs/bb5_guide.html .

Quizzes:

After each chapter, please click on the quiz icon to take the chapter test on-line. This will be a timed exam so please be careful not to exceed the time limit of 20 minutes for 10 randomly selected questions. After the exam is submitted it will be graded automatically and you will know your score immediately. The score will also be posted in your grade book which you can access at anytime.

Articles/Cases:

Students will locate and review four professional, peer reviewed journal articles or case studies (minimum article length 7 pages) relating to a related business law topic contained in your readings. You will submit one summary approximately every four weeks. Your one to two page written summary will incorporate concepts, issues and examples discussed by the author(s). Review and summarize the salient points of the article. Also, please provide your critical analysis of the article supported by rationale argument and logical reasoning. More importantly, I am most interested in your opinion about the substantive content of the article or case study. Do you agree or disagree with the author's conclusion and why or why not? Please submit your answers through the Assignment section in Blackboard. Also, please attach the article or provide an Internet reference for my review.

Research Assignments:

Additionally, students may be required to conduct two research assignments in Business Law over the semester. The research assignments will be assigned by the professor with instructions.

How to Take the Quizzes:

Students in online classes often ask the professor, "what is the best strategy for succeeding on the quizzes"? There are many tools and resources for the student to access and review. Based on my knowledge of the course and the requirements the following are my recommendations for successful test assessment:

1. Go to the Course Documents button on the Navigation Bar and download the Lecture Outline for the chapter. You can make notes on the course outline when you read the chapter.
2. Go to the PowerPoint button on the Navigation Bar and download or review online the PowerPoint presentation for the chapter.
3. Read the assigned chapter from the textbook, making notes and integrating them on your course outline. You may want to integrate any material you find helpful from the PowerPoints onto your course outline so you have all of the chapter material in one document. This will be extremely helpful when you take the timed, online quiz.
4. Before you take the chapter quiz you may want to go to the publisher's website <http://www.bvtstudents.com/STTutorials1.php?Business%20Law> where you can take a chapter

practice test or review key word/concept flash cards.

5. Once you have mastered the chapter content and subject matter, Go to the Quiz button on the Navigation Bar and select the chapter you wish to take the quiz. Once you press the begin button, the chapter quiz begins immediately. You will see the notice below on each test page. There will only be one test question per page.

This Test has a 20 minute timer. The elapsed time appears in the status bar below these instructions.

A **1 minute** warning will be displayed.*[The timer does not appear when previewing this Test]*

Multiple Attempts

Not allowed. This Test can only be taken once.

Force Completion

This Test must be completed now.

This Test does not allow backtracking. Changes to the answer after submission are prohibited.

The above instructions are inaccurate. There will not be a visible timer in the “status bar below these instructions”. Although the instructions say that no backtracking is allowed you can go back to a previous question by using the back button but I would **HIGHLY** recommend that you do not skip questions.

Once you have selected the answer you can either save it or just move on to the next question – it doesn’t matter which one you choose. Answer all 10 questions within the 20 minute time limit or you will receive an ungraded quiz. At the bottom of the page for question 10 you will need to press the submit button which will record all of your answers and grade your quiz. You will be prompted to press the OK button to see all of the questions, your answers and the final grade. Your grade will be automatically recorded in the Electronic Gradebook.

Methods of Evaluation:

Grades policy:

Weekly quizzes	25% (Covers required readings and discussions)
Discussion Questions	25% (2 questions at the end of each chapter)
Articles/Cases	25% (4 Article reviews or case studies as directed by the Professor)
Research Assignments	15% (2 research assignments as directed by the Professor. If no research assignments are given the 15% will be equally apportioned to the other three assessments.)
Discussion Board Participation	10%

Grading scale:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

SYLLABUS

Course Number: BUS 260

Date: Sept. 3, 2013

Title: Business Ethics

Number of Credits: 3

Division: Professional Management Division

Instructor: Brad Ritz

Contact Information: Phone – 207-834-7616

Semester: Fall 2013

Email – britz@maine.edu

TEXTBOOK and other readings:

Business Ethics, Shaw, William H., 8th edition, Cengage Learning.

Articles as assigned by the Instructor

CATALOG DESCRIPTION:

Business Ethics (260) will provide the student with a survey of ethical theories and corresponding cases that cover a range of issues in commerce and management.

COURSE OBJECTIVES:

The purpose of this course is to:

- Understand the role of ethics in business
- Study ethical theories that have applications to stakeholders of businesses
- Study theories of justice in the context of business and the social responsibility of business
- Use moral reasoning to resolve ethical dilemmas provided by select cases

STUDENT LEARNING OUTCOMES:

Students will be able to:

- Recognize moral questions associated with business activities
- Distinguish and present a basic outline of the different theories of ethics
- Outline the different views of economic justice
- Describe the key features of capitalism and the potential sources of ethical dilemmas present in this economic structure
- Identify the unique moral questions associated with the corporate type of business organization
- List and describe areas of moral dilemmas with which business must cope when interacting with consumers, employees, and its relationship to the natural environment
- Apply theories of ethical reasoning to develop solutions to moral dilemmas faced by businesses.

PMD LEARNING OUTCOMES:

ECONOMICS (E):

H) Ethics & Leadership (E4) – Assessment: tests and written cases.

INTENDED STUDENT LEARNING OUTCOMES:

4. Students will be able to evaluate legal and ethical principles and apply them to organizational decision making – **Assessment:** tests and written cases.

GENERAL EDUCATION:

Critical Thinking (Crit). Students will:

14) Demonstrate proficiency defining problems, significant variables, and identifying valid data

15) Identify logical errors and fallacies in constructing arguments

7) Analyze and assess alternative systems of thought.

Arts & Humanities (A&H). Students will:

4) Demonstrate understanding of philosophical, ethical, and historical perspectives and their effects on global communities

COURSE OUTLINE:

Defining what is moral and theories of ethics and economic justice:

- What is being moral?
Readings: BE Chapter 1

Gert, Bernard, "The Definition of Morality", *The Stanford Encyclopedia of Philosophy* (Fall 2012 Edition), Edward N. Zalta (ed.), URL = <http://plato.stanford.edu/archives/fall2012/entries/morality-definition/>.

- Ethics vs Morality
Readings: BE Chapter 1
- Approaches to moral reasoning – Deontological and Consequentialist (Teleological) theories of ethics
Readings: BE Chapter 2
Alexander, Larry and Moore, Michael, "Deontological Ethics", *The Stanford Encyclopedia of Philosophy* (Winter 2012 Edition), Edward N. Zalta (ed.), URL = <http://plato.stanford.edu/archives/win2012/entries/ethics-deontological/>(accessed August 26, 2013).
Sinnott-Armstrong, Walter, "Consequentialism", *The Stanford Encyclopedia of Philosophy* (Winter 2012 Edition), Edward N. Zalta (ed.), URL = <http://plato.stanford.edu/archives/win2012/entries/consequentialism/>(accessed August 26, 2013).
- Theories of economic justice
Readings: BE Chapter 3
Lamont, Julian and Favor, Christi, "Distributive Justice", *The Stanford Encyclopedia of Philosophy* (Spring 2013 Edition), Edward N. Zalta (ed.), URL = <http://plato.stanford.edu/archives/spr2013/entries/justice-distributive/>(accessed August 26, 2013).

The nature of capitalism and moral dilemmas created by its practice:

- What is capitalism?
Readings: BE Chapter 3
Student selected articles
- A critique of capitalism
Readings: BE Chapter 3
Foster, John Bellamy and McChesney, Robert W., "Capitalism, the Absurd System: A View from the United States", *Monthly Review* (2010, Volume 62, Issue 02 (June)),
URL= <http://monthlyreview.org/2010/06/01/capitalism-the-absurd-system-a-view-from-the-united-states>(accessed August 26, 2013).
- Alternatives to capitalism
Readings: Student selected articles and presentations
- The modern expression of capitalism – social responsibility and the moral behavior corporation.
Readings: BE Chapter 5
Friedman, Milton, "The Social Responsibility of Business is to Increase Profits", *The New York Times Magazine*, September 13, 1970
URL=<http://www.colorado.edu/studentgroups/libertarians/issues/friedman-soc-resp-business.html>(accessed August 26, 2013).

The business and its stakeholders:

- Ethical business behavior regarding the consumer
Readings: BE Chapter 6

Nunan, Daniel, and MariaLaura Di Domenico. 2013. "Market research and the ethics of big data." *International Journal Of Market Research* 55, no. 4: 2-13. Business Source Complete, EBSCOhost (accessed August 26, 2013).

- Social responsibility and the environment
- Readings: BE Chapter 6
 - York, Jeffrey. 2009. "Pragmatic Sustainability: Translating Environmental Ethics into Competitive Advantage." *Journal Of Business Ethics* 85, 97-109. Business Source Complete, EBSCOhost (accessed August 27, 2013).
- Workplace issues – Employer/Employee rights and responsibilities – what is moral behavior for managers and employees
 - Readings: BE Chapters 8 – 11
 - Student selected articles

METHODS OF INSTRUCTION:

The instructor will use lecture and discussion to cover material from the text and other resources. The student is expected to participate in the learning process by coming to class prepared to discuss assigned readings and participate in other activities as assigned.

GRADING:

The student's final grade will depend upon classroom participation (30%), performance on 3 exams (40%), and an ethics paper and presentation (30%). Frequent failure to appear for class will be interpreted by the instructor as a failure to participate. The final grade is assigned according to the following scale:

90% or more of total points possible in course	A
80% - 89% or more of total points possible in course	B
70% - 79% or more of total points possible in course	C
60% - 69% or more of total points possible in course	D
Less than 60%	F

Syllabus

Bus 341 Business Negotiations
Div: Professional Management
Semester: Fall, 2014

Date: September 1, 2014
Instructor: Roger A. Roy
Phone: 834-7564 or 768-1688
Email: rogerroy@maine.edu

Prerequisites: Bus 211 and Bus 219 or equivalent.

Course Description:

This course covers the theory and practice of negotiating in a business setting. Techniques of negotiating and individual involvement in negotiations will be emphasized.

Course Objectives:

- The student will demonstrate pre-negotiation planning and preparation skills
- The student will demonstrate various negotiating techniques
- The student will demonstrate skill negotiating individually and in a team.

Required Text:

Negotiations: Getting More by Stuart Diamond, published by Crown Business; isbn 978-0-307-71689-7

Course Methodology:

This course involves experiential learning. The instructor will explain various negotiating techniques and theories of negotiations. The students will be assigned readings, but evaluation will be based on participation and performance in assigned exercises and oral & written analyses of assignments.

Assessment will be based on active participation and performance in the exercises, and on written assignments with regard to clarity, conciseness, and adequacy of the report. Assessment will also focus on competitive results of exercises reflecting the pragmatism of the resulting agreement. A student's grade will be based on class exercises (30%), written analyses of assigned cases (20%), and final comprehensive negotiations exercise (50%). The final negotiations will be graded as follows: analysis of contract 10%, preparation for negotiations 10%, and pragmatic results of negotiations 30%.

Course Outline:

Week 1: Introductory lecture and explanation of course procedures.

Weeks 2 to 11: Exercises in negotiating.

Weeks 12 to 15: Final Contract Negotiations Exercise.

Support Services:

Students may avail themselves of the peer tutoring program that is operated by the Academic Services Office free of charge for all students. Information is available at 834-7530.

Students with special needs should also contact the Academic Services Office for information and for arranging appropriate accommodations to ensure their success.

For purposes of fulfilling UMFK general education requirements and Professional Management Program requirements, the following learning outcomes will be achieved in this course:

Communication in English (Comm). Students will:

- 11) Be able to read, write and speak clearly and critically, with an awareness of subject, purpose and audience, delivering verbal and non-verbal compositions**
- 12) Demonstrate ability to manage the writing process to generate ideas, and to draft, revise and edit compositions**
- 13) Demonstrate ability to manage the research process to evaluate, analyze, and synthesize a variety of texts**
- 14) Demonstrate ability to develop well-crafted academic essays**
- 15) Be able to use written and oral communication as a means to engage in critical inquiry.**

Quantitative Reasoning (Quant). Students will:

- 6) Be able to think logically, demonstrating proficiency using valid argument forms and logical constructs such as flowcharts, proofs, and/or algorithms, recognizing assumptions made, necessary series of steps and validity of conclusions**
- 7) Be able to identify and solve problems, framing problems logically and quantitatively, and demonstrating ability to search for possible solutions, understanding the meaning of possible, plausible, unique, and optimal solutions**

- 8) Demonstrate proficiency with mathematical techniques using the time value of money, estimates of linear relationships, multiple linear relationships, model construction and optimization.

Information Fluency (Info). Students will:

- 11) Define information needs and sources of suitable, accurate data
- 12) Demonstrate ability to retrieve information using effective strategies and appropriate sources

Critical Thinking (Crit). Students will:

- 16) Demonstrate proficiency defining problems, significant variables, and identifying valid data
- 17) Identify logical errors and fallacies in constructing arguments
- 18) Demonstrate proficiency creating, testing and validating hypotheses
- 19) Demonstrate proficiency investigating evidence with regard to accuracy, validity, reliability, and bias
- 20) Synthesize knowledge from multiple sources, integrating abstract ideas and theories into effective interpretation of relevant data
- 21) Conduct research quantitatively and qualitatively to achieve well-reasoned conclusions

Behavioral and Social Sciences (BHS). Students will:

- 9) Demonstrate recognition of key terms within behavioral and social science disciplines
- 10) Demonstrate ability to interpret common forms of data specific to the disciplines

General Management (D1)

- 6) Demonstrate knowledge of management functions
- 7) Demonstrate understanding of corporate mission and goals
- 8) Demonstrate understanding of corporate strategy
- 9) Demonstrate knowledge of corporate stakeholders
- 10) Demonstrate understanding of product lines and profit centers

Human Resources Management (D2)

- 6) Demonstrate knowledge of staff recruitment and development
- 7) Demonstrate knowledge of benefits administration
- 8) Demonstrate knowledge of staff reduction and separation
- 9) Demonstrate understanding of employee compensation and benefits
- 10) Demonstrate understanding of employee performance, control, and motivation

Organizational Behavior (D4)

- 5) Demonstrate knowledge of organization charts and span of control
- 6) Demonstrate knowledge of forms of organization

- 7) Demonstrate knowledge of dynamics of behavior in individuals and in groups
- 8) Demonstrate understanding of corporate culture and values

Microeconomics (E2)

- 5) Demonstrate knowledge of laws of product supply and demand
- 6) Demonstrate understanding of pricing theories
- 7) Demonstrate understanding of market types and effects on product pricing, demand, and supply
- 8) Demonstrate understanding of price elasticity

Legal environment of business (E3)

- 8) Demonstrate understanding of legal relationship of government and business (i.e. antitrust laws, trade laws product safety laws, antidiscrimination laws etc.)
- 9) Demonstrate knowledge of concept of legal liability and damages
- 10) Demonstrate knowledge of different types of laws (i.e. tort, civil, criminal, contract, public, and real estate)
- 11) Demonstrate knowledge of legal forms of business organizations
- 12) Demonstrate knowledge of legal contracts

Leadership (E4)

- 6) Demonstrate knowledge of illegal forms of discrimination
- 7) Demonstrate understanding of difference between legal and ethical
- 8) Demonstrate understanding of corporate values
- 9) Demonstrate knowledge of leadership styles
- 10) Demonstrate knowledge of leadership personality traits

Syllabus
University of Maine at Fort Kent

Bus 343: Human Resource Management

January 1, 2014

Div: Professional Management

Instructor: Roger A. Roy

Semester: Spring 2014

Phone: 834-7564 or 768-1688

Email: rogerroy@maine.edu

Text: Fundamentals of Human Resources Management 4rd Edition, by Noe et al. Irwin, McGraw-Hill 2009, ISBN 978-0-07-353046-8

Prerequisite: Bus 211 or permission of instructor

Course Description:

An examination of the activities involved in managing human resources. Topics include: assessment of human resource needs at present and in the future, recruitment, training, and level of personnel. 3 Credit Hours.

Course Objectives:

The student will demonstrate skills auditing a human resource program to ensure compliance with state and federal laws and alignment with organization's mission statement.

The student will demonstrate knowledge of *recruitment*.

The student will demonstrate knowledge of *training*.

The student will demonstrate knowledge of *evaluating*.

The student will demonstrate knowledge of *developing human resources*.

The student will demonstrate knowledge of *hiring and firing processes*.

The student will demonstrate knowledge of *administering employee benefits*.

The student will demonstrate knowledge of *dealing with personnel problems*.

Methodology:

Lectures, class discussions, class presentations, case studies taken from textbook, court case studies, and research assignments.

Case assignments will be listed on the course's blackboard site, as will the course outline and chronology.

Grades:

Assessment will be based on the following:

Assigned Cases from Text 35%

Court Case Studies: 40%

Research Term Paper: 25%

Assessments will judge written reports for clarity, adequacy, and completeness.

Research skills will be assessed in the law cases and in the research paper.

Oral skills will be assessed in discussions and presentations.

Support Services:

Many students in this course will avail themselves of the peer tutoring program that is operated by the Academic Services Office free of charge for all students. Information is available at 834-7530.

Students with special needs should also contact the Academic Services Office for information and for arranging appropriate accommodations to ensure their success.

For purposes of fulfilling UMFK general education requirements and Professional Management Program requirements, the following learning outcomes will be achieved in this course:

Communication in English (Comm). Students will:

16) Be able to read, write and speak clearly and critically, with an awareness of subject, purpose and audience, delivering verbal and non-verbal compositions

17) Demonstrate ability to manage the writing process to generate ideas, and to draft, revise and edit compositions

18) Demonstrate ability to manage the research process to evaluate, analyze, and synthesize a variety of texts

19) Demonstrate ability to develop well-crafted academic essays

20) Be able to use written and oral communication as a means to engage in critical inquiry.

Quantitative Reasoning (Quant). Students will:

9) Be able to think logically, demonstrating proficiency using valid argument forms and logical constructs such as flowcharts, proofs, and/or algorithms, recognizing assumptions made, necessary series of steps and validity of conclusions

10) Be able to identify and solve problems, framing problems logically and quantitatively, and demonstrating ability to search for possible solutions, understanding the meaning of possible, plausible, unique, and optimal solutions

- 11) Demonstrate proficiency with mathematical techniques using the time value of money, estimates of linear relationships, multiple linear relationships, model construction and optimization.

Information Fluency (Info). Students will:

- 13) Define information needs and sources of suitable, accurate data
- 14) Demonstrate ability to retrieve information using effective strategies and appropriate sources

Critical Thinking (Crit). Students will:

- 22) Demonstrate proficiency defining problems, significant variables, and identifying valid data
- 23) Identify logical errors and fallacies in constructing arguments
- 24) Demonstrate proficiency creating, testing and validating hypotheses
- 25) Demonstrate proficiency investigating evidence with regard to accuracy, validity, reliability, and bias
- 26) Synthesize knowledge from multiple sources, integrating abstract ideas and theories into effective interpretation of relevant data
- 27) Conduct research quantitatively and qualitatively to achieve well-reasoned conclusions

Behavioral and Social Sciences (BHS). Students will:

- 11) Demonstrate recognition of key terms within behavioral and social science disciplines
- 12) Demonstrate ability to interpret common forms of data specific to the disciplines

General Management (D1)

- 11) Demonstrate knowledge of management functions
- 12) Demonstrate understanding of corporate mission and goals
- 13) Demonstrate understanding of corporate strategy
- 14) Demonstrate knowledge of corporate stakeholders
- 15) Demonstrate understanding of product lines and profit centers

Human Resources Management (D2)

- 11) Demonstrate knowledge of staff recruitment and development
- 12) Demonstrate knowledge of benefits administration
- 13) Demonstrate knowledge of staff reduction and separation
- 14) Demonstrate understanding of employee compensation and benefits
- 15) Demonstrate understanding of employee performance, control, and motivation

Organizational Behavior (D4)

- 9) Demonstrate knowledge of organization charts and span of control
- 10) Demonstrate knowledge of forms of organization
- 11) Demonstrate knowledge of dynamics of behavior in individuals and in groups

12) Demonstrate understanding of corporate culture and values

Microeconomics (E2)

9) Demonstrate knowledge of laws of product supply and demand

10) Demonstrate understanding of pricing theories

11) Demonstrate understanding of market types and effects on product pricing, demand, and supply

12) Demonstrate understanding of price elasticity

Legal environment of business (E3)

13) Demonstrate understanding of legal relationship of government and business (i.e. antitrust laws, trade laws product safety laws, antidiscrimination laws etc.)

14) Demonstrate knowledge of concept of legal liability and damages

15) Demonstrate knowledge of different types of laws (i.e. tort, civil, criminal, contract, public, and real estate)

16) Demonstrate knowledge of legal forms of business organizations

17) Demonstrate knowledge of legal contracts

Leadership (E4)

11) Demonstrate knowledge of illegal forms of discrimination

12) Demonstrate understanding of difference between legal and ethical

13) Demonstrate understanding of corporate values

14) Demonstrate knowledge of leadership styles

15) Demonstrate knowledge of leadership personality traits

Syllabus
University of Maine at Fort Kent

Bus 344:	Organizational Behavior in Business	September 1, 2013
Div:	Professional Management	Instructor: Roger A Roy
Semester:	Fall 2013	phone: 834-7564 or 768-1688
		Email: rogerroy@maine.edu

Texts: Required: Organizational Behavior and Management, by Ivancevich & Matteson, Irwin-McGraw Hill (9th, 10th, or 11th edition are acceptable)

Course Description:

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.

Prerequisites: Bus 211. 3 credits.

Course Objectives:

The student will contrast individual behavior with organizational behavior;

The student will contrast individual learning with organizational learning;

The student will demonstrate an understanding of how learning occurs in an organizational setting;

The student will demonstrate an understanding of how intelligence emerges in an organizational setting.

The student will compare and contrast organizational knowledge and intelligence.

Methodology:

Lectures, discussions of readings, and case studies. The instructor will utilize lectures to present the basic concepts.

Assessment Techniques:

Classroom discussions will be seminar style, and involve the students in an examination of group settings and group behaviors to introduce them to the complexities of behavior in organizations.

Students will do presentations on assigned topics. Students will be required to complete case studies that involve organizational problems in specific settings. Students will write a term paper that contrasts a learning organization with an intelligent organization, and demonstrates an understanding of the differences between learning and intelligence in an applied setting.

Grades:

Assessment will be based on the following:

Classroom participation	30%
Research Papers	30%
Term Paper	40%

Course Outline:

Three Methods for Analyzing Organizations:

1. Structural
2. Cultural
3. Political

Individual Learning

Individual Intelligence

Group Learning

Group Intelligence

Research Topics:

Emotional Intelligence (EQ)

Motivation of Individuals

Motivation of Groups

Term Paper:

Explain how an organization develops Knowledge and how it develops Intelligence and contrast the two.

ADA and Support Services:

Students in this course may avail themselves of the peer tutoring program that is operated by the Academic Services Office free of charge for all students. Information is available at 834-7530. Students with special needs should also contact the Academic Services Office for information and for arranging appropriate accommodations to ensure their success.

For purposes of fulfilling UMFK general education requirements and Professional Management Program requirements, the following learning outcomes will be achieved in this course:

Communication in English (Comm). Students will:

- 21) Be able to read, write and speak clearly and critically, with an awareness of subject, purpose and audience, delivering verbal and non-verbal compositions**
- 22) Demonstrate ability to manage the writing process to generate ideas, and to draft, revise and edit compositions**
- 23) Demonstrate ability to manage the research process to evaluate, analyze, and synthesize a variety of texts**
- 24) Demonstrate ability to develop well-crafted academic essays**
- 25) Be able to use written and oral communication as a means to engage in critical inquiry.**

Information Fluency (Info). Students will:

- 15) Define information needs and sources of suitable, accurate data
- 16) Demonstrate ability to retrieve information using effective strategies and appropriate sources

Critical Thinking (Crit). Students will:

- 28) Demonstrate proficiency defining problems, significant variables, and identifying valid data
- 29) Identify logical errors and fallacies in constructing arguments
- 30) Demonstrate proficiency creating, testing and validating hypotheses
- 31) Demonstrate proficiency investigating evidence with regard to accuracy, validity, reliability, and bias
- 32) Synthesize knowledge from multiple sources, integrating abstract ideas and theories into effective interpretation of relevant data

Conduct research quantitatively and qualitatively to achieve well-reasoned Behavioral and Social Sciences (BHS). Students will:

- 13) Demonstrate recognition of key terms within behavioral and social science disciplines
- 14) Demonstrate ability to interpret common forms of data specific to the disciplines

General Management (D1)

- 16) Demonstrate knowledge of management functions
- 17) Demonstrate understanding of corporate mission and goals
- 18) Demonstrate understanding of corporate strategy
- 19) Demonstrate knowledge of corporate stakeholders
- 20) Demonstrate understanding of product lines and profit centers

Human Resources Management (D2)

- 16) Demonstrate knowledge of staff recruitment and development
- 17) Demonstrate knowledge of benefits administration
- 18) Demonstrate knowledge of staff reduction and separation
- 19) Demonstrate understanding of employee compensation and benefits
- 20) Demonstrate understanding of employee performance, control, and motivation

Organizational Behavior (D4)

- 13) Demonstrate knowledge of organization charts and span of control
- 14) Demonstrate knowledge of forms of organization
- 15) Demonstrate knowledge of dynamics of behavior in individuals and in groups
- 16) Demonstrate understanding of corporate culture and values
- 33) conclusions

Legal environment of business (E3)

- 18) Demonstrate understanding of legal relationship of government and business (i.e. antitrust laws, trade laws product safety laws, antidiscrimination laws etc.)
- 19) Demonstrate knowledge of concept of legal liability and damages
- 20) Demonstrate knowledge of different types of laws (i.e. tort, civil, criminal, contract, public, and real estate)
- 21) Demonstrate knowledge of legal forms of business organizations
- 22) Demonstrate knowledge of legal contracts

Leadership (E4)

- 16) Demonstrate knowledge of illegal forms of discrimination
- 17) Demonstrate understanding of difference between legal and ethical
- 18) Demonstrate understanding of corporate values
- 19) Demonstrate knowledge of leadership styles
- 20) Demonstrate knowledge of leadership personality traits

Information Management (F1)

- 5) Demonstrate knowledge of management information systems
- 6) Demonstrate knowledge of internal and external information networks
- 7) Demonstrate understanding of enterprise resource planning systems
- 8) Demonstrate ability to use technology to locate, access, evaluate, and use information

Bus 411

Business Policy and Strategic Planning

Date: November 15, 2013

Division: Natural and Behavioral Sciences

Number of Credits: 3

Location: Cyr 207

Meeting Times: 9:30-10:50 AM MR



Course Description

Prerequisite: Bus 211, Bus 222, and Bus 300.

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.

Instructor

Instructor Tony Gauvin **E-mail** TonyG@maine.edu

Phone (207) 834-7519 **Office Hours** Noon -1:30 PM M-F
Or by appointment

Office 216 Nadeau Hall

Text

Strategic Management 10th ed

Author: Fred R. David

Publisher: Prentice Hall

ISBN: 0-13-150349-9

Instructor Handouts

Other Resources

WebCT

Strategic Management Club Online

<http://webct.umfk.maine.edu>

<http://www.strategyclub.com>

Prentice Hall

<http://www.prenhall.com/david>

Instructor's Web Site

<http://perleybrook.umfk.maine.edu>

Method of Instruction

The first half of BUS 411 consists of interactive lectures on strategic-management techniques and a review of general management, marketing, and finance/accounting tools. Special attention is given to the integration of business concepts.

Teams will be formed for the second half of the course. Each team of students will give 50-minute interactive oral presentations analyzing a business policy case. The number of case presentations given per team will depend on class size. The team will need to answer questions from the class during and after the presentation. There is no written report to accompany this presentation, although your team will want to use handouts, posters, PowerPoint, and/or overheads.

Method of Evaluation

The Midterm and Final examinations will be comprised of questions that test the student's knowledge of Business Policy and Strategic Planning concepts along with their ability to apply those concepts. Since the final is comprehensive, a higher grade on the final exam will replace a lower grade on the mid-term.

The case presentation will be graded on two parts: content and delivery, as indicated on the attached evaluation sheet. An instructor prepared written evaluation of your case presentation will be provided at the following class period. The evaluation will include a synopsis of the critique team's evaluation, along with overall number grades.

Content includes whether your presentation was accurate, complete, specific, detailed, and error free. Were appropriate analytical tools included? Were they correct? Were your recommendations specific? Did you show clearly how your recommendations could be implemented? You need to be specific in all areas, including your IFE Matrix, EFE Matrix, CPM, TOWS Matrix, BCG Matrix, IE Matrix, SPACE Matrix, QSPM, and recommendations. Tell exactly when, how, where, and why your recommendations are appropriate.

Delivery includes whether your case presentation was interesting, lively, special, upbeat, and clear. Were your visual aids readable from the back of the class? Did you use color to highlight points? Were your voice tone, eye contact, posture, and appearance good? Were transparencies, handouts, slides, the blackboard, PowerPoint, or flip charts used to make your oral presentation as interesting and informative as possible? **DO NOT READ ANY PART OF THE PRESENTATION** (except perhaps the mission statement).

Everyone on your team will receive the same final grade on your oral presentation, but a team member peer evaluation will be given on the last day of class to determine whether each member of the team contributed fairly to preparing and delivering the oral presentation. *Each team member will rate each group member (and themselves) on relative contribution made to preparing and delivering the oral case presentation. If you receive a poor rating on this evaluation, your final course average will be lowered one letter grade.* You should do your fair share of work on preparing and presenting the case analysis.

During each case presentation, the class will ask the presenting team questions, solicit further explanation of any unclear parts of the presentation, point out any mistakes in the analyses presented, comment on the feasibility and thoroughness of recommendations given, and, perhaps, offer counter-recommendations with supporting analyses or information. Helpful criticism, praise, and compliments should be given, as appropriate. Everyone needs to attend class and to participate in these class discussions.

Assignments will be required to demonstrate understanding of the concepts being discussed. Students will be expected to participate and collaborate with their classmates and the course instructor. Attendance at all classes without participation does not warrant a full 10% in the over-all course grade.

Course Grade Calculation

Mid Term Exam (Chapter 1-9)	15%
Final Exam (Chaps 1-9 and Cases)	25%
Assignments (5 @ 4%)	20%
Case Presentations	25%
Attendance/Participation	<u>15%</u>
	100%

Grading Scale

A	90 - 100 %
B	80 - 89 %
C	70 - 79 %
D	60 - 69 %
F	0 - 59 %

At his/her discretion, the instructor may add a “plus” to a student’s grade score to indicate superior achievement within the scope of the assigned grade. No “minus” grades will be given.

Course Schedule

Class Date	Subject	Required Reading	Notes
Jan 13	Introduction		
Jan 20	Nature of Strategic Management Cohesion Case: KKD	Chapter 1	Assignment 1
Jan 24	The Business Vision and Mission	Chapter 2	
Jan 27	The External Assessment	Chapter 3	Assignment 2
Jan 31	The Internal Assessment	Chapter 4	
Feb 3	Strategies in Action	Chapter 5	
Feb 7 & 10	Strategy in Action	Chapter 6	Assignment 3
Feb 14	Implementing Strategies: Management and Operations Issues	Chapter 7	Assignment 4
Feb 17 & 21	Implementing Strategies: Marketing, Finance/Accounting, R&D, and MIS Issues	Chapter 8	Assignment 5

Feb 24	Strategy Review, Evaluation and Control	Chapter 9	
Feb 27 – Mar 13	Spring Break Take Home Mid-Term		
Mar 14	Mid-term Exam review How to Prepare and Present a Case Study	Pages 334-350 in text	
Mar 17	Case 1		
Mar 21	Case 2		
Mar 24	Case 3		
Mar 28	Case 4		
Mar 31	Case 5		
Apr 4	Case 6		
Apr 7	Case 7		
Apr 11	Case 8		
Apr 14	Case 9		
Apr 18	Case 10		
Apr 22	Case 11		
Apr 25	Case 12		
Apr 28	Case 13		
May 2	In class portion of Final Exam		
May 5	Turn in Take home portion of Final Exam		

Examination Dates
(Subject to change)

Date	Subject	Type
Mar 14	Mid-term Chaps 1–9	Short Essay
May 5	Final Chaps 1-9 and Cases	Short Essay

Absence Policy

As participation is considered essential to a successful educational experience, students may register at most two unexcused class absences before being considered dropped from the course. Excused absences are those for which prior arrangements have been made with the instructor or extenuating circumstances can be clearly documented. Please check with the instructor and make arrangements prior to any planned absences. There will be no makeup exams, students must instead make arrangements with the instructor to take the exam prior to the planned absence or forfeit the opportunity to complete it. Students failing to maintain a passing grade at any point during the semester may be involuntarily dropped from the course through an instructor-initiated withdrawal process. Overall, it is essential to keep the instructor informed of your progress as well as any difficulties you may be experiencing.

Special Notes

Any student who qualifies for accommodations based on the impact of a disability should contact Academic & Counseling Services during the first two weeks of class at 207-834-7530 Room 107 Cyr Hall. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.

A student's work should be their own. Collaboration between students is encouraged, but the work products delivered for grading should reflect the individual student's efforts. Students who produce nearly identical work products will share in the grade generated. The creation of student study groups is strongly encouraged.

Students who plagiarize published works will receive a score of zero on the plagiarized work upon the first offense. A subsequent offense will warrant failure of the entire course.

WebCT will be used to keep students apprised of their progress and as a communication forum for instructor/student and student/student interactions. Its use is mandatory for all students.

Students **must** record on **all** submitted materials their **name, instructor name(s), course and assignment number, and date** of submission. Students are encouraged to retain for their record a personal copy of **all** submitted materials.

Students are encouraged to regularly submit during non-class hours constructive suggestions regarding delivery of the course.

The instructor(s) reserve(s) the right to make necessary changes to the syllabus in light of any circumstances occurring during the delivery of the course provided such changes are announced in class.

Students are required to observe appropriate error prevention techniques throughout the semester. For example, students must frequently save their work to disk to prevent loss. Loss due to power fluctuations, illegal instructions, viruses, or any other reason beyond the instructors' control will not constitute adequate reason for accommodations.

Assignments are due no later than the beginning of the class on the date assigned. Assignments submitted beyond the due date will receive a **twenty-point** reduction per day. Assignments submitted on the correct day but beyond the required time will receive a **ten-point** deduction.

TEAM MEMBER PEER EVALUATION FORM

Do not put your name at the top of this form, but *do* put your name in the spaces provided below. This semester you worked with three other students on preparing a comprehensive case analysis. Please rate yourself and your team members on the relative contribution made to preparing and presenting the case. *Your ratings will be confidential and anonymous.* Be honest on this evaluation.

In rating yourself and your team members, use a one- to five-point scale, where 5 = superior, 4 = above average, 3 = average, 2 = below average, and 1 = really weak. Add the scores to obtain a total

score for yourself and the other group members. Put any comments you like on the bottom or back of this page. Fold this sheet when you complete the ratings below. Thank you.

Put your name and your team members' names in the spaces provided, one name at the top of each column.				
Names:				
Ratings:				
On time for all group meetings:				
Helped keep the group cohesive:				
Number of useful ideas contributed:				
Quantity of work done:				
Quality of work done:				
	+	+	+	+
Add Total Scores Here:				

CASE PRESENTATION EVALUATION FORM

Company:		Date:			
Presenting Team Members:					
Place comments after each rating.		Ratings (circle the appropriate numbers).			
CONTENT	Poor	Below Average	Average	Above Average	Superior
1. Mission Statement	1	2	3	4	5
2. Thoroughness, accuracy, and depth of external analysis	1	2	3	4	5
3. Thoroughness, accuracy, and depth of internal analysis	1	2	3	4	5

4. Identification and evaluation of alternative strategies using matrices	1	2	3	4	5
5. Quality, quantity, feasibility, and relevance of recommendations	1	2	3	4	5
6. Justification and support for recommendations	1	2	3	4	5
DELIVERY					
1. Organization of presentation	1	2	3	4	5
2. Professionalism of presentation	1	2	3	4	5
3. Use of visuals and color	1	2	3	4	5
4. Communication skills of team	1	2	3	4	5
5. Use of time	1	2	3	4	5
6. Handling of questions	1	2	3	4	5
OVERALL EVALUATION:	1	2	3	4	5

UMFK Syllabus

Course Number: **Bus 430**

Date: September 1, 2013

Course Name: **Employee Compensation, Benefits & Retirement Programs**

Division: Professional Management

Semester: Fall 2013

Instructor: Roger A. Roy

Phone: 834-7564 or 768-1688

email: rogerroy@maine.edu

Required Texts:

None required,

Course materials will be available on the course blackboard site.

Suggested text: Compensation, 9th, 10th or 11th edition, by Milkovitch & Newton. Irwin McGraw-Hill

IRS Publications that will be required are available online at www.irs.gov.

Course Description:

A study of compensation and different forms 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.

Prerequisites: Bus 207, Bus 211 and BUS 343, or permission of the instructor.

Course Objectives:

The student will demonstrate knowledge of compensation programs including principles of internal and external consistency, productivity, and individual motivation;.

The student will demonstrate knowledge of employee benefit packages, and their effect on motivation and productivity;

The student will demonstrate knowledge of retirement programs and U.S. government regulations thereof;

The student will analyze and critique existing compensation packages and benefits programs;

The student will propose suitable compensation schemes and benefit packages for specific cases.

Method of Teaching:

Lecture, discussions, case studies, group discussions, research project and presentations.

Grading:

Grades will be based upon:

Assigned Review Questions 45%

Research papers 15%

Discussion 10%

Term Paper 30%

Course Outline:

Employee Motivation and Productivity

Compensation programs: types, design and suitability

Benefits and their Value to Employer and Employees

Qualified Retirement Programs

Support Services:

Students may avail themselves of the peer tutoring program that is operated by the Academic Services Office free of charge for all students. Information is available at 834-7530.

Students with special needs should also contact the Academic Services Office for information and for arranging appropriate accommodations to ensure their success.

Assigned Problems (review questions from text):

(to be written up and submitted)

- Chap 2* # 2 and 4
Chap 3 # 2 and 4 *(submitted by 9/16)*
Chap 4 # 1, 3, 4, 5, and 6
Chap 5 # 1
Chap 6 # 5 *(submitted by 10/7)*
Chap 7 # 1, 3 and 5
Chap 11 # 1 *(submitted by 10/29)*

(graded discussions)

- Chap 9* # 1, 2, 3, 4 and 5

Research Papers:

- Motivation and Productivity **(due by 11/4)**
Benefits Diversity within Industries **(due by 11/11)**
Employee Evaluation **(due by 11/25)**

Term Paper:

- IRS rules for Qualified Pension Programs **(due by 12/18)**

For purposes of fulfilling UMFK general education requirements and Professional Management Program requirements, the following learning outcomes will be achieved in this course:

Communication in English (Comm). Students will:

- 26) Be able to read, write and speak clearly and critically, with an awareness of subject, purpose and audience, delivering verbal and non-verbal compositions
- 27) Demonstrate ability to manage the writing process to generate ideas, and to draft, revise and edit compositions
- 28) Demonstrate ability to manage the research process to evaluate, analyze, and synthesize a variety of texts
- 29) Demonstrate ability to develop well-crafted academic essays
- 30) Be able to use written and oral communication as a means to engage in critical inquiry.

Information Fluency (Info). Students will:

- 17) Define information needs and sources of suitable, accurate data

18) Demonstrate ability to retrieve information using effective strategies and appropriate sources

Critical Thinking (Crit). Students will:

34) Demonstrate proficiency defining problems, significant variables, and identifying valid data

35) Identify logical errors and fallacies in constructing arguments

36) Demonstrate proficiency creating, testing and validating hypotheses

37) Demonstrate proficiency investigating evidence with regard to accuracy, validity, reliability, and bias

38) Synthesize knowledge from multiple sources, integrating abstract ideas and theories into effective interpretation of relevant data

39) Conduct research quantitatively and qualitatively to achieve well-reasoned conclusions

Behavioral and Social Sciences (BHS). Students will:

15) Demonstrate recognition of key terms within behavioral and social science disciplines

16) Demonstrate ability to interpret common forms of data specific to the disciplines

Legal environment of business (E3)

23) Demonstrate understanding of legal relationship of government and business (i.e. antitrust laws, trade laws product safety laws, antidiscrimination laws etc.)

24) Demonstrate knowledge of concept of legal liability and damages

CRJ 100 INTRODUCTION TO CRIMINOLOGY

Online Syllabus

Summer 2012

UNIVERSITY OF MAINE AT FORT KENT

COURSE NUMBER: CRJ 100

SEMESTER/YEAR: Summer 2012

TITLE: Introduction to Criminology

NUMBER OF CREDITS: 3

DIVISION: Professional Management

INSTRUCTOR: Tony Enerva

PREREQUISITES: Either PSA 100 or CRJ 105; or by permission of the instructor

TEXT: Criminology, 11th Ed., George Siegal, Wadsworth Publishing, 2012. ISBN 13-978-0-495-91246-0; ISBN-10: 0495912468.

Catalog Description:

CRJ 100 CRIMINOLOGY

Prerequisites: None. Corequisites: None. Studies crime in society. Considers criminal etiology, prevention, penology, law enforcement, administration of justice, and theories of reformation. 3 credit hours

Course Description:

This course will provide students with an overview of policies, programs and agencies involved in criminology and the criminal justice system. 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 criminology and the criminal justice system.

Purpose:

This is an undergraduate course that introduces the student to the fundamental concepts of Criminology. The focus is on U.S. policies and programs that address the theory and practice of Criminology in the criminal justice system.

Publishers Book Description:

Siegel's best-selling CRIMINOLOGY, Eleventh Edition, provides a comprehensive analysis of criminological theory, crime typologies, and the criminal justice system. Renowned for its unbiased presentation of theories, issues, and controversies, this edition presents cutting-edge, seminal research, as well as up-to-the-minute policy and newsworthy examples. Still the gold standard for criminology courses, Siegel's text now addresses contemporary topics such as transnational/global crime, political

crimes, “green” crime and “green criminology,” and the “new millennium order of criminality.” With its updates and array of supplements, *CRIMINOLOGY*, Eleventh Edition, offers a powerful set of teaching and learning tools for instructors and students alike.

Course Goals and Objectives: At the conclusion of this course, students should be able to:

- Diagram, list and identify the fundamental concepts and foundations of criminological theory as it relates to public safety.
- Describe the policies and practices of criminology and its relationship to law enforcement.
- Explain how criminology differs from traditional public safety.
- Define vocabulary terms related to criminology, law enforcement and public safety.
- Compare and contrast how criminology differ from standard operating procedures employed in law enforcement and public safety administration.
- Locate, use and integrate resources found on the Internet, which are consistent with materials presented in class.

Table of Contents:

Part I: CONCEPTS OF CRIME, LAW, AND CRIMINOLOGY.

1. Crime and Criminology
2. The Nature and Extent of Crime.
3. Victims and Victimization.

Part II: THEORIES OF CRIME CAUSATION.

4. Rational Choice Theory.
5. Trait Theories.
6. Social Structure Theories.
7. Social Process Theories.
8. Social Conflict, Critical Criminology, and Restorative Justice.
9. Developmental Theories: Life Course and Latent Trait.

Part III: CRIME TYPOLOGIES.

10. Interpersonal Violence.
11. Political Violence and Terrorism.
12. Property Crime.
13. Enterprise Crime: White-Collar and Green-Collar Crime.
14. Public Order Crime: Sex and Substance Abuse.
15. Crimes of the New Millennium: Cyber-Crime and Transnational Organized Crime.

Part IV: THE CRIMINAL JUSTICE SYSTEM.

16. Criminal Justice: Process and Perspectives.
17. Police and Courts: Investigation, Arrest and Adjudication.
18. Punishment and Correction.

Course Design and Structure:

Articles/Cases:

Students will locate and review four professional, peer reviewed journal articles or case studies (minimum article length 7 pages) relating to a criminology topic. You will submit one summary approximately every three weeks. Your one to two page written summary will incorporate concepts, issues and examples discussed by the author(s). Review and summarize the salient points of the article. Also, please provide your critical analysis of the article supported by rationale argument and logical reasoning. More importantly, I am most interested in your opinion about the substantive content of the article or case study. Do you agree or disagree with the author's conclusion and why or why not? Please submit your answers through the Assignment section in Blackboard. Also, please attach the article or provide an Internet reference for my review.

Module Assessments:

The course is divided into modules. Within the modules there will be various assessments regarding the substantive topics presented. After reading the assignments there will be an assessment in the form of a quiz or a written review or summary.

Case/Research Paper:

Each student will complete a traditional term paper as part of the course requirements. Specific instructions will be provided by the instructor at the mid-point of the class.

Discussion Board:

Discussion Board postings are assigned for each module. Participation on the Discussion Board is evaluated on the basis of the student's preparation and quality of contribution to the discussion (e.g. evidence of critical thinking, analysis, reflection), as well as on the timeliness of the posting. For example, students who are last minute submitters preclude their participation in an ongoing classroom dialogue. See the grading rubric at the end of the syllabus for more information about evaluation of postings.

Students are to respond to the Discussion Board question and to one another as well. To stimulate ongoing discussion, challenge one another's thinking, introduce new information, and present diverse perspectives. Check the Discussion Board forum on a regular basis so that the discussion is an ongoing threaded dialogue. Ensure that you can substantiate or support your point of view with evidence from nursing or other scholarly literature. For example, statements such as, "I feel..." or "I think..." need to be backed up with evidence, not just your observation or anecdotal experience. As nurses, we are often want to say things like "my experience has been..." which

should also be supported with evidence. If one's experience is based on faulty thinking or practice, that experience needs work to improve on it.

The Discussion Board does not accept attachments. A new question will be posted with each module, and the discussion will continue until the due date for the assigned module. Discussion board forums will be open for two weeks. The discussion closes at the end of the assigned period. Please do not post responses as attachments within the discussion board forum.

Before submitting a posting, be attentive to the following guidelines. DO:

1. **Provide comments and questions that are relevant to the discussion topic.**
2. **Be respectful and use objective, polite language in your comments. Be as careful and considerate as you would be when speaking in person to an individual, in a meeting, or in a traditional classroom. Any comments that belittle or contribute to the marginalization and silencing of another person or group such as hostile, sarcastic, sexist, and/or racist remarks are subject to disciplinary action in accordance with UMFK Student Conduct Code and UMFK Student Handbook.**
3. **Make comments that are thoughtful but to the point.**
4. **Preserve confidential information.**
5. **Be sure to include your name at the end of the message.**
6. **If responding to a comment or message, be sure to include enough information so that the context of your response can be clearly understood by the reader.**
7. **Follow standard use of grammar, punctuation, as well as appropriate upper and lower case and punctuation.**

Conversely, DON'T:

1. **Do not write anything you would not share openly in a traditional classroom.**
2. **Do not share confidential information about yourself, and do not provide identifying information about the patients/clients, colleagues from your workplace.**
3. **Do not write in all CAPITALS because this looks as if you are SHOUTING and makes your message more difficult to read.**
4. **Do not use unexplained acronyms or strange notations that may be unfamiliar to readers.**
5. **Do not make rambling and off the topic comments.**
6. **Do not post a message to point out other people's errors in typing or spelling unless they have asked for the correct spelling of a name or unfamiliar concept.**

Schedule of Topics, Exercises, and Readings:

Course Requirements and Policies:

- J.** It is imperative for the students to read each assignment in the text in advance of each quiz. It is also strongly suggested that each chapter be outlined and summarized to help in the understanding of the material.
- K. Assignments** must be turned in on the due date. Successful completion of all tests, and paper/projects and assignments is expected.
- L. University policies** will be strictly adhered to relating to academic performance, honesty and integrity.
- M.** Any student who qualifies for accommodations based on the impact of a disability should contact Student Support Services during the first two weeks of class at 207-834-7530 Room 107 Cyr Hall. Student Support Services will coordinate reasonable accommodations for students with documented disabilities.
- N. Class performance is required.** A student may be asked to withdraw from the course upon the accumulation of excessive deficiencies (failure to turn in assignments, projects, etc.) in the term. Students who fail to submit assignments in a timely manner will incur a grade penalty. Additionally students should familiarize themselves with calendar dates for drop and add and for the last date of withdrawal without incurring an academic penalty. It is the student's responsibility to accomplish all required paperwork when withdrawing from the course. Failure to withdraw (according to University policy & procedures) from the course will result in an "F" for the course.

G. Method of Instruction:

This class will be conducted in an online format. Internet sites will compliment the learning process. The instructor is available either through e-mail or telephone (please see contact information below).

H.Contact Information:

Dr. Tony Enerva, M.S., J.D.
23 University Ave.
Rm. #202, Nadeau Hall
Fort Kent, ME 04743
W (207) 834-7566
C (207) 540-5443
tenerva@maine.edu

O. Blackboard Help Desk:

UMFK contact: Pat Whitworth 834-7560 patwhit@maine.edu

techsupport@maine.edu or 1-800-696-4357/ New Hours (effective immediately): Monday-Friday 7:00 AM - 7:30 PM

P. Blackboard Student Resources

University College has information, support materials and a practice site for those brand new to Blackboard and it is a good idea to link to these resources for your students.

These resources are at: <http://learn.maine.edu/services/student-services/quick-guides/bbguide/>

Method of Instruction:

This class will be conducted in an on-line format. Internet sites will heavily compliment the presentation of course material. Government and business websites, resources and references will be utilized throughout the course. Student discussion and input is expected.

Methods of Evaluation:

Grades policy:

Case/Research Paper	20% (5-10 page analytical paper)
Module Assessments	45% (Module assignments)
Articles/Cases	20% (4 Article reviews or case studies as directed by the Professor)
Discussion Board	15% (1 posting and one response per module)
Research Assignments	Extra credit may be earned by conducting research assignments as approved and directed by the Professor

Grading scale:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

University of Maine at Fort Kent

Syllabus

Course Title: Introduction to Criminal Justice (3 credits)

Course Number: **CRJ 105**

Date: Sept 3, 2013

Instructor: Associate Professor J. Darrell Ouellette (Ret. Lieutenant Commander, Maine State Police)

Contact information: Since I am not in the office every day, the quickest way to reach me is by email at the following address: j.ouellette@maine.edu My home number is 207-896-5254 and my office number is 207-834-8641.

Required Textbooks (2):

CJ Realities and Challenges (2nd edition)

Author: Ruth E. Masters

Publisher: McGraw Hill, ISBN: 978-0-07-802652-2

Human Relations and Police Work; (6th Edition)

Authors: Larry Miller and Michael Braswell

Publisher: Waveland Press, ISBN:1-57766--651-6

Course Goals and Objectives:

This course will give the student an operational look at law enforcement, the crime problem in the U.S., and their interaction and effects on American society. The student will also learn about the history of the American criminal justice system and how the system operates. Each step of the criminal justice system will be studied from the discovery of a crime, the investigation, the charging decision of defendants, the courts process, and finally, the correctional process.

Course Requirements and Policies:

The student can maneuver through this course by going to the Blackboard home page and clicking on each of the icons to get to each section of this course. The student can view what course work is required by clicking on the assignment icon to view all assignments for the entire semester. Course work will include assigned readings in both the required texts. The readings in the case studies (Human Relations text) will supplement the main text on various topics within the U.S. Criminal Justice System. There will also be 12 lectures in this course along with videos and handouts which students can access by clicking on the appropriate icon. Quizzes can also be accessed through Blackboard by clicking on the quiz icon. Quizzes are timed and given on specific dates for a 24 hour period (click on the assignment icon to get exam dates and assignment schedule). The exams will include questions from the texts, lectures, and topics discussed in the Discussion Board.

If a student goes over the time limit on a quiz, a point will be deducted from the final score for every minute over. **Besides assigned readings, homework will also be assigned on a weekly basis. Late work will not be accepted unless a letter is received by the Office of Student Affairs explaining why a student could not have completed the work on time (i.e. sickness, death in the family etc.)**

Case Assignments (Human Relations text):

There will be four or five cases assigned each week for reading out of the Human Relations text. After reading each of the assigned cases, the student must submit the homework assignment prior to the due date. The homework assignment can be submitted in one of two ways. The student can bring the homework assignment to class or place the homework assignment in Blackboard. Placing the assignment in Blackboard involves clicking on the particular assignment listed on the bottom of the assignment page after the assignment opens. **The individual assignment will only open on the day the homework is assigned and will remain open for 7 days.** Once the assignment is opened, there will be a submission box to place your homework. Each case will be scored as class participation. Please see the assignment page for when specific cases are assigned and due dates. After the due date, the instructor will participate in class discussion on each case. This discussion will take place in the classroom and in the Discussion Board. Please read my policy above on late work.

Main Textbook reading assignments:

Students will be responsible for reading each assigned chapter of the Criminal Justice text and knowing the answers to the KEY TERMS and STUDY QUESTIONS at the end of each chapter. Answering the Study Questions is another requirement in this course. Answers to the Study Questions at the end of each chapter can be submitted in the same manner as the Case Assignment listed above. **The Study Question Icon will only appear on the bottom of the assignment page when the assignment opens and will remain there for 7 days.**

Any student who qualifies for accommodations based on the impact of a disability should contact Academic & Counseling Services during the first two weeks of class at (207) 834-7530 Room 107 Cyr Hall. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.

Extra Credit may be earned by almost anything, which is course related. All creative ideas will be considered, so please present your idea in writing or via e-mail to the instructor along with relevance to the course. You may complete other cases in the Human Relations text not assigned for extra credit. Maximum total points for extra credit is a letter grade. Deadline for Extra Credit will be listed either on the course calendar or by arrangement with the professor.

Quizzes

There will be six quizzes in this course (see additional information on quizzes under course policies). The student will be required to take a minimum of 5 quizzes. The lowest quiz grade will be dropped if a student takes all 6 quizzes.

Your quiz average will be 85% of your final grade.

Course Outline (12 lecture topics) :

I. U.S. Criminal Justice – The Early Beginnings

II. The Crime Problem in the U.S.

- III. History of Police
- IV. Policing in American Society
- V. The Criminal Justice Decision Network
- VI. Police and Community Relations
- VII. Police Investigations
- VIII. Police Decisions – Detection, Arrest and In-custody interviews
- IX. Family and Crisis Intervention
- X. The Court Process
- XI. Courtroom Testimony and Demeanor
- XII. Sentencing offenders, Corrections and the Juvenile Process

Methods of Evaluation:

As previously mentioned, your quiz average will be determined by averaging the five highest grades. Class Participation will be determined by grading the homework assignments. One point will be awarded for each case successfully completed in the Human Relations text (45 cases) and 3 points will be awarded for successful completion of the Study questions after each chapter (16 chapters) of the main text. An additional seven points will be awarded to students who participate in the Discussion Board.

The following is a breakdown of how grades are determined:

Quizzes	85%
Class Participation and Contribution	15%

A = a course grade of 90 to 100

B = a course grade of 80 to 89

C = a course grade of 70 to 79

D = a course grade of 60 to 69

UNIVERSITY OF MAINE AT FORT KENT
ON-LINE SYLLABUS

COURSE NUMBER: CRJ 108

SEMESTER/YEAR: Fall 2012

TITLE: Constitutional Law

NUMBER OF CREDITS: Three (3)

DIVISION: Natural & Behavioral Sciences INSTRUCTOR: Tony Enerva, M.S., J.D.

PREREQUISITES: (None)

**Required Textbook(s) Constitutional Law and the Criminal Justice System, J. Scott Harr
& Karen M. Hess, 4th ed., 2008, Thomson Wadsworth Publishing
ISBN-13: 978-0-495-09543-9**

NOTE: Using the third edition to save money is fine.

Other Resource Materials: Readings from various sources as assigned.

How students will benefit from taking this course:

This course will expose students to an overview of 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.

Course Goals and Objectives: At the conclusion of this course, students should be able to:

- Diagram, list and identify the institutions of the federal government and the judiciary.
- Describe the application of constitutional law to the criminal justice system
- Explain how constitutional law affects government, institutions, businesses and individuals.
- Define vocabulary terms, concepts and issues related to constitutional law.
- Compare and contrast legal issues rooted in constitutional law.
- Locate, use and integrate resources found on the Internet, which are consistent with materials presented in class.

Course Requirements and Policies:

- Q.** It is imperative for the students to read each assignment in the text in advance of each quiz. It is also strongly suggested that each chapter be outlined and summarized to help in the understanding of the material.
- R.** Assignments must be turned in on the due date. Successful completion of all tests, and paper/projects and assignments is expected.
- S.** University policies will be strictly adhered to relating to academic performance, honesty and integrity.
- T.** Any student who qualifies for accommodations based on the impact of a disability should contact Academic & Counseling Services during the first two weeks of class at 207-834-7530 Room 107 Cyr Hall. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.
- U.** Class performance is required. A student may be asked to withdraw from the course upon the accumulation of excessive deficiencies (failure to turn in assignments, projects, etc.) in the term. Students who fail to submit assignments in a timely manner will incur a grade penalty. Additionally students should familiarize themselves with calendar dates for drop and add and for the last date of withdrawal without incurring an academic penalty. It is the student's responsibility to accomplish all required paperwork when withdrawing from the course. Failure to withdraw (according to University policy & procedures) from the course will result in an "F" for the course.

V. **Extra Credit** may be earned by almost anything, which is course related. All creative ideas will be considered, so please present (idea in writing or via e-mail) to the instructor along with relevance to the textbook. You may also complete extra assignments for extra credit. Maximum total points for extra credit is 10% of final grade. Deadline for Extra Credit will be listed either on the course calendar or by arrangement with the Professor.

G. Method of Instruction:

This class will be conducted in an online format. Internet sites will compliment the learning process. The instructor is always available either through e-mail or telephone.

COURSE ASSIGNMENTS

Reading:

Students will read approximately one and a quarter chapters per week from the text. The chapter readings will begin the first week of the semester on May 14, 2012. There are 14 chapters which will take us to the end of the semester.

Discussion Questions:

After the chapter has been read, please select and answer any two Discussion Questions found at the end of the chapter. Your answers should not be less than two paragraphs long. Please submit the answers through the digital drop box Blackboard. Please review the Quick Guide and On-Line Video Tutorial for instructions on how to submit assignments. Follow this link for the tutorial http://www.learn.maine.edu/crs/bb5_guide.html .

Discussion Board Postings:

A weekly Discussion Board is available for students to communicate with other students in the class. You may ask questions, state opinions, discuss readings and assignments or just monitor the postings. This is an open forum designed to give you an opportunity to express yourself as if you were in a traditional classroom. Please be courteous, respectful and professional in your communications. Of course, issues of a personal nature may be discussed with me through e-mail or by contacting me by telephone (207 – 834-7566 or c 540-5443). (See Discussion Board Assignments below).

Discussion Board Assignments:

Each student must post five chapter reviews and five comments to other student chapter reviews. A chapter review is written after the student has read one of the assigned chapters. Your review may discuss any or all of the following: what most impressed you about what the author said or the substantive content presented? What did you learn or find interesting about the chapter concepts? Can you apply the concepts to your employment, past or present? Do you agree or disagree with material or conclusions presented in the chapter. All of the above are suggestions or

guidance for writing a chapter review. I would expect the chapter review would be approximately 2 paragraphs.

To write a student review, select and read another student's chapter review and write a constructive comment about their presentation. Your comment should be approximately one paragraph. Each student will write a chapter review and a student review every two to three weeks with all 10 reviews completed by the end of the semester.

Quizzes:

After each chapter, please click on the quiz icon to take the chapter test on-line. This will be a timed exam so be careful not to exceed the time limit. After the exam is submitted it will be graded automatically and you will know your score immediately. The score will also be posted in your grade book which you can access at anytime. Student may utilize the practice quiz for each chapter if you desire before taking the graded quiz. Please go to the following link: http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20bl&product_isbn_issn=053462880X&discipline_number=23

Special Projects:

Students will brief 4 U.S. Supreme Court cases throughout the semester. The cases will be assigned by the professor with instructions. Additionally, students may conduct two research assignments in constitutional law over the semester. The research assignments will be assigned by the professor with instructions. Finally, there may be one or two short assignments over the semester to enhance the student's understanding of constitutional law.

Methods of Evaluation:

Grades policy:

Weekly quizzes	40% (Covers required readings and discussions)
Discussion Questions	25% (2 questions at the end of each chapter)
Discussion Board	10% (5 Chapter reviews and 5 student reviews)
Special Projects	25% (Supreme Court briefs, research assignments and other assignments as directed by the Professor)

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

TAE 05-05-12

UNIVERSITY OF MAINE AT FORT KENT
SYLLABUS

COURSE NUMBER: CRJ-215

DATE: Sept. 5, 2013

TITLE: Principles of Investigation
NUMBER OF CREDITS: 3

INSTRUCTOR: Associate Professor J. Darrell Ouellette (Ret. Lieutenant Commander, Maine State Police)

Contact information: Since I am not in the office every day, the quickest way to reach me is by email at the following address: j.ouellette@maine.edu My home number is 207-896-5254 and my office number is 207-834-8641.

PREREQUISITES: None

SEMESTER: Fall, 2013

REQUIRED TEXTBOOK:

Criminal Investigation, 5th Edition, by Michael D. Lyman, Pearson/Prentice Hall Publishing, ISBN 0-13-119877-7 (4th edition is acceptable).

OVERVIEW FOR STUDENTS:

The instructor will supplement his many years of law enforcement experience with this standard text for twenty-first century investigation procedures. This practical introduction to police

field investigations is presented from the perspective of a recently retired police officer and will illustrate real-life scenarios a patrol officer/investigator is likely to encounter while on-duty. The instructor will focus on basic field investigations and concentrate on the "how and the why" certain procedures are used and provide instructional techniques from the most current investigations training around the country.

COURSE GOALS AND OBJECTIVES:

At the conclusion of this course, students:

1. Will understand the role of the patrol officer/investigator.
2. Will be able to thoroughly discuss the latest information on Interviews and Interrogations, Laws of Arrest, Search and Seizure and basic techniques used in Crime Scene Processing.
3. Will know the importance of gathering information and physical evidence and be able to describe what techniques are used to locate witnesses, suspects and missing persons.
4. Will know how to conduct investigations regarding Property Crimes, Suspicious Deaths, Crimes Against Persons (to include assaults, rapes and crimes against children).
5. Will be exposed to the necessary skills a police officer needs to possess related to observations, perceptions, interviewing techniques, and court room testimony.
6. Will understand Note Taking and Police Report Writing techniques.

COURSE REQUIREMENTS AND POLICIES:

Students will be assigned to read entire text, case assignments, handouts, listen to lectures and take exams over the material presented throughout the course. Because the course requires class participation on various topics throughout the semester, the student will not be allowed to work at their individual pace. The student will be required to submit their assignments and take exams when scheduled. **Late work will not be accepted unless a letter is received by the Office of Student Affairs explaining why a student could not have completed the work on time (i.e. sickness, death in the family etc.)**

EXAMS

There will be three (3) quizzes in this course, a midterm exam and a final exam. The lowest quiz grade will be dropped if a student takes all 3 quizzes (or the missed quiz is dropped if a student takes 2 quizzes). All Exams and Quizzes will have a time limit and will be given in BLACKBOARD. The student will be allowed to use any resource material including textbook and handouts while taking the exam. Please make sure you are on a reliable computer system when taking exams and using Firefox as a browser is recommended. An exam will be opened for 24 hours beginning at 12:01 a.m. on the assigned date. The instructor will re-open an exam if you, the student, experiences a technical problem such as a power failure or you are unable to take an exam for an excused absence. The instructor will only re-open the exam when requested during the 24 hour period the exam is open. Please read the instructions carefully before beginning an exam. Once an exam is started, the

exam must be finished and you will not be able to open the exam at a later date. If a student should go over the time limit when taking an exam, the instructor reserves the right to reduce your grade by 1 point for each minute you go over. Most of the exam questions are multiple choice, True/False, matching and short essay. You will get direct feedback after you take the exam on all questions except essay questions.

HANDOUTS

There are several handouts in this course. Please check the ASSIGNMENT section for textbook and handout reading assignments. I would suggest printing some of the handouts to refer to while listening to the lectures.

CASE ASSIGNMENTS (case scenario)

During the last 9 weeks of the course, students will be required to read Case Assignments and submit their own thoughts and ideas to the instructor via the assignment icon. The Case is a crime scenario involving a missing woman named Betsy Jones. You will find the case info under the Case Scenario icon in Blackboard. One case scenario opens each week during the last 9 weeks. The Case Scenarios are set to open on Tuesdays and the assignment closes at midnight on Saturday. I comment on the case in Discussion Board on Mondays and welcome your comments. The case scenario begins with the initial response by police to a crime scene and each week the instructor will provide additional info on the case. After the additional information is provided each week, the student will then provide a comprehensive listing of what steps should be taken to properly investigate the case. The student will be graded on class participation, meaning, how effective was the student in following proper investigative procedures to resolve the case. Students who provided the proper investigative steps to get to the next level of the investigation will receive a higher grade than the student who overlooks important steps in the investigation process. Once the deadline to submit the case each week has been met, then students can participate in the Discussion Board by posting their thoughts and ideas. It is not possible to cover all investigative procedures in this basic investigations course, but students will be provided with the basic understanding on how to investigate any case. This assignment is designed to see how well students can think on their own when faced with a particular crime scene. Please do not rely on CSI programs on TV to get this homework assignment completed. Most CSI programs are over 50% inaccurate. The case assignments are worth 12 points for each of the first 7 weeks and the last week assignment is worth 16 points for a total of 100 points. This part of the course is 15% of your grade.

TERM PAPER

Students will be required to write a term paper after viewing a video of a major crime scene. The crime scene is a mock school shooting. The paper must include what steps must be taken to properly investigate this particular crime in the video. The student will be graded on the organization and

completeness of the investigation. The video of the crime scene scenario will be made available mid way through the course. Watch for an announcement on this.

COURSE CONTENTS: The following 12 topics will correspond to each of the 12 lectures in Blackboard.

1. Role of the Investigator.
2. Preliminary Investigations.
3. Documentation of the Crime Scene.
4. Crime Scene searches.
5. Identification of Suspects and Witnesses.
6. Interviewing Techniques.
7. Death Investigation.
8. Robbery and Assault Investigations.
9. Sexual Assault Investigation.

10. Child Abuse Investigation.

11. Property Crimes Investigation.
12. Case Preparation and Courtroom Testimony.

METHODS OF EVALUATION:

The following is a breakdown of how the student will be graded in this course:

Term Paper	15%
Two examinations (mid and final)	40 %
Quizzes (2)	30 %
Class participation (case assignments)	15 %

A = a course grade of 90 to 100

B = a course grade of 80 to 89

C = a course grade of 70 to 79

D = a course grade of 60 to 69

**UNIVERSITY OF MAINE AT FORT KENT
SYLLABUS**

COURSE NUMBER: CRJ-220

DATE: Sept. 3, 2013

TITLE: Forensics of Death Investigation
NUMBER OF CREDITS: 3

INSTRUCTOR: J. Darrell Ouellette

email: j.ouellette@maine.edu

Tel. 207-896-5254 (home) 207-834-8641 (office)

PREREQUISITES: None

SEMESTER: Fall, 2013

REQUIRED TEXTBOOK:

PRACTICAL HOMICIDE INVESTIGATION; 4th edition by Vernon J. Geberth (CRC press, Taylor and Francis Group), ISBN: 0-8493-3303-2

OVERVIEW FOR STUDENTS:

The instructor will supplement his many years of law enforcement experience with this standard text authored by a retired New York City homicide detective. This Death Investigation course is also presented from the perspective of a recently retired police officer who has investigated, supervised and managed hundreds of death investigations over a period of 33 years. Maine State

Police Lieutenant Darrell Ouellette will illustrate real-life cases in his lectures as well as provide scenarios to challenge the students with the knowledge they have obtained. Lt. Ouellette will focus on basic investigation techniques and concentrate on the "how and the why" certain procedures are used. He will also provide instructional techniques from the most current investigations training around the country. **Warning: Crime scene photos from the lectures and text may be disturbing to the viewer.**

COURSE GOALS AND OBJECTIVES:

At the conclusion of this course, students:

1. Will understand the role of the Medical Examiner's Office, homicide investigators, crime lab personnel and patrol officers responding to death scenes.
2. Will be able to thoroughly discuss the latest information on: Interviews and Interrogations, Laws of Arrest, Search and Seizure and basic techniques used in Crime Scene Processing.
3. Will know the importance of crime scene security, gathering physical evidence, obtaining testimonial evidence and be able to describe what techniques are used to locate witnesses, suspects and missing persons.
4. Will know what procedures to follow in conducting investigations regarding Suspicious Deaths.
5. Will understand the importance of good working relationships between law enforcement, prosecutors, crime lab personnel and medical examiners.
6. Will be exposed to the necessary skills a police officer needs to possess related to observations, perceptions, interviewing techniques, preparing reports and court room testimony.

COURSE REQUIREMENTS AND POLICIES:

Students will be assigned to read entire text, case assignments, handouts, listen to lectures and take exams over the material presented throughout the course. Because the course requires class participation on various topics and scene scenarios throughout the semester, the student will not be allowed to work at their individual pace. The student will be required to submit their assignments and take exams when scheduled. Assignments are opened (Tuesdays) 5 days before their due date and close on midnight of the due date (Saturday). Maneuvering around the course is made simple by clicking on the blue icons on the home page for assignments, lectures, handouts, case scenarios, exams, etc. **Late work will not be accepted unless a letter is received by the Office of Student Affairs explaining why a student could not have completed the work on time (i.e. sickness, death in the family etc.)**

EXAMS

All Exams and Quizzes will have a time limit and will be given in BLACKBOARD. The student will be allowed to use any resource material including textbook and handouts while taking the exam.

Please make sure you are on a reliable computer system when taking exams. It is recommended that you use Firefox as a browser. Quizzes are open for a 24 hour period and all exams are on a Monday, beginning at 12:01 a.m on the that day and closing at midnight. The instructor will only re-open an exam or quiz for another 24 hours if the student, experiences a technical problem such as a power failure or you are unable to take an exam for an excused absence. No make-up exams will be given and a request to re-open an exam must be made by email during the time period the exam is open, otherwise the quiz or exam becomes a zero. Students need to make their request for an excused absence to the office of Student Affairs at UMFK. Please read the instructions carefully before beginning an exam. Once an exam is started, the exam must be finished and you will not be able to open the exam at a later time. If a student should go over the time limit when taking an exam, the instructor reserves the right to reduce your grade by 1 point for each minute you go over. Most of the exam questions are multiple choice, True/False, matching and short essay. You will get direct feedback after you take the exam on all questions except essay questions.

SUBMITTING ASSIGNMENTS:

Readings in the text are extensive as well as readings from handouts. Please click on the Assignment icon to locate when you need to listen to lectures and when handouts and textbook readings are due.

Handouts can be found by clicking on the Handout icon. I would suggest printing some of the handouts to refer to while listening to the lectures.

All the assignments for the entire semester are posted under the blue Assignment icon. Homework assignments are listed on the bottom assignment page and you can click on the particular assignment icon when the assignment opens. Again, the homework assignment will only open on the opening date. Once the assignment page opens, you will see the instructions again for that assignment and you will see the points the assignment is worth. You will also see a comment section where you can paste your assignment or add an attachment. You can save the assignment and work on it over the several days the assignment is open. You can then click submit when you have finished the assignment. Once you click submit, I will then be able to go in and correct it as well as give you feedback. Once I correct the assignment, you will see a grade in a special column I have created in the grade book. There will also be a place in the Discussion Board to comment on your assignment as well as share your assignment with other students after the due dates. Since the eight case scenario assignments are similar to "real time and real life" scenarios, they will open up one at a time, once a week, during the last 8 weeks of the semester. The reason for this is that each case scenario is dependent on the previous weeks' information.

Please do not send me your assignment by email. I will only correct assignments in the manner I have explained above.

CASE SCENARIO ASSIGNMENTS:

Throughout this course, students will be required to read or listen to Case Assignments and submit their own thoughts and ideas to the instructor. There will be 12 homework assignments in this course. During the first 4 weeks, you will be given a 4 different assignments from unrelated cases. During the last 8 weeks, there will be 8 assignments which involve case scenarios in which a serial killer named Timmy Smith goes on a killing rampage. The student will follow the instructions given earlier on submitting assignments. Five days before the due dates, the Case Scenario will be opened and you will find these case scenarios under the Case Scenario icon in Blackboard. The cases will open up one at a time each week beginning with the initial response by police to a missing person complaint and each week the instructor will provide additional info on this case. For each of the case scenarios, the student will be given information on Monday, and the homework will be due on Friday. Once the case scenario is opened, the student will then provide a comprehensive listing of what steps should be taken to properly investigate this part of the case. The student will be graded on class participation, meaning, how effective was the student in following proper investigative procedures to resolve the case. Students who provided the proper investigative steps to get to the next level of the investigation will receive a higher grade than the student who overlooks important steps in the investigation process. Again, the deadline to submit the case work each week will be on Fridays. Once the deadline has passed, then students can participate in the Discussion Board by posting their thoughts and ideas. It is not possible to cover all investigative procedures in this basic death investigations course, but students will be provided with the basic understanding on how to investigate any death case. This assignment is designed to see how well students can think on their own when faced with a particular crime scene. Please do not rely on CSI programs on TV to get this homework assignment completed. Most CSI programs are highly inaccurate. Unlike TV, DNA results do not come back by the third commercial. The case scenario assignments and other written assignments will be graded as class participation and will constitute 20% of your final grade.

Any student who qualifies for accommodations based on the impact of a disability should contact Academic & Counseling Services during the first two weeks of class at (207) 834-7530 Room 107 Cyr Hall. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.

Extra Credit may be earned by almost anything, which is course related. All creative ideas will be considered, so please present your idea in writing or via e-mail to the instructor along with relevance to this course. Maximum total points for extra credit is a letter grade. Extra credit must be requested prior to final exam week and the deadline is by arrangement with the professor.

COURSE OUTLINE (lecture topics):

1. Modes of death.
2. First officer response to a death scene
3. Dead body examinations.

4. Crime Scene searches and processing.
5. Neighborhood Canvasses.
6. Victimology
7. Observations and Perceptions

8. Interviewing Techniques
9. Blood Spatter Interpretation
10. Gun shot deaths
11. Special cases (stabbings, hanging, drowning, poisons, blunt trauma)
12. Cold Cases - Missing Persons
13. Follow-up Investigations

METHODS OF EVALUATION:

The following is a breakdown of how the student will be graded in this course:

Two examinations (mid and final)	50 %
Quizzes (2)	30 %
Class participation (home work on cases)	20%

Final Grades will be listed once the course is completed. Below is the breakdown of Final Grade scores:

90- 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 and below is a failing grade

University of Maine at Fort Kent

Syllabus

Course Number: CRJ 222

Date: January 24, 2013

Title : Criminalistics

Number of Credits : 3

Division: Behavioral Science

**Instructor: J. Darrell Ouellette, Associate Professor of Criminal Justice
Office – room 117 Powell Hall Telephone 834-8641, Home – 896-5254
Email j.ouellette@maine.edu**

Prerequisites : none

Required Textbooks:

**Techniques of Crime Scene Investigation, 7th edition, by Barry A.J. Fisher, CRC Publishing.
ISBN: 0-8493-1691-X**

Course Goals and Objectives :

The student will:

- **Learn importance of physical evidence in crime solving.**
- **Learn how to identify, preserve, and collect relevant physical evidence.**
- **Role play in a mock crime scene investigation.**
- **Get “hands on” experience in report writing and processing crime scenes.**
- **Be able to discuss techniques of crime scene investigation in actual cases.**

Course Requirements and Policies :

- Several Quizzes and homework assignments will be given throughout the course over lectures and assigned readings. All quizzes will be announced a week prior and homework assignments will be due one week after assigned.
- If a student takes all quizzes, the lowest quiz grade will be dropped at the end of the semester (or a missed quiz will be dropped). No make-up quizzes will be given except for excused absences which must be approved by the Office of Student Affairs.
- If a student is absent from class, it will be up to that student to get the assignment for the next class.
- Since the class meets twice a week, no more than four absences will be allowed in this course. A class participation grade is determined by attendance and how interactive the student is in class discussions.
- Students will be required to participate in a Crime Scene Project (see details below).

Crime Scene project:

The crime scene project is a “hands on” and report writing assignment in which a mock homicide crime scene, prepared by the instructor, will be displayed in the classroom. The student will apply skills learned in this course by properly processing the scene - to include crime scene photography, grid searches, evidence collection, measurements and sketches. The student will be required to ask individual questions regarding the “homicide victim” and prepare crime scene sketches, crime scene reports, photo logs and evidence collection logs. The student will also be prepared to discuss how modern day technology could help solve this crime.

Any student who qualifies for accommodations based on the impact of a disability should contact Academic & Counseling Services during the first two weeks of class. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.

Extra Credit may be earned by almost anything, which is course related. All creative ideas will be considered, so please present your idea in writing or via e-mail to the instructor along with relevance to the course.

Methods of Evaluation :

Weekly Quizzes	50%
Class Participation and contribution (i.e. homework, class discussions)	10%
Class Project	20%
Final Exam	20%

UNIVERSITY OF MAINE AT FORT KENT

SYLLABUS

COURSE NUMBER: CRJ-260

DATE: May 14, 2013

TITLE: Police Procedures

NUMBER OF CREDITS: 3

DIVISION: Natural & Behavioral Science

INSTRUCTOR: J. Darrell Ouellette

Tel. 896-5254 - home

PREREQUISITES: None

SEMESTER: Summer, 2013

REQUIRED TEXTBOOK:

Police Field Operations, 7th Edition, Thomas F. Adams, Prentice Hall Publisher, ISBN 0-13-112296-7

Overview for students:

The instructor will supplement his many years of law enforcement experience with the standard text for twenty-first century policing. This practical introduction to police field operations is presented from the perspective of a recently retired police officer and will illustrate real-life scenarios an officer is likely to encounter while on-duty. The instructor will focus on ethics and community policing throughout, detailing how and why certain procedures are used, and providing instructional techniques from leading police academies around the country.

COURSE GOALS AND OBJECTIVES:

At the conclusion of this course, students:

1. Will have read and understand the Law Enforcement Code of Ethics.
2. Will be able to thoroughly discuss the latest information on interviews and interrogations, laws of arrest, search and seizure and drunk driving laws.

3. Will be able to describe when and how much force police can use under what circumstances.
4. Will list the causes of stress experienced by patrol officers and recommended responses to cope with such situations.
5. Will be exposed to the necessary skills a police officer needs to possess related to observations, perceptions, interviewing techniques, court room testimony, and crowd and riot control.
6. Will be able to describe in written form how to handle other police procedures such as: traffic direction and enforcement; crimes in progress; preliminary investigations; accessing records and report writing.
7. Will understand how Community Policing has changed how police officers do their jobs in today's world.

COURSE REQUIREMENTS AND POLICIES:

Students will be assigned to read entire text and handouts, view videos and take examinations over the assignments. Students will also be expected to answer **some** of the study questions at the end of each chapter. Those questions can be seen by clicking on the Study Questions icon on the **Home Page**. Also on the Home Page, other icons can be found such as Announcements, Assignments, Lectures, Videos, Handouts, Case Studies, Discussion Board readings, Quizzes and Exams. By clicking on the Assignment icon, you will be given all the assignments for the course as well as their due dates. Answers to the assigned study questions will be placed in the submission box by clicking on the assignment icon listed on the bottom of the assignment page. Please do not email your homework to the instructor. **Only the STUDY QUESTIONS assigned will be required.** The student will also be required to comment on a question each week in Discussion Board during the first 8 weeks of the course and then the Discussion Board will be used to submit casework during the final 4 weeks. Students should be checking assignments on a daily basis so that the class is progressing through the course at the same pace. Study questions come from the textbook readings and do not have a deadline date.

This course does not allow students to work faster than the assignment schedule and therefore the exams and quizzes will only be given on the assigned dates.

Any student who qualifies for accommodations based on the impact of a disability should contact Academic & Counseling Services during the first two weeks of class at (207) 834-7530 Room 107 Cyr Hall. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.

Extra Credit may be earned by almost anything, which is course related. All creative ideas will be considered, so please present ideas in writing via e-mail to the instructor along with relevance to the course. Maximum total points for extra credit is a letter grade. Deadline for Extra Credit will be scheduled by arrangement with the professor.

EXAMS

All Exams and Quizzes will have a time limit and will be given in BLACKBOARD. Please make sure you are on a reliable system when taking exams (also, see announcement below). An exam will be opened for 72 hours beginning at 4 a.m. on Sunday and close at 4 a.m. on a Wednesday. The instructor

will only reopen an exam for an extra 24 hours of the assigned date if you have an excused absence from the office of Student Affairs or if the system kicks you off because of a technical problem such as a power failure etc. It will be the responsibility of the student to contact the professor prior to or on the exam date if they need to have the exam open an extra 24 hours. Otherwise, make-up exams are not given. Should the student go over the time limit, the instructor reserves the right to reduce your grade by 1 point for each minute you go over. Students will be allowed to use textbooks, notes and other resource materials while taking these timed exams. Most of the exam questions are multiple choice, True/False and short essay.

It is recommended that you use Firefox browser to listen to lectures or take exams.
You can download firefox at:<http://www.mozilla.com/en-US/firefox/ie.html>

VIDEOS/Handouts

Students will be required to view several videos. Please make sure you are on a 56K line or more to view the videos or you will not be able to view them. There are also 7 handouts. I would suggest printing some of the handouts to refer to during some of the lectures.

CASE STUDIES

Students will be required to read 8 cases and submit answers to the questions after each case in Discussion Board. The cases can be found under the CASE STUDIES icon on the Home Page. Check the ASSIGNMENTS to see when cases are due. The cases will be assigned during the last four (4) weeks of this twelve week course (two each week).

COURSE CONTENTS: The following 12 topics will correspond to each of the 12 lectures in Blackboard.

1. Introduction to the law enforcement officers role and the Code of Ethics.
2. Introduction to Patrol.
3. Community Policing/Observation and Perception.
4. Search, Seizure and Rules of Evidence requirements for patrol officers.
5. Basic Patrol Procedures and Frequently Handled Assignments.
(QUIZ)
6. Police response to Domestic Violence.
7. Traffic Enforcement and Pursuit Driving
(MID TERM EXAM)
8. Unusual Occurrences and Patrol Techniques.
9. Preliminary Investigations and conducting Interviews.
(QUIZ)
10. Laws of Arrest.
11. Use of Force and Felony Stops

(QUIZ)

12. Reporting Writing and Court Room Testimony
(Final Exam)

METHODS OF EVALUATION:

Participation in Discussion Board and answers to study questions will be graded as Class participation. The following is a breakdown of how the student will be graded in this course:

Two (2) examinations (mid and final)	40 %
Three (3) Quizzes(lowest grade dropped if student takes all 3)	40 %
Class participation	20 %

Grades will be based on successful completion of course content and will be determined as follows:

A - 90% to 100 %

B - 80% to 89%

C - 70% to 79%

D - 60% to 69%

F - Failed course if less than 60 % achievement.

SECOND SECTION

CRJ 340 Special Topics; Comparative Drug Policies

UNIVERSITY OF MAINE AT FORT KENT

ON-LINE October 4 – November 7, 2010

COURSE NUMBER: CRJ 340

SEMESTER/YEAR: Fall 2010

**TITLE: Special Topics: Comparative
Drug Policies**

NUMBER OF CREDITS: Three (3)

DIVISION: Natural & Behavioral Sciences INSTRUCTOR: Tony Enerva, M.S., J.D.

PREREQUISITES: None

Required Textbook(s): None

Other Resource Materials: Readings, video and audio files from various Internet sources will be assigned. The readings, video and audio files chosen are the most current resources available and mostly contain information not found in texts.

Course Description:

This course is a collaboration and partnership between three universities. My role in this collaborative teaching effort between the sister universities, UMA, UMPI and UMFK is to teach you about a national, cutting-edge topic, Medical Marijuana. If you are a UMFK student the course number is CRJ 340 Special Topic: Comparative Drug Policies. (If you are from UMPI or UMA your course number will be different). This syllabus specifically addresses the 15 hour module on medical marijuana laws that I will be teaching.

How students will benefit from taking this course:

This course will expose students to an overview of medical marijuana. Students will review the structure and role of federal, state and local government, enforcement agencies and the court system regarding medical marijuana. Additionally, new ideas, approaches and issues will be presented concerning the application and interpretation of the laws affecting medical marijuana. Your assignments will be a mix of reading, videos and audio reviews designed to provide you with a diverse understanding and awareness of the myriad of issues relating to the laws, policies, practices and other medical marijuana issues. After completing this module you should have a fundamental understanding of the complexities, challenges and issues relating to medical marijuana.

Finally, a significant part of the course will focus on legal aspects affecting medical marijuana.

Course Goals and Objectives: At the conclusion of this segment of the course, students should be able to:

- Diagram, list and identify the fundamental concepts and issues relating to medical marijuana.
- Describe the legal process as it relates to medical marijuana.
- Explain legal rights and protections available to patients.
- Define vocabulary terms related to medical marijuana.
- Compare and contrast states rights vs. consumer/patients.
- Identify the regulatory environment of medical marijuana – federal, state & local.
- Locate, use and integrate resources found on the Internet, which are consistent with materials presented in class.

Course Requirements and Policies:

- W.** It is imperative for the students to read each assignment as prescribed in the syllabus. It is also strongly suggested that each reading assignment should be outlined and summarized to help in the understanding of the material.
- X.** Assignments must be turned in on a timely basis. Successful completion of all assignments is expected.
- Y.** University policies will be strictly adhered to relating to academic performance, honesty and integrity.
- Z.** Any student who qualifies for accommodations based on the impact of a disability should contact Academic & Counseling Services during the first two weeks of class at 207-834-7530 Room 107 Cyr Hall. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.
- AA.** Class performance is required. A student may be asked to withdraw from the course upon the accumulation of excessive deficiencies (failure to turn in assignments, projects, etc.) in the term. Students who fail to submit assignments in a timely manner will incur a grade penalty. Additionally students should familiarize themselves with calendar dates for drop and add and for the last date of withdrawal without incurring an academic penalty. It is the student's responsibility to accomplish all required paperwork when withdrawing from the course. Failure to withdraw (according to University policy & procedures) from the course will result in an "F" for the course.

F. Method of Instruction:

This class will be conducted in an online format. Internet sites will compliment the learning process. The instructor is always available either through e-mail or telephone.

COURSE ASSIGNMENTS

Reading, Video & Audio:

Students will have a variety of weekly assignments that include reading articles or cases, watching videos or listening to an audio file. The assignment modules are listed below.

There are eight modules each containing resources related to the module title. The eight modules are listed below, identified by number and title. Also indicated are the number of resources, the approximate number of pages of reading (highlighted in yellow) and the approximate number of minutes of video/audio (highlighted in yellow). In sum, you will have to read approximately 50 pages of text and watch/listen to approximately 44 minutes of video/audio files.

Modules:

- Module 1 – History (four resources and @ 6- 12 pages of reading).
- Module 2 - Debate (four resources, 2 pages of reading and @ 16 minutes of video).
- Module 3 – Qualifications (four resources and 6 pages of reading)
- Module 4 – Economic (three resources, 2 pages of reading and 2 minutes of video).
- Module 5 – Problems (six resources, 5 pages of reading, 26 minutes of audio/video)
- Module 6 – Penalties (two resources, 2 pages of reading).
- Module 7 – Tools of the Trade (one resource, multiple Power Points w/pictures).
- Module 8 – Supplemental (eight resources, select any two resources for review).

Schedule of Work:

Because this part of the course (second section) is set-up in self-contained modules, you are free to complete them at your own pace. In other words, you can spread the work out evenly or you can complete 2 or 3 modules in one day. My recommendation is to complete at least two modules per week which will take you to the end of this section. Please do not wait until the end of the fifth week to do all of your work because if everyone did this, no one would be able to write the five required student reviews worth 50% of your grade.

Discussion Board Postings:

A weekly Discussion Board is available for students to communicate with the professor and other students in the class. You may ask questions, state opinions, discuss readings and assignments or just monitor the postings. This is an open forum designed to give you an opportunity to express yourself as if you were in a traditional classroom. Please be courteous, respectful and professional in your communications. Of course, issues of a personal nature may be discussed with me through e-mail or by contacting me by telephone (o 207- 834-7566 or c 207-540-5443).

Discussion Board Assignments:

Each student must post eight module reviews and five comments to other student chapter reviews. A module review is written after the student has read one of the modules. Your review may discuss any or all of the following: what most impressed you about what the author said or the substantive content presented? What did you learn or find interesting about the concepts, ideas or opinions presented? Can you apply the concepts to your employment, past or present? Do you agree or disagree with material or conclusions presented in the module? All

of the above are suggestions or guidance for writing a module review. I would expect the module review would be approximately 3- 6 paragraphs.

To write a student review, select and read another student's module review and write a constructive comment about their presentation. Your comment should be approximately one to two paragraphs in length.

Methods of Evaluation:

Grades policy:

Module Summaries	50% (Covers required readings, video & audio)
Discussion Board	50% (8 module reviews and 5 student reviews)

*Note: This assessment is 100% of your grade for the second section. However, this only constitutes 30% of your final grade. Each of the three sections count for 30% per cent (3 sections x 30% = 90%) of your final grade. A comprehensive final exam covering all three sections will be worth 10% of your final grade.

Grade scale:

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 0% - 59%

SECTION TWO RESOURCES

Medical Marijuana Modules

HISTORY:

- 1) **“Hashish Comes to America”**. Go to <http://www.druglibrary.org/schaffer/hemp/history/first12000/9.htm> and read the section under the heading **“Hashish Comes to America”**. (halfway down the page) 2 pages
- 2) **“Physicians cannot prescribe marijuana.”** <http://www.potdoc.com/PDFs/2007-MikuriyaDecision.pdf> Read page 13 (1 page) of this California Legal Affairs Memorandum.
- 3) **“Federal Marijuana Laws”** The following is an excellent web site that discusses the conflict between federal and state laws regarding medicinal marijuana and in what circumstances the state courts would dismiss potentially federal charges. Also, it is plainly spoken if one is caught possessing or growing marijuana what the federal mandate for sentencing is: <http://www.safeaccessnow.org/article.php?id=2638> Federal Marijuana Law (Controlled Substance Act) (according to the above web site) “Cultivation or possession of 1000kg or 1000

plants triggers a ten-year mandatory minimum, with a twenty-year mandatory sentence if the defendant has one prior felony drug conviction, and a life sentence with two prior felony drug convictions.” “. . .state courts do not enforce the federal criminal statutes. (3 pages)

4) **“Landmark Decisions in Medical Marijuana”**

<http://www.safeaccessnow.org/section.php?id=34> The cases listed are some Landmark Decisions regarding Medical Marijuana Laws. Please read two cases of your choosing and interest. (variable)

DEBATE:

1. **“Marijuana - For Better or Worse?”** **Video (6 minutes)** from March 5, 2009 CBSdoc.com where two doctors (one for and one against – the use of medical marijuana) debate openly the good and bad things about the legalization and use of marijuana for medicinal purposes. <http://www.youtube.com/watch?v=K-W7vJb6LpA&feature=fvst>

Dr. Jennifer Ashton addresses California's proposed Marijuana legalization with experts from both sides of the contentious issue.

<http://www.cbsnews.com/video/watch/?id=6391267n&tag=mncol;lst;5> **(Video 7:51 min)**

More debates available at www.cbsdoc.com "Medical Marijuana Debates" in search bar

2. **“Marijuana Used For Depression”** In this video it is suggested that teens should smoke pot and get high to alleviate depression. **(Video 1 Minute)**
<http://www.youtube.com/watch?v=ETNtVHZokCM&NR=1>
3. **“American Medical Association Backs Medical Marijuana”** American Medical Association backs the use of Medical Marijuana in this CNN television report.
<http://www.cnn.com/video/data/2.0/video/health/2009/11/11/medical.marijuana.ama.cnn.html>
(Video 2 Minutes)
4. **“Pros & Cons of Legalizing Marijuana”** Read pages 1 and 2 located at the following link <http://usliberals.about.com/od/patriotactcivilrights/i/MarijuanaProCon.htm> which discusses the pros and cons of legalizing marijuana for medicinal purposes and looks at various issues such as: What is marijuana; why is it banned in the U.S.; latest developments; in 2010 States move to loosen marijuana laws; President Obama’s view on medical marijuana; background and history of marijuana in the U.S.;
PROS: social reasons; law enforcement reasons; fiscal reasons;
Cons: social reasons; law enforcement reasons; where it stands;
Will Obama move to legalize marijuana, and how; **(2 Pages)**

QUALIFICATIONS:

1. **“Colorado Qualifications for Medical Marijuana”**

<http://www.coloradomedicalmarijuana.com> (Click on Medical Registration tab to see qualifications for medical marijuana set by Colorado Department of Public Health and

Environment.) (1 Page) (Also click on legal information tab, then the hyperlinks to the left will take you to Amendment 20 & Patients' Rights)

2. **“Letter of Advisement”** <http://www.lamedicalmarijuana.com/files/physnote.pdf> this is a sample of a letter of advisement that a physician would use to recommend medical marijuana. (1 Page)
3. **“Federal Medical Marijuana Legal Challenge Bolstered by New Veterans Policy Directive”** This link <http://www.safeaccessnow.org/article.php?id=6073> makes it hard for the federal government to deny that there is a medical purpose to use marijuana. "Recognition of marijuana's therapeutic benefits by a federal agency makes it more difficult for the government to argue against marijuana's medical value," said ASA Chief Counsel Joe Elford. (1 Page)
4. **“Veterans Health Administration Reverses Decision”** In the July 22nd policy directive, the VHA (Veterans Health Administration) reversed its position that medical marijuana is no different than other banned controlled substances, and instructed VA physicians that "patients participating in state medical marijuana programs must not be denied VHA services." Veterans Health Administration policy directive issued on July 22nd: http://www1.va.gov/vhapublications/ViewPublication.asp?pub_ID=2276 VA providers must comply with all Federal laws, including the Controlled Substances Act. Due to marijuana's classification as a Schedule I drug under the Controlled Substances Act, it is VHA policy to prohibit VA providers from completing forms seeking recommendations or opinions regarding a Veteran's participation in a state medical marijuana program. (July 22, 2010) (3 Pages)

ECONOMIC:

1. **“Colorado – Marijuana Application Fees”** The medical marijuana industry is bringing green to Colorado. The state made \$7.34 million in fees from the more than 700 dispensary owners who applied for their state license by the state-set Aug. 1 deadline...The application fee ran up to \$18,000. <http://www.cannabisnews.org/united-states-cannabis-news/med-pot-brings-big-green-to-state/> (1 Page)
2. **“California’s Cash Crop”** \$14 Billion Dollars of Illegal Marijuana <http://www.cbsnews.com/video/watch/?id=5399009n> This 2 minute video states that there are more marijuana dispensaries in Los Angeles California than there are Public Schools...and while the use of marijuana for medical purposes has been legalized – the sale of marijuana has not. (As of October 2009). (2 Minute Video)
3. **“Maine – Cost of Marijuana”** <http://www.cannabisnews.org/united-states-cannabis-news/dopey-logic-on-medical-marijuana/> also available from Kennebec Journal at http://www.kjonline.com/opinion/editorials/dopey-logic-on-medical-marijuana_2010-07-20.html?searchterm=marijuana
It's bizarre to think the cost for a legal substance — medicinal marijuana — must be made the same price (or more) as its illegal version — street marijuana — to keep those who buy it legally from profiting by selling it illegally.
So, dispensaries are planning to price their pot at \$300-\$400 an ounce, which is reportedly what the drug costs on the street. But that leaves the typical cancer patient spending \$500 or more a month to get enough for adequate pain relief — in addition to the \$100 annual fee the state plans to charge people to use the dispensaries. (1 Page)

PROBLEMS:

1. **“Why is Marijuana a Schedule 1 Drug?”** Why is the Federal Government listing marijuana as a schedule 1 drug (meaning that it is known to be highly addictive and has no medical value) along with Heroin, cocaine, LSD, Trip, and Ecstasy? States trying to prove that marijuana has a medical benefit and is not as dangerous as other drugs in that same class cannot get marijuana (legally) to conduct legitimate research.
http://www.nejm.org/action/showMediaPlayer?doi=10.1056%2FNEJMp058165&aid=NEJMp058165_attach_1&area=&viewType=Popup&viewClass=Audio (Audio file 7 minutes long)- Interview with Dr. Donald Abrams on medical marijuana. Supplement to the New England Journal of Medicine 2005; 353:648-651 (Audio 7 Minutes)
2. **“Colorado – 8 Month Wait”** Colorado Department of Public Health and Environment (CDPHE) is dragging its feet in the issuing of Medical Marijuana Patient Registration Cards. (Over 8 months in many cases); and scaring doctors with empty threats that to advise more than a ‘certain amount’ of marijuana is illegal, which is a farce under Colorado’s own constitution – Thus CDPHE has come under fire of Attorney and Medical Marijuana Advocate Robert J. Corry, Jr. (Monday, April 19, 2010)
http://blogs.westword.com/latestword/2010/04/rob_corry_accuses_health_dept.php?print=true (1 Page)
3. **“DEA Raids State Approved Marijuana Dispensaries”** States are legalizing marijuana, and the federal government has not; therefore the federal drug enforcement agencies are raiding State approved marijuana dispensaries, arresting and prosecuting those who buy, sell, and use this federally banned substance – all under the name of enforcing the Federal Controlled Substance Act. <http://www.reason.tv/video/show/57.html> (Video 10 minutes 41 sec)
“One of the most outrageous consequences of the war on drugs is the federal crackdown on medical marijuana, which is used by patients to help treat the effects of cancer, glaucoma, HIV-AIDS, chronic pain and nausea, and other severe symptoms associated with serious illnesses. Medical marijuana prescribed by a physician is legal in 12 states, yet federal agents are raiding state-approved dispensaries and preventing patients from having safe access to this drug.”
4. **“Marijuana Dispensaries in California”** Where do you draw the line on what counts as a “medical reason”?
In this clip a 22 year old man is prescribed marijuana because he fell off his skateboard and twisted his ankle, at the same time a 74 year old retired nurse with Multiple Sclerosis thinks it would be wrong to withhold access to this drug. This clip shows some marijuana distribution stores and the types of products and services they offer. (Video 6 Minutes)
<http://www.youtube.com/watch?v=OdQ-87OrTtY>
5. **“Medical Marijuana Can Cost Parents Custody”** In this article Courts have ruled that even in states such as Washington, where complying patients "shall not be penalized in any manner, or denied any right or privilege," according to the law - Arbiters often side with parents who try to keep their children away from pot.

- <http://www.cbsnews.com/stories/2010/06/21/national/main6602698.shtml> “Early this year, a judge who called Washington's medical marijuana law "an absolute joke" and "an excuse to be loaded all the time" ordered that stepfather, Julian Robinson, to keep at least a quarter-mile from the teenagers because of his marijuana use, according to a transcript of the hearing. (2 Pages)
6. “**Montel Williams Smokes Marijuana at USM**” When Williams pain level became so intolerable he was in tears, Cumberland County Sheriff Mark Dion shouted from the audience "why don't you just take your medicine", the audience applauded and stood as Montel sat down, pulled out a marijuana cigarette and fired it up, lighting up the approval meter of the attendee's present...at the University of Southern Maine Read more: <http://www.digitaljournal.com/article/293014#ixzz0zoiUz724> (2 Pages & 3 Minute Video)

PENALTIES:

1. “**10 Years To Life**” for smuggling pot into Maine... (1 Page)
<http://www.kjonline.com/news/marijuana-smuggling-canada-maine-guilty-verdict.html?searchterm=marijuana>

Some penalties covered already under (#3 History) Federal Marijuana Laws

Local Marijuana News:

2. http://www.maine.gov/dhhs/dlrs/mmm/mmma_award_list.shtml (1 Page)

In addition, since two of the largest cities in the county have established moratoriums, Fort Kent was the site that was selected by the Board of Directors. The specific site is located on downtown Main Street, Fort Kent and offers ample parking and handicap access. In addition, it offers the ability to have a synergistic relationship with the University of Maine at Fort Kent. Safe Alternatives has spoken to the Dean and various departments regarding utilizing components of the dispensary model for experiential learning. Currently there is interest in curriculum development integrating business, nursing, behavioral sciences, and criminal justice. Also, there is a discussion of how a dispensary management model could be developed as the first of its kind to be potentially offered for other organizations that may be in need.

“Safe Alternatives of Fort Kent” (PDF) pg 10 of 146. (Criterion 2; Measure 1; 2nd paragraph is shown above) below is the direct link.

http://www.maine.gov/dhhs/dlrs/mmm/Safe_Alternatives_District_8.pdf

TOOLS OF THE TRADE:

1. “**Tools of the Trade**”
http://www.cnbc.com/id/36507665/Marijuana_Tools_of_the_Trade?slide=1 – This CNBC slideshow shows all the “tools” used for marijuana, from pipes and bongs to hydroponics and detox-ing products. Very informative for students and each slide has an informative clip on the right side.

SUPPLEMENTAL:

1. "Why then is alcohol and nicotine not considered a schedule 1 drug and banned by federal laws?" http://works.bepress.com/cgi/viewcontent.cgi?article=1007&context=rosalie_pacula (PAGE 12) The National Organization for the Reform of Marijuana Laws [NORML] is arguing this point in a court of law, but "the court ruled that the failure to include substances in the Controlled Substance Act (CSA) was not a fault of sufficient magnitude to invalidate the legislation as a whole." (1 Page)
2. "**ASA vs. DHHS Accepted Medical Use**" Joseph D. Elford, Chief Counsel, of Americans for Safe Access (ASA) argues " that marijuana has currently accepted medical uses for treatment in the United States and that the Department of Health and Human Services violates the Information Quality Act when it disseminates statements that it does not." http://AmericansForSafeAccess.org/downloads/DQA_Rule28.pdf (1 page)

This PDF link below is 67 pages in its entirety (No, you don't have to read it...but it is rather interesting)

Data Quality Act appeal filed by ASA:

http://AmericansForSafeAccess.org/downloads/DQA_Appeal_Brief.pdf

It is about the Department of Health and Human Services making an inaccurate dissemination of information by publicly stating that Marijuana has no medical value, nor medical use in the current health care practice in the United States.

3. "**Colorado Law Amendment 20**" This link provides the written law on how medical marijuana is to be used, obtained, transported, etc., and by whom and under what circumstances. Also included is when the State and local law enforcement agencies may intervene – or not. Colorado Law Amendment 20 <http://www.cannabisdenvver.com/> (Scroll to bottom of page)
The Colorado Medical Marijuana Registry website can be found at <http://www.cdphe.state.co.us/hs/medicalmarijuana/index.html>
4. "**Attorney General Eric Holder**" On February 25, 2009, Attorney General Eric Holder announced that "that federal agents will now target marijuana distributors only when they violate both federal and state laws."
5. "**DEA Raids Drug Lab – Colorado**" there was a raid in Denver Colorado in 2010 on a medical marijuana lab by the DEA while the owner was at the State House for a hearing on Medical Marijuana. http://www.huffingtonpost.com/2010/01/28/colorado-medical-marijuan_10_n_440545.html
6. World Drug Report PDF shows cannabis use amidst several countries and which countries are increasing or decreasing use. (pg 187 – pg 206)
Pg 198 Cannabis remains the most widely used illicit substance in the world. Globally, the number of people who had used cannabis at least once in 2008 is estimated between 129 and 191 million, or 2.9% to 4.3% of the world population aged 15 to 64.
Pg 200 Despite the large decline from 2002, cannabis remains the most commonly used illicit drug among US drug users. In 2008, cannabis was used by 75.7% of current illicit drug users and was the only drug used by 57.3% of them.

Pg 206 shows a map indicating that more than 18% (>18%) of the entire U.S. population used cannabis in 2008.

7. “**Husson Officer Faces Drug Charges**” A campus security officer at Husson University faces drug charges after a Bangor police officer reportedly saw marijuana and drug paraphernalia in her briefcase. (1/2 Page)
8. “**Marijuana History**”
<http://www.druglibrary.org/schaffer/hemp/history/first12000/abel.htm> VERY GOOD SITE for the origin of marijuana and its use in the United States and history of opiates, morphine, heroine, etc. (all about drug history)

FUNNY:

1. <http://www.youtube.com/watch?v=03x-4gI2IDE&NR=1> Firefighter responds to house fire with marijuana inside...get treated for smoke inhalation.
2. Where did the phrase 4:20 originate and what does it mean? The following link is only about ½ a page in length and answers the question.
<http://parentingteens.about.com/cs/marijuana/a/420meaning.htm>

COORDINATOR

Dr. Albert's Bio

Comments or suggestions?

Please forward them to:

Dr. Raymond T. Albert

Professor of Comp. Science

INSTRUCTORS

Comments or suggestions?

Please forward them to:

Dawn Susee

Adjunct Instructor

Comments or suggestions?

Please forward them to:

Mitchell Daigle

Adjunct Instructor

Comments or suggestions?

COS 103 Intro. to Info. Technology - Syllabus

Syllabus

Fall - 2013

September 3 - December 20

(last revised: July 16, 2013)

Download a printer friendly (Adobe Acrobat® *.pdf) version of the COS 103 syllabus available in the course content area of [Blackboard](#)

This syllabus is divided into several sections:

[New and Improved Course Elements!](#)
[Course Description](#)
[Course Student Learning Objectives](#)
[Course Outline](#)
[Course Technology Competency Prerequisites](#)
[Teaching/Learning Methods](#)
[Required Text\(s\)](#)
[Required Software and Hardware](#)
[Recommended Software](#)
[Supplemental Internet Resources](#)
[Instructor Information and Availability](#)
[Assignment Expectations](#)
[Assignment Submission Guidelines](#)
[Grading](#)
[General Course Guidelines and Policies](#)

NEW AND IMPROVED COURSE ELEMENTS!

The following new and/or improved course elements have been introduced into the course since the last time it was offered. You may click on the corresponding "Details" button (if present) to learn more.

- Testing fee incorporated into course to provide consistent access to competency testing service (SAM2013). **Students are no longer required to purchase SAM2013** as part of the required textbooks for the course.
- Course redesigned as series of Modules
- Increased utilization of **Turnitin** (plagiarism service) to help you better ensure your important research papers do not violate copyright permissions.
- Exposure to **Google Drive** and other productivity applications
- Increased emphasis on **improving basic research and writing skills**
- Capstone Project** elements fully integrated into module assignments throughout the term to better foster regular progress throughout the term and high quality project outcomes

Comments and/or suggestions from the public are also most welcome and may be directed to your instructor or the course coordinator at ralbert@maine.edu

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Please forward them to:

[Lisa Lavoie](#)

Adjunct Instructor

Comments or suggestions?

Please forward them to:

[Lena Michaud](#)

Adjunct Instructor

COURSE DESCRIPTION

Prerequisites: 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. 4 credit hours.

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COURSE STUDENT LEARNING OBJECTIVES

Upon completion of this course, participants will have gained knowledge of information technology concepts, principles, skills and will:

- better understand and be able to appropriately apply common information technologies
- be knowledgeable of the general characteristics of information technologies
- be able to competently apply such technologies to the tasks of locating, interpreting, analyzing, synthesizing, evaluating, and communicating information in both print and electronic media

As specifically pertains to **UMFK General Education requirements** (all outcomes assessed through Competency Exams and Capstone Project), participants will:

- be able to define information needs and sources of suitable, accurate data
- be able to demonstrate their ability to retrieve information using effective strategies and appropriate sources
- be able to demonstrate proficiency using multiple technologies and choosing appropriate and effective technologies
- be able to demonstrate competency with file management, spreadsheet use, word processing, communication, and presentation, as a minimum requirement
- be able to evaluate and compare information to assess validity, reliability, accuracy, authority, timeliness, and point of view/bias
- be able to synthesize information gathered from prior knowledge with new disconcerting information
- be able to demonstrate understanding of intellectual property, copyright, and fair use of copyrighted material
- be able to demonstrate proficiency using technology, solving problems and thinking critically

More specifically ...

Students will demonstrate competence and independence in Computer-based Information Technologies by:

- locating them
- booting them
- utilizing operating systems and utilities
- file management
 - including distinguishing between various file types
 - understanding the significance of various file types
 - general file and media maintenance (e.g., formatting, copying, deleting, erasing, safe-guarding)
 - account/password management
 - locating/accessing applications
 - utilizing applications
- word processing
 - entering, creating, editing, printing, saving, sharing, exiting, and obtaining help via online and offline resources
 - spreadsheets
 - entering, creating, editing, printing, saving, sharing, exiting, and obtaining help via online and offline resources
 - database management systems
 - entering, creating, editing, printing, saving, sharing, exiting, and obtaining help via online and offline resources
 - e-mail
 - entering, creating, editing, printing, saving, sharing, exiting, and obtaining help via online and offline resources
 - presentation
 - entering, creating, editing, printing, saving, sharing, exiting, delivery, and obtaining help via online and offline resources
 - printing
 - determining status, controlling and terminating print jobs both within single-user and networked operating system environments
 - following appropriate steps to seek resolution to hardware and software problems beyond their control
 - following appropriate steps to decrease risk of identify theft and/or loss due to malware (e.g., viruses, worms)
 - Students will demonstrate competence and independence in Internet-based

Information Technologies by:

- locating them
- using them to:
 - search for information (e.g., online indices (e.g., URSUS), search engines (e.g. www.google.com), metasearch engines (e.g., www.vivisimo.com) including appropriate application of Boolean/logicbased search strategies)
 - retrieve information (e.g., e-mail)
 - process information (e.g., using tools found in electronic spreadsheets and database management systems)
 - present/post information (e.g., using applications/services such as PowerPoint®, web page publishing, e-mail)
 - develop an appreciation of the potential value of social networks
- Students will demonstrate competence and independence in general Information Technologies by performing the following information related activities:
 - locating (including when best to pursue electronic versus print media),
 - managing
 - organizing
 - interpreting
 - analyzing
 - synthesizing
 - evaluating (including distinguishing between scholarly and non-scholarly sources)
 - communicating

A more complete list of learning objectives can be found in the preface of each textbook chapter.

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COURSE OUTLINE

Week* Readings* Topic(s) Assignments*

1 Syllabus

Blackboard

Bulletins

UC - 1, 2

Windows 7

Supplement

MODULE 1

Course Introduction and

Basic Computer Operations

Blackboard and other course tools

Review this syllabus

Lab 1

(Computer Ops.)

2 ...continued **Comp. Exam 1**

(Comp. Ops.)

3 UC - 3, 4 **MODULE 2**

Electronic Communications using the

Internet

Lab 2

(Comm.)

4 ...continued **Comp. Exam 2**

(Comm.)

5 OF - Word 2013

UC - 7, 8

MODULE 3

Word processing using Microsoft

Word®

Lab 3

(Word)

6 ...continued **Comp. Exam 3**

(Word)

7 UC - 5, 6 **Fall RECESS** and

MODULE 4

Electronic Information Searching and

Retrieval

Lab 4

(Info Search)

8 ... continued **Comp. Exam 4**

(Info Search)

9 OF - Excel 2013 **MODULE 5**

Numerical processing using Microsoft

Excel®

Lab 5

(Excel)

10 Microsoft Excel®

... continued

Comp. Exam 5

(Excel)

11 OF - Access 2013 **MODULE 6**

Database Management using Microsoft

Access®

Lab 6

(Access)

CAPSTONE Paper

due

12 ... continued **Comp. Exam 6**

(Access)

13 OF - PowerPoint

2013

MODULE 7

Electronic presentation using Microsoft

PowerPoint® and **Thanksgiving**

RECESS

Lab 7

(PowerPoint)

14 ... continued **Comp. Exam 7**

(PowerPoint)

15 Capstone Project completion and

presentation

CAPSTONE

Presentation

16 Competency Exam retakes **CAPSTONE - Final**

*** Week Note**

Note: Week begins on Monday morning and concludes on Sunday evening.

*** Readings Key**

UC = Understanding Computers in a Changing Society

OF = Microsoft Office 2013:: Brief

*** Assignments Note**

All assignments are due by the date specified within *Assignments* in Blackboard

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COURSE TECHNOLOGY COMPETENCY PREREQUISITES

Those considering registering for this course are encouraged to contact their advisor or myself for further assistance in determining the suitability of this course to their educational

needs/objectives.

It is expected that participants' exposure to and experience with various information technologies will vary greatly. The course has been designed with this fact in mind and therefore does not have any competency prerequisites.

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TEACHING/LEARNING METHODS

The structure of this course when it is delivered primarily through face-to-face or hybrid modality will be as follows:

Lectures, presentations, discussions, and occasional demonstrations covering

Project Due

Week# Dates

1 **Sept 3** - Sept 8

2 Sept 9 - Sept 15

3 Sept 16 - Sept 22

4 Sept 23 - Sept 29

5 Sept 30 - Oct 6

6 Oct 7 - Oct 13

7 Oct 14 - Oct 20

8 Oct 21 - Oct 27

9 Oct 28 - Nov 4

10 Nov 4 - Nov 10

11 Nov 11 - Nov 17

12 Nov 18 - Nov 24

13 Nov 25 - Dec 1

14 Dec 2 - Dec 8

15 Dec 9 - Dec 15

16 Dec 16 - **Dec 18**

the outlined course material will be further supplemented with hands-on activities as appropriate to fostering attainment of all learning objectives.

Assignments will be made to provide additional opportunities to demonstrate attainment of learning objectives.

Feedback on assignment performance will be provided in a timely fashion and will assist you in understanding where additional review and/or practice is needed prior to your completing the corresponding exam/quiz.

Materials from outside sources will be used for added emphasis when appropriate. All readings, information and materials presented and/or referenced during the delivery of the course are to be considered fair game in any exam/quiz.

The structure of this course when it is delivered primarily through an online modality will be as follows:

Weekly instructional modules containing learning activities and a wealth of other supporting resources will be posted in Blackboard. **Start the term by first** reviewing the course **Welcome Message** posted under **Announcements**. You are encouraged to *print a copy of this syllabus* to help keep you on track in the course.

It is your responsibility to check the Blackboard Announcements and Weekly Learning Modules each time you log into the course. **You are required to log into the course no less than once per week and to complete all assigned activities by the posted deadlines.** Be sure to review all of the resources posted in Blackboard, and refer to them often.

The course is structured so that each week has a corresponding learning module that contains the learning and assessment activities you are to complete. Each module will consist of a brief introduction followed by a list of assigned readings, PowerPoint® presentations, Discussion Board assignment (for some weeks), textbook assignment, chapter activity (for some weeks), and a quiz (for some weeks). All activities are intended to

provide you opportunities to demonstrate attainment of the learning outcomes.

Feedback will be provided to you in a timely fashion. The feedback you receive on assignments will assist you in understanding where additional review and/or practice is needed prior to your completing the corresponding quiz.

Materials from outside sources will be used for added emphasis. All information and materials presented or referenced and all readings assigned during the delivery of the course are to be considered fair game in any exam/quiz.

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REQUIRED TEXT(S)

The following are available in a reduced price "bundle" at www.ecampus.com/umfk.

1. Morley, D. (2013). **Understanding Computers in a Changing Society (5/E)**, Course Technology (CENGAGE Learning) ISBN: 9781133191032
2. Vermaat, M. (2014). **Microsoft Office 2013: Brief (1/E)**, Course Technology (CENGAGE Learning) ISBN: 9781285166131
3. **USB FLASH/Thumbdrive** with appropriate backup

General Reference:

Publication Manual of the American Psychological Association (6/E)

American Psychological Association, 2009. ISBN: 978-1-4338-0561-5.

MLA Handbook for Writers of Research Papers (7/E) Modern Language Association, 2009. ISBN: 9781603290241.

Elements of Style (7/E) William Strunk, Jr. ISBN: 1-58734-060-7 available at <http://www.bartleby.com/141/index.html>.

Other Resources:

Supplementary information for the course is available at the course web site.

The site may provide access to class notes, PowerPoint® slides of lecture presentations, class announcements, this course syllabus, online quizzes, personal course e-mail, and other information that will likely serve you well. Please take the time to check the site at least weekly for updates.

Check library reserve desk for more materials. Other resources may be recommended by the instructor throughout the semester.

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REQUIRED SOFTWARE AND HARDWARE

Microsoft Office 2013 Professional. Students are entitled to special academic pricing available through numerous online sources including <http://www.microsoft.com/student/office/en-us/default.aspx>.

Students must own (or have access to) a computer capable of running the above software.

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RECOMMENDED SOFTWARE

No additional software is recommended for this course at this time.

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SUPPLEMENTAL INTERNET RESOURCES Please don't hesitate to use the Internet to find additional resources. You are encouraged to alert others in the course when you find a true gem. This is best accomplished through the use of the **Discussion Board** tool of Blackboard. Please take the time to regularly (at least weekly) check for new posts.

General Information Technology Resource Sites:

Textbook Supplemental Resources

<http://login.course.com> (registration required)

<http://oc.course.com/sc/off2013/>

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INSTRUCTOR INFORMATION AND AVAILABILITY

Raymond T. Albert, Ph.D.

University of Maine at Fort Kent
23 University Drive
Fort Kent, ME 04743

e-mail: ralbert@maine.edu

phone: (207) 834-7696 or 1-888-TRY-UMFK

SKYPE username: "raymondalbert" - requires appt. in advance

GoToMeeting: - contact instructor using above method to arrange an appointment in advance

Please note I will do my best to respond to inquiries within 24 hours (48 on the weekends).

Please feel free to contact me should you have any questions/comments regarding this course or any previous course you have had with me.

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ASSIGNMENT EXPECTATIONS

Participants are expected to do their own work and complete the Capstone project and assignments on or before the due dates specified. It is essential to participate on the course discussions by regularly contributing with well thought out, spell checked posts. Everyone is expected to observe proper [netiquette](#) when communicating with others in the course.

Use the following conventions when composing a discussion posting (adapted from UCF Blended Learning Toolkit):

- During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
- If you want to send a personal message to the instructor or to another student, use e-mail rather than the discussions.
- Use the appropriate Discussion Topic; don't post everything to the same Discussion Topic.
- Be patient. Don't expect an immediate response when you post a message.
- A helpful hint for use with both discussions and e-mail --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition into e-mail or the discussion. This also saves online time.
- Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion posts constitute a substantial portion of your grade.
- Respect each other's ideas, feelings and experience.
- Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
- Explore disagreements and support assertions with data and evidence.
- "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
- Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
- Do not post messages such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion but take up space on the Discussions and will not be counted for assignment credit.
- Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.

The words or ideas of others, where used, must be properly credited according to accepted standards for professional publication. Refer to the latest edition of the *Publication Manual of the American Psychological Association (APA)* for more details.

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ASSIGNMENT SUBMISSION GUIDELINES

Care should be taken in completing assignments to ensure that they reflect best effort

work and contain appropriate documentation when the work of others is cited. Assignments will be accepted once and revisions will not be allowed. To assure proper credit for your work, please indicate the following information on each assignment submission unless otherwise instructed:

- Course Number
- Your Name
- Assignment Identification

Assignment Submission Protocol

Assignment submission, confirmation and receipt of feedback and grade will be achieved as follows:

1. Submit your assignment documents using the **Assignment** tool of Blackboard unless otherwise instructed.
2. Detailed feedback (if any) will be provided to you following the posted due date and your grade will be made available through the **My Grades** tool of Blackboard. A sample solution set (rubric) will usually be posted to the **Discussion Board** tool of Blackboard for your reference or corrective feedback will be provided as needed.

Assignments will NOT be accepted after the submission deadline. It is essential for the instructor to be able to provide prompt feedback to all students in the course while preventing anyone from gaining an unfair advantage by accessing instructor feedback provided to fellow students prior to submitting their own responses. Students are expected to establish earlier personal deadlines to ensure timely completion and submission of assignments. This policy is required to permit timely posting of sample solutions (rubrics). Remember "**Ray's Rule of 4**" (take your best time estimate then multiply it by 4 to get a better estimate of the time required to complete a computer-based project).

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GRADING

There are seven basic information technology competencies covered in this course and each area will have one or more assignment(s) used to evaluate student progress and each will have a corresponding Competency Exam.

The Seven Competencies:

1. Basic computer operation using Microsoft Windows®
2. Electronic Communications using the Internet
3. Word processing using Microsoft Word®
4. Electronic information searching and retrieval using UMFK and WWW resources
5. Numerical processing using Microsoft Excel®
6. Database management using Microsoft Access®
7. Electronic presentation using Microsoft PowerPoint®

Each student must design and complete a **Capstone Project** that will demonstrate how Information Technology can be applied in a meaningful way to achieve a desired career/academic goal. This Capstone Project must clearly demonstrate effective application of four or more of the seven competency areas.

Students will be required to demonstrate competence in basic information technology knowledge and skills by passing seven competency exams. **Students must earn a score of 70% or greater on each of the seven competency exams in order to become eligible to receive a passing grade.** Students are permitted one retake for each competency exam they fail. Retake exams are scheduled during the last week of classes.

Detailed exam reports are available to students on an individual basis. Students must check with their instructor to arrange a time to review the reports online. Detailed exam reports will not be publicly released since doing so would compromise the security of the exam content.

For those students who earn 70% or greater on each of the seven competency exams their course grade will be determined based on performance on each of the following:

Students are required to attend every class and contribute to a positive educational environment for themselves and their fellow students in order to receive the entire 5% in

the attendance/participation portion of the course. The following grade scale will be utilized (Note: Grade signs (+/-) are assigned at the discretion of the instructor):

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GENERAL COURSE GUIDELINES AND POLICIES

To achieve the learning objectives, participants are expected to carefully review the course text(s), complete course assignments and contribute in a scholarly fashion to course discussions.

Exams (7 @ 5% each) 35 points

Projects/Assignments 40 points

Capstone Project 20 points

Attendance/Participation 5 points

Total 100 points

A 90 to 100 percent

B 80 to 89 percent

C 70 to 79 percent

D 60 to 69 percent

F less than 60 percent

or

student fails to earn 70 or better on every comp. exam

Distance Education Orientation

If you are enrolled in this course as a distance education student, welcome! Please take the time if you have not already done so to visit the University College "New Student Orientation" at <http://learn.maine.edu/get-started/orientation/>.

Absence Policy

Course participation is considered essential to a successful educational experience.

Online students attendance is determined by participation in Blackboard. Online students must login to Blackboard at least every four days to be considered present. Face-to-face student attendance will be assessed at random times throughout the semester (sign-up sheet) and through participation in Blackboard.

Students may register at most two unexcused class absences before being considered dropped from the course. For each unexcused class absence, two and a half percentage points of the total 100 will be deducted from your final score. Excused absences are those for which prior arrangements have been made with the instructor(s) or extenuating circumstances can be clearly documented. Please check with the instructor(s) and make arrangements prior to any planned absences.

There will be ***NO MAKEUP EXAMS/QUIZZES***, students must instead make arrangements with the instructor to take the exam/quiz prior to the planned absence or forfeit the opportunity to complete it. **Students failing to maintain a passing grade at any point during the semester may be involuntary dropped from the course through an instructor-initiated withdrawal process.** Overall, it is essential to keep the instructor(s) informed of your progress as well as any difficulties you may be experiencing.

Special Notes

Students are required to observe appropriate error prevention techniques throughout the semester. For example, students must frequently save their work to disk to prevent loss. Loss due to power fluctuations, illegal instructions, viruses, or any other reason beyond the instructors' control will not constitute adequate reason for accommodations.

Classroom Decorum

Free discussion, inquiry, and expression are encouraged in the class and online.

Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable.

Examples may include routinely entering class late or departing early; use of beepers, cellular phones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line." In the event of a situation where a student legitimately needs to carry a beeper/cellular phone to class, prior notice and approval of the instructor is required. Classroom and/or online behavior which is deemed inappropriate and cannot be

resolved by the student and the faculty member may be referred to the Director of Student Affairs. In turn, depending on the nature of the situation, the information may be forwarded to the Judicial Review Committee for administrative or disciplinary review as per the Code of Student Conduct, which may be found in the [Student Handbook](#).

Standards of Academic Integrity

Student conduct and academic honesty policies will be strictly enforced. It is essential for students to contribute equally, to the best of their ability, and as a result of independent effort (except when completing "group" activities).

For complete policy, see UMFK [Student Handbook](#) - Student Academic Integrity Policy.

In general, it is the expectation that each student:

- Submit his or her own work, not that of another person
- Not falsify data or records (including admissions materials)
- Not engage in cheating (e.g., giving or receiving help during examinations, acquiring and/or transmitting test questions prior to an examination)
- Not receive or give aid on assigned work that requires independent effort
- Properly credit the words or ideas of others according to accepted standards for professional publications.*
- Not use term paper writing services or consult such services for the purpose of obtaining assistance in the preparation of materials to be submitted in courses or for theses or dissertations
- Not commit plagiarism (Webster's defines plagiarism as "stealing or passing off ideas or words of another as one's own" and "the use of a created production without crediting the source.")*

*When using the exact words of another, quotation marks must be used for short quotations (fewer than 40 words), and block quotation style must be used for longer quotations. In either case, a proper citation must also be provided. When paraphrasing (summarizing, rewriting, or rearranging) the words or ideas of another, a proper citation must be provided. The Publication Manual of the American Psychological Association, Fifth Edition, contains standards and examples on quotation methods (pages 117 and 292) and on citation methods (pp. 207-214)

Extreme caution must be exercised by students involved in collaborative work to avoid violation of this policy.

Participant conduct and academic honesty policies will be strictly enforced. It is essential for participants to contribute equally and independently (except when completing "group" activities) to the best of their ability. Please bear in mind that sophisticated resources exist to assist faculty in enforcement efforts (e.g., www.plagiarism.org).

Writing Skills

Each student must demonstrate proficiency in the use of the English language in all work submitted for this course. Grammatical errors, spelling errors, and writing that does not express ideas clearly will affect your grade. The professor will not provide remedial help concerning writing problems that you might have. Students who are unable to write correctly and clearly are urged to contact their program office and/or Academic Services for sources of remedial help.

Communications by e-mail

Students must use their Blackboard or University of Maine System (UMS) e-mail accounts when sending e-mail to faculty and must clearly identify their names and other appropriate information, e.g., course or program. When communicating with students via e-mail, faculty members will send mail only to UMFK-recognized e-mail accounts. UMFK uses various course management tools that use private internal e-mail systems. Students enrolled in courses using these tools should check both the private internal e-mail system and UMS's regular e-mail system. UMFK offers students Web-based e-mail access. Students are encouraged to check their UMS e-mail account daily.

The Temporary Grade of Incomplete (I)

The temporary grade of Incomplete (I) will be granted only in cases of extreme hardship.

Students do not have a right to an incomplete, which may be granted only when there is evidence of just cause. A student desiring an incomplete must submit a written appeal to the course instructor at least two weeks prior to the end of the term. In the appeal, the student must: (1) provide a rationale; (2) demonstrate that he/she has been making a sincere effort to complete the assignments during the term; and (3) explain how all the possibilities to complete the assignments on time have been exhausted. Should the course instructor agree, an incomplete contract will be prepared by the student and signed by both student and instructor. The incomplete contract must contain a description of the work to be completed and a timetable. The completion period should be the shortest possible. In no case may the completion date extend beyond 30 days from the last day of the semester. If the contractual obligations are not met by the student, the grade will be changed from I to F.

Academic Progress

It is essential to keep the instructor informed of your progress as well as any special difficulties you may be experiencing. Failure to do so may lead to a poor grade.

Special Accommodations

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Any student who qualifies for accommodations based on the impact of a disability should contact Academic & Counseling Services during the first two weeks of class at 207-834-7530 Room Cyr-107. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.

Academic and Counseling Services

Academic and Counseling Services are available to all University of Maine at Fort Kent students to assist them in reading, writing, and mathematical skill development. Information about these services can be accessed by calling 834-7530 (1-800-TRYUMFK) or online at <http://www.umfk.edu/trio/>

Library Resources

UMFK and the University of Maine System (UMS) library resources are available to all students and can be accessed by calling 834-7525 (1-888-TRY-UMFK) or online at <http://www.umfk.edu/library/>

Technical Support

Technical support services are available to all University of Maine at Fort Kent students. Learn more by visiting <http://www.umfk.edu/it/>

Course Feedback

Participants are encouraged to regularly provide constructive feedback regarding delivery of the course. Suggestions that will improve the quality of the course for the majority of participants enrolled will be considered for immediate implementation.

Syllabus/Course Changes

The instructor reserves the right to make necessary changes to this syllabus and to the delivery of the course in light of unforeseen circumstances provided such changes are deemed necessary for learning and are announced.

INSTRUCTOR

[Dr. Albert's Bio/Photo](#)

Comments or suggestions?

Please forward them to:

[Dr. Raymond T. Albert](#)

Professor of Comp. Sci.

UMFK

COS 206: Intro. to Information Security

Syllabus

Fall - 2013

September 3 - December 20

(last revised: July 16, 2013)

Download a printer friendly (Adobe Acrobat® *.pdf) version of the
COS 206 syllabus available in the course content area of [Blackboard](#)

This syllabus is divided into the following sections:

[New and Improved Course Elements!](#)

[Course Description](#)

[Course Objectives](#)

[Course Outline](#)

[Course Technology Competency Prerequisites](#)

[Teaching/Learning Methods](#)

[Required Text\(s\)](#)

[Required Software and Hardware](#)

[Recommended Software](#)

[Supplemental Internet Resources](#)

[Instructor Information and Availability](#)

[Assignment Expectations](#)

[Assignment Submission Guidelines](#)

Grading

General Course Guidelines and Policies

NEW AND IMPROVED COURSE ELEMENTS!

The following new and/or improved course elements have been introduced into the course since the last time it was offered.

- Increased emphasis on **service learning component**. The course Capstone Project will consist of providing an Information Security Awareness training activity to a group/organization in your local community (e.g., school, club)
 - New online "practical" examples and concept demonstrations to further support retention of key concepts
 - **Contemporary case studies** are further supplemented
 - Many new Internet links and supplemental resources are included
- Comments and/or suggestions from the public are also most welcome and may be directed to: ralbert@maine.edu

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COURSE DESCRIPTION

Prerequisites: Cos 103 Introduction to Information Technology or Instructor's permission. 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.

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COURSE OBJECTIVES

Upon completion of this course, participants will have gained knowledge of information security concepts, principles, skills and the ability to:

- define confidentiality, integrity and availability
- discern information security concepts and issues pertaining to a specific discipline (e.g., nursing)
- describe legal and public relations implications of security and privacy issues
- identify and prioritize information assets
- identify and prioritize threats to information assets
- distinguish mandatory and discretionary access controls
- define an information security strategy and architecture
- plan for and respond to intruders in an information system
- identify key elements of a disaster recovery plan for recovery of information assets after an incident
- design, develop and deliver to a local community group/organization a basic information security awareness training activity

A more complete list of learning objectives can be found in the preface to each textbook chapters.

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COURSE OUTLINE

Week* Readings* Topic(s) / Learning Objective(s) Assignments*

1 PIS 1, 2

IS 1 - 3

Introduction to Information Security

(INFOSEC)

The Need for Security

Blackboard and other course tools

Review this syllabus

Begin all readings

Learning Objective(s): define information security concepts including confidentiality, integrity and availability, and discern information security concepts and issues pertaining to a specific discipline (e.g., nursing)

2 PIS 3 Overview of Information Security Concepts and Mechanisms

Legal, Ethical and Professional Issues in INFOSEC

HMWK1

Learning Objective(s): describe legal and public relations implications of security and privacy issues

3 Supplement

CC 1

Identification and Authentication **QUIZ 1**

Learning Objective(s): define confidentiality, (PIS 1-3, IS 1-3) integrity and availability

4 PIS 4

Supplement

IS 4, 5

CC 7

Risk Management and

Passwords and Program Security

HMWK2 (includes

CC 1, 7)

Learning Objective(s): identify and prioritize information assets, identify and prioritize threats to information assets, and define an information security strategy and architecture

5 PIS 5 Planning for Security **QUIZ 2**

(Supplements, IS 4-

5) Learning Objective(s): define an information security strategy and architecture, and identify key elements of a disaster recovery plan for recovery of information assets after an incident

6 PIS 10, 12

CC 3, 4

Implementing and Maintaining Security Capstone Service

Learning Project

Learning Objective(s): identify and prioritize Progress information assets, identify and prioritize

threats to information assets, and define an information security strategy and

architecture

7 **Fall RECESS** and

Implementing and Maintaining Info. Security

(continued)

HMWK3 (includes

CC 3, 4)

8 PIS 9, 11

CC 2

Physical Security and Security Personnel **QUIZ 3**

Learning Objective(s): identify and prioritize (**PIS 4, 5, 10, 12**)

information assets, identify and prioritize threats to information assets, and define an information security strategy and architecture

9 PIS 6, 7 Firewalls, VPNs, Intrusion Detection Systems, Access Control and Other Security Tools

Capstone Service

Learning Project

Progress

Learning Objective(s): identify and prioritize information assets, identify and prioritize threats to information assets, and define an information security strategy and architecture, and plan for and respond to intruders in an information system

10 CC 6 ... continued HMWK4 (includes CC 2, 6)

11 PIS 8

IS 15

Cryptography and Protocols **QUIZ 4**

Learning Objective(s): define confidentiality, (**PIS 6, 7, 9, 11**)

integrity and availability, and define an information security strategy and architecture

12 Supplement Policies/models (ACM) Capstone Service

Learning Objective(s): distinguish mandatory Learning Project

*** Week Note**

Note: Week begins on Monday morning and concludes on Sunday evening.

*** Readings Note**

PIS = Principles of Information Security

CC = Information Security: Contemporary Cases

IS = Information Security: An Integrated Collection of Essays

BF = Beyond Fear

SS = Schneier on Security

*** Assignments Note**

All assignments are due by the date specified within *Assignments* in Blackboard.

and discretionary access controls, define confidentiality, integrity and availability, and define an information security strategy and architecture

Progress

13 Supplement

CC 5

Policies/models (Confidentiality)

and **Thanksgiving RECESS**

HMWK5 (includes

CC 5)

Learning Objective(s): define confidentiality, integrity and availability, and define an information security strategy and architecture

14 Supplement

BF

SS

Policies/models (Integrity) **QUIZ 5**

(PIS 8, IS 15, Supplements)

Learning Objective(s): define confidentiality, integrity and availability, and define an information security strategy and architecture

15 BF

SS

Course Review - Capstone Project

Presentations

Capstone Service

Learning Project

Learning Objective(s): design, develop and Progress

deliver to a local community

group/organization a basic information

security awareness training activity

16 BF

SS

Capstone Project Completion Capstone Service

Learning Project

Final Submission

Week# Dates

1 **Sept 3** - Sept 8

2 Sept 9 - Sept 15

3 Sept 16 - Sept 22

4 Sept 23 - Sept 29

5 Sept 30 - Oct 6

6 Oct 7 - Oct 13

7 Oct 14 - Oct 20

8 Oct 21 - Oct 27

9 Oct 28 - Nov 4

10 Nov 4 - Nov 10

11 Nov 11 - Nov 17

12 Nov 18 - Nov 24

13 Nov 25 - Dec 1

14 Dec 2 - Dec 8

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COURSE TECHNOLOGY COMPETENCY PREREQUISITES

Those considering registering for this course are encouraged to contact their advisor or myself for further assistance in determining the suitability of this course to their educational needs/objectives.

Participants are expected to be competent in the use of the following software tools required to complete the assignments:

- Microsoft Word®**, or other word processor for written assignments
- Microsoft PowerPoint®** for the Capstone Project presentation
- Your favorite web browser** for World Wide Wide resource access

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TEACHING/LEARNING METHODS

Instructional modules and a wealth of other resources are posted in Blackboard. Start first by reviewing the course welcome/introduction under **Announcements**. Be sure to review all of the resources posted in Blackboard and refer to them often. You are encouraged to print a copy of the syllabus (or at least the Course Outline above) to help keep you on track in the course.

Each week has a corresponding instructional module you are to complete. Each module consists of an introduction, assigned readings, PowerPoint® presentations, a discussion assignment, and either a textbook assignment or exam/quiz. Assignments are designed to provide additional opportunities for you to demonstrate attainment of the learning objectives. The feedback you receive on each assignment is intended to help you to understand where additional study is needed prior to completing the corresponding exam/quiz. Hands-on computer activities will also be employed whenever possible to increase attainment of learning objectives. Everyone is expected to observe proper [netiquette](#) when communicating with others in the course. Materials from outside sources will be used for added emphasis when appropriate. All readings, information and materials presented and/or referenced during the delivery of the course are to be considered fair game in any exam/quiz.

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REQUIRED TEXT(S)

1. M. Whitman & H. Mattord (2012). *Principles of Information Security, Fourth Edition*. Course Technology, ISBN: 9781111138219
2. M. Wright & J. Kakalik (2007). *Information Security: Contemporary Cases*. Jones and Bartlett Publishers, ISBN: 9780763738198
3. M. D. Abrams, S. Jajodia, and H. J. Podell, eds. (1995). *Information Security: An*
15 Dec 9 - Dec 15
16 Dec 16 - **Dec 18**

Integrated Collection of Essays, IEEE Computer Society Press, Out of print but available online at <http://www.acsac.org/secshelf/book001/book001.html>

RECOMMENDED SUPPLEMENTAL BOOK(S)

Bruce Schneier (2003). *Beyond Fear*, Copernicus Books, ISBN: 0387026207

Bruce Schneier (2008). *Schneier on Security*, Wiley Publishing, ISBN: 0470395354

General Reference:

Publication Manual of the American Psychological Association (Sixth Edition) American Psychological Association, 2009. ISBN: 9781433805615.

MLA Handbook for Writers of Research Papers (Seventh Edition)

Modern Language Association, 2009. ISBN: 9781603290241.

Elements of Style (Seventh Edition) William Strunk, Jr. ISBN: 1587340607 available at <http://www.bartleby.com/141/index.html>.

Other Resources:

USB FLASH/Thumbdrive with appropriate backup.

Supplementary information for the course is available at the course web site.

The site may provide access to class notes, PowerPoint® slides of lecture presentations, class announcements, this course syllabus, online quizzes, personal course e-mail, and other information that will likely serve you well.

Please take the time to check the site at least weekly for updates.

Check library reserve desk for more materials. Other resources may be recommended by the instructor throughout the semester.

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REQUIRED SOFTWARE AND HARDWARE

Word processor of choice (e.g., **Microsoft Word®**). This will be used to create responses to assignments. Must be capable of saving to a PC compatible file format. Check with the instructor for further assistance as needed.

Microsoft PowerPoint®. This will be used to create a Capstone Project presentation.

Check with the instructor for further assistance as needed.

Microsoft Internet Explorer®. This will be used to access World Wide Web resources.

Check with the instructor for further assistance as needed.

Students must own (or have access to) a computer capable of running the above software.

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RECOMMENDED SOFTWARE

No additional software is recommended for this course at this time.

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SUPPLEMENTAL INTERNET RESOURCES

Please don't hesitate to use the Internet to find additional resources. You are encouraged to alert others in the course when you find a true *gem*. This is best accomplished through the use of the Discussion Board tool of Blackboard. Please take the time to regularly (at least weekly) check for new posts.

General Information Security and Assurance Sites:

Purdue University Center of Educational Research on Information Assurance and Security (CERIAS). <http://www.cerias.purdue.edu>

Information Security: An Integrated Collection of Essays, available online at <http://www.acsac.org/secshelf/book001/book001.html>

The CERT@ Coordination Center (CERT/CC) is a center of Internet security expertise. <http://www.cert.org>

The Information Security Foundation. <http://www.isfound.org>

National INFOSEC Education & Training Program.

<http://www.nsa.gov/isso/programs/nietp/newspg1.htm>

Tom Dunigan's UTK/CS Security Pointers/Links.

<http://www.csm.ornl.gov/~dunigan/security.html>

Ziff-Davis Security Supersite. <http://security.ziffdavis.com>

Rainbow Series Library. <http://www.radium.ncsc.mil/tpep/library/rainbow/>

EDUCAUSE Cybersecurity Resources.

http://www.educause.edu/Cybersecurity/645?parent_id=702

Niels Provos' OutGuess steganographic tool.

<http://www.outguess.org/>

Microsoft's Security Guidance Center.

<http://www.microsoft.com/security/guidance/default.aspx>

Bruce Schneier's Crypto-Gram Newsletter.

<http://www.schneier.com/crypto-gram.html>

US Security Awareness Organization.

<http://www.ussecurityawareness.org/highres/index.html>

Information Assurance Technology Analysis Center.

<http://iac.dtic.mil/iatac/>

Real-Time Top Ten Vulnerabilities

(Qualys Vulnerability Research Lab) .

<http://www.qualys.com/security/>

Computer Crime Research Center.

<http://www.c4i.org/>

Talisker Security Wizardry Portal.

<http://www.networkintrusion.co.uk/>

Open Source Vulnerability Database.

<http://www.osvdb.org/>

Packet Storm.

<http://www.packetstormsecurity.org/>

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INSTRUCTOR INFORMATION AND AVAILABILITY

Raymond T. Albert, Ph.D.

University of Maine at Fort Kent

23 University Drive

Fort Kent, ME 04743

e-mail: ralbert@maine.edu

phone: (207) 834-7696 or 1-888-TRY-UMFK

SKYPE username: "raymondalbert" - requires appt. in advance

GoToMeeting: requires appt. in advance

Please note I will do my best to respond to inquiries within 24 hours (48 on the weekends).

Please feel free to contact me should you have any questions/comments regarding this course or any previous course you have had with me.

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ASSIGNMENT EXPECTATIONS

Participants are expected to do their own work and complete the capstone project and assignments on or before the due dates specified. It is essential to participate on the course discussions by regularly contributing with well thought out, spell checked posts. Everyone is expected to observe proper [netiquette](#) when communicating with others in the course.

Use the following conventions when composing a discussion posting (adapted from UCF Blended Learning Toolkit):

- During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
- If you want to send a personal message to the instructor or to another student, use e-mail rather than the discussions.
- Use the appropriate Discussion Topic; don't post everything to the same Discussion Topic.
- Be patient. Don't expect an immediate response when you post a message.
- A helpful hint for use with both discussions and e-mail --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition into e-mail or the discussion. This also saves online time.
- Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
- Respect each other's ideas, feelings and experience.
- Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
- Explore disagreements and support assertions with data and evidence.
- "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
- Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
- Do not post messages such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion but take up space on the Discussions and will not be counted for assignment credit.
- Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.

The words or ideas of others, where used, must be properly credited according to accepted standards for professional publication. Refer to the latest edition of the *Publication Manual of the American Psychological Association (APA)* for more details.

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ASSIGNMENT SUBMISSION GUIDELINES

Care should be taken in completing assignments to ensure that they reflect best effort work and contain appropriate documentation when the work of others is cited. Assignments will be accepted once and revisions will not be allowed.

To assure proper credit for your work, please indicate the following information on each assignment submission:

- Course Number
- Your Name
- Assignment Identification

Assignment Submission Protocol

Assignment submission, confirmation and receipt of feedback and grade will be achieved as follows:

1. Unless otherwise instructed, submit your assignment documents using the **Assignment** tool of Blackboard.
2. Following the posted due date detailed feedback (if any) will be mailed to you and your grade will be made available through the **My Grades** tool of Blackboard. A sample solution set (rubric) will usually be posted to the Discussion Board tool of Blackboard for your reference.

Assignments will NOT be accepted after the submission deadline. However, each student is permitted to exercise the Family Emergency Option ONCE per semester (see below). It is essential for the instructor to be able to provide prompt feedback to all students in the course while preventing anyone from gaining an unfair advantage by accessing instructor feedback provided to fellow students prior to submitting their own responses. Students are expected to establish earlier personal deadlines to ensure timely completion and submission of assignments. This policy is required to permit timely posting of sample solutions (rubrics). Remember "**Ray's Rule of 4**" (take your best time estimate then multiply it by 4 to get a better estimate of the time required to complete a computerbased project).

Family Emergency Option

Each student is **permitted to submit ONE assignment up to 2 days (48 hours) past the posted submission deadline without penalty.** To exercise this option the student **MUST** clearly identify within their assignment submission that this option is to apply. This option is provided to enable students to focus on more urgent unexpected concerns (e.g., family illness/emergency) that may arise during the delivery of the course.

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GRADING

Final grades will be based on the points accumulated from all assignments submitted throughout the term.

Final letter grades will be based on the percentage of total points represented by your accumulated points. The following grade scale will be utilized (Grade signs (+, -) are assigned at the discretion of the instructor):

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GENERAL COURSE GUIDELINES AND POLICIES

To achieve the learning objectives, participants are expected to carefully review the course text(s), complete course assignments and contribute in a scholarly fashion to course discussions.

Distance Education Orientation

If you are enrolled in this course as a distance education student, welcome! Please take the time if you have not already done so to visit the University College "New Student Orientation" at <http://learn.maine.edu/get-started/orientation/>.

Absence Policy

Course participation is considered essential to a successful educational experience. Online students attendance is determined by participation in Blackboard. Online students must login to Blackboard at least every four days to be considered present. Face-to-face student attendance will be assessed at random times throughout the semester (sign-up sheet) and through participation in Blackboard.

Students may register at most two unexcused class absences before being considered dropped from the course. For each unexcused class absence, two and a half percentage points of the total 100 will be deducted from your final score. Excused absences are those for which prior arrangements have been made with the instructor(s) or extenuating circumstances can be clearly documented. Please check with the instructor(s) and make arrangements prior to any planned absences.

There will be **NO MAKEUP EXAMS/QUIZZES**, students must instead make arrangements with the instructor to take the exam/quiz prior to the planned absence or forfeit the opportunity to complete it. **Students failing to maintain a passing grade at any point**

Quizzes (5 given, 1 dropped, 4 @ 7.5% each) 30 points

Projects/Assignments (including discussions) 45 points

Capstone Project 20 points

Attendance/Participation 5 points

Total 100 points

A 90 to 100 percent

B 80 to 89 percent

C 70 to 79 percent

D 60 to 69 percent

F less than 60 percent

during the semester may be involuntary dropped from the course through an instructor-initiated withdrawal process. Overall, it is essential to keep the instructor(s) informed of your progress as well as any difficulties you may be experiencing.

Special Notes

Students are required to observe appropriate error prevention techniques throughout the semester. For example, students must frequently save their work to disk to prevent loss. Loss due to power fluctuations, illegal instructions, viruses, or any other reason beyond the instructors' control will not constitute adequate reason for accommodations.

Classroom Decorum

Free discussion, inquiry, and expression are encouraged in the class and online.

Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable.

Examples may include routinely entering class late or departing early; use of beepers, cellular phones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line." In the event of a situation where a student legitimately needs to carry a beeper/cellular phone to class, prior notice and approval of the instructor is required. Classroom and/or online behavior which is deemed inappropriate and cannot be resolved by the student and the faculty member may be referred to the Director of Student Affairs. In turn, depending on the nature of the situation, the information may be forwarded to the Judicial Review Committee for administrative or disciplinary review as per the Code of Student Conduct, which may be found in the [Student Handbook](#).

Standards of Academic Integrity

Student conduct and academic honesty policies will be strictly enforced. It is essential for students to contribute equally, to the best of their ability, and as a result of independent effort (except when completing "group" activities).

For complete policy, see UMFK [Student Handbook](#) - Student Academic Integrity Policy.

In general, it is the expectation that each student:

- Submit his or her own work, not that of another person
- Not falsify data or records (including admissions materials)
- Not engage in cheating (e.g., giving or receiving help during examinations, acquiring and/or transmitting test questions prior to an examination)
- Not receive or give aid on assigned work that requires independent effort
- Properly credit the words or ideas of others according to accepted standards for professional publications.*
- Not use term paper writing services or consult such services for the purpose of obtaining assistance in the preparation of materials to be submitted in courses or for theses or dissertations
- Not commit plagiarism (Webster's defines plagiarism as "stealing or passing off ideas or words of another as one's own" and "the use of a created production without crediting the source.")*

*When using the exact words of another, quotation marks must be used for short quotations (fewer than 40 words), and block quotation style must be used for longer quotations. In either case, a proper citation must also be provided. When paraphrasing (summarizing, rewriting, or rearranging) the words or ideas of another,

a proper citation must be provided. The Publication Manual of the American Psychological Association, Fifth Edition, contains standards and examples on quotation methods (pages 117 and 292) and on citation methods (pp. 207-214).

Extreme caution must be exercised by students involved in collaborative work to avoid violation of this policy.

Participant conduct and academic honesty policies will be strictly enforced. It is essential for participants to contribute equally and independently (except when completing "group" activities) to the best of their ability. Please bear in mind that sophisticated resources exist to assist faculty in enforcement efforts (e.g., www.plagiarism.org).

Expectations regarding the detection of plagiarism through use of Turnitin

Students agree by taking this course that all required papers may be subject to submission for textual similarity to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website.

Writing Skills

Each student must demonstrate proficiency in the use of the English language in all work submitted for this course. Grammatical errors, spelling errors, and writing that does not express ideas clearly will affect your grade. The professor will not provide remedial help concerning writing problems that you might have. Students who are unable to write correctly and clearly are urged to contact their program office and/or Academic Services for sources of remedial help.

Communication by e-mail

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The Temporary Grade of Incomplete (I)

The temporary grade of Incomplete (I) will be granted only in cases of extreme hardship. Students do not have a right to an incomplete, which may be granted only when there is evidence of just cause. A student desiring an incomplete must submit a written appeal to the course instructor at least two weeks prior to the end of the term. In the appeal, the student must: (1) provide a rationale; (2) demonstrate that he/she has been making a sincere effort to complete the assignments during the term; and (3) explain how all the possibilities to complete the assignments on time have been exhausted. Should the course instructor agree, an incomplete contract will be prepared by the student and signed by both student and instructor. The incomplete contract must contain a description of the work to be completed and a timetable. The completion period should be the shortest possible. In no case may the completion date extend beyond 30 days from the last day of the semester. If the contractual obligations are not met by the student, the grade will be changed from I to F.

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The instructor reserves the right to make necessary changes to this syllabus and to the delivery of the course in light of unforeseen circumstances provided such changes are deemed necessary for learning and are announced.

INSTRUCTOR

Dr. Albert's Bio/Photo
Comments or suggestions?
Please forward them to:
Dr. Raymond T. Albert
Professor of Comp. Sci.
UMFK

COS 260: Introduction to Programming

Syllabus

Fall - 2013

September 3 - December 20

(last revised: July 16, 2013)

Download a printer friendly (Adobe Acrobat® *.pdf) version of the COS 260 syllabus available in the course content area of [Blackboard](#)

This syllabus is divided into the following sections:

[New and Improved Course Elements!](#)

[Course Description](#)

[Course Objectives](#)

[Course Outline](#)

[Course Technology Competency Prerequisites](#)

[Teaching/Learning Methods](#)

[Required Text\(s\)](#)

[Required Software and Hardware](#)

[Recommended Software](#)
[Supplemental Internet Resources](#)
[Instructor Information and Availability](#)
[Assignment Expectations](#)
[Assignment Submission Guidelines](#)
[Grading](#)

[General Course Guidelines and Policies](#)

NEW AND IMPROVED COURSE ELEMENTS!

The following new and/or improved course elements have been introduced into the course since the last time it was offered.

- The course is being offered for the first time in dual delivery mode** to serve both face-to-face students and online students
- The course will be delivered to face-to-face students in a blended delivery mode** with some course-work existing as online activities
- The course has been **structured as a collection of weekly learning modules** to foster contextual awareness
- Additional increased exposure to Eclipse** as an alternative Java IDE
- More learning activities have been incorporated into the course to foster increased practice that in turn better "locks in" content and skills**

Comments and/or suggestions from the public are also most welcome and may be directed to: ralbert@maine.edu

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COURSE DESCRIPTION

Prerequisites: Cos 111 or instructor's permission.

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.

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COURSE OBJECTIVES

This course continues from the preliminary introduction to programming that is a core component of the prerequisite COS 111 Introduction to Computer Science course. Upon completion of this course, participants will have gained knowledge of object-oriented and structured programming paradigm concepts, principles, skills (including data type selection and implementation), and the ability to:

- effectively program in depth
- effectively apply problem solving techniques to the design of computer algorithm(s) for a task
- select the appropriate programming language(s) for a task
- select and implement data type(s) most appropriate for a task (selected from arrays, records, stacks, queues, lists, simple trees)
- test and debug programs
- evaluate the quality and efficiency of a program
- identify improvements that can be made to the quality and efficiency of a program's source code and/or documentation
- describe key programming concepts, including:
 - control structures
 - recursion
 - iteration
 - sorting
 - searching
- explain key social aspects of programming, including:
 - intellectual property
 - liability
 - privacy
 - ethical behavior

A more complete list of learning objectives can be found in the preface to each textbook chapters.

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COURSE OUTLINE

Week* Readings* Topic(s) Assignments*

1 J 1 Introduction

Review of COS 111 Concepts

(Problem Solving Approach,

Review this

syllabus

*** Week Note**

Note: Week begins on Monday morning and concludes on Sunday evening.

*** Readings Key**

J = *Java: An Introduction to Problem Solving & Programming*

*** Assignments Note**

All assignments are due by the date specified in the assignments

Algorithm Development,

Program Design,

Testing/Debugging,

Documentation)

Blackboard and other course tools

2 J 2 Introduction to Basic Computation, Java and

the Java development environment

Overview of Programming Paradigms

(procedural/imperative(C), functional (LISP),

OO(Java), logical (Prolog), event-driven(VB),

concurrent(Ada))

Java Primitive Types, Strings, Console I/O

HMWK1

3 J 3 Flow of Control in Java (Branching) **QUIZ 1**

(J 1, 2)

Capstone

Proposal

4 J 4 Flow of Control in Java (Loops) HMWK2

5 J 5 Defining Classes and Methods **QUIZ 2**

(J 3, 4)

6 J 6 More about Objects and Methods and review

of Debugging techniques

HMWK3

7 **Fall RECESS** and even more about Objects,

Methods and Debugging techniques

HMWK4

8 J 7 Arrays (and Sorting) **QUIZ 3**

(J 5, 6)

9 ... continued HMWK5

10 J 8 Inheritance, Polymorphism & Interfaces HMWK6

11 J 9 Exception Handling **QUIZ 4**

(J 7, 8)

12 ... continued Capstone

Progress

13 J 10 Streams and File I/O and **Thanksgiving**

RECESS

Capstone

Progress

14 ... Streams and File I/O

continued

HMWK7

15 Course Review - Capstone Project
Presentations

QUIZ 5

(J 9, 10)

16 Capstone Project Wrap-up **CAPSTONE**

Project

Week# Dates

1 **Sept 3** - Sept 8

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COURSE TECHNOLOGY COMPETENCY PREREQUISITES

Those considering registering for this course are encouraged to contact their advisor or myself for further assistance in determining the suitability of this course to their educational needs/objectives.

Participants are expected to have successfully completed both COS 103 Introduction to Information Technology and COS 111 Introduction to Computer Science.

Participants are also expected to be competent in the use of the following software tools required to complete the assignments:

- Microsoft Word®**, or other word processor for written assignments
- Microsoft PowerPoint®** for the Capstone Project presentation
- Your favorite web browser** for World Wide Wide resource access

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TEACHING/LEARNING METHODS

Instructional modules and a wealth of other resources are posted in Blackboard. Start first by reviewing the course welcome/introduction under **Announcements**. Be sure to review all of the resources posted in Blackboard and refer to them often. You are encouraged to print a copy of the syllabus (or at least the Course Outline above) to aid you with keeping on track in the course.

Each week has a corresponding instructional module you are to complete. Each module consists of an introduction, assigned readings, PowerPoint® presentations, a discussion assignment, and either a textbook assignment or exam/quiz. Assignments are designed to provide additional opportunities for you to demonstrate attainment of the learning objectives. The feedback you receive on each assignment is intended to help you to understand where additional study is needed prior to completing the corresponding exam/quiz. Hands-on computer activities will also be employed whenever possible to increase attainment of learning objectives. Everyone is expected to observe proper

2 Sept 9 - Sept 15

3 Sept 16 - Sept 22

4 Sept 23 - Sept 29

5 Sept 30 - Oct 6

6 Oct 7 - Oct 13

7 Oct 14 - Oct 20

8 Oct 21 - Oct 27

9 Oct 28 - Nov 4

10 Nov 4 - Nov 10

11 Nov 11 - Nov 17

12 Nov 18 - Nov 24

13 Nov 25 - Dec 1

14 Dec 2 - Dec 8

15 Dec 9 - Dec 15

16 Dec 16 - **Dec 18**

[netiquette](#) when communicating with others in the course.

Materials from outside sources will be used for added emphasis when appropriate. All readings, information and materials presented and/or referenced during the delivery of the course are to be considered fair game in any exam/quiz.

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REQUIRED TEXT(S)

Java: An Introduction to Problem Solving & Programming, 6th ed., by W. Savitch, Pearson/Prentice Hall Publishing, Inc., © 2012, ISBN: 0132162709

General Reference:

Publication Manual of the American Psychological Association (Sixth Edition) American Psychological Association, 2009. ISBN: 9781433805615.

MLA Handbook for Writers of Research Papers (Seventh Edition)

Modern Language Association, 2009. ISBN: 9781603290241.

Elements of Style (Seventh Edition) William Strunk, Jr. ISBN: 1587340607 available at <http://www.bartleby.com/141/index.html>.

Other Resources:

USB FLASH/Thumbdrive with appropriate backup.

Supplementary information for the course is available at the course web site.

The site may provide access to class notes, PowerPoint® slides of lecture presentations, class announcements, this course syllabus, online quizzes, personal course e-mail, and other information that will likely serve you well. Please take the time to check the site at least weekly for updates.

Check library reserve desk for more materials. Other resources may be recommended by the instructor throughout the semester.

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REQUIRED SOFTWARE AND HARDWARE

Java SE Development Kit (JDK, latest version) which is part of the program development environment that will be utilized in this course. It is available on the computer lab workstations and through links found elsewhere in this document.

jGRASP (latest version) or other editor/integrated development environment (IDE) such as Eclipse. This is used to enter, edit and test your Java programs. JGRASP is part of the programming development environment which will be utilized in class. It is available on the computer lab workstations and through links found elsewhere in this document.

Word processor of choice (e.g., **Microsoft Word®**). This may be used to create responses to assignments. Must be capable of saving to a PC compatible file format. Check with the instructor for further assistance as needed.

Microsoft Power Point®. This will be used to create and delivery presentation(s). Check with the instructor for further assistance as needed.

Microsoft Internet Explorer® or other. This will be used to access World Wide Web resources. Check with the instructor for further assistance as needed.

Students must own (or have access to) a computer capable of running the above software.

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RECOMMENDED SOFTWARE

No additional software is recommended for this course at this time.

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SUPPLEMENTAL INTERNET RESOURCES

Please don't hesitate to use the Internet to find additional resources. You are encouraged to alert others in the course when you find a true *gem*. This is best accomplished through the use of the Discussion Board tool of Blackboard. Please take the time to regularly (at least weekly) check for new posts.

General Programming Sites:

Textbook Companion web site

<http://www.pearsonhighered.com/savitch/>

Java Documentation (a la Oracle and Sun):

<http://www.oracle.com/technetwork/java/index-jsp-142903.html#documentation>

Java Standard Edition (SE) Java Development Kit (JDK) 7:

<http://www.oracle.com/technetwork/java/javase/downloads/index.html>

The JGrasp IDE:

<http://jgrasp.org/>

The Java Site: (Showcases cool stuff being done with Java)

<http://java.com/>

The Java Virtual Machine Specification

[http://java.sun.com/docs/books/vmspec/2ndedition/](http://java.sun.com/docs/books/vmspec/2ndedition/html/VMSpecTOC.doc.html)

[html/VMSpecTOC.doc.html](http://java.sun.com/docs/books/vmspec/2ndedition/html/VMSpecTOC.doc.html)

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INSTRUCTOR INFORMATION AND AVAILABILITY

Raymond T. Albert, Ph.D.

University of Maine at Fort Kent

23 University Drive

Fort Kent, ME 04743

e-mail: ralbert@maine.edu

phone: (207) 834-7696 or 1-888-TRY-UMFK

SKYPE username: "raymondalbert" - requires appt. in advance

GoToMeeting: requires appt. in advance

Please note I will do my best to respond to inquiries within 24 hours (48 on the weekends).

Please feel free to contact me should you have any questions/comments regarding this course or any previous course you have had with me.

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ASSIGNMENT EXPECTATIONS

Participants are expected to do their own work and complete the capstone project and assignments on or before the due dates specified. It is essential to participate on the course discussions by regularly contributing with well thought out, spell checked posts. Everyone is expected to observe proper [netiquette](#) when communicating with others in the course.

Use the following conventions when composing a discussion posting (adapted from UCF Blended Learning Toolkit):

- During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
- If you want to send a personal message to the instructor or to another student, use e-mail rather than the discussions.
- Use the appropriate Discussion Topic; don't post everything to the same Discussion Topic.
- Be patient. Don't expect an immediate response when you post a message.
- A helpful hint for use with both discussions and e-mail --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition into e-mail or the discussion. This also saves online time.
- Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion posts constitute a substantial portion of your grade.
- Respect each other's ideas, feelings and experience.
- Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
- Explore disagreements and support assertions with data and evidence.
- "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
- Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
- Do not post messages such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion but take up space on the Discussions and will not be counted for assignment credit.

□ Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.

The words or ideas of others, where used, must be properly credited according to accepted standards for professional publication. Refer to the latest edition of the *Publication Manual of the American Psychological Association (APA)* for more details.

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ASSIGNMENT SUBMISSION GUIDELINES

Care should be taken in completing assignments to ensure that they reflect best effort work and contain appropriate documentation when the work of others is cited. Assignments will be accepted once and revisions will not be allowed.

To assure proper credit for your work, please indicate the following information on each assignment submission:

- Course Number
- Your Name
- Assignment Identification

Assignment Submission Protocol

Assignment submission, confirmation and receipt of feedback and grade will be achieved as follows:

1. Unless otherwise instructed, submit your assignment documents using the **Assignment** tool of Blackboard.
2. Following the posted due date detailed feedback (if any) will be mailed to you and your grade will be made available through the **My Grades** tool of Blackboard. A sample solution set (rubric) will usually be posted to the Discussion Board tool of Blackboard for your reference.

Assignments will NOT be accepted after the submission deadline. However, each student is permitted to exercise the Family Emergency Option ONCE per semester (see below). It is essential for the instructor to be able to provide prompt feedback to all students in the course while preventing anyone from gaining an unfair advantage by accessing instructor feedback provided to fellow students prior to submitting their own responses. Students are expected to establish earlier personal deadlines to ensure timely completion and submission of assignments. This policy is required to permit timely posting of sample solutions (rubrics). Remember "**Ray's Rule of 4**" (take your best time estimate then multiply it by 4 to get a better estimate of the time required to complete a computerbased project).

Family Emergency Option

Each student is **permitted to submit ONE assignment up to 2 days (48 hours) past the posted submission deadline without penalty.** To exercise this option the student **MUST** clearly identify within their assignment submission that this option is to apply. This option is provided to enable students to focus on more urgent unexpected concerns (e.g., family illness/emergency) that may arise during the delivery of the course.

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GRADING

Final grades will be based on the points accumulated from all assignments submitted throughout the term.

Quizzes (6 given, 1 dropped, 5 @ 5% each) 25 points

HMWKS/Projects/Labs/Assignments 50 points

Capstone Project 20 points

Attendance/Participation 5 points

Total 100 points

Final letter grades will be based on the percentage of total points represented by your accumulated points. The following grade scale will be utilized (Grade signs (+, -) are assigned at the discretion of the instructor):

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GENERAL COURSE GUIDELINES AND POLICIES

To achieve the learning objectives, participants are expected to carefully review the course

text(s), complete course assignments and contribute in a scholarly fashion to course discussions.

Distance Education Orientation

If you are enrolled in this course as a distance education student, welcome! Please take the time if you have not already done so to visit the University College "New Student Orientation" at <http://learn.maine.edu/get-started/orientation/>.

Absence Policy

Course participation is considered essential to a successful educational experience. Online students attendance is determined by participation in Blackboard. Online students must login to Blackboard at least every four days to be considered present. Face-to-face student attendance will be assessed at random times throughout the semester (sign-up sheet) and through participation in Blackboard.

Students may register at most two unexcused class absences before being considered dropped from the course. For each unexcused class absence, two and a half percentage points of the total 100 will be deducted from your final score. Excused absences are those for which prior arrangements have been made with the instructor(s) or extenuating circumstances can be clearly documented. Please check with the instructor(s) and make arrangements prior to any planned absences.

There will be **NO MAKEUP EXAMS/QUIZZES**, students must instead make arrangements with the instructor to take the exam/quiz prior to the planned absence or forfeit the opportunity to complete it. **Students failing to maintain a passing grade at any point during the semester may be involuntary dropped from the course through an instructor-initiated withdrawal process.** Overall, it is essential to keep the instructor(s) informed of your progress as well as any difficulties you may be experiencing.

Special Notes

Students are required to observe appropriate error prevention techniques throughout the semester. For example, students must frequently save their work to disk to prevent loss. Loss due to power fluctuations, illegal instructions, viruses, or any other reason beyond the instructors' control will not constitute adequate reason for accommodations.

Classroom Decorum

Free discussion, inquiry, and expression are encouraged in the class and online. Classroom behavior that interferes with either (a) the instructor's ability to conduct the

A 90 to 100 percent

B 80 to 89 percent

C 70 to 79 percent

D 60 to 69 percent

F less than 60 percent

class or (b) the ability of students to benefit from the instruction is not acceptable.

Examples may include routinely entering class late or departing early; use of beepers, cellular phones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line." In the event of a situation where a student legitimately needs to carry a beeper/cellular phone to class, prior notice and approval of the instructor is required. Classroom and/or online behavior which is deemed inappropriate and cannot be resolved by the student and the faculty member may be referred to the Director of Student Affairs. In turn, depending on the nature of the situation, the information may be forwarded to the Judicial Review Committee for administrative or disciplinary review as per the Code of Student Conduct, which may be found in the [Student Handbook](#).

Standards of Academic Integrity

Student conduct and academic honesty policies will be strictly enforced. It is essential for students to contribute equally, to the best of their ability, and as a result of independent effort (except when completing "group" activities).

For complete policy, see UMFK [Student Handbook](#) - Student Academic Integrity Policy.

In general, it is the expectation that each student:

- Submit his or her own work, not that of another person
- Not falsify data or records (including admissions materials)

- Not engage in cheating (e.g., giving or receiving help during examinations, acquiring and/or transmitting test questions prior to an examination)
- Not receive or give aid on assigned work that requires independent effort
- Properly credit the words or ideas of others according to accepted standards for professional publications.*
- Not use term paper writing services or consult such services for the purpose of obtaining assistance in the preparation of materials to be submitted in courses or for theses or dissertations
- Not commit plagiarism (Webster's defines plagiarism as "stealing or passing off ideas or words of another as one's own" and "the use of a created production without crediting the source.")*

*When using the exact words of another, quotation marks must be used for short quotations (fewer than 40 words), and block quotation style must be used for longer quotations. In either case, a proper citation must also be provided. When paraphrasing (summarizing, rewriting, or rearranging) the words or ideas of another, a proper citation must be provided. The Publication Manual of the American Psychological Association, Fifth Edition, contains standards and examples on quotation methods (pages 117 and 292) and on citation methods (pp. 207-214).

Extreme caution must be exercised by students involved in collaborative work to avoid violation of this policy.

Participant conduct and academic honesty policies will be strictly enforced. It is essential for participants to contribute equally and independently (except when completing "group" activities) to the best of their ability. Please bear in mind that sophisticated resources exist to assist faculty in enforcement efforts (e.g., www.plagiarism.org).

Expectations regarding the detection of plagiarism through use of Turnitin

Students agree by taking this course that all required papers may be subject to submission for textual similarity to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website.

Writing Skills

Each student must demonstrate proficiency in the use of the English language in all work submitted for this course. Grammatical errors, spelling errors, and writing that does not express ideas clearly will affect your grade. The professor will not provide remedial help concerning writing problems that you might have. Students who are unable to write correctly and clearly are urged to contact their program office and/or Academic Services for sources of remedial help.

Communication by e-mail

Students must use their Blackboard or University of Maine System (UMS) e-mail accounts when sending e-mail to faculty and must clearly identify their names and other appropriate information, e.g., course or program. When communicating with students via e-mail, faculty members will send mail only to UMFK-recognized e-mail accounts. UMFK uses various course management tools that use private internal e-mail systems. Students enrolled in courses using these tools should check both the private internal e-mail system and UMS's regular e-mail system. UMFK offers students Web-based e-mail access. Students are encouraged to check their UMS e-mail account daily.

The Temporary Grade of Incomplete (I)

The temporary grade of Incomplete (I) will be granted only in cases of extreme hardship. Students do not have a right to an incomplete, which may be granted only when there is evidence of just cause. A student desiring an incomplete must submit a written appeal to the course instructor at least two weeks prior to the end of the term. In the appeal, the student must: (1) provide a rationale; (2) demonstrate that he/she has been making a sincere effort to complete the assignments during the term; and (3) explain how all the possibilities to complete the assignments on time have been exhausted. Should the course instructor agree, an incomplete contract will be prepared by the student and signed by both

student and instructor. The incomplete contract must contain a description of the work to be completed and a timetable. The completion period should be the shortest possible. In no case may the completion date extend beyond 30 days from the last day of the semester. If the contractual obligations are not met by the student, the grade will be changed from I to F.

Academic Progress

It is essential to keep the instructor informed of your progress as well as any special difficulties you may be experiencing. Failure to do so may lead to a poor grade.

Special Accommodations

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Any student who qualifies for accommodations based on the impact of a disability should contact Academic & Counseling Services during the first two weeks of class at 207-834-7530 Room Cyr-107. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.

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INSTRUCTOR

[Dr. Albert's Bio/Photo](#)

Comments or suggestions?

Please forward them to:

[Dr. Raymond T. Albert](#)

Professor of Comp. Sci.

UMFK

COS 354 Network Security

Syllabus

Fall - 2013

September 3 - December 20

(last revised: July 16, 2013)

Download a printer friendly (Adobe Acrobat® *.pdf) version of the COS 354 syllabus available in the course content area of [Blackboard](#)

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[New and Improved Course Elements!](#)

[Course Description](#)

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General Course Guidelines and Policies

NEW AND IMPROVED COURSE ELEMENTS!

This is the third time this course is being offered. As such, several course elements have been refined and improved. Of particular note are the following:

- **Greatly increased encouragement to participate in Cyber Security competitions (e.g., National Cyber League).** Active participation in such event is optional but strongly encouraged as they are very informative, provides a means of demonstrate competence beyond the classroom and are just plain "fun".
 - **Students will be strongly encouraged this term to complete the optional CompTIA Security+ examination** (additional fee required). Attainment of this credential will boost career advancement potential. It also provides third-party verification that you have learned the key concepts covered in the course and expected os all Security+ certificate holders. Travel to the testing center can be arranged for those needing it.
 - **We are continuing our experimentation this term with the use of Web-Labs that provide access to a virtual environment and corresponding lab exercises that will significantly aid your comprehension of the concepts we will be covering.** These Web-Labs are a commercial version of our online Maine Information Security Lab (MEISLab). As this is the first time we are making regular use of Web-Labs please expect that there will be a few "bumps" in the road. Your cooperation will be greatly appreciated.
- Comments and/or suggestions from the public are also most welcome and may be directed to: ralbert@maine.edu

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COURSE DESCRIPTION

Prerequisites: Cos 338, Elc 200 or Cos 206 or instructor's permission. **Corequisites:** None.

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.

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COURSE OBJECTIVES

Upon completion of this course, participants will have gained knowledge of network security concepts, principles, skills and will be able to:

- Describe the challenges of securing information
- Define information security and explain why it is important
- Identify the types of attackers that are common today
- Describe the five steps in a defense
- Explain the different types of information security careers and how Security+ certification can enhance a security career
- Describe the different types of software-based attacks
- List types of hardware attacks
- Define virtualization and explain how attackers are targeting virtual systems
- Explain how to harden operating systems
- List ways to prevent attacks through a Web browser
- Define SQL injection and explain how to protect against it
- Explain how to protect systems from communications-based attacks
- Describe various software security applications
- Explain the types of network vulnerabilities
- List categories of network attacks
- Define different methods of network attacks

- Explain how to enhance security through network design
 - Define network address translation and network access control
 - List the different types of network security devices and explain how they can be used
 - Describe the basic IEEE 802.11 wireless security protections
 - Define the vulnerabilities of open system authentication, WEP, and device authentication
 - Describe the WPA and WPA2 personal security models
 - Explain how enterprises can be implement wireless security
 - Define access control and list the four access control models
 - Describe logical access control methods
 - Explain the different types of physical access control
 - Define authentication
 - Describe the different types of authentication credentials
 - List and explain the authentication models
 - Define authentication servers
 - Describe the different extended authentication protocols
 - Explain how a virtual private network functions
 - Define risk and risk management
 - Describe the components of risk management
 - List and describe vulnerability scanning tools
 - Define penetration testing
 - Define privilege audits
 - Describe how usage audits can protect security
 - List the methodologies used for monitoring to detect security-related anomalies
 - Describe the different monitoring tools
 - Define cryptography
 - Describe hashing
 - List the basic symmetric cryptographic algorithms
 - Describe how asymmetric cryptography works
 - List types of file ad file system cryptography
 - Explain how whole disk encryption works
 - Define digital certificates
 - List the various types of digital certificates and how they are used
 - Describe the components of Public Key Infrastructure (PKI)
 - List the tasks associated with key management
 - Describe the different cryptographic transport protocols define environmental controls
 - Describe the components of redundancy planning
 - List disaster recovery procedures
 - Describe incident response procedures
 - Define organizational security policy
 - List the types of security policies
 - Describe how education and training can limit the impact of social engineering
- A more complete list of learning objectives can be found in the preface to each textbook chapters.

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COURSE OUTLINE

Week* Readings* Topic(s) Assignments*

1 SG 1 Introduction to Security

Review of network configuration and processes,

Blackboard, and other course tools

[Review this](#)

[syllabus](#)

[Begin all](#)

[readings](#)

LAB 1

2 SG 2 Malware and Social Engineering Attacks

LAB 2

3 ... continued **QUIZ1**

(**SG 1, 2**)

*** Week Note**

Note: Week begins on Monday morning and concludes on Sunday evening.

*** Readings Key**

SG = Security+ Guide to Network Security Fundamentals

WBL = Web-Based Labs for Security+

*** Assignments Note**

All assignments are due by the date specified in the assignment.

4 SG 3 Application and Network Attacks LAB 3

5 SG 4 Vulnerability Assessment and Mitigating Attacks LAB 4

6 SG 5 Host, Application, and Data Security LAB 5

7 SG 6 **Fall RECESS** and Network Security **QUIZ2**

(**SG 3, 4, 5**)

LAB 6

8 SG 7 Administering a Secure Network LAB 7

Capstone

Project

Proposal

9 SG 8 Wireless Network Security LAB 8

10 SG 9 Access Control Fundamentals **QUIZ3**

(**SG 6, 7, 8**)

LAB 9

11 SG 10 Authentication and Account Management LAB 10

12 SG 11 Basic Cryptography LAB 11

13 SG 12 Advanced Cryptography and **Thanksgiving**

RECESS

QUIZ4

(**SG 9, 10, 11**)

14 SG 13 Business Continuity **Capstone**

Progress

15 SG 14 Risk Mitigation

Course Review - Capstone Project Presentations

QUIZ5

(**SG 12, 13, 14**)

16 Capstone Project Wrap-up

Security+ Certification Exam Option Details

CAPSTONE

Project

Week# Dates

1 **Sept 3** - Sept 8

2 Sept 9 - Sept 15

3 Sept 16 - Sept 22

4 Sept 23 - Sept 29

5 Sept 30 - Oct 6

6 Oct 7 - Oct 13

7 Oct 14 - Oct 20

8 Oct 21 - Oct 27

9 Oct 28 - Nov 4

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COURSE TECHNOLOGY COMPETENCY PREREQUISITES

Those considering registering for this course are encouraged to contact their advisor or myself for further assistance in determining the suitability of this course to their educational

needs/objectives.

Participants are expected to be competent in the use of the following software tools required to complete the assignments:

- **Microsoft Word®**, or other word processor for written assignments
- **Microsoft PowerPoint®** for the presentation(s)
- **Microsoft Internet Explorer®** or browser of choice for World Wide Wide resource access

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TEACHING/LEARNING METHODS

Instructional modules and a wealth of other resources are posted in Blackboard. Start first by reviewing the course welcome/introduction under **Announcements**. Be sure to review all of the resources posted in Blackboard and refer to them often. You are encouraged to print a copy of the syllabus (or at least the Course Outline above) to help keep you on track in the course.

Each week has a corresponding instructional module you are to complete. Each module consists of an introduction, assigned readings, PowerPoint® presentations, a discussion assignment, and either a textbook assignment or exam/quiz. Assignments are designed to provide additional opportunities for you to demonstrate attainment of the learning objectives. The feedback you receive on each assignment is intended to help you to understand where additional study is needed prior to completing the corresponding exam/quiz. Hands-on computer activities will also be employed whenever possible to increase attainment of learning objectives. Everyone is expected to observe proper [netiquette](#) when communicating with others in the course.

Materials from outside sources will be used for added emphasis when appropriate. All readings, information and materials presented and/or referenced during the delivery of the course are to be considered fair game in any exam/quiz.

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REQUIRED TEXT(S)

10 Nov 4- Nov 10

11 Nov 11 - Nov 17

12 Nov 18 - Nov 24

13 Nov 25 - Dec 1

14 Dec 2 - Dec 8

15 Dec 9 - Dec 15

16 Dec 16 - **Dec 18**

1. M. Ciampa (2012). **Security+ Guide to Network Security Fundamentals (4th ed.)**, Cengage Learning ISBN: 9781111640125

2. **Web-Based Labs for Security+ Printed Access Card**, CENGAGE Learning ISBN: 9781111640163

General Reference:

Publication Manual of the American Psychological Association (Sixth Edition) American Psychological Association, 2009. ISBN: 9781433805615.

MLA Handbook for Writers of Research Papers (Seventh Edition)

Modern Language Association, 2009. ISBN: 9781603290241.

Elements of Style (Seventh Edition) William Strunk, Jr. ISBN: 1587340607 available at <http://www.bartleby.com/141/index.html>.

Other Resources:

USB FLASH/Thumbdrive with appropriate backup.

Supplementary information for the course is available at the course web site.

The site may provide access to class notes, PowerPoint® slides of lecture presentations, class announcements, this course syllabus, online quizzes, personal course e-mail, and other information that will likely serve you well.

Please take the time to check the site at least weekly for updates.

Check library reserve desk for more materials. Other resources may be recommended by the instructor throughout the semester.

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REQUIRED SOFTWARE AND HARDWARE

Word processor of choice (e.g., **Microsoft Word®**). This will be used to create responses to assignments. Must be capable of saving to a PC compatible file format. Check with the instructor for further assistance as needed.

Microsoft PowerPoint®. This will be used to create and delivery presentation(s). Check with the instructor for further assistance as needed.

Microsoft Internet Explorer® or browser of choice. This will be used to access World Wide Web resources. Check with the instructor for further assistance as needed.

Students must own (or have access to) a computer capable of running the above software.

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RECOMMENDED SOFTWARE

No additional software is recommended for this course at this time.

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SUPPLEMENTAL INTERNET RESOURCES

Please don't hesitate to use the Internet to find additional resources. You are encouraged to alert others in the course when you find a true *gem*. This is best accomplished through the use of the Discussion Board tool of Blackboard. Please take the time to regularly (at least weekly) check for new posts.

General Network and Computer Security Resource Sites:

Cengage Information Security web site

<http://community.cengage.com/Infosec/>

CompTIA Certification web site

<http://www.comptia.org/certifications/listed/security.aspx>

SysAdmin, Audit, Network, Security (SANS) Institute

<http://www.sans.org>

The Computer Emergency Response Team Coordination Center (CERT/CC)

<http://www.cert.org>

Bugtraq

<http://www.securityfocus.com/archive/1>

Active Threat Level Analysis System (ATLAS)

<http://atlas.arbor.net>

The Institute for Security Technology Studies (ISTS) at Dartmouth College

<http://www.ists.dartmouth.edu>

Information Systems Security Association (ISSA)

<http://www.issa.org>

Common Vulnerabilities and Exposures (CVE)

<http://cve.mitre.org>

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INSTRUCTOR INFORMATION AND AVAILABILITY

Raymond T. Albert, Ph.D.

University of Maine at Fort Kent

23 University Drive

Fort Kent, ME 04743

e-mail: ralbert@maine.edu

phone: (207) 834-7696 or 1-888-TRY-UMFK

SKYPE username: "raymondalbert" - requires appt. in advance

GoToMeeting: requires appt. in advance

Please note I will do my best to respond to inquiries within 24 hours (48 on the weekends).

Please feel free to contact me should you have any questions/comments regarding this course or any previous course you have had with me.

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ASSIGNMENT EXPECTATIONS

Participants are expected to do their own work and complete the Capstone project and

assignments on or before the due dates specified. It is essential to participate on the course discussions by regularly contributing with well thought out, spell checked posts. Everyone is expected to observe proper [netiquette](#) when communicating with others in the course.

Use the following conventions when composing a discussion posting (adapted from UCF Blended Learning Toolkit):

- During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
- If you want to send a personal message to the instructor or to another student, use e-mail rather than the discussions.
- Use the appropriate Discussion Topic; don't post everything to the same Discussion Topic.
- Be patient. Don't expect an immediate response when you post a message.
- A helpful hint for use with both discussions and e-mail --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition into e-mail or the discussion. This also saves online time.
- Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
- Respect each other's ideas, feelings and experience.
- Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
- Explore disagreements and support assertions with data and evidence.
- "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
- Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
- Do not post messages such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion but take up space on the Discussions and will not be counted for assignment credit.
- Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
The words or ideas of others, where used, must be properly credited according to accepted standards for professional publication. Refer to the latest edition of the *Publication Manual of the American Psychological Association (APA)* for more details.

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ASSIGNMENT SUBMISSION GUIDELINES

Care should be taken in completing assignments to ensure that they reflect best effort work and contain appropriate documentation when the work of others is cited. Assignments will be accepted once and revisions will not be allowed.

To assure proper credit for your work, please indicate the following information on each assignment submission unless instructed otherwise:

- Course Number
- Your Name
- Assignment Identification

Assignment Submission Protocol

Assignment submission, confirmation and receipt of feedback and grade will be achieved as follows:

1. Submit your assignment documents using the **Assignment** tool of Blackboard unless otherwise instructed.
2. Detailed feedback (if any) will be provided to you following the posted due date and your grade will be made available through the **My Grades** tool of Blackboard. A

sample solution set (rubric) will usually be posted to the **Discussion Board** tool of Blackboard for your reference or corrective feedback will be provided as needed. **Assignments will NOT be accepted after the submission deadline.** However, each student is permitted to exercise the Family Emergency Option ONCE per semester (see below). It is essential for the instructor to be able to provide prompt feedback to all students in the course while preventing anyone from gaining an unfair advantage by accessing instructor feedback provided to fellow students prior to submitting their own responses. Students are expected to establish earlier personal deadlines to ensure timely completion and submission of assignments. This policy is required to permit timely posting of sample solutions (rubrics). Remember "**Ray's Rule of 4**" (take your best time estimate then multiply it by 4 to get a better estimate of the time required to complete a computer-based project).

Family Emergency Option

Each student is **permitted to submit ONE assignment up to 2 days (48 hours) past the posted submission deadline without penalty.** To exercise this option the student **MUST** clearly identify within their assignment submission that this option is to apply. This option is provided to enable students to focus on more urgent unexpected concerns (e.g., family illness/emergency) that may arise during the delivery of the course.

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GRADING

Final grades will be based on the points accumulated from all assignments submitted throughout the term.

Final letter grades will be based on the percentage of total points represented by your accumulated points. The following grade scale will be utilized (grade signs (+, -) are assigned at the discretion of the instructor):

Quizzes (5 given, 1 dropped, 4 @ 7.5% each) 30 points

LABS/Assignments 45 points

Capstone Project 20 points

Attendance/Participation 5 points

Total 100 points

A 90 to 100 percent

B 80 to 89 percent

C 70 to 79 percent

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GENERAL COURSE GUIDELINES AND POLICIES

To achieve the learning objectives, participants are expected to carefully review the course text(s), complete course assignments and contribute in a scholarly fashion to course discussions.

Distance Education Orientation

If you are enrolled in this course as a distance education student, welcome! Please take the time if you have not already done so to visit the University College "New Student Orientation" at <http://learn.maine.edu/get-started/orientation/>.

Absence Policy

Course participation is considered essential to a successful educational experience. Online students attendance is determined by participation in Blackboard. Online students must login to Blackboard at least every four days to be considered present. Face-to-face student attendance will be assessed at random times throughout the semester (sign-up sheet) and through participation in Blackboard.

Students may register at most two unexcused class absences before being considered dropped from the course. For each unexcused class absence, two and a half percentage points of the total 100 will be deducted from your final score. Excused absences are those for which prior arrangements have been made with the instructor(s) or extenuating circumstances can be clearly documented. Please check with the instructor(s) and make arrangements prior to any planned absences.

There will be **NO MAKEUP EXAMS/QUIZZES**, students must instead make arrangements with the instructor to take the exam/quiz prior to the planned absence or forfeit the

opportunity to complete it. **Students failing to maintain a passing grade at any point during the semester may be involuntary dropped from the course through an instructor-initiated withdrawal process.** Overall, it is essential to keep the instructor(s) informed of your progress as well as any difficulties you may be experiencing.

Special Notes

Students are required to observe appropriate error prevention techniques throughout the semester. For example, students must frequently save their work to disk to prevent loss. Loss due to power fluctuations, illegal instructions, viruses, or any other reason beyond the instructors' control will not constitute adequate reason for accommodations.

Classroom Decorum

Free discussion, inquiry, and expression are encouraged in the class and online. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of beepers, cellular phones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line." In the event of a situation where a student legitimately needs to carry a beeper/cellular phone to class, prior notice and approval of the instructor is required. Classroom and/or online behavior which is deemed inappropriate and cannot be resolved by the student and the faculty member may be referred to the Director of Student Affairs. In turn, depending on the nature of the situation, the information may be forwarded to the Judicial Review Committee for administrative or disciplinary review as per the Code of Student Conduct, which may be

D 60 to 69 percent

F less than 60 percent

found in the [Student Handbook](#).

Standards of Academic Integrity

Student conduct and academic honesty policies will be strictly enforced. It is essential for students to contribute equally, to the best of their ability, and as a result of independent effort (except when completing "group" activities).

For complete policy, see UMFK [Student Handbook](#) - Student Academic Integrity Policy.

In general, it is the expectation that each student:

- Submit his or her own work, not that of another person
- Not falsify data or records (including admissions materials)
- Not engage in cheating (e.g., giving or receiving help during examinations, acquiring and/or transmitting test questions prior to an examination)
- Not receive or give aid on assigned work that requires independent effort
- Properly credit the words or ideas of others according to accepted standards for professional publications.*
- Not use term paper writing services or consult such services for the purpose of obtaining assistance in the preparation of materials to be submitted in courses or for theses or dissertations
- Not commit plagiarism (Webster's defines plagiarism as "stealing or passing off ideas or words of another as one's own" and "the use of a created production without crediting the source.")*

*When using the exact words of another, quotation marks must be used for short quotations (fewer than 40 words), and block quotation style must be used for longer quotations. In either case, a proper citation must also be provided. When paraphrasing (summarizing, rewriting, or rearranging) the words or ideas of another, a proper citation must be provided. The Publication Manual of the American Psychological Association, Fifth Edition, contains standards and examples on quotation methods (pages 117 and 292) and on citation methods (pp. 207-214).

Extreme caution must be exercised by students involved in collaborative work to avoid violation of this policy.

Participant conduct and academic honesty policies will be strictly enforced. It is essential for participants to contribute equally and independently (except when completing "group"

activities) to the best of their ability. Please bear in mind that sophisticated resources exist to assist faculty in enforcement efforts (e.g., www.plagiarism.org).

Expectations regarding the detection of plagiarism through use of Turnitin

Students agree by taking this course that all required papers may be subject to submission for textual similarity to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website.

Writing Skills

Each student must demonstrate proficiency in the use of the English language in all work submitted for this course. Grammatical errors, spelling errors, and writing that does not express ideas clearly will affect your grade. The professor will not provide remedial help concerning writing problems that you might have. Students who are unable to write correctly and clearly are urged to contact their program office and/or Academic Services for sources of remedial help.

Communication by e-mail

Students must use their Blackboard or University of Maine System (UMS) e-mail accounts when sending e-mail to faculty and must clearly identify their names and other appropriate information, e.g., course or program. When communicating with students via e-mail, faculty members will send mail only to UMFK-recognized e-mail accounts. UMFK uses various course management tools that use private internal e-mail systems. Students enrolled in courses using these tools should check both the private internal e-mail system and UMS's regular e-mail system. UMFK offers students Web-based e-mail access. Students are encouraged to check their UMS e-mail account daily.

The Temporary Grade of Incomplete (I)

The temporary grade of Incomplete (I) will be granted only in cases of extreme hardship. Students do not have a right to an incomplete, which may be granted only when there is evidence of just cause. A student desiring an incomplete must submit a written appeal to the course instructor at least two weeks prior to the end of the term. In the appeal, the student must: (1) provide a rationale; (2) demonstrate that he/she has been making a sincere effort to complete the assignments during the term; and (3) explain how all the possibilities to complete the assignments on time have been exhausted. Should the course instructor agree, an incomplete contract will be prepared by the student and signed by both student and instructor. The incomplete contract must contain a description of the work to be completed and a timetable. The completion period should be the shortest possible. In no case may the completion date extend beyond 30 days from the last day of the semester. If the contractual obligations are not met by the student, the grade will be changed from I to F.

Academic Progress

It is essential to keep the instructor informed of your progress as well as any special difficulties you may be experiencing. Failure to do so may lead to a poor grade.

Special Accommodations

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations." Any student who qualifies for accommodations based on the impact of a disability should contact Academic & Counseling Services during the first two weeks of class at 207-834-7530 Room Cyr-107. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.

Academic and Counseling Services

Academic and Counseling Services are available to all University of Maine at Fort Kent students to assist them in reading, writing, and mathematical skill development. Information about these services can be accessed by calling 834-7530 (1-800-TRY-UMFK) or online at <http://www.umfk.edu/trio/>

Library Resources

UMFK and the University of Maine System (UMS) library resources are available to all students and can be accessed by calling 834-7525 (1-800-TRY-UMFK) or online at

<http://www.umfk.edu/library/>

Technical Support

Technical support services are available to all University of Maine at Fort Kent students.

Learn more by visiting <http://www.umfk.edu/it/>

Course Feedback

Participants are encouraged to regularly provide constructive feedback regarding delivery of the course. Suggestions that will improve the quality of the course for the majority of participants enrolled will be considered for immediate implementation.

Syllabus/Course Changes

The instructor reserves the right to make necessary changes to this syllabus and to the delivery of the course in light of unforeseen circumstances provided such changes are deemed necessary for learning and are announced.

COS 374

Operating Systems Security

Syllabus

Fall – 2013

3 Credit Hours

September 3 - December 20

Mark H. Rosenbaum, M.S., Ph.D. (ABD)

Professional Management Division

Information Security Program

The University of Maine at Fort Kent

Fort Kent, ME

Running header: COS 374 OPERATING SYSTEMS SECURITY 2

Instructor Information & Availability:

Mark H. Rosenbaum, M.S., Ph.D. (ABD – completion 2014)

Email: mark.rosenbaum@maine.edu

I generally check emails Monday through Friday by 7:00 p.m. I will do my best to respond within 24 hours (48 hours on the weekends).

Course Overview:

This course introduces students to the principles and design of operating systems. An operating system is a program that controls the execution of application programs, and acts as an interface between applications, computer hardware, and end-users. The main concepts taught in this class include processes and threads, mutual exclusion and privileged and non-privileged states/instructions, synchronization, access controls, deadlocks, process and thread scheduling, memory management, virtual memory, file systems, and distributed systems in modern, multiuser, multitasking operating systems such as Windows, Linux, and UNIX. In addition, this course will introduce students to fundamental security design principles of operating systems that include but are not limited to domain separation, process isolation, resource encapsulation, and least privilege. Lastly, each student will produce and submit a **Capstone Project Paper** at the end of the semester that examines a particular topic area within the subject matter presented during this semester. The purpose of the Capstone Project Paper is for the student to demonstrate a proficiency in understanding for a specific topic of interest within the general sphere of computer operating systems. All students will submit a **Capstone Project Proposal** prior to having their Capstone Project topic approved. **See Blackboard panel on left side of screen for all Capstone and APA formatting requirements.**

A detailed list of course lectures, assignments, and due dates (*subject to change as the semester proceeds*) are provided within this syllabus and or online in Blackboard. It is the *students responsibility* to ensure that each time they logon to the course that the check the “**General Announcements Section.**”

Class Location, Format, Hours:

Online - The class format consists of a 16-week semester with one week set aside for finals. *Due to the requirements of this course, there will be assignments during Fall Recess and Thanksgiving Recess.*

Hours: N/A

Course Objectives and Outcomes, Exit Competencies:

Upon completing this course, the student will at least:

- Identify the basic components of an operating system, describe their purpose, and explain how they function.
- Be familiar with important Windows, Linux, and UNIX system calls.
- Describe the difference between programs, processes, and threads.
- Explain the meaning and purpose of process control blocks and other mechanisms that the operating system uses to implement the process and thread abstractions.
- Define concurrency and explain the problems that may arise because of concurrent execution of multiple processes or threads. Explain how these problems can be avoided. Be able to write code that avoids these problems.
- Define semaphores, mutexes, and other synchronization primitives, explain their purpose, and describe their internal implementation.

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- Describe possible problems that arise from improper use of synchronization primitives (such as deadlocks) and present their solutions.
- Describe operating system scheduling and use OS interfaces to set and modify scheduling policy parameters.
- Define UNIX signals and signal handlers, and describe their use.
- Understand and be able to use and configure operating system timers and clocks.
- Describe the concepts of I/O devices, files, directories.
- Explain the internal implementation of files systems and operating system I/O.
- Describe the machine memory hierarchy, its components such as caches and virtual memory, explain memory management mechanisms pertaining to these components such as paging and segmentation, and understand and explain virtual memory spaces.
- Explain the concept of DMA.
- Understand and be able to explain how operating systems protect themselves from attacks.
- Identify key areas of concern in securing various operating system architectures.
- Explain the requirements and techniques for OS security management - including protection from physical and logical threats.
- Explain and compare security mechanisms of contemporary operating systems (e.g., domain separation, process isolation, resource encapsulation, and least privilege).
- Understand, and be able to explain when and why virtualization can sometimes provide added OS security.
- The student will author a Capstone Project Proposal, and Capstone Project Paper that demonstrates a proficiency in a specific or multi-disciplinary area of *operating systems theory, concepts, or security*.

Required Textbooks:

The following textbooks are required for this class, and are used in discussions, examinations, and any other class assignments. **Students are required to have access in “both” of the books indicated below by the start of the term.** Supplemental reading materials will be provided when and where needed.

Stallings, W. (2012). Operating Systems: Internals and Design Principles 7th. Ed.

ISBN-13: 978-0-13-230998-1

***Publication Manual of the American Psychological Association (Sixth Edition)** American Psychological Association, 2009. ISBN: 9781433805615.

(*Note that all submitted work is to follow the APA Publication Manual formatting.

A word about APA formatting in this class: Classes in our department are geared towards aiding students to enter bachelor and graduate programs in IS/IT/CS. Undergraduate and graduate programs in IS/IT/CS rely heavily on the APA Publication Manual for writing and publication standards. You are therefore *required to be familiar with the APA Publication Manual and have a copy of it*. I would suggest that you do purchase a copy of the APA manual and be familiar with the following Web site as a resource for APA formatting

<http://owl.english.purdue.edu/owl/resource/560/01/>.

Also, see APA formatting information and formatted papers under the control panel in Blackboard.

You may also wish to consult the following book to aid you in writing.

Elements of Style (Seventh Edition) William Strunk, Jr. ISBN: 1587340607 available at <http://www.bartleby.com/141/index.html>.

Running header: COS 374 OPERATING SYSTEMS SECURITY 4

Required Software:

Windows 7

MS-Office 2007 or above

Adobe Acrobat PDF Reader

Recommended: USB Thumb/Flash drive (backup all your work)

Note: Week begins on Monday mornings and concludes on Sunday evenings. All Assignments, Chapter Review Questions, Board Postings, and Exams are due by Sunday at 11:59 pm EST.

WEEK DATE

CHAPTERS

STALLINGS

TEXTBOOK TOPIC ASSIGNMENTS

1

Sept – 3

Sept – 8

Chapter 1

Computer System

Overview

Chap. 1 (All review questions) – Chap. 1 Problems

1.3, 1.4, 1.7, also see Blackboard weekly learning module

2

Sept – 9

Sept – 15

Chapter 2

Operating Systems

Overview

Chap. 2 (All review questions) – Chap. 2 Problems

2.2, 2.3, 2.4, 2.5, 2.6, also see Blackboard weekly learning module

3

Sept – 16

Sept – 22

Chapter 3

Process Descriptions and Controls

Chap. 3 (All review questions) – Chap. 3 Problems

3.2, 3.7, 3.10, 3.11, also see Blackboard weekly learning module

(QUIZ 1: Weeks 1 3)

4

Sept – 23

Sept – 29

Chapter 4 Threads
Chap. 4 (All review questions) – Chap. 4 Problems
4.2, 4.3, 4.4, 4.5, 4.6, 4.10, 4.12, also see Blackboard
Learning Module
5
Sept – 30
Oct – 6
Chapter 5
Concurrency:
Mutual Exclusion
and Synchronization
Chap. 5 (All review questions) – Chap. 5 Problems
5.1, 5.5, also see Blackboard weekly learning module
6
Oct – 7
Oct – 13
Chapter 6
Concurrency:
Deadlock and
Starvation
Chap. 6 (All review questions) – Chap. 6 Problems
6.1, 6.2, 6.15, also see Blackboard Learning Module
(QUIZ 2: Weeks 4 □ □ 6)
7
Oct – 14
Oct – 20
Chapter 7 and 8
Memory
Management, and
Virtual Memory
Chap. 7 (All review questions) – Chap. 7 Problems
7.4, 7.5, 7.8;
Chap. 8 (All review questions) also see Blackboard
weekly learning module
8
Oct – 21
Oct – 27
Chapter 9
Uniprocessor
Scheduling
Chap. 9 (All review questions) – Chap. 9 Problems
9.13, 9.14, – also see Blackboard weekly learning
module
9
Oct – 28
Nov – 3
Chapter 10
Multiprocessor and
Real-Time
Scheduling
Chap. 10 (All review questions) – also see
Blackboard weekly learning module
(QUIZ 3: Weeks 5 □ □ 9)
10
Nov – 4
Nov – 10

Chapter 11
I/O Management
and Disk Scheduling
Chap. 11 (All review questions) – Chap. 11 Problems
11.7, 11.8, 11.9, 11.10, 11.11, also see Blackboard
weekly learning module

11

Nov – 11

Nov – 17

Chapter 12 File Management

Chap. 12 (All review questions) – Chap. 12 Problems
12.8, 12.9, 12.12, also see Blackboard weekly
learning module

Running header: COS 374 OPERATING SYSTEMS SECURITY 5

WEEK DATE

CHAPTERS

STALLINGS

TEXTBOOK TOPIC ASSIGNMENTS

12

Nov – 18

Nov – 24

Chapter 13

Embedded

Operating Systems

Chap. 13 (All review questions) – Chap. 13 Problems
13.1, 13.2, 13.3, 13.4, 13.5, 13.9, also see
Blackboard weekly learning module

(QUIZ 4: Weeks 10 □□12)

13

Nov – 25

Dec – 1

Chapter 14

Computer Security

Threats

Chap. 14 (All review questions) – Chap. Problems
14.6, 14.9, 14.10, see Blackboard weekly learning
module

14

Dec – 2

Dec – 8

Chapter 15

Computer Security

Techniques

Chap. 15 (All review questions) – Chap. 15 Problems
15.3, 15.5 also see Blackboard weekly learning
module

15

Dec – 9

Dec – 15

Chapter 16

Distributed

Processing,

Client/Server, and

Clusters

Chap. 16 (All review questions) – also see
Blackboard weekly learning module

(QUIZ 5: Weeks 13 – 15)

16

Dec – 16

Dec – 20

FINALS) & Capstone

Due

□ □ == □ □ == □

Capstone Due

WEEK DATE DELIVERABLE

1 Sept 3 – Sept 8

2 Sept 9 – Sept 15

3 Sept 16 – Sept 22 **QUIZ – 1 (Weeks 1 – 3)**

4 Sept 23 – Sept 29 **DISCUSSION BOARD – 1**

5 Sept 30 – Oct 6

CAPSTONE PROPOSAL DUE (First Attempt)

DISCUSSION BOARD – 2

6 Oct 7 – Oct 13

QUIZ – 2 (Weeks 4 – 6)

CAPSTONE PROPOSAL DUE (Second Attempt)

7 Oct 14 – Oct 20 *CAPSTONE PROPOSAL DUE (Third Attempt)*

8 Oct 21 – Oct 27

I ASSIGN CAPSTONE IF NOT APPROVED

DISCUSSION BOARD – 3

9 Oct 28 – Nov 3 **QUIZ – 3 (Weeks 5 – 8)**

10 Nov 4 – Nov 10

11 Nov 11 – Nov 17

12 Nov 18 – Nov 24 **QUIZ – 4 (Weeks 9 – 12)**

13 Nov 25 – Dec 1 **DISCUSSION BOARD – 4**

14 Dec 2 – Dec 8

15 Dec 9 – Dec 15

QUIZ – 5 (Weeks 13 – 15)

DISCUSSION BOARD – 5

16 Dec 16 – Dec 20 *Capstone Project Due*

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By Week 5 Your first Capstone Project “Proposal” will be due. Instructions and information for the Capstone

Project Proposal and Capstone Project Paper are located in Blackboards control panel and. You will also see “Announcements” regarding the Capstone Project Proposal and Capstone Project Paper in Blackboard.

TEACHING/LEARNING METHODS

Instructional modules and a wealth of other resources are posted in Blackboard. Start first by reviewing the course Welcome/Introduction under **Announcements**. Be sure to review all of the resources posted in Blackboard, and refer to them often. You are encouraged to print a copy of this syllabus to help keep you on track in the course.

Each week has a corresponding instructional module (i.e., Weekly Module) that you are to complete. Each Weekly Module will consist of an introduction. Additionally, assigned readings, PowerPoint® presentations, Discussion Board assignments (likely), textbook assignments, chapter activities may be included, along with quizzes and exams. All materials presented and/or referenced during the delivery of the course are fair game for that week’s module in any exam/quiz.

ASSIGNMENT SUBMISSION GUIDELINES and PROTOCOLS

Assignments may ONLY BE SUBMITTED ONCE; revisions are not accepted. All assignments are to be submitted in MS-Word format. Never submit assignments in any other format – they will not be graded.

To receive full credit for your work, all work submitted for grading *except where indicated and for the Board Discussions must have the following information:*

□ □ **Title Page** – attached to all submitted work - see template in Blackboard.

Certificate of Authorship – attached to all submitted work - see template in Blackboard. *This must have your signature on it in a script-based font and always the last page of your submitted work.*

All submitted work is to be **DOUBLE-SPACED** (i.e., lines) unless otherwise noted.

All work submitted for grading is to use the **file labeling convention** described in the “Announcements.”

GRADE ALERT: If any work submitted where indicated does include this information two (2) points are automatically subtracted from the overall grade for EACH ITEM missing (i.e., Title Page, Certificate of Authorship, double-spaced work, properly labeled file). The Title Page’s purpose is for identification reasons, and the Certificate of Authorship is an honor system of personal ethics and responsibility. I do take student honor and ethics seriously. If cheating or plagiarism is suspected and proven, they will be dealt with swiftly and fully to the extent, of University Policy. Double spacing is an APA convention, and makes reading for grading purposes easier. The assignment/file labeling/naming convention is for easy name, assignment, and course identification

Assignments are NOT accepted past the submission deadline. However, each student is permitted to exercise the Family Emergency Option ONCE per semester (*see below*). Students are encouraged to establish earlier personal deadlines to ensure timely completion and submission of assignments.

Family Emergency Option

Each student is **permitted to submit ONE assignment up to 2 days (48 hours) past the posted submission**

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deadline without penalty. To exercise this option the student MUST clearly identify within their assignment submission that this option is to apply. This option is provided to enable students to focus on more urgent unexpected concerns (e.g., family illness/emergency) that may arise during the delivery of the course.

GRADING: Final grades will be based on the points accumulated from all assignments submitted throughout the term.

Chap. Review Questions 20%

4 Quizzes 20%

2 Exams 20%

Capstone Project Proposal/Paper 25%

Discussion Board Participation 15%

Total 100%

Final letter grades will be based on the percentage of total points represented by your accumulated points.

The following grade scale will be utilized (Grade signs (+, -) are assigned at the discretion of the instructor):

A 95% - 100%

A- 90% - 94%

B+ 87% - 89%

B 83% - 86%

B- 80% - 82%

C+ 77% - 79%

C 73% - 76%

C- 70% - 72%

D+ 67% - 69%

D 60% - 66%

F < 59%

GENERAL COURSE GUIDELINES AND POLICIES

In order to achieve the learning objectives, students are expected to carefully review the course text(s), complete course assignments, and contribute in a scholarly fashion to course discussions.

Distance Education Orientation

Please take the time if you have not already done so to visit the University College "New Student Orientation"

at <http://learn.maine.edu/get-started/orientation/>.

Absence Policy

Course participation is essential to a successful educational experience. Online student attendance is determined by participation in Blackboard. Online students must login to Blackboard at least every other day, and “preferably” every day to be considered present. Each student’s attendance is recorded by the Blackboard system.

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There will be **NO MAKEUP EXAMS/QUIZZES**. Students must arrange with the instructor to take the exam/quiz

prior to the planned absence, or forfeit the opportunity to complete it. However, I do allow two specific caveats: unexpected hospitalizations on your part, or a death in the family. Both of these situations will require adequate documentation to substantiate either situation. Also, any student failing to maintain a passing grade at any point during the semester may be involuntary dropped from the course through an instructor-initiated withdrawal process, and notified. Overall, it is essential to keep the instructor(s) informed of your progress as well as any difficulties you may be experiencing.

Special Notes

Students are required to observe appropriate error prevention techniques throughout the semester. For example, students must frequently save their work to disk to prevent loss. Loss due to power fluctuations, malware, viruses, or any other reason beyond the instructors’ control will not constitute adequate reason for accommodations. Consider the following: You, the student are in a security program – if you cannot protect your own work than why would you expect an employer to suspect that you are capable of protecting their data!

Online Decorum

Free discussion, inquiry, and expression are encouraged online. I will always start out by assuming that students’ intentions are well meant. However, online behavior that interferes with either (a) the instructor's ability to conduct the class and/or (b) a students’ ability to benefit from instruction is not acceptable.

Examples may include, but are not limited to the following:

- Verbally degrading another student online
- Using **any profanity**
- Sexual harassment(s) – (*see University Student Handbook*)
- Monopolizing Discussion Board conversations or flooding the Board with unrelated content
- Always stay open-minded and never shutdown your fellow students ideas. The bottom line is be respectful and treat others as you want to be treated
- No uncivil arguing, though debate is encouraged, just do not cross the line
- Comments such as “So big deal” –or- “I don’t get it – What’s your point” IS NOT ACCEPTABLE.

Find another way to communicate with politeness

The objective is to provide a positive learning experience for everyone. Online behavior deemed inappropriate that cannot be resolved by the student and faculty member, may be referred to the Department Chair and Director of Student Affairs. In turn, depending on the nature of the situation, the information may be forwarded to the Judicial Review Committee for administrative or disciplinary review as per the Code of Student Conduct, which may be found in the Student Handbook.

Standards of Academic Integrity

Student conduct and academic honesty policies will be strictly enforced. It is essential for students to contribute equally, to the best of their ability, and as a result of independent effort (except when completing "group" activities).

For complete policy, see UMFK [Student Handbook](#) - Student Academic Integrity Policy.

In general, it is the expectation that each student:

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- Submit his or her own work, not that of another person
- Not falsify data or records (including admissions materials)
- Not engage in cheating (e.g., giving or receiving help during examinations, acquiring and/or

transmitting test questions prior to an examination)

- Not receive or give aid on assigned work that requires independent effort
- Properly credit the words or ideas of others according to accepted standards for professional publications.*
- Not use term paper writing services or consult such services for the purpose of obtaining assistance in the preparation of materials to be submitted in courses or for theses or dissertations
- Not commit plagiarism (Webster's defines plagiarism as "stealing or passing off ideas or words of another as one's own" and "the use of a created production without crediting the source.")*

*When using the exact words of another, quotation marks must be used for short quotations (fewer than 40 words), and block quotation style must be used for longer quotations. In either case, a proper citation must also be provided. When paraphrasing (summarizing, rewriting, or rearranging) the words or ideas of another, a proper citation must be provided. The Publication Manual of the American Psychological Association, Fifth Edition, contains standards and examples on quotation methods (pages 117 and 292) and on citation methods (pp. 207-214).

Be aware that extreme caution must be exercised by students involved in collaborative work to avoid violation of this plagiarism policy.

Participant conduct and academic honesty policies will be strictly enforced. It is essential for participants to contribute equally and independently (except when completing "group" activities) to the best of their ability. Please bear in mind that sophisticated resources exist to assist faculty in enforcement efforts (e.g., www.plagiarism.org).

Writing Skills

Each student must demonstrate proficiency in the use of the English language in all work submitted for this course. Grammatical errors, spelling errors, and writing that does not express ideas clearly will affect your grade. The professor will not provide remedial help concerning writing problems that you might have. Students who are unable to write correctly and clearly are urged to contact their program office and/or Academic Services for sources of remedial help.

Communication by e-mail

Students must use their Blackboard or University of Maine System (UMS) e-mail accounts when sending e-mail

to faculty and must clearly identify their names and other appropriate information, e.g., course or program. When communicating with students via e-mail, faculty members will send mail only to UMFK-recognized email

accounts. UMFK uses various course management tools that use private internal e-mail systems.

Students enrolled in courses using these tools should check both the private internal e-mail system and UMS's regular e-mail system. UMFK offers students Web-based e-mail access. Students are encouraged to check their UMS e-mail account daily.

The Temporary Grade of Incomplete (I)

The temporary grade of Incomplete (I) will be granted only in cases of extreme hardship. Students do not have a right to an incomplete, which may be granted only when there is evidence of just cause. A student desiring

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an incomplete must submit a written appeal to the course instructor at least two weeks prior to the end of the term. In the appeal, the student must: (1) provide a rationale; (2) demonstrate that he/she has been making a sincere effort to complete the assignments during the term; and (3) explain how all the possibilities to complete the assignments on time have been exhausted. Should the course instructor agree, an incomplete contract will be prepared by the student and signed by both student and instructor. The incomplete contract must contain a description of the work to be completed and a timetable. The completion period should be the shortest possible. In no case may the completion date extend beyond 30 days from the last day of the semester. If the student does not meet the contractual obligations, the grade will be changed from I to F.

Academic Progress

It is essential to keep the instructor informed of your progress as well as any special difficulties you may be

experiencing. Failure to do so may lead to a poor grade.

Special Accommodations

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Any student who qualifies for accommodations based on the impact of a disability should contact Academic & Counseling Services during the first two weeks of class at 207-

834-7530 Room Cyr-107. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.

Academic and Counseling Services

Academic and Counseling Services are available to all University of Maine at Fort Kent students to assist them in reading, writing, and mathematical skill development. Information about these services can be accessed by calling 834-7530 (1-800-TRY-UMFK) or online at <http://www.umfk.maine.edu/trio/>

Library Resources

UMFK and the University of Maine System (UMS) library resources are available to all students and can be accessed by calling 834-7525 (1-800-TRY-UMFK) or online at <http://www.umfk.maine.edu/library/>

Technical Support

Technical support services are available to all University of Maine at Fort Kent students. Learn more by visiting <http://www.umfk.maine.edu/it/default.cfm>

Course Feedback

Participants are encouraged to regularly provide constructive feedback regarding delivery of the course. Suggestions that will improve the quality of the course for the majority of participants enrolled will be considered for immediate implementation.

Syllabus/Course Changes

The instructor reserves the right to make necessary changes to this syllabus and to the delivery of the course in light of unforeseen circumstances provided such changes are deemed necessary for learning and are announced.

SYLLABUS

Introduction to Criminal Law

Evening Division
Fall 2013

September 5, 2013

Instructor: Robert J. Plourde
Office: 11 W. Main Street, Suite 101
Fort Kent, Maine 04743

Office Hours: By Appointment
Call: 834-3921
Fax: 834-3353
Email: robertplo@geiweb.net

- Required Textbook:** J. Samaha, *Criminal Law* (10th ed. 2011)
- Resource Materials:** Maine Revised Statutes Annotated (1964);
Maine Supreme Court Cases;
Maine Rules of Criminal Procedure
- Prerequisites:** None
- Course Objectives:** To provide a basic introduction to the general principles of criminal law from a practice oriented perspective, together with a limited introduction to the Socratic method of instruction.
- Catalog Description:** An introductory course designed to provide students with no background in the field with a general overview of the basic doctrines and principles of Criminal Law. Law School materials and methods of instruction will be used in the course.
- Methods of Instruction:** The course will be conducted by use of the question and answer Socratic method and case analysis. This method depends totally upon class preparation and will be used as much as possible. Lectures will be used to supplement the Socratic method as needed.

Course Outline and Reading List

- I. General Introduction, Maine Criminal Law Materials, What is a Crime?
- II. Criminal Law and Criminal Punishment: An Overview (Chapter 1)
- III. Constitutional Limits on the Criminal Law (Chapter 2)

CRJ 218 - Corporate Crime Spring-Online 2011

Instructor: Michael Bresett

Email: Michael.r.bresett@maine.edu

Phone: 207-868-7756

Office Hours: Wednesdays 8 pm to 9 pm

Thursdays 8 pm to 9 pm

Academic Integrity:

As a student at a distance, it is important that you know about the University of Maine System policy on academic integrity. Violations of student academic integrity include any actions that attempt to promote or enhance the academic standing of any student by dishonest means (e.g., cheating, plagiarism, fabrication and academic misconduct). Student may be accused, charged and penalized for any violations as appropriate. Please refer to the UMS Student Conduct Code for definitions and procedures.

If you have any questions regarding the requirements for this course, please consult me. If you have any questions about the academic integrity process, please contact the Student Services Coordinator at your local center.

Course Goals:

The goal of this course is to familiarize the student with the most recent trends, findings and innovations in corporate crime by institution, by individuals, and by government entities. The student should gain a clearer understanding of the nature, form and scope of occupational and white-collar criminal activity.

This course will provide an explanation and analysis of views regarding the phenomena of organized crime and efforts to control it. Attention will be paid to criminal organizations, including but not limited to government agencies, corporations, and corrupt individuals.

Required Text and Other Resources:

Rosoff, S. (2009). Profit Without Honor: White Collar Crime and the Looting of America. Fifth Edition Prentice-Hall: Saddle River, NJ.

Course Requirements:

- Email access (at least 3 times a week)
- Complete all readings and assignments
- Blackboard access
- **Submit all assignments by the established due date. Keep a copy of all submitted assignments and all returned assignments.**

Details of Individual Assignments:

E-mail Assignments:

A new email question will be posted in the “assignments” section of Blackboard. You will be responsible for reading the email question and sending your answer directly to your INSTRUCTOR via email at michael.r.bresett@maine.edu. Responses are due on Friday of every week. Your responses should be no more than a page in length, well thought out and include supporting evidence for your thoughts. Using an outside resource is not required, but is highly recommended. If you choose to use an outside resource, please cite it using APA style. An outside resource means anything other than your textbook.

Mid-term and Final Exams:

The mid-term will cover the first half of the semester and the final exam will cover the last half, it is not cumulative. More instructions will follow as the test date approaches.

Assignments:

E-mail Assignments: 40%

Mid-Term Examination: 30%

Final Examination: 30%

Course Grades:

A 95-100

A- 90-94

B+ 87-89

B 84-86

B- 80-83

C+ 77-79

C 74-76

C- 70-73

D 64-69

F 0-63

SYLLABUS TEMPLATE

COURSE NUMBER: CRJ 242	SEMESTER/YEAR:
TITLE: Wildlife Forensics	NUMBER OF CREDITS: 3
DIVISION: Professional Management	TIME/ROOM: Online
INSTRUCTOR: Dr. Stephen Hansen, Associate Professor of Biology and Environmental Studies	
PREREQUISITES: none	
COREQUISITES: none	
COURSE DESCRIPTION: 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, presentations by guest speakers, films, as well as laboratory/field activities and exercises.	
COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES: (Link to outcomes for general education or objectives in their major program - what the student should expect to be able to do at the end of the course) <u>Student Learning Outcomes:</u> Students will: <ol style="list-style-type: none">1. Identify and describe the basics of a criminal investigation.2. Describe the purpose and importance of documenting the investigative process.3. Learn how to collect, protect and preserve evidence as it relates to the investigative process.4. Learn how to identify the artifacts of evidence as it applies to wildlife crime scene investigations.5. Examine, identify, and compare evidence items using a wide range of scientific procedures and instruments6. Be able to process mock crime scenes and document their findings in a triangular manner as they attempt to link suspect, victim and crime scene with physical evidence. <u>College Learning Outcomes Addressed by the Course:</u> <ul style="list-style-type: none">• writing and computer literacy• ethics/values• reading• critical thinking	

REQUIRED TEXTBOOK(S): (Include Title, Author/Editor, Publisher, Edition)

Possible Textbook:

Huffman, Jane E., and John R. Wallace. 2011. *Wildlife Forensics: Methods and Applications*.
Wiley-Blackwell

SUPPLEMENTAL LEARNING RESOURCES:

To be supplied

TEACHING/LEARNING PHILOSOPHY: (Teacher and learner expectations – link between course and UMFK’s mission to promote a quality education built upon a liberal arts foundation)

COURSE POLICIES: (Especially policies concerning late papers, absences, etc)

Example: (Remember these are just examples. Feel free to use the entries if it applies to your course).

59. Academic Honesty: Honesty and integrity are vital to the academic process.

Plagiarism is defined as intentionally or knowingly representing the words or ideas of another as one’s own in any academic work. Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic work. Students are expected to follow the procedures identified in the UMFK catalog, which can be accessed from the following web address:

<http://www.umfk.maine.edu/admissions/catalog>

60. Testing Policy: There will be NO Makeup exams/quizzes, students must instead make arrangements with the faculty prior to any planned absence or forfeit the opportunity to complete it.

61. Attendance Policy: Regular and punctual class attendance is mandatory for all students taking this course. Attendance will be taken at the beginning of every lecture. Students may be granted one excused absence from class with prior approval of the instructor. In case of an emergency, please speak with the faculty member to discuss how you will make up your absence. Absenteeism or tardiness is sufficient reason for the instructor to withdraw the student from the course.

62. Cell Phones and Pagers: All electronic communication devices must be disabled prior to the beginning of class, laboratory, or clinical experiences.

63. Withdrawal Policy: If a student is unable to attend or participate in the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline.

64. Assignment Submission: All course assignments are to be turned in by the due date. **Assignments will NOT be accepted after the submission deadline without prior faculty permission.**
65. Written Work: All written work is to be computer generated, double-spaced, accurate, appropriately referenced, grammatically correct, and in accordance with APA (5th ed.) where appropriate. Spelling, syntax, and organization will impact the assignment of grades for written assignments. All papers must be submitted with a face sheet, and stapled together.
66. Feedback: Faculty require one to two weeks to receive, grade and return all student work, including quizzes, exams, and papers.
67. Student Responsibility: Students are responsible for obtaining all handouts, announcements, and information presented during class time.
68. Faculty reserve the right to alter the syllabus as deemed necessary for learning.

METHODS OF EVALUATION/FORMATIVE AND SUMMATIVE: (How grades will be determined; assignment dates, and deadlines)

A formal summative written assessment, in the form of a report, will constitute 20% of the student's grade. Online assessment will incorporate a variety of class activities and three lecture exams, which, will constitute 80% of their overall course grade.

GRADING SCALE:

92 - 100% = A	77 - 79% = C+
90 - 91% = A-	73 - 76% = C
87 - 89% = B+	70 - 72% = C-
83 - 86% = B	67 - 69% = D+
80 - 82% = B-	63 - 66% = D
	60 - 62% = D-
	< 60 = F

SUPPORT SERVICES:

Example:

10. **Student Support Services**: Available to all University of Maine at Fort Kent students to assist them in reading, writing, and mathematical skill development. Information about these services can be accessed by calling 834-7530 (1-800-TRY-UMFK) or on-line at <http://www.umfk.maine.edu/acserv/>
11. **Blake Library Services**: Library resources from UMFK and the University of Maine System (UMS) are available to all students and can be accessed by calling 834-7525 (1-800-TRY-UMFK) or online at <http://www.umfk.maine.edu/infoserv/library>

12. **ADA Statement:** Students with special needs should contact the ADA Coordinator at 834-7532 so that appropriate accommodations may be made.

COURSE CALENDAR: (Dates, topics chapter readings, assignment deadlines)

General Outline of Topics Covered:

1. Crimes against wildlife
 - a) Poaching/ illegal trade in wildlife
 - b) Endangered species protection
2. The role of forensics
 - a) What is forensics?
 - b) What are the legal limitations of forensics?
3. The basics of a criminal investigation
 - a) Determining if a crime has been committed
 - b) Securing a crime scene
 - c) Determining what constitutes physical evidence
 - d) Collecting physical evidence
 - e) The role of photography
 - f) Legal considerations at a crime scene
 - g) Chain of custody requirements
 - h) Interviewing witnesses and suspects
 - i) Search warrants/NYS CPL
 - j) The crime scene technician
4. Forensic techniques discussed during the semester will be:
 - a) Identification of tracks and track patterns of various animals:
 - Track casts
 - Trace Fossils
 - b) Forensic Entomology:
 - Insects of Forensic Importance role of insects in forensic investigations
 - Collection of entomological evidence from scene of crime

 - Detecting time of death
 - Forensic entomologist as expert witness
 - c) Comparative skeletal anatomy of domestic and wild animals
 - Identification of bones
 - Identification of claws and talons
 - Identification of Horns and Antlers
 - Age and sex determination from skeletal remains.
 - d) Comparative anatomy of teeth, types, and functions of teeth
 - Identification, collection, preservation and forensic significance of bite marks
 - Analysis of Aging

- e) Animal Blood Morphology
 - f) The use of Hair Morphology in the Identification of Mammals
 - g) Hide, Furs, and Feathers Identification
 - h) Necropsy examination techniques
 - Detecting time of death
 - Differentiating wounds in carcasses.
5. Forensic DNA Analysis of Wildlife Evidence
6. DNA Applications and Implementation
- 7) The Future of Wildlife Forensic Science
- 8) Case studies from the field, through laboratory analysis, and to the court room, giving insight into the path of forensic evidence and how current techniques can be applied to wildlife forensics

individual icons (see assignments for additional information). Answers to the assigned study questions will be sent to the instructor via email (j.ouellette@maine.edu). Please note that the student is not required to answer all the study questions at the end of each chapter in the text. Only the **STUDY QUESTIONS** assigned in **BLACKBOARD** will be required. The student will also be required to comment on a question each week in Discussion Board during the first 8 weeks of the course and then the Discussion Board will be used to submit casework during the final 4 weeks. Students should be checking assignments on a daily basis so that the class is progressing through the course at the same pace. All the work in this twelve week course must be completed by the due dates. Submitting some required work via email ensures getting credit for original work. This course does not allow students to work faster than the assignment schedule. The instructor reserves the right to give a reduced grade for work that is not turned in or turned in later than the assignment due date.

Any student who qualifies for accommodations based on the impact of a disability should contact Academic & Counseling Services during the first two weeks of class at (207) 834-7530 Room 107 Cyr Hall. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.

Extra Credit may be earned by almost anything, which is course related. All creative ideas will be considered, so please present (idea in writing or via e-mail) to the instructor along with relevance to the textbook. You may also complete extra assignments for extra credit. Maximum total points for extra credit is a letter grade. Deadline for Extra Credit will be listed either on the course calendar or by arrangement with the professor.

EXAMS

All Exams and Quizzes will have a time limit and will be given in **BLACKBOARD**. Please make sure you are on a reliable system when taking exams. An exam will be opened for 24 hours beginning at 4 a.m. on the assigned date. The instructor will only reopen an exam within 72 hours of the assigned date if you have an excused absence from the office of Student Affairs or if the system kicks you off because of a technical problem such as a power failure etc. Should the student go over the time limit, the instructor reserves the right to reduce your grade by 1 point for each minute you go over. If you go over again on subsequent exams, the instructor will reduce your grade by 2 points for each minute over. The student will be shown one question at a time and back tracking is not allowed. Most of the exam questions are multiple choice, True/False and short essay. This system does not give you the correct answer after you give a wrong answer. Please do not contact the instructor to see what questions you got wrong. If you are unsure of a question during an exam, make a note of it and check it after you have completed the exam.

VIDEOS/Handouts

Students will be required to view several videos. Please make sure you are on a 56K line or more to view the videos or you will not be able to view them. There are also 7 handouts. I would suggest printing some of the handouts to refer to during some of the lectures.

CASE STUDIES

Students will be required to read 8 cases and submit answers to the questions after each case in Discussion Board. The cases can be found under the CASE STUDIES icon in Black board. Check the ASSIGNMENTS to see when cases are due. The cases will be assigned during the last four (4) weeks of this twelve week course (two each week).

COURSE CONTENTS: The following 12 topics will correspond to each of the 12 lectures in Blackboard.

1. Introduction to the law enforcement officers role and the Code of Ethics.
2. Introduction to Patrol.
3. Community Policing/Observation and Perception.
4. Search, Seizure and Rules of Evidence requirements for patrol officers.
5. Basic Patrol Procedures and Frequently Handled Assignments.
(QUIZ)
6. Police response to Domestic Violence.
7. Traffic Enforcement and Pursuit Driving
(MID TERM EXAM)
8. Unusual Occurrences and Patrol Techniques.
9. Preliminary Investigations and conducting Interviews.
(QUIZ)
10. Laws of Arrest.
11. Use of Force and Felony Stops
(QUIZ)
12. Reporting, Records and Court Room Testimony
(Final Exam)

METHODS OF EVALUATION:

Participation in Discussion Board and answers to study questions will be graded as Class participation. The following is a breakdown of how the student will be graded in this course:

Two examinations (mid and final)	40 %
Quizzes(lowest grade dropped if student takes all 3)	45 %
Class participation	15 %

Grades will be based on successful completion of course content and will be determined as follows:

- A - 90% to 100 %
- B - 80% to 89%
- C - 70% to 79%
- D - 60% to 69%
- F - Failed course if less than 60 % achievement.

SYLLABUS

Course No: ECO 100

Date: August Sept 4, 2012

Title: Macroeconomics

Number of Credits: 3

Semester: Fall 2012

Instructor: B. G. Ritz

Contact Info: britz@maine.edu

Office Hours: MWTh 2-4 pm

Telephone (207) 834-7616

Cell phone (207) 436-5081 (you can text me at this number as well)

Office: Nadeau Hall 210

Readings: Text: **Economics**, Case, Fair and Oster, 10th edition

Other: **The Price of Inequality (TPI)**, Stiglitz, George, Norton, 2012)

Wall Street Journal and other sources as assigned.

Course Description:

Introduction to Macroeconomics offers the student an opportunity to learn the basic concepts of contemporary economic theory used to analyze and manage the US economy. Through classroom lecture and discussion, the student will learn fundamental economic theories regarding markets and the macro economy. These models/theories have been used to propose solutions to the macroeconomic ailments of unemployment and inflation that occasionally plagued economies.

Global course objective:

The student will evidence an understanding of the following economic models: the production possibilities frontier; supply and demand; macroeconomic expenditure models; and money market models. Competency will be demonstrated through a series of tests that emphasize problem solving, quizzes on assigned readings, participation in class and the completion of assigned homework, papers and projects.

Course outline:

Legend for course outline:

H.W. – suggested problems to help students learn the concepts and vocabulary in the text. These problems are for the student’s erudition and the instructor will not grade this homework; however, the instructor will provide help upon request and strongly advises that the student attempt to complete each assignment. The suggested problems will be found at the end of each chapter or appendix. Numbers followed by a capital letter indicate a suggested problem from an appendix.

Readings – refers to chapters in the text that match the topic descriptions. Quizzes for each these chapters will be given and will be limited to the textbook reading assigned. These quizzes must be taken when offered. The instructor’s intent is to make sure the student keeps making progress towards the completion of the course.

Introductory concepts

Topic 1	Definitions, Concepts and Modeling: the economist’s portal to understanding behavior - Using the production possibility frontier and the concept of comparative advantage to understand the	<i>Readings:</i> Chpt.s 1 & 2 and Appendix to Chpt. 1 H.W. - Chpt. 1: 1, 2, 3, 4, 5, 6 & 8 Chpt. 1Apendix: 1A –
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impact of scarcity on a society's choices and the concept of economic efficiency

- Economic modeling
- Production Possibilities Frontier
- Opportunity cost
- marginal rate of transformation
- Analysis using the PPF model
- Absolute advantage vs. comparative advantage

5A

Chpt. 2: 2, 6, 7, 8, 12, 14 & 15

Topic 2

An introduction to the concept of equilibrium: using the supply and demand model to understand how the chaos of the market determines the prices and quantities of goods and services produced.

- Demand
- Supply
- Market Equilibrium
- Analysis using the market model, i.e. the supply and demand model

Readings: Chpt. 3

H.W.: 1 – 18

TPI: Preface

Measuring Macroeconomic Performance

Topic 3

National income accounting - getting a handle on a \$15,000,000,000,000 economy - Why do economists, investors and others pay close attention to Gross Domestic Product and its components?

- Circular flow model of an economy
- Calculating gross domestic product
- Calculating national income
- Nominal GDP vs real GDP

Topic 4

The government of the U.S. is committed to controlling the levels of unemployment and prices. The alphabet soup of inflation measures and the basic methodology for the measurement of general movement in prices are discussed. The BLS's definitions and methodology for the calculation of unemployment are also examined.

- The BLS method of calculating unemployment

- Table A-15
- CPI vs. GDP deflator
- The effect of inflation on earned and paid interest – the Fisher equation

Macroeconomic Models of Income, Interest Rates and Prices

Commodities Model

Topic 6 To build a successful model of an economy, the behavior of households and business has to be conceptually represented. Definitions and assumptions of the income expenditure model are enumerated to draw hypotheses regarding short-run macroeconomic equilibrium. This model represents the first model that is truly macroeconomic and is not built-up from microeconomic theory.

- Fixed price model
- Marginal propensity to consume and save
- Consumption function
- Investment
- Determining equilibrium income
- Simple income multiplier

Topic 7 The economic tools the government uses to influence an economy are referred to as fiscal policy. This includes the government's ability to tax, borrow and purchase the output of the economy.

- Extending the commodities model to include government
- Government spending and taxation multipliers
- Automatic Stabilizers

Monetary model

Topic 8 The supply of money: “Hello, my name is Bernacke, Ben Bernacke, licensed to make money.” The role of banks and the Federal Reserve in the creation of money and destruction

- The bank's balance sheet
- Fractional reserve banking
- Monetary tools of the Fed

- The reserve requirement
 - The discount rate
 - Open Markets Operations
- Topic 9 If money is the root of all-evil, why do we want it? Modeling the demand for money, the determination of equilibrium interest rates and the effects of monetary policy on interest rates, investment and GDP
- Transactional demand
 - Speculative demand
 - Bond prices and interest rates
 - Price level and money demand
- Topic 10 Just like cars, trucks and tractors, economic models have transmissions. Understanding the connection between the money and commodities markets
- Interest rates and the linkage between aggregate expenditures and monetary policy
 - Interest rate sensitivity of planned investment and money demand
 - Aggregate demand, which is not the same as aggregate expenditure

Macroeconomic Model with Variable Prices

- Topic 11 Modeling aggregate supply and combining it with aggregate demand to determine equilibrium price levels and the determinants of inflation/deflation.
- Short-run aggregate supply
 - Determination of the price level
 - Long-run aggregate supply
 - Potential GDP and short-run to long-run equilibrium
 - Economic policy during recessionary and inflationary periods.
- Topic 12 Alternative theories of Macroeconomic behavior: Current state of economic thought in the 21st century
- Monetarism
 - Supply-side economics

- New Classical economics

Student Evaluation:

The student's grade will depend upon test scores, quizzes and written assignments covering designated readings and/or homework, and the paper. In preparing the student's final grade for the course; tests, the research paper, quizzes and written assignments will be weighted as follows in determining the student's final grade:

Tests	40%
Paper or Project	20%
Sum of Quizzes	15%
Written Assignments	15%
<u>Classroom Participation</u>	<u>10%</u>
Total	100%

I have constructed the grading scheme to encourage students to participate in all aspects of the course. No one component of the course will produce a passing grade. It is difficult to earn higher than a B if the student elects to ignore one component of the course.

Grading

The grading scale for this course is:

90% or more of total points possible in course	A
80% - 89% or more of total points possible in course	B
70% - 79% or more of total points possible in course	C
60% - 69% or more of total points possible in course	D
Less than 60%	F

Method of Instruction:

Lecture and Discussion

Submission requirements for homework of other assignments:

The instructor expects the course research paper to be submitted typewritten, in 12 pt. font and double-spaced. The student is expected to use appropriate punctuation and grammar. In all written assignments and academic integrity requires that the student cites all quotes, facts, statistics and any ideas of other individuals, agencies or entities to be attributed to the proper source. Failure to cite the previously mentioned items and provide a bibliography with the paper will result in a score of zero (0) for the assignment.

In the discussion board, entries that use information from other sources should cite the fact, quote, statistic or idea. This will allow readers the opportunity to judge the quality of the information cited, and allow readers to opportunity to use the citation to pursue their own lines of inquiry.

Expected Classroom Decorum:

The statement of Academic Decorum contained in the student handbook expects the instructor and students to maintain an environment in the class that is both civil and conducive to learning. In this course, the instructor expects students to conduct themselves as successful individuals would in a professional setting. The norms of the professional setting usually require individuals to be courteous to all members of a working group, active participants in discussions, and respectful of colleagues. As a rule for this course, if your online behavior is disruptive to the class, fellow students' learning or the work of the instructor, it should be avoided, as should any denigration of another student's race, ethnicity, religion, sexual orientation or character. Failure to follow these basic expectations will result in a reduction in the student's grade and in the extreme, dismissal from the course.

The instructor will initially issue a warning to a student violating these basic tenets of civil behavior. Further violations of appropriate conduct may result in removal from the course, which will be at the instructor's discretion. Please consult the Faculty's statement on Academic Decorum appended to this syllabus for a more explicit statement of the University's expectations.

Faculty Position on Academic Decorum University of Maine at Fort Kent

Lede

The faculty of the University of Maine at Fort Kent is committed to the preservation of those academic principles and standards without which the academy could not maintain its mission or fulfill its goals. As a liberal arts university, UMFK is dedicated to respecting all aspects of the educational process on the part of the academic community. As members of this academic community, both professors and students accept the responsibility inherent in its membership in guaranteeing, in upholding, and in preserving an atmosphere conducive to the freedom to teach and to learn; we are committed to these freedoms.

Preamble

All societies must agree on certain standards of civil discourse and conduct in order that all members are included in the full engagement of civilization. Education is a key institution and a gateway into a self-directed, professional, mature life. Higher education is the social institution charged with providing a

global, liberal arts, and sciences foundation for ethics, norms of conduct, lifelong learning, professional careers, and social responsibility within civil society. In a pluralistic and diverse world, citizens of the world are accorded civil liberties and rights pertaining to education. But liberty is not license, nor should one person's rights of expression be used to deny others their rights to education. Civil liberties and educational rights carry with them certain responsibilities to self and to others. The exercise of civil liberties requires self-discipline and the subordination of the self to the general good of the community.

As the active agents in higher education, professors have a professional duty to instill in their students the civil, ethical, and professional norms appropriate to our pluralistic and global world. To this end, the faculty at the University of Maine at Fort Kent agrees to these ideals and to the following principles:

Principles

1. Professors have the authority and the responsibility to set class norms and expected standards in their respective courses. Professors have academic freedom and are the authorities with regards to classroom management. Matters of classroom management will be outlined, explicitly, in professors' course syllabi.
2. Professors have the authority to set expectations for civil conduct in their classroom. Professors may specify appropriate academic consequences for failure to meet classroom norms and standards.
3. The faculty fully expects the administration to support appropriate exercise of faculty authority with regards to classroom management issues.

4. The faculty agrees that, as a body, we are collectively responsible to each other and to the academic community in supporting faculty authority in the classroom and shared standards for civil conduct at the University of Maine at Fort Kent.
5. The faculty expects the students to interact with the faculty, with other students, and with professional and clerical staff with respect and courtesy. Students are expected 1) to complete all assignments when they are due, 2) to attend every class session, and 3) to be prepared to learn and to work as outlined in individual faculty syllabi. Assessment and critique of this work should be viewed as part of the learning process. Participation in class is expected, this includes both speaking and listening and, when appropriate, dramatic interpretation. Students should give their full attention to the classes while they are in session. Students are not to bring cell phones, computers, I-pods, recording equipment, or other electronic devices to class without the professor's consent. Students whose behavior is disruptive either to the work of the professor or to the education of other students may be asked to leave the classroom.

Coda

The faculty acknowledges the significance of upholding academic standards and of preserving the integrity of the educational process. We strive to adhere to those democratic principles that guarantee individuals' rights and freedoms. But, when academic standards are jeopardized due to inappropriate conduct, we will make every effort to guard the integrity of the academy and to preserve the learning environment.

April, 2008

Macroeconomics
Fall Semester 2012
Paper Assignment

The U.S. is approximately two months away from its next Presidential election. Presidential candidate Romney and President Obama have and will be outlining proposed economic policy to help reduce unemployment and increase economic growth during the next four years. The contents of this paper will provide a description and basic analysis of the policies proposed by the candidates for President of the U.S. The paper will also offer the pro and con arguments of economists, politicians and/or other experts as to the impact of the proposed policies on the federal deficit, the distribution of income and any effects it may have on economic incentives. Finally, the student should indicate which of the proposed candidate's policies they believe have the best chance of success and provide a reasoned argument supporting their decision using the economic theory discussed in class, the text, The Price of Inequality, or the research of other economists.

Papers submitted without a bibliography and an attempt to properly cite sources in the body of the document will receive a score of 0.

Grading Rubric

Points	10	7	4	1
Sources	10+ sources, 6 or more that are books, journals, or periodicals that are either online or bound	6+ sources, 4 or more that are books, journals, or periodicals that are either online or bound	3+ sources, 2 or more that are books, journals, or periodicals that are either online or bound	3+ sources, none are books, journals, or periodicals that are either online or bound
Points	10	7	4	0
Bibliography and citations	All sources (information and graphics) are accurately documented and cited in an accepted format	All sources (information and graphics) are accurately documented, but a few are not cited accepted format.	All sources (information and graphics) are documented, but many are not cited.	Many sources are not accurately documented and many are not cited.
Points	30	20	10	0
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Points	30	20	10	0
Content Knowledge	Student demonstrates full knowledge (more than required).	Student is at ease with content, but fails to elaborate	Student is uncomfortable with content and is able to demonstrate basic concepts	Student does not have grasp of information; student cannot answer questions about subject
Points	10	7	4	0
Organization	Information is very organized with well-constructed	Information is organized with well-constructed	Information is organized, but paragraphs are not well	The information provided is disorganized

	paragraphs and Information is in a logical, interesting sequence which the leader can follow..	paragraphs and information is presented in logical sequence which reader can follow.	constructed and the reader has difficulty following work because the student jumps around.	and difficult to follow.
Points	10	7	4	0
Mechanics	No grammatical, spelling or punctuation errors	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors	Many grammatical, spelling, or punctuation errors.
Total Points	100			

Syllabus for Microeconomics -- ECO 101

Instructor:
Semester:
Day:
Time:
Room:
Email:
Phone:

Brad Ritz
Spring 2013
Tuesday and Friday
8:00 to 9:20 p.m.
Cyr Hall 207
britz@maine.edu
207-834-7616

Text: Economics, Case, Fair & Oster, 10th edition.
Frank, Robert H. The Darwin Economy: Liberty, Competition, and the Common Good, Princeton University Press, 2011
Other articles or readings as assigned.

Course Description:

Microeconomics is the study of the behavior of subsystems in an economy. The course will focus on the Neo Classical model of consumer and business behavior in competitive, monopolistic and imperfect market environments. The economic policies of the Federal, State and Local governments will be analyzed when appropriate.

Course Goals:

The student will:

- A. Develop logical thinking skills that will enable her/him to understand the society in which they live.
- B. Understand the role of scarcity in economics and the related concept of opportunity cost.
- C. Become familiar with the classical economic model, explaining consumer and supplier behavior in product and factor markets.
- D. Understand the effect of perfect and imperfect competition on the determination of market prices, output and efficiency.
- E. Be able to solve basic economic problems with the concepts and models mentioned in goals B and C.
- F. Develop an understanding of the importance of economic thought to effective decision making in business.

Student Learning Outcomes

For General Education:

Communication in English (Comm). Students will:

GE-C1: Demonstrate ability to manage the writing process to generate ideas, and to draft, revise and edit compositions

GE-C2: Demonstrate ability to manage the research process to evaluate, analyze, and synthesize a variety of texts

GE-C3: Demonstrate ability to develop well-crafted academic essays

Quantitative Reasoning (Quant). Students will:

GE-Q1: Recognize and make use of relationships, both single/ multi-factor and linear/non-linear, including functions, graphs, correlations, and categories, distinguishing between relationship and causality

Critical Thinking (Crit). Students will:

GE- Crit 1: Demonstrate proficiency defining problems, significant variables, and identifying valid data

GE- Crit 2: Synthesize knowledge from multiple sources, integrating abstract ideas and theories into effective interpretation of relevant data

Behavioral and Social Sciences (BHS). Students will:

GE-BHS1: Demonstrate recognition of key terms within behavioral and social science disciplines

GE-BHS1: Demonstrate ability to interpret common forms of data specific to the disciplines

GE-BHS1: Apply disciplinary concepts to community service or research

GE-BHS1: Describe at least two standard theories or models in a discipline

GE-BHS1: Using a case study, apply a model or theory to explain a process, evaluate a scenario, or make predictions

GE-BHS1: Apply disciplinary knowledge to contemporary social issues.

Each Topic listed below will have an identified macroeconomic outcome where appropriate. The outcome will be listed using the numbering above.

**Professional Management Program's Common Professional Components –
Microeconomics (E2)**

(E2-1) Demonstrate knowledge of laws of product supply and demand

(E2-2) Demonstrate understanding of pricing theories

(E2-3) Demonstrate understanding of market types and effects on product pricing, demand, and supply

(E2-4) Demonstrate understanding of price elasticity

Each Topic listed below will have an identified microeconomic outcome where appropriate. The outcome will be listed using the numbering above.

Course Outline: Statements in *italic* will be the basis for class lecture and discussion

TOPIC 1: The first week of Microeconomics will be spent developing a basic economic model of scarcity: the production possibilities frontier. **By way of review, the student should pay special attention to the Appendix to chapter 1.** The use of graphs and basic algebra is frequent and essential to understanding microeconomics.

OBJECTIVE(S):

The student will be able to:

Define the vocabulary in the assigned chapter(s).

State and explain the parts of an economic model.

Manipulate the production possibilities frontier (PPF) model to answer basic questions about economic scarcity.

Calculate and explain the meaning of opportunity cost.

Use the PPF model to suggest answers to selected economic problems.

CHAPTER(S): 1&2

ASSIGNMENT 1: Identify an economic issue in a current periodical, any newspaper or magazine article, and analyze the item using the Production Possibilities Frontier model.

Student Learning Outcome GE:

GE- Crit1

GE- Crit2

GE-BHS1

GE-BHS2

GE-BHS5

GE-BHS6

Assessment: Test & Assignment

TOPIC 2: The class will study the fundamentals of supply and demand. Emphasis will be placed upon the concepts of equilibrium, changes in the quantity supplied and demanded, and changes in supply and demand.

OBJECTIVE(S):

The student will be able to:

Define the vocabulary in the assigned chapter(s).

Rationalize the shapes and slopes of the supply and demand curves.

Identify market equilibrium.

Explain the market forces that produce equilibrium.

Use the model to correctly predict the impact of changes in ceteris paribus conditions on equilibrium price and quantity.

CHAPTER(S): 3

ASSIGNMENT 2: Read the following two articles at the EIA (Energy Information Administration) website and the other article from MSN.com and use the information to model the increase in gasoline prices during 2012. This requires the use of the market model developed and explained in Chapter 3.

<http://www.eia.gov/todayinenergy/detail.cfm?id=5550>

<http://www.eia.gov/todayinenergy/detail.cfm?id=6010>

http://editorial.autos.msn.com/blogs/autosblogpost.aspx?post=e9e26721-4f3a-4665-a5a8-71aec2c6415d&icid=autos_3889

Student Learning Outcome GE:

GE- Crit1

GE- Crit2

GE-BHS1

GE-BHS2

GE-BHS4

GE-BHS5

GE-BHS6

Assessment: Test & Assignment

Student Learning Outcome PMD

E2-1

Assessment: Test & Assignment

TOPIC 3: The class will work to understand the concept of elasticity and look at a more sophisticated analysis of markets using the supply and demand model. Elasticity is an important consideration in the construction of economic policy and decision making in the firm.

OBJECTIVE(S):

The student will be able to:

Define the vocabulary in the assigned chapter(s).

Define and model rationing mechanisms other than price

Identify and explain consumer surplus.

Use the supply and demand model to analyze the impact of economic policy.

Calculate and explain the meaning of own-price elasticity, income elasticity, cross price elasticity and supply elasticity.

Explain the effect that demand curve shape has on own-price elasticity

Use the concept of elasticity to discuss the impact of economic policy.

CHAPTER(S): 4 & 5

ASSIGNMENT 3: a. Using the following information at the url indicated, please analyze the provided information regarding the elasticity of energy. In your answer please indicate if the elasticities seem correct given the information provided in chapter 5 of your text. Also, please explain the concept of cross elasticity and indicate if the signs of the elasticities conform with the explanations provided in the text of complements and substitutes.

<http://www.eia.gov/oiaf/analysispaper/elasticity/pdf/tbl.pdf>

- b. i) With the development and sale of hybrid autos, some states are experiencing decreases in the amount of gas taxes collected. These taxes are often used to maintain existing roads and build new roads. Because the loss of gas tax revenues, some states are considering taxing the number of miles a car is driven rather than a tax on gasoline. What would the impact of this policy be on the sales of hybrid and non-hybrid autos? Why? Please use two market models, one for hybrid autos and one for non hybrid autos to perform your analysis.
- ii) Environmental groups have opposed the tax on miles driven. Does their position on this tax have an economic rationale?

Student Learning Outcome GE:

GE- Crit1
 GE- Crit2
 GE-BHS1
 GE-BHS2
 GE-BHS5
 GE-BHS6

Assessment: Test & Assignment

Student Learning Outcome PMD

E2-1
 E2-4

Assessment: Test & Assignment

TOPIC 4: The class will study consumer behavior using the economic concept of utility. The student should be mindful of diminishing marginal utility and the nature of marginal utility.

OBJECTIVE(S):

The student will be able to:

- Define the vocabulary in the assigned chapter(s).
- Calculate and explain the meaning of marginal utility.
- Explain the shape of the total utility function using the concept of diminishing utility.*
- Identify and explain consumer equilibrium.*
- Explain the relationship between marginal utility and demand.*
- Demonstrate the creation of a demand curve from information about a consumer's marginal utility.*
- Explain consumer surplus using the concept of marginal utility.*
- Identify and explain the attributes of indifference curves.
- Explain the relationship between marginal utility and indifference curves.*
- Explain and manipulate a budget constraint.*
- Create a demand curve from budget constraints and indifference curves.*

CHAPTER(S): 6

ASSIGNMENT 4: a. Using the equi-marginal principle and the condition for consumer utility maximization, please explain the effect of the increase on the consumption of gasoline when prices increase. You may assume that the utility of money is constant.

- b. Perform the same analysis in (a) using indifference curves and budget constraints. Would the economic recovery and increasing incomes in 2012 have any effect on demand for gasoline? Support your answer with the indifference curve budget constraint model.

Student Learning Outcome GE:

GE- Crit1
GE- Crit2
GE-BHS1
GE-BHS5
GE-BHS6

Assessment: Test & Assignment

Student Learning Outcome PMD

E2-2

Assessment: Test & Assignment

TOPIC 5: The class will examine the economic model of production. Special consideration is given to the production function and measures of productivity. Particular attention will be paid to the concept of diminishing marginal returns and its impact on the shapes of the cost functions. The student will also be responsible for developing an understanding of the concepts of isoquant and isocost curves.

OBJECTIVE(S):

The student will be able to:

Define the vocabulary in the assigned chapter(s).

Explain the shape of the production function and its impact upon the marginal and average product curves.

Calculate marginal and average product.

Explain the relationship between total, marginal and average product and total, marginal and average cost curves.

CHAPTER(S): 7

ASSIGNMENT 5: In the last 5 years, the technology referred to as hydraulic fracturing or “fracking” has significantly increased the domestic production of natural gas and consequently reduced its price. Using a production function model with the resource input “Capital” on the horizontal axis cubic feet of natural gas on the vertical axis, show what impact “fracking” has had on the production natural gas. What impact would the technology have on the short-run cost curves for natural gas production?

To view the annual U.S. Natural Gas Gross Withdrawals, view the information at the following URL:

<http://www.eia.gov/dnav/ng/hist/n9010us2m.htm>

Student Learning Outcome GE:

GE- Crit1
GE-BHS1
GE-BHS2
GE-BHS5
GE-BHS6

Assessment: Test & Assignment

Student Learning Outcome PMD

E2-1

Assessment: Test & Assignment

TOPIC 6: A model of short and long run costs is combined with the perfectly competitive market to discuss the behavior of the firm. The class will examine hypotheses regarding price and quantity determination when the model firm is placed in the short run and long run time frames. In addition, the concept of economies of scale will be discussed to deepen the understanding of long-run costs and therefore to the determination of the profit maximizing output.

OBJECTIVE(S):

The student will be able to:

Define the vocabulary in the assigned chapter(s).

State the assumptions of a perfectly competitive market model.

Explain the nature of the firm's demand curve in a perfectly competitive market.

Calculate total, average and marginal costs.

State the conditions for short-run costs.

Identify and explain the shape of the firm's long-run cost curve.

Use short-run cost curves identify the profit maximizing quantity.

Explain the relationship of short-run costs to long-run costs.

Explain the causes that shape long-run cost curves

Identify economic phenomenon that will cause the firm's equilibrium quantity to change.

Use short-run cost curves and price lines (firm level demand curves) to calculate a firm's profit, loss, or exit from a market.

Identify and explain the firm's short-run supply curve.

Determine the firm's equilibrium condition in the long run.

Identify and explain the firm's long-run equilibrium.

Explain the process of resource allocation among perfectly competitive markets.

CHAPTER(S): 8 & 9

ASSIGNMENT 6: Using the model of the firm in perfect competition, answer the following questions regarding the natural gas industry:

- a. Given the impact of "fracking", would you expect the profits of natural gas producing firms to increase or decrease in the short-run? Why? Would these firms produce more or less natural gas? Why? Please use the short-run model of a firm in perfect competition to explain your answer.
- b. Since the development and incorporation of "fracking", the prices of natural gas have decreased dramatically and evidence suggests that this price will remain low for a number of years to come. Would this suggest that the industry is subject to long-term economies or diseconomies of scale? Would this be consistent for a capital intensive industry? Please explain.
- c. What condition would have to be met for a firm to shut down in the short-run? Leave the industry in the long-run?

- d. If the production of natural gas is a highly competitive industry, would firms be able to earn economic profits in the long-run? What about accounting profits?

See the following articles/web pages for additional information regarding the production and prices of natural gas:

- The Economist, *An unconventional glut*, Mar. 11th 2012, <http://www.economist.com/node/15661889>
- Sahu, Subrat and Parekh, Kunal, *DETERMINANTS OF ECONOMIES OF SCALE AND THEIR INFLUENCE ON THE OIL & GAS SERVICES: A DISCUSSION*, Review of Integrative Business & Economics, Vol 1, page 246 – 259, http://sibresearch.org/uploads/2/7/9/9/2799227/riber2012-207_246-259.pdf
- For data regarding production and prices of natural gas consult the following information from the EIA: <http://www.eia.gov/dnav/ng/hist/n9190us3m.htm> and <http://www.eia.gov/forecasts/steo/report/natgas.cfm>

Student Learning Outcome GE:

GE- Comm2
 GE- Crit1
 GE-BHS1
 GE-BHS2
 GE-BHS5
 GE-BHS6

Assessment: Test & Assignment

Student Learning Outcome PMD

E2-2
 E2-4

Assessment: Test & Assignment

TOPIC 7: The monopoly market form is the antithesis of perfect competition. Profit maximization is determined as the perfectly monopolistic firm sets both price and quantity of output produced, and price and quantity for inputs it will hire.

OBJECTIVE(S):

The student will be able to:

- Define the vocabulary in the assigned chapter(s).
- State the identifying qualities of a monopoly market
- Explain demand for the monopolistic firm's product as compared to the firm in a perfectly competitive market.
- Calculate and explain the marginal revenue curve for the monopolistic firm.
- Determine the profit maximizing price and quantity for the monopolistic firm.*
- Explain the economic inefficiency of the monopoly versus the perfectly competitive market.*
- Explain price discrimination and determine the prices and quantities of a monopoly that divides its market in two.*

CHAPTER(S): 13

ASSIGNMENT 7: In the U.S., for approximately the past 100 years, it has been the policy of the U.S. government to prevent firms from obtaining enough share of a market to act as a monopolist.

- a. What is the benefit to society of limiting a firm's ability to act as a monopolist? Please use a market model and a set of short-run cost curves to support your answer. In particular, show how a firm maximizing profits in a monopoly market is different from a firm participating in a competitive market. Note: if possible use the concepts of consumer and producer surplus in your answer.
- b. Is the monopoly firm seeking different ends than a perfectly competitive firm? Why or why not?

Student Learning Outcome GE:

GE- Crit1
 GE-BHS1
 GE-BHS5
 GE-BHS6

Assessment: Test & Assignment

Student Learning Outcome PMD

E2-2
 E2-4

Assessment: Test & Assignment

TOPIC 8: Oligopoly is that one of two economic models that explains markets that lie between the extremes of perfect competition and monopoly. This model is useful because it offers insights into business behavior when competitors are cognizant and react to the behavior of other firms rather than a market price. Besides the traditional economic models of oligopoly, the student will also study strategic behavior using game theory.

OBJECTIVE(S):

The student will be able to:

Define the vocabulary in the assigned chapter(s).

State the identifying qualities of an oligopoly market.

Explain the rational of the models explaining the behavior of firms in an oligopolistic market.

Determine equilibrium price and quantity for models of the firm oligopolistic markets.

Use game theory and game trees to anticipate firm behavior in oligopoly markets.

Explain price leadership and identify the causes for a firm desire to deter the entry of other firms.

CHAPTER(S): 14

ASSIGNMENT 8:

- a. Using the *Concentration Ratios* of the United States Census Bureau:
 - i. Determine the 4 most highly concentrated retail industries in the U.S. as of 2002 based upon the 4 and then 8 largest firms.
 - ii. Next, find the same information for Manufacturing and also included the Herfindahl-Hirschman Index.
 - iii. In which industries among the top 5, would a merger that pushed the HHI up by at 50 or more points trigger a challenge from the Justice Department?

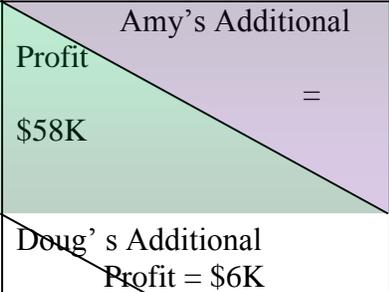
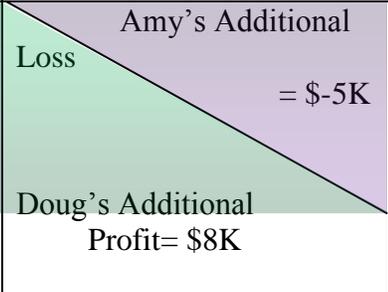
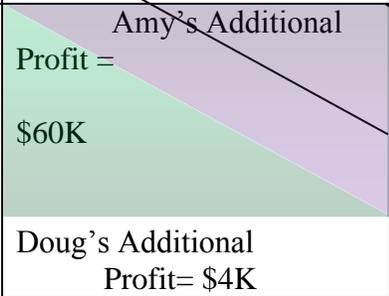
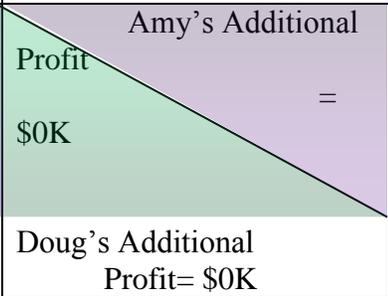
The necessary information can be found at the following URL. Click on “Concentration” in the pane on the left of the page titled, *Special Topics*.
<http://www.census.gov/econ/index.html>

- iv. Why is this information important in the Five Forces model?
- b. Do the participants in the following pay off matrixes have a dominant strategy? Is a Nash equilibrium present? Be sure to explain your reasoning.
 - i. In the first matrix, Doug and Amy are debating the merits of a capital improvement in their companies’ production facilities for bicycle seats; however, to take full advantage of the new production technology requires that Doug and Amy increase their respective market shares. Unfortunately, the market has not been growing much lately and if Doug increases his market share, it will likely have a negative effect on Amy’s company’s market share. The true is the same in reverse.
 - ii. The second matrix is exhibits the payoffs from the effects of increased advertising by Amy’s and Doug’s companies. Doug’s company advertising has not been very effective, but he will enjoy some positive coat tail effects on the bicycle seat market as the result of increased advertising by Amy’s company.

Payoff Matrix 1

		Amy’s Strategy	
		Abandon Capital Project	Adopt Capital Project
Doug’s Strategy	Abandon Capital Project	Amy’s Profit = \$20K Doug’s Profit = \$35K	Amy’s Profit = \$40K Doug’s Profit = \$45K
	Adopt Capital Project	Amy’s Profit = \$25K Doug’s Profit = \$60K	Amy’s Profit = \$35K Doug’s Profit = \$50K

Payoff Matrix 2

		Amy's Strategy	
		Increased Advertising Expenditures	Unchanged Advertising Expenditures
Doug's Strategy	Increased Advertising Expenditures		
	Unchanged Advertising Expenditures		

Student Learning Outcome GE:

- GE- Crit1
- GE- Comm2
- GE-BHS1
- GE-BHS2
- GE-BHS4
- GE-BHS5

Assessment: Test & Assignment

Student Learning Outcome PMD

- E2-2
- E2-4

Assessment: Test & Assignment

TOPIC 9: Monopolistic competition is the other economic model that explains markets that lie between the extremes of perfect competition and monopoly. This model is useful because it offers an interesting rationale for advertising, and explains the market environment of most small businesses.

OBJECTIVE(S):

The student will be able to:

- Define the vocabulary in the assigned chapter(s).
- State the identifying qualities of a monopolistically competitive market.
- Explain the rationale of the model of monopolist competition.

Determine equilibrium price and quantity for the model of the firm in monopolistic competition.

Explain how the firm in monopolistic competition will face different decisions in the short-run and long-run because of the ease of entry and exit.

Explain advertising in monopolistically competitive markets and the importance of product differentiation..

CHAPTER(S): 14

ASSIGNMENT 9: Does advertising improve the economic efficiency of markets from an economist's perspective? Please explain and support your discussion with a diagrammatic model and include any assumptions regarding elasticity in your explanation.

Student Learning Outcome GE:

GE- Crit2

GE-BHS1

GE-BHS5

Assessment: Test & Assignment

Student Learning Outcome PMD

E2-2

E2-4

Assessment: Test & Assignment

TOPIC 10: To be determined by the class. (Factor Markets, Externalities and Environmental policy, Gains from International Trade)

In class problems: the instructor has assigned these problems for the students to solve and prepare for in class discussion and presentation. The student's participation grade will depend upon the timely preparation of these problems for class. If the student fails to provide a reasonable answer, when the instructor asks the student to present the problem, he/she will receive a grade of zero for that opportunity. Each student will have multiple opportunities during the semester to answer selected problems.

Evaluation:

The calculation of the student's final grade is based on 1000 points. The sum of the three exams will contribute a maximum of 300 points, assignments 300 points, the participation grade 200 points and the chapter pre-quizzes 200 points. The first exam will cover chapters 1, 2, 3, 4 and, the second chapters 5, 6, 9 &10, and the final exam is comprehensive. The exams will consist of approximately 40 multiple-choice questions and 2 problems/essays. The Final exam will be comprehensive with the greatest number of questions taken from the chapters covered after test 2: 11 -14. Late exams will only be given with a written excuse from the Dean of student's office or by agreement of the instructor before the due date. The student will use proper grammar and punctuation, and diagrams in preparing solutions to test problems and other class assignments. Grades are assigned in the following fashion:

1000 – 900 points	A
899 – 800 points	B
799 – 700 points	C
699 – 600 points	D
599 points and below	F

Expected Classroom Decorum:

The statement of Academic Decorum contained in the student handbook expects the instructor and students to maintain an environment in the classroom that is both civil and conducive to learning. In this course, the instructor expects students to conduct themselves as successful individuals would in a professional setting. The norms of the professional setting usually require individuals to be punctual, focus on the task at hand, courtesy to all members of a working group, active participation in discussions, disabling ring-tones on electronic devices, taking care of one's personal needs before the meeting or activity begins, and respect for colleagues. When this basic etiquette is not observed it usually results in the consternation of one's supervisor, or in this case the instructor of the course. As a general rule for this course, if your behavior is disruptive to the class, fellow students' learning or the work of the instructor it should be avoided as should any denigration of another student's race, ethnicity, religion, sexual orientation or character. Failure to follow these basic expectations will result in a reduction in the student's grade and in the extreme, dismissal from the course. The instructor will initially issue a warning to a student violating these basic tenets of civil behavior. Further violations of appropriate classroom conduct may result in removal from the course, which will be at the instructor's discretion. Please consult the Faculty's statement on Academic Decorum appended to this syllabus for a more explicit statement of the University's expectations.

Faculty Position on Academic Decorum University of Maine at Fort Kent

Lede

The faculty of the University of Maine at Fort Kent is committed to the preservation of those academic principles and standards without which the academy could not maintain its mission or fulfill its goals. As a liberal arts university, UMFK is dedicated to respecting all aspects of the educational process on the part of the academic community. As members of this academic community, both professors and students accept the responsibility inherent in its membership in guaranteeing, in upholding, and in preserving an atmosphere conducive to the freedom to teach and to learn; we are committed to these freedoms.

Preamble

All societies must agree on certain standards of civil discourse and conduct in order that all members are included in the full engagement of civilization. Education is a key institution and a gateway into a self-directed, professional, mature life. Higher education is the social institution charged with providing a global, liberal arts, and sciences foundation for ethics, norms of conduct, lifelong learning, professional careers, and social responsibility within civil society. In a pluralistic and diverse world, citizens of the world are accorded civil liberties and rights pertaining to education. But liberty is not license, nor should one person's rights of expression be used to deny others their rights to education. Civil liberties and educational rights carry with them certain responsibilities to self and to others. The exercise of civil liberties requires self-discipline and the subordination of the self to the general good of the community.

As the active agents in higher education, professors have a professional duty to instill in their students the civil, ethical, and professional norms appropriate to our pluralistic and global world. To this end, the faculty at the University of Maine at Fort Kent agrees to these ideals and to the following principles:

Principles

6. Professors have the authority and the responsibility to set class norms and expected standards in their respective courses. Professors have academic freedom and are the authorities with regards to classroom management. Matters of classroom management will be outlined, explicitly, in professors' course syllabi.
7. Professors have the authority to set expectations for civil conduct in their classroom. Professors may specify appropriate academic consequences for failure to meet classroom norms and standards.
8. The faculty fully expects the administration to support appropriate exercise of faculty authority with regards to classroom management issues.
9. The faculty agrees that, as a body, we are collectively responsible to each other and to the academic community in supporting faculty authority in the classroom and shared standards for civil conduct at the University of Maine at Fort Kent.
10. The faculty expects the students to interact with the faculty, with other students, and with professional and clerical staff with respect and courtesy. Students are expected 1) to complete all assignments when they are due, 2) to attend every class session, and 3) to be prepared to learn and to work as outlined in individual faculty syllabi. Assessment and critique of this work should be viewed as part of the learning process. Participation in class is expected, this includes both speaking and listening and, when appropriate, dramatic interpretation. Students should give their full attention to the classes while they are in session. Students are not to bring cell phones, computers, I-pods, recording equipment, or other electronic devices to class without the professor's consent. Students whose behavior is disruptive either to the work of the professor or to the education of other students may be asked to leave the classroom.

Coda

The faculty acknowledges the significance of upholding academic standards and of preserving the integrity of the educational process. We strive to adhere to those democratic principles that guarantee individuals' rights and freedoms. But, when academic standards are jeopardized due to inappropriate conduct, we will make every effort to guard the integrity of the academy and to preserve the learning environment.

April, 2008

NOTE: The instructor retains the right to delete or add material to that stated in the course outline.
BGR

01/22/13

Syllabus

Course No: ECO 318
Title: Managerial Economics
Semester: Fall 2012

Date: September 4, 2012
Number of Credits: 3
Instructor: B.G. Ritz

Course Description: This course is a study of micro economic 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's impact on business.

Pre-requisites: Mat 128 or equivalent, Mat 351, and ECO 101.

Text: Keat, Paul G., Young, K.Y., Managerial Economics, Pearson, 6th edition.

Course Learning Outcomes: Students will demonstrate:

1. An ability to use the mechanics of supply and demand to perform both the short and long-run analysis of a market
2. An ability to use the results of (1) to make rational business decisions
3. An ability to calculate and apply the concept of elasticity to make rational business decisions
4. Understand the basic concepts of regression analysis and its use in estimating demand functions
5. The capacity to explain and interpret the results of a regression analysis and associated tests of significance
6. Through written explanation the limitations of regression analysis
7. Demonstrate a basic understanding of the process of forecasting and its importance in business
8. Competence in the removal of seasonal variance in time series data
9. The use and calculation moving averages to forecasts economic variables
10. The use and calculation of exponential smoothing to forecast economic variables
11. The forecasting of economic variables using of econometric models
12. An understanding of the use of forecasts in business decision making
13. Through written explanation the relationship between a firm's inputs and outputs in both short and long-run periods
14. The ability to estimate a marginal productivity using a Cobb-Douglas production function
15. Understanding through written explanation the relationship between the results of the production function estimated in (14) and the determination of a firm's cost structure
16. The calculation of costs given a production function and input costs
17. Through written explanation the affect market structure has on the firm's ability to control price
18. The ability to calculate the necessary margins from given cost functions and use marginal analysis to determine the profit maximizing quantity and price when a firm participates in a perfectly competitive market
19. Through written explanation and appropriate diagrams a basic understanding of the economic theory of oligopoly and imperfect competition
20. Through written explanation how different market structures in (19) alter the firm's behavior
21. Demonstrate how firms set price and quantity in markets exhibiting less than perfect competition using marginal analysis and game theory.

Course Outline:

Topic	Theme of Topic	Readings to be completed and Problems	Due Date
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		solved for class	
1	The importance of economics theory in business decision-making	Chapter 1 Chapter 2	
2	Modeling Supply and Demand	Chapter 3 Questions: 10 & 11 Problems: 4, 6, 9 & 10	
3	Demand and Supply Elasticity	Chapter 4 Questions: 4, 6, 7, 8 & 9 Problems: 3, 7, 8, 14, 16 & 18	
4	Regression analysis and tests of significance: The estimation of demand functions	Chapter 5 Questions(Estimation): 1 – 7 Questions(Forecasting): 4, 8, 9 Problems(Estimation): 1, 2 & 4	
	Test – Chapters 1 – 4		
5	A theory of production and estimation of the production function	Chapter 6 Questions: 4, 9, 11 & 12 Problems: 10, 13, 14 & 15	
6	Cost functions and their estimation	Chapter 7 Questions: 12, 13 Problems: 3, 7, 9, 12	
	Test – Chapters 5 – 6		
7	Pricing and quantity determination under no and complete market power: models of competitive and monopoly markets	Chapter 8 Questions: 3, 6, 11 & 13 Problems:	
	Pricing practices in the presence of incomplete market power, a model of monopolist competition and oligopoly	Chapter 9 Questions: 3 – 5, 9 & 12 Problems: 1, 2, 5, 8 & 9	
	Pricing and quantity determination: when collusive arrangements and price discrimination are present	Chapter 10 Questions: 3 – 6, 9, 10, 11, 15 Problems: 4, 6, 7, 8 & 10	
	Game theory in the determination of the firm's behavior	Chapter 11 Questions: 1 – 4	
	Final Examination – Chapters 8 – 11		

Homework & Research Paper/Project:

The student is expected to complete problems as assigned for each of the chapters. The instructor will determine the due dates.

The research paper is an opportunity for the student to pursue specialized knowledge about one of the topics covered in Managerial Economics. The students should pick a topic and prepare a bibliography on or before mid-term and get instructor approval. The final paper will be due two weeks before the final exam is administered. Papers submitted without a bibliography and appropriate citations will receive no points for the paper in the calculation of the final grade. See attached grading rubric.

Grading:

The formula for grading the class is uncomplicated: Test scores and homework will each account for 1/3 of the student's grade. The remaining 1/3 of the grade will depend upon the student's research paper. The following determines the awarding of final grades in BUS 300:

90% or more of total points possible in course	A
80% - 89% or more of total points possible in course	B
70% - 79% or more of total points possible in course	C
60% - 69% or more of total points possible in course	D
Less than 60%	F

Method of Instruction:

Discussion, presentation of problem solutions by students and lecture.

SYLLABUS

Course No: ECO 320
Title: International Trade and Finance
Semester: Spring 2012

Date: January 17, 2012
Number of Credits: 3
Instructor: B.G. Ritz

Readings: Text: **International Economics**, ninth edition, Krugman, Obstfeld and Melitz, Addison-Wesley publisher.
Other readings as assigned.

Course Description: This course explores the economic theories and institutions that explain and shape international trade and finance. In particular, classical and neoclassical theories trade, balance of payments, exchange rates and macroeconomic policy will be discussed.

Prerequisites: ECO 100 and ECO 101

Course objectives: The student will acquire a comprehension of

- 1) economic theory that explains the direction of trade between nations.
- 2) the impact of macroeconomic policy on trade between economies.
- 3) balance of payments accounts and the impact of macroeconomic policy on these accounts
- 4) exchange rate markets and the fundamentals of exchange rate determination.

Course outline:

Chapters 1 – 7 Foundations of modern trade theory: Ricardo, Heckscher-Ohlin, the Standard model, and extensions. The economic models examined in this segment of the course seek to explain why countries trade with one another and trades impact on the economy. The productivity of labor and other factors, resource endowment, and the effects of external economies of scale are the basis of these models explanations for economic interaction between nations.

Homework: 2.2, 2.3, 3.2, 3.3 – 3.5, 3.7, 3.8, 4.2, 4.3, 4.5, 4.6, 5.1, 5.3, 5.5, 5.6, 6.1, 6.2, 6.5, 6.9, 6.12, 7.1, 7.4, 7.7.

Chapters 13 – 17 A macroeconomic analysis of international trade: Accounting for trade between nations and the effects of flexible exchange rates. Macroeconomic models are developed to explain trade balances and foreign exchange rates in the short and long-run. These models are then used to discuss the impact of fiscal and monetary policy on trade balances and foreign exchange rates. In particular, the effect of interest rates, price levels and changes in economic growth are used as a basis of analysis.

Homework: 13.1, 13.2, 13.3, 13.10, 14.2, 14.4, 14.5, 14.7, 14.10, 14.14, 15.1, 15.3, 15.6, 15.12, 16.16.1, 16.3, 16.5, 16.10, 16.13, 17.3, 17.7, 17.12, 17.13.

Chapters 9 – 11 From Quotas to Tariffs: International Trade policy and economic efficiency.

Governments since the time of the Pharaohs have used international trade to promote economic and political agendas. Unfortunately, many of the policies (quotas and tariffs) established by governments have unintended consequences for economic agents. The selected chapters will explore the nature and consequences of trade policy on terms of trade, the changes in the volume of trade and arguments for and against intervention by governments in international markets.

Homework: 9.1 – 9.4, 9.6, 9.9, 10.2, 10.3, 10.5, 10.9

Student Evaluation

The student's grade will depend equally upon two test scores, assigned homework or a paper and presentation reviewing an article that focuses on international economics, foreign exchange rate determination or markets or the balance of payments. The paper reviewed will be submitted to the class one week before the student's presentation. In preparing the student's final grade each test, the sum of homework or the paper will be assigned a score of 100 points. The percentages used to determine the final grade will be based on a denominator of 300 points.

Grading

The scale for grading is:

90% or more of total points possible in course	A
80% - 89% or more of total points possible in course	B
70% - 79% or more of total points possible in course	C
60% - 69% or more of total points possible in course	D
Less than 60%	F

Method of Instruction:

The instructor expects students to ask and answer questions, participate in the class and group discussions and work problems on the black board if asked. The instructor will use lecture and discussion to teach the course.

Submission requirements for homework of other assignments:

The student is expected to use appropriate punctuation and grammar. Homework may be turned in handwritten if the writing is neat and large enough to read easily.

Expected Classroom Decorum:

The instructor expects students to conduct themselves as successful individuals would in a professional work environment. Behaviors that get individuals promoted include: punctuality, focus on the task at hand, courtesy to all members of the working group, active participation in discussions, disabling ring-tones on electronic devices when working in groups or attending meetings, taking care of one's personal needs before the meeting or activity begins and respect for your colleagues. When this basic etiquette is not observed it usually results in the consternation of one's supervisor, or in this case the instructor of the course. . Generally, if your behavior is disruptive to the class, your fellow students' learning or the work of the instructor it should be avoided. Failure to follow these basic expectations will result in a reduction in the student's grade and in the extreme, dismissal from the course. The instructor will initially issue a warning to a student violating these basic tenets of civil and professional behavior. Further violations of appropriate classroom conduct may result in removal from the course, which will be at the instructor's discretion. Please consult the Faculty's statement on Academic Decorum appended to this syllabus for a more explicit statement of the University's expectations.

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All societies must agree on certain standards of civil discourse and conduct in order that all members are included in the full engagement of civilization. Education is a key institution and a gateway into a self-directed, professional, mature life. Higher education is the social institution charged with providing a global, liberal arts, and sciences foundation for ethics, norms of conduct, lifelong learning, professional careers, and social responsibility within civil society. In a pluralistic and diverse world, citizens of the world are accorded civil liberties and rights pertaining to education. But liberty is not license, nor should one person's rights of expression be used to deny others their rights to education. Civil liberties and educational rights carry with them certain responsibilities to self and to others. The exercise of civil liberties requires self-discipline and the subordination of the self to the general good of the community.

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April, 2008

ELC 200

Introduction to eCommerce

Online Version

Date: August 20, 2013

Division: Professional Management Division

Number of Credits: 3

Location: Online

Course Description

Prerequisites Cos 103, Bus 211 and Eng 100. Explores the key life cycle phases of an eCommerce initiative. Students will learn how to plan, design, and evaluate web sites, how to launch an eBusiness from scratch, what technology is needed for developing eCommerce, 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. Additionally, students will gain exposure to the managerial and organizational implications of eCommerce and the relationships that must be maintained between a business and the technology drivers of eCommerce. 3 credit hours.

Instructor Tony Gauvin **E-mail** TonyG@maine.edu

Instructor Phone (207) 834-7519 **Office Hours** 9:30 - 11:00 AM
M&TR
2:00 - 3:20 PM T&F
Or by appointment

Office 216 Nadeau Hall

Other Resources

Blackboard

<https://www.courses.maine.edu/>

Instructor's Web Site

<http://tonyg.umfk.maine.edu/>

Text Book Web Site

<http://www.azimuth-interactive.com/e-commerce9e/index.html>

Ecommerce Times

<http://www.ecommercetimes.com/?welcome=1201026659>

Goals and Objectives

Upon successful completion of course requirements, ELC 200 students will understand the life cycle phases of eCommerce and be able to provide comprehensive analysis of an existing eCommerce initiative. The students will understand what technologies are available to build an eCommerce initiative and be able to correctly determine what technology should be used. Students will also be able to contemplate, create and articulate a framework for a new eCommerce initiative.

ELC 200 Student learning outcomes

Be able to read, write and speak clearly and critically, with an awareness of subject, purpose and audience, delivering verbal and non-verbal compositions

- Demonstrate ability to manage the writing process to generate ideas, and to draft, revise and edit compositions
- Demonstrate ability to manage the research process to evaluate, analyze, and synthesize a variety of texts
- Be able to use written and oral communication as a means to engage in critical inquiry.
- Define information needs and sources of suitable, accurate data
- Demonstrate ability to retrieve information using effective strategies and appropriate sources
- Evaluate and compare information to assess validity, reliability, accuracy, authority, timeliness, and point of view/bias
- Synthesize information gathered from prior knowledge with new disconcerting information
- Demonstrate understanding of intellectual property, copyright, and fair-use of copyrighted material
- Demonstrate proficiency investigating evidence with regard to accuracy, validity, reliability, and bias
- Synthesize knowledge from multiple sources, integrating abstract ideas and theories into effective interpretation of relevant data

ELC 200 Professional Management Program Outcomes

- Demonstrate understanding of supply chain management
- Demonstrate understanding of legal relationship of government and business (i.e. antitrust laws, trade laws product safety laws, antidiscrimination laws etc.)
- Demonstrate understanding of difference between legal and ethical
- Demonstrate knowledge of management information systems
- Demonstrate knowledge of internal and external information networks

- Demonstrate understanding of enterprise resource planning systems
- Demonstrate ability to use technology to locate, access, evaluate, and use information
- Demonstrate knowledge of external market transactions
- Demonstrate knowledge of patents and copyright across national boundaries
- Demonstrate understanding of multinational cultural, legal, and political issues and their effects on business

Requirements

Students will be required to demonstrate their knowledge of the eCommerce fundamentals through online discussions, examinations, assignments, and the creation of a framework for a new eCommerce initiative. Students will also be required to share with their classmates and the instructor their ideas for an eCommerce initiative.

Method of Instruction

This online course will consist of group discussion on Blackboard along with assignments, reports, exams and the creation of an ecommerce initiative framework paper.. This is not a self-paced course; students will have assignment dates for all graded assessments and are expected to devote time and effort every week. Students are expected to be self-motivated and self-disciplined. The instructor will be online daily from Monday to Friday to answer any student question and concerns. The instructor will not be available on Saturday and Sunday. Questions posed to the instructor on weekends will be answered Monday; all another queries will be answered within 24 hours, if not sooner. The instructor is also available via phone during the aforementioned office hours.

Method of evaluation

Answers to discussion questions are required to demonstrate understanding of the concepts being discussed. The grading evaluation for the discussion questions will be posted with the questions. The examinations will be comprised of questions that test the student's knowledge of the Ecommerce concepts along with their ability to apply those concepts. The assignments and reports are evaluated for student understanding of the concepts and issues documented in the textbooks along with indentified resources and their ability to apply recently acquired knowledge in the ecommerce discipline. Students will be expected to participate and collaborate with their classmates and the course instructor while in the online classroom.

Grading rubric for Ecommerce Initiative Framework Paper

E-Commerce Framework	700 points
Perceived viability of the initiative	175
Originality	100
Adherence to desired format	75
Clarity	120
Succinctness	110
Creativity	120
Course Grade Calculation	1200
Quizzes (12 @ 100 points each)	
Assignments (8 @ 200 points each)	1600
ECommerce Initiative Framework Paper	700

Chapter Discussion (12 @ 80 points each)	960
Chapter Videos (12 @ 40 Points each)	480
General Discussion (Intros & Closing Comments)	60
Total Points	5000

ELC 310

Introduction to E-Marketing

Date: August 28, 2013

Division: Professional Management Division

Number of Credits: 3

Location: Nadeau 109

Meeting Times: 9:30-10:50 PM TF

Course Description

Prerequisites: Bus 211, Bus 222, and Elc 200. An exploration of the impact of electronic technologies on traditional marketing techniques through readings, discussion, case study analysis, and research. Students will, individually and within working groups, gain experience with leveraging of electronic technologies to achieve the marketing goals of firms and various initiatives. Emphasis is on E-marketing planning from a strategic perspective. Course culminates with student creation of E-marketing plans for an existing firm or initiative. 3 credit hours.

Instructor	Tony Gauvin	E-mail	TonyG@maine.edu
Phone	(207) 834-7519	Office Hours	9:30 - 11:00 AM M&TR 2:00 - 3:20 PM T&F
Office	216 Nadeau Hall		Or by appointment

Texts

E-Marketing 7^e

Authors: Judy Strauss and Raymond Frost

Publisher: Prentice Hall

ISBN: 978-0-13-295344-3

eMarketing: The Essential Guide to Digital Marketing 4^e

Author: Rob Stokes

Publisher: Quirk eMarketing (Pty) Ltd.

ISBN: 978-0-620-50266-5

Available for FREE download @ <http://www.quirk.biz/emarketingtextbook/download>

Instructor Handouts

Course Goals, Objectives and Outcomes

Upon successful completion of course requirements, ELC 310 students will:

- Understand the internet, social media and other E-Marketing technologies
- Discuss eMarketing business models using internet technologies
- Describe the internet user population
- Explain how the internet is used for primary and secondary research
- Identify profitable eMarketing strategies and tactics, such as marketing communication
- Evaluate several Customer Relationship Management strategies online
- Understand how increasing consumer control is changing the way businesses operate online
- Describe several legal and ethical issues regarding internet use
- Create an eMarketing Plan

Student Learning Outcomes

- Demonstrate ability to manage the research process to evaluate, analyze, and synthesize a variety of texts

- Be able to use written and oral communication as a means to engage in critical inquiry.
- Be able to think logically, demonstrating proficiency using valid argument forms and logical constructs such as flowcharts, proofs, and/or algorithms, recognizing assumptions made, necessary series of steps and validity of conclusions
- Be able to identify and solve problems, framing problems logically and quantitatively, and demonstrating ability to search for possible solutions, understanding the meaning of possible, plausible, unique, and optimal solutions
- Define information needs and sources of suitable, accurate data
- Demonstrate proficiency using multiple technologies and choosing appropriate and effective technologies
- Conduct research quantitatively and qualitatively to achieve well-reasoned conclusions
- Describe at least two standard theories or models in a discipline
- Using a case study, apply a model or theory to explain a process, evaluate a scenario, or make predictions

Program Outcomes

- Demonstrate knowledge of 4 P's of marketing
- Demonstrate understanding of product life cycle and product portfolio
- Demonstrate ability to create a marketing plan
- Demonstrate understanding of corporate strategy
- Demonstrate understanding of pricing theories
- Demonstrate understanding of market types and effects on product pricing, demand, and supply
- Demonstrate ability to use technology to locate, access, evaluate, and use information

Requirements

Students will be required to demonstrate their knowledge of electronic marketing in class discussion, assignments, exams and the creation of an eMarketing Plan. A significant part of this course requires the use of the Internet for research and class participation and interaction; student familiarity with the Internet and computer usage is assumed.

Other Resources

Blackboard

<http://www.courses.maine.edu/>

Author's Website

<http://www.prenhall.com/strauss/>

<http://www.quirk.biz/emarketingtextbook/>

Method of Instruction

Lectures and discussions covering the above listed material will be further supplemented with outside readings. A fair amount of research outside of the classroom will be required. Materials from outside sources will be used for added emphasis. All information and material presented in class and through assigned readings are to be considered **fair game** in any exam.

Method of evaluation

Assignments will be required to demonstrate understanding of the concepts being discussed. The examinations will be comprised of questions that test the student's knowledge of the E-Marketing concepts along with their ability to apply those concepts. Students will be expected to participate and collaborate with their classmates and the course instructor while in the classroom. Pre-professional conduct grading will be based on adherence to the mutually agreed upon contract on classroom behavior.

Grading rubric for Marketing Plan

eMarketing Plan 80%

Perceived Viability of Plan 30%

Quality of e-marketing Plan 20%

Adherence to desired format 10%

Understanding of Concepts 20%

Presentation 20%

PowerPoint 10%

Oral effectiveness 10%

Course Grade Calculation	
Exams (4 @ 10% each)	40%
Assignments	
General assignments (5 @ 5% each)	25%
Marketing Plan	25%
Pre-professional Conduct (see Contract on Classroom Behavior)	<u>10%</u>
	100%

Grading Scale

A 90 - 100 %

B 80 - 89 %

C 70 - 79 %

D 60 - 69 %

F 0 - 59 %

At his/her discretion, the instructor may add a “plus” to a student’s grade score to indicate superior achievement within the scope of the assigned grade. No “minus” grades will be given.

Course Schedule Week	Subject (<i>Stokes Content in Italics</i>)	Required Reading	Notes
Sep 3	Course Introduction and Overview Introduction to Blackboard		Strauss Chap1 & 2 Stokes Chap 1
Sep 6 & 10	Past, Present and Future Strategic E-Marketing & Performance Metrics <i>Digital Marketing Strategy</i>	Strauss Chap 3	Assignment #1
Sep 13	The E-Marketing Plan		Strauss Chap 4
Sep 17	Global E-markets		Strauss Chap 5
Sep 20	Ethical and Legal Issues		Strauss Chap 6
Sep 24	Exam 1 Strauss Chaps 1-5, Stokes Chap 1	Stokes Chap 2	Blackboard
Sep 27	E-Marketing Research <i>Market Research</i>	Strauss Chap 7 Stokes Chap 3	Assignment #2
Oct 1 & 4	Connected Consumers Online <i>Crowdsourcing</i>		Strauss Chap 8
Oct 8 & 11	Segmentation, Targeting, Differentiation, and Positioning Strategies		Strauss Chap 9 & 10
Oct 18 & 22	Product: The Online Offer Price: The Online Value		Strauss Chapter 11
Oct 25	The Internet For Distribution	Strauss Chap 12 -13	Assignment #3
Oct 29 & Nov1	E-marketing Communications: Owned Media & Paid media		Stokes Chap 4-6
Nov 5	Exam 2 Strauss 6-11 Stokes 2 & 3		Blackboard
Nov 8	<i>Web Development and Design Writing for the Web Mobile Development</i>		Stokes 7-11
Nov 12 & 15	<i>Email marketing Online advertising Affiliate Marketing Search Engine Marketing Search Engine Optimization</i>	Stokes 12-15	Assignment #4

Nov 19 & 22		<i>PPC Advertising</i> <i>Video Search Optimization</i> <i>Social Media Channels</i> <i>Social Media Strategy</i>	
Nov 26	Exam 3 Strauss 12-13 Stokes 4-15		Strauss Chap 14 Stokes 16-18
Nov. 29, Thanksgiving Break			
Dec 3 & 6	E-marketing Communications: Earned media <i>WebPR</i> <i>Online Reputation Management</i> <i>Mobile Engagement</i>	Strauss 15 Stokes 19	Assignment #5
Dec 10 & 13			Customer Relationship Management <i>CRM</i>
Dec 17 @ 8AM	Exam # 4 Strauss 14 & 15 Stokes 16-19		Blackboard
Dec 17 @ 9AM	Marketing Plan Presentations		Marketing Plan Due

Examination Dates

(Subject to change)

Date	Subject	Type
Sep 24	Strauss Chaps 1-5 Stokes Chap 1	M/C & Short Essay
Nov 5	Strauss 6-11 Stokes 2 & 3	M/C & Short Essay
Nov 26	Strauss 12-13 Stokes 4-15	M/C & Short Essay
Dec 17	Strauss 14 & 15 Stokes 16-19	M/C & Short Essay

Absence Policy

As participation is considered essential to a successful educational experience, students may register at most two unexcused class absences before being considered involuntarily dropped from the course through an instructor-initiated withdrawal process. Excused absences are those for which prior arrangements have been made with the instructor or extenuating circumstances can be clearly documented within 48 hours of the end of the absence. Please check with the instructor and make arrangements prior to any planned absences. Prior notification is insufficient to qualify as an excused absence, the student must demonstrate that the absence is educational or professional in nature and will have minimal impact on the student's performance in the class. Student athletes will be excused from classes IAW with UMFK procedure. There will be no extensions granted on assignment due dates unless the student can document that an extension is warranted based on an unforeseen event. There will be no makeup exams for planned absences, students must instead make arrangements with the instructor to take the exam prior to the planned absence or forfeit the opportunity to complete it. Makeup exams may be given for unforeseen events. Examples of unforeseen events could be a sudden death in the family, illness, injury or a natural disaster.

UMFK Writing Tutoring

Writing in college is a critical component of any degree or major. Writing tutoring is available to all UMFK students free of charge. As a student, it is important for you to understand that writing support at the campus is not a “drop-off” editing service. Instead writing tutoring is a collaborative process where tutors help teach students best practices in order to further develop an individual student’s writing. In order to receive help, you will need to schedule an appointment to meet one-on-one with a tutor to review your written work. You can come in just to get help brainstorming ideas for a paper, or you can come for help with editing a final draft. Writing tutors can help anywhere in the writing process. If you are an online student, often a live Skype session is created, or an email correspondence can be sufficient if necessary. To make an appointment please call the Student Support Services office at 207-834-7530, or go to our website at <https://www.umfk.edu/trio/> and fill out the “Request a Tutor” form.

Special Notes

Students failing to maintain a passing grade at any point during the semester may be involuntarily dropped from the course through an instructor-initiated withdrawal process. It is policy of all universities of the University of Maine System to help qualified students with disabilities achieve their individual educational goals. In compliance with state and federal laws, the University provides reasonable accommodations, upon request and documentation, to qualified students with disabilities. Our goal is to balance on a case-by-case basis the specific needs of each student with the programmatic integrity, administrative resources, and financial limitations of each University. Any student who qualifies for accommodations based on the impact of a disability should contact Academic & Counseling Services during the first two weeks of class at 207-834-7531 Room 224 Powell Hall. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities. More information is available at <http://www.umfk.edu/trio/disabilities/>

Assignments are due no later than the beginning of the class on the date assigned. Assignments submitted beyond the due date will receive a **twenty-point** reduction per day. Assignments submitted on the correct day but beyond the required time will receive a **ten-point** deduction.

Students are having difficulty with the course concepts and skills should first seek assistance from the course instructor. The course instructor will attempt to find additional resources to assist student learning. Seeking assistance from fellow students is not encouraged unless that student has been designated as a subject matter tutor by the Academic and Counseling Service (834-7530) or vetted by the course instructor as capable of tutoring for this course. Overall, it is essential to keep the instructor informed of your progress as well as any difficulties you may be experiencing.

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, improper acknowledgment of sources in essays, and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current UMFK Catalog. Students who produce nearly identical work products for grading will be suspect of violation of the UMFK Student Integrity Policy.

Students agree by taking this course that all required papers may be subject to submission for textual similarity to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website.

Reference: http://www.selu.edu/admin/provost/documents/syllabi_statements.pdf

Students who plagiarize published works or violate the academic integrity policy will receive a score of zero upon the first offense. A subsequent offense in the same course will warrant failure of the entire course. Multiple offenses across more than one class will be referred to the Judicial Review Committee with a recommendation from the instructor of student dismissal from the University.

Blackboard will be used to keep students apprised of their progress and as a communication forum for instructor/student and student/student interactions. Its use is mandatory for all students.

Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of beepers, cellular telephones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line." In the event of a situation where a student legitimately needs to carry a beeper/cellular telephone to class, prior notice and approval of the instructor is required. Appropriate and inappropriate behavior will be defined for this class in a collaborative exercise on the first day of class. The results of the collaborative exercise will be documented in a Contract for Classroom Behavior ratified by both the instructor and each individual student.

Classroom behavior which is deemed inappropriate and cannot be resolved by the student and the faculty member may be referred to the Director of Student Affairs. In turn, depending on the nature of the situation, the information may be forwarded to the Judicial Review Committee for administrative or disciplinary review as per the Code of Student Conduct, which may be found in the student handbook at <http://www.umfk.maine.edu/current/>.

Students **must** record on **all** submitted materials their **name, instructor name(s), course and assignment number, and date** of submission. Students are encouraged to retain for their record a personal copy of **all** submitted materials.

Students are encouraged to submit, during non-class hours, constructive suggestions regarding delivery of the course to the Instructor of the course.

Students are required to observe appropriate error prevention techniques throughout the semester. For example, students must frequently save their work to alternate digital media (flash drives are highly recommended) to prevent loss. Loss due to power fluctuations, illegal instructions, viruses, or any other reason beyond the instructors' control will not constitute adequate reason for accommodations.

The instructor(s) reserve(s) the right to make necessary changes to the syllabus in light of any circumstances occurring during the delivery of the course provided such changes are announced in class and documented in class presentations.

ELC/BUS/PSA/WSM 347

Project Management

Date: August 30, 2013
Division: Professional Management Division

Number of Credits: 3

Location: Nadeau 109

Meeting Times: 2:00 – 3:20 PM MR

Course Description

Prerequisites: BUS 211 and COS 103 or Instructor's Permission

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

Instructor Tony Gauvin **E-mail** TonyG@maine.edu

Instructor

Phone (207) 834-7519 **Office Hours** 9:30 - 11:00 AM
M&TR
2:00 - 3:20 PM T&F
Or by appointment

Office 216 Nadeau Hall

Text

Project Management: Achieving Competitive Advantage 3e

Author: Jeff Pinto

Publisher: Prentice Hall

ISBN #: 978-013-266415-8

Instructor Handouts

Goals, Objectives and Outcomes

This course will introduce you to the major techniques for planning the project development process. By the end of this course, you should be able to

- Comprehend the basic concepts associated with projects and project management,
- Explain the historical context in which the discipline of project management has evolved,
- Describe techniques that have become fundamental to the current practice of project management, and
- Explain the broader managerial issues that have a bearing on the management of a project.

General Education Outcomes

- Demonstrate proficiency defining problems, significant variables, and identifying valid data
- Identify logical errors and fallacies in constructing arguments
- Demonstrate proficiency creating, testing and validating hypotheses
- Demonstrate proficiency investigating evidence with regard to accuracy, validity, reliability, and bias
- Synthesize knowledge from multiple sources, integrating abstract ideas and theories into effective interpretation of relevant data
- Conduct research quantitatively and qualitatively to achieve well-reasoned conclusions
- Analyze and assess alternative systems of thought.

PMD Program Outcomes

- Demonstrate knowledge of management functions
- Demonstrate knowledge of organization charts and span of control
- Demonstrate knowledge of forms of organization
- Demonstrate knowledge of dynamics of behavior in individuals and in groups
- Demonstrate understanding of corporate culture and values
- Demonstrate understanding of difference between legal and ethical
- Demonstrate understanding of corporate values
- Demonstrate knowledge of leadership styles
- Demonstrate knowledge of leadership personality traits
- Demonstrate ability to use technology to locate, access, evaluate, and use information
- Demonstrate understanding of employee performance, control, and motivation
- Demonstrate understanding of quality control management
- Demonstrate knowledge of continuous improvement systems
- Demonstrate knowledge of cost control systems

Requirements

Students will be required to demonstrate their knowledge of the Project Management discipline through examinations, assignments, individual projects and group projects.

Other Resources

Blackboard

<https://www.courses.maine.edu/>

Instructor's Web Site

<http://tonyg.umfk.maine.edu/>

Microsoft Project 2010 Training

<http://office.microsoft.com/en-us/project-help/training-courses-for-project-2010-HA104039046.aspx>

Project Management Institute

<http://www.pmi.org/Pages/default.aspx>

Method of Instruction

Lectures and demonstrations covering the above listed material will be further supplemented with in class discussion of instructor and student supplied additional materials. Lectures will provide general conceptual overviews of each component of Project Management. Project assignments will be (to the greatest extent possible) tailored to the participants' needs. Materials from outside sources will be used for added emphasis. All information and material presented in class and through assigned readings are to be considered fair game in any exam.

Method of evaluation

The examinations will be comprised of questions that test the student's knowledge of the concepts along with their ability to apply those concepts to real-world project management issues. The projects will be evaluated on content, form, presentation and the ability of the student to put together a meaningful project plan for large scale project in their discipline. Weekly assignments will be required to demonstrate understanding of the concepts being discussed. .

Course Grade Calculation Exams (3 @ 12% each)	36%
Assignments (8 @ 4% each)	32%
Integrated Projects	22%
Pre-professional Conduct (see Contract on Classroom Behavior)	10%
	100%

Grading Scale

- A 90 - 100 %
- B 80 - 89 %
- C 70 - 79 %
- D 60 - 69 %
- F 0 - 59 %

At his/her discretion, the instructor may add a "plus" to a student's grade score to indicate superior achievement within the scope of the assigned grade. No "minus" grades will be given.

Course Schedule Week	Subject	Required Reading	Notes
Sep 5		Course Introduction and Overview Introduction to Project Management	
Sep 9 & 12	Why Project Management?	Chap 1	Assignment #1
Sep 16 & 19	The Organizational Context: Strategy, Structure and Culture	Chap 2	Assignment #2
Sep 23 & 26	Project Selection and	Chap 3	Assignment #3

	Portfolio Management		
Sep 30 & Oct 3	Leadership and the Project Manager	Chap 4 & 5	
Oct 7	Scope Management		Assignment #4
Oct 10	Exam 1 Chaps 1-5		
	Project team Building, Conflict and Negotiation	Chap 6	
Oct 14			Fall Recess
Oct 17	Risk Management	Chap 7	
Oct 21 & 24	Cost Estimating and Budgeting	Chap 8	Assignment #5
Oct 28 & 31	Project Scheduling: Networks Duration estimation, and critical path	Chap 9	
Nov 4, 7 & 14	Project Scheduling Lagging, Crashing, and Activity Networks	Chap 10	Assignment #6
Nov 11			Veteran's Day
Nov 18 & 21	Critical Chain Project Scheduling	Chap 11	Assignment #7
Nov 25		Exam 2 Chaps 5-10	
Nov 28 Thanksgiving Recess			
Dec 2 & 5	Resource Management Project Evaluation and Control	Chap 12 & 13	
Dec 9 & 12	Project Closeout and Termination	Chap 13 & 14	Assignment #8
Finals week		Exam # 3 Chaps 11-14	
Dec 16 @ 3:00 PM		IP Projects Due	

**UNIVERSITY OF MAINE AT FORT KENT
DEPARTMENT OF ENVIRONMENTAL STUDIES: NATURAL & BEHAVIORAL
SCIENCES DIVISION**

Course Syllabus

ENV 302: Wildlife Conservation and Management

Fall 2012

Instructor: Dr. Stephen Hansen

Office: 232 Nadeau Hall

Work Phone: 207-834-7589

E-mail: stephen.hansen@maine.edu

Office Hours: Monday 11:00 am – 1:00 pm or by appointment

Class Time: 8:00 – 9:20 a.m.; Monday; Wednesday & Thursday, Room 202 Cyr Hall

Course Description: Introduction to wildlife conservation and management covering basic principles, techniques, issues, and laws. Field trips required. 3 hours lecture, 2 hours laboratory/field study. 4 credit hours. Prerequisites: Minimum sophomore standing and Bio 100, Env 200, or instructor's permission.

Course Objectives: My hope during this semester's course is to provide a basic understanding and overview of the history, philosophy, principles, and practice of wildlife management in North America. To encourage students to develop an understanding of wildlife science including subtopics of management, ecology, nutrition, habitat, population biology, exotic species, pathology, behavior, predation, recreation, forestry, economics, conservation and law.

To discuss in detail the life history, food habits, distribution, ecology, management and conservation of selected wildlife species in North America. The course will consist of lectures, presentations by guest speakers and students, films, as well as laboratory, computer, and field exercises. In addition, we will spend a weekend at the Allagash camp to conduct wildlife field techniques. Students will have an opportunity to observe and practice standard field and laboratory techniques. I have seven objectives for this course:

1. To develop an understanding of the principles of wildlife management.
2. To study the application and practice of wildlife conservation and management.
3. To teach about the conservation and management of selected wildlife species.
4. To critically assess the various approaches to wildlife conservation and management.
5. To allow students to understand and implement wildlife management principles and practice in a working situation to solve conservation and management problems.
6. This course will give students experience working on collaborative, team-based projects, which is how research is undertaken in the real world.
7. Students will learn field collection techniques, as well as how to analyze, present and interpret information.

Suggested Textbook: Bolen, E.G., and Robinson, W.L. (2003). *Wildlife Ecology and*

Evaluation:

Field Study Attendance	20%
Lecture Exam 1 (<i>Mon. Oct.15</i>)	25%
Presentation ¹	15%
Presentation Quizzes	10%
Final Exam ²	30%

¹ includes student's presentation outline, bibliography, and test questions (5%)

² a major contribution to several field studies will allow a student to substitute the study in place of the final exam

Grading Scale:

92 -100% = A	77 – 79% = C+
90 - 91% = A-	73 – 76% = C
87 - 89% = B+	70 – 72% = C-
83 - 86% = B	67 – 69% = D+
80 - 82% = B-	63 – 66% = D
	60 – 62% = D-
	< 60 = F

Course Policies: Class attendance is mandatory and you are responsible for all the presented material (*i.e. lectures, presentations by guest speakers and students both in and outside class time, lab, computer, and field exercises, films, and field trips*). I will emphasize certain topics of the text while dropping others. The material presented from the text will, at times, be supplemented by other sources, for a more thorough description of the subject. Because there are several times during the semester that we will meet outside of class (*e.g. field trips and presentations by guest speakers*), there is potential for conflicts with other classes and/or personal commitments. If there is a conflict and you cannot attend, you must discuss it with me ahead of time. I suggest you meet with me as soon as you know there is a conflict. If it is decided that the reason for your absence is legitimate, then you will be given the opportunity to make up the material that was missed. It is expected that students complete all reading requirements prior to student presentations so that each individual can positively contribute to classroom learning/discussion. The instructor, in consultation with the students, reserves the right to add/or delete topics, and/or reschedule lectures, presentations (*both in class and outside class times*), assignments, and field studies.

Possible Field Studies: Team of students will have the opportunity undertake one or more of the following field studies:

Collection of Deer Ticks from White-tailed Deer: Teams of students will collect deer ticks to determine the incidence of Lyme disease in Northern Maine. In cooperation with Maine Medical Center Research Institute.

Collection of Moose Ticks from Moose: Teams of students will collect moose ticks to determine their occurrence in Northern Maine. In cooperation with Maine Medical Center Research Institute.

Collection of Moose and White-tailed Deer Blood: Teams of students will collect moose and deer blood to determine the incidence of infectious diseases in Northern Maine. In cooperation with Maine Medical Center Research Institute and Maine Department of Inland Fisheries and Wildlife.

Collection of Moose Ovaries for Population Analysis: Teams of students will collect moose ovaries to determine recruitment of female moose in Northern Maine. In cooperation with Maine Department of Inland Fisheries and Wildlife.

Overview: Teams of students will collect deer and/or moose ticks to determine their occurrence on deer and moose, respectively. Teams of students will be scheduled to collect deer ticks/blood from hunter deer check stations during the hunting season (Oct. 29 – Nov. 24, 2008). Similarly, teams of students will be scheduled to collect moose ticks and blood from hunter moose check stations during the hunting season (Sept. 24 – Sept. 29, Oct. 8 – Oct. 13, & Nov. 5 - 10, 2011). In cooperation with Maine Medical Center Research Institute. Participation is required and is included as part of your field study attendance. If you shoot a cow moose in a northern WMD (WMDs 1-8) during the November season you must bring the reproductive tract including both ovaries to the registration station upon presenting your moose. Therefore, teams of students will collect ovaries from moose check stations for the state.

Note: The scope and scheduling of each field study may have to be modified during the semester. In particular, the weather and availability of some course equipment may affect the timing of field work and/or activities. Field work at times requires modification and patience. A major contribution to several field studies will allow a student to substitute their studies in place of the final exam. A presentation and report is not required for an additional field study, however, a field notebook of time spent and duties will be required to verify your participation.

Field Study Attendance: Each person must carry out his/her scheduled field assignment(s) and responsibilities, on time and with quality workmanship, and completeness of the data collection. Each person must document the time spent for their field study. Worth 20%.

Presentation: You will select a wildlife species in North America and present a seminar detailing a brief description of the species, its distribution, life history, ecology, food habitats, behavior, management and conservation. You must clear your species (*possibly topic!*) with the instructor and one student will be allowed per species (*or topic*). The evaluation will be done by the class and instructor (please see attached evaluation sheet). The seminars will be scheduled to take place over the last several weeks of class during lecture time. You must be prepared to present during your scheduled time slot. Class attendance is mandatory and you are responsible for all the presented material. Worth 10%.

Presentation Guidelines:

1. Prepare an outline of presentation (*must be submitted to instructor two weeks prior to date of presentation*).
2. Prepare a bibliography of resources used for your presentation. You can use textbooks, Internet websites, journals, and qualified individuals (e.g. Biologist, Game Warden, etc.) as resources for the presentation. You must have a minimum of four resources.
3. Distribute outline and bibliography of resources to peers one week before presentation.
4. Do presentation on assigned date. Presentation should include strategies to promote group discussion.

5. Develop at least ten questions (i.e. multiple choice) based on the content of your presentation. Also, provide an answer key (***Quiz and answer key must be submitted to instructor one week prior to presentation; it would be preferable to write the quiz to disk for edification purposes***). Administer your test after your presentation.

Grading Criteria for Presentation:

1. The class and instructor will do the evaluation of the presentation. Presentations should be well organized and use creative strategies for presenting content and involving peers in discussion. Please see attached evaluation form: Worth 10%
2. The instructor will evaluate the outline, bibliography, and test questions. These three submissions should indicate a thorough exploration of the topic. Worth 5%.

Clothing: Bring clothes appropriate for use in the field. Be prepared to get wet and dirty.

Car Pooling: We will be driving short distances to field sites, and this will require some car pooling.

Health Insurance: Students are required to provide proof of or purchase health insurance.

Office Hours: I am sympathetic to your anxiety and ask that you do not let yourself get discouraged. Please approach me if you have any questions or require help. I will be available during the specified office hours or by appointments at another time.

Course Calendar

Tentative Course Outline

Week 1: Mon. Sept. 3
Wed. Sept. 5
Thurs. Sept. 6

Labor Day – No Class
No Class
Outline of Course

Week 2: Mon. Sept. 10
Wed. Sept. 12
Thurs. Sept. 13

Video: Wildlife of Maine
Lab: Wildlife & Habitat Matrix
Lecture: Chapter 1

Week 3: Mon. Sept. 17

Lecture: Chapter 2

	Wed. Sept. 19	Lab: Animal Tracks
	Thurs. Sept. 20	Lecture: Chapter 2
Week 4:	Mon. Sept. 24	Lecture: Chapter 2
	Wed. Sept. 26	Lab/Field Work: Aging of White-tailed Deer
	Thurs. Sept. 27	Lecture: Chapter 2
Week 5:	Mon. Oct. 1	Lecture: Chapter 3
	Wed. Oct. 3	Field: Wildlife Telemetry
	Thurs. Oct. 4	Lecture: Chapter 3
Week 6:	Mon. Oct. 8	Fall Recess: No Class
	Wed. Oct. 10	Lab/Field Work: Wildlife Diseases
	Thurs. Oct. 11	Lecture: Chapter 3
Week 7:	Mon. Oct. 15	Lecture Exam 1
	Wed. Oct. 17	Lab: <i>White-tailed Deer Study</i>
	Thurs. Oct. 18	Lecture: Chapter 5
Week 8:	Mon. Oct. 22	Lecture: Chapter 5
	Wed. Oct. 24	Computer Exercises
	Thurs. Oct. 25	Lecture: Chapter 5
Week 9:	Mon. Oct. 29	Lecture: Chapter 6
	Wed. Oct. 31	Lab: Wildlife Forensics I
	Fri. Nov. 1	Lecture: Chapter 6
Week 10:	Mon. Nov 5	Class Field Study: Collection of Ovaries - No Class
	Wed. Nov. 7	Class Field Study: Collection of Ovaries - No Class
	Thurs. Nov. 8	Class Field Study: Collection of Ovaries - No Class
Week 11:	Mon. Nov. 12	Lecture: Chapter 7
	Tues. Nov. 14	Lab: Wildlife Forensics II
	Fri. Nov. 15	Lecture: Chapter 7

Week 12:	Mon. Nov. 19	Lecture: Chapter 7
	Wed. Nov. 21	Thanksgiving Recess: No Class
	Thurs. Nov. 22	Thanksgiving Recess: No Class
Week 13:	Mon. Nov. 26	Lecture: White-tailed Deer
	Wed. Nov. 28	Field: Deer Yard and Winter Severity Index
	Thurs. Nov. 29	Lecture: White-tailed Deer
Week 14:	Mon. Dec 3	Student Presentations
	Wed. Dec. 5	Student Presentations
	Thurs. Dec. 6	Student Presentations
Week 15:	Mon. Dec 10	Student Presentations
	Wed. Dec. 12	Student Presentations
	Thurs. Dec. 13	Student Presentations
Week 16:	Final Lecture Exam - Time T.B.A.	

Examination Dates

(Subject to change)	Subject	Type
Date		
Oct 7	Chap 1-5	M/C & Short Essay
Nov 21	Chap 6-10	M/C & Short Essay
Dec 16	Chap 11-14	M/C & Short Essay

Absence Policy

As participation is considered essential to a successful educational experience, students may register at most two unexcused class absences before being considered involuntarily dropped from the course through an instructor-initiated withdrawal process. Excused absences are those for which prior arrangements have been made with the instructor or extenuating circumstances can be clearly documented within 48 hours of the end of the absence. Please check with the instructor and make arrangements prior to any planned absences. Prior notification is insufficient to qualify as an excused absence, the student must demonstrate that the absence is educational or professional in nature and will have minimal impact on the student's performance in the class. Student athletes will be excused from classes IAW with UMFK procedure. There will be no extensions granted on assignment due dates unless the student can document that an extension is warranted based on an unforeseen event. There will be no makeup exams for planned absences, students must instead make arrangements with the instructor to take the exam prior to the planned absence or forfeit the opportunity to complete it. Makeup exams may be given for unforeseen events.

Examples of unforeseen events could be a sudden death in the family, illness, injury or a natural disaster.

UMFK Writing Tutoring

Writing in college is a critical component of any degree or major. Writing tutoring is available to all UMFk students free of charge. As a student, it is important for you to understand that writing support at the campus is not a “drop-off” editing service. Instead writing tutoring is a collaborative process where tutors help teach students best practices in order to further develop an individual student’s writing. In order to receive help, you will need to schedule an appointment to meet one-on-one with a tutor to review your written work. You can come in just to get help brainstorming ideas for a paper, or you can come for help with editing a final draft. Writing tutors can help anywhere in the writing process. If you are an online student, often a live Skype session is created, or an email correspondence can be sufficient if necessary. To make an appointment please call the Student Support Services office at 207-834-7530, or go to our website at <https://www.umfk.edu/trio/> and fill out the “Request a Tutor” form.

Special Notes

Students failing to maintain a passing grade at any point during the semester may be involuntarily dropped from the course through an instructor-initiated withdrawal process.

It is policy of all universities of the University of Maine System to help qualified students with disabilities achieve their individual educational goals. In compliance with state and federal laws, the University provides reasonable accommodations, upon request and documentation, to qualified students with disabilities. Our goal is to balance on a case-by-case basis the specific needs of each student with the programmatic integrity, administrative resources, and financial limitations of each University. Any student who qualifies for accommodations based on the impact of a disability should contact Academic & Counseling Services during the first two weeks of class at 207-834-7531 Room 224 Powell Hall. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities. More information is available at <http://www.umfk.edu/trio/disabilities/>

Assignments are due no later than the beginning of the class on the date assigned. Assignments submitted beyond the due date will receive a **twenty-point** reduction per day. Assignments submitted on the correct day but beyond the required time will receive a **ten-point** deduction.

Students are having difficulty with the course concepts and skills should first seek assistance from the course instructor. The course instructor will attempt to find additional resources to assist student learning. Seeking assistance from fellow students is not encouraged unless that student has been designated as a subject matter tutor by the Academic and Counseling Service (834-7530) or vetted by the course instructor as

capable of tutoring for this course. Overall, it is essential to keep the instructor informed of your progress as well as any difficulties you may be experiencing.

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, improper acknowledgment of sources in essays, and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current UMFK Catalog. Students who produce nearly identical work products for grading will be suspect of violation of the UMFK Student Integrity Policy.

Students agree by taking this course that all required papers may be subject to submission for textual similarity to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website.

Reference: http://www.selu.edu/admin/provost/documents/syllabi_statements.pdf

Students who plagiarize published works or violate the academic integrity policy will receive a score of zero upon the first offense. A subsequent offense in the same course will warrant failure of the entire course. Multiple offenses across more than one class will be referred to the Judicial Review Committee with a recommendation from the instructor of student dismissal from the University.

Blackboard will be used to keep students apprised of their progress and as a communication forum for instructor/student and student/student interactions. Its use is mandatory for all students.

Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of beepers, cellular telephones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line." In the event of a situation where a student legitimately needs to carry a beeper/cellular telephone to class, prior notice and approval of the instructor is required. Appropriate and inappropriate behavior will be defined for this class in a collaborative exercise on the first day of class. The results of the collaborative exercise will be documented in a Contract for Classroom Behavior ratified by both the instructor and each individual student.

Classroom behavior which is deemed inappropriate and cannot be resolved by the student and the faculty member may be referred to the Director of Student Affairs. In turn, depending on the nature of the situation, the information may be forwarded to the Judicial Review Committee for administrative or disciplinary review as per the Code of Student Conduct, which may be found in the student handbook at <http://www.umfk.maine.edu/current/>.

Students **must** record on **all** submitted materials their **name, instructor name(s), course and assignment number, and date** of submission. Students are encouraged to retain for their record a personal copy of **all** submitted materials.

Students are encouraged to submit, during non-class hours, constructive suggestions regarding delivery of the course to the Instructor of the course.

Students are required to observe appropriate error prevention techniques throughout the semester. For example, students must frequently save their work to alternate digital media (flash drives are highly recommended) to prevent loss. Loss due to power fluctuations, illegal instructions, viruses, or any other reason beyond the instructors' control will not constitute adequate reason for accommodations. The instructor(s) reserve(s) the right to make necessary changes to the syllabus in light of any circumstances occurring during the delivery of the course provided such changes are announced in class and documented in class presentations.

**UNIVERSITY OF MAINE AT FORT KENT
DEPARTMENT OF ENVIRONMENTAL STUDIES: NATURAL & BEHAVIORAL
SCIENCES DIVISION**

Course Syllabus

ENV 334: Wildlife Science

Fall 2013

Instructor: Dr. Stephen Hansen

Office: 232 Nadeau Hall

Work Phone: 207-834-7589

E-mail: stephen.hansen@maine.edu

Office Hours: Monday 11:00 am – 1:00 pm or by appointment

Class Time: 8:00 – 9:20 a.m.; Monday; Wednesday & Thursday, Room 206 Cyr Hall

Course Description: 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 opportunities 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 habitats. 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.

Course Objectives: I have ten objectives for this course:

8. To explore the natural history of wildlife and ecological processes affecting these animals.
9. To discuss the challenges in conserving wildlife.
10. To employ the scientific method to answer wildlife research questions.
11. To discuss how the major land use practices influence wildlife production.
12. Students will become familiar with the techniques to manipulate the habitat to achieve specific wildlife management goals.
13. Gain a greater appreciation of fundamental principles, generalizations, and theories of wildlife management and ecology, with specific emphasis on populations, habitats, wildlife literature, and investigational techniques.

14. Learn how to analyze and critically evaluate ideas, arguments, and points of view related to theories and applications of population and habitat management techniques for key wildlife groups.
15. This course will give students experience working on collaborative, team-based, wildlife research projects.
16. Students will learn wildlife research techniques, as well as how to analyze, present and interpret wildlife information.
17. To encourage a curiosity and interest in learning about wildlife.

Textbooks: While there is no required textbook for this course, lecture information and readings will be compiled from several, prominent, wildlife books.

Braun, C.E., editor. 2005. *Techniques for Wildlife Investigations and Management*. 6th edition. The Wildlife Society, Bethesda, MD.

Demarais, Stephen, Paul R. Krausman. 2000. *Ecology and Management of Large Mammals in North America*. Prentice Hall.

Franzmann, Albert W., Charles C. Schwartz, editors. 1998. *Ecology and Management of North American Moose*. Wildlife Management Institute.

Halls, Lowell K. 1992. *White-Tailed Deer: Ecology and Management*. Wildlife Management Institute.

Novak, Milan, James A. Baker, Martyn E. Obbard, and Bruce Malloch, editors. 1987. *Wild Furbearer Management and Conservation in North America*. The Ontario Trapper Association.

Wilson, Don E., F. Russel Cole, James D. Nichols, Rasanayagam Rudran, and Mercedes S. Foster, editors. 1996. *Measuring and Monitoring Biological Diversity: Standard Methods for Mammals*. Smithsonian Institution Press.

Evaluation:

Lecture Exam I (<i>Thurs. Oct. 3</i>)	20%
Lecture Exam II (<i>Thurs. Oct. 21</i>)	20%
Presentation ¹	20%
Presentation Quizzes	10%
Final Exam	30%

¹ includes student's presentation outline, bibliography, and test questions

Grading Scale:

92 - 100% = A	77 - 79% = C+
90 - 91% = A-	73 - 76% = C
87 - 89% = B+	70 - 72% = C-
83 - 86% = B	67 - 69% = D+
80 - 82% = B-	63 - 66% = D
	60 - 62% = D-
	< 60 = F

Course Policies: Class attendance is mandatory and you are responsible for all the presented material (*i.e. lectures, presentations by guest speakers and students both in and outside class time, both lab and field exercises, films, and field trips*). I will emphasize certain topics from the listed text while dropping others. The material presented from the listed text will, at times, be supplemented by other sources, for a more thorough description of the subject. Because there are several times during the semester that we may meet outside of class (*e.g. field trips and presentations by guest speakers*), there is potential for conflicts with other classes and/or personal commitments. If there is a conflict and you cannot attend, you must discuss it with me ahead of time. I suggest you meet with me as soon as you know there is a conflict. If it is decided that the reason for your absence is legitimate, then you will be given the opportunity to make up the material that was missed. It is expected that students complete all reading requirements prior to student presentations so that each individual can positively contribute to classroom learning/discussion. The instructor, in consultation with the students, reserves the right to add/or delete topics, and/or reschedule lectures, presentations (*both in class and outside class times*), assignments, and field trips.

Laboratory and Field Component: The course will also consist of laboratories and several potential field studies. The laboratory and field studies will cover standard laboratory and field techniques, as well as general concepts for monitoring and measuring wildlife populations and their habitat. In addition, several day trips may be scheduled to survey deer habitat.

Potential Field Studies: Team of students will have the opportunity to undertake one or more of the following field studies:

White-tailed Deer Habitat Study: Deer # 7's summer home range is just about 6 miles south-west of the town of Allagash; only 1.5 miles from the main road going to UMFKs Allagash camp; only takes about 45 minutes to get there from UMFK. It is one of the original ten GPS collared deer, which, decided to drop its collar early. It arrived on its summer range on 4/22/2013 and dropped its collar on 5/28/2013; although it seems like a short time frame, a lot of fixes were received. Therefore, a large number of coordinates may show distinct trends because of the completeness of the data. Several days (2-3) may be required. Task -> conduct ecological surveys -> survey trees in a 30 x 30 meter plot (fix could be near the middle of it; understory survey, several 10 x 10 meters within the tree survey; and finally ground surveys, several 1 x 1 meters plots for ground plants and shrubs. Record the structure of the ground vegetation and see if it offers food and/or concealment (*e.g. is it dense or open, etc.*); take picture of habitat. Purpose of study is to correlate behavioral ecology with habitat.

Collection of Moose Ticks/Blood from Moose: Teams of students will be scheduled to collect moose ticks/blood from hunter returns at the moose check stations during the hunting season (Sept. 23 – Sept. 28, Oct. 14 – Oct. 19, & Nov. 4 - 9 2013). In cooperation with Maine Medical Center Research Institute and Maine Department of Inland Fisheries and Wildlife.

Moose/Vehicle Collisions: A team of students could visit a (or several) hot-spot(s) (*i.e. a number of moose/vehicle collisions*) and determine the average driving speed of vehicles during peak hours (*probably during Sept., Oct, and beginning of Nov.*). This will be done during the evening and will require radar equipment. Students will staff a site for several hours and record all data (*e.g. speed of vehicles, kinds of vehicles, time, road conditions, weather, etc.*).

Moose Behavior on Charrette Hill: Using a video camera a team of students could monitor moose behavior during the rutting season either in the morning or in the evening. Students will staff a predetermined site for several hours and record all behavior.

Survey of Wildlife: Using game cameras, a team of students could monitor the occurrence of animal(s) in a given area.

Note: The scope and scheduling of each field study may have to be modified during the semester. In particular, the weather and availability of some course equipment may affect the timing of field work and/or activities. Field work at times requires modification and patience. A major contribution to several field studies will allow a student to substitute their studies in place of the final exam. A presentation and report is not required for an additional field study, however, a field notebook of time spent and duties will be required to verify your participation.

Field Study Attendance: Each person must carry out his/her scheduled field assignments and responsibilities on time and with quality workmanship, and completeness of the data collection.

Presentation: You will select a related wildlife species in North America that is *not* covered in the course and present a seminar detailing a brief description of the species, its distribution, life history, ecology, food habits, behavior, management and conservation. In addition, you will be required to compare and contrast differences between your selected species and a particular species covered in this course. You must clear your species (*possibly topic!*) with the instructor and one student will be allowed per species (*or topic*). The evaluation will be done by the class and instructor (please see attached evaluation sheet). The seminars will be scheduled to take place over the last several weeks of class during lecture time. You must be prepared to present during your scheduled time slot. Class attendance is mandatory and you are responsible for all the presented material. Worth 20%.

Presentation Guidelines:

6. Prepare an outline of presentation (*must be submitted to instructor two weeks prior to date of presentation*).
7. Prepare a bibliography of resources used for your presentation. You can use textbooks, Internet websites, journals, and qualified individuals (e.g. Biologist, Game Warden, etc.) as resources for the presentation. You must have a minimum of four resources.
8. Distribute outline and bibliography of resources to peers one week before presentation.
9. Do presentation on assigned date. Presentation should include strategies to promote group discussion.
10. Develop at least ten questions (i.e. multiple choice) based on the content of your presentation. Also, provide an answer key (*Quiz and answer key must be submitted to instructor one week prior to presentation; it would be preferable to write the quiz to disk for edification purposes*). Administer your test after your presentation. The quizzes are worth 10%.

Grading Criteria for Presentation:

3. The class and instructor will do the evaluation of the presentation. Presentations should be well organized and use creative strategies for presenting content and involving peers in discussion. Please see attached evaluation form: Worth 20%
4. The instructor will evaluate the outline, bibliography, and test questions. These three submissions should indicate a thorough exploration of the topic.

Clothing: Bring clothes appropriate for winter use in the field. Be prepared to get cold.

Car Pooling: We will be driving short distances to field sites, and this may require some car pooling.

Health Insurance: Students are required to provide proof of or purchase health insurance.

Office Hours: I am sympathetic to your anxiety and ask that you do not let yourself get discouraged. Please approach me if you have any questions or require help. I will be available during the specified office hours or by appointments at another time.

Course Outline: For a thorough investigation of each wildlife species covered in this course, we will explore the following aspects:

- A. Taxonomic classification
- B. Closely related species
- C. Geographic distribution
- D. Physical characteristics
- E. Breeding characteristics
- F. Food habits
- G. Home range and management
- H. Predators
- I. Behavior
- J. Parasites and disease
- K. Census methods
- L. Population characteristics related to harvest
- M. Management strategies and habitat manipulation
- N. Good reference material

TENTATIVE COURSE SCHEDULE – Fall 2013

Please note: Content and scheduling may need to be adjusted as the semester progresses. The instructor reserves the right to alter the syllabus as deemed necessary for learning.

Course Calendar

Tentative Course Outline

Week 1: Thurs. Sept. 5

Outline of Course

Week 2: Mon. Sept. 9
Wed. Sept. 11
Thurs. Sept. 12

DVD: Moose
Laboratory: Identification of Wildlife Tracks
Lecture: Moose

Week 3:	Mon. Sept. 16 Wed. Sept. 18 Thurs. Sept. 19	Lecture: Moose Laboratory: Identification of Wildlife Tracks Video: <i>Moose</i> Lecture: Moose
Week 4:	Mon. Sept. 23 Wed. Sept. 25 Thurs. Sept. 26	Lecture: Moose Field Exercise: Telemetry Lecture: Moose
Week 5:	Mon. Sept. 30 Wed. Oct. 2 Thurs. Oct. 3	Seminar: Winter Ticks on Moose in Northern Maine Laboratory: <i>DVD Lecture: Moose & Wolves</i> Lecture Exam I
Week 6:	Mon. Oct. 7 Wed. Oct. 9 Thurs. Oct. 10	Lecture: White-tailed Deer Laboratory: <i>DVD Lecture: Moose & Wolves</i> Lecture: White-tailed Deer
Week 7:	Mon. Oct. 14 Wed. Oct. 16 Thurs. Oct. 17	Fall Recess – No Classes Laboratory: Winter Severity Index Lecture: White-tailed Deer
Week 8:	Mon. Oct. 21 Wed. Oct. 23 Thurs. Oct. 24	Lecture: White-tailed Deer Laboratory: Aging of White-tailed Deer Lecture: White-tailed Deer
Week 9:	Mon. Oct. 28 Wed. Oct. 30 Thurs. Oct. 31	Lecture: White-tailed Deer Study Laboratory: <i>DVD White-tailed Deer</i> Lecture Exam II
Week 10:	Mon. Nov. 4 Wed. Nov. 6 Thurs. Nov. 7	Lecture: Coyote Laboratory: <i>Video Coyote</i> Lecture: Coyote
Week 11:	Mon. Nov. 11 Wed. Nov. 13 Thurs. Nov. 14	Veterans Day – No Classes Laboratory: <i>Video Black Bear</i> Lecture: Black Bear
Week 12:	Mon. Nov. 18 Wed. Nov. 20 Thurs. Nov. 21	Lecture: Black Bear T.B.A Laboratory: DVD Lynx
Week 13:	Mon. Nov. 25 Wed. Nov. 27 Thurs. Nov. 28	Lecture: Canada Lynx Thanksgiving Recess – No Classes Thanksgiving Recess – No Classes
Week 14:	Mon. Dec. 2 Wed. Dec. 4 Thurs. Dec. 5	Student Presentations Student Presentations Student Presentations
Week 15:	Mon. Dec. 9 Wed. Dec. 11	Student Presentations Student Presentations

Thurs. Dec. 12

Student Presentations

Week 16: Dec. 16 -20

Final Exam

UNIVERSITY OF MAINE AT FORT KENT
DEPARTMENT OF BIOLOGY: NATURAL & BEHAVIORAL SCIENCES DIVISION

Course Syllabus

ENV 354: Wildlife Habitat Interactions

Spring 2012

Instructor: Dr. Stephen Hansen

Office: 232 Nadeau Hall

Work Phone: 207-834-7589 **Home Phone:** 207-834-2789

E-mail: stephen.hansen@maine.edu

Office Hours: Tuesday 10:00 a.m. – 12:00 noon or by appointment

Class Time: Lecture T.B.A.

Laboratory T.B.A.

Course Description: 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, 2 hours lab. 4 credit hours. Prerequisites: Sophomore standing, Bio 100, or instructor's permission. Forestry students are only required to take the lecture component (i.e. 3 credit hours)

Course Goals and Objectives: The effects of resource development and management practices continue to impact wildlife resources and influence biological diversity. My hope during this semester's course is to provide descriptions of habitat characteristics (*i.e. site-specific and at the landscape level*) and recommend practices that are beneficial for maintaining wildlife species, maintaining biodiversity or for managing ecosystems. Emphasis will focus on plans for enhancing wildlife habitat and biodiversity in forested areas of Maine, including a description of ecological and management principles. However, you will be exposed to international examples that emphasize the relationship between wildlife and habitat. Additionally, we will discuss aspects of human and wildlife interactions and conflicts. The course will consist of lectures, student presentations, various multi-media venues, a laboratory component, and field trips.

Required Textbook: Flatebo, G., C.R. Foss, S.K. Pelletier. 1999. Biodiversity in the Forests of Maine: Guidelines For Land Management. UMCE Bulletin #7147. University of Maine Cooperative Extension.

Reference Textbook: Morrison, M.L., B.G. Marcot, and R.W. Mannan. 2006. Wildlife-Habitat Relationships – Concepts and Applications. 3rd. Island Press.

Evaluation:

Lecture Exam	15%
Research Paper*	15%
Presentation	10%
Presentation Quizzes	10%
Lab Component**	25% (Not Required for Forestry Students)
Final Exam	25%

* also includes student's presentation outline, bibliography, and test questions

** includes presentations by guest speakers, both reading assignments with later class discussions, various multi-media venues, lab exercises and field trips.

Grading Scale:	92 -100% = A	77 – 79% = C+	60 – 62% = D-
	90 - 91% = A-	73 – 76% = C	< 60 = F
	87 - 89% = B+	70 – 72% = C-	
	83 - 86% = B	67 – 69% = D+	
	80 - 82% = B-	63 – 66% = D	

Course Policies: Class attendance is mandatory and you are responsible for all the presented material (*i.e. lectures, presentations by guest speakers and students, both lab discussions and various media information, and field trips*). I will emphasize certain topics of the text while dropping others. The material presented from the text will at times be supplemented by other sources, for a more thorough description of the subject. Because there are several times during the semester that we will meet outside of class (*e.g. field trips and exercises*), there is potential for conflicts with other classes and/or personal commitments. If there is a conflict and you cannot attend, you must discuss it with me ahead of time. I suggest you meet with me as soon as you know there is a conflict. If it is decided that the reason for your absence is legitimate, then you will be given the opportunity to make up the material that was missed. It is expected that students complete all reading requirements prior to student presentations so that each individual can positively contribute to classroom learning/discussion. The instructor, in consultation with the students, reserves the right to add/or delete topics, and/or reschedule lectures, presentations (*both in class and outside class times*), labs, and field trips. The laboratory component is under development and may require some modifications and/or rescheduling with the lectures.

Exams: There will be one in-term exam (*15%*) and a final exam (*worth 25%*). The in-term lecture exam is scheduled for Feb. 24. The final lecture exam will be given during the two-hour time period designated by the University (*Fri., May 6, 8:00 – 10:00 a.m.*).

Laboratory Component: The laboratory component will include presentations by guest speakers, reading assignments with later class discussions, various media information, field exercise and field trips. The evaluation of the laboratory will be based on attendance and participation (*total of 25%*). Not required for Forestry students.

Field Trips:

Trip to Caribou: *White-tailed Deer Winter Severity Study*. T.B.A.

Trip to Allagash: Analysis of a Deer Yard. T.B.A.

Field Exercises:

Fort Kent: Beaver Ecology and Water-level Control Devices. T.B.A.

Fort Kent: Habitat Analysis and Biodiversity. T.B.A.

Fort Kent: Seasonal Changes in Snow Depth and Temperature Profile.

Seminar: Working in teams of 2 – 3 students, you will be responsible for presenting a seminar (*about 20 minutes*) to the class based on some aspect of the course (*details to follow*). You will provide the class with a summary (*1 – 2 pages*) of your information prior to your presentation. The evaluation will be done by the class and instructor. The seminars will be scheduled to take place over the last several weeks of class during lecture time. You must be prepared to present during your scheduled time slot. Class attendance is mandatory and you are responsible for all the presented material. You must clear your topic with the instructor. Worth 10%.

Presentation Guidelines:

11. Prepare an outline of the presentation (*must be submitted to instructor two weeks prior to date of presentation*).
12. Prepare a bibliography of resources used for your presentation. You can use textbooks, Internet websites, journals, and qualified individuals (e.g. Biologist, etc.) as resources for the presentation. You must have a minimum of four resources.
13. Distribute outline and bibliography of resources to peers one week before presentation.
14. Do presentation on assigned date. Presentation should include strategies to promote group discussion.
15. Develop at least ten questions (i.e. multiple choice) based on the content of your presentation. Also, provide an answer key (*Quiz and answer key must be submitted to instructor one week prior to presentation; it would be preferable to write the quiz to disk for edification purposes*). Administer your test after your presentation.

Grading Criteria for Presentation:

5. The class and instructor will do the evaluation of the presentation. Presentations should be well organized and use creative strategies for presenting content and involving peers in discussion. Please see attached evaluation form: Worth 10%
6. The instructor will evaluate the outline, bibliography, test questions, and research paper. These four submissions should indicate a thorough exploration of the topic. Worth 15% (also includes student's presentation outline, bibliography, and test questions).

Research Paper: You will write a research paper involving a more detailed and thorough discussion of your presentation topic. Papers may be done individually or in teams; however, group papers will require more effort. Your research paper is due on the day of your presentation. Details to follow. Worth 15% (*also includes student's presentation outline, bibliography, and test questions*).

Office Hours: I am sympathetic to your anxiety and ask that you do not let yourself get discouraged. Please approach me if you have any questions or require help. I will be available during the specified office hours or by appointments at another time

Course Calendar

Tentative Course Outline

Week 1:

No Class
Outline of Course

Week 2:

Video & Introduction

<i>Week 3:</i>	1. Site-Specific Considerations: a) Introduction b) Stand Characteristics c) Special Habitats & Ecosystems
	1.
<i>Week 4:</i>	1. 1.
<i>Week 5:</i>	1. 1.
<i>Week 6:</i>	Winter Recess: No Class Winter Recess: No Class
<i>Week 7:</i>	2. Landscape-Level Considerations Lecture Exam
<i>Week 8:</i>	2. 2.
<i>Week 9:</i>	2. 3. Basic Forest Wildlife Ecology
<i>Week 10:</i>	3. 3.
<i>Week 11:</i>	Spring Recess: No Class
<i>Week 12:</i>	4. Understanding Wildlife Habitats 4.
<i>Week 13:</i>	5. White-tailed Deer 5.
<i>Week 14:</i>	6. Other Upland Forest Wildlife Species 6.
<i>Week 15:</i>	6.
<i>Week 16:</i>	6. Student Presentation
Week 17	Final Exam

SYLLABUS

FOR 100 – Introduction to Forestry
Natural and Behavioral Sciences Division

Fall 2012 – 3 credit hours**Prerequisites: None**

Instructor: Jeff Dubis
Office: 224 Nadeau Hall
Phone: 834-7543
Office Hours: Office Hours: Monday 8:00 – 9:30, Thursday 12:30-2:00
Lecture: Friday 8:00am -10:00am
Lab: Friday 10:00am -12:00pm

Required Texts and Materials:

Introduction to Forest Science. 3rd Ed. 2002. Young, R.A., Giese, R.L. John Wiley and Sons

Forest Trees of Maine. 2008. Maine Forest Service

Trees of the Northern United States and Canada. 1995. John Farrar. (Optional)

Safety hardhat

Proper work clothing and boots (including rain gear)

Non-programmable calculator (TI 30XIIS recommended)

Catalog Description

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. Three credit hours. Two hours lecture. Two hours lab.

Course Objectives

Upon completion of this course students should possess:

- A. A basic understanding of various forestry terminology and concepts that will be used as a foundation for later forestry classes.
- B. The ability to field identify 33 species of trees common to the local area.
- C. The basic knowledge to use forestry tools and technology that forest technicians frequently use including GPS, GIS, dendrometers, and compasses

Methods of Instruction:

This course consists of two hours of lecture and two hours of laboratory each week. Whenever possible, material covered in lecture will be covered the same week in lab. Grading will consist of two written exams, four field quizzes, one field exam, laboratory exercises, quizzes, and one written report with an oral presentation.

How Students will benefit from taking course:

This is a required course for all forest technology majors. Students will gain a better understanding and appreciation of how humans can use natural resources in a manner that benefits society while causing minimum impact to the physical environment.

Support Service:

Academic and Counseling Services. This service is available to all UMFK students to assist them in reading, writing, and mathematical skill development. Information about these services can be accessed by calling 834-7530 or on-line at <http://www.umfk.maine.edu/acserv/>

ADA Statement: Students with special needs should contact the ADA coordinator at 834-7532 so that appropriate accommodations can be made.

Grading:

Mid-term exam	100 pts
Cumulative final exam	100 pts
Spelling quizzes (scientific tree names)	30 pts.
Labs, assignments, and other quizzes	70 pts
Tree identification quizzes and exam	100 pts
Report and Presentation	<u>100 pts</u>
	500 pts

Grading System

A > 90.0	C- = 70.0 – 71.9
B+ = 87.0 – 89.9	D+ = 67.0 – 69.9
B = 82.0 – 86.9	D = 62.0 – 66.9
B- = 80.0 – 81.9	D- = 60.0 – 61.9
C+ = 77.0 – 79.9	F = <60.0
C = 72.0 – 76.9	

Course Topics and Schedule

<u>Week</u>	<u>Lecture topic</u>	<u>Lab topic</u>	<u>Chapter reading</u>
Sept 7	Introduction to Forestry		
	Tree identification	Tree identification	
Sept 14	Timber harvest systems	Tree identification(quiz 1)	19
Sept 21	First Aid training	none	
Sept 28	Silviculture	Tree identification(quiz 2)	13
Oct 5	Forest measurements #1	Tree identification(quiz 3)	11
Oct 12	none	Tree measurements	
		Tree identification(quiz 4)	
Oct 19	Mid-term exam	Forest recreation	
	Forest recreation		
Oct 26	None	Tree identification exam	
Nov 2	None	Timber harvesting tour	
Nov 9	Forest measurements #2	Compass and taping lab	11
	Scientific names Quiz#1		
Nov 16	Careers in Forestry	Compass and taping	
	Scientific names Quiz#2		
Nov 30	GPS	GPS	12
	Scientific names Quiz#3		
Dec 7	GIS	GIS	12
Dec 14	Presentations	GIS (continued)	
Dec 29	Final exam (8:00am-10:00am)		

Course Policies

1. **The Student Academic Integrity Policy will be strictly enforced in this course. It is recommended that you review this policy in regard to cheating or plagiarism before the start of the next class. Failure to adhere to the Integrity policy will result in a failing grade for the course.**
2. This is a field course. Dress appropriately. Hard hats and boots will be required for all labs. Shorts are not permitted in any class. Students who show up to class on field days without boots will not be allowed to attend the day's lab. Your ability to be prepared for each class will be reflected in your grade for professionalism.
3. Class attendance is mandatory. Students who miss more than one class will be withdrawn from the class. Tests, quizzes, and labs that are missed cannot be made up.
4. Students must attend first aid training and must pass the exam with a grade of 80 or better. Failure to do so will require the student to withdraw from the class.
Assignments will be due at the start of class. Quizzes and assignments that are not turned in at this time will be reduced by 10 percent for each day late. Assignments and quizzes that are more than two days late will not be accepted. If you are absent on a date that an assignment is due, it is your responsibility to insure that I receive it on time either digitally or delivered by someone.
5. You are responsible for the replacement of any lost or damaged equipment in your care, except when loss or damage results from normal wear and tear. Your final grade will be withheld until the university is reimbursed for any lost/damaged equipment.
6. Cell phones are not permitted in class and must be turned off at all times. Usage may result in confiscation of phones.
7. Eating is not allowed in the classroom during class time.
8. Only non-programmable calculators are allowed during testing. No programmable calculators or other electronic devices are permitted
9. It is expected that all lab reports and assignments will be written in a professional manner. Papers with excessive grammatical errors, spelling errors, or which are not typed will not be graded.
10. The use of all tobacco products is prohibited during class time.
11. **The instructor reserves the right to modify your final course grade in a positive or negative manner based upon class participation, tardiness to class, behavior, etc.**
12. Many labs will be conducted on private property. Please respect the landowners' rights. Any use of the property for non-academic purposes is not allowed. Under no circumstances can students hunt, fish, trap, or use any form of motorized vehicle on any property without expressed written permission of the landowner. If you must complete a lab outside of the formal class time, please leave your student I.D. in the window of your vehicle. Failure to treat the land and landowner with respect will result in course failure.

SYLLABUS

FOR203 – Surveying for Foresters FALL 2012

UMFK Applied Forest Mgmt Program, NBS Division 3 credit hours

Wed, 8am- noon, Cyr Hall 113 **Instructor:** Dave Hobbins

Office Hours: Mon 2-4:30 PM 234 Nadeau Hall ph834-7614

and by appointment dhobbins@maine.edu

revised: 25 September 2012

Required Textbooks and Materials:

McCormac, J. 2004. *Surveying*, 5th ed. John Wiley and Sons. Hoboken, N.J. 457 p.

Two (2) Rite-in-the-Rain Field Books (new)

Calculator, scientific with trigonometric functions and degree conversions

Catalog Description:

Introduces surveying concepts useful in forestry including but not limited to taping, optical distance measurements, differential leveling, closed traverse, route profiles, horizontal and vertical curves.

Includes the use of surveying equipment and computers to produce a large scale topographic map.

Also includes the use of global positioning systems for mapping. Two-hour lecture, two-hour lab. 3 credit hours. Fall even years.

Prerequisites: Mat 128 or strong algebra background.

Course Objectives and Methods of Instruction:

This course introduces you to the basic theory and practice of surveying to a depth necessary for the practicing forest technician or forester. You will gain experience in basic surveying skills and equipment and a better understanding of what is needed to achieve positional accuracy.

This course is formatted as a two hour lecture followed by a two-hour laboratory each week. Material covered in lecture will be covered the same week in lab.

Therefore, **it is imperative** that you complete reading assignments prior to class. You are responsible for your learning. Take good notes, annotate your text, and know your resources. You will be given a weekly quiz on your readings and expected to contribute to lecture based on those readings. Students found to be unprepared for class will be withdrawn.

You will have two, open-book exams.

Know your resources (text and notes).

Additionally, laboratory exercises constitute the largest single component of your grade. Aside from recording field data, all work should be completed individually. You will have a week to complete lab reports and assignments.

Evaluation and Grading:

Evaluation Method Value

Labs 240 pts Exams (mid-term & final)

Percentage and Grade Equivalent
$\geq 90 = A$ 77-79 = C+
67-69 = D+
87-89 = B+
73-76 = C
63-66 = D
83-86 = B
70-72 = C-
60-62 = D-
80-82 = B-
$< 60\% = F$

100 pts
Quizzes & Assignments 160 pts
500 pts

SYLLABUS

FOR 226 – Forest Operations
Natural and Behavioral Sciences Division
Fall 2012 – 4 credit hours
Prerequisites: FOR 100, GEO103, FOR208

Instructor: Jeff Dubis
Office: 224 Nadeau Hall
Telephone: 834-7543, email jdubis@maine.edu
Office Hours: Mon 8:00-9:30, Thursday 12:30-2:00pm

Required References

Maine Forest Service. 2004. Best Management Practices for Forestry: Protecting Maine's Water Quality
(Available through Blackboard)

Land Use Regulation Commission. 1991. Chapter 10. *Land Use Districts and Standards*. Pages 105-115, 121-123, 138-140, 144-148, 193-201

Other Required Materials

- Chainsaw resistant work boots
- Logger's safety hardhat (including face shield and ear protection)
- Work gloves
- Leg protection (chaps)
- Proper work clothing (including rain gear)
- Safety glasses

Catalog Description. 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 to stay in the course. 4 credit hours. 8 hour/week laboratory.

Course Objectives

Upon completion of this course students should possess:

- D. The ability to use and maintain a chainsaw safely and efficiently according to the principles of the Certified Logging Professional program.
- E. The ability to conduct low impact logging operations using ATV's and associated logging equipment.

- F. The ability to design and layout both a forest road and a timber harvest unit according to Best Management Practices outlined by the Maine Forest Service and according to state regulations. Students will have the opportunity to assess and evaluate logging performance of their classmates and of professional loggers working in the region.

Methods of Instruction

This course is primarily a hands-on, outdoor learning experience. The course builds upon principles taught in previous courses, especially FOR 208 – Forest Products, Harvesting, and Transportation. Laboratory exercises will approximate real life, on-the job situations as much as possible. Fieldwork will include acquiring various technical skills and applying these skills in forests throughout the region. Students will gain experience in laying out both a forest road and a timber harvest block according to all state regulations and recommended Best Management Practices. Students will calculate all layout and logging costs and calculate stumpage values for the harvest block. GPS and GIS technology will both be used to map the road and timber harvest unit. Seven classes will focus on Timber harvesting safety training. Assessment will consist of two significant projects, two written exams, several assignments, and a field performance grade for the CLP portion of the course.

How Students will benefit from taking course:

This is a required course for all forest technology majors. Students will gain a better understanding and appreciation of how humans can use natural resources in a manner that benefits society while causing minimum impact to the physical environment.

Support Service:

Academic and Counseling Services. This service is available to all UMFK students to assist them in reading, writing, and mathematical skill development. Information about these services can be accessed by calling 834-7530 or on-line at <http://www.umfk.maine.edu/acserv/>

ADA Statement: Students with special needs should contact the ADA coordinator at 834-7532 so that appropriate accommodations can be made.

Course Topics and Schedule

<u>Date</u>	<u>Topic</u>
Sept 4	Road evaluation lab, Harvest systems lecture
Sept 11	Road layout lab, Harvest systems lecture
Sept 18	Road layout lab, Harvest systems lecture
Sept 25	Operations tour, forest recreation, harvest damage assessment
Oct 2	Harvest layout lab, harvest systems exam
Oct 16	Harvest layout lab
Oct 23	Wood processing facility tour
Oct 30	Wood harvesting safety training
Nov 6	Wood harvesting safety training
Nov 13	Wood harvesting
Nov 20	Wood harvesting
Nov 27	Wood harvesting

Dec 4 Wood harvesting
Dec 11 Wood harvesting

Grading

Forest Road Layout project	100 pts
Harvest Layout project	150 pts
CLP exam	50 pts
Harvest Systems Exam	50 pts
Assignments, Harvesting journal, other labs	75 pts
Field performance grade	<u>75 pts.</u>
-based upon improvement of skills, safety, professionalism, class preparation, etc.	500 pts.

Grading System

A > 90.0	C- = 70.0 – 71.9
B+ = 87.0 – 89.9	D+ = 67.0 – 69.9
B = 82.0 – 86.9	D = 62.0 – 66.9
B- = 80.0 – 81.9	D- = 60.0 – 61.9
C+ = 77.0 – 79.9	F = <60.0
C = 72.0 – 76.9	

Course Policies

13. This class requires the use of chainsaws and other potentially dangerous hand tools. **Safety is of the utmost importance and will be stressed at all times.** Any student who acts in a careless or reckless manner will be severely reprimanded. This may include removal from class if warranted.
14. **The Student Academic Integrity Policy will be strictly enforced in this course. It is recommended that you review this policy in regard to cheating or plagiarism before the start of the next class. Failure to adhere to the Integrity policy will result in a failing grade for the course.**
15. Students must attend all chainsaw safety training classes and must attain a score of 70 or better on the chainsaw safety exam to remain in the course. Students who receive a lesser score, miss any of these classes, or arrive more than 15 minutes late will be required to withdraw from the course immediately.
16. This is a field course. Dress appropriately. Hard hats and boots will be required for all labs. All safety gear will be required when we are using chainsaws. Students are responsible for bringing lunch, water, and proper clothing to each class. Shorts are not permitted in any class. Students who show up to class on field days without boots will not be allowed to attend the day’s lab. Your ability to be prepared for each class will be reflected in your grade for professionalism.
17. Class attendance is mandatory. Students who miss more than one class or who miss the class before Thanksgiving break will be withdrawn from the class. Assignments and labs that are missed cannot be made up.
18. Assignments will be due at the start of class. Quizzes and assignments that are not turned in at this time will be reduced by 10 percent for each day late. Assignments and quizzes that are more than two days late will not be accepted. If you are absent on a date that an assignment is due, it is your responsibility to insure that I receive it on time either digitally or delivered to me by someone else.
19. Cell phones must be turned off during class times

20. You are responsible for the replacement of any lost or damaged equipment in your care, except when loss or damage results from normal wear and tear. Your final grade will be withheld until the university is reimbursed for any lost/damaged equipment. If a piece of equipment is used by the entire class (e.g. gas can, peavey, etc.) is lost or damaged, all students will be held responsible for replacement.
21. Approximately 15% of the students' final grade is based upon professionalism and preparedness. This includes, but is not limited to; behavior, tardiness, attitude, bringing necessary clothing and gear to each class, and respect for fellow students, instructors, and guest speakers. In extreme cases, a student may be removed from the class for the semester.
22. Any student who attends class and shows any sign of being under the influence of alcohol or illegal drugs (i.e. behavior, breath, and smell on clothing) will be removed from the class and will receive an F in the course.
23. It is expected that all assignments will be written in a professional manner. Papers with excessive grammatical errors, spelling errors, or which are not typed will not be graded.
24. The use of all tobacco products is prohibited during class time including lunch breaks when we are in the field. Smokers must use designated smoking areas when we are on campus. The area around the Forestry Shed is **not** a designated smoking area.

Some labs will be conducted on private property. Please respect the landowners' rights. Any use of the property for non-academic purposes is not allowed. Under no circumstances can students hunt, fish, trap, or use any form of motorized vehicle on any property without expressed written permission of the landowner (excludes non-industrial ownership). Failure to treat the land and landowner with respect will result in course failure.

SYLLABUS

FOR291 - Forest Measurements

Applied Forest Management Program, NBS Division
Fall Semester 2012; **Sept. 6 to October 15**
Forestry Lab, GIS Lab, and Field: Mon & Thurs. 8-noon
Office: Mon 2-4:30 PM; 834-7614; dhobbins@maine.edu

drafted: 6 Aug 2012

2 credit hours

Prof: Dave Hobbins

REQUIRED TEXTBOOKS:

Avery, T.A. and H.E. Burkhardt. 2002. *Forest Measurements*, 5th ed. McGraw-Hill, New York. 456 pp.

Hobbins, D. 2011. FOR290 - Forest Mensuration Course Book. 264 pp.

Maine Division of Regulations. Undated. *Wood Measurement Rules*. Dept. of Agriculture, Food and Rural Resources. Augusta. (**Available on Blackboard.**)

A good tree ID book is required. Either of the following will do.

Farrar, J.L. 1995. *Trees of the Northern United States and Canada*. Iowa State University Press. Ames. 502 p.

Maine Forest Service. 2008. *Forest Trees of Maine*. 14th ed. Dept. of Conservation, Augusta. 176 pp.

REQUIRED RESOURCE MATERIALS:

Scientific calculator with statistical and trigonometry functions (**NOTE:** That programmable calculators **ARE NOT permitted** on tests!)

Compass: Silva Ranger Type 15, or compass with a declination adjustment,

Hand lense

6" pocket ruler with mm units,

Field Notebook (Rite-in-the-Rain) and pen, or 3H pencil,

Clipboard or waterproof board, and

Hardhat, work boots, and rain gear. (**Steel toes for mill visits!**)

Forest measurement equipment and software are provided.

Thumb drive for back-up.

PREREQUISITES: Mat128 and For290 and concurrent enrollment in Bio309.

COURSE OBJECTIVES/BENEFITS OF TAKING THIS COURSE:

A strong background in forest measurements is critical to your success in forestry. Therefore, my primary objective is to see that you are well versed in the application compass use and boundary layout, log scaling, tree measurement, and volume determination. Additionally, you will be introduced to field note taking, report writing, and spreadsheets.

CATALOG DESCRIPTION:

Field experience in boundary layout, log scaling, and tree measurement.

METHODS OF INSTRUCTION:

This is primarily a field course with exercises designed to acquaint you with hands-on experience in forest measurements, field note-taking, and report preparation. Exercises will be handed out prior to class. **Read the lab handouts and all assigned readings before arriving for class.** Class will begin with a review quiz on the assigned material. Class is held rain or shine and it is often cold, so dress appropriately! Hardhats and work boots, or shoes with good ankle support, are mandatory for all labs. Steel toed boots are required around logs, mills, or equipment.

The final exam is a field practical with material taken from class exercises, assigned readings, and handouts. **There is no make-up exam** as the exam takes several hours to set up. However, an alternative to the scheduled date may be arranged, in advance.

Completed laboratory exercises are due at the beginning of the next session. Field notes may be hand-written using block lettering; however, all other documents must be word-processed. All work must be complete and correct for full credit. Late or unprofessional submissions (i.e. sloppy or unreadable) will not be accepted and may result in a zero grade for the assignment.

Field sessions are impossible to make up. Therefore, **attendance is mandatory.** Students missing more than 2 sessions (excused or unexcused) will be withdrawn from the course.

Report: You will generate a report for the Lab 2 boundary layout exercise to detail your surveying methods and results. The purpose is to familiarize you with report writing and the format before your inventory project report. The report format is covered in the text and the first lecture. A sample report format is provided. The specific instructions are covered in the Lab 2 handout.

Equipment Check Out:

You are responsible for the replacement of any lost or damaged equipment in your care unless, of course, it results from normal wear and tare. To protect yourself, check the condition of loaner equipment as you check it out, and be sure it is properly cleaned and checked-in following each use. Report any damaged equipment to the instructor immediately!

GIS Laboratory: Cry Hall 111 is dedicated to GIS, GPS, and forestry usage. All other computing must be done elsewhere when fellow students need GIS, GPS or forestry software for course work. You are responsible to charge your printer account at the library or business office.

Use your home drive (H:) to store your work. Use a thumb drive or some other medium to backup your work. It is a mistake to not backup computer files. Do not use the hard drive (C:) as your files will be lost. Take care to protect our computer resources and do not download files that are not course related. Downloaded files could functionally damage the computer. Students accessing pornography or downloading copy written files, or other inappropriate activities, will lose their computer privileges. Audio files may be used outside of class as long as you have headphones. Abuse of the computers will result in your loss of computer privileges.

Blackboard: Use Blackboard to access your grades and the course syllabus. Log scaling and other course documents also are posted to Blackboard.

Prohibited Products: Cell phones, tobacco products, and non-prescription drugs are prohibited in class.

Attendance is mandatory. Students with more than 2 absences (excused or unexcused) will be withdrawn from the course.

EVALUATION AND GRADING:

NOTE: You must have a C (73%) or better in this course to graduate from the program!

<u>Evaluation Tool</u>	<u>Value</u>	<u>Grading</u>	
Lab Exercises	440pts	90-100% = A	70-72% = C-
Quizzes	80	87- 89% = B+	67-69% = D+
Field Exam	200	83- 86% = B	63-66% = D
<u>Professional/Prep</u>	<u>80</u>	80- 82% = B-	60-62% = D-
TOTAL	800pts	77- 79% = C+	<60% = F
		73- 76% = C	

The “Professional and Preparation Grade” includes your preparation for class and your timely arrival and attendance in class. You are expected to be professional, have a good attitude and work ethic, and properly use and care for equipment. Preparation specifically involves the completion of reading assignments prior to class, your possession of the materials needed to conduct the class, as listed in the lab handout, and wearing of proper work attire.

Contact Me Immediately If You Are Having Difficulties!
Any suggestions that would improve the course are always welcome.

COURSE OUTLINE:

<u>Date</u>	<u>Laboratory Topic - Exercises (Required Readings)</u>
09-06	Introduction and Course Overview (Avery, Chap. 1) Field note taking and report writing (Avery pp. 6-10) Spreadsheet Exercise, Compass Review
09-10	Compass and Direction (Avery pp. 75-78; Wilson pp. 37-54) compass care and use Horizontal Distance and Boundary Survey (Avery pp. 71-75, 78-83; Wilson pp. 22-36, 57-68) with pacing Quiz: on readings and For290 lecture notes
09-13	Compass Orienteering & Photo Interp. Quiz (Avery Chap. 4; Wilson pp. 37-54)
09-17	Log Scaling: Cubic Foot Volume (Avery Chap. 5; Maine Wood Measurement Rules - WMR - Chap. 382 pp. 5-8, 26-29)

- Other Scaling Forms: (Avery Chap 5; WMR - Ch.382 pp. 8-19, 29-41)
weight scaling exercise
Quiz: on Maine's cubic foot measure
- 09-20 Net Board Foot Log Scaling (Avery Chap 6; WMR - Chap. 382 pp. 20-25)
Quiz: on Maine's log scale and net defecting
- 09-21 Baxter Park – GIS Conference
- 09-24 Standing Tree Measurement: DBH (Avery Chap 7)
Tree Identification
Quiz: dbh
- 09-27 Standing Tree Measurement: Height (Avery Chap 7)
Tree Identification
Quiz: height
- 10-01 Tree Age and Increment (Avery pp. 163-165)
Quiz: to be announced
- 10-04 Tree Form, Volume, and Growth (Avery Chap. 8)
Quiz: on tree measurements (Girard Form Quotient and Volume)
- 10-08 RECESS
- 10-11 Merchantability of Individual Trees (Avery sections 7-10, 7-11)
- 10-15 Field Exam

COURSE NAME **Interpersonal Skills for Supervisors**

COURSE NUMBER : FOR 327 Credits: 1

DIVISION: Forestry

SEMESTER/YEAR: Fall, 2013

INSTRUCTOR:

Jacqueline Pauli-Ritz

PREREQUISITE: None

COURSE DESCRIPTION: This seminar/interactive course is designed to provide tools to improve workplace communication 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/supervisor.

COURSE LEARNING OUTCOME: This course satisfies outcome #6 of the Applied Forest Management Program. Forestry graduates will be able to demonstrate an understanding of good personnel management to enhance their capacity in the supervision of woodland and/or wildfire crews.

:

COURSE OBJECTIVES:

The student will

1. gain knowledge on the effective use of supervision
2. understand how to communicate effectively/the power of listening
3. learn specific paraphrasing and de-escalation techniques
4. understand the significance of body language - self and others
5. learn common sources of conflict
6. learn the direct and indirect costs of unresolved conflict
7. learn 10 steps to conflict resolution
8. learn how to give constructive feedback/ask for behavior change
9. learn how to respond to common diversionary tactics
10. learn how to deal with people with difficult personalities
11. learn motivational and productivity techniques

Selected

Readings: Virginia Satir, Making Contact
Adler and Towne, Looking Out /Looking In
Bennis and Townsend, Reinventing Leadership
Bill George, 7 Lessons for Leading in Crisis
Hunsaker & Hunsaker, Strategies and Skills for Managerial Women
Robert Sutton, The No A--hole Rule, Building a Civilized Workplace
Peter Lencioni, The Five Dysfunctions of a Team

OTHER LEARNING RESOURCES: Case studies /film clips/handouts on conflict management

COURSE POLICIES

1. This course is highly experiential and attendance is required
2. All assignments must be done on time.
3. In order to practice professionalism, all electronic devices must be turned off during the seminar.
4. All work submitted must be your own, except in instances of assigned team collaboration.

METHODS OF DELIVERY

Lecture, discussion, class exercises, case studies & film clips

METHODS OF EVALUATION

*Case studies, 5 pages minimum, in APA style, using multiple primary sources, and demonstrating advanced recognition and application of course topics

GRADING

Case studies 50%

Discussion/participation 35%

Attendance 15%

SUPPORT SERVICES

Academic and Counseling Services

Blake Library Services

ADA services

COURSE CALENDAR:

Seminar # 1 **Communication and listening skills/ expanding your comfort zone**

Learn the significance of communicating clearly, understanding body language, the power of listening, and the building of trust. How everyone in the workplace benefits from healthy communication, especially as a supervisor.

Seminar # 2 **Conflict and conflict resolution/Difficult personalities**

Learn how to differentiate between difficult behaviors, difficult situations, and difficult people in conflicts. Learn conflict resolution techniques and learn to take control of the person you can control – you.

Seminar # 3 **Motivation /team building and productivity/generational differences**

Learn ways to win cooperation and motivate people around you while keeping your own stress level under control. Learn specific team building techniques.

SYLLABUS

FOR 332 - Forest Inventory and Analysis Fall Semester 2012

Applied Forest Mgmt Program, NBS Division 2 Credit Hours

Class Begins **October 18** and runs through Dec.17 Prof: Dave Hobbins, Nadeau 234

Cyr 113, GIS Lab, & Field; Mon. & Thurs. 8 – Noon **Office:** Mon 2-4:30 or appointment

drafted: 6 August 2012 ph 834-7614, dhobbins@maine.edu

Required Textbooks:

Avery, T.A. and H.E. Burkhart. 2002. *Forest Measurements*, 5th ed. McGraw-Hill, New York. 456 pp.

Hobbins, D. 2011. *FOR290 – Forest Mensuration Course Book*. 264 pp.

Maine Forest Service. 2004. *Maine Forest Practices Act*. Dept. of Conservation. Augusta. (on-line at http://www.maine.gov/doc/mfs/rules_regs/index.htm)

A good Tree ID book is required. Either of the following will do.

Farrar, J.L. 1995. *Trees of the Northern United States and Canada*. Iowa State Univ. Press. Ames. 502 pp.

Maine Forest Service. 2008. *Forest Trees of Maine*. 14th ed. Dept. of Conservation, Augusta. 176 pp.

Required Resource Materials:

Scientific calculator with statistical and trigonometry functions (**NOTE: That programmable calculators ARE NOT permitted on tests!**)

Compass: Silva Ranger type 15, or compass with a declination adjustment

Hand lense,

6" pocket ruler with mm units,

thumb drive or backup medium

Angle Gauge

Field Notebook (Rite-in-the-Rain),

Clipboard or waterproof board, 3H pencil

Hardhat, work boots for ankle support, and rain gear

Forestry equipment, Site Index curves, volume tables, and software provided.

Prerequisites: FOR291, and concurrent enrollment in BIO 309

Catalog Description:

Experience in forest inventory, data summary, and analysis. Examines methods and software used to generate a forest inventory and growth and yield data. 2

Course Objectives (How will You Benefit from Taking This Course?):

Upon completion of this course, you will be: well versed in the methods of timber inventory; able to evaluate regeneration stocking and clearcut definition based on Maine's Forest Practices Act; able to generate and interpret forest inventory data; understand and apply computer and manual calculations in the determination of forest growth and yields; and be proficient in professional report preparation and the use of spreadsheets and forest modeling software. These skills are core to the forestry profession and provide information that is critical to the business and management side of forestry. The skills learned in this course make you employable in forestry.

Methods of Instruction:

This is a field and computer applications course, with some lecture. We will meet twice a week to conduct field exercises in forest sampling or to process data via computer software. Once the basics are completed (field labs), we will begin work in teams to complete a forest inventory (course project). After the inventory data is collected, we will meet in the GIS Lab to generate the inventory summaries and growth and yield projections. Please note that although data are collected by the team in the field, exercises and reports are to be prepared individually. During the last weeks of the semester, while you are working to complete your project, we will finish the semester with in-class lectures and exercises on tree growth and modeling. There is no written exam.

You are expected to read and review the textbook, your For290 Course Outline, and handouts **in advance** of class. Be prepared to ask questions and take notes in the field. **A brief quiz will proceed most sessions.** Dress appropriately. Hardhats and field shoes (ankle support) are required in the field, at all times.

The **class project** involves the delineation, mapping, and sampling of a forest; the generation of inventory data, summaries and growth projections for each stand type; and the preparation of a professional report. The project instructions are in a separate document that accompanies this syllabus.
Report:

You will submit a technical report that presents the findings from your class project (mapping, forest inventory and summary). Follow the report format introduced in Forest Measurements Laboratory. Details of the report and the evaluation criteria can be found in the Inventory Project handout that accompanies this syllabus. The project and report reflect a significant portion of your grade, over 40 percent. The report is your way to convey to me your work and progress. Be sure it reads well, is formatted properly, and that the data is summarized and presented in a neat and organized way. See me for feedback as you write, and begin writing as soon as the project begins.

Equipment Check-out:

You are responsible for the replacement of any lost or damaged equipment in your care unless, of course, it results from normal wear and tare. To protect yourself, check the condition of loaner 3

equipment as you check it out, and be sure it is properly cleaned and checked-in following each use. Report any damaged equipment to the instructor immediately! Checking out GPS units involves a serious financial commitment, so be careful.

Prohibited Products: Cell phones, tobacco products, and non-prescription drugs are prohibited in class. Attendance is mandatory. Students with more than 2 absences (excused or unexcused) will be withdrawn from the course.

Evaluation and Grading: (A grade of C or better is required for graduation!)

Evaluation Tool Value Grading

Exercises/Quizzes 190 pts 90-100% = A 77-79% = C+ 63-66% = D

Performance/Prep* 40 87- 89% = B+ 73-76% = C 60-62% = D-

Inventory Project 170 83- 86% = B 70-72% = C- 60% = F

TOTAL 400 pts 80- 82% = B- 67-69% = D+

* The “Professional and Preparation Grade” includes your preparation for class and your timely arrival and attendance in class. You are expected to be professional, have a good attitude and work ethic, and properly use and care for equipment. Preparation specifically involves the completion of reading assignments prior to class, your possession of the materials needed to conduct the class, as listed in the lab handout, and wearing of proper work attire. 4

Course Topics:

Date Laboratory Exercise (required readings from Avery and Burkhart)

10-18 Overview of Sampling Design and Forest Inventory Methods

10-22 Forest Inventory: Fixed Plot Method (Chapter 10 and FOR 290 Coursebook)

On-Site Data Collection

Prep: Determine plot radius for 1/20 ac plot. Quiz: plot radius, fixed plot

10-25 Introduction to FVS; Fixed Plot Calculations; and Inventory Summary

Report Generation and Data Interpretation

During and after class prepare stand description of red pine plantation

10-29 Quad Plot: On-site data collection following methods of Maine Forest Service

Quiz: take home questions on FPA and quad plot

11-01 Forest Inventory: Variable Plot Method (chapter 11 and FOR 290 notes)

On-Site Data Collection

Prep: Develop systematic layout for six sample points in mixedwood stand

During and after class prepare stand description of the mixedwood stand

11-05 Variable Plot Calculations and Inventory Summary

Interpretation of Results - stocking and stand density (chapter 14)

Quiz: variable plot

11-08 Forest Inventory Project (Stand Delineation and Mapping) – visit site, examine boundaries, sample trees to determine largest dbh and required BAF per stand

Prep: have stands delineated using GIS

11-12 Forest Inventory Project – begin plot sampling

Prep: have method detailed, number of plots and desired BAF for each stand

11-15 Forest Inventory Project

11-19 Forest Inventory Project

11-26 Forest Inventory Project (report due date 12/12)

11-29 Inventory Calculations and Summary (stats review)

12-03 Determination of Tree and Stand Growth (tree growth, growth%, future yield)

Quiz: chapter 15

12-06 Stand Table Projection (STP, models, and FVS exercise)

Quiz: chapter 16

12-10 Growth and Yield Models / Project Rectification

12-13 Project Rectification

12-17 Project Due Date – end of day.

FOR 350 – Forest Management Practicum**Natural and Behavioral Sciences Division****Fall 2012 – 3 credit hours****Prerequisites: FOR 260, FOR360, FOR361, FOR330, FOR362, ENV302**

Instructor: Jeff Dubis

Office: 224 Nadeau Hall

Telephone: 834-7543

Email: jdubis@maine.edu

Lecture: Monday, Thursday 2:00-3:20pm

Office Hours: Monday 8:00 – 9:30, Thursday 12:30-2:00

Required text

***Basic Concepts in Forest Valuation and Investment Analysis* 3rd ed.**

2011. Bullard S.H. and T.J. Straka

Required Website readings

National Timber Tax Website

<http://www.timbertax.org/getstarted/getstarted.asp>

Required Software

Forest Vegetation Simulator Version 2.01. 2007. USDA Forest Service. Available for free download at <http://www.fs.fed.us/fmfc/fvs/index.shtml>

Additional handouts

Course Description

Practicum in resource management and the preparation of a forest management plan as a capstone project. Topics include: multiple use management, forest economics, taxes, Forest Practices Act, forest certification, contracts, and cutting schedules.

Course Objectives

1. To become familiar with government policies, regulations and issues and controversies that affect forest management both locally and nationally.
2. To gain an understanding of basic finance principles and how they affect forest management decisions.
3. To understand how forests can be regulated to produce a sustained yield of forest products.
4. To prepare a forest management plan of a woodlot in the Fort Kent area that will serve as the capstone project for forestry students.

Methods of Instruction

This course will use a combination of lecture, discussion, and group projects to cover the subject matter outlined below. During the economics portion of this course, we will spend the majority of class time working on problems in the text. Although you are fully responsible for all terminology assigned in the text, there will be only brief discussion in class unless you have specific questions. It is expected that you come prepared by doing all reading assignments in advance and come to class with any questions that they may have on terminology from the reading assignments. The capstone project will be worked on outside of class with the exception of one double class period.

How Students will benefit from taking course:

This is a required course for all forest technology majors and meets the requirements for the physical and biological sciences under the general education requirements. Students will gain a better understanding and appreciation of how humans can use natural resources in a manner that benefits society while causing minimum impact to the physical environment.

Support Service:

Academic and Counseling Services. Available to all UMFK students to assist them in reading, writing, and mathematical skill development. Information about these services can be accessed by calling 834-7530 or on-line at <http://www.umfk.maine.edu/acserv/>

ADA Statement: Students with special needs should contact the ADA coordinator at 834-7532 so that appropriate accommodations can be made.

Course policies:

1. Class attendance is mandatory. Students who miss more than two classes will be withdrawn from the class. Tests, quizzes, and labs that are missed cannot be made up.
2. Assignments will be due at the start of class. Quizzes and assignments that are not turned in at this time will be reduced by 10 percent for each day late. Assignments and quizzes that are more than two days late will not be accepted. If you are absent on a date that an assignment is due, it is your responsibility to insure that I receive it on time either digitally or delivered by someone.
3. **The Student Academic Integrity Policy will be enforced in this course. It is recommended that you review this policy in regard to cheating or plagiarism before the start of the next class.**
4. **Cell phones must be turned off during class times**
5. **Eating is not allowed in the classroom during class time.**
6. **Only non-programmable calculators are allowed during testing. No programmable calculators or other electronic devices are permitted**
7. The instructor reserves the right to modify your final course grade in a positive or negative manner based upon class participation, tardiness to class, behavior, etc.
8. The forest management plan will be completed in teams. It is expected that both team members work equally on all aspects of the project. If it is determined that one member is not doing his/her share of the work, I reserve the right to reduce that persons grade for the project.
9. The forest management plan will be conducted on private property. Please respect the landowner's rights. Any use of the property for non-academic purposes is not allowed. Under no circumstances can students hunt, fish, trap, or use any form of motorized vehicle on any property without expressed written permission of the landowner. If you must complete a lab

outside of the formal class time, please leave your student I.D. in the window of your vehicle.
Failure to treat the land and landowner with respect will result in course failure.

Grading

3 exams (2 midterms, cumulative final exam)	40%
Management plan	50%
Homework exercises	10%

A > 90.0	C- = 70.0 – 71.9
B+ = 87.0 – 89.9	D+ = 67.0 – 69.9
B = 82.0 – 86.9	D = 62.0 – 62.9
B- = 80.0 – 81.9	D- = 60.0 – 62.9
C+ = 77.0 – 79.9	F = <60.0
C = 72.0 – 76.9	

Lecture and reading schedule

Week 1-2	Overview of Forest Management Plan Introduction to Forest Management Historical overview of forestry in America
Week 3-4	Consulting forestry - Guest Speaker Forest economics (<i>Bullard: Ch. 1-2</i>) Basics of compound interest Compounding and discounting
Week 5-6	Forest economics (<i>Bullard: Ch. 3</i>) Time value of different cash flows Net present value
Week 7	Exam 1.
Week 7	Forest economics (<i>Bullard: Ch. 4,7 National Timber Tax Website:Timberland Appraisal</i>) Equivalent Annual Income Land expectation value
Week 8	Taxes (<i>National Timber Tax Website: </i>)
Week 9-10	Timber Sale Administration (handouts, National Timber Tax Website:) <u>Logging contracts</u> Timber sale methods Insurance

Week 11	Exam 2
Week 11-12	Classic Forest Regulation (<i>Bullard: Ch. 9</i>) Volume control Area control Determining rotation length (<i>Bullard: Ch. 9</i>)
Week 13	Ethics – Guest Speaker Marketing of wood products - Guest speaker
Week 14	Forest Certification (handouts)
Week 15	Cumulative final exam

FOR361 – Silvics/Silviculture Laboratory
Natural and Behavioral Science Division
Fall Semester 2012 – 2 credit hours
Prerequisites: FOR260, FOR290, FOR360

Instructor: Jeff Dubis
Office: Room #224, Nadeau Hall
Telephone: 834-7543, email jdubis@maine.edu
Office Hours: Monday 8:00 – 9:30, Thursday 12:30-2:00

Required References

Briggs, R.D. 1994 Site Classification Field Guide. Maine Ag. And Forest Exper. Sta. Misc. Pub. 724. 15 p.

Dubis, J.J., R.D. Briggs. *unpublished*. Habitat types as a predictor of species composition on mountain slopes in Western Maine.

McLaughlin, James. 2000. Hardwood Site Classification Field Guide for Maine. Cooperative Forest Research Unit. RR 00-02. 24 p.

Barnes, B.V., D.R. Zak, S.R. Denton, S.H. Spurr. 1998. Forest Ecology. 4th Edition. John Wiley and Sons, Inc., N.Y. 774 p.

Leak, W.B. 1982. Habitat Mapping and Interpretation in New England. USFS Pub. NE496. 28 p

Leak, W.B., D.S. Solomon, and P.S. DeBald. 1987. Silvicultural Guide for Northern Hardwood Types in the Northeast. U.S.D.A. For. Ser. Res. Pap. NE-603. 36 p.

Smith, D.M. *et. al.* 1997. The Practice of Silviculture. Applied Forest Ecology. 9th ed. John Wiley and Sons, Inc., N.Y. 537 p.

Course Objective

- To gain a better understanding of important ecological processes and concepts in the forested environment through hands-on field application.
- To analyze the natural and economic factors bearing on forest stands and to devise and conduct cultural treatments most appropriate for a given management objective.

Catalog Description

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. Field course.

Method of Instruction:

This course will use a hands-on approach to learning as much as possible. Students will be expected to apply what they have learned in lecture and to show understanding of the concepts through field and report evaluations. Laboratory exercises will approximate real life, on-the job situations as much as possible. In addition, two or three field trips will be included to supplement laboratory exercises.

How Students will benefit from taking course:

This is a required course for all forest technology majors and meets the requirements for the physical and biological sciences under the general education requirements. Students will gain a better understanding and appreciation of how humans can use natural resources in a manner that benefits society while causing minimum impact to the physical environment.

Support Service:

Academic and Counseling Services. Available to all UMFK students to assist them in reading, writing, and mathematical skill development. Information about these services can be accessed by calling 834-7530 or on-line at <http://www.umfk.maine.edu/acserv/>

ADA Statement: Students with special needs should contact the ADA coordinator at 834-7532 so that appropriate accommodations can be made.

Course Policy

- 1. Students must have successfully completed FOR260 and FOR360 (D- or better) to enroll in this class.**
- 2. This is a field course. Dress appropriately. Hard hats and boots will be required for all outdoor labs.**
- Labs will be due according to the date listed on the lab handout. Labs will be reduced 10 percent for each day late. Labs that are more than two days late will not be accepted. If you are absent on a date that an assignment is due, it is your responsibility to insure that I receive it on time either digitally or delivered by someone.
- 4. There will be no make-up labs. Therefore it is absolutely mandatory that you attend all labs. Failure to do so will result in turning in an incomplete lab or no lab at all. In some instances, you must attend one lab in order to complete future labs.**
- 5. Tardiness will result in a 5% deduction in the lab for that day.**
- Cell phones are not permitted in class and must be turned off at all times.
- 7. Smoking is not permitted during class time.**
- 8. It is expected that all lab reports and assignments will be written in a professional manner. Papers with excessive grammatical errors, spelling errors, or which are not typed will not be graded.**
- 9. The Student Academic Integrity Policy will be enforced in this course. It is recommended that you review this policy in regard to cheating or plagiarism before the start of the next class.**
- 10. In some instances, one lab report per group will be submitted. All crewmembers are expected to work equally on each portion of the lab. Failure of any student to do his/her share of the work will result in a significant deduction in that person's grade.**
- 11. Many labs will be conducted on private property. Please respect the landowners' rights. Any use of the property for non-academic purposes is not allowed. Under no circumstances can students hunt, fish, trap,**

or use any form of motorized vehicle on any property without expressed written permission of the landowner (in reference to small private landowners only). If you must complete a lab outside of the formal class time, please leave your student ID in the window of your vehicle. Failure to treat the land and landowner with respect will result in course failure.

Grading

Grades in this course are based upon lab reports submitted for most labs, field performance, class preparation (Reading material before class, proper clothing, necessary equipment, etc) and professionalism.

Total Course Points

	Silvics labs	185 points		
	Silviculture labs	<u>215 points</u>		
	Total	400 points		
A	> 90.0		C-	= 70.0 – 71.9
B+	= 87.0 – 89.9		D+	= 67.0 – 69.9
B	= 82.0 – 86.9		D	= 62.0 – 62.9
B-	= 80.0 – 81.9		D-	= 60.0 – 62.9
C+	= 77.0 – 79.9		F	= <60.0
C	= 72.0 – 76.9			

Schedule

Sept 5. *Lab 1.* Soil profile analysis (25 pts)

Sept 12. *Lab2.* Site/vegetation interactions(100 pts)

Sept 19. *Lab 3.* Water quality Assessment with Dr. Kim Borges (10 pts)

Sept 26. Off (surveying make-up day)

Oct 3. Scientific Forest Management Area tour. Baxter State Park.

We will leave campus by 6:30am and return by 5:30pm

Oct 10. *Lab 4.* Stand Dynamics (succession, disturbance, development) (50 pts)

Lab preparation – Review lecture notes and text on forest succession and stand dynamics

Oct 17. *Lab 5.* Application of silvicultural prescriptions (timber marking) (5 pts).

Lab Preparation – wear old clothes

Oct 24. *Lab 6.* Stocking/Density Assessment (20 pts)

Oct 31. *Lab 7.* Application of stocking guides and DMD's (40 pts)

Nov 7, 14. *Lab 8.* Forest Vegetation Simulator and Stand Simulation Model. Prescription writing. (50 pts)

Lab Preparation – Review previous FVS labs completed in Forest Inventory

Nov 28, Dec 5. *Lab 9.* Prescription writing for Northern Hardwoods, mixed wood and softwood stands using FVS and SVS

(100 points) *Lab preparation – Read Silvicultural Guide for Northern Hardwood Types in the Northeast*

Dec 12. Prescription writing for Northern Hardwoods, mixed wood and softwood stands using FVS and SVS (6 hr meeting time. Will not meet during finals week)

SYLLABUS

For 131 - Spreadsheets

Mon and Thur, 3:30- 5 PM, Cyr Hall 111
UMFK Applied Forest Management, NBS Division

Spring 2013 (10 Weeks)

1 credit hour

Instructor: Julie Daigle
222 Nadeau Hall
834-7595
julie.daigle@maine.edu

Office Hours: Thur, 1:00-3:00PM
or by appointment

Required Textbooks: Shelly, G.B., Cashman, T. J., and Quasney, J. J. 2008, Microsoft Office Excel 2007: Comprehensive Concepts and Techniques. Course Technology, Boston, MA.

Prerequisites: Students must have experience with Windows® Operating Systems.

Methods of Instruction and Course Objectives:

You will be proficient with the basic functions in Microsoft Excel 2007 and be able to apply gained knowledge of spreadsheets to issues related to your major. This course consists of 3 hours of lab time per week and you are expected to complete the labs in class or on your own if needed. Due dates for each lab will be given with the lab. Quizzes will be given throughout the course.

Evaluation and Grading:

<u>Evaluation Method</u>	<u>Value</u>	<u>Percentage and Grade Equivalent</u>	
Labs	60%	$\geq 90 = A$	73-76 = C
Project	25%	87-89 = B+	70-72 = C-
Quizzes	15%	83-86 = B	67-69 = D+
		80-82 = B-	63-66 = D
		77-79 = C+	60-62 = D-
			<60% = F

Course Policies:

1. Testing Policy: There will be NO makeup exams/quizzes, students must instead make arrangements with the faculty prior to any planned absence or forfeit the opportunity to complete it.
2. Attendance Policy: Regular and punctual class attendance is mandatory for all students taking this course. Attendance will be taken at the beginning of every lecture. In case of an emergency, please speak with the faculty member to discuss how you will make up your absence. Absenteeism or

tardiness is sufficient reason for the instructor to withdraw the student from the course.

3. Cell Phones and Pagers: All electronic communication devices must be disabled prior to the beginning of class, laboratory, or clinical experiences.
4. Withdrawal Policy: If a student is unable to attend or participate in the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline.
5. Assignment Submission: All course assignments are to be turned in by the due date. Assignments will NOT be accepted after the submission deadline without prior faculty permission.
6. Written Work: All written work is to be computer generated, double-spaced, accurate, appropriately referenced, grammatically correct, and in accordance with APA (5th ed.) where appropriate. Spelling, syntax, and organization will impact the assignment of grades for written assignments. All papers must be submitted with a face sheet, and stapled together.
7. Feedback: Faculty require one to two weeks to receive, grade and return all student work, including quizzes, exams, and papers.
8. Student Responsibility: Students are responsible for obtaining all handouts, announcements, and information presented during class time.
9. Faculty reserve the right to alter the syllabus as deemed necessary.
10. You will be assigned a logon that consists of your full name (i.e. julie.daigle) with a dot separating first and last names. This account will permit you access to any student computer on campus with a single printer account. If you are new to UMFK, your printer account must be prepaid. You are responsible to charge your printer account through the Library or Business Office as soon as possible.
11. As GIS, GPS, and forestry software are not available outside of the GIS Laboratory, these uses take priority over others, except during class time. Outside of class, be prepared to relinquish your computer when students are seeking to complete GIS and GPS work. General computing, including word processing and spreadsheets, may be done in several other facilities (Nadeau Hall, Old Model School, Library). Use only your home drive or a USB drive to store your data. Store nothing on the C drive. Data stored on the C drive cannot be protected and you may not download programs on the C drive. The computers in Cyr Hall room 111 are to be used for course related work only. Computer games, other entertainment programs, chat rooms, and pornography are strictly prohibited. You may not download copy written files such as mp3 or other files. Misuse or abuse of computers will result in your loss of computer privileges. No food or drink is permitted in the laboratory, although we have permitted closed containers stored on the floor.
12. The instructor station is not available for student use.

Support Services:

1. Student Support Services: Available to all University of Maine at Fort Kent students to assist them in

reading, writing, and mathematical skills development. Information about these services can be accessed by calling 934-7530 (1-800-TRY-UMFK) or on-line at <http://www.umfk.maine.edu/acserv/>

2. Blake Library Services: Library resources from UMFK and the University of Maine System (UMS) are available to all students and can be accessed by calling 834-7525 (1-800-TRY-UMFK) or online at <http://www.umfk.maine.edu/infoserv.library>
3. ADA Statement: Students with special needs should contact the ADA Coordinator at 834-7532 so that appropriate accommodations may be made.

Course Schedule:

Date:	Topic	Readings:
01/24.	Syllabus/Course Discussion and File Management	Syllabus/Ch. 1
01/28	Creating a worksheet and an embedded chart	Ch. 1
01/31	Creating a worksheet and an embedded chart	Ch. 1
02/04	Quiz #1, Formulas, functions, and formatting	Ch. 2
02/07	Formulas, functions, and formatting	Ch. 2
02/11	Quiz #2, What-if analysis and charting	Ch. 3
02/14	What-if analysis and charting	Ch. 3
02/25	Quiz #3, Financial functions, data tables, and amortization schedules	Ch. 4
02/28	Financial functions, data tables, and amortization schedules	Ch. 4
03/04	Quiz#4, Creating, sorting and querying a table	Ch. 5
03/07	Creating, sorting and querying a table	Ch. 5
03/11	Quiz #5, Creating templates and working with multiple worksheets and workbooks	Ch. 6
03/14	Creating templates and working with multiple worksheets and workbooks	Ch. 6
03/18	Quiz #6, Using macros and Visual Basic	Ch. 7
03/21	Using macros and Visual Basic	Ch. 7
03/25	Quiz #7, Formula auditing, data validation, and complex problem solving	Ch. 8

- 03/28 Formula auditing, data validation, and complex problem solving Ch.8
- 04/08 Formula auditing, data validation,
and complex problem solving, Final Project Ch.8
- 04/11 Quiz #8, Final Project Presentations

SYLLABUS

FOR 132 – Forest Protection I Spring 2013

Applied Forest Management Program, UMFK 2 credit hours

Team Taught by The Maine Forest Service drafted 17 Jan 2013

Lead Instructor: Ranger Arnold Martin @ 398-3196 Allagash.Forestrangers@maine.gov

UMFK contact: Dave Hobbins @ 834-7614 dhobbins@maine.edu

Required Textbooks:

Materials provided by the Maine Forest Service

Prerequisites: none

Course Objectives:

The purpose of this course is to provide students with a general knowledge of forest fire and practical training in wildland fire suppression. Successful completion of the wildland fire suppression training (S130/S190) qualifies students to fight wildland fires in Maine. Candidates that pass the physical fitness test qualify to fire fires out of state.

How Will You Benefit From Taking This Course?

Maine is the most forested region in the United States. Although wildland fire is an infrequent natural disturbance factor in most of Maine's ecosystems; wildland fire is a common event due to cultural factors such as arson. Every forester and public safety professional should have some knowledge of wildland fire behavior and suppression. This course provides that background and also is an avenue for employment.

Catalog Description: 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. Wildland fire history and policy and fire use also are introduced. A required field training day will be conducted by the Maine Forest Service at the end of the semester. This session is required before a student can complete the course. 3 credits. Offered annually in spring.

Methods of Instruction: This course primarily follows a lecture format. It incorporates a number of instructional methods including lectures, multimedia presentations, demonstrations, discussion, take-home and in-class testing, and field training. To complete this course, a student must attend all sessions and participate in the all-day field training session. To work out-of-state on fires, the student must pass a physical fitness test.

Evaluation and Grading:

Attendance is mandatory. **You must attend every session and the field day to pass this course!** The final grade is based on a percentage of the total possible points.

Evaluation Method Approx. Value Percentage and Grade Equivalent

S-190 Take Home Exam 100 ≥ 90 = A 67-69 = D+

S-130 / S190 Final Exam 200 87-89 = B+ 77-79 = C+ 63-66 = D

Total Possible 300 83-86 = B 73-76 = C 60-62 = D-

80-82 = B- 70-72 = C- $<60\%$ = F

Introduction to Wildland Firefighting

UMFK 2013

Cyr Hall Room 113

Wed 6:30-9:20 pm

January 23, 2013

1830-1900 Introduction S-130/190 Arnold 30 min

1900-2000 Unit 1 S190 Basic Concepts of Arnold 60 min

Wildland Fire

2000-2030 Unit 2A Topographic Richard 30 min

Influences

2030-2120 Unit 2B Fuels Mark 50 min

January 30, 2013

1830-1840 Unit 2B Fuels cont. Mark 10 min

1840-2040 Unit 2C Weather Will 120 min

2040-2120 Unit 3 Wildland Fire Craig 40 min

Behavior & Safety

February 6, 2013

1830-1850 Unit 3 Wildland Fire Craig 20 min

Behavior & Safety cont.

1850-2020 Unit 1 S130 Intro & Firefighting Mike 90 min

Procedures

2020-2050 Unit 2 ICS Overview Arnold 30 min

2050-2105 Unit 3 Resource Types Richard 15 min

2105-2120 Unit 4A Watch Outs Craig 15 min

& Fire Orders

****S-190 Take Home Examination****

February 13, 2013

1830-2005 Unit 4A Watch Outs Craig 95 min & Fire Orders cont.

2005-2105 Unit 4C Fire Shelter Mark 60 min

February 27, 2013

1830-1945 Unit 4B LCES Richard 75 min 1945-2120 Unit 4D Hazards & Human Mark 95 min

Factors

March 6, 2013

1830-1925 Unit 4D Hazards & Human Mark 55 min

Factors cont.

1925-1955 Unit 5 Transportation Safety Arnold 30 min

1955-2055 Unit 6 Hand Tools Mike 60 min

2055-2125 Unit 7 Firing Devices Craig 30 min

March 13, 2013

1830-1930 Unit 8 Use of Water Richard 60 min
1930-2030 Unit 9 Suppression Mike 60 min
2030-2120 Unit 10 Patrolling & Radio Craig 50 min
Use

March 20, 2013

1830-1840 Unit 10 Patrolling & Radio Craig 10 min
Use cont
1840-1910 Unit 11 Mop-up & Securing Arnold 30 min
The Line
1910-1940 Unit 11 Mop-up & Securing Arnold 30 min
The Line cont.
1940-2040 Unit 13 Hazardous Materials Mark 60 min
2040-2120 Unit 14 Wildland/Urban Mark 40 min
Interface

March 27, 2013

1830-1850 Unit 14 Wildland/Urban Mark 20 min
Interface cont.
1850-2120 Potential Overrun/Review 90 min **S-130/190 Final Examination** 60 min
Arnold/Mike

April 13, 2013 Field Exercise Fire Exercise, Pumps, 8 hrs

Helicopter Safety, Hand tools, radios, hands

On fire shelter.

(Location to be announced)

April 20, 2013 Rain Date for Field Exercise

FOR208 - Forest Products, Harvesting, and Transportation**Natural and Behavioral Sciences Division**

Spring 2013 - 3 credit hours. Prerequisites: none

Instructor: Jeff Dubis

Office: 224 Nadeau Hall

Phone: 834-7543

Office Hours: Wednesday 8:00am -9:30am Friday 12:00pm -1:30pm

Lecture: M,W,Th 8:00-8:50

Required Texts and Materials:

Maine Forest Service. 2004. Best Management Practices for Forestry: Protecting Maine's Water Quality

Available online at http://www.maine.gov/doc/mfs/pubs/bmp_manual.htm

Land Use Regulation Commission. 1991. Chapter 10. *Land Use Districts and Standards*. Pages 105-115, 121-123,138-140, 144-148, 193-201 Available online at

<http://www.maine.gov/doc/lurc/reference/rulechapters/ch10.pdf>

Wood Identification Study Guide Available online at

<https://www.umfk.maine.edu/forestry/default.cfm?ref=1>

10x hand lens. (purchase)
Retractable utility knife (purchase)

Course Objectives:

Upon completion of this course, students should:

- A. Understand and recognize important physical properties of wood and be able to identify wood specimens from 21 species of trees.
- B. Become familiar with various wood products and will attain a basic understanding of how selected wood products are manufactured.
- C. Become familiar with state Best Management Practices and regulations pertaining to timber harvesting and forest road construction.
- D. Gain an understanding of various harvesting systems found in the northeastern United States

Method of Instruction:

This is primarily a lecture course. Material covered in this course in regard to road construction and harvesting will be applied in the field in For226 – Forest Operations during the following semester. There will be a brief laboratory component consisting of three classes in which wood identification will be covered. Four written exams plus one practical exam will be given on each component of course content.

How Students will benefit from taking course:

This is a required course for all students enrolled in the forest management concentration within the Applied Forest Management degree program. Students will gain a better understanding and appreciation of how humans can use natural resources in a manner that benefits society while minimizing impact to the physical environment.

Grading:

3 exams 300 pts (100 pts ea.)
Wood identification labs(4) 22 pts (combined)
Wood Identification exam 68 pts
Assignments 70 pts. Harvest Layout Project 40 pts.
500 pts total

Grading System

A > 90.0 C- = 70.0 – 71.9

B+ = 87.0 – 89.9 D+ = 67.0 – 69.9

B = 82.0 – 86.9 D = 62.0 – 66.9

B- = 80.0 – 81.9 D- = 60.0 – 61.9

C+ = 77.0 – 79.9 F = <60.0

C = 72.0 – 76.9

Course Policies

1. Class attendance is mandatory. Students who miss more than two classes will be withdrawn from the class. Tests, quizzes, and labs that are missed cannot be made up.
2. All lecture materials, reading materials, and assignments are available on Blackboard. It is your responsibility to make sure you print all materials and bring them to class when required.
3. Assignments will be due at the start of class. Assignments that are not turned in at this time will be reduced by 10 percent for each day late. Assignments that are more than two days late will not be accepted. If you are absent on a date that an assignment is due, it is your responsibility to insure that I receive it on time either digitally or delivered by someone.
4. The Student Academic Integrity Policy will be enforced in this course. It is recommended that you review this policy in regard to cheating or plagiarism before the start of the next class.
5. Cell phones must be turned off and out of sight during class times.
6. Eating is not allowed in the classroom during class time.
7. Only non-programmable calculators are allowed during testing. No programmable calculators or other electronic devices are permitted
8. All students are required to attend the Student Symposium on May 2-3. This includes Thursday evening panel discussion and all sessions on Friday. Failure to attend any portion will result in a final course grade deduction of 2%.
9. The instructor reserves the right to modify your final course grade in a positive or negative manner based upon class participation, tardiness to class, behavior, etc.

Course Schedule:

Week Topics, Assignments, and Evaluation

1. Macro-features of wood

Woody plant structures: Hardwoods

2 Woody plant structures: Hardwoods

Woody plant structures: Softwoods

Wood ID #1 - Ring porous hardwoods Assignment #1 Macro wood features

3 Physical wood properties and defects

Wood ID #2 - Semi ring porous hardwoods

4 Figured wood Forest product Utilization and Manufacturing

Wood ID #3 Softwoods with resin canals

Assignment #2- Figured Wood

5 Forest product Utilization and Manufacturing

Wood ID #4 Softwoods without resin canals

Assignment #3- Veneer manufacturing

6. Forest Products exam

Wood ID exam

7. Road construction BMP's Assignment #4 – Road construction BMP's

8. Stream crossing structures

9. Road construction and stream crossing regulations

10. Timber harvest layout BMP's

Forest Road Exam

Assignment #5 LUPC(LURC) Chapter 10

11. Timber harvest layout BMP's Timber harvest Regulations

12. Forest Practices Act

Timber harvest Regulations

13. Assignment #6 Timber harvest layout

14. Harvest Systems Assignment #6 Harvest system scenerios

15. Harvesting Exam

SYLLABUS

FOR (ENV) 242 - Map and Airphoto Interpretation 3 Credit Hours

Applied Forest Management, Univ. Maine Fort Kent Dave Hobbins

Spring Semester 2013 revised 25 December 2012

Office Hours: Nadeau Hall Room 234; 834-7614 (ext 7614); dhobbins@maine.edu

Thursdays 8:30 – 10:30 a.m., and by appointment.

Your communication and courtesy will be appreciated and reciprocated.

Required Materials: See page 4.

Prerequisites: MAT 128 or higher. The student should be able to solve ratios and convert units.

Course Objectives:

Upon completion of the course students should be proficient in: the interpretation and measurement of details on topographic maps, aerial photographs, and digital orthophotographs; vegetation type mapping; area determination; and the creation of a spatial database using geographic information systems (ARCMAP). Also, students should have a basic understanding of remote sensing. Finally, employers expect natural resource professionals to be able to locate themselves or tracts of land on maps and photos. Students should exercise location skills at every opportunity and on every medium.

Catalog Description:

The qualitative and quantitative evaluation of topographic maps, aerial photographs, and digital orthophotos used in natural resource management. Updating of maps and GIS database from standard aerial photographs and digital photography. Introduces cartography and remote sensing.

Methods of Instruction:

Lectures present various topics on maps and remote sensing. Also, they provide an introduction to the techniques used in the laboratory exercises. Required readings are listed in the Course Outline.

Supplementary Lectures are posted for compass and declination. Use it as a review or for further study.

Laboratories, which make up 80 percent of the class time and 60% of the grade, generally follow lectures and are practical exercises in the use and interpretation of maps, airphotos, and digital imagery. **Reading assignments for the labs** are listed on the lab worksheets and must be completed **prior to class**. Many labs require time outside of class to complete. This is because stereo viewing for extended periods can cause eye fatigue and because some exercises require time.

Warning! Many of the lab exercises build on the next; therefore, it is important to complete the lab in the allotted time. Do Not Procrastinate. Late labs will not be accepted unless arrangements are made in advance, usually the class prior to the due date.

Laboratory exercises constitute a significant portion of your grade. So, good quality work will result in a good grade. Double check your work and be sure to avoid point loss due to incomplete work. I will provide feedback on a regular basis during class sessions.

Cell Phones are not permitted in class. Use of cell phones during class constitutes an absence. Use during an exam will result in a zero. FOR242 page 2

Attendance: Attendance is **mandatory** as lectures, exams, and some laboratories are impossible to make up. You will be penalized 5 points for each unexcused absence from the class. The instructor reserves the right to withdraw any student with four or more absences.

Evaluation and Grading:

Labs exercises and Assignments 150pts 60% 90 - 100 = A 73 - 76 = C

(lab values vary 5-15pts ea) 87 - 89 = B+ 70 - 72 = C-

Map practical 50pts 20% 83 - 86 = B 67 - 69 = D+

Airphoto practical 50pts 20% 80 - 82 = B- 63 - 66 = D

Total 250 100% 77 - 79 = C+ 60 - 62 = D- <60 = F

Exams are practical or skills based with some theory. You must know the material to do well. You are strongly advised to complete the study questions well in advance of exams. Test material will be taken from labs, lectures, assigned readings, and handouts. As a test date will be agreed upon in advance and as these practical exams require considerable time to set up, **make-up exams are not possible.**

COURSE OUTLINE: 28, 2.5 hr sessions (**The Paine & Kiser readings listed below are required**)

1/22. **Lab 1: Stereoscopy** (5pts) **See Lab for required readings.**

Lecture: Introduction and Course overview

Visual Health, Equipment Care, and Stereoscopy (Read Paine Chapter 3.)

1/25. **Lab 2. Mapping Conventions, Symbols, and Marginalia** (10pts)

Lectures: History of mapping

Earth geometry and geographic coordinates (Paine, sec 9.1, 9.2)

Public Land Survey System (Paine, p182-185)

See Thompson chapters 4 and 5 for additional information on scale, symbols, etc.

1/29 UTM Roamer and Complete Lab 2

1/29. Lecture: Relief, Landform & Drainage (Paine p.306-316)

Lecture: Compass: angles and direction; declination (Paine p. 89-92) (**Assignment 5pts**)

Supplementary instruction for compass and declination is posted to Blackboard.

2/01 **Lab 3. Topographic Relief** (10pts)

2/05. Continue Lab 3. Topographic Relief

2/05. **Lab 4. Map Scale and Measurements** (10pts)

Lecture: Map Scale, Area Measurement (Paine p. 96-101), Orientation and interpretation

Classification of maps (see handout), Map acquisition (see handout)

2/08 Begin Lab 4.

2/12 Complete Lab 4.

2/15 **Lab 5. Photo: Scale, Orientation & Linear Measurement** (10pts)

Lecture: Photo Format and Scale (Read Paine chapters 4 and 2)

Introduction to Remote Sensing (Chapter 1), including satellite imagery (handouts)

Electromagnetic Spectrum, Camera Systems, Categories (Paine sec 8.1, 8.7, 8.8), and Acquisition (Chapter 7 up to page 147 but omit sections 7.2.6, 7.2.8, 7.2.9).

2/19 BREAK WEEK

2/26. Complete Lab 5. (Symposium Registration **Assignment 5pts.**) FOR242 page 3

3/01. **Lab 6. Preparing Photos for Stereo Viewing and Effective Area** (10pts)
 Lecture: Stereoscopy, and photo alignment (Chapter 3)
 Stereo point transfer and effective area
 Geometry of aerial photography (Chapter 2)
 3/05 Map and Compass Exercise and Field Exercise.
 3/08. **Map Practical Exam** (Two study maps & sample questions are posted. This tool is **strongly recommended**. It will give you an idea of the test format and some content.)
 3/12. Complete Lab 6
 3/15. **Lab7. Interpretation and Delineation of Planimetric Detail** (10pts)
 Lecture: Imagery interpretation (Chapter 15) (Hershey & Bedford workbook)
 3/19 Lab 7 and lectures continued. **Quiz on Object recognition (5pts)**.
 3/22. Complete Lab 7. **Quiz** on recognition elements (5pts).
 3/26. **Lab 8. Vegetation Density** (5pts)
 Crown Closure and Aerial Cruising (Chapter 24, page 475-483 and 484-493)
 3/29. **Lab 9. Recognition of Individual Trees on Airphotos** (5pts) – interactive lecture/lab
 B&W, Color, and Infrared films (Chapter 14 –focus on use or applications of film type and recognition of objects on that film type) (Bring the Hershey/Bedford workbook to lab)
 4/01 BREAK WEEK
 4/08. **Lab 10. Vegetation Type Mapping** (15pts) - **Tree ID Quiz (5pts)**.
 Lecture on Land Use Classification, Forest Cover Type Mapping (Section 21.1)
 (Use Hershey and Bedford reference for forest types)
 4/12. Continue Lab 10. ID Quiz (2.5pts)
 4/16. Complete Lab 10. ID Quiz (2.5pts)
 4/19. **Lab 11. Geographic Information Systems and Digital Type Mapping** (10pts)
 Tree ID and Type Mapping from Digital Orthophotographs (Read Chapter 12, especially pp. 234-240)
 4/23. **Field Trip: Ground Truthing of Type Maps and Map/Photo Orientation**.
 Begins 7:30 a.m. Dress for field work. Bring photos, acetates, maps, calculator, ruler, stereoscope, handlense, etc.
 4/26. Complete Lab 11.
Lab 12. Stand Typing and Object Recognition from RGB and NIR Imagery (5pts)
 4/30. Complete Lab12.
 5/03 Scholar's Symposium (5pts). Write Summary of each speaker and Poster Evaluation.
 5/07. **Lab 13. Area Measurement** (5pts)
 Lecture on Area determination with Dot Grids (Section 5.3)
 5/10. Review and Photo/Map/Compass Field Exercise – dress for field (5pts) (Time permitting)
5/14. EXAM: Photo Practical and Remote Sensing Theory (Tuesday 5/14/12, 8-10 a.m.)FOR242 page
 4

Course Supply List:

REQUIRED ITEMS (All required items are available at the bookstore.)

Paine, D.P. and J.D. Kiser. 2012. *Aerial Photography and Image Interpretation*. 3th ed. John Wiley and Sons. New York. 648 p.

The second edition of Paine will work! Ask me for the page number assignments.

Hobbins, D. 2013. *For242 - Map and Airphoto Interpretation Coursebook*. University of Maine at Fort Kent Bookstore.

-Aerial Photos: Three (3) B&W airphotos, A5437-10-1 through 10-3, dated 6-4-95

-Maps: Three (3) USGS 7.5 4min. quads: Eagle Lake, Mt. Katahdin, and Violette Stream.

-Topographic Map Symbols brochure from U.S.G.S. (free)

-1 Notebook

-Transparency, 6 sheets

-Sharpie ultra fine point, Black, Blue, Tangerine, and RED

-1 Ballpoint Pen, Fine Point RED

-Calculator with stat & trig. (no programmable calculators permitted on exams)

-Teasing Needle (point picker)

-Ruler: plastic, transparent 12" or 18" **with mm units**

OPTIONAL ITEM

Reference Text at Library Reserve: Thompson, M.M. 1979. *Maps for America*. U.S.G.S. 265p.

FURNISHED ITEMS

Hershey, R.R. and W.A. Befort. 1995. Aerial photo guide to New England forest cover types.

U.S.D.A. For. Ser. Gen. Tech. Rep. NE-195. 70. Available from USDA Forest Service, Publications Distribution, 359 Main Road, Delaware, OH 43015. **(on loan)**

Supplied:

handouts, pocket stereoscope, digital planimeters, Michigan Parallax Wedge, UTM coordinate grid, miscellaneous charts, maps and photos, measuring devices, masking tape, lense paper, and graph paper

FOR260 Silvics (Forest Ecology)

Natural and Behavioral Science Division

Spring Semester 2013-3 Credit hours

Instructor: Jeff Dubis

Office: 224 Nadeau Hall

Office hours: Tuesday 8:00am -9:30am Friday 12:00pm -1:30pm

Required reading materials

Barnes, B.V., D.R. Zak, S.R. Denton, S.H. Spur. 1998. *Forest Ecology*. 4th edition (purchase)

Bolen, E.G. 1998. *Ecology of North America*. John Wiley and Sons, Inc. N.Y. 448p. (on reserve)

References (available at the library reserve desk or online)

Burns, R.M. and B.H. Honkala, tech coords. 1990. *Silvics of North America: Volume 1. Conifers*. Ag. Handbook 654. U.S.D.A. Forest Service. Washington, D.C. 675p.

Burns, R.M. and B.H. Honkala, tech coords. 1990. *Silvics of North America: Volume 2. Hardwoods*. Ag. Handbook 654. U.S.D.A. Forest Service. Washington, D.C. 877p.

Young, J.A. and C.G. Young. 1992. *Seeds of Woody Plants in North America*. Dioscorides Press. Portland OR. 407p.

How Students will benefit from taking course:

This is a required course for all forest technology majors. By taking this course students will gain a better understanding and appreciation of biological attributes of life and the principles of the physical environment and recognition of the interdependence of humankind and nature.

Course Objective:

This course investigates the influence of physical and biological environment on the growth, development, and survival of trees in a dynamic forest ecosystem. Upon completion of this course, students will have an understanding of basic forest ecological functions and how the physical environment influences tree growth and forest composition. In addition, through semester-long assignments, students will examine the Autecology of important tree species native to Maine. Knowledge gained in this course will be applied in the field during the following semester.

Method of Instruction:

This course is primarily a lecture course. It is an intensive course in regard to the amount of material that is covered. Students are expected to read all course assignments before lecture

Course Policies:

1. Class attendance is mandatory. Students who miss more than two classes will be withdrawn from the class. Tests, quizzes, and labs that are missed cannot be made up.
2. Assignments will be due at the start of class. Quizzes and assignments that are not turned in at this time will be reduced by 10 percent for each day late. Assignments and quizzes that are more than two days late will not be accepted. If you are absent on a date that an assignment is due, it is your responsibility to insure that I receive it on time either digitally or delivered by someone.
3. A written exam over lecture and reading material will be given at the end of every fourth full week of classes. (tentative exam schedule: 2/27, 3/28, 4/25, final exam week)
4. Weekly autecology assignments will be due by 1:00pm on Thursday of each week. Reading assignments will be due on the date and time specified on each assignment handout. All assignments will be submitted as an MS Word attachment via email. Assignments that are not turned in at the specified time will not be accepted. If you are absent on the day an assignment is due, it is still your responsibility to get the assignment in to me on time.
5. The Student Academic Integrity Policy will be enforced in this course. It is recommended that you review this policy in regard to cheating or plagiarism before the start of the next class. Plagiarism or cheating in any form will not be tolerated. The first offence will result in a minimum of a grade of 0 on the assignment. Harsher penalties may be taken. A second offense will result in an F for the course.
6. There will be one three hour field trip near the end of the semester. A time acceptable to all will be determined by the class prior to the field trip.

7. Cell phones must be turned off and out of sight during class times.
8. All students are required to attend the Student Symposium on May 2-3. This includes Thursday evening panel discussion and all sessions on Friday. Failure to attend any portion will result in a final course grade deduction of 2%.
9. Eating is not allowed in the classroom during class time.
10. The instructor reserves the right to modify your final course grade by +3% in a positive or negative manner based upon class participation, tardiness to class, behavior, etc.
11. The instructor reserves the right to modify your final course grade in a positive or negative manner based upon class participation, tardiness to class, behavior, etc.
12. Students must pass this course in order to enroll in FOR361 and FOR350.

Grading and Evaluation:

A > 90.0 C- = 70.0 – 72.9

B+ = 87.0 – 89.9 D+ = 67.0 – 69.9

B = 83.0 – 86.9 D = 63.0 – 66.9

B- = 80.0 – 82.9 D- = 60.0 – 62.9

C+ = 77.0 – 79.9 F = <60.0

C = 73.0 – 76.9

Four exams 300 points (100 pts. ea.)

Cumulative Final Exam 150 points

Autecology cards 100 points

Assignments 50 points

600 points

Tentative Reading and Lecture Schedule:

Introduction (Ch. 1)

Section 1 – The Forest Tree

Autecology of selected species (throughout semester)

Forest tree variation (Barnes Ch 4)

Regeneration Ecology (Barnes Ch. 5)

Structure and Growth (Barnes Ch. 6)

Section 2 – Environmental Factors

Solar radiation (Barnes Ch. 8, Silvics Course manual)

Temperature (Barnes Ch. 9, Silvics Course manual)

Air Circulation (Barnes Ch. 7, Silvics Course manual)

Moisture (Barnes Ch. 7, Silvics Course manual)

(Exam 1)

Physiography (Barnes, Ch. 10)

Parent material (Silvics course manual)

Physical soil properties (Barnes, Ch. 11)

Soil taxonomy

Forest Site (site quality) (Barnes Ch 13.)

(Exam 2)

Fire (Ch. 12)

Biotic Factors (Ch 14)

Section 3 – The Forest Community

Forest Communities (Bolen. Ch 1, 3, 4)
Competition (Barnes Ch. 15)
Section 4 – The Forest Ecosystem
Disturbance (Barnes Ch. 16)
(Exam 3)
Forest Succession (Barnes Ch. 17)
Landscape Ecology (Barnes Ch. 21) (time permitting)
Cumulative final exam

SYLLABUS

FOR 290 - Forest Mensuration Dave Hobbins

Applied Forest Management Program, U Maine Ft Kent 3 credit hours

Spring Semester 2013 drafted 12/25/12

OFFICE HOURS: Thursday 8:30-10:00 a.m. and by appointment.

My office is in Nadeau Hall Room 234. Phone: 834-7614. E-mail: dhobbins@maine.edu

A weekly Help Session is scheduled for 1p.m. every Thursday.

REQUIRED TEXTBOOKS and OTHER MATERIALS:

Avery, T.A. and H.E. Burkhart. 2002. *Forest Measurements*, 5th ed. McGraw-Hill, New York. 456 pp.

Hobbins, D. 2013. FOR290 - *Forest Mensuration Coursebook*. 288 pp.

Maine Dept. of Agriculture, *Wood Measurement Rules*, with amendments. (free on-line at www.maine.gov/agriculture/qar/wtsmeas-regs.html and on Blackboard)

Scientific calculator with statistical and trigonometric functions

Programmable calculators and cell phones **are NOT** permitted during testing.

PREREQUISITES: MAT 128 or strong algebra background. Note that an adequate math background is imperative to success in this course.

HOW WILL YOU BENEFIT / COURSE OBJECTIVES:

Forest mensuration presents the language of forestry and the skills necessary to practice forestry. A strong background in forest Mensuration and forest measurements is critical to the success of any forest practitioner. Therefore, my primary objective is to see that you are well versed in the mathematics and theory of log and tree measurement and forest inventory. You also will be introduced to slope correction, descriptive statistics, and methods to determine forest growth and yield. The language and topics covered in this course will be applied in Forest Measurements Laboratory next fall and in all subsequent forestry courses.

CATALOG DESCRIPTION:

Examines the mathematics and theory of log, tree, and stand measurement; forest sampling; and the determination of growth and yield.

METHODS OF INSTRUCTION:

This course is structured as an interactive lecture and requires your participation. Lectures present the mathematical and theoretical aspects of the subject. You are expected to *read the appropriate text material before it is discussed in class; bring your calculator, texts, Coursebook, and handouts to every class; and take extensive notes.* You will work the math application with me and provide the answer. Be sure to practice all math applications and understand them before the next class. Problem sets are available for each unit. Complete the problem sets. If you cannot solve an equation after practicing it, or if a question or topic is unclear, it is your job to see me for help.

Supplementary Instruction is provided in the form of recorded Powerpoint lectures. These lectures are posted on Blackboard and cover topics requested by students. If a topic is not clear to you after reading the text and listening to the lecture, you may request a posting. If time permits I will post a review. Students also have used these for final exam preparation.

Preparation and participation will count for 15 percent of your final grade and will be assessed via attendance, participation, and preparedness. **Attendance is mandatory.** You must be present and participate to receive credit; however, mistakes made during participation are NOT counted against you. They are an expected part of the learning process. Preparation involves the completion of reading and homework assignments and having the necessary tools (calculator, text, etc.) to participate in the class. Don't miss out on these **easy points!** Students missing more than six classes will be withdrawn from the course. **Use of CELL PHONES** during class will result in a loss of participation points. **Laboratory exercises** will be conducted every few weeks on Thursdays throughout the semester. Snowshoes may be required. Dress for the cold. If you are not familiar with working in the cold, see me for advice. In addition, have some good method to take notes in the field. Field exercises are planned for log scaling, tree height measurement, fixed plot and point sampling, and the reading of tree rings. This can be expanded as needed.

Testing will occur **approximately every other week** on material presented during the period. Test material will be taken from class sessions, assigned readings, and handouts. Also, there will be a **comprehensive 2-hour final exam** that accounts for **30% of your grade.** Success on the comprehensive final requires extensive preparation. Use your tests, texts, course outline, problem sets and handouts to study and prepare your long-term memory. Begin your preparation at least a month before the exam. **Use of CELL PHONES** during a test will result in a zero grade.

Other Important Testing Information:

- The tests and exam cannot be made up.
 - I will drop your lowest biweekly test grade prior to determining your final grade.
 - Each A earned on a test will give you 4 bonus points toward your final exam (15% bonus).
 - You may use your final exam grade (without the test bonus points) as your course grade.
- Problem sets and example questions are available in the course book to help you prepare for tests. Text questions usually come from these problem sets. So, if you can answer these with no problem, then you will be successful in this class. Answers to the mathematical problems are included in the appendix. **Students having difficulty should see me immediately and/or sign up for tutoring as soon as possible.** This is not a difficult course. However, it is a course that requires you to spend the time necessary to learn the math and theory.

EVALUATION AND GRADING:

NOTE: You must have a C or better ($\geq 73\%$) in this course to graduate from the program!

Evaluation Tool Points Value 90-100% = A 70-72% = C-
Biweekly Tests/Assignments 473 55% 87- 89% = B+ 67-69% = D+
Preparation/Participation 129 15% 83- 86% = B 63-66% = D
Comprehensive Final Exam 258 30% 80- 82% = B- 60-62% = D-
Total 860 100% 77- 79% = C+ <60% = F
73- 76% = C

COURSE OUTLINE: (readings from Avery, and Wood Measurement Rules (WMR))

Week 1. I. Introduction (Chapter 1, sections 1 to 8)

Section 1. Land Measurements (Chapter 1 sections 4 - 7; Ch. 4; Wilson tables)

II. Horizontal Distance (Chapter 4, sections 1-5, 24-29)

III. Slope Correction (Wilson Tables 5-7, Wilson chapters Optional reading)

Section 2. Volume Determination

Week 2. IV. Cubic Ft Vol. Measurements & Scaling (Chapter 5; WMR 382, p 26-29)

Week 3. V. Board Foot Log Rules (Chapter 6; and WMR, Ch. 380, sect. 7)

Week 4. VI. Board Foot Log Scaling

Gross scaling (WMR Ch. 382, sections 1,5,6-E,G,I)

Net scaling and defecting methods (WMR Ch. 385, pp. 1-7; Appendix A7-18, 28)

Other Forms of Wood Measurement (Avery pp.129-140, WMR Ch. 382 sec. 6)

Section 3. Tree Measurement and Volume

Week 5. VII. Tree Measurement (Chapter 7) - diameter, height, age, form, other

Supplement – defects in standing trees

Week 6 VIII. Individual Tree Volumes (Chapter 8, handouts)

and 7. Volume tables, Table formats, and Local volume table construction

Section 4. Forest Inventory

Week 8. IX. Forest Inventory (Chapter 9)

Week 8. X. Fixed Area Sampling (Chapter 10)

Week 9 XI. Variable Plot Cruising (Chapter 11)

and 10. also Boundary Overlap and

Maine Forest Service's Quadrat Plot Method

Section 5. Analysis and Growth

Week 11. XII. Descriptive Statistics, Confidence limits, & Sampling intensity (Chap 2)

Week 11. XIII. Sampling Design (Chapter 3, sections 1-12)

Week 12 XIV. Tree and Stand Growth

and 13. Site Evaluation, Stocking, and Stand Density (Chapter 15)

Tree and Stand Growth, including Stand Table Projection (Chapter 16)

Week 14. **Attend the Scholar's Symposium on Friday May 3rd (worth 2 sessions).**

XV. Growth and Yield Models (Chapter 17)

XVI. 3P Sampling (Chapter 12)

Week 15. **Final Comprehensive Exam** – Thursday 16 May, 8 to 10 a.m.

FOR 330 - Forest Protection II Fall Semester 2013

Applied Forest Management Program, UMFK 3 credit hours

Cyr113 Wed 8-10:40 (lab), Fri 12:30-3 (lec) Professor: Dave Hobbins

Office Hours: Mon 2-4:30 or appointment, Nadeau Hall room 234

dhobbins@maine.edu; phone 834- 7614 drafted: 22 August 2013

Required Textbooks: (a listing of additional references is attached)

Groden, E. 2013. Introductory Entomology Laboratory Manual. Dept. of Biological Sciences.

University of Maine, Orono. 185 p.

Sinclair, W.A. and H. H. Lyon. 2005. Diseases of Trees and Shrubs. Cornell Univ. Press. Ithaca, N.Y.

680p. (ISBN-13: 978-0-8014-4371-8)

Johnson, W.T. and H.H. Lyon. 1991. *Insects that Feed on Trees and Shrubs 2nd ed.* Comstock. Ithaca, N.Y. 560p. (ISBN-13: 978-0-8014-2602-5)

U.S.D.A. 1985. *Insects of Eastern Forests.* U.S.D.A. Forest Service. Misc. Pub. 1426. 608p. (out of print) (Google DOCS)

You need a hardcopy for class. However, a pdf copy is posted to Blackboard OR you may obtain a copy at cost from the Campus Store.

Required Supplies: 10x hand lense (bookstore)

Prerequisites: For100 Intro to Forestry OR Bio309 Dendrology

Catalog Description:

Investigates the impact of insects and disease on forest tree growth and survival. Stresses the biology, recognition, and control of common forest pests. Field Trips.

Course Objectives:

You will develop an understanding of the important agents that negatively impact the growth of forest trees and a basic understanding of tree health. You will use and learn the skills and references needed for the identification of tree "pests" and you will learn the methods used to control tree and forest pests.

How Will You Benefit From Taking This Course?

My hope is that you will use this information in your career to improve forest health and to educate colleagues and the public. Good silviculture incorporates pest management strategies that prevent problems, and good foresters monitor their resources to head off problems from native or introduced pests. Knowing how to prevent pest problems with silvicultural methods makes for healthy forests and provides for the economic health of the communities that rely on those forest resources. Also, we continue to face a new wave of invasive species, many of which are forest pests. Beyond this class, it is important for you to stay informed about these threats to our forests.

Student Learning Outcomes:

This course, along with Forest Protection I, satisfies outcome number 5, 7, and 15 of the Applied Forest Management Program. “UMFK forestry graduates will be able to:

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;

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;

15. apply problem solving skills;

Additionally, the course addresses **General Education Requirement C**, Critical thinking as the student will apply logical reasoning in the identification of pest specimens and deduction in the identification of tree disease problems.

Methods of Instruction:

This course incorporates a number of instructional methods designed to facilitate learning for several preferred learning styles such as reading assignments and lecture, individual research and reporting, discussion, field trips, in-class-testing, laboratory exercises, and in-lab literature research and specimen identification.

Through lecture, you will learn concepts, terminology, and the identification, biology, and control of selected forest pests. Where possible, control strategies will emphasize cultural, and especially, silvicultural methods. The best learning is driven by active student participation, so you are expected to complete assigned readings and research prior to class. Some topics will be assigned to you to summarize and present in class. Material will be assessed through written exams and assignments.

Testing: Lecture exams will cover material taken from presentations, discussions, readings, and handouts. There are two exams.

Research Reports: You will be assigned literature on specific forest pests to read and summarize. Your outline and verbal report will be graded for accuracy and completeness.

Laboratory sessions will explore specimens and literature through a hands-on approach. You will use the required texts and other sources in an attempt to master terminology and specimen identification.

Evaluation and Grading:

Attendance is mandatory. Students with more than three absences or who are consistently unprepared or non-participatory will be asked to withdraw. Laboratories cannot be made up. Make-up exams are for documented illnesses and extraordinary cases, at my discretion.

Grades will be based on a percentage of the total possible points.

Evaluation Method Approx. Value Percentage and Grade Equivalent

Mid-term & Final Exam 400 $\geq 90 = A$ 67-69 = D+

Research Reports/Prep 200 87-89 = B+ 73-76 = C 63-66 = D

Laboratory Exercises 300 83-86 = B 73-76 = C 60-62 = D-

Laboratory Exams (2 ea) 100 80-82 = B- 70-72 = C- $<60\% = F$

Total Possible 1000

Preparation: Your grade involves reading and studying required materials in advance of discussion, looking up new terms, and submitting reports on time.

Laboratory Outline: Labs will be conducted Wed mornings. Bring all of your books.

Dates

FIRM Topic

09/04 Lecture followed by on-campus field trip

09/11 Arthropod Classification

09/18 Insect Anatomy: terminology, body regions, body parts

09/25 Insect Classification

Selected Insect Orders (Drummond pages TBA)

Insect Life Cycles (Drummond pages TBA)

(read this before class)

10/02 Field Trip

10/09 Survey of Insect Pests and Associated Symptoms (*Insects of Eastern Forests, Insects That Feed on Trees and Shrubs*, and Drummond keys)

Immatures (Drummond pages)

Defoliators: Lepidoptera and sawflies

10/16 Survey of Insect Pests and Associated Symptoms (*Insects of Eastern Forests, Insects That Feed on Trees and Shrubs*, and Drummond keys)

Stem insects

Bark Beetles

10/23 Survey of Insect Pests and Associated Symptoms (*Insects of Eastern Forests, Insects That Feed on Trees and Shrubs*, and Drummond keys)

Invasive insects

Lab Exam - Insects

10/30 Fungal Morphology and Classification (Bring your lecture outline and notes)

10/06 Survey of Tree Disease Agents and Associated Symptoms

Foliar Pathogens (*Diseases of Trees and Shrubs*)

11/13 Survey of Tree Disease Agents and Associated Symptoms

Vascular Disease /Shoot/Stem Pathogens (*Diseases of Trees and Shrubs*)

11/20 Survey of Tree Disease Agents and Associated Symptoms

Rust Fungi (*Diseases of Trees and Shrubs*)

12/04 Survey of Tree Disease Agents and Associated Symptoms

Root Rot and Heartwood Decays (*Diseases of Trees and Shrubs*)

12/11 Survey of Tree Disease Agents and Associated Symptoms Abiotic Maladies and Animal Damage (*Diseases of Trees and Shrubs*)

Lab Exam - Disease

Tentative

Start

Date Lecture Outline: (2-hrs each date, assigned readings posted on Blackboard)

09/04 Syllabus, Course Overview, Introduction to Forest Protection

including terminology, tree growth, the tree as food and shelter, the role of pests in the environment, tree vigor, the causes of epidemics, and growth impact.

09/06 Introduction to Entomology (**Edmonds Chap 18 and lab manual**)

09/13 Classification, Anatomy, and Development

Larval and Pupal types

09/20 Selected Insect Orders (**Chapter 18**)

9/27 Defoliation (**Edmonds Chap 20**)

Types of defoliating insects, Effects of defoliation

Host-Pest Equilibrium

10/04 Control Strategies for Forest Pests (**Slow the Spread article**)

10/11 Insect Defoliators (**Chapter 20 and *Insects of Eastern Forests***)

gypsy moth, *Lymantria dispar* (including life cycle)

10/18 Spruce budworm, *Choristoneura fumiferana*. Research the identification, biology and control.

Know the silvicultural control in detail. (**read Graham and Knight**)

10/25 Biology and Silvicultural Control of yellowheaded spruce sawfly, *Pikonema alaskensis*, white pine weevil, *Pissodes strobe* and spruce beetle, *Dendroctonus rufipennis*, formerly *D. obesus* (**read handouts**)

Invasive Insects (**read and know insect Maine's quarantines from web pages**)

hemlock wooly adelgid, *Adelges tsugae* (*see handout*)

asian longhorned beetle, *Anoplophora glabripennis*

emerald ash borer, *Agrilus planipennis*

?? others

11/01 Invasive insects concluded

Mid-term Exam

11/8 Intro to Tree Disease (**forestpathology.org**)

Forest health, Decline, Diagnosis, Terminology of Symptoms – (**handout**)

11/15 Fungal taxonomy, primary characteristics (forestpathology.org, lecture outline)

Foliar diseases

causal agents, modes of inoculation, foliar disease cycle, and

leaf versus needle disease

Brown spot needle blight, *Mycosphaerella dearnessii* (formerly *Scirrhia aicola*)

11/22 Twig and Stem Diseases, including vascular disease (forestpathology.org)

Dutch elm disease, *Ceratocystis ulmi*

Canker Diseases

12/06 White pine blister rust, *Cronartium ribicola* (forestpathology.org)

Root disease

Annosum root rot, *Heterobasidion annosum*

Armillaria root disease, Other

12/13 Decay (forestpathology.org)

Wood decay process, effects, and types

Coppice application and problems

Major Pests of Balsam Fir Christmas Trees in Maine and New Hampshire

Final Exam (date TBA)

FOR360 -Silviculture

Natural and Behavioral Sciences Division

Spring 2013– 3 credit hours

Prerequisites: FOR260 and For290

Instructor: Jeff Dubis

Office: 224 Nadeau Hall

Phone: 834-7543

Office Hours: Wednesday 8:00am -9:30am Friday 12:00pm -1:30pm

Required Textbooks:

Smith, D.M., B.C. Larson, M.J. Kelty, and P.M. Ashton. 1997. *The Practice of Silviculture. Applied Forest Ecology. 9th Edition.* John Wiley and Sons, Inc. N.Y. 537p.

Leak, W.B., D.S. Solomon, and P.S. DeBald. 1987. *Silvicultural Guide for Northern Hardwood Types in the Northeast.* U.S.D.A. For. Ser. Res. Pap. NE-603. 36 p.

Perkey, A.W., B.L. Wilkins, H.C. Smith. 1993. *Crop Tree Management in Eastern Hardwoods.* U.S.D.A. For. Ser. Res. Pap. NA-TP-19-93. 54 p.

Course Objectives: This course examines theories and practices used to establish, grow, and tend forests for various management objectives. It emphasizes regeneration, site preparation, intermediate treatments, and harvest-regeneration systems. The objective of this course is to teach you to use basic concepts of the natural sciences to analyze the natural and economic factors bearing on forest stands and to devise and conduct the cultural treatments most appropriate for a given management objective. The level of understanding obtained in this course will not make you a silviculturalist but should provide a sufficient background to enable you to properly appraise the role of silvicultural treatments in natural resource management. Knowledge gained in this course will be applied in the field during the following semester

How Students will benefit from taking course:

This is a required course for all forest technology majors. Students will gain a better understanding and appreciation of how humans can use natural resources in a manner that benefits society while causing minimum impact to the physical environment.

Method of Instruction:

This is primarily a lecture course. In addition there will be 2-3 field trips incorporated It is intensive in regard to the amount and type of material that is covered. Students are expected to read all course

assignments before lecture. In addition, FVS will be incorporated into specific classes to help reinforce understanding of silvicultural treatments.

Grading and Evaluation:

A > 90.0 C- = 70.0 – 72.9

B+ = 87.0 – 89.9 D+ = 67.0 – 69.9

B = 83.0 – 86.9 D = 63.0 – 66.9

B- = 80.0 – 82.9 D- = 60.0 – 62.9

C+ = 77.0 – 79.9 F = <60.0

C = 73.0 – 76.9

2 exams 200 points (100 pts. ea.)

Final Exam 150 points

Assignments 50 points

400 points

Course policies:

1. Class attendance is mandatory. Students who miss more than 2 classes will be withdrawn from the class. Tests, quizzes, and labs that are missed cannot be made up.
2. Assignments will be due at the start of class. Assignments that are not turned in at this time will be reduced by 10 percent for each day late. Assignments that are more than two days late will not be accepted. If you are absent on a date that an assignment is due, it is your responsibility to insure that I receive it on time either digitally or delivered by someone.
3. There will be 2-3 field trips over the course of the semester. These will typically be 3 hours in length. Class will not meet on March 8th and March 12th . This time will be used for field trips either before or after these dates. A time that works for all students and the instructor will be determined for each trip.
4. The Student Academic Integrity Policy will be enforced in this course. It is recommended that you review this policy in regard to cheating or plagiarism before the start of the next class. Plagiarism or cheating in any form will not be tolerated. The first offense will result in a minimum of a grade of 0 on the assignment. Harsher penalties may be taken. A second offense will result in an F for the course.
5. Cell phones must be turned off and out of sight during class times.
6. Eating is not allowed in the classroom during class time.
7. The instructor reserves the right to modify your final course grade by +3% in a positive or negative manner based upon class participation, tardiness to class, behavior, etc.
8. All students are required to attend the Student Symposium on May 2-3. This includes Thursday evening panel discussion and all sessions on Friday. Failure to attend any portion will result in a final course grade deduction of 2%.
9. Students must pass this course in order to enroll in FOR350 and FOR361.

Course Schedule:

Introduction and Course Overview (Smith *et. al.* Ch. 1)

Stand Dynamics (Smith *et. al.* Ch. 2)

Site Preparation (Smith *et. al.* Ch. 8)

Objectives

Methods and effectiveness

Regeneration

Seed source selection (Smith *et. al.* Ch. 9)

Seed collection and handling (Smith *et. al.* Ch. 9)

Genetics and tree improvement (Smith *et. al.* Ch. 9)

Seedling survival and classification (Smith *et. al.* Ch.10)

Planting (Smith *et. al.* Ch.10)

Seeding (Smith *et. al.* Ch.10)

Test 1 (February 15, tentative)

Intermediate Operations

Thinning effects on tree and stand growth (Smith *et. al.* Ch. 3,4)

Thinning methods (Smith *et. al.* Ch. 5)

Thinning scheduling – Introduction to stocking guides, and the density management diagram (Leak *et. al.* 1982, various publications pertaining to DMD's)

Release operations and herbicide usage(Smith *et. al.* Ch. 6, various publications pertaining to herbicide)

Crop tree selection (Perky *et. al.*)

Test 2 (March 29, tentative)

Harvest/Regeneration Systems (Smith *et. al.* Ch.11)

Clearcutting method (Smith *et. al.* Ch.12)

Seed tree and shelterwood method (Smith *et. al.* Ch.14)

Selection method (Smith *et. al.* Ch. 8)

Coppice method (Smith *et. al.* Ch.15)

Final Exam (May 17, 8:00am)

Geo 103 – Intro to GPS
Friday 12:30-3:30PM, Cyr Hall 111
UMFK Applied Forest Management, NBS Division

Spring 2013 (8 Weeks)
1 credit hour

Instructor: Julie Daigle
222 Nadeau Hall
834-7595
julie.daigle@maine.edu

Office Hours: Thur, 1 – 3:00 PM
or by appointment

Required Textbooks: (supplied by Instructor).

Trimble Navigation. 1989. *GPS – A Guide to the Next Utility*.
Trimble Navigation. 1993. *Differential GPS Explained*.
Dubis, J., Hobbins, D., Daigle, J. 2013. Lecture Outline.

Prerequisites: Students must have experience with Windows[®] Operating Systems.

Catalog Description:

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 GPS and Geographic Information System (GIS) software.

Methods of Instruction and Course Objectives:

You will become proficient in the use of mapping grade *Trimble* GPS receivers and Pathfinder Office software for both navigation and mapping. Lectures will introduce GPS theory, GIS concepts, and the basic map elements. Laboratory exercises and the class project teach you spatial data collection, field navigation, differential correction, and map creation. You will receive limited instruction in GIS, sufficient enough for map creation. It is important for you to learn to use the software help menus. Software manuals and tutorials are available in class through handouts, GIS server files, and on-loan books (lab bookshelf).

Evaluation and Grading: Grades will be based on a percentage of the total possible points.

<u>Evaluation Method</u>	<u>Value</u>	<u>Percentage and Grade Equivalent</u>	
Class project	50%	$\geq 90 = A$	73-76 = C
Lab Exercises	30%	87-89 = B+	70-72 = C-
Final Exam	20%	83-86 = B	67-69 = D+
		80-82 = B-	63-66 = D
		77-79 = C+	60-62 = D-
			<60% = F

Class Project: Your project involves the creation of a map using GPS and GIS. Half of the course is dedicated to the project.

Course Policies:

13. **Attendance:** Due to the structure of this course, it will be necessary to attend all classes. Students who miss any field class will be unable to complete the course.

14. Testing Policy: There will be NO Makeup exams/quizzes, students must instead make arrangements with the faculty prior to any planned absence or forfeit the opportunity to complete it.
15. Cell Phones and Pagers: All electronic communication devices must be disabled prior to the beginning of class, laboratory, or clinical experiences.
16. Withdrawal Policy: If a student is unable to attend or participate in the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline.
17. Assignment Submission: All course assignments are to be turned in by the due date. Assignments will NOT be accepted after the submission deadline without prior faculty permission.
18. Written Work: All written work is to be computer generated, double-spaced, accurate, appropriately referenced, grammatically correct, and in accordance with APA (5th ed.) where appropriate. Spelling, syntax, and organization will impact the assignment of grades for written assignments. All papers must be submitted with a face sheet, and stapled together.
19. Feedback: Faculty require one to two weeks to receive, grade and return all student work, including quizzes, exams, and papers.
20. Student Responsibility: Students are responsible for obtaining all handouts, announcements, and information presented during class time.
21. Faculty reserve the right to alter the syllabus as deemed necessary.
22. You will be assigned a logon that consists of your full name (i.e. julie.daigle) with a dot separating first and last names. This account will permit you access to any student computer on campus with a single printer account. If you are new to UMFK, your printer account must be prepaid. You are responsible to charge your printer account through the Library or Business Office as soon as possible.
23. The instructor station is not available for student use.
24. The GPS software used in this course is compatible only with the Trimble *GEO Explorer* GPS units. Therefore, participants will be unable to use their personal GPS units.
25. The GPS units used in this course are extremely expensive (\$6,000+). Units must be treated with care at all times. Negligence resulting in equipment damage will result in significant repair/replacement costs to the responsible person(s). By signing out equipment you are accepting responsibility for the GPS receiver and other materials.
26. GPS and computers by their nature can be problematic, even to experienced users. GPS accuracy is influenced by many variables including the weather and your surroundings. In the event that we are unable to collect usable data during class time, it may be necessary to complete an exercise outside of class. **Be prepared for technical difficulties.**

As GIS, GPS, and forestry software are not available outside of the GIS Laboratory, these uses take priority over others. Be prepared to relinquish your computer when students are seeking to complete GIS and GPS work. General computing, including word processing and spreadsheets, may be done in several other facilities (Nadeau Hall, Old Model School, Library). Use only your home drive or a USB drive to store your data. Store nothing on the C drive. Data stored on the C drive cannot be protected and you may not download programs on the C drive. The computers in Cyr Hall room 111 are to be used for course related work only. Computer games, other entertainment programs, chat rooms, and pornography are strictly prohibited. You may not download copy written files such as mp3 or other files. Misuse or abuse of computers will result in your loss of computer privileges. No food or drink is permitted in the laboratory, although we have permitted closed containers stored on the floor.

Support Services:

1. Student Support Services: Available to all University of Maine at Fort Kent students to assist them in reading, writing, and mathematical skills development. Information about these services can be accessed by calling 934-7530 (1-800-TRY-UMFK) or on-line at <http://www.umfk.maine.edu/acserv/>
2. Blake Library Services: Library resources from UMFK and the University of Maine System (UMS) are available to all students and can be accessed by calling 834-7525 (1-800-TRY-UMFK) or online at <http://www.umfk.maine.edu/infoserv.library>
3. ADA Statement: Students with special needs should contact the ADA Coordinator at 834-7532 so that appropriate accommodations may be made.

Course Schedule:

03/22	<u>Course/Syllabus discussion; Introduction to the theory and application of GPS (lecture); GPS Interface (field)</u>
03/29	<u>Intro to GIS and Basic Map Elements (lecture); GPS Interface and Menu (field)</u>
04/12.	Exercise 1. Introduction to spatial data collection (field) Introduction to Pathfinder Office software (lab) Data downloading, Differential Correction, and Processing (lab)
04/19.	Exercise 2. Field navigation using waypoints (field)
04/26, 05/03.	Class Project. GPS data collection and campus map creation (field)
05/10.	Class Project. Campus map creation using GIS (lab)
05/17.	Exam Class Project. Complete and Print Map (lab)

GEO280 – GIS Applications I Dave Hobbins

Natural and Behavioral Sciences Division 4 Credit Hours

Spring Semester 2013 revised 17 January 2013

Lecture MR 3:30-4:30 pm; Lab W 2-5 p.m. Office Hrs. Thurs 8:30-10 am

REQUIRED TEXTBOOKS:

Davis, B. 2001. *GIS: A Visual Approach, 2nd ed.* OnWord Press, Santa Fe. 438 p.

Hobbins, D. L. 2012. Lecture Outline [Blackboard].

Lo, C.P. and A. K.W. Yeung. 2007. *Concepts and Techniques of Geographic Information Systems, 2nd ed.* Prentice Hall. Upper Saddle River, N.J. 532 p. (**Through Blake Library Reserves and on Blackboard**)

Maine Geospatial Curriculum Consortium. 2012. *GIS I Lab Exercises* [Blackboard]. 274 p.

REQUIRED RESOURCE MATERIALS:

Maine Geospatial Curriculum Consortium. 2003. *GIS I Lab Data Disk* [X:\Forestry\GEO280].

Blank CDs (2-3), memory stick (thumb drive) or zip disk for data backup

PREREQUISITES: Experience with Windows operating systems.

HOW STUDENTS WILL BENEFIT FROM TAKING THIS COURSE: Very simply, if you have extensive training or experience in GIS, then numerous career opportunities await you. However, employers in many fields, from wildlife to emergency management, are looking for graduates with basic GIS skills. You will learn enough basic geography and GIS software in this course to make you attractive to such employers. Also, the skills learned here may be applied to research or projects in other courses such as forest management, research methods, or senior projects, to name a few.

COURSE OBJECTIVES: My goals are twofold. One is to introduce you to the principles of geography and geographic information systems, digital cartography, and their applications. A second is to teach you GIS through practical applications. So, why do you need to know geography? It is not enough to only know the software, because even a good-looking map may be made from bad data. Knowing some geography can go a long way to understanding the quality and value in data, maps and data analysis, and could save you or your employer money.

CATALOG DESCRIPTION: 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 relative to data, digital cartography, and output products. Laboratory exercises and a course project expose students to actual data manipulation and GIS analysis. 2

METHODS OF INSTRUCTION:

1. LECTURES introduce basic principles and issues in GIS using a lecture format. You are expected to read assignments in advance of class. This preparation permits us to interact more through questions and discussion and to clear up any confusion over lecture or text material. Although you will be given an outline of lecture material, success in this course requires further note taking, as some topics are not covered in the text and some text sections provide details not covered in the lecture. Lecture outlines are posted on Blackboard and should be downloaded in advance of class.

Testing involves several **Quizzes** and **two Exams**, with material drawn from lecture and assigned readings. The quizzes will assess your understanding of content and familiarize you with my question style prior to the exams. The exams are objective tests (i.e. T/F, MC, short answer, and essay). Questions incorporate maps and data for applied questions when possible. Study guides are posted on Blackboard.

Cell Phones are not permitted in class. Individuals using a cell phone during class will lose their participation credits. Cell phones used during tests or quizzes will result in an F grade.

You will have several small **Assignments**. All **research** assignments must be typed and include complete sentences and proper grammar. The **mapping** assignments (tentative) involve map creation for use by local public agencies. There may be an opportunity for extra credit mapping as well.

2. LABORATORIES provide hands-on experience in GIS. The lab manual is posted on Blackboard and the data is available through free download off the X drive. Laboratory exercises involve following instructions and then handing in typed answers to questions and map printouts by the end of a session. Be sure that your answers are **formatted as sentences** and are grammatically correct. Place the printouts in their order of printing. Late labs will not be accepted, unless arrangements have been made in advance. Speak to me if you are having difficulties. Also, be sure to check your answers for accuracy. I will direct you to the correct answer if asked. The third hour of lab is for work on the course project.

3. The COURSE PROJECT enables you to apply what you are learning in class to a real world experience in GIS. Form teams of three people. Select a project, in consultation with Dave, and follow the target dates through project completion. A project involves the development of a spatial question or problem, the assembly of outside data sources, data analysis, and the creation of a research poster with maps to document your work. Keep database creation to a minimum. See page four for an example project and a list of past projects. Visit the GIS web page for past projects and posters, (www.umfk.edu/academics/programs/gis/examples/default.cfm).

Project Notebook and Weekly Progress Reports. (33 points.) You will maintain an electronic project notebook (research journal) using BlackBoard. Use it to report the tasks you have accomplished while working on the project. This is not a blog. It is an important reference for information on source, attribute info, web addresses, processing notes, problems, and other important facts. Write clearly and specifically. All team members and the instructor will have access to this information. Entries are chronological. However, group your entries by subject (e.g. data sources, metadata, processing issues, etc.). In addition, provide a weekly update of activities. Evaluation is based on notebook completeness and the clarity and timeliness of entries (i.e. do you have all data and processing accounted for, do you have all communications with outside data sources recorded). I will check the notebook at the end of each week to evaluate and grade your progress.

Project Title. (7 points, due class-time 2/7) Provide the project title, the name of team members, a brief description of the study area (map extent), and Uclearly definedU spatial questions. 3

Project Proposal (20 points. **Due class-time 2/28.**) Prepare a word-processed paper detailing your project. It must include the following: title, team members, geographic extent, a narrative of the project including the problem and the refined spatial questions you wish to analyze, the datasets you will use or need, and their source. Include a table for the data files and specify the filename, file type, a brief description, and source information (source name and address). Include a bibliography, in APA format, of any reference materials you use and your GIS data sources. See the example posted on Blackboard.

Cartographic Model (25 points. **Due class-time 3/21.**) Provide a detailed cartographic model detailing the layers and processing steps involved in your project. Cartographic Models are detailed in your lab exercises beginning with Lab4 and are covered in section 5.6 of the Lo (2007) text.

Metadata (25 points. **Due class-time 4/11.**) Submit metadata for all data layers (databases) used in your project. Omit any layer used only for map display purposes. However, any file or attribute used in the processing of data must be detailed via metadata. Submit metadata following the FGDC format, as illustrated in class. Digital submission is required (and easiest) using the data layers and their associated map document. Save it to a thumb drive or burn a CD. Lab 3 part 1 introduces metadata editing.

Your metadata must detail the lineage and attributes that will be used in the project. Any attributes not used may be ignored. Include all pertinent metadata based on FGDC standards (source agency, date of creation, classification of attribute data, attribute domains and code definitions, etc.). Develop metadata for any spatial data that you create and be sure to include the spatial precision for new spatial features. Metadata editing can be done very easily in ArcCatalog. See Lab3 part1 of instructions and see me if you need help with submission.

Project Poster – Report of Findings (100 points. **Due Wed 4/24.**) Deliver a professional quality poster presentation with a format size of 32 by 40 inch (user defined). Use landscape with a height of 32 inches and a width of 40 inches. Be sure it is well organized and completed. Your target audience is the UMFK student population. If you have no experience with posters, see me for assistance. A suggested outline would be: introduction (introduce the question, study area, background, team and duties), methods (provide details on data, database design and processing), results (report your findings include maps), discussion (interpretation of the findings), further work (discuss problems and describe what you would do differently given the opportunity), bibliography and acknowledgements (acknowledge outside assistance, i.e. Maine DOT). Evaluation criteria include: completeness and organization of material, explanation of project (background, data, methods, and outcomes), clarity of presentation, and quality of presentation.

The poster acts as a report that documents your work. It is important that you convey to me the work you have completed, as your grade depends on it! In your methods, it is not necessary to detail every specific step taken in a process, unless it is something new. For example, it would be enough to state that you “conducted an overlay operation of the Town and wildlife habitat layer to generate...”

Example posters are available on the UMFK GIS web page under student projects.

www.umfk.edu/academics/programs/gis/examples/default.cfm

Map components. (30 points) Your map (in your poster) will be evaluated and must include all basic map elements. All products must be readable, neat, well organized and follow graphic arts standards. Be sure they properly communicate your results.

Provide a copy of your final project (ArcGIS map document and data) **on a CD by 5/2.** Set up the document to run off of the CD. Projects are incomplete without a working map document.

If you would like to display your work on the GIS web page, I will need you to **EXPORT your poster or best map** as a tif. If you E-mail me the files, I will take that as your permission to place it on the web. 4

Project Participation Grade: Your project grade also will be assigned by your teammates. Submit a grade for each of your team members that is based on their participation in the completion of the project. If a team member participated fully, assign a 100% grade. If they did not contribute, assign a grade of 0 percent. The grade must reflect **participation only and** must be accompanied by an explanation or justification for the assignment of that grade. I will respect your opinion but you must be completely honest.

Example Project.

As an example, you may wish to conduct a demographic study of York County, Maine. It is important to first decide what questions you will ask in your study. Once that is known, search for data that fit the geographic area of interest (outline maps, population data, etc). Be sure that all datasets are compatible (e.g. in scale, time, etc.) and that the data is sufficient to answer the proposed questions, or at least be in a form that can be modified to answer the questions. Modify and /or process your data as needed. Finally, create output products to communicate your findings.

Topic: Demographic Study of York County, Maine.

Spatial Questions:

What towns and sub-regions have more and less population between 1990 and 2000?

Is there significant change in the average income during the period, and if so, where?

Has the average sized family changed over the period, and if so, where?

What is the most densely populated town or region in 1990 and 2000?

Data Needed (filename, description, source):

BLK001, census data for York 1990, Bureau of Census
BLK002, census data for York 2000, Bureau of Census

MEhou, real estate data 1980-2000, Real Estate Assoc. of Maine

Metwp, Maine Township outline map, MEGIS

E911rds, road centerline layer, MEGIS (one layer per town)

List of Selected Past Projects (data sources)

An Ambulance Time-Route Study for Several Locations in Fort Kent, Maine. (OGIS, created db)

Analysis of Moose Collisions in Maine by Date and Weather Conditions. (MDOT, OGIS)

Bus Routes for Woodland Elementary School. (OGIS, Woodland School)

Cancer Rates in Maine: an analysis of cancer types and rates by town. (OGIS, State of Maine)

Creation of Musky Habitat Maps for Four Maine Lakes. (OGIS, IFWS, Dr. Hansen)

Crime in Maine During 2003. An analysis of crime rates in Maine's counties. (Me Attorney Gen)

Loring Development Corp: Location and Availability of Land for Development. (LDA)

Natural Resources Assessment for New Sweden, Maine (OGIS)

Route 161 Widening: analysis of the impact of widening on a section of route 161. (NMDC)

Weather and Wildland Fire Behavior in Aroostook County. (MFS, OGIS)

APA format to be used for Bibliography (See <http://owl.english.purdue.edu/owl/resource/560/10/>)

Book Citation:

Davis, B. 1996. *GIS: A Visual Approach*. Santa Fe, NM: Onword Press.

Datafile Citation:

United States Department of Housing and Urban Development. 2008. *Indiana income limits* [Data file]. Retrieved from http://www.huduser.org/Datasets/IL/IL08/in_fy2008.pdf

Journal Citation: 5

Drummond, W. J. 1995. Address matching: GIS technology for mapping human activity patterns. *Journal of the Amer. Planning Association* 61(2): 240-251.

Online Journal Article:

Perdue, M. 2009. Making GIS work for astrologers. *GeoScience* (online serial): 6(12): 11-32.

Retrieved December 12, 2009: [Hwww.geoscience.net/journ/geosci/perdue.html](http://www.geoscience.net/journ/geosci/perdue.html).

Personal Communication (including e-mail): APA does not include a citation in the bibliography for e-mails and listservs. Place them in the text and format them as letters and interviews.

B. Hogg, personal communication, January 12, 2010.

Web Site:

ESRI. 2001, November 2. US street data. *ArcData Online*. Retrieved 2 January 2002:

www.esri.com/data/online/dynamap/download.html

4. THE GIS LABORATORY, Cyr Hall room 111, is dedicated to GIS, GPS, and forestry software usage. All other computing must be done elsewhere when fellow students need GIS, GPS or forestry software for course work. If you pre-registered for this course, then you already have a GIS Server account and you may logon with your existing account logon and password. Be sure you can access the X drive (X:\Forestry).

Take care to protect our computer resources and do not download files that are not course related.

Abuse of the computers will result in your loss of computer privileges. Students downloading games, accessing pornography or downloading copyrighted files, or other inappropriate activities, will lose their privileges. Use headphones for audio. **FOOD OR DRINK are NOT permitted.**

Please be sure the door is closed and locked when you leave. Students leaving the door ajar will lose their lab/computer privileges.

File management. Create a working folder under **your H:** drive (i.e. lab1) for each lab or project. Use that folder as your working directory. Do not use the computer's hard drive or you will lose material. ArcGIS will default to the C drive. Therefore, whenever you save, be absolutely certain that you are saving to your working folder. Make it a habit! **Back up** any and all of your work or data! While working in GIS **it is critical that you save frequently and avoid using spaces in folder and file names.**

Printing. You are responsible to charge your printer account by prepaying at the Library. Do so as soon as possible. The printing charge is \$0.03 per page and \$0.30 per page for color printing. The plotter (\$0.50/sqft) is used for large format printing.

5. ACADEMIC HONESTY– It is critical that all of the work that you submit be your own. Be familiar with “Academic Honesty,” plagiarism, and the “Student Academic Integrity Policy” in your student handbook or ask me if you have questions about a particular practice. Cheating, helping others on individual take-home tests, and using the words of another without properly crediting them, are examples of academic crimes that would result in course failure. Further information on this and other academic policies, can be found at <http://www.umfk.edu/policies/policy.cfm?policy=56> and <http://www.umfk.edu/policies/policy.cfm?policy=114> .www.umfk.edu/policies/policy.cfm?policy=114

6

6. EVALUATION AND GRADING:

Evaluation Tools Points/Value Grade

Attendance, Prep & Participation 130pts/14% 90-100% = A 70-72% = C-

Assignments/Assessment Quizzes 50 5% 87-89% = B+ 67-69% = D+

Exams (2 at 150 points each) 300 31% 83-86% = B 63-66% = D Lab Exercises (20 pts each) 240 25%

80-82% = B- 60-62% = D- Course Project 240 25% 77-79% = C+ <60% = F

Total 960 pts 73-76% = C

Attendance, Preparation and Participation. You will receive credit in each class session for your preparation, attendance and class participation. Preparation involves the completion of assigned readings, other assignments, and having a copy of the lecture outline. You must be present to receive participation credit. Late arrivals are unacceptable. Students missing more than six lecture classes or three laboratory sessions will be withdrawn. **It is your job** to read text and lecture materials and to ask questions when something is not clear. Review the previous lecture's material and bring your questions to the next class. If time becomes limiting, I will see you outside of class or conduct a help session. If you are too shy to ask questions during class, see me immediately following class or during office hours.

OFFICE HOURS: Thursdays 8:30 to 10:00 a.m. and by appointment.

Nadeau Hall room 234; 834-7614; dhobbins@maine.edu

LABORATORY OUTLINE: Date	Lab Topic (Wednesdays 8-11 a.m.)
1/23	Lab1. Introduction to GIS
1/30	Lab 2. Creating GIS Data – Part 1, Editing
2/06	Lab 2. Creating Data – Part 2, Advanced Editing (Project Title due 2/7)
2/13	Lab 3. Exploring ArcGIS
2/20	BREAK
2/27	Lab 3. Exploring ArcGIS – continued (Project Proposal due 2/28)
3/06	Lab 4. Data Import, Queries, Classification
3/13	Lab 4. Data Import, Queries, Classif. (cont.) (Cartographic Model due 3/21)
3/20	Lab 5. Vector Techniques for Site Classification
3/27	Lab 5. Vector Techniques for Site Classif. (continued) (Metadata due 4/11)
4/03	BREAK
4/10	Lab 6. Cartographic Principles
4/17	Project Rectification (Project Poster due next Wednesday)
4/24	Project Rectification – Print Posters (Posters due today)
5/01	Lab 7. Raster Techniques for Site Selection
5/03	Present Posters at Symposium
5/08	Lab 7. Raster Techniques for Site

Selection

GEO 203 – World Geography Instructor: Dave Hobbins
Natural and Behavioral Sciences Division 3 Credit Hours
Fall Semester 2012 revised: 14 August 2012

REQUIRED TEXTBOOKS:

(Available from www.ecampus.com\umfk)

Getis A., J. Getis, M. Bjelland, and J.D. Fellmann. *Introduction to Geography*. 13th ed. New York, NY: McGraw-Hill, 2011. (ISBN: 978-0-07-352287-6)

Diamond, J. *Collapse: How Societies Choose to Fail or Succeed*. New York, N.Y.: Penquin Press, 2004. (ISBN: 9780143036555)

PREREQUISITES: None.

CATALOG DESCRIPTION:

This course is designed to introduce students to the key concepts of geography. Topics covered include: basic geographic concepts (location, direction, distance); maps; physical geography (landforms, weather and climate); the geography of natural resources; cultural geography (peoples and their ways of life, language, religion, ethnicity); population; the geography of spatial 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 students to the use of geographic information systems in the study of spatial phenomena.

COURSE OBJECTIVES/BENEFITS: My goal is to introduce you to the principles of geography and to provide an overview of various disciplines in geography. Understanding of geography leads to an understanding of how “both physical and cultural phenomena differ from place to place.” It is critical to an understanding of the issues that dominate national and international politics and the news. It is essential to an understanding of the human impact on the environment and how in knowing such, we can sustain ourselves on this planet.

METHODS OF INSTRUCTION:

This is predominantly a lecture course that incorporates material from the text, research from web resources and summative writing from Diamond’s book.

1. BEFORE YOU BEGIN.

Before you begin, read this syllabus and view the “Intro Video” located in the Weekly LECTURE Units menu, Unit 1 folder.

2. DOCUMENTATION.

Aside from your textbooks, all other materials are available through the menu in Blackboard. This is organized by calendar week and contains everything you will need for that week (lectures, assignments, due dates, etc.) except the textbook material. The weekly schedule and due dates 2

are in the Weekly Lecture Units and are repeated in the “**Course Outline and Schedule**” section at the end of this syllabus. Use either to organize or schedule your work.

You also will use two important web resources, *The World Factbook* and *PRI's The World*. *The World Factbook* is an almanac produced by the CIA with information on every country of the world. *The World* is a Public Radio International weekday news production. I have created limited tutorials that explain how to access and navigate these sites. URL's to these sites are found in the Unit folders and are duplicated in the Web Links Menu, along with other sites of interest.

3. LECTURES AND QUIZZES.

a. Lectures are PowerPoint presentations converted to FLASH and delivered with iSpring software. There are a set of lectures for each week. Lectures are split into smaller units for better time management but will not exceed three hours a week. Below is an example of the iSpring software. It is very easy to scroll back or to access a single slide if you miss something or need it repeated. I find the Slide Menu an excellent tool.

Each week begins on Wednesday.

- 1) Review the Study Guide.
- 2) Read the text.
- 3) View the lecture and take notes.
- 4) Complete and submit the weekly assignment, and 5) answer the study questions. Then,
- 6) complete your **weekly on-line quiz** well before the **Tuesday 11:59pm deadline**. Quiz results will be posted immediately or within 48 hours for essay questions or written assignments. Bonus assignments are available for extra credit but must be completed by the due date. 3

b. HELP: Blackboard questions should be directed to Distance Ed: Pat at 834-7560 or Loni 834-8623. Use the web site to submit questions at <http://helpdesk.umfk.maine.edu>.

Software installation questions should be directed to our IT Help Line at 207-834-7818.

Lecture and laboratory related questions should be directed to me at 207-834-7614.

c. Office Hours: Mondays 2-4:30pm. (834-7614) I will check my e-mails Monday afternoon and Tuesday and Friday mornings. See #6 below for further contact information.

d. E-Mail: Be sure to use Blackboard e-mail or **put GEO203, geo or world geography in the subject line** of other e-mail services. Without that subject, I cannot guarantee its safe receipt. If I do not acknowledge your e-mail within 48 hours, I may not have received.

e. Weekly Quizzes. Each week you will complete an on-line, timed quiz relating to the subject covered during that week and based on the study questions extracted from the lectures and readings. Use Firefox. Complete the quiz before midnight Tuesday. The quiz is timed, so be sure to know the material. There is not enough time for you to do questions open book. You will have 5 points removed for each 5 minutes you exceed the time limit on tests.

I have created a small Practice Quiz. Use that quiz to learn how the system operates. It is set up so that you may try it several times. If you are having difficulties with the quiz, contact Pat (834-7560) or Loni (834-8623) in Distance Education for help.

f. All deadlines are indicated in Blackboard and in the “Course Outline and Schedule” section that follows. I am strict about deadlines so please get your assignments in on time to avoid point loss.

4. ASSIGNMENTS AND SUMMATIVE PAPERS.

Assignments mostly involve on-line research from the CIA’s *The World Factbook*. You also have an optional weekly bonus assignment from PRI’s *The World*. Be sure to use your own words and **DO NOT** cut and paste material.

Summative Papers are exactly that. You will be summarizing the prologue and two chapters from Jared Diamond’s book, *Collapse*. **Please use sentence structure and proper grammar for all assignments.** Unit Assignments and the Summative Papers should be word-processed documents submitted as attachments. The weekly GEOQuiz bonus assignment may be typed into Blackboard directly.

5. ACADEMIC HONESTY.

It is critical that all of the work that you submit be your own. Cheating, helping others on quizzes or exams, and using the words or ideas of another without properly crediting them, are examples of academic crimes that would result in course failure. Be familiar with the “Student Academic Integrity Policy” (a.k.a. plagiarism policy) available on page 15 of the *Student Handbook* on-line at <http://www.umfk.edu/pdfs/studserv/studhndbk.pdf>

Ask me if you have questions about a particular practice.

Never cut and paste information* from the text, internet, or other sources into a quiz or assignment.

***Cut and pasted material is not your work and will be considered plagiarized! 4**

6. EVALUATION AND GRADING.

Grade

Evaluation Tools Value 90-100% = A 70-72% = C-

Weekly Assignments (20 pts each) 110 87-89% = B+ 67-69% = D+

Weekly Quizzes (20 pts each, Q6 = 40pts) 240 83-86% = B 63-66% = D

Summative Papers (30 and 50 points) 80 80-82% = B- 60-62% = D-

Total 430 points 77-79% = C+ <60% = F

73-76% = C

Your grade is based on a percentage of what you earn relative to the total possible points, (points earned divided by the total possible points).

7. CONTACT INFORMATION AND TECHNICAL ASSISTANCE.

BlackBoard Questions:

Call Pat (834-7560) or Loni (834-8623); <http://helpdesk.umfk.maine.edu>

Course Content Questions:

Dave Hobbins, UMFK, Nadeau Hall Room 234, 23 University Dr, Ft Kent, Maine. 04743

Office Hours: Mondays 2:00-4:30 (**834-7614**)

e-mail dhobbins@maine.edu (use Blackboard or put GEO203 in the subject line of your e-mail system)

Other Information: www.umfk.maine.edu/distance/default.cfm 5

COURSE OUTLINE and SCHEDULE

Week of
9/5

Topics

UNIT 1: Introduction to Geography

- View the "Intro Video" and **Read the course syllabus!**

- Review the Study Guide.

- Read Getis Chapter 1, View the unit lectures, and Answer the study questions.

- Try the PRACTICE quiz if you need experience before taking the Unit 1 quiz.

- Complete the Unit Quiz well **before midnight of 9/11. It shuts off at 11:59.** Allow plenty of time for clock differences. Do not get penalize for running over time. You lose 5 points for every 5 minutes over the time limit.

- Optional. Complete the BONUS Assignment before 11:59 pm on 9/11. Listen to the "GeoQuiz" from *The World's* website for Thursday 9/6. A tutorial is available. Provide me a typed summary. Include several details that demonstrate that you listened to the entire GEOQuiz not just the brief intro. (4 bonus points).

UNIT 2: Maps

- Review the Study Guide.
- Read Getis Chapter 2, View the unit lectures, Answer the study questions.
- Complete the Unit Assignment. **Submit it below as a typed document by 9/18.**
- Complete the Unit Quiz before the end of **9/18.**
- Optional. Complete the BONUS Assignment before 11:59 pm on 9/18. Listen to the "GeoQuiz" from *The World's* website for Thursday 9/13. Type in your answer. . Include several details that demonstrate that you listened to the entire GEOQuiz not just the brief intro. (4 bonus points).

Unit 2 Assignment (20pts):

Type up answers to the following questions and submit them as a word processed document in the Assignments link at the bottom of the Unit1 folder. Please use complete sentences and proper grammar. Number each answer. Each question is worth 2 points, except number six.

1. What is your name?
2. What is your home town?
3. From where (town) are you taking the course?
4. What is your major and college?
5. What is the most interesting thing you have learned about geography any time in the past?
6. (4pts) Describe the last time you used a map. When was it? What type of map was it (weather, traffic, road, trail, etc.)?
7. What form of map was it (i.e. paper, electronic, etc.)? Provide detail. What type of paper or what form of electronic device?
8. How comfortable are you in using maps? Explain.
9. Have you ever used an on-line map? If so, which one?

GEO280 – GIS Applications I Dave Hobbins

Natural and Behavioral Sciences Division 4 Credit Hours

Spring Semester 2013 revised 17 January 2013

Lecture MR 3:30-4:30 pm; Lab W 2-5 p.m. Office Hrs. Thurs 8:30-10 am

REQUIRED TEXTBOOKS:

Davis, B. 2001. *GIS: A Visual Approach, 2nd ed.* OnWord Press, Santa Fe. 438 p.

Hobbins, D. L. 2012. Lecture Outline [Blackboard].

Lo, C.P. and A. K.W. Yeung. 2007. *Concepts and Techniques of Geographic Information Systems, 2nd ed.* Prentice Hall. Upper Saddle River, N.J. 532 p. (**Through Blake Library Reserves and on Blackboard**)

Maine Geospatial Curriculum Consortium. 2012. *GIS I Lab Exercises* [Blackboard]. 274 p.

REQUIRED RESOURCE MATERIALS:

Maine Geospatial Curriculum Consortium. 2003. *GIS I Lab Data Disk* [X:\Forestry\GEO280].

Blank CDs (2-3), memory stick (thumb drive) or zip disk for data backup

PREREQUISITES: Experience with Windows operating systems.

HOW STUDENTS WILL BENEFIT FROM TAKING THIS COURSE: Very simply, if you have extensive training or experience in GIS, then numerous career opportunities await you. However, employers in many fields, from wildlife to emergency management, are looking for graduates with basic GIS skills. You will learn enough basic geography and GIS software in this course to make you attractive to such employers. Also, the skills learned here may be applied to research or projects in other courses such as forest management, research methods, or senior projects, to name a few.

COURSE OBJECTIVES: My goals are twofold. One is to introduce you to the principles of geography and geographic information systems, digital cartography, and their applications. A second is to teach you GIS through practical applications. So, why do you need to know geography? It is not enough to only know the software, because even a good-looking map may be made from bad data. Knowing some geography can go a long way to understanding the quality and value in data, maps and data analysis, and could save you or your employer money.

CATALOG DESCRIPTION: 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 relative to data, digital cartography, and output products. Laboratory exercises and a course project expose students to actual data manipulation and GIS analysis. 2

METHODS OF INSTRUCTION:

1. LECTURES introduce basic principles and issues in GIS using a lecture format. You are expected to read assignments in advance of class. This preparation permits us to interact more through questions and discussion and to clear up any confusion over lecture or text material. Although you will be given an outline of lecture material, success in this course requires further note taking, as some topics are not covered in the text and some text sections provide details not covered in the lecture. Lecture outlines are posted on Blackboard and should be downloaded in advance of class.

Testing involves several **Quizzes** and **two Exams**, with material drawn from lecture and assigned readings. The quizzes will assess your understanding of content and familiarize you with my question style prior to the exams. The exams are objective tests (i.e. T/F, MC, short answer, and essay). Questions incorporate maps and data for applied questions when possible. Study guides are posted on Blackboard.

Cell Phones are not permitted in class. Individuals using a cell phone during class will lose their participation credits. Cell phones used during tests or quizzes will result in an F grade.

You will have several small **Assignments**. All **research** assignments must be typed and include complete sentences and proper grammar. The **mapping** assignments (tentative) involve map creation for use by local public agencies. There may be an opportunity for extra credit mapping as well.

2. LABORATORIES provide hands-on experience in GIS. The lab manual is posted on Blackboard and the data is available through free download off the X drive. Laboratory exercises involve following instructions and then handing in typed answers to questions and map printouts by the end of a session. Be sure that your answers are **formatted as sentences** and are grammatically correct. Place the printouts in their order of printing. Late labs will not be accepted, unless arrangements have been made in advance. Speak to me if you are having difficulties. Also, be sure to check your answers for accuracy. I will direct you to the correct answer if asked. The third hour of lab is for work on the course project.

3. The COURSE PROJECT enables you to apply what you are learning in class to a real world experience in GIS. Form teams of three people. Select a project, in consultation with Dave, and follow the target dates through project completion. A project involves the development of a spatial question or problem, the assembly of outside data sources, data analysis, and the creation of a research poster with maps to document your work. Keep database creation to a minimum. See page four for an example project and a list of past projects. Visit the GIS web page for past projects and posters, (www.umfk.edu/academics/programs/gis/examples/default.cfm).

Project Notebook and Weekly Progress Reports. (33 points.) You will maintain an electronic project notebook (research journal) using BlackBoard. Use it to report the tasks you have accomplished while working on the project. This is not a blog. It is an important reference for information on source, attribute info, web addresses, processing notes, problems, and other important facts. Write clearly and specifically. All team members and the instructor will have access to this information. Entries are chronological. However, group your entries by subject (e.g. data sources, metadata, processing issues, etc.). In addition, provide a weekly update of activities. Evaluation is based on notebook completeness and the clarity and timeliness of entries (i.e. do you have all data and processing accounted for, do you have all communications with outside data sources recorded). I will check the notebook at the end of each week to evaluate and grade your progress.

Project Title. (7 points, due class-time 2/7) Provide the project title, the name of team members, a brief description of the study area (map extent), and clearly defined spatial questions. 3

Project Proposal (20 points. **Due class-time 2/28.**) Prepare a word-processed paper detailing your project. It must include the following: title, team members, geographic extent, a narrative of the project including the problem and the refined spatial questions you wish to analyze, the datasets you will use or need, and their source. Include a table for the data files and specify the filename, file type, a brief description, and source information (source name and address). Include a bibliography, in APA format, of any reference materials you use and your GIS data sources. See the example posted on Blackboard.

Cartographic Model (25 points. **Due class-time 3/21.**) Provide a detailed cartographic model detailing the layers and processing steps involved in your project. Cartographic Models are detailed in your lab exercises beginning with Lab4 and are covered in section 5.6 of the Lo (2007) text.

Metadata (25 points. **Due class-time 4/11.**) Submit metadata for all data layers (databases) used in your project. Omit any layer used only for map display purposes. However, any file or attribute used in the processing of data must be detailed via metadata. Submit metadata following the FGDC format, as illustrated in class. Digital submission is required (and easiest) using the data layers and their associated map document. Save it to a thumb drive or burn a CD. Lab 3 part 1 introduces metadata editing.

Your metadata must detail the lineage and attributes that will be used in the project. Any attributes not used may be ignored. Include all pertinent metadata based on FGDC standards (source agency, date of creation, classification of attribute data, attribute domains and code definitions, etc.). Develop metadata for any spatial data that you create and be sure to include the spatial precision for new spatial features. Metadata editing can be done very easily in ArcCatalog. See Lab3 part1 of instructions and see me if you need help with submission.

Project Poster – Report of Findings (100 points. **Due Wed 4/24.**) Deliver a professional quality poster presentation with a format size of 32 by 40 inch (user defined). Use landscape with a height of 32 inches and a width of 40 inches. Be sure it is well organized and completed. Your target audience is the UMFK student population. If you have no experience with posters, see me for assistance. A suggested outline would be: introduction (introduce the question, study area, background, team and duties), methods (provide details on data, database design and processing), results (report your findings include maps), discussion (interpretation of the findings), further work (discuss problems and describe what you would do differently given the opportunity), bibliography and acknowledgements (acknowledge outside assistance, i.e. Maine DOT). Evaluation criteria include: completeness and organization of material, explanation of project (background, data, methods, and outcomes), clarity of presentation, and quality of presentation.

The poster acts as a report that documents your work. It is important that you convey to me the work you have completed, as your grade depends on it! In your methods, it is not necessary to detail every specific step taken in a process, unless it is something new. For example, it would be enough to state that you “conducted an overlay operation of the Town and wildlife habitat layer to generate...” Example posters are available on the UMFK GIS web page under student projects.

www.umfk.edu/academics/programs/gis/examples/default.cfm

Map components. (30 points) Your map (in your poster) will be evaluated and must include all basic map elements. All products must be readable, neat, well organized and follow graphic arts standards. Be sure they properly communicate your results.

Provide a copy of your final project (ArcGIS map document and data) **on a CD by 5/2.** Set up the document to run off of the CD. Projects are incomplete without a working map document.

If you would like to display your work on the GIS web page, I will need you to **EXPORT your poster or best map** as a tif. If you E-mail me the files, I will take that as your permission to place it on the web. 4

Project Participation Grade: Your project grade also will be assigned by your teammates. Submit a grade for each of your team members that is based on their participation in the completion of the project. If a team member participated fully, assign a 100% grade. If they did not contribute, assign a grade of 0 percent. The grade must reflect **participation only and** must be accompanied by an explanation or justification for the assignment of that grade. I will respect your opinion but you must be completely honest.

Example Project.

As an example, you may wish to conduct a demographic study of York County, Maine. It is important to first decide what questions you will ask in your study. Once that is known, search for data that fit the geographic

area of interest (outline maps, population data, etc). Be sure that all datasets are compatible (e.g. in scale, time, etc.) and that the data is sufficient to answer the proposed questions, or at least be in a form that can be modified to answer the questions. Modify and /or process your data as needed. Finally, create output products to communicate your findings.

Topic: Demographic Study of York County, Maine.

Spatial Questions:

What towns and sub-regions have more and less population between 1990 and 2000?

Is there significant change in the average income during the period, and if so, where?

Has the average sized family changed over the period, and if so, where?

What is the most densely populated town or region in 1990 and 2000?

Data Needed (filename, description, source):

BLK001, census data for York 1990, Bureau of Census BLK002, census data for York 2000, Bureau of Census MEhou, real estate data 1980-2000, Real Estate Assoc. of Maine

Metwp, Maine Township outline map, MEGIS

E91 Ird, road centerline layer, MEGIS (one layer per town)

List of Selected Past Projects (data sources)

An Ambulance Time-Route Study for Several Locations in Fort Kent, Maine. (OGIS, created db)

Analysis of Moose Collisions in Maine by Date and Weather Conditions. (MDOT, OGIS)

Bus Routes for Woodland Elementary School. (OGIS, Woodland School)

Cancer Rates in Maine: an analysis of cancer types and rates by town. (OGIS, State of Maine)

Creation of Musky Habitat Maps for Four Maine Lakes. (OGIS, IFWS, Dr. Hansen)

Crime in Maine During 2003. An analysis of crime rates in Maine's counties. (Me Attorney Gen)

Loring Development Corp: Location and Availability of Land for Development. (LDA)

Natural Resources Assessment for New Sweden, Maine (OGIS)

Route 161 Widening: analysis of the impact of widening on a section of route 161. (NMDC)

Weather and Wildland Fire Behavior in Aroostook County. (MFS, OGIS)

APA format to be used for Bibliography (See <http://owl.english.purdue.edu/owl/resource/560/10/>)

Book Citation:

Davis, B. 1996. *GIS: A Visual Approach*. Santa Fe, NM: Onword Press.

Datafile Citation:

United States Department of Housing and Urban Development. 2008. *Indiana income limits* [Data file].

Retrieved from http://www.huduser.org/Datasets/IL/IL08/in_fy2008.pdf

Journal Citation: 5

Drummond, W. J. 1995. Address matching: GIS technology for mapping human activity patterns. *Journal of the Amer. Planning Association* 61(2): 240-251.

Online Journal Article:

Perdue, M. 2009. Making GIS work for astrologers. *GeoScience* (online serial): 6(12): 11-32. Retrieved December 12, 2009: www.geoscience.net/journ/geosci/perdue.htm.

Personal Communication (including e-mail): APA does not include a citation in the bibliography for e-mails and listservs. Place them in the text and format them as letters and interviews.

B. Hogg, personal communication, January 12, 2010.

Web Site:

ESRI. 2001, November 2. US street data. *ArcData Online*. Retrieved 2 January 2002: www.esri.com/data/online/dynamap/download.html

4. THE GIS LABORATORY, Cyr Hall room 111, is dedicated to GIS, GPS, and forestry software usage. All other computing must be done elsewhere when fellow students need GIS, GPS or forestry software for course work. If you pre-registered for this course, then you already have a GIS Server account and you may logon with your existing account logon and password. Be sure you can access the X drive (X:\Forestry).

Take care to protect our computer resources and do not download files that are not course related. Abuse of the computers will result in your loss of computer privileges. Students downloading games, accessing pornography

or downloading copyrighted files, or other inappropriate activities, will lose their privileges. Use headphones for audio. FOOD OR DRINK are NOT permitted.

Please be sure the door is closed and locked when you leave. Students leaving the door ajar will lose their lab/computer privileges.

File management. Create a working folder under **your H:** drive (i.e. lab1) for each lab or project. Use that folder as your working directory. Do not use the computer's hard drive or you will lose material. ArcGIS will default to the C drive. Therefore, whenever you save, be absolutely certain that you are saving to your working folder. Make it a habit! **Back up** any and all of your work or data! While working in GIS **it is critical that you save frequently and avoid using spaces in folder and file names.**

Printing. You are responsible to charge your printer account by prepaying at the Library. Do so as soon as possible. The printing charge is \$0.03 per page and \$0.30 per page for color printing. The plotter (\$0.50/sqft) is used for large format printing.

5. ACADEMIC HONESTY– It is critical that all of the work that you submit be your own. Be familiar with “Academic Honesty,” plagiarism, and the “Student Academic Integrity Policy” in your student handbook or ask me if you have questions about a particular practice. Cheating, helping others on individual take-home tests, and using the words of another without properly crediting them, are examples of academic crimes that would result in course failure. Further information on this and other academic policies, can be found at <http://www.umfk.edu/policies/policy.cfm?policy=56> and <http://www.umfk.edu/policies/policy.cfm?policy=114>

6. EVALUATION AND GRADING:

Evaluation Tools Points/Value Grade

Attendance, Prep & Participation 130pts/14% 90-100% = A 70-72% = C-

Assignments/Assessment Quizzes 50 5% 87-89% = B+ 67-69% = D+

Exams (2 at 150 points each) 300 31% 83-86% = B 63-66% = D Lab Exercises (20 pts each) 240 25% 80-82% = B- 60-62% = D- Course Project 240 25% 77-79% = C+ <60% = F

Total 960 pts 73-76% = C

Attendance, Preparation and Participation. You will receive credit in each class session for your preparation, attendance and class participation. Preparation involves the completion of assigned readings, other assignments, and having a copy of the lecture outline. You must be present to receive participation credit. Late arrivals are unacceptable. Students missing more than six lecture classes or three laboratory sessions will be withdrawn. **It is your job** to read text and lecture materials and to ask questions when something is not clear. Review the previous lecture's material and bring your questions to the next class. If time becomes limiting, I will see you outside of class or conduct a help session. If you are too shy to ask questions during class, see me immediately following class or during office hours.

OFFICE HOURS: Thursdays 8:30 to 10:00 a.m. and by appointment.

Nadeau Hall room 234; 834-7614; dhobbins@maine.edu

LABORATORY OUTLINE: Date

Lab Topic (Wednesdays 8-11 a.m.)

1/23

Lab 1. Introduction to GIS

1/30

Lab 2. Creating GIS Data – Part 1,
Editing

2/06

Lab 2. Creating Data – Part 2, Advanced
Editing (Project Title due 2/7)

2/13

Lab 3. Exploring ArcGIS

2/20

BREAK

2/27

Lab 3. Exploring ArcGIS – continued
(Project Proposal due 2/28)

3/06

Lab 4. Data Import, Queries,
Classification

3/13

Lab 4. Data Import, Queries, Classif.
(cont.) (Cartographic Model due 3/21)

3/20

Lab 5. Vector Techniques for Site
Classification

3/27

Lab 5. Vector Techniques for Site Classif.
(continued) (Metadata due 4/11)

4/03

BREAK

4/10

Lab 6. Cartographic Principles

4/17

Project Rectification (Project Poster due
next Wednesday)

4/24

Project Rectification – Print Posters
(Posters due today)

5/01

Lab 7. Raster Techniques for Site
Selection

5/03

Present Posters at Symposium

5/08

Lab 7. Raster Techniques for Site
Selection

Syllabus

**Fall 2013
On Line**

HCA 321 Health Care Finance
Three Credit Hours

Instructor: John B. Pelletier

Contact Information: Email: john.pelletier@maine.edu
Cell Phone: 207-554-9253

Required Textbook: “Essentials of Health Care Finance”, 7th edition, Cleverley, Song, Cleverley; Jones & Bartlett Learning; ISBN: 9780763789299

Required Computer Resources: High-speed Internet is strongly recommended.

Course Description:

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.

Course Objectives:

At the conclusion of this course, a student should be able to:

1. Describe the difference between financial and managerial accounting
2. Explain the importance of reviewing and using financial statements: statement of operations, balance sheet, statement of cash flows and statement of changes in net assets
3. Define a health maintenance organization (HMO), types and characteristics
4. Define methods of payment for health care firms
5. Discuss major reimbursement methods used in hospital and non hospital sectors of health care: Medicare, Medicaid, Private Insurance
6. Appreciate the consequences of failing to manage finances of a health care organization without regard for the ever-changing array of laws and regulations
7. Understand how the Certificate of Need (CON) process and rate setting limits health care costs
8. Explain the budgeting process, cost control and cost variances
9. Describe the importance of dashboard reporting and why it is critical in the long term success of a health care organization

Methods of Instruction:

This course utilizes several approaches to instruction and learning including lecture, reading assignments, use of blackboard's discussion board, projects, papers and overall assignments.

1. How Does This Course Work?

Class begins on Wednesday, September 4. Follow the Course Outline and Schedule, which is found in the "Getting Started" section.

The semester is divided into weekly modules. We begin with the "Getting Started" module, which is followed by 14 instructional modules. **The "class week" begins on Wednesday and finishes on the following Tuesday.** Most assignments are due on the last day of the Module period, which is the Tuesday. If extra time is given, the instructions are clear as to the due date of these few exceptions.

Each week begins on Wednesday: Modules 1-14 include the following:

1. Read the "Overview and Objectives"
2. Listen to the lecture, which is voice-over power point.
3. Reading Assignment: The readings for each module are listed in this section.
4. Module Assignment: This is the assignment due for each module and is due at the end of the module period, which is Tuesday. There are a few exceptions; the directions are quite specific.
5. Module Exams. There are two exams in this course, No. 1 at the end of Module 3 and No. 2 at the end of Module 7.

All assignments and exams must be received prior to 11:59 pm, on the assigned Tuesday.

Note: Some Modules include a Project and this is listed clearly on the respective Modules.

2. Blackboard Course Design:

First, read the syllabus and view the *Introductory Video*, located in the "Introductory Module". Documentation for this course comes in several forms. In addition to the textbook and other assigned readings, that is, web links and PDF files, there are voice-over power point presentations provided in each module.

3. Lectures:

Lectures are voiced-over Power Point presentations converted to FLASH.

4. Academic Honesty: It is critical that all of the work that you submit be your own. Cheating, helping others on exams, using the words or ideas of another without properly crediting them, are

examples of academic crimes that would result in course failure. Be familiar with the UMFK “Student Academic Integrity Policy” (a.k.a. plagiarism policy) available in the *Student Handbook* on-line at <http://www.umfk.maine.edu/pdfs/studserv/studhndbk.pdf> and ask me if you have questions about a particular practice.

5. Instructor’s expectations regarding the detection of plagiarism through use of Turnitin:

Students agree by taking this course that all required papers and projects will be subject to submission for textual similarity to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Please see blackboard for submission procedure.

6. Evaluation and Grading:

Evaluation Tools:

Discussion Board

Postings:	25%
Project No. 1:	15%
Project No. 2:	15%
Project No. 3:	15%
Papers:	10%
Module Assignments:	10%
Exam No. 1:	5%
Exam No. 2:	5%

Note: Refer to the “Grading Rubric”, for papers and discussion board postings, which are both found in the “Getting Started” section.

Grading Scale:

A	93% - 100%
A-	90% - 92%
B+	87% - 89%
B	83% - 86%
B-	80% - 82%
C+	77% - 79%
<u>C</u>	<u>73% - 76%</u>
C-	70% - 72% Unsatisfactory for progression for Nursing Students
D+	67% - 69%
D	63% - 66%
D-	60% - 62%
F	≤ 59%

Paper, Postings and other assignments: Grammar, appearance, presentation and spelling are as important as the content. Papers will be typewritten and double spaced. **Remember: Your work is your reputation! Refer to the Grading Rubrics, which are found in the “Getting Started” section.**

General Overall: All assignments are due on the date specified. **Late assignments will not be accepted.**

7. Support Services:

1. **Student Support Services:** Available to all University of Maine at Fort Kent students to assist them in reading, writing, and mathematical skill development. Information about these services can be accessed by calling 834-7530 (1-800-Try-UMFK) or on-line at <http://www.umfk.maine.edu/acserv/>
2. **Blake Library Services:** Library resources from UMFK and the University of Maine System (UMS) are available to all students and can be accessed by calling 834-7525 (1-800-TRY-UMFK) or online at <http://www.umfk.maine.edu/infoserv/library/>
3. **ADA Statement:** Students with special needs should contact the ADA Coordinator at 834-7532 so that appropriate accommodations can be made.

8. Contact Information and Technical Assistance:

BlackBoard Questions:

Call Pat at 207-834-7560 or Leslie at 207-834-7522; <http://helpdesk.umfk.maine.edu>

Help Uploading Software:

UMFK, IT Help Line at 207-834-7818

Other Information:

www.umfk.edu/distance/default.cfm

Faculty Position on Academic Decorum University of Maine at Fort Kent

Lede

The faculty of the University of Maine at Fort Kent is committed to the preservation of those academic principles and standards without which the academy could not maintain its mission or fulfill its goals. As a liberal arts university, UMFK is dedicated to respecting all aspects of the educational process on the part of the academic community. As members of this academic community, both professors and students accept the responsibility inherent in its membership in guaranteeing, in upholding, and in preserving an atmosphere conducive to the freedom to teach and to learn; we are committed to these freedoms.

September 2013

Note: The instructor retains the right to delete or add material to that stated in the course outline/schedule.

Course number: **MAT 180**

Date: September 1, 2013

Course Name: **Finite Math: Logic, Combinatorics & Probability**

Division: Professional Management
Semester: Fall 2013

Instructor: Roger A. Roy
Phone: 834-7564 (office)
768-1688 (cell)
e-mail: rogerroy@maine.edu

Prerequisites: None.

Required Text:

Finite Mathematics (7th edition), by Rolf (ISBN# 978-0-495-11848-0), Brooks/Cole.

Course Description:

Introduction to set theory, symbolic logic, number theory, counting, probability, and descriptive statistics. This course is intended to develop logical and critical thinking skills. It is an introductory mathematics course that cultivates quantitative thinking skills, and prepares students to take statistics.

Course Objectives:

- The student will demonstrate an ability to use symbols to represent concepts;
- The student will demonstrate an ability to think logically, and critically;
- The student will demonstrate an understanding of techniques of counting;
- The student will demonstrate an understanding of how items may be combined;
- The student will demonstrate an understanding of probability;
- The student will demonstrate an understanding of different types of data, and how to work with each type.
- The student will demonstrate an ability to interpret a narrative quantitatively.

Course Methodology:

Lectures are non-technical; concepts are explained in common language. Students are encouraged to interact with one another to achieve an understanding of mathematical concepts rather than a memorization of theorems or formulas. However, the content of the course and the depth of the mathematical reasoning are not lessened. The emphasis is on student outcomes and understanding.

Students will be evaluated on satisfactory completion of six sets of problems. They will also be evaluated by a mid-term exam and a comprehensive final exam. Grades will be based 60% on the problem sets, 20% on the mid-term exam, and 20% on the final exam. In class discussions will involve students in reflection on their learning.

Course Outline:

- Set Theory (Chap 6)
- Counting & Combinatorics (Chap 6) approximately 4 weeks
- Probability (Chap 7 & 8) approximately 3 weeks
- Symbolic Logic (Chap 10 plus handouts) approximately 4 weeks
- Intro to Statistics (Chap 8) approximately 3 weeks

Note: course calendar is adjusted to student progress; therefore, no specific dates are available before the course has begun.

Support Services:

The majority of students in this course will avail themselves of the peer tutoring program that is operated by the Academic Services Office free of charge for all students. Information is available at 834-7530.

Students with special needs should also contact the Academic Services Office for information and for arranging appropriate accommodations to ensure their success.

For the purpose of general education learning outcomes, the following outcomes will be achieved in this course:

Quantitative Reasoning (Quant). Students will:

- 12) Identify and manage data, including recognition of data by type, and representation of data visually and by measures of central tendency and dispersion;**
- 13) Recognize and make use of relationships, both single/ multi-factor and including graphs, relationships, and categories;**
- 14) Be able to think logically, demonstrating proficiency using valid argument forms and logical constructs such as flowcharts and/or algorithms, recognizing assumptions made, necessary series of steps and validity of conclusions;**
- 15) Be able to identify and solve problems, framing problems logically and quantitatively;**
- 16) Demonstrate proficiency with mathematical techniques for measuring frequency and relative frequency.**

Critical Thinking (Crit). Students will:

- 40) Demonstrate proficiency defining problems, significant variables, and identifying valid data;**
- 41) Identify logical errors and fallacies in constructing arguments.**

Assessment of Student Learning Outcomes will involve:

- A) 6 comprehensive problem sets;
- B) 2 comprehensive exams;
- C) Classroom discussion and student reflection on learning.

Finite Math (Mat 180) Problems

Assignment 1 Chap 6

7th Edition

Page 431 #60, 62, 68 and 80

Page 436 #12, 22, 28 and 32

Page 448 #8, 12, 22 and 28

Page 449 #30, 44, 48 and 52

Assignment 2 Chap 6

Page 459 #32 and 52
Page 473 #20, 26, 42, 48 and 60
Page 482 #4, 10, 14 and 24
Page 489 #12 and 20

Assignment 3 Chap 7

Page 508 #22 and 24
Page 515 #12, 18, 26 and 44
Page 529 #28, 36 and 50
Page 542 #6, 16, 18, 24 and 44

Assignment 4 Chap 7

Page 560 #22, 24 and 32
Page 575 #12, 16, 18, 24, 26, 34 and 38

TEST #1 (covering chap 6 & 7)

Assignment 5 Chap 10

Page 759 #6, 8, 14, 18 and 24
Page 765 #2, 4, 6, 18 and 20
Page 767 #12 and 14
Page 774 #26 and 32
Page 776 #14 and 18

Assignment 6 Chap 10

Complete handout which consists of five logic problems.

FINAL EXAM (comprehensive)
University of Maine at Fort Kent Syllabus

Course Number: Mat 280

Semester: Spring 2013

Title: Finite Math

Credits: 3

Division: Natural & Behavioral Sciences

Instructor: Tom Goetz

207 896 5675

thomas.goetz@maine.edu

tgoetz@maine.rr.com

Prerequisites: College Algebra.

Course Description & Benefits: This course presents students with several tools to solve business and economics problems. It starts with a review of linear equations and then explores several ways to solve simultaneous linear equations including the Gauss Jordan Method and matrix equations. More difficult and realistic problems are solved using linear programming. Finally the mathematics of simple and compound interest and annuities are used to project the value of money into the future and back to the past. Word problem set up is the focus with little computational drill. Calculator and computer devices and techniques are presented as the preferred method of calculating solutions. This course provides students with the mathematical skills to proceed to business courses such as Financial Analysis and Planning.

This course is presented through BB. When you open BB, the courses for which you are registered are listed. Select MAT 280. This course opens to the Announcement page. On the left side of this window you will see the Course Menu (CM). All areas of this course are accessed through this CM.

Course Objectives and Student Learning Outcomes: This course is about learning to think quantitatively: describe, explain, and understand a problem or scenario in numerical terms. The student will demonstrate an understanding of mathematical concepts noted above and be able to use these concepts to solve real world problems. Students will have the opportunity to develop critical thinking and problem solving skills. The NSBL is to analyze and translate word problems into mathematical language suitable for solving using electronic devices and to make recommendations and decisions based on those solutions.

Text: There is no textbook required for this course. Materials are available on line through Blackboard. If you would like to have your own text, browse the commercial bookstores under the key words "Finite Math Textbooks". Suitable used copies are available at reasonable prices. Check the table of contents includes Linear Equations, Simultaneous Linear Equations, Gauss Jordan Method, Linear Programming, Matrix Algebra, and Mathematics of Finance.

Supplemental Learning Resources: A graphing calculator with the ability to handle matrices and the Solver function; a finance calculator; Excel or similar spreadsheet with its Solver function for linear programming. Minimum required: Excel with the Solver Add-In AND EITHER graphing calculator (e.g. TI-85) with matrix function OR finance calculator (e.g. HP-12C).

Learning Philosophy: Do not attempt to get through this course by memorization. You must understand the concepts in order to troubleshoot, analyze, problem solve the scenarios. There is no substitute for learning how to solve problems.

Course Policies: See the file titled Class Policy in the Syllabus window.

Recommendations:

1. Call me at 896 5675 or email me if you have questions about course material or presentation. I check email twice each day unless you are notified otherwise.
2. In case your computer, system, or ISP fail, have an alternate means of connecting to this course. That means a back up computer, friend's computer, library, learning center or University of Maine System campus computer site. It also means that if you wait until the end of an exam window to take the exam and experience a failure, there may be no time to use your alternate.
3. If you find errors in any of the course elements, please let me know right away so I can publish their corrections without delay. Check Announcements and Discussion Board for error notification.
4. When I email you from the tools inside BB it goes to your University Maine email address. If you email me from your personal email address, I will usually reply back to it. Be sure to check all of your email addresses for messages and updates.
5. The most common cause of failing this course is cramming your work into a small period of time is PROCRASTINATION. Begin work on your homework early so that you will have time to get help. If you submit your work late in the schedule there may not be enough time for me to review it for you and give you the feedback you desire. Remember: I am an old guy. I gave up cramming many years ago because it never worked for me.
6. Be sure that you are able to do the homework problems. The exam will not have any "new" problems that are not at least somewhat similar to the homework problems.
7. There is no "extra credit" to be earned or punishment to be endured in order to get a "better grade". Ask for help early if you run into difficulty. Get help fast by calling me 896 5675.

Support Services:

1. Academic and Counseling Services: Available to all University of Maine at Fort Kent students to assist them in reading, writing, and mathematical skill development. Information about these services can be accessed by calling 834 7530 (1-800 TRY UMFK) or on line at <http://www.umfk.maine.edu/acserv/>
2. ADA Statement: Students with special needs should contact the ADA Coordinator at 834-7532 so that the appropriate accommodations may be made.

Method of Instruction: This is a self-paced on line course with specific deadlines for completing each Section Quiz and Chapter Exam. I am available via the Discussion Board, email, or phone. I am very happy to spend as much time as necessary one on one with you. I am also happy to make mutually agreeable arrangements to work with you face to face at the UMFK campus. Call me 896 5675.

Methods Of Evaluation: See Schedule and Grading on the Course Menu. See Letter Grade Legend below. The assignment of a plus (+) or minus (-) to the following letter grades will be at the discretion of the instructor.

A	>89
B	80-89
C	70-79
D	60-69
F	<60

SYLLABUS UMFK

Course No: **MAT 351**
Title: **Statistics I**
Div: Professional Management
Semester: Spring 2013

Date: January 15,2013
Credits: 3
Instructor: Roger A. Roy
Phone: 834-7564
(Cell) 768-1688
Email: rogerroy@maine.edu

Course Description:

This is an introduction to valid use of Statistics. Study includes descriptive and inferential statistical measure. Descriptive Statistics involves data collection, organization and management; Inferential Statistics involves the proper utilization of data (both numeric and categoric) to estimate, predict, judge and decide. Topics include multiple regression analysis, Chi-Square, ANOVA, and non-parametric methods. There are emphases on development of student skills using a computer to do statistical analyses, and on the student understanding the validity of using each method examined.

Course Objectives:

- The student will recognize, quantify, gather, evaluate and represent data.
- The student will analyze and solve problems using available data and valid methodology.
- The student will demonstrate understanding of statistics formulas and their uses.
- The student will demonstrate proficiency using Microsoft Excel to do statistical analysis.
- The student will use data to make logical decisions.
- The student will demonstrate an ability to think critically.

Supplemental Learning Resources:

Computer Lab and Peer tutoring (see support services).

A work-study student will be available in a computer lab on a regularly scheduled basis and by appointment.

Required Texts:

Elementary Statistics, A Step by Step Approach, 8th edition, by Bluman, McGraw Hill. (ISBN 978-0-07-746039-6)

Course Methodology:

Lectures will be used to present concepts and to demonstrate procedures. Problems will be solved by students working individually, with a tutor, or in groups. Emphasis will be on intensive hands-on involvement so that each student becomes comfortable dealing with data utilizing Microsoft Excel in real-world situations. The student will be expected to understand how to initiate a statistical study, how to select appropriate methodology, and what conclusions can be made with confidence.

Students will be evaluated on satisfactory completion of a set of comprehensive problems, and on three periodic exams and one comprehensive final exam. Grades will be based on the problem set (20%), three exams (20% each), and a comprehensive final exam (20%).

Course Outline:

Representing Data and Distributions

Relationships among Data
Producing Data
Exam #1
Probability, Distributions & Inference
Exam #2
Comparative Inference
Two-Way Tables, Chi Square
Analysis of Variance
Regression Analysis Nonparametric Tests
Exam #3
Review
Comprehensive Final Exam

Support Services:

Many students in this course will avail themselves of the peer tutoring program that is operated by the Academic Services Office free of charge for all students. Information is available at 834-7530.

Students with a strong mathematical background are encouraged to participate as peer tutors. They can earn income that is separate from student work-study programs. This is a good opportunity for needy students who have strong skills to earn extra income.

Students with special needs should also contact the Academic Services Office for information and for arranging appropriate accommodations to ensure their success.

For purposes of fulfilling UMFK general education learning outcomes, the following outcomes will be achieved in this course:

Quantitative Reasoning (Quant). Students will:

- 17) Identify and manage data, including recognition of data by type, and representation of data visually and by measures of central tendency and dispersion**
- 18) Recognize and make use of relationships, both single/ multi-factor and linear/non-linear, including functions, graphs, correlations, and categories, distinguishing between relationship and causality**
- 19) Be able to think logically, demonstrating proficiency using valid argument forms and logical constructs such as flowcharts, proofs, and/or algorithms, recognizing assumptions made, necessary series of steps and validity of conclusions**
- 20) Be able to identify and solve problems, framing problems logically and quantitatively, and demonstrating ability to search for possible solutions, understanding the meaning of possible, plausible, unique, and optimal solutions**
- 21) Demonstrate proficiency with mathematical techniques using the time value of money, estimates of linear relationships, multiple linear relationships, model construction and optimization.**

Information Fluency (Info). Students will:

- 19) Define information needs and sources of suitable, accurate data**

- 20) Demonstrate ability to retrieve information using effective strategies and appropriate sources
- 21) Demonstrate proficiency using multiple technologies and choosing appropriate and effective technologies
- 22) Demonstrate competency with file management, spreadsheet use, word processing, communication, and presentation, as a minimum requirement
- 23) Evaluate and compare information to assess validity, reliability, accuracy, authority, timeliness, and point of view/bias

Critical Thinking (Crit). Students will:

- 42) Demonstrate proficiency defining problems, significant variables, and identifying valid data
- 43) Identify logical errors and fallacies in constructing arguments
- 44) Demonstrate proficiency creating, testing and validating hypotheses
- 45) Demonstrate proficiency investigating evidence with regard to accuracy, validity, reliability, and bias

For the purposes of the Professional Management Program's required student learning outcomes, the following learning outcomes will be achieved in this course:

Quantitative Analysis (F2)

- 8) Demonstrate ability to calculate and validly use mean, standard deviation, and standard error
- 9) Demonstrate understanding of type 1 and type 2 errors
- 10) Demonstrate understanding of relationship between margin of error and sample size
- 11) Demonstrate knowledge of hypothesis testing and of estimation
- 12) Demonstrate ability to use linear programming and to optimize solutions

UNIVERSITY OF MAINE AT FORT KENT

Dual Delivery Syllabus

COURSE NUMBER: PSA 221

SEMESTER: Fall 2013

TITLE: Ethics and Community

NUMBER OF CREDITS: Three (3)

DIVISION: Professional Management

INSTRUCTOR: Tony Enerva, M.S., J.D.

PREREQUISITES: None

Required Textbook(s):

Ethical Dilemmas and Decisions in Criminal Justice

Edition: 7th

Author(s): Pollock, Joycelyn M.

ISBN13: 9781111346423

ISBN10: 1111346429

Format: Paperback

Pub. Date: 1/1/2011

Publisher's Book Description:

This text is designed to introduce students to ethical decision-making in the criminal justice system. Its greatest strengths are its balanced coverage of 1) all three segments of the CJ system—police, courts, and corrections—and 2) both philosophical principles/theories and hands-on criminal justice issues and applications.

Other Resource Materials:

Readings from various sources as assigned.

Course Description:

This course is a search for the positive meaning of life with a particular emphasis on the ethics of community together with the ethics of public space and the art of dialog. The course will introduce students to ethical theory as well as real life ethical issues.

How students will benefit from taking this course:

This course will expose students to an overview of ethics and the community as it relates to the criminal justice field. Students will review the traditional role of ethics, morality and human behavior. Students will learn that the study of ethics is typically that of law, doctrine, morality, justice, philosophy and equity. Emphasis and greater attention will be given to the criminal justice field and related disciplines. Finally, important issues in ethical dilemmas and decision-making will encourage students to think critically about the nature and application of ethics today.

Course Goals and Objectives: At the conclusion of this course, students should be able to:

- Diagram, list and identify the foundations of ethics including law, doctrine, morality, justice, philosophy and equity.
- Describe the application of ethics and policy to the government and various

criminal justice organizations.

- Explain and understand how ethical dilemmas and decision-making affects government, institutions, and individuals.
- Define vocabulary terms, concepts and issues related to ethics.
- Compare and contrast major ethical issues and policies facing criminal justice professionals today.
- Locate, use and integrate resources found on the Internet, which are consistent with materials presented in class.

Course Requirements and Policies:

A. It is imperative for the students to **read** each assignment in the text before each quiz. It is also strongly suggested that each chapter be outlined and summarized to help in the understanding of the material.

B. Assignments must be turned in on the due date. Successful completion of all tests, and paper/projects and assignments is expected.

C. University policies will be strictly adhered to relating to academic performance, honesty and integrity.

D. Any student who qualifies for accommodations based on the **impact of a disability** should contact Academic & Counseling Services during the first two weeks of class at 207-834-7530 Room 107 Cyr Hall. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.

E. Class performance is required. A student may be asked to withdraw from the course upon the accumulation of excessive deficiencies (failure to turn in assignments, projects, etc.) in the term. Students who fail to submit assignments in a timely manner will incur a grade penalty. Additionally students should familiarize themselves with calendar dates for drop and add and for the last date of withdrawal without incurring an academic penalty. It is the **student's responsibility** to accomplish all required paperwork when withdrawing from the course. Failure to withdraw (according to University policy & procedures) from the course will result in an "F" for the course.

F. Extra Credit may be earned by almost anything, which is course related. All creative ideas will be considered, so please present (idea in writing or via e-mail) to the instructor along with relevance to the textbook. You may also complete extra assignments for extra credit. Maximum total points for extra credit is 10% of final grade. Deadline for Extra Credit will be listed either on the course calendar or by arrangement with the Professor.

G. Method of Instruction: This will be for both in class and online instruction. The instructor is always available either through e-mail or telephone.

COURSE ASSIGNMENTS

Reading:

Students will read approximately one chapter per week from the text. There are 14 chapters which will take us to the end of the semester.

Discussion Questions:

After the chapter has been read, please select and answer any Review Questions found at the end of the chapter. Your answers should not be more than two to

three paragraphs long.

Quizzes:

After each chapter, please click on the quiz icon to take the chapter test on-line. This will be a timed exam so be careful not to exceed the time limit of 20 minutes for 10 randomly selected questions. After the exam is submitted it will be graded automatically and you will know your score immediately. The score will also be posted in your grade book which you can access at anytime.

Articles/Cases:

Students will review 6 ethics articles/cases throughout the semester. Students will locate and review 6 peer reviewed articles and write a 1-2 page summary including your critical analysis of the issues presented. The articles do not have to specifically relate to criminal justice but they do have to be from a peer reviewed journal. Please attach a copy of the article, if possible, but always include a link or reference citation.

Research Assignments:

Additionally, students will conduct one research assignment in Ethics over the semester. The research assignments will be assigned by the professor with instructions.

Methods of Evaluation:

- Weekly Quizzes 25 % (Covers required readings)
- Chapter Questions 25% (3 Questions at the end of each chapter)
- Articles/Cases 20% (6 Article reviews or case studies)
- Research Assignment 20% (1 Research assignment)
- Discussion
- Board/Participation
- 10%

Grading scale:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = 0% - 59%

TAE 05-10-13

UNIVERSITY OF MAINE AT FORT KENT

Hybrid/Online Class

Tuesday/Friday, 2:00 – 3:20 p.m., Cyr Room 201

COURSE NUMBER: PSA 222

SEMESTER/YEAR: Spring 2013

TITLE: Terrorism

NUMBER OF CREDITS: Three (3)

DIVISION: Professional Management

INSTRUCTOR: Tony Enerva, M.S., J.D.

PREREQUISITES: (None)

Required Textbook(s): Understanding Terrorism: Challenges, Perspectives, and Issues, 4th Ed., 2012, Gus Martin, Sage Publications, Inc.
ISBN: 978-1-452205823

Other Resource Materials: Assigned readings, video's and articles from various sources.

Hybrid/On-line Class:

PSA 222 will be taught both online and as a day course. The student has a choice of doing all work online or attending classes/lectures on **Tuesday/Friday, 2:00 – 3:20 p.m., Cyr Room 201**. However, all work/assessments will be submitted and graded on Blackboard.

How students will benefit from taking this course:

This course will expose students to an overview of law enforcement, criminal justice and public safety administration as they relate to terrorism. Students will be exposed to the traditional structure and role of federal, state and local government and enforcement agencies and some unconventional ways of dealing with terrorists. Additionally, new ideas, approaches and issues will be presented concerning the domestic and international war on terrorism. Student's awareness will be directed toward a more effective and efficient whole and integration of law enforcement as we fight crime and terrorism on many different fronts. Emphasis will be placed on how the entire enforcement structure affects terrorism and public safety.

Course Goals and Objectives: At the conclusion of this course, students should be able to:

- Diagram, list and identify the fundamental concepts and foundations of Criminal Justice, Public Safety and Terrorism.
- Describe the image of Terrorism and its components related to Law Enforcement.
- Explain how Terrorism is different from other criminal activity.
- Define vocabulary terms related to Law Enforcement, Public Safety and Terrorism.
- Compare and contrast Domestic Terrorism and International Terrorism.

- Locate, use and integrate resources found on the Internet, which are consistent with materials presented in class.

Course Requirements and Policies:

BB. It is imperative for the students to read each assignment in the text in advance of each quiz. It is also strongly suggested that each chapter be outlined and summarized to help in the understanding of the material.

CC. Assignments must be turned in on the due date. Successful completion of all tests, and paper/projects and assignments is expected.

DD. University policies will be strictly adhered to relating to academic performance, honesty and integrity.

EE. Any student who qualifies for accommodations based on the impact of a disability should contact Academic & Counseling Services during the first two weeks of class at 207-834-7530 Room 107 Cyr Hall. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.

FF. Class performance is required. A student may be asked to withdraw from the course upon the accumulation of excessive deficiencies (failure to turn in assignments, projects, etc.) in the term. Students who fail to submit assignments in a timely manner will incur a grade penalty. Additionally students should familiarize themselves with calendar dates for drop and add and for the last date of withdrawal without incurring an academic penalty. It is the student's responsibility to accomplish all required paperwork when withdrawing from the course. Failure to withdraw (according to University policy & procedures) from the course will result in an "F" for the course.

GG. Extra Credit may be earned by almost anything which is course related. All creative ideas will be considered, so please present (idea in writing or via e-mail) to the instructor along with relevance to the textbook at least 45 days prior to the end of the semester. You may also complete extra assignments for extra credit. Maximum total points for extra credit is 10% of final grade. Deadline for Extra Credit will be listed either on the course calendar or by arrangement with the Professor.

G. Method of Instruction:

This class will be conducted in an online and day class format. Internet sites will compliment the learning process. The instructor is always available either through e-mail or telephone.

H. Contact Information:

Dr. Tony Enerva, M.S., J.D.
23 University Ave.
Rm. #202, Nadeau Hall
Fort Kent, ME 04743
W (207) 834-7566
C (207) 540-5443
tenerva@maine.edu

HH. Blackboard Help Desk:

techsupport@maine.edu or 1-800-696-4357/ New Hours (effective immediately): Monday-Friday
7:00 AM - 7:30 PM

COURSE ASSIGNMENTS

Reading:

Students will read approximately one chapter per week from the text. There are 15 chapters which will take us to the end of the semester.

Discussion Board:

A weekly Discussion Board is available for students to communicate with the professor and other students in the class. You may ask questions, state opinions, discuss readings and assignments or just monitor the postings. This is an open forum designed to give you an opportunity to express yourself as if you were in a traditional classroom. Please be courteous, respectful and professional in your communications. Of course, issues of a personal nature may be discussed with me through e-mail or by contacting me by telephone (207 – 834-7566).

Chapter Exams:

Each week I will post a chapter exam over the chapters assigned in each module. The chapter exam will consist of two short answer questions and will only cover the material from the chapters in the text. Regarding my grading criteria, I am most interested in your critical analysis discussion. There is no right or wrong answer as long as you fully discuss, analyze and support your written answers. Another important consideration is to integrate as many concepts, issues and ideas from the text into your discussion as possible. These are my two primary grading criteria. This is an individual work effort and you are on your honor to abide by my request. Once the essays have been graded the score will be posted in your grade book which can be accessed at anytime.

Assigned Articles and Case Studies:

Students will locate and review four professional, peer reviewed journal articles or case studies (minimum article length 7 pages) relating to a related to a terrorism topic contained in your readings. You will submit one summary approximately every four weeks. Your one to three page written summary will incorporate concepts, issues and examples discussed by the author(s). Review and summarize the salient points of the article. Also, please provide your critical analysis of the article supported by rationale argument and logical reasoning. More importantly, I am most interested in your opinion about the substantive content of the article or case study. Do you agree or disagree with the author's conclusion and why or why not? Also, please attach the article or provide an Internet reference for my review.

Term Paper:

Please select a terrorism topic(s) that interests you and submit a traditional research paper at the end of the course. The paper should be between 4-6 pages, double spaced, one inch margins, APA or MLA style. You may use footnotes or endnotes and there should be a

minimum of 8 references on a reference page. Please submit a one page outline for approval before you start writing your term paper.

Independent Study Courses:

Independent study courses are provided free by the Emergency Management Institute (EMI) at <http://training.fema.gov/EMIWeb/IS/crslst.asp>. The completion certificate (in your name) will serve as your documentation to receive credit. Please e-mail the certificates directly to my Research Assistant, Theresa Biggs, attheresabiggs@live.co.za. A posting elsewhere in the modules will provide the specific course number for you to complete.

Methods of Evaluation:

Grades policy:

Four Articles/Cases Reviews	25%	(Covers required readings)
Chapter Review Questions	25%	(chapter questions)
EMI Certificates	25%	(Pass/fail)
Term Paper	25%	(5-6 page analytical paper)

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

TAE 1-1-13

UNIVERSITY OF MAINE AT FORT KENT
ON-LINE SYLLABUS

COURSE NUMBER: PSA 310

SEMESTER/YEAR: Fall 2013

TITLE: Public Management

NUMBER OF CREDITS: Three (3)

DIVISION: Professional Management

INSTRUCTOR: Tony Enerva, M.S., J.D.

PREREQUISITES: PSA 100 or Permission of Instructor

Required Textbook(s):

Administration and Management in Criminal Justice (1st Edition, 2010) Jennifer M. Allen, Rajeev Sawhney, Sage Publications ISBN: 978-1-4129-5081-7.

Other Resource Materials: Optional — Annual Editions — Public Administration 09/10- McGraw Hill Publishing 2010

How students will benefit from taking this course:

This course will provide the students with a solid conceptual foundation in public administration. Important issues in public administration & 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.

Course Goals and Objectives: At the conclusion of this course, students should be able to:

- **Define** key words and vocabulary associated with Public Management.
- **Discuss and write** clearly on topics relating to Public Management/Administration.
- **List** the major components and issues in the Public Management area.
- **Examine** the influences of rural American on Public Management issues.
- **Articulate verbally and in writing** how the ideas presented in the text and in class relate to Rural Public Administration.
- **Demonstrate**, through assigned project, a working knowledge of the main issues expressed by the text authors.
- **Locate, use and integrate** resources found on the Internet, which are consistent with materials presented in class.

Course Requirements and Policies:

II. It is imperative for the students to **read** each assignment in the text in advance of each quiz. It is also strongly suggested that each chapter be outlined and summarized to help in the understanding of the material.

JJ. Assignments must be turned in on the due date. Successful completion of all tests, and

paper/projects and assignments is expected. All written assignments submitted must be in Word, PDF or RTF format.

- KK. University policies** will be strictly adhered to relating to academic performance, honesty and integrity.
- LL.** Any student who qualifies for accommodations based on the **impact of a disability** should contact Academic & Counseling Services during the first two weeks of class at 207-834-7530 Room 107 Cyr Hall. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.
- MM. Class performance is required.** A student may be asked to withdraw from the course upon the accumulation of excessive deficiencies (failure to turn in assignments, projects, etc.) in the term. Students who fail to submit assignments in a timely manner or by deadlines will incur a grade penalty. Additionally students should familiarize themselves with calendar dates for drop and add and for the last date of withdrawal without incurring an academic penalty. It is the **student's responsibility** to accomplish all required paperwork when withdrawing from the course. Failure to withdraw (according to University policy & procedures) from the course will result in an "F" for the course.
- NN. Extra Credit** may be earned by almost anything, which is course related. All creative ideas will be considered, so please present (idea in writing or via e-mail) to the instructor along with relevance to the textbook. You may also complete extra assignments for extra credit. Deadline for extra credit will be listed either on the course calendar or by arrangement with the Professor. All extra credit must be completed and submitted two weeks prior to the end of the semester.
- OO. Community/Volunteer Service** is highly encouraged during the student's time at the University of Maine at Fort Kent. Extra credit will be granted to students who participate in this endeavor during the specific semester enrolled. Proposals for such service must be in writing and approved by the instructor. To receive credit, student must submit a letter on organizational stationary, at the end of the specific semester, signed by CEO or other appropriate person, detailing the service rendered by the student.
- PP. Independent Study Courses** are provided by the Emergency Management Institute at <http://training.fema.gov/EMIWeb/IS/crslis.asp>. Students are strongly encouraged to attempt at least one course each semester (including the summer). The completion certificate (in your name and date during the semester) will serve as your documentation to receive extra credit.

I. Contact Information:

Dr. Tony Enerva
Assistant Professor & Program Coordinator, Criminal Justice and Public Safety Administration
University of Maine, Fort Kent
23 University Drive
Fort Kent, Maine 04743
207-834-7566
tenerva@maine.edu

COURSE ASSIGNMENTS

Reading:

Students will read one chapter per week from the text. There are 14 chapters which will take us to the end of the semester.

Discussion Board:

A weekly Discussion Board is available for students to communicate with the professor and other students in the class. You may ask questions, state opinions, discuss readings and assignments or just monitor the postings. This is an open forum designed to give you an opportunity to express yourself as if you were in a traditional classroom.

You should be contributing on a weekly basis either by posting your thoughts, issues analyses as well as responding to other posts. I am most interested in the quality of your contributions rather than quantity. Please be courteous, respectful and professional in your communications. Of course, issues of a personal nature may be discussed with me through e-mail or by contacting me by telephone (207 – 834-7566).

Essay Exams:

Each week I will post an essay exam over the chapters assigned for the week. Week 1 essay exam will cover chapter one, week 2 essay exam will cover chapter two and so on. The essay exams will only cover the material from the chapters in the text. Regarding my grading criteria, I am most interested in your critical analysis discussion. There is no right or wrong answer as long as you fully discuss, analyze and support your written answers. Another important consideration is to integrate as many concepts, issues and ideas from the text into your discussion as possible. These are my two primary grading criteria. This is an individual work effort and you are on your honor to abide by my request. Once the essays have been graded the score will be posted in your grade book which can be accessed at anytime.

Assigned Articles and Case Studies:

I will assign twelve articles or case studies over the semester. Your one to three page written summary will incorporate concepts, issues and examples discussed by the author(s) and your critical analysis and discussion.

More importantly, I am most interested in your opinion about the substantive content of the article or case study. Do you agree or disagree with the author's conclusion and why or why not?

Term Paper:

Please select a public policy topic(s) related to the book that interests you and submit a traditional research paper at the end of the course. The paper should be between 5-10 pages, double spaced, one inch margins, APA or MLA style. You may use footnotes or endnotes and there should be a minimum of 8 references on a reference page. Please submit a one page outline for approval **before** you start writing your term paper.

Special Projects:

There may be one or two short assignments over the semester to enhance the student's understanding of Public Policy in law enforcement. Grade assessment will be stated at the time the project is assigned and will supplement the syllabus's Methods of Evaluation.

Methods of Evaluation:

Grades policy:

Weekly Essays	35% (Covers required readings)
Articles/Cases	30% (12 articles)
Term Paper	25% (5-10 page analytical paper)
Weekly Discussion Board	10% (based on Discussion Board contributions)

*** **Community Service, Extra Credit & Independent Study:** cumulative amount will not exceed 10% of final grade.

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 0% - 59%

TAE 08-03-13

HOMELAND SECURITY AND EMERGENCY MANAGEMENT

Online Syllabus

Fall 2012

UNIVERSITY OF MAINE AT FORT KENT

COURSE NUMBER: PSA 311

SEMESTER/YEAR: Spring 2012

**TITLE: Homeland Security &
Emergency Management**

NUMBER OF CREDITS: 3

DIVISION: Professional Management

INSTRUCTOR: Tony Enerva

PREREQUISITES: Either PSA 100, CRJ 100 or CRJ 105; or by permission of the instructor.

Readings:

Readings from various sources as assigned. There is no text book for the course.

Course Description:

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.

Purpose:

This is an undergraduate course in Homeland Security and Emergency Management. The focus is on U.S. policies and programs to address the hazard posed by international and domestic terrorism, particularly the risks posed by “weapons of mass destruction,” since the attacks on the World Trade Center and the Pentagon on September 11, 2001.

How students will benefit from taking this course:

This course will expose students to an overview of homeland security, emergency management and public safety administration. Students will review the traditional structure and role 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. Student's awareness will be directed toward a more effective and efficient whole and integration of law enforcement as we fight crime, terrorism and insurgency on many different fronts. Emphasis will be placed on how the entire enforcement structure affects homeland security and emergency management and how America can capitalize and improve its own public safety environment.

Course Goals and Objectives: At the conclusion of this course, students should be able to:

- Diagram, list and identify the fundamental concepts and foundations of homeland security, emergency management and public safety.
- Describe the policies and practices of homeland security and emergency management and its relationship to law enforcement.
- Explain how homeland security differs from traditional public safety.
- Define vocabulary terms related to homeland security, emergency management, law enforcement and public safety.
- Compare and contrast how homeland security and emergency management differ from standard operating procedures employed in law enforcement and public safety administration.
- Locate, use and integrate resources found on the Internet, which are consistent with materials presented in class.

Tentative List of Assigned Readings:

Thomas J. Badey, ed., *Annual Editions: Homeland Security 04/05* (Guilford, CT: McGraw-Hill/Duskin, 2004).

Sidney D. Drell, Abraham D. Sofaer, and George D. Wilson, eds., *The New Terror: Facing the Threat of Biological and Chemical Weapons* (Stanford, CA: Hoover Press, 1999).

Juliette N. Kayyem and Robyn L. Pangi, eds., *First to Arrive: State and Local Responses to Terrorism* (Cambridge, MA: MIT Press, 2003).

William C. Nicholson, *Emergency Response and Emergency Management Law: Cases and Materials* (Springfield, IL: Charles C Thomas Publishers, 2003).

Claire B. Rubin and Associates, *Terrorism Time Line: Major Focusing Events and U.S. Outcomes (1993-2002)* <<http://www.disaster-timeline.com>>. (Use narrative report to supplement timeline.)

William L. Waugh, Jr., "The Global Challenge of the New Terrorism," *Journal of Emergency Management*, Vol. 1, No. 1 (Spring 2003): 27-38.

Supplementary Materials:

Bibliography
List of Selected URLs
List of acronyms
PowerPoint presentations

Course Design and Structure:

Module One: Introduction

- A. Definition of Homeland Security, Terrorism, and Weapons of Mass Destruction
- B. Brief History of International and Domestic Terrorism
- C. The Nature of the Terrorism Hazard/Threat
- D. The Intergovernmental Context of Homeland Security in brief

Module Two: The Policy and Organizational Context of Homeland Security

- A. Brief History of Counter-Terrorism Policy and Program prior to 11 September 2001
- B. Major Counter-Terrorism Legislation since 11 September 2001
- C. Major Executive Actions since 11 September 2001
- D. Major National Strategies since 11 September 2001
- E. The Counter-Terrorism Paradigm Shift since 11 September 2001
 - 1. Organizing the Department of Homeland Security
 - 2. NRP and NIMS
- F. State and Local Government Mandates
- G. State and Local Government Counter-Terrorism Initiatives
 - 1. LEPC connections
 - 2. State and Local Homeland Security organizations

Module Three: Mitigation and Prevention

- A. Role of Public Information and Education
- B. Litigation Mitigation
- C. Financial Mitigation
- D. Expanded police powers – US Patriot Act – e.g., “sneak a peek”
- E. Mitigation/Prevention Cases (with reference of Terrorism & EM Course)
 - 1. Aviation Security
 - 2. Maritime Security
 - 3. Nuclear Security (International)
 - 4. Bioterrorism initiatives
 - 5. Personal/Community Measures, e.g., CERT

Module Four: Planning/Preparedness/Readiness

- A. Terrorism Planning – Risk Assessment/Threat Assessment (with reference to “Hazard Risk Management” course)
- B. Planning for Mass Casualties/Mass Fatalities
- C. Risk Communication and Communicating Risk
Homeland Security Advisory System, warning systems, messaging

- D. Preparedness Standard Setting – for training and trainers, equipment, state and local capacities (e.g., EMAP)
- E. Continuity of Government
- F. Continuity of Operations

Module Five: Response

- A. Lead and Support Roles in Homeland Security – Who’s in charge of what and when?
- B. Federal, state, and local (lead) roles in responding to terrorist incidences
- C. Responder perspectives:
 - 1. Law enforcement
 - 2. Fire services
 - 3. Emergency medical services, e.g., surge capacity and trauma capacity
 - 4. Healthcare systems
 - 5. Public Health agencies, e.g., quarantines
 - 6. State and local EMAs
 - 7. State and local officials
 - 8. Quasi-public actors, e.g., utilities
 - 9. Voluntary organizations and volunteers
 - a. Credentialling issues
 - b. Integrating into operations
 - 10. Military responders

Module Six: Recovery

- A. Primary, secondary and tertiary impacts
- B. Economic/Business recovery
- C. Social recovery, e.g., repairing communities
- D. Victim Compensation – from payments to memorials
- E. Nongovernmental Resources, e.g., insurance
- F. Psychological Recovery, e.g., respite centers, counseling
- G. Legal liability
- H. Maintaining local services
- I. Transitioning from emergency operations to normal operations
- J. Dealing with “dirty sites” – contamination and “how clean is clean”

Module Seven: Conclusions

- A. Brief summary
- B. Examination questions

Supplemental Journals and Resources:

The Australian Journal of Emergency Management
Disaster Prevention and Management: An International Journal (UK)
Disaster Recovery Journal (for Business Continuity Planners)
Disasters: The Journal of Disaster Studies, Policy and Management
Environmental Hazards: Human and Policy Dimensions
Homeland Protection Professional

International Journal of Mass Emergencies and Disasters (International Research Committee on Disasters, American Sociological Association)

Journal of Contingencies and Crisis Management (The Netherlands)

Journal of Emergency Management

Journal of Homeland Security and Emergency Management (electronic)

The Liaison (for Civil-Military Humanitarian Relief Collaboration) (Center of Excellence in Disaster Management and Humanitarian Assistance, Hawaii)

Natural Hazards: An International Journal of Hazards Research & Prevention

Natural Hazards Review (Natural Hazards Center, University of Colorado)

Students are also encouraged to use Internet information sources and a listing of websites will be provided. Students may subscribe to discussion lists for a variety of disaster organizations and related professions and receive email notification of major earthquakes and other disasters, federal disaster relief announcements, job announcements, research opportunities, and other relevant professional news from the field. The United Nations conducts Internet conferences periodically and information is also available in English on emergency management programs and activities in Canada, Australia, Japan, and other nations. The Emergency Information Infrastructure Partnership (EIIP) has weekly Internet workshops, as well.

Internet Websites:

Students should become familiar with the following sites:

- www.fema.gov - for basic information on the federal emergency management system, reports, legal documents, training and planning documents, and status reports on disasters, as well as links to state and local emergency management agencies (including links to state and local emergency management agencies and nongovernmental partners).
- www.dhs.gov - for basic information on the Department of Homeland Security, including FEMA, and its constituent agencies and directorates.
- www.iaem.com - for information on the International Association of Emergency Managers (including IAEM Europa, IAEM Oceana, and IAEM Asia), job listings, commentary on current policy issues.
- www.colorado.edu/hazards - for information regarding specific hazards, full texts of some of the Natural Hazards Center's series of working papers and quick response reports for recent disasters, and other information sources.
- www.drc.udel.edu - for applied social science research related to disasters, full texts of some of the Disaster Research Center's publications, including reports to FEMA and other government agencies.

- www.emforum.org - Emergency Information Infrastructure Partnership (EIIP) forum. Holds Internet workshops on a broad range of emergency management issues and maintains an archive of transcripts. Tune in online for Wednesday noon programs.

Supplementary Materials:

Bibliography
List of Selected URLs
List of acronyms
PowerPoint presentations

Course Design and Structure:

Articles/Cases:

Students will locate and review four professional, peer reviewed journal articles or case studies (minimum article length 7 pages) relating to emergency management and homeland security topics. You will submit one summary approximately every four weeks. Your one to two page written summary will incorporate concepts, issues and examples discussed by the author(s). Review and summarize the salient points of the article. Also, please provide your critical analysis of the article supported by rationale argument and logical reasoning. More importantly, I am most interested in your opinion about the substantive content of the article or case study. Do you agree or disagree with the author's conclusion and why or why not? Please submit your answers through the Assignment section in Blackboard. Also, please attach the article or provide an Internet reference for my review.

Module Assessments:

The course is divided into modules. Within the modules there will be various assessments regarding the substantive topics presented. After reading the assignments there will be an assessment in the form of a quiz or a written review or summary.

Case/Research Paper:

Each student will complete a traditional term paper as part of the course requirements. Specific instructions will be provided by the instructor at the mid-point of the class.

Discussion Board:

Discussion Board postings are assigned for each module. Participation on the Discussion Board is evaluated on the basis of the student's preparation and quality of contribution to the discussion (e.g. evidence of critical thinking, analysis, reflection), as well as on the timeliness of the posting. For example, students who are last minute submitters preclude their participation in an ongoing classroom dialogue. See the

grading rubric at the end of the syllabus for more information about evaluation of postings.

Students are to respond to the Discussion Board question and to one another as well. To stimulate ongoing discussion, challenge one another's thinking, introduce new information, and present diverse perspectives. Check the Discussion Board forum on a regular basis so that the discussion is an ongoing threaded dialogue. Ensure that you can substantiate or support your point of view with evidence from nursing or other scholarly literature. For example, statements such as, "I feel..." or "I think..." need to be backed up with evidence, not just your observation or anecdotal experience. As nurses, we often want to say things like "my experience has been..." which should also be supported with evidence. If one's experience is based on faulty thinking or practice, that experience needs work to improve on it.

The Discussion Board does not accept attachments. A new question will be posted with each module, and the discussion will continue until the due date for the assigned module. Discussion board forums will be open for two weeks. The discussion closes at the end of the assigned period. Please do not post responses as attachments within the discussion board forum.

Before submitting a posting, be attentive to the following guidelines. DO:

8. **Provide comments and questions that are relevant to the discussion topic.**
9. **Be respectful and use objective, polite language in your comments. Be as careful and considerate as you would be when speaking in person to an individual, in a meeting, or in a traditional classroom. Any comments that belittle or contribute to the marginalization and silencing of another person or group such as hostile, sarcastic, sexist, and/or racist remarks are subject to disciplinary action in accordance with UMFK Student Conduct Code and UMFK Student Handbook.**
10. **Make comments that are thoughtful but to the point.**
11. **Preserve confidential information.**
12. **Be sure to include your name at the end of the message.**
13. **If responding to a comment or message, be sure to include enough information so that the context of your response can be clearly understood by the reader.**
14. **Follow standard use of grammar, punctuation, as well as appropriate upper and lower case and punctuation.**

Conversely, DON'T:

7. **Do not write anything you would not share openly in a traditional classroom.**

8. **Do not share confidential information about yourself, and do not provide identifying information about the patients/clients, colleagues from your workplace.**
9. **Do not write in all CAPITALS because this looks as if you are SHOUTING and makes your message more difficult to read.**
10. **Do not use unexplained acronyms or strange notations that may be unfamiliar to readers.**
11. **Do not make rambling and off the topic comments.**
12. **Do not post a message to point out other people's errors in typing or spelling unless they have asked for the correct spelling of a name or unfamiliar concept.**

Schedule of Topics, Exercises, and Readings:

Course Requirements and Policies:

- QQ.** It is imperative for the students to read each assignment in the text in advance of each quiz. It is also strongly suggested that each chapter be outlined and summarized to help in the understanding of the material.
- RR.** Assignments must be turned in on the due date. Successful completion of all tests, and paper/projects and assignments is expected.
- SS.** University policies will be strictly adhered to relating to academic performance, honesty and integrity.
- TT.** Any student who qualifies for accommodations based on the impact of a disability should contact Student Support Services during the first two weeks of class at 207-834-7530 Room 107 Cyr Hall. Student Support Services will coordinate reasonable accommodations for students with documented disabilities.
- UU.** Class performance is required. A student may be asked to withdraw from the course upon the accumulation of excessive deficiencies (failure to turn in assignments, projects, etc.) in the term. Students who fail to submit assignments in a timely manner will incur a grade penalty. Additionally students should familiarize themselves with calendar dates for drop and add and for the last date of withdrawal without incurring an academic penalty. It is the student's responsibility to accomplish all required paperwork when withdrawing from the course. Failure to withdraw (according to University policy & procedures) from the course will result in an "F" for the course.

G. Method of Instruction:

This class will be conducted in an online format. Internet sites will compliment the learning process. The instructor is available either through e-mail or telephone (please see contact information below).

H. Contact Information:

Dr. Tony Enerva, M.S., J.D.
23 University Ave.

Rm. #202, Nadeau Hall
Fort Kent, ME 04743
W (207) 834-7566
C (207) 540-5443
tenerva@maine.edu

VV. Blackboard Help Desk:

UMFK contact: Pat Whitworth 834-7560 patwhit@maine.edu

techsupport@maine.edu or 1-800-696-4357/ New Hours (effective immediately): Monday-Friday 7:00 AM - 7:30 PM

WW. Blackboard Student Resources

University College has information, support materials and a practice site for those brand new to Blackboard and it is a good idea to link to these resources for your students.

These resources are at: <http://learn.maine.edu/services/student-services/quick-guides/bbguide/>

Method of Instruction:

This class will be conducted in an on-line format. Internet sites will heavily compliment the presentation of course material. Government and business websites, resources and references will be utilized throughout the course. Student discussion and input is expected.

Methods of Evaluation:

Grades policy:

Case/Research Paper	20% (5-10 page analytical paper)
Module Assessments	45% (Module assignments)
Articles/Cases	20% (4 Article reviews or case studies as directed by the Professor)
Discussion Board	15% (1 posting and one response per module)
Research Assignments	Extra credit may be earned by conducting research assignments as approved and directed by the Professor

Grading scale:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

TAE 01-10-12

UNIVERSITY OF MAINE AT FORT KENT
HYBRID/ON-LINE SYLLABUS

COURSE NUMBER: PSA 315

SEMESTER/YEAR: Spring 2013

TITLE: Public Policy

NUMBER OF CREDITS: Three (3)

DIVISION: Natural & Behavioral Sciences

INSTRUCTOR: Tony Enerva, M.S., J.D.

PREREQUISITES: PSA 100 or Permission of Instructor

Required Textbook(s):

Public Policy, Crime, and Criminal Justice by Hancock & Sharp, 3rd ed., Prentice Hall, 2004, ISBN 0-13-098409-4.

Other Resource Materials: May be assigned by the professor

Hybrid/On-line Class:

PSA 315 will be taught both online and as a day course. The student has a choice of doing all work online or attending classes/lectures on Tuesday/Friday 12:30-1:50 in Cyr 201. However, all work/assessments will be submitted and graded on Blackboard.

How students will benefit from taking this course:

This introduction to public policy was designed 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 the policies they do, and what the consequences of these policies are.

Course Goals and Objectives: At the conclusion of this course, students should be able to:

- **Analyze (Policy)** – What governments do, why they do it and what difference it makes.
- **Discuss** – Models of politics and thinking of public policy.
- **Identify** - The policy making process along with its decision-making activities.
- **List** – Ten substantive areas where current public policy issues impact on Rural Public Safety Administration.
- **Evaluate** – What happens after a law/ordinance is passed.
- **Locate** – Policy areas on the Internet, which are consistent with materials, discussed in class.

Course Requirements and Policies:

- XX.** It is imperative for the students to **read** each assignment in the text in advance of each quiz. It is also strongly suggested that each chapter be outlined and summarized to help in the understanding of the material.
- YY.** **Assignments** must be turned in on the due date. Successful completion of all tests, and paper/projects and assignments is expected.
- ZZ.** **University policies** will be strictly adhered to relating to academic performance, honesty and integrity.
- AAA.** Any student who qualifies for accommodations based on the **impact of a disability** should contact Academic & Counseling Services during the first two weeks of class at 207-834-7530 Room 107 Cyr Hall. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.
- BBB.** **Class performance is required.** A student may be asked to withdraw from the course upon the accumulation of excessive deficiencies (failure to turn in assignments, projects, etc.) in the term. Students who fail to submit assignments in a timely manner will incur a grade penalty. Additionally students should familiarize themselves with calendar dates for drop and add and for the last date of withdrawal without incurring an academic penalty. It is the **student's responsibility** to accomplish all required paperwork when withdrawing from the course. Failure to withdraw (according to University policy & procedures) from the course will result in an "F" for the course.
- CCC.** **Extra Credit** may be earned by almost anything which is course related. All creative ideas will be considered, so please present (idea in writing or via e-mail) to the instructor along with relevance to the textbook at least 45 days prior to the end of the semester. You may also complete extra assignments for extra credit. Maximum total points for extra credit is 10% of final grade. Deadline for Extra Credit will be listed either on the course calendar or by arrangement with the Professor.

G. Method of Instruction:

This class will be conducted in an online and day class format. Internet sites will compliment the learning process. The instructor is always available either through e-mail or telephone.

H.Contact Information:

Dr. Tony Enerva, M.S., J.D.
23 University Ave.
Rm. #202, Nadeau Hall
Fort Kent, ME 04743
W (207) 834-7566
C (207) 540-5443
tenerva@maine.edu

DDD. Blackboard Help Desk:

techsupport@maine.edu or 1-800-696-4357/ New Hours (effective immediately): Monday-Friday
7:00 AM - 7:30 PM

COURSE ASSIGNMENTS

Reading:

Students will read approximately two chapters per week from the text. The chapters are relatively short averaging 13 pages. There are 26 chapters which will take us to the end of the semester.

Discussion Board:

A weekly Discussion Board is available for students to communicate with the professor and other students in the class. You may ask questions, state opinions, discuss readings and assignments or just monitor the postings. This is an open forum designed to give you an opportunity to express yourself as if you were in a traditional classroom. Please be courteous, respectful and professional in your communications. Of course, issues of a personal nature may be discussed with me through e-mail or by contacting me by telephone (207 – 834-7566).

Essay Exams:

Each week I will post a chapter exam over the chapters assigned in each module. The chapter exam will consist of two short answer questions and will only cover the material from the chapters in the text. Regarding my grading criteria, I am most interested in your critical analysis discussion. There is no right or wrong answer as long as you fully discuss, analyze and support your written answers. Another important consideration is to integrate as many concepts, issues and ideas from the text into your discussion as possible. These are my two primary grading criteria. This is an individual work effort and you are on your honor to abide by my request. Once the essays have been graded the score will be posted in your grade book which can be accessed at anytime.

Assigned Articles and Case Studies:

Students will locate and review four professional, peer reviewed journal articles or case studies (minimum article length 7 pages) relating to a related to a terrorism topic contained in your readings. You will submit one summary approximately every four weeks. Your one to three page written summary will incorporate concepts, issues and examples discussed by the author(s). Review and summarize the salient points of the article. Also, please provide your critical analysis of the article supported by rationale argument and logical reasoning. More importantly, I am most interested in your opinion about the substantive content of the article or case study. Do you agree or disagree with the author's conclusion and why or why not? Also, please attach the article or provide an Internet reference for my review.

Term Paper:

Please select a public policy topic(s) that interests you and submit a traditional research paper at the end of the course. The paper should be between 4-6 pages, double spaced, one inch margins, APA or MLA style. You may use footnotes or endnotes and there should be a minimum of 8 references on a reference page. Please submit a one page outline for approval before you start writing your term paper.

Independent Study Courses:

Independent study courses are provided free by the Emergency Management Institute (EMI) at <http://training.fema.gov/EMIWeb/IS/crslist.asp>. The completion certificate (in your name) will serve as your documentation to receive credit. Please e-mail the certificates directly to my Research Assistant, Theresa Biggs, attheresabiggs@live.co.za A posting elsewhere in the modules will provide the specific course number for you to complete.

Methods of Evaluation:

Grades policy:

Four Articles/Cases Reviews	25%	(Covers required readings)
Chapter Review Questions	25%	(Chapter questions)
EMI Certificates	25%	(Pass/fail)
Term Paper	25%	(5-10 page analytical paper)

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

TAE 1-1-13

PUBLIC ADMINISTRATION AND EMERGENCY MANAGEMENT

Online Syllabus

Fall 2013

UNIVERSITY OF MAINE AT FORT KENT

COURSE NUMBER: PSA 316

SEMESTER/YEAR: Fall 2013

**TITLE: Public Administration
& Emergency Management**

NUMBER OF CREDITS: 3

DIVISION: Professional Management

INSTRUCTOR: Tony Enerva

PREREQUISITES: Either PSA 100, CRJ 100 or CRJ 105; or by permission of the instructor.

Course Description:

This is an under-graduate-level course in emergency management from a public administration perspective. The focus is on managing public and nongovernmental organizations involved in managing hazards and dealing with disasters and working within the networks of public, private, and nonprofit and volunteer organizations that constitute the nation's emergency management system. The readings are adjusted for students in the public safety administration or criminal justice programs who may be specializing in emergency management.

Purpose:

The purpose of the course is to provide an understanding of public administration for students who are preparing for careers in emergency management agencies. While an understanding of the full-range of emergency management functions is essential for professionals in the field, the focus of this course is on managing organizations and people.

How students will benefit from taking this course:

This course will expose students to an overview of emergency management and public administration. Students will review the traditional structure and role 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 agencies involved in public administration and

emergency management. Student's awareness will be directed toward a more effective and efficient whole and integration of emergency management operations into public administration.

Course Goals and Objectives: At the conclusion of this course, students should be able to:

- Understand the evolution of disaster policy and the practice of emergency management in the US.
- Understand the roles of public, private, and other nongovernmental organizations in emergency management, the development of emergency management standards, and the professionalization of the field.
- Understand the major issues in the management of governmental and nongovernmental organizations involved in emergency management.
- Understand the major issues in the management of volunteers during disasters.
- Understand the major issues in the design and implementation of disaster preparedness and hazard mitigation policies and programs.
- Diagram, list and identify the fundamental concepts and foundations of emergency management and public administration.
- Describe the policies and practices of public administration and emergency management.
- Explain how emergency management differs from traditional public administration.
- Define vocabulary terms related to homeland security, emergency management, law enforcement and public administration.
- Compare and contrast how emergency management differ from standard operating procedures employed in public administration.
- Locate, use and integrate resources found on the Internet, which are consistent with materials presented in class.

Turn It In:

We are using new software called "Turn It In". It is used to detect plagiarism within written work submitted. All written assignments need to be uploaded on this website. There is a preview for the assignment to determine if the work is attributed to anyone else or an individual site, or work that is not properly cited before submitted to the professor. This preview may be used as many times as wanted. Only the professor sees the final submission. This is a tool for students to ensure that the work that they have submitted is their own or properly cited to another author. For a tutorial on how to use turnitin.com please visit this website:

http://turnitin.com/en_us/training/student-training

Readings:

Readings from various sources as assigned. There is no text book for the course.

Tentative List of Assigned Readings:

Lucien Canton, *Emergency Management: Concepts and Strategies for Effective Programs* (Hoboken, NJ: Wiley InterScience, 2006).

Thomas A. Birkland, *Lessons of Disaster: Policy Change after Catastrophic Events* (Washington, DC: Georgetown University Press, 2007).

Arjen Boin, Paul 't Hart, Eric Stern, and Bengi Sundelius, *The Politics of Crisis Management: Public Leadership under Pressure* (Cambridge, UK: Cambridge University Press, 2005).

Robert B. Denhardt, Janet V. Denhardt, and Maria P. Aristigueta, *Managing Human Behavior in Public and Nonprofit Organizations*, 2nd Edition (Los Angeles, CA: SAGE Publications, 2009).

Craig E. Johnson, *Meeting the Ethical Challenges of Leadership: Casting Light or Shadow* (Thousand Oaks, CA: Sage Publications, 2009).

Carole L. Jurkiewicz, ed., "Administrative Failure in the Wake of Katrina" – Special Issue of the *Public Administration Review* (December 2007).

Donald F. Kettl, *System Under Stress: Homeland Security and American Politics* (Washington, DC: CQ Press, 2007).

Rubin, Claire B., ed., *Emergency Management: The American Experience 1900-2005* (Fairfax, VA: Public Entity Risk Institute, 2007),

James Svara, *The Ethics Primer for Public Administrators in Government and Nonprofit Organizations* (Sudbury, MA: Jones and Bartlett Publishers, 2007).

Richard Sylves, *Disaster Policy & Politics: Emergency Management and Homeland Security* (Washington, DC: CQ Press, 2008).

William L. Waugh, Jr., ed., *Shelter from the Storm: Repairing the National Emergency Management System After Hurricane Katrina* (Special Issue of *The Annals of the American Academy of Political and Social Science*, March 2006) (Sage Publications).

Supplemental Journals and Resources:

The Australian Journal of Emergency Management
Disaster Prevention and Management: An International Journal (UK)
Disaster Recovery Journal (for Business Continuity Planners)

Disasters: The Journal of Disaster Studies, Policy and Management
Environmental Hazards: Human and Policy Dimensions
Homeland Protection Professional
International Journal of Mass Emergencies and Disasters (International Research Committee on Disasters, American Sociological Association)
Journal of Contingencies and Crisis Management (The Netherlands)
Journal of Emergency Management
Journal of Homeland Security and Emergency Management (electronic)
The Liaison (for Civil-Military Humanitarian Relief Collaboration) (Center of Excellence in Disaster Management and Humanitarian Assistance, Hawaii)
Natural Hazards: An International Journal of Hazards Research & Prevention
Natural Hazards Review (Natural Hazards Center, University of Colorado)

Students are also encouraged to use Internet information sources and a listing of websites will be provided. Students may subscribe to discussion lists for a variety of disaster organizations and related professions and receive email notification of major earthquakes and other disasters, federal disaster relief announcements, job announcements, research opportunities, and other relevant professional news from the field. The United Nations conducts Internet conferences periodically and information is also available in English on emergency management programs and activities in Canada, Australia, Japan, and other nations. The Emergency Information Infrastructure Partnership (EIIP) has weekly Internet workshops, as well.

Internet Websites:

Students should become familiar with the following sites:

- www.fema.gov - for basic information on the federal emergency management system, reports, legal documents, training and planning documents, and status reports on disasters, as well as links to state and local emergency management agencies (including links to state and local emergency management agencies and nongovernmental partners).
- www.dhs.gov - for basic information on the Department of Homeland Security, including FEMA, and its constituent agencies and directorates.
- www.iaem.com - for information on the International Association of Emergency Managers (including IAEM Europa, IAEM Oceana, and IAEM Asia), job listings, commentary on current policy issues.
- www.colorado.edu/hazards - for information regarding specific hazards, full texts of some of the Natural Hazards Center's series of working papers and quick response reports for recent disasters, and other information sources.
- www.drc.udel.edu - for applied social science research related to disasters, full texts of some of the Disaster Research Center's publications, including reports to FEMA and other government agencies.

- www.emforum.org - Emergency Information Infrastructure Partnership (EIIP) forum. Holds Internet workshops on a broad range of emergency management issues and maintains an archive of transcripts. Tune in online for Wednesday noon programs.

Supplementary Materials:

Bibliography
 List of Selected URLs
 List of acronyms
 PowerPoint presentations

Course Design and Structure:

Articles/Cases:

Students will locate and review four professional, peer reviewed journal articles or case studies (minimum article length 7 pages) relating to a Public Administration and Emergency Management topic. You will submit one summary approximately every four weeks. Your one to two page written summary will incorporate concepts, issues and examples discussed by the author(s). Review and summarize the salient points of the article. Also, please provide your critical analysis of the article supported by rationale argument and logical reasoning. More importantly, I am most interested in your opinion about the substantive content of the article or case study. Do you agree or disagree with the author’s conclusion and why or why not? Please submit your answers through the Assignment section in Blackboard. Also, please attach the article or provide an Internet reference for my review.

Please note that there is due dates for all written assignments. They should be submitted to turnitin.com and also on blackboard. There will be no excuses for late written assignments. The due dates are posted well in advance and need to be acknowledged.

Module 2: MEMA	DUE: 09/21/12
Module 2: ACEMA	DUE: 09/28/12
1 st Article Review Summary	DUE: 10/2/12
Module 3: Political roles	DUE: 10/9/12
2 nd Article Review Summary	DUE: 10/30/12
Module 5: readings	DUE: 10/30/12
3 rd Article Review Summary	DUE: 11/27/12
Final Research Paper	DUE: 12/14/12
4 th Article Review Summary	DUE: 12/18/12

Discussion Board:

Discussion Board postings are assigned for each module. Participation on the Discussion Board is evaluated on the basis of the student's preparation and quality of contribution to the discussion (e.g. evidence of critical thinking, analysis, reflection), as well as on the timeliness of the posting. For example, students who are last minute submitters preclude their participation in an ongoing classroom dialogue. See the grading rubric at the end of the syllabus for more information about evaluation of postings.

Students are to respond to the Discussion Board question and to one another as well. To stimulate ongoing discussion, challenge one another's thinking, introduce new information, and present diverse perspectives. Check the Discussion Board forum on a regular basis so that the discussion is an ongoing threaded dialogue. Ensure that you can substantiate or support your point of view with evidence from nursing or other scholarly literature. For example, statements such as, "I feel..." or "I think..." need to be backed up with evidence, not just your observation or anecdotal experience. As nurses, we often want to say things like "my experience has been..." which should also be supported with evidence. If one's experience is based on faulty thinking or practice, that experience needs work to improve on it.

The Discussion Board does not accept attachments. A new question will be posted with each module, and the discussion will continue until the due date for the assigned module. Discussion board forums will be open for two weeks. The discussion closes at the end of the assigned period. Please do not post responses as attachments within the discussion board forum.

Before submitting a posting, be attentive to the following guidelines. DO:

15. **Provide comments and questions that are relevant to the discussion topic.**
16. **Be respectful and use objective, polite language in your comments. Be as careful and considerate as you would be when speaking in person to an individual, in a meeting, or in a traditional classroom. Any comments that belittle or contribute to the marginalization and silencing of another person or group such as hostile, sarcastic, sexist, and/or racist remarks are subject to disciplinary action in accordance with UMFK Student Conduct Code and UMFK Student Handbook.**
17. **Make comments that are thoughtful but to the point.**
18. **Preserve confidential information.**
19. **Be sure to include your name at the end of the message.**
20. **If responding to a comment or message, be sure to include enough information so that the context of your response can be clearly understood by the reader.**
21. **Follow standard use of grammar, punctuation, as well as appropriate upper and lower case and punctuation.**

Conversely, DON'T:

13. **Do not write anything you would not share openly in a traditional classroom.**
14. **Do not share confidential information about yourself, and do not provide identifying information about the patients/clients, colleagues from your workplace.**
15. **Do not write in all CAPITALS because this looks as if you are SHOUTING and makes your message more difficult to read.**
16. **Do not use unexplained acronyms or strange notations that may be unfamiliar to readers.**
17. **Do not make rambling and off the topic comments.**
18. **Do not post a message to point out other people's errors in typing or spelling unless they have asked for the correct spelling of a name or unfamiliar concept.**

Schedule of Topics, Exercises, and Readings:

Course Requirements and Policies:

EEE. It is imperative for the students to read each assignment in the text in advance of each quiz. It is also strongly suggested that each chapter be outlined and summarized to help in the understanding of the material.

FFF. Assignments must be turned in on the due date. Successful completion of all tests, and paper/projects and assignments is expected.

GGG. University policies will be strictly adhered to relating to academic performance, honesty and integrity.

HHH. Any student who qualifies for accommodations based on the impact of a disability should contact Student Support Services during the first two weeks of class at 207-834-7530 Room 107 Cyr Hall. Student Support Services will coordinate reasonable accommodations for students with documented disabilities.

III. Class performance is required. A student may be asked to withdraw from the course upon the accumulation of excessive deficiencies (failure to turn in assignments, projects, etc.) in the term. Students who fail to submit assignments in a timely manner will incur a grade penalty. Additionally students should familiarize themselves with calendar dates for drop and add and for the last date of withdrawal without incurring an academic penalty. It is the student's responsibility to accomplish all required paperwork when withdrawing from the course. Failure to withdraw (according to University policy & procedures) from the course will result in an "F" for the course.

G. Method of Instruction:

This class will be conducted in an online format. Internet sites will compliment the learning process. The instructor is available either through e-mail or telephone (please see contact information below).

H.Contact Information:

Dr. Tony Enerva, M.S., J.D.
23 University Ave.
Rm. #202, Nadeau Hall
Fort Kent, ME 04743
W (207) 834-7566
C (207) 540-5443

tenerva@maine.edu

JJJ. Blackboard Help Desk:

UMFK contact: Pat Whitworth 834-7560 patwhit@maine.edu

techsupport@maine.edu or **1-800-696-4357**/ New Hours (effective immediately): Monday-Friday
7:00 AM - 7:30 PM

KKK. Blackboard Student Resources

University College has information, support materials and a practice site for those brand new to Blackboard and it is a good idea to link to these resources for your students. These resources are at: <http://learn.maine.edu/services/student-services/quick-guides/bbguide/>

Method of Instruction:

This class will be conducted in an on-line format. Internet sites will heavily compliment the presentation of course material. Government and business websites, resources and references will be utilized throughout the course. Student discussion and input is expected.

Methods of Evaluation:

Grades policy:

Case/Research Paper	25% (5-10 page analytical paper)
Module Assessments	40% (Module assignments)
Articles/Cases	20% (4 Article reviews or case studies as directed by the Professor)
Discussion Board	15% (1 posting and one response per module)
Research Assignments	Extra credit may be earned by conducting research assignments as approved and directed by the Professor

Grading scale:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

UNIVERSITY OF MAINE AT FORT KENT
Dual Delivery Syllabus

COURSE NUMBER: PSA 221

SEMESTER: Fall 2013

TITLE: Ethics and Community

NUMBER OF CREDITS: Three (3)

DIVISION: Professional Management

INSTRUCTOR: Tony Enerva, M.S., J.D.

PREREQUISITES: None

Required Textbook(s):

Ethical Dilemmas and Decisions in Criminal Justice

Edition: 7th

Author(s): Pollock, Joycelyn M.

ISBN13: 9781111346423

ISBN10: 1111346429

Format: Paperback

Pub. Date: 1/1/2011

Publisher's Book Description:

This text is designed to introduce students to ethical decision-making in the criminal justice system. Its greatest strengths are its balanced coverage of 1) all three segments of the CJ system—police, courts, and corrections—and 2) both philosophical principles/theories and hands-on criminal justice issues and applications.

Other Resource Materials:

Readings from various sources as assigned.

Course Description:

This course is a search for the positive meaning of life with a particular emphasis on the ethics of community together with the ethics of public space and the art of dialog. The course will introduce students to ethical theory as well as real life ethical issues.

How students will benefit from taking this course:

This course will expose students to an overview of ethics and the community as it relates to the criminal justice field. Students will review the traditional role of ethics, morality and human behavior. Students will learn that the study of ethics is typically that of law, doctrine, morality, justice, philosophy and equity. Emphasis and greater attention will be given to the criminal justice field and related disciplines. Finally, important issues in ethical dilemmas and decision-making will encourage students to think critically about the nature and application of ethics today.

Course Goals and Objectives: At the conclusion of this course, students should be able to:

10. Diagram, list and identify the foundations of ethics including law, doctrine, morality, justice, philosophy and equity.
11. Describe the application of ethics and policy to the government and various criminal justice

- organizations.
12. Explain and understand how ethical dilemmas and decision-making affects government, institutions, and individuals.
 13. Define vocabulary terms, concepts and issues related to ethics.
 14. Compare and contrast major ethical issues and policies facing criminal justice professionals today.
 15. Locate, use and integrate resources found on the Internet, which are consistent with materials presented in class.

Course Requirements and Policies:

7. It is imperative for the students to **read** each assignment in the text before each quiz. It is also strongly suggested that each chapter be outlined and summarized to help in the understanding of the material.
8. **Assignments** must be turned in on the due date. Successful completion of all tests, and paper/projects and assignments is expected.
9. **University policies** will be strictly adhered to relating to academic performance, honesty and integrity.
10. Any student who qualifies for accommodations based on the **impact of a disability** should contact Academic & Counseling Services during the first two weeks of class at 207-834-7530 Room 107 Cyr Hall. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.
11. **Class performance is required.** A student may be asked to withdraw from the course upon the accumulation of excessive deficiencies (failure to turn in assignments, projects, etc.) in the term. Students who fail to submit assignments in a timely manner will incur a grade penalty. Additionally students should familiarize themselves with calendar dates for drop and add and for the last date of withdrawal without incurring an academic penalty. It is the **student's responsibility** to accomplish all required paperwork when withdrawing from the course. Failure to withdraw (according to University policy & procedures) from the course will result in an "F" for the course.
12. **Extra Credit** may be earned by almost anything, which is course related. All creative ideas will be considered, so please present (idea in writing or via e-mail) to the instructor along with relevance to the textbook. You may also complete extra assignments for extra credit. Maximum total points for extra credit is 10% of final grade. Deadline for Extra Credit will be listed either on the course calendar or by arrangement with the Professor.
13. **Method of Instruction:** This will be for both in class and online instruction. The instructor is always available either through e-mail or telephone.

COURSE ASSIGNMENTS

Reading:

Students will read approximately one chapter per week from the text. There are 14 chapters which will take us to the end of the semester.

Discussion Questions:

After the chapter has been read, please select and answer any Review Questions found at the end of the chapter. Your answers should not be more than two to three paragraphs long.

Quizzes:

After each chapter, please click on the quiz icon to take the chapter test on-line. This will be a timed exam so be careful not to exceed the time limit of 20 minutes for 10 randomly selected questions. After the exam is submitted it will be graded automatically and you will know your score immediately. The score will also be posted in your grade book which you can access at anytime.

Articles/Cases:

Students will review 6 ethics articles/cases throughout the semester. Students will locate and review 6 peer reviewed articles and write a 1-2 page summary including your critical analysis of the issues presented. The articles do not have to specifically relate to criminal justice but they do have to be from a peer reviewed journal. Please attach a copy of the article, if possible, but always include a link or reference citation.

Research Assignments:

Additionally, students will conduct one research assignment in Ethics over the semester. The research assignments will be assigned by the professor with instructions.

Methods of Evaluation:

Weekly Quizzes	25 % (Covers required readings)
Chapter Questions	25% (3 Questions at the end of each chapter)
Articles/Cases	20% (6 Article reviews or case studies)
Research Assignment	20% (1 Research assignment)
Discussion	10%

Grading scale:

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 0% - 59%

TAE 05-10-13

University of Maine at Fort Kent
PSA 230 Wilderness First Aid
Course Outline
Spring 2010

Wilderness First Aid—Standard Level Course
(Approx. 16 hours) May be altered as needed

Day 1 8:00 AM – 4:30 PM

Topic	DVD	Approximate Length
Introduction / Registration		20 min 8:00am-9:20am
Introduction to Wilderness First Aid (Chapter 1): <ul style="list-style-type: none"> • What Is Wilderness First Aid? • Legal and Ethical Issues • Psychological and Emotional Issues • Infectious Disease Precautions 	Yes	40 min 8:20am-9:00am
Action at an Emergency (Chapter 2): <ul style="list-style-type: none"> • Mechanisms of Injury • Moving a Victim • Extrication From Difficult Locations • Seeking Help • Guidelines for Evacuation 		1 hour 9:00am-10:00am
Victim Assessment and Urgent Care (Chapter 3): <ul style="list-style-type: none"> • Assessment • Scene Survey • Initial Assessment • Victim's History • Vital Signs and Physical Exam • Ongoing Assessment Lunch		2 hours 10:00am-12:00pm 30 min 12:00pm-12:30pm
Care of Bleeding, Wounds, and Burns (Chapter 4): <ul style="list-style-type: none"> • Bleeding • Wounds • Burns 	Yes	2 hours 12:30pm-2:30pm

Dressings and Bandages (Chapter 5): <ul style="list-style-type: none"> • Dressings • Bandages • Applying and Removing a Dressing • Bandaging Techniques • Small Group Simulations (Practical) 		<p>1 hour 30 min 2:30am-4:00am</p> <p>30 min 4:00am-4:30am</p>
Day 2 8:00 AM – 4:30 PM		
Head & Facial Injuries (Chapter 6): <ul style="list-style-type: none"> • Eye / Ear / Nose • Throat Obstruction • Jaw / Lips / Tongue 		<p>30 min 8:00am-8:30am</p>
Bone, Joint and Muscle (Chapter 7 & 8): <ul style="list-style-type: none"> • Bone, Joint Muscle Injuries • Spiral, Upper / Lower Extremity Injuries • Evacuation of Musculoskeletal Injuries • Small Group Simulation (Practical) Splinting 	Yes	<p>1:30 hour 8:30am-10:00am</p>
Circulatory/Respiratory/Neurological (Chapter 9, 10, & 11): <ul style="list-style-type: none"> • Anatomy & Physiology • Shock • Internal Bleeding • Heart Disease & Chest Pain • Chest Injury • Respiratory Illness • Unresponsive / Responsive • Head Injury 		<p>2 hour 10:00am-12:00am</p>
Lunch		<p>30 min 12:00pm-12:30pm</p>
Diabetic & Allergic (Chapter 13): <ul style="list-style-type: none"> • Acute complication • Allergic reaction 		<p>30 min 12:30pm-1:00pm</p>
Physical and Environmental Hazards (Chapter 15): <ul style="list-style-type: none"> • Acute Mountain Sickness • Cold Injury • Heat Illness • Lightning Injury 		<p>30 min 1:00pm-1:30pm</p>

<p>ICPR Basic (Appendix A)</p> <ul style="list-style-type: none"> • Heart Save (AED) • Adult • Child • Infant <p>Foreign Body Airway Obstructions (Choking)</p> <ul style="list-style-type: none"> • Adult • Child • Infant 	Yes	1 hour 1:30pm-2:30pm
<p>First Aid Equipment & Supplies (Appendix B)</p>		15 Min 2:30pm-2:45pm
<p>Improving the Odds of Survival (Appendix E)</p>		15 min 2:45pm-3:00pm
<p>Small / Large Group Simulation (Practical)</p>		30 min 3:00pm-3:30pm 30 min 3:30pm-4:00pm
<p>Final Written Exam</p>		30 min 4:00pm-4:30pm

unexcused, late assignments can expect to have points deducted for being late. I will not be accepting assignments that are submitted past the end of the semester unless prior arrangements have been made.

- C. WEEKLY CLASS PARTICIPATION IS REQUIRED. Participation is critical. Students are expected to take the weekly quizzes and go over all course content (lectures, powerpoints, etc...) A student may be asked to withdraw from the course if assignments and participation is lacking during the term. Additionally students should familiarize themselves with calendar dates for drop and add and for the last date of withdrawals without incurring an academic penalty. Not participating will influence your final grade. It is the student's responsibility to accomplish all required paperwork when withdrawing from the course. Failure to withdraw (according to University policy & procedures) from the course will result in an "F" for the course.
- D. Extra credit: Extra credit may be earned by completing more than the required on line training/course projects which results in a pass / fail.

METHOD OF INSTRUCTION:

This class will be conducted in an online format. Internet sites will compliment the presentations. Method of evaluations will incorporate three areas;

- 1- Weekly class activities will be graded according the students prior preparedness for the class being presented
- 2- Course projects will be graded by the amount passed.
- 3 - Term papers will be graded according to the content of the assigned topic as well as efforts to gather the required materials used to research the topic.

4 – Assignments that are turned in beyond the due date can be expected to have points deducted for tardiness.

Method of Evaluation:

Grades policy

- 1- Weekly Quizzes----- 25%
- 2- Course Projects (EMI Independent Study 4 Certificates) ----- 25%
- 3- Final Presentation (Term Paper) ----- 50%

A= 90% - 100
B= 80% - 89%
C= 70% - 79%
D= 60% - 69%
F= 0% - 59%

UNIVERSITY OF MAINE AT FORT KENT

SYLLABUS

11:00-12:20pm Monday & Thursday, Rm. 205 Cyr Hall

COURSE NUMBER: PSA 312

SEMESTER/YEAR: Spring 2008

TITLE: Grant Writing

NUMBER OF CREDITS: Three (3)

DIVISION: Natural & Behavioral Sciences

INSTRUCTOR: Tony Enerva, M.S., J.D.

PREREQUISITES: PSA 100 or Permission of Instructor

Required Textbook(s):

I'll Grant You That, by Jim Burke & Carol Prater, 2000, Heinemann Publishing ISBN: 0-325-00197-

Other Resource Materials: May be assigned by the professor

How students will benefit from taking this course:

This introduction to grant writing is designed to provide students with concrete tools for understanding how grants are utilized in government to increase efficiency and effectiveness, conduct research and to provide capital for exemplary and meritorious projects. The course emphasizes the process, functions, administration and application of grant writing.

Course Goals and Objectives: At the conclusion of this course, students should be able to:

- **Analyze** – What and how grants affect government operations.
- **Discuss** – Managing and writing grants, technical, legal and service issues and technology/research applications.
- **Identify** - The grant process along with its decision-making activities and implications.
- **List** – Ten substantive areas where current grant writing issues impact or affect Rural Public Safety Administration.
- **Evaluate** – How does grant writing and its application substantively impact Public Safety.
- **Locate** – Grant writing resources, applications and solicitations on the Internet, which are consistent with materials, discussed in class.

Course Requirements and Policies:

LLL. It is imperative for the students to **read** each assignment in the text in advance of each class in order to be prepared for the class discussion. It is also strongly suggested that each chapter be studied after being presented in class to help in the understanding of the material.

MMM. **Assignments** must be turned in during class on the due date. Successful completion of all tests, and paper/project is expected.

NNN. Take each **test/examination/quiz** on the day it is scheduled. When a student has a legitimate reason for being absent from class on a scheduled exam day, has received prior permission from the instructor, and it is time feasible, then he/she will arrange to take the exam prior to the

scheduled date. Exams must be made up not later than seven calendar days after the original scheduled date. Makeup dates and times are the final decision of the instructor. Requesting a makeup exam is the **student's responsibility**.

OOO. Attendance is critical. Students are expected to be **on time** for class and to be prepared for class discussion.

PPP. Telephones and pagers are to be in the **off mode** when in the classroom.

QQQ. University policies will be strictly adhered to concerning beverages, food and smoking.

RRR. Any student who qualifies for accommodations based on the **impact of a disability** should contact Academic & Counseling Services during the first two weeks of class at 207-834-7530 Room 107 Cyr Hall. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.

SSS. Class attendance is required. A student may be asked to withdraw from the course upon the accumulation of excessive absences in the term. Students who miss more than three class sessions will incur a grade penalty. Students who miss more than six class sessions will incur a grade of F. Additionally students should familiarize themselves with calendar dates for drop and add and for the last date of withdrawal without incurring an academic penalty. Excessive absences will negatively influence your final grade. It is the **student's responsibility** to accomplish all required paperwork when withdrawing from the course. Failure to withdraw (according to University policy & procedures) from the course will result in an "F" for the course.

TTT. Extra Credit may be earned by almost anything, which is course related. All creative ideas will be considered, so please present (idea in writing or via e-mail) to the instructor along with relevance to the textbook. You may also complete extra assignments for extra credit. Maximum total points for extra credit is 10 points. Deadline for Extra Credit will be listed either on the course calendar or by arrangement with the Professor.

UUU. Community/Volunteer Service is highly encouraged during the student's time at the University of Maine at Fort Kent. Extra credit will be granted to students who participate in this endeavor during the specific semester enrolled. Proposals for such service must be in writing and approved by the instructor. To receive credit, student must submit a letter on organizational stationery, at the end of the specific semester, signed by CEO or other appropriate person, detailing the service rendered by the student.

VVV. Independent Study Courses are provided by the Emergency Management Institute at <http://training.fema.gov/EMIWeb/IS/crslst.asp>. Students are strongly encouraged to attempt at least one course each semester (including the summer). The completion certificate (in your name) will serve as your documentation to receive extra credit. The value of completing these courses will be discussed in class.

L.Method of Instruction:

This class will be conducted in a lecture and seminar format. Internet sites will compliment the presentation as well as hands-on research on the computer. Government and public professionals may be utilized as guest presenters during appropriate sections. Student discussion and input is expected.

Methods of Evaluation:

Grades policy:

Grant project	50% (Covers required readings and discussions)
Final examination	25% (Comprehensive)

Projects & participation 25% (Includes weekly quizzes, class projects, attendance, class participation & current events)

*** **Community Service & Independent Study** credit up to 10 points on final examination

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

UNIVERSITY OF MAINE AT FORT KENT
ON-LINE SYLLABUS

COURSE NUMBER: PSA 330

SEMESTER/YEAR: Spring 2011

TITLE: Criminal Profiling

NUMBER OF CREDITS: Three (3)

DIVISION: Natural & Behavioral Sciences

INSTRUCTOR: Michael Bresett

PREREQUISITES: (None)

Required Textbook(s) Turvey, Brent E. (3rd edition): Criminal Profiling: An introduction to Behavioral Evidence Analysis.

Other Resource Materials: Various Case Studies and Websites.

How students will benefit from taking this course:

This course would enhance the criminal justice program by offering another upper level elective to help fill degree requirements. This course allows students to develop their general understanding of sociology, psychology, and criminal justice into a deeper perspective of how these topics are related through the analysis of criminals and their behavior.

Topics to be covered by this course include, but are not limited to men and women serial killers, filicide, serial rapists, arsonists, and pedophiles. In examining these topics, students will learn to classify and predict behavior patterns. In the end, students should have a good theoretical and practical understanding of profiling.

This course allows for review of some topics such as interview and interrogation, statistical prediction, and personality assessment that may have already been covered in other related courses.

Course Goals and Objectives: At the conclusion of this course, students should be able to:

- To familiarize oneself with the historical perspectives of criminal profiling
- To understand how to classify and predict the behavior patterns of repeat offenders, serial murderers, rapists, arsonists, pedophiles and those individual guilty of filicide.
- To demonstrate the ability to use behavioral and geographic profiling to identify patterns in unsolved cases.
- To develop greater critical thinking skills as related to applied criminology and human behavior.

Course Requirements and Policies:

- Email access (at least 3 times a week)
- Complete all readings and assignments
- Blackboard access

- Submit all assignments by the established due date. Keep a copy of all submitted assignments and all returned assignments.

Details of Individual Assignments:

Discussion Assignments:

A discussion board question will be posted in Blackboard. You will be required to respond to each question **AND** reply to 1 of your classmates' response. You will not be critiquing this person's response for spelling and grammar, but for content and thought provoking commentary. Your discussion grade will not be based on the commentary your classmates have made, so do not simply reply to a discussion with a "great job" comment. You are expected to provide thoughtful and constructive insight to your classmates. Remember that you will get out of this course as much as you put into it. Take the many opportunities to learn from one another. This assignment will be due on Wednesday of each week.

E-mail Assignments:

An email question will be posted in the "assignments" section of Blackboard. You will be responsible for reading the email question and sending your answer directly to your INSTRUCTOR via email at michael.r.bresett@maine.edu. Responses are due on Saturday every week. Your responses should be no more than a page in length, well thought out and include supporting evidence for your thoughts. Using an outside resource is not required, but is highly recommended. If you choose to use an outside resource, please cite it using APA style. An outside resource means anything other than your textbook.

Methods of Evaluation:

Discussion Assignments: 20%

E-mail Assignments: 20%

Mid-Term Examination: 30%

Final Examination: 30%

- A 95-100
- D- 90-94
- B+ 87-89
- B 84-86
- E- 80-83
- C+ 77-79
- C 74-76
- F- 70-73
- D 64-69
- F 0-63

COURSE NUMBER: PSA 397

SEMESTER/YEAR: Fall, Spring & Summer

TITLE: Public Safety Administration Internship NUMBER OF CREDITS: 8+

DIVISION: Professional Management Division

INSTRUCTOR: Tony Enerva, M.S., J.D.

PREREQUISITES: Permission of Instructor

Required Textbook(s): As required for a particular students' project.

COURSE LOGISTICS: PSA 397 Internship may be taken for a minimum of eight and a maximum of 12 credits, depending on the number of hours worked (200 hours is equivalent to eight credits/250 hours is equivalent to 12 credits). The credits may be taken in one semester, over a summer session, split between semesters or any acceptable derivation thereof. Students typically take the internship in their senior year; however, the internship can be taken any time with permission from the faculty advisor. The student is responsible for locating an acceptable internship with the help of the faculty advisor. Internships can and have been taken away from the UMFK geographic area, preferably in the area where the student desires to work or reside. Typically, the student registers and pays the credit fee before the internship begins. It is the student's responsibility to maintain regular communication with the faculty advisor during the internship.

How students will benefit from taking this course:

The internship is designed as a senior capstone course allowing the student to gain "hands-on", real world experience working for an agency or organization that will provide an opportunity for the student to apply and utilize the courses, skills and resources gained through the Public Safety Administration degree program. The student will employ and utilize skills in critical analysis, cognitive reasoning, comprehension, communication, writing and project management.

This course is designed to:

- **Provide the UMFK Public Safety Administration majors the opportunity to apply Public Safety management theories and practices in real world settings.**
- **Expose students to daily activities of local government operations for small and mid-sized communities with an emphasis on Public Safety Administration.**
- **Expand student's knowledge base that is associated with a specific business and/or public safety agency.**
- **Document the PSA Interns experiences in a format, which would be consistent with a typical PS agency organizational evaluation report.**
- **Employ skills, knowledge and resources learned from their academic program to the workplace.**
- **Learn from the agency/organization valuable and practical skills that will**

materially assist the student in the job market.

Course Goals and Objectives:

Students will:

- Complete a fixed period of time (participation appropriate with agreed upon credits to be received) in an agency, which is consistent with the intern's career aspirations (200 hours is equivalent to eight credits/250 hours is equivalent to 12 credits).
- The student will complete a major research project.
- The student will complete a major writing project.
- The student will complete five Emergency Management Institute certificates.
- Compile a daily journal.
- Participate in as many of the following learning activities as the sponsoring agency will permit:
 1. Daily hands on experiences in as many departments as possible.
 2. Supervise and/or assist in the supervision of employees.
 3. Participate in budget review and/or development.
 4. Project development and implementation.
 5. Work and assist with agency clientele.
 6. Public Relations & Media opportunities.
 7. Participate as trainee and/or as trainer.
 8. Review and assist in grantsmanship project.
 9. Interview supervisory and management personnel in all departments.
 10. Technology and its relationship to agency overall goals and external relationships.
 11. Document experience with pictures and other agency materials appropriate for this course.
- Receive appropriate exit evaluation (letter form) from sponsoring agency, which will become part of final Internship packet.
- Provide final Internship packet (submitted in a notebook portfolio) to UMFK advisor, which should include all information as listed above, and PSA Intern's analysis for this period.

Course Requirements:

The student will:

WWW. In consultation with the faculty sponsor, select an internship site consistent with his/her career goals and interests.

XXX. Dress in accordance with dress code for agency selected (inquire from agency when making application for internship).

YYY. Request an interview with the appropriate individual at the potential internship site.

ZZZ. Prepare an internship proposal in consultation with the internship supervisor at the sponsoring agency. Complete the Internship proposal (4 pages) and submit to faculty sponsor prior to registration.

AAAA. Complete all the work requirements contained in the internship proposal.

BBBB. Prepare a reading list and a research paper investigating the practices and theories regarding a specific aspect (or entire) of the sponsoring agency/department.

CCCC. Prepare weekly written reports (submitted to faculty sponsor as attachments to e-mails) of activities and accomplishments (taken from Interns Journal).

DDDD. Any student who qualifies for accommodations based on the impact of a disability should contact Academic & Counseling Services during the first two weeks of class at 207-834-7530. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities

The faculty advisor will:

- A. Provide student with letter(s) of introduction.
- B. Provide guidance during the Internship period.
- C. Review and approve (after discussion with student) the proposed internship proposal.
- D. Make weekly review of reports and provide feedback as appropriate.
- E. Meet with Intern at conclusion of activity to critique oral presentation (by Intern) and accept document (notebook portfolio).

Methods of Evaluation:

Grades policy:

Weekly reports -----25%

Final Project & faculty review-----60%

Sponsoring Agency evaluation-----15%

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

Credits:

The number of credit hours are determined by the total time spent in the internship and the activities listed in the internship proposal. A typical internship is granted one credit hours per 25 hours work at the internship site.

Contact:

Professor Tony Enerva

Office: 207-834-7566

E-mail: tenerva@maine.edu

TAE 9-16-13

Abbreviated Syllabi:

Course Number: Bio 309

Course Name: Dendrology

Instructors: Dubis, J

Required Text: **Trees of the Northern United States and Canada. 1995. John Farrar.**

Course Description: Examines taxonomy, morphology, and ecology of North American woody plants important in timber production and wildlife food and cover. Prepares students to identify approximately 100 species of trees, shrubs, and woody vines. Three hour lecture, two hour lab.

Topic Outline	Estimated Contact Hours
Course overview, important terminology	2.5
Field identification of tree species	45
Indoor introduction of native tree species of Maine not found in local region	2.5
Use of keys to identify unknown species	2.5
General Botany of Dicotyledons (6 classes)	15
Total Hours	67.5

Identification of CPC Topics Covered in this Course:	Estimated Contact Hours
Accounting	0
Marketing	0
Finance	0
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	0
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	<u>0</u>
Total (estimate of contact hours)	0

Course Number: BUS 100
Course Name: Accounting Principles
Instructor: Leo Trudel

Required Text: Warren, Reeves, & Duchac, (2012), *Financial and Managerial Accounting 11th Ed*, Southwestern Publishing, Mason, OH

Course Description: Student will learn to demonstrate competency in the following areas: The accounting equation and use of “T Accounts”; Rules of debits & credits; How to analyze transactions; the creation of financial statements (balance sheet, income statement, cash flow statement, and statement of owner equity).

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Financial Statement Construction	8
Journal Entries	5
Accounting Cycle and Posting adjusting entries	5
Ratio Analysis	7
Accounting for Stocks and Bonds	5
Accounting principles	5
Reporting Requirements	5
Budget Analysis	<u>5</u>
Total Hours:	45

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Accounting	45
Marketing	1
Finance	2
Management	5
Operations Management	3
Law	3
Economics	1
Ethics	2
Information Systems	1
Quantitative	<u>1</u>
Total:	64

Bus 101 Accounting Principles

Instructor: Leo Trudel

Text: Warren, Reeves, & Duchac, (2012), *Financial and Managerial Accounting 11th Ed*, Southwestern Publishing, Mason, OH

Course Description: Student will learn to demonstrate competency in the following area:
Financial statement analysis, journal entries, ratio analysis, dividend and interest analysis, budgeting procedures and analysis and cost behavior and CVP analysis.

Topics covered:	Contact hours:
Financial Statement Analysis	8
Journal Entries	5
Ratio Analysis	7
Dividend and Interest Analysis	5
Budgeting Procedures	5
Budgeting Analysis	5
Cost Behavior	5
CVP Analysis	<u>5</u>
Total:	45

CPC Coverage:	Estimated hours:
Accounting	45
Finance	2
Management	10
Operations Management	5
Law	1
Economics	1
Ethics	2
Quantification	<u>3</u>
Total	69

BUS 207 Principles of Insurance

Instructor: Roger Roy

Text: Risk Management & Insurance by Harrington and Niehaus; Irwin McGraw Hill

Course Description: This course examines theory and practice of private insurance. It is a study of the principal lines of insurance including: property, casualty, life, disability and medical. A review of Social Security and Medicare/Medicaid coverages is included. How insurance companies determine their risks, costs and profits will be examined.

Topics covered:	Contact hours:
Risk Measurement, Management and Pricing	12
Liability	6
Auto, Home, Life & Annuity, Healthcare/Medical, Disability, Government Plans	21
Commercial Contracts and Risk Management	<u>6</u>
Total:	45

CPC coverage:	Estimated hours:
Finance	3
Management	15
Human Resources	20
Operations Mgmnt	6
Law	6
Economics	6
Ethics	3
Quantitative Analysis	6
Strategic Planning	<u>2</u>
Total	67

BUS 211: Principles of Business Management

Instructor: John Pelletier

Text: *Business Essentials*, Ebert/Griffin; 9th Edition; Pearson Prentice-Hall

Course Description: Principles of Business Management examines the basic functions of business including management, production, marketing, finance and the social and economic environment in which firms exist and act.

Topics Covered:

Nature of U.S. Business; Private Enterprise

Economics of supply and demand

Business structure

Business management and ethics

Leadership

Employee Motivation

Human Resources Management

Pricing strategies

Financial statements

Total:

Contact Hours:

3

3

3

15

6

6

3

3

3

45

CPC Coverage:

Accounting:

Marketing:

Finance:

Management:

Organizational Behavior:

Human Resource Management:

Law:

Economics:

Ethics:

Quantitative Analysis

Global Issues:

Total:

Estimated Hours:

5

5

2

45

5

2

1

1

6

1

1

74

BUS 219 BUSINESS AND PROFESSIONAL COMMUNICATION

INSTRUCTOR: JOE ZUBRICK

REQUIRED TEXT: Young, Kathryn Sue and Travis, Howard Paul. Business and Professional Communication: A practical Guide to Workplace Effectiveness. Waveland Press. 2012.

SUPPLEMENTAL LEARNING RESOURCES: Blackboard Website for assignments, handouts, videos and exercises

COURSE DESCRIPTION: BUS 219 is an introductory level public speaking course with emphasis on business and professional communication. Coursework focuses on informal and formal speaking situations with emphasis on topic selection and focus, research, outline preparation, critical thinking, organization and delivery and other written communicative or presentation devices that are common to the business environment. Students will prepare and deliver three (3) extemporaneous speeches with specified purposes or requirements tailored to business and professional speaking. In addition, three (3) outside speaker evaluations are used to explore and clarify concepts in public speaking using business topics. Students will also submit a final, self-evaluation via a Discussion Board.

Topic Outline	Estimated Contact Hours
I. Explore the context of organizational communication	15
A. Nature and needs of Organizational Communication	
B. Identification of Business Audiences	
C. Strategies for Communication	
D. Discussion Boards on Business Topics	
II. Skills Development- Speaking in Small Groups and in Public	15
A. Aspects of the communicative process	
B. Appreciating a verbal and gestural messages	
C. Models for communication	
D. Selection and focus varied speech topics with specific purposes	
E. Organizational structures for informative and persuasive speeches	
F. Skill in mediated communication	
G. Discussion Boards on Business Topics	
III. Application and Exercises	15
A. Resume and letter of application; interview and video presentation	
B. Process Speech with Sequential Organization Patterns	
C. Problem Solving Presentation and Memo	
D. Outside Speaker Evaluations	
E. (optional) Presentation to current Employer/Employees	
F. Final Self Evaluation	

Identification of CPC Topics

Estimated CH

Marketing	6
Management	6
Organizational Behavior	15
Human Resources	3*
Operations Management	3*
Economics	3*
Ethics	6*
Intercultural Communication	<u>6*</u>
	48

*Changes in emphasis with new instructor and perceived needs of current students.

Course Number: BUS 222
Course Name: Introduction to Marketing
Instructor: Tony Gauvin

Required Text: Marketing 3e, Dhruv Grewal & Michael Levy; McGraw-Hill Irwin

Course Description: This course covers the components of the marketing structure and of the behavioral science concepts involved in marketing. The core of this course is based on value creation marketing through the main themes of entrepreneurship, service global marketing, and ethics. Emphasis will be on practical skills in identifying markets and opportunities, product development, and advertising.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Course overview, Defining Marketing	5
Marketing Ethics	5
Consumer Behavior	5
Global Marketing	5
Developing New Products	5
Segmentation, Targeting and Positioning	5
Strategic Pricing Methods	5
Supply Chain and Channel Management	5
Retail and Multichannel Marketing	<u>5</u>
Total Hours:	45

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Accounting	1
Marketing	45
Management	10
Organizational Behavior	1
Operations Management	3
Law	1
Economics	1
Ethics	1
Quantitative	<u>2</u>
Total:	65

Bus 234: Financial Analysis & Planning
Div: Professional Management
Semester: Fall 2012

Date: September 1, 2012
Instructor: Roger Roy
Phone: 834-7564 or 768-1688
Email: rogerroy@maine.edu

Prerequisites: Bus 100 and Bus 211 or equivalent.

Course description:

This course is a study of the techniques for analyzing and solving the financial problems of clients. This involves matching suitable investment instruments with identified, client, financial needs. There will be an emphasis on understanding different types of risk, different client profiles, different types of investment instruments, technical and fundamental analysis techniques, and the workings of markets.

Course objectives:

- The student will demonstrate an ability to identify and analyze risk and client financial needs.
- The student will demonstrate an understanding of debt and equity instruments.
- The student will demonstrate an ability to match suitable financial instruments with client needs.
- The student will demonstrate an ability to analyze financial markets.

Required Text:

Practical Investment Management 4th edition, by Robert A. Strong, Thomson/ Southwestern (ISBN 978-0-324-35936-7)

Topics:	Estimated hours:
Investments, Risk and Return	3
Markets	3
Debt Instruments	3
Equity Instruments	3
Market Mechanics	3
Fundamental and Technical Analysis	6
Market Behavior	3
Investment Information	3
Convertible Securities	1.5
Diversification	3
Derivatives	3
Portfolio Management	1.5
Financial Planning Exercises	<u>9</u>
Total:	45

CPC Topic:	Estimated Hours:
Accounting	6
Finance	45
Operations Management	6
Law	6
Economics	3

Ethics	6
Globalization	3
Strategic Integration	<u>3</u>
Total:	78

Course Number: BUS 260
Course Name: Business Ethics
Instructor: Brad Ritz
Required Text: *Business Ethics*, 8th edition, Shaw, William H., Cengage Learning.
 Additional articles as assigned by the Instructor.

Course Description: 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.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Normative theories of ethics, justice, capitalism	10
Ethics vs. Morality	5
Ethics of consumer/business relations	5
Theories of Economic Justice	5
Critique of Capitalism	10
Ethical Business Behavior	5
Social Responsibilities and the Environment	<u>5</u>
Total Hours:	45

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Marketing	6
Finance	6
Management	12
Human Resources	12
Operations Management	12
Law	3
Economics	6
Ethics	45
Global	6
Strategy & Capstone	<u>3</u>
Total:	111

Bus 300 Principles of Finance

Instructor: Leo Trudel

Text: Foundations of Financial Management, by: Block, Hirt & Danielsen
14th edition, McGraw Hill Publishing

Course Description: This course examines basic financial principles for corporations. It also analyzes financial statements including cash flow, ratio and comparative analyses. As well as asset valuation, profit margins, budgeting and debt and equity financing.

Topics covered:	Covered hours:
Time Value of Money	5
Analyzing Financial Statements	4
Utilization of Financial Tools	4
Measuring Performance	3
Planning Performance	3
Bond and Stock Valuation	5
Interest Rates	3
Capital Budgeting Techniques	4
Cost of Capital	4
Working Capital	3
Impact of Dividends	3
Asset Valuation	<u>4</u>
Total	45

CPC coverage:	Estimated hours:
Accounting	5
Finance	45
Management	5
Law	2
Economics	5
Quantification	<u>10</u>
Total	72

Bus 301 Principles of Finance II

Instructor: Leo Trudel

Text: Principles of Managerial Finance, Lawrence J. Gitman

Course Description: This course examines more in depth financial principles for corporations. It covers the time value of money and its impact on making financial decisions. Understanding and deciphering financial statements, utilizing specific financial tools, cash-flow significance, interest rates, stock and bond valuation, cost of capital and leverage, working capital and current asset management and an introduction to mergers and leveraged buyouts as well as why businesses fail.

Topics covered:

Covered hours:

Time Value of Money	3
Importance of Analyzing Financial Statements	2
Utilization of Financial Tools	3
Measuring Performance	3
Planning Performance	3
Bond and Stock Valuation	3
Interest Rates	3
Dividend Policies	3
Capital Budgeting Techniques	3
Cost of Capital	2
Current Asset Management	3
Mergers	5
Leveraged Buyouts	5
Business Failure	<u>4</u>
Total	45

CPC coverage:

Estimated hours:

Accounting	10
Finance	45
Management	10
Law	3
Economics	5
Quantification	<u>10</u>
Total	83

BUS 302 Intermediate Accounting I

Instructor: Dr. Sherry J. Parshley

Text: Kieso, Weygandt & Warfield, Intermediate Accounting, 15th edition, Wiley Publishing.

Course Description: 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.

Topics covered:	Contact hours:
Conceptual Framework of Accounting	9
Preparation and Analysis of Financial Statements	18
Accounting Treatment of Current and Long-term Assets	6
Accounting Treatment of Current and Long-term Liabilities	6
Accounting Information Systems	<u>6</u>
Total	45

CPC coverage:	Estimated hours:
Financial Accounting	30
Management	12
Ethics	10
Law	10
Quantitative Analysis	<u>15</u>
Total	77

BUS 303 Intermediate Accounting II

Instructor: Dr. Sherry J. Parshley

Text: Kieso, Weygandt & Warfield, Intermediate Accounting, 15th edition, Wiley Publishing.

Course Description: 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.

Topics covered:	Contact hours:
Current and Long-term Liabilities and Contingencies	6
Stockholders Equity	6
EPS and Dilutive Securities	6
Accounting for Income Taxes, Pensions and Leases	9
Accounting Changes and Error Corrections	6
Statement of Cash Flows	6
Financial Disclosure	<u>6</u>
Total	45

CPC coverage:	Estimated Hours:
Financial Accounting	30
Management	12
Ethics	10
Law	10
Quantitative Analysis	<u>15</u>
Total	77

BUS 304 Federal Taxation I

Instructor: Dr. Sherry J. Parshley

Text: Jones, S. & Rhoades-Catanach, S. (2013). Principles of Taxation for Business and Investment Planning, 16th edition. McGraw Hill Publishing.

Course Description: 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.

Course topics:	Contact hours:
Tax Terminology	12
Tax Structures	6
Tax Planning	6
Tax Research	9
Tax Compliance Process	6
Property and Investment Tax Planning	<u>6</u>
Total	45

CPC Coverage:	Estimated Hours:
Terminology	21
Planning	18
Research	18
Compliance	<u>21</u>
Total	78

BUS 305 Federal Taxation II

Instructor: Dr. Sherry J. Parshley

Text: Jones, S. & Rhoades-Catanach, S. (2013). Principles of Taxation for Business and Investment Planning, 16th edition. McGraw Hill Publishing.

Course Description: A study like Bus 304 but with special attention to corporations and partnerships.

Topics covered:	Contact hours:
Relationship between Operating Cycle and Taxable Year	6
Permanent and Temporary Tax Differences	9
Business Deductions	9
Tax Aspects of Depreciation	6
Gain or Loss Recognition and Realization	6
Business Entities	<u>9</u>
Total	45

CPC Coverage:	Estimated Hours:
Business Operations	18
Property Acquisitions and Dispositions	18
Nontaxable Exchanges	18
Business Entities	12
Jurisdictional Issues	<u>12</u>
Total	78

BUS 308 : Managerial Accounting

Instructor: Leo Trudel

Text: Garrison, Noreen, Brewer, *Managerial Accounting*: 14th edition, McGraw Hill

Course Description: 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.

Topics covered:	Covered hours:
Financial Statements	10
Cost Analysis	5
Profit Analysis	10
Budgeting	5
Controlling	8
Transfer Pricing	<u>7</u>
Total	45

CPC coverage:	Estimated hours:
Accounting	45
Marketing	1
Finance	1
Management	40
Organizational Behavior	1
Operations Management	10
Law	1
Economics	5
Ethics	<u>1</u>
Total	105

BUS 314 Auditing/Forensic Accounting

Instructor: Dr. Sherry J. Parshley

Text: Arens, A., Elder, R., & Beasley, M. (2012). Auditing and Assurance Services, and integrated approach (14th ed.), Pearson Publishing.

Course Description: This course will examine 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.

Topics Covered:	Contact Hours:
Fraud Identification	12
Internal and External Auditing	6
Audit Procedures	9
Ethical Issues in Auditing	6
Statistical Sampling	6
Audit Reviews and Reports	<u>6</u>
Total	45

CPC Coverage:	Estimated Hours:
Accounting	21
Management	18
Ethics	12
Law	12
Statistics	<u>9</u>
Total	72

BUS 327 Salesmanship

Instructor: Leo Trudel

Text: Futrell, C. M., ABC's of Relationship Selling Through Service, 11th edition, McGraw Hill Publishing

Course Description: Student will learn to demonstrate competency in the following areas of: Selling as a profession, relationship marketing and personal selling, the preparation and process of relationship selling, organizational skills relating to sales and sales force management.

Topics covered:	Covered hours:
Sales	15
Relationship Marketing	5
Personal Selling	5
Preparation/Process of Relationship Selling	5
Sales Organizational Skills	10
Sales Force Management	<u>5</u>
Total	45

CPC Coverage:	Estimated hours:
Marketing	45
Management	15
Law	12
Strategic Planning	<u>3</u>
Total	75

Bus 332 Small Business Management

Instructor: Leo Trudel, Assistant Professor

Text: *Entrepreneurship: Starting and Operating a Small Business, 3rd edition, by Mariotti and Glackin*

Course Description: Student will learn to demonstrate competency in the following area:
Recognizing entrepreneurial opportunities, defining their customer base of specific businesses, how to track cost and find financing, manage a small business effectively and develop a business plan.

Topics covered:	Covered hours
Entrepreneurial opportunities	5
Defining Customer Base	5
Tracking Costs	5
Find Financing	5
Small Business Management	10
Develop Business Plan	<u>15</u>
Total	45

CPC coverage	Estimated hours
Accounting	5
Marketing	7
Finance	5
Management	45
Organizational Behavior	3
Human Resource Management	3
Operations Management	3
Law	3
Economics	3

Ethics	2
Information Systems	1
Global and Diversity Issues	<u>2</u>
Total	82

Course Number: BUS 336

Course Name: Business Law I

Instructor: Tony Enerva, M.S., J.D.

Required Text: Business Law, 4 ed., Author: James Morgan

Course Description: This course explores law regarding contracts, sales, personal property, and bailments.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Concepts/Foundations	10
Legal Processes	5
Contract Formation	10
Rights/Remedies	5
Regulatory Environment	10
Commerce / Business	<u>5</u>
Total Hours:	45

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Management	6
Human Resource Management	6
Law	45
Economics	3
Ethics	6
Strategic Planning	<u>6</u>
Total:	72

BUS 341 Business Negotiations

Instructor: Roger Roy

Text: Getting More, by Stuart Diamond, Crown Business

Course Description: This course covers the theory and practice of negotiating in a business setting. Techniques of negotiating and individual involvement in negotiations will be emphasized.

Topics covered:	Contact hours:
Techniques of Negotiation	6
Analyses of Contracts and Positions	6
Negotiating Strategies	3
Exercises in Negotiation(with reflection)	<u>30</u>
Total	45

CPC coverage:	Estimated Hours:
Accounting	3
Management	6
Organizational Behavior	3
Human Resources Management	45
Economics	3
Global and Diversity Issues	3
Strategic Planning	<u>6</u>
Total	69

BUS 343 Human Resources Management

Instructor: Roger Roy

Text: Fundamentals of Human Resources Management, by Noe et al, Irwin McGraw Hill

Course Description: An examination of the activities involved in managing human resources. Included are assessment of human resources needs at present and in the future, recruitment, training, and the administration of the personnel acquisition, compensation, development, evaluation, discipline, and termination.

Course topics:	Contact hours:
Assessment of HR needs	3
Recruitment	3
Training and Development	3
Motivation of Employees	6
Evaluation	6
Compensation	3
Administration of Benefits	9
Managing the "hiring & firing" Process	<u>12</u>
Total	45

CPC Coverage:	Estimated Hours:
Management	6
Organizational Behavior	6
Human Resources Management	45
Law	21
Economics	6
Global & Diversity Issues	3
Strategic Planning	<u>3</u>
Total	90

BUS 344 Organizational Behavior

Instructor: Roger Roy

Text: Organizational Behavior, by Ivancevich and Matteson, Irwin McGraw Hill

Course Description: 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.

Topics covered:	Contact hours:
Techniques for Analyzing Organizations	6
Individual Learning and Motivation	3
Group Learning and Motivation	6
Knowledge in a Group	9
Intelligence in a Group	6
Influencing Group Performance	9
Applications to Enhance Performance	<u>6</u>
Total	45

CPC Coverage:	Estimated Hours:
Management	6
Organizational Behavior	45
Human Resources Management	15
Ethics	6
Global and Diversity Issues	3
Strategic Planning	<u>6</u>
Total	81

BUS 397: Business Internship

Instructor: John Pelletier

Course Description: Prerequisites: Completion of the core courses of the business program. 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 admission and complete specific periods of participation in a firm consistent with the intern's career goals. A minimum of eight credit hours is required; the maximum is twelve credit hours. Internships are offered as requested by students.

Topics Covered:

Contact Hours:

Strategy and Capstone:

200

Total:

200

CPC Coverage:

Estimated Hours

Strategy and Capstone:

~~8-credit internship:

360

~~9-credit internship:

405

~~12-credit internship:

540

BUS 409 Investment Principles

Instructor: Leo Trudel

Text: Fundamentals of Investment Management (10th ed.), by Hirt and Block and
Beat the Market: Invest by knowing what stocks to buy and what stocks to sell, by Charles D.
Kirkpatrick, Published by Financial Times Press

Course Description: This course prepares the student to make informed investment decisions utilizing three schools of thought. The theoretical approach based strictly on fundamental analysis, the modern school which is based upon technical analysis, and the behavioral approach which studies the psychology of the market and its players.

Topics covered:	Covered hours:
Margin Accounts	9
Security Price Determination	8
Security Valuation	6
Probabilistic Forecasting	5
Risk Analysis	5
Factor Models and Arbitrage Pricing Theory	4
Black-Scholes Model	4
Portfolio insurance	<u>4</u>
Total	45

CPC coverage:	Estimated hours:
Accounting	10
Marketing	1
Finance	45
Management	5
Law	2
Economics	1

Ethics	2
Strategy and Capstone	<u>6</u>
Total	72

Course Number: BUS 411
Course Name: Business Policy and Strategic Planning
Instructor: Tony Gauvin
Required Text: Strategic Management 14th ed.; Fred R. David, Prentice Hall

Course Description: Business Policy and Strategic Planning is the capstone, integrative course for graduating business management students. This exciting, challenging course 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.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Course Overview / Introduction	5
Nature of Strategic Management	5
Business Vision and Mission	5
External Assessment	5
Internal Assessment	5
Strategies in Action	5
Strategy Analysis and Choice	5
Implementing Strategies: Management and Operations Issues	5
Implementing Strategies: Marketing, Finance/Accounting, R&D and MIS	<u>5</u>
Total Hours:	45

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Accounting	3
Marketing	3
Finance	3
Management	3
Organizational Behavior	3
Human Resources	3
Operations Management	3
Law	3

Economics	3
Ethics	3
Information Systems	3
Quantitative	12
Global	6
Strategic & Capstone	<u>45</u>
Total:	96

BUS 430 Employee Compensation, Benefits and Retirement Plans

Instructor: Roger Roy

Text: Compensation, by Milkovitch and Newton, Irwin McGraw Hill

Course Description: A study of compensation and different forms 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 self-provided. Emphasis is on the economic benefit received by both the individual and the employer.

Topics Covered:	Contact Hours:
Employee Motivation and Productivity	6
Compensation types, design & suitability	15
Value of Benefits to Employee	3
Value of Benefits to Employer	3
Retirement Programs	3
Qualified Retirement Programs	<u>15</u>
Total	45
CPC Coverage:	Estimated Hours:
Management	6
Organizational Behavior	3
Human Resources Management	45
Law	6
Economics	3
Ethics	6
Quantitative Analysis	6
Global and Diversity Issues	6
Strategic Planning	<u>6</u>
Total	87

Course Number: COS 103
Course Name: Introduction to Information Technology
Instructors: R. Albert, D. Susee, L. Lavoie, L. Michaud, M. Daigle, M. Rosenbaum
Required Text:

1. Morley, D. (2013). *Understanding Computers in a Changing Society* (5/E), Course Technology (CENGAGE Learning) ISBN: 9781133191032
2. Vermaat, M. (2014). *Microsoft Office 2013: Brief* (1/E), Course Technology (CENGAGE Learning) ISBN: 9781285166131

Course Description: Prerequisites: 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. 4 credit hours.

Topic Outline	Estimated Contact Hours
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Upon completion of this course, participants will have gained knowledge of information technology concepts, principles, skills and will:

- better understand and be able to appropriately apply common information technologies
- be knowledgeable of the general characteristics of information technologies
- be able to competently apply such technologies to the tasks of locating, interpreting, analyzing, synthesizing, evaluating, and communicating information in both print and electronic media

As specifically pertains to **UMFK General Education requirements** (all outcomes assessed through Competency Exams and Capstone Project), participants will:

- *be able to define information needs and sources of suitable, accurate data*
- *be able to demonstrate their ability to retrieve information using effective strategies and appropriate sources*
- *be able to demonstrate proficiency using multiple technologies and choosing appropriate and effective technologies*
- *be able to demonstrate competency with file management, spreadsheet use, word processing, communication, and presentation, as a minimum requirement*
- *be able to evaluate and compare information to assess validity, reliability, accuracy, authority, timeliness, and point of view/bias*
- *be able to synthesize information gathered from prior knowledge with new disconcerting information*
- *be able to demonstrate understanding of intellectual property, copyright, and fair-use of copyrighted material*
- *be able to demonstrate proficiency using technology, solving problems and thinking critically*

More specifically ...

- Students will demonstrate competence and independence in Computer-based Information Technologies by:
 - locating them
 - booting them
 - utilizing operating systems and utilities
 - file management
 - including distinguishing between various file types
 - understanding the significance of various file types
 - general file and media maintenance (e.g., formatting, copying, deleting, erasing, safe-guarding)
 - account/password management
 - locating/accessing applications
 - utilizing applications
 - word processing
 - entering, creating, editing, printing, saving, sharing, exiting, and obtaining help via online and offline resources
 - spreadsheets
 - entering, creating, editing, printing, saving, sharing, exiting, and obtaining help via online and offline resources
 - database management systems
 - entering, creating, editing, printing, saving, sharing, exiting, and obtaining help via online and offline resources
 - e-mail
 - entering, creating, editing, printing, saving, sharing, exiting, and obtaining help via online and offline resources
 - presentation
 - entering, creating, editing, printing, saving, sharing, exiting, delivery, and obtaining help via online and offline resources
 - printing
 - determining status, controlling and terminating print jobs both within single-user and networked operating system environments
 - following appropriate steps to seek resolution to hardware and software problems beyond their control
 - following appropriate steps to decrease risk of identify theft and/or loss due to malware (e.g., viruses, worms)
- Students will demonstrate competence and independence in Internet-based Information Technologies by:
 - locating them
 - using them to:
 - search for information (e.g., online indices (e.g., URSUS), search engines (e.g. www.google.com), metasearch engines (e.g., www.vivisimo.com) including appropriate application of Boolean/logic-based search strategies)

- retrieve information (e.g., e-mail)
 - process information (e.g., using tools found in electronic spreadsheets and database management systems)
 - present/post information (e.g., using applications/services such as PowerPoint®, web page publishing, e-mail)
 - develop an appreciation of the potential value of social networks
- Students will demonstrate competence and independence in general Information Technologies by performing the following information related activities:
 - locating (including when best to pursue electronic versus print media),
 - managing
 - organizing
 - interpreting
 - analyzing
 - synthesizing
 - evaluating (including distinguishing between scholarly and non-scholarly sources)
 - communicating

A more complete list of learning objectives can be found in the preface of each textbook chapter.

Week*	Readings*	Topic(s)	Assignments*	Est. Contact Hours
1	Syllabus Blackboard Bulletins UC - 1, 2 Windows 7 Supplement	MODULE 1 Course Introduction and Basic Computer Operations Blackboard and other course tools	Review this syllabus Lab 1 (Computer Ops.)	3
2		...continued	Comp. Exam 1 (Comp. Ops.)	3
3	UC - 3, 4	MODULE 2 Electronic Communications using the Internet	Lab 2 (Comm.)	3
4		...continued	Comp. Exam 2 (Comm.)	3
5	OF - Word 2013 UC - 7, 8	MODULE 3 Word processing using Microsoft Word®	Lab 3 (Word)	3
6		...continued	Comp. Exam 3 (Word)	3
7	UC - 5, 6	Fall RECESS and MODULE 4 Electronic Information	Lab 4 (Info Search)	1.5

		Searching and Retrieval		
8		... continued	Comp. Exam 4 (Info Search)	3
9	OF - Excel 2013	MODULE 5 Numerical processing using Microsoft Excel®	Lab 5 (Excel)	3
10		Microsoft Excel® ... continued	Comp. Exam 5 (Excel)	3
11	OF - Access 2013	MODULE 6 Database Management using Microsoft Access®	Lab 6 (Access) CAPSTONE Paper due	3
12		... continued	Comp. Exam 6 (Access)	3
13	OF - PowerPoint 2013	MODULE 7 Electronic presentation using Microsoft PowerPoint® and Thanksgiving RECESS	Lab 7 (PowerPoint)	1.5
14		... continued	Comp. Exam 7 (PowerPoint)	3
15		Capstone Project completion and presentation	CAPSTONE Presentation	3
16		Competency Exam retakes	CAPSTONE - Final Project Due	3

Total Sessions Expressed as Contact Hours

45

Recap

Estimated

Identification of CPC Topics Covered in this Course:

Contact Hours

Decision-Support Tools

Information Systems

Quantitative Methods/Statistics

Total (estimate of contact hours)

60

15

75⁴

⁴ CPC topics covered in business core courses are not mutually exclusive. The CPC contact hours shown in this summary for a marketing course add to more than 45 hours because other topical areas of the CPC are covered in the course along with the primary subject of marketing. For example, a lecture on international marketing could include contact hours under CPC headings of both "Marketing" and "International/Global Dimensions of Business."

Abbreviated Course Syllabus

Course Number: COS 111
Course Name: Introduction to Computer Science
Instructors: Albert, R.
Required Text:

1. *Computer Science Illuminated* (5/E), by Nell Dale and John Lewis (2013). Jones and Bartlett Publishers, ISBN: 9781449672843
2. *An Introduction to Programming using Visual BASIC 2010* (8/E), by David I. Schneider (2011). Prentice Hall, Pearson Education Inc. ISBN: 978-0-13-212856-8

Course Description: Prerequisites: COS 103, MAT 128 or MAT 165, or permission of instructor. 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.

Topic Outline	Estimated Contact Hours
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Upon completion of this course, participants will have gained knowledge of computer science concepts, principles, skills and will:

- better understand the history of computers, their impact upon society, and the hardware and software components of different classes of computers
- better understand human resources and procedures - as they relate to computer systems
- better understand how all these components can be effectively and efficiently utilized in business and other segments of society
- demonstrate enhanced analytical and problem solving skills as employed in the software development process

A more complete list of learning objectives can be found in the preface to each textbook chapter.

Week*	Readings*	Topic(s)	Assignments*	Est. Contact Hours
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1	CSI 1 VB 1	Course Introduction Laying the Groundwork The Big Picture Intro to Computers and Problem Solving Fundamentals of Programming in VB 2010 and the Integrated Development Environment Windows Fundamentals Review Blackboard and other course tools	Review this syllabus Begin all readings	3
2	CSI 2 VB 2	The Information Layer Binary Values and Number Systems Visual Basic, Controls, and Events WinZip® packaging of programming assignment submissions	HMWK1	3
3	CSI 3	Data Representation	QUIZ1 (CSI 1-3; VB 1, 2)	3
4	CSI 4, 5 VB 3	The Hardware Layer Gates and Circuits Computing Components Variables, Input, and Output	HMWK2	3
5		Winter Recess		
6	VB 4 VB B, D	Decision Control Structures	QUIZ2 (CSI 4, 5; VB 3)	3
7	CSI 6, 7 VB 6	The Programming Layer Low-level Programming Languages Problem Solving and Program Design Repetition Control Structures	Capstone Proposal	3
8	CSI 8	Abstract Data Types and Algorithms	HMWK3	3
9	VB 5	General Procedures	HMWK4	3
10	CSI 9 VB 7	Object-Oriented Design High-Level Programming Languages Arrays	QUIZ3 (CSI 6-8; VB 4, 5, 6)	3

11		Spring Recess		
12	CSI 10, 11	The Operating Systems Layer Operating Systems File Systems and Directories	HMWK5	3
13	VB 8	Text File Processing	QUIZ4 (CSI 9-11; VB 7)	3
14	CSI 12, 13, 14	The Applications Layer Information Systems Artificial Intelligence Simulation, Graphics, and Other Apps	HMWK6	3
15	CSI 15, 16, 17 CSI 18	The Communications Layer Networks The World Wide Web Computer Security In Conclusion Limitations of Computing	QUIZ5 (CSI 12-18; VB 8)	3
16		Course Review - Capstone Project Wrap-up	CAPSTONE Presentation	3
17		Capstone Project Completion	CAPSTONE Project	3

Total Sessions Expressed as Contact Hours

45

Recap

Identification of CPC Topics Covered in this Course: **Estimated Contact Hours**

Decision-Support Tools	
Information Systems	60
Quantitative Methods/Statistics	<u>6</u>
Total (estimate of contact hours)	66 ⁵

⁵ CPC topics covered in business core courses are not mutually exclusive. The CPC contact hours shown in this summary for a marketing course add to more than 45 hours because other topical areas of the CPC are covered in the course along with the primary subject of marketing. For example, a lecture on international marketing could include contact hours under CPC headings of both “Marketing” and “International/Global Dimensions of Business.”

Abbreviated Course Syllabus

Course Number: COS 125
Course Name: Web Page Design
Instructors: D. Susee
Required Text: *New Perspectives on Creating Web Pages with HTML, XHTML, and XML*, Patrick Carey, Course Technology, 3rd Edition, 978-0-495-80640-0
Course Description: Prerequisites: Cos 103 or instructor's permission. Explores current Internet technologies protocols and terminology. Introduces computer applications used to explore search and communicate over the Internet. Introduces web page authoring technologies and tools for working with Hypertext Markup Language (HTML). 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.

Topic Outline	Estimated Contact Hours
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Upon completion of this course, participants will have gained knowledge of web page design concepts, principles, skills and will:

- be able to appropriately apply skills learned to construct, troubleshoot and maintain Web Pages using HTML, XHTML and CSS
- understand the history and development of the Internet and how to use Internet applications

Week Number	Reading Assignment	Topic	Homework	Est. Contact Hours
1	Syllabus Carey: Tutorials 1 and 2	Introduction History of the Web and HTML, Introduction to HTML, Adding Comments, Block Level Elements, Lists, Inline Elements, DIV and SPAN, Attributes, Empty Elements, Images, Characterer Sets and Codes Storyboards, Hyperlinks, Absolute and relative URLs, BASE, ID, Linking an Image, Image Map, More Hyperlinks, Hypertext Attributes, Metadata	Discussion 1 Assignment 1 Due	9
2	Carey: Tutorials 3 and 4	Introduction to CSS Inline Styles, Embedded Styles, External Style Sheets	Discussion 2 Assignment	9

		<p>Style Precedence and Inheritance</p> <p>CSS: Color, Fonts and text, Images, Animation, Backgrounds, FLOAT, Box Model, Border Styles</p> <p>CSS: Selectors, Lists, Class Styles, Rollover Effect, Drop Cap Effect, Page Layout, Overflow and Clipping, Stacked Objects, Various Media, Printing and Pinter styles</p>	<p>2 Due</p> <p>Capstone Proposal Due</p>	
3	Carey: Tutorials 5, 6, and 7	<p>Tables</p> <p>Tables for page Layout</p> <p>Creating a Rounded Box</p> <p>Forms</p> <p>Sound</p> <p>ActiveX</p> <p>Video</p> <p>Embedding Java Applets</p>	<p>Discussion 3</p> <p>Assignment 3 Due</p>	9
4	Carey: Tutorials 8 and 9	<p>Frames</p> <p>Frames and Hyperlinks</p> <p>XHTML, DTDs, Namespaces, Character and parsed character data</p>	<p>Discussion 4</p> <p>Test 1 – Covers Tutorials 1 through 7</p> <p>Capstone Update Due</p>	9
5	Carey: Tutorials 10 and 11	<p>JavaScript, syntax, data types, variables, functions, external JavaScript files, comments, debugging</p> <p>XML, declarations, elements, attributes, data, parsers, style sheets</p>	<p>Discussion 5</p> <p>Assignment 4 Due</p>	9
6	Carey:	Namespaces	Discussion	3

	Tutorials 12, 13, and 14	Validation with DTDs and Schemas	6 Test 2 – Covers tutorials 8 through 14 Capstone Project Due	
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Total Sessions Expressed as Contact Hours

45

Recap

<u>Identification of CPC Topics Covered in this Course:</u>	<u>Estimated Contact Hours</u>
Business Ethics	3
Decision-Support Tools	
Information Systems	45
International/Global Dimensions of Business	<u>3</u>
Total (estimate of contact hours)	51 ⁶

⁶ CPC topics covered in business core courses are not mutually exclusive. The CPC contact hours shown in this summary for a marketing course add to more than 45 hours because other topical areas of the CPC are covered in the course along with the primary subject of marketing. For example, a lecture on international marketing could include contact hours under CPC headings of both “Marketing” and “International/Global Dimensions of Business.”

Abbreviated Course Syllabus

Course Number: COS 206
Course Name: Introduction to Information Security
Instructors: R. Albert
Required Text:

1. M. Whitman & H. Mattord (2012). *Principles of Information Security*, Fourth Edition. Course Technology, ISBN: 9781111138219
2. M. Wright & J. Kakalik (2007). *Information Security: Contemporary Cases*. Jones and Bartlett Publishers, ISBN: 9780763738198
3. M. D. Abrams, S. Jajodia, and H. J. Podell, eds. (1995). *Information Security: An Integrated Collection of Essays*, IEEE Computer Society Press, Out of print but available online at <http://www.acsac.org/secshelf/book001/book001.html>

Course Description: Prerequisites: Cos 103 Introduction to Information Technology or Instructor's permission. 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

Topic Outline	Estimated Contact Hours
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Upon completion of this course, participants will have gained knowledge of information security concepts, principles, skills and the ability to:

- define confidentiality, integrity and availability
- discern information security concepts and issues pertaining to a specific discipline (e.g., nursing)
- describe legal and public relations implications of security and privacy issues
- identify and prioritize information assets
- identify and prioritize threats to information assets
- distinguish mandatory and discretionary access controls
- define an information security strategy and architecture
- plan for and respond to intruders in an information system
- identify key elements of a disaster recovery plan for recovery of information assets after an incident

- design, develop and deliver to a local community group/organization a basic information security awareness training activity

A more complete list of learning objectives can be found in the preface to each textbook chapters.

Week*	Readings*	Topic(s) / Learning Objective(s)	Assignments*	Est. Contact Hours
1	PIS 1, 2 IS 1 - 3	Introduction to Information Security (INFOSEC) The Need for Security Blackboard and other course tools Learning Objective(s): define information security concepts including confidentiality, integrity and availability, and discern information security concepts and issues pertaining to a specific discipline (e.g., nursing)	Review this syllabus Begin all readings	3
2	PIS 3	Overview of Information Security Concepts and Mechanisms Legal, Ethical and Professional Issues in INFOSEC Learning Objective(s): describe legal and public relations implications of security and privacy issues	HMWK1	3
3	Supplement CC 1	Identification and Authentication Learning Objective(s): define confidentiality, integrity and availability	QUIZ 1 (PIS 1-3, IS 1-3)	3
4	PIS 4 Supplement IS 4, 5 CC 7	Risk Management and Passwords and Program Security Learning Objective(s): identify and prioritize information assets, identify and prioritize threats to information assets, and define an information security strategy and architecture	HMWK2 (includes CC 1, 7)	3
5	PIS 5	Planning for Security Learning Objective(s): define an information security strategy and architecture, and identify key elements of a disaster recovery plan for recovery of information assets after an incident	QUIZ 2 (Supplements, IS 4-5)	3
6	PIS 10, 12 CC 3, 4	Implementing and Maintaining Security Learning Objective(s): identify and prioritize information assets, identify and prioritize threats to information assets, and define an information	Capstone Service Learning Project Progress	3

		security strategy and architecture		
7		Fall RECESS and Implementing and Maintaining Info. Security (continued)	HMWK3 (includes CC 3, 4)	1.5
8	PIS 9, 11 CC 2	Physical Security and Security Personnel Learning Objective(s): identify and prioritize information assets, identify and prioritize threats to information assets, and define an information security strategy and architecture	QUIZ 3 (PIS 4, 5, 10, 12)	3
9	PIS 6, 7	Firewalls, VPNs, Intrusion Detection Systems, Access Control and Other Security Tools Learning Objective(s): identify and prioritize information assets, identify and prioritize threats to information assets, and define an information security strategy and architecture, and plan for and respond to intruders in an information system	Capstone Service Learning Project Progress	3
10	CC 6	... continued	HMWK4 (includes CC 2, 6)	3
11	PIS 8 IS 15	Cryptography and Protocols Learning Objective(s): define confidentiality, integrity and availability, and define an information security strategy and architecture	QUIZ 4 (PIS 6, 7, 9, 11)	3
12	Supplement	Policies/models (ACM) Learning Objective(s): distinguish mandatory and discretionary access controls, define confidentiality, integrity and availability, and define an information security strategy and architecture	Capstone Service Learning Project Progress	3
13	Supplement CC 5	Policies/models (Confidentiality) and Thanksgiving RECESS Learning Objective(s): define confidentiality, integrity and availability, and define an information security strategy and architecture	HMWK5 (includes CC 5)	1.5
14	Supplement BF SS	Policies/models (Integrity) Learning Objective(s): define confidentiality, integrity and availability, and define an information security strategy and architecture	QUIZ 5 (PIS 8, IS 15, Supplements)	3
15	BF SS	Course Review - Capstone Project Presentations	Capstone Service	3

		Learning Objective(s): design, develop and deliver to a local community group/organization a basic information security awareness training activity	Learning Project Progress	
16	BF SS	Capstone Project Completion	Capstone Service Learning Project Final Submission	3

Total Sessions Expressed as Contact Hours 45

Recap

<u>Identification of CPC Topics Covered in this Course:</u>	<u>Estimated Contact Hours</u>
Human Resource Management	6
Legal Environment of Business	6
Business Ethics	6
Decision-Support Tools	
Information Systems	<u>45</u>
Total (estimate of contact hours)	<u>63⁷</u>

⁷ CPC topics covered in business core courses are not mutually exclusive. The CPC contact hours shown in this summary for a marketing course add to more than 45 hours because other topical areas of the CPC are covered in the course along with the primary subject of marketing. For example, a lecture on international marketing could include contact hours under CPC headings of both “Marketing” and “International/Global Dimensions of Business.”

Abbreviated Course Syllabus

Course Number: COS 260
Course Name: Introduction to Programming
Instructors: Albert, R.
Required Text: *Java: An Introduction to Problem Solving & Programming*, 6th ed., by W. Savitch, Pearson/Prentice Hall Publishing, Inc., © 2012, ISBN: 0132162709

Course Description: Prerequisites: Cos 111 or instructor's permission. 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.

Topic Outline	Estimated Contact Hours
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Upon completion of this course, participants will have gained knowledge of object-oriented and structured programming paradigm concepts, principles, skills (including data type selection and implementation), and the ability to:

- effectively program in depth
 - effectively apply problem solving techniques to the design of computer algorithm(s) for a task
 - select the appropriate programming language(s) for a task
 - select and implement data type(s) most appropriate for a task (selected from arrays, records, stacks, queues, lists, simple trees)
 - test and debug programs
 - evaluate the quality and efficiency of a program
 - identify improvements that can be made to the quality and efficiency of a program's source code and/or documentation
- describe key programming concepts, including:
 - control structures
 - recursion
 - iteration
 - sorting
 - searching
- explain key social aspects of programming, including:
 - intellectual property
 - liability
 - privacy
 - ethical behavior

A more complete list of learning objectives can be found in the preface to each textbook chapters.

Week*	Readings*	Topic(s)	Assignments*	Est. Contact Hours
1	J 1	Introduction Review of COS 111 Concepts (Problem Solving Approach, Algorithm Development, Program Design, Testing/Debugging, Documentation) Blackboard and other course tools	Review this syllabus	3
2	J 2	Introduction to Basic Computation, Java and the Java development environment Overview of Programming Paradigms (procedural/imperative(C), functional (LISP), OO(Java), logical (Prolog), event-driven(VB), concurrent(Ada)) Java Primitive Types, Strings, Console I/O	HMWK1	3
3	J 3	Flow of Control in Java (Branching)	QUIZ 1 (J 1, 2) Capstone Proposal	3
4	J 4	Flow of Control in Java (Loops)	HMWK2	3
5	J 5	Defining Classes and Methods	QUIZ 2 (J 3, 4)	3
6	J 6	More about Objects and Methods and review of Debugging techniques	HMWK3	3
7		Fall RECESS and even more about Objects, Methods and Debugging techniques	HMWK4	1.5
8	J 7	Arrays (and Sorting)	QUIZ 3 (J 5, 6)	3
9		... continued	HMWK5	3
10	J 8	Inheritance, Polymorphism & Interfaces	HMWK6	3
11	J 9	Exception Handling	QUIZ 4 (J 7, 8)	3
12		... continued	Capstone	3

			Progress	
13	J 10	Streams and File I/O and Thanksgiving RECESS	Capstone Progress	1.5
14		... Streams and File I/O continued	HMWK7	3
15		Course Review - Capstone Project Presentations	QUIZ 5 (J 9, 10)	3
16		Capstone Project Wrap-up	CAPSTONE Project	3

Total Sessions Expressed as Contact Hours

45

Recap

<u>Identification of CPC Topics Covered in this Course:</u>	<u>Estimated Contact Hours</u>
Decision-Support Tools	
Information Systems	60
Quantitative Methods/Statistics	<u>6</u>
Total (estimate of contact hours)	66 ⁸

⁸ CPC topics covered in business core courses are not mutually exclusive. The CPC contact hours shown in this summary for a marketing course add to more than 45 hours because other topical areas of the CPC are covered in the course along with the primary subject of marketing. For example, a lecture on international marketing could include contact hours under CPC headings of both “Marketing” and “International/Global Dimensions of Business.”

Abbreviated Course Syllabus

Course Number: COS 312
Course Name: Computer Programming - Java
Instructors: Albert, R.
Required Text: *Java: An Introduction to Problem Solving & Programming* (6/E) ©2012 by W. Savitch, Pearson/Prentice Hall Publishing, Inc. ISBN: 0132162709
Course Description: Prerequisites: Cos 312 or instructor's permission. 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.

<u>Topic Outline</u>	<u>Estimated Contact Hours</u>
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Upon completion of this course, participants will have gained knowledge of object-oriented and structured programming paradigm concepts, principles, skills (including data type selection and implementation), and the ability to:

- effectively program in depth
 - effectively apply problem solving techniques to the design of computer algorithm(s) for a task
 - select the appropriate programming language(s) for a task
 - select and implement data type(s) most appropriate for a task (selected from arrays, records, stacks, queues, lists, simple trees)
 - test and debug programs
 - evaluate the quality and efficiency of a program
 - identify improvements that can be made to the quality and efficiency of a program's source code and/or documentation
- describe key programming concepts, including:
 - object-oriented programming paradigm
 - event and exception handling
 - control structures
 - recursion
 - iteration
 - sorting
 - searching
- develop:
 - JAVA GUI based applications
 - JAVA applets for deployment on WWW adding much greater interactive multimedia functionality to Web Sites
- explain key social aspects of programming, including:
 - intellectual property
 - liability

- privacy
- ethical behavior

A more complete list of learning objectives can be found in the preface to each textbook chapter.

Week*	Readings*	Topic(s)	Assignments*	Est. Contact Hours
1	J 1	Introduction Blackboard and other course tools Review of COS 260 Concepts (Problem Solving Approach, Algorithm Development, Program Design, Testing/Debugging, Documentation)	Review this syllabus	3
2	J 2 Supplements	Review of Java, available integrated development environments (IDE) and example debugging techniques Basic Computation, Data and Expressions	HMWK1	3
3	J 3, 4 JSS 3, 5	Conditionals and Loops	QUIZ 1 (J 1, 2 & JSS 1, 2)	3
4	Supplements J 5 JSS 4, 6	Object Oriented Design, Writing Classes and Methods	HMWK2	3
5		Winter recess		
6	J 6 JSS 7	... continued	QUIZ 2 (J 3, 4 & JSS 5, 6)	3
7	J 8 JSS 9, 10 Supplements	Inheritance and Polymorphism	HMWK3 Capstone Proposal	3
8	J 7 JSS 8	Arrays, Sorting and Searching	QUIZ 3 (J 5, 6 & JSS 3, 4, 7)	3
9	J 9 JSS 11	Exception Handling		3
10	J 10	Streams and File I/O	HMWK4	3
11		Spring recess		
12	J 11 JSS 12	Recursion	QUIZ 4 (J 7, 8, 9 & JSS 8, 9 10,	3

			11)	
13	Supplements J 14(online)	Java Applets		3
14	Supplements	... continued	HMWK5	3
15	Supplements	... continued	QUIZ 5 (J 10 & JSS 12 & Supplement)	3
16		Course Review - Capstone Project Wrap-up	Capstone Presentations	3
17		Capstone Project Completion	Capstone Project	3

Total Sessions Expressed as Contact Hours

45

Recap

<u>Identification of CPC Topics Covered in this Course:</u>	<u>Estimated Contact Hours</u>
Marketing	6
Management	6
Operations Management	3
Decision-Support Tools	
Information Systems	45
Quantitative Methods/Statistics	6
Total (estimate of contact hours)	66 ⁹

⁹ CPC topics covered in business core courses are not mutually exclusive. The CPC contact hours shown in this summary for a marketing course add to more than 45 hours because other topical areas of the CPC are covered in the course along with the primary subject of marketing. For example, a lecture on international marketing could include contact hours under CPC headings of both “Marketing” and “International/Global Dimensions of Business.”

Abbreviated Course Syllabus

Course Number: COS 333
Course Name: Systems Analysis & Design
Instructors: Albert, R.
Required Text: *Systems Analysis and Design (8/E)* © 2011, Kenneth Kendall and Julie Kendall (2011), Prentice Hall, Prentice Hall, Pearson Education Inc. ISBN: 9780136089162

Course Description: Prerequisites: Upper level programming language course or instructor's permission. 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. Offered annually. 3 credit hours.

Topic Outline	Estimated Contact Hours
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Upon completion of this course, participants will have gained knowledge of systems analysis and design concepts, principles, skills and will:

- better understand the various system development life cycles, industry management interaction, project development and management, physical system evaluation and design, as well as vendor interaction issues
- develop small system development skills as well as CASE (Computer-Assisted Systems Engineering) application skills

A more complete list of learning objectives can be found in the preface to each textbook chapter.

Week*	Readings*	Topic(s)	Assignments*	Est. Contact Hours
1	SAD 1 Supplements	Introduction to Systems Analysis & Design Systems Analysis Fundamentals Assuming the Role of the Systems Analyst Introduction to CPU Case study Blackboard and other course tools	Review this syllabus Begin readings	3

2	SAD 4, 6	Information Requirements Analysis Information Gathering (Interactive and Intrusive methods) Agile Modeling and Prototyping	HMWK1	3
3	SAD 7	The Analysis Process Using Data Flow Diagrams	QUIZ1 (SAD 1, 4, 6)	3
4	SAD 8	Analyzing Systems Using Data Dictionaries	Capstone Proposal	3
5		Winter recess		
6	SAD 9	Describing Process Specifications and Structured Decisions	HMWK2	3
7	SAD 10	Object-Oriented Systems Analysis and Design and UML	QUIZ2 (SAD 7, 8, 9)	3
8	SAD 11, 12	The Essentials of Design Designing Effective Output Designing Effective Input	HMWK3	3
9	SAD 13	Designing Databases	QUIZ3 (SAD 10, 11, 12)	3
10	SAD 14	Human-Computer Interaction		3
11		Spring recess		
12	SAD 15	Quality Assurance and Implementation Designing Accurate Data-Entry Procedures	HMWK4	3
13	SAD 16	Quality Assurance and Implementation	QUIZ4 (SAD 13, 14, 15)	3
14	SAD 2	Understanding and Modeling Organizational Systems	HMWK5	3
15		... continued	QUIZ5 (SAD 2, 16)	3
16		Course Review - Capstone Project Wrap-up	Capstone Presentations	3
17		Capstone Project Completion	CAPSTONE Project	3

Total Sessions Expressed as Contact Hours

45

Recap

<u>Identification of CPC Topics Covered in this Course:</u>	<u>Estimated Contact</u>
<u>Hours</u>	
Marketing	6
Management	15
Organizational Behavior	3
Operations Management	6
Decision-Support Tools	
Information Systems	45
Quantitative Methods/Statistics	3
Total (estimate of contact hours)	78 ¹⁰

¹⁰ CPC topics covered in business core courses are not mutually exclusive. The CPC contact hours shown in this summary for a marketing course add to more than 45 hours because other topical areas of the CPC are covered in the course along with the primary subject of marketing. For example, a lecture on international marketing could include contact hours under CPC headings of both “Marketing” and “International/Global Dimensions of Business.”

Course Number: COS 346
Course Name: Databases
Instructors: Susee, D.
Required Text: *Database Systems: Design, Implementation, and Management*. Carlos Coronel, Steven Morris, and Peter Rob. Cengage Learning. 10th edition. ISBN: 9781111969608.

Course Description: Prerequisites: Cos 103 and Cos 260. Explores database fundamentals, design, implementation and administration using industry standard methodologies and technologies. 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. Emphasis is on modern multi-user, multi-processing, Web-enabled databases. There will significant hand-on components in this course. Offered annually. 4 credit hours.

Topic Outline	Estimated Contact Hours
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Upon completion of this course, participants will have gained knowledge of systems analysis and design concepts, principles, skills and will:

- Learn what a database is, the various types of databases and why they are valuable assets in decision making
- Learn about data modeling and why data models are important
- Learn about the database design concepts
- Learn about normalization
- Learn how to use SQL
- Learn about transaction management and concurrent control

Week Number	Reading Assignment	Topic	Homework	Est. Contact Hours
1	Syllabus Text: Chapter 1	Introduction Blackboard and other course tools Database Systems	Discussion Question 1 Due	3
2	Text: Chapter 2	Data Models	Discussion Question 2 Due	3
3	Text: Chapter 3	The Relational Database Model	Assignment 1 Due	3
4	Text: Chapter 4	Entity Relationship (ER) Modeling	Discussion Question 3 Due	3

5	Text: Chapter 5	Advanced Data Modeling	Assignment 2 Due	3
6	Text: Chapter 6	Normalization of Database Tables	Discussion Question 4 Due	3
7	Text: Chapter 7	Introduction to SQL	Assignment 3 Due	3
8	Text: Chapter 8	Advanced SQL		3
9	Text: Chapter 9	Database Design	Test 1	3
10	Text: Chapter 10	Transaction Management and Concurrency Control	Assignment 4 Due	3
11	Text: Chapter 11	Database Performance Tuning and Query Optimization	Discussion Question 5 Due	3
12	Text: Chapter 12	Distributed Database Management Systems	Assignment 5 Due	3
13	Text: Chapter 13	Business Intelligence and Data Warehouses		3
14	Text: Chapters 14 and 15	Database Connectivity and Web Technologies Database Administration and Security	Assignment 6 Due	3
15	Final Exam Week		Test 2 Capstone Project Due	3

Total Sessions Expressed as Contact Hours

45

Recap

<u>Identification of CPC Topics Covered in this Course:</u>	<u>Estimated Contact</u>
<u>Hours</u>	
Management	6
Organizational Behavior	6
Operations Management	6
Decision-Support Tools	
Information Systems	60
Quantitative Methods/Statistics	<u>6</u>
Total (estimate of contact hours)	84 ¹¹

¹¹ CPC topics covered in business core courses are not mutually exclusive. The CPC contact hours shown in this summary for a marketing course add to more than 45 hours because other topical areas of the CPC are covered in the course along with the primary subject of marketing. For example, a lecture on international marketing could include contact hours under CPC headings of both “Marketing” and “International/Global Dimensions of Business.”

Course Number: COS 360
Course Name: Computer Organization & Assembly Language Security
Instructors: Albert, R.
Required Text: *Structured Computer Organization* (5th Edition) by Andrew S. Tanenbaum (2006). Prentice Hall, Pearson Education Inc. ISBN: 0-13-148521-0 or ISBN13: 9780131485211

Course Description: Prerequisites: Upper level programming language course or instructor's permission. Explores architecture of computing 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.

Topic Outline **Estimated Contact Hours**

Upon completion of this course, participants will have gained knowledge of computer organization and assembly language concepts, principles, skills and will:

- better understand the primary hardware of the computer including control unit logic, input/output interfaces, and memory
- better understand foundational digital logic components
- better understand the microarchitecture level and corresponding design issues
- better understand asynchronous processing, concurrency, parallelism, and low-level (assembly level) programming.

A more complete list of learning objectives can be found in the preface to each textbook chapters.

Week*	Readings*	Topic(s)	Assignments*	Est. Contact Hours
1	SCO 1 Supplements	Introduction to Virtual Machines and Machine Levels Blackboard and other course tools	Review this syllabus	3
2	SCO 2	Computer Systems Organization	HMWK1	3
3		... continued	QUIZ1 Capstone Proposal	3
4	SCO 3	Digital Logic Level	HMWK2	3
5		... continued	QUIZ2	3

6	SCO 4	Microarchitecture Level		3
7		Fall RECESS and Microarchitecture Level (continued)		1.5
8		... continued	HMWK3	3
9		... continued		3
10	SCO 5	Instruction Set Architecture (Conventional Machine) Level	QUIZ3	3
11		... continued	HMWK4	3
12	SCO 6	Operating System Machine Level	QUIZ4	3
13	SCO 7	Assembly Language Level and Thanksgiving RECESS	HMWK5	1.5
14	Supplements	... continued	QUIZ5	3
15		Course Review - Capstone Project Completion		3
16		Capstone Project Presentations	CAPSTONE Project	3

Total Sessions Expressed as Contact Hours

45

Recap

<u>Identification of CPC Topics Covered in this Course:</u>	<u>Estimated Contact Hours</u>
Management	6
Human Resource Management	6
Decision-Support Tools	
Information Systems	45
Quantitative Methods/Statistics	<u>6</u>
Total (estimate of contact hours)	63 ¹²

¹² CPC topics covered in business core courses are not mutually exclusive. The CPC contact hours shown in this summary for a marketing course add to more than 45 hours because other topical areas of the CPC are covered in the course along with the primary subject of marketing. For example, a lecture on international marketing could include contact hours under CPC headings of both “Marketing” and “International/Global Dimensions of Business.”

Course Number: COS 397
Course Name: Computer Applications Internship
Instructors: Albert, R.
Required Text: not applicable
Course Description: Prerequisites: Upper level programming language course, internship and faculty sponsor's permission. The computer management internship is designed to provide UMFK Computer Application majors the opportunity to apply computer management and software development theories and principals in a particular in-service setting in which they will gain additional practical in-service application skills. The computer management intern is expected to complete a fixed length period of participation in a firm consistent with the intern's career aspirations.

Topic Outline	Estimated Contact Hours
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|--------------------------|--|
| <p>The student will:</p> | <p>Learn basic computer management practices of firms in their particular area of concentration. In particular the student should have an opportunity to learn and/or participate in several of the following:</p> <ol style="list-style-type: none"> I. <ol style="list-style-type: none"> A. management of all maintenance issues pertaining to existing computing environments, or implementation of new computing environments/components B. system development life cycle process C. development of software for one/more aspects of the computing environment D. training of new/unfamiliar computer users E. development of external user documentation (as appropriate) F. evaluation of various existing software products G. researching of current issues in the field pertaining to computers, information systems and general automation. II. Interview with a prospective internship sponsor and completion of a detailed internship proposal which identifies specific objectives and time allotments for completion. III. Receive supervision and constructive criticism from both the internship and faculty sponsors. |
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Total Sessions Expressed as Contact Hours	150
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Recap

<u>Identification of CPC Topics Covered in this Course:</u>	<u>Estimated Contact</u>
<u>Hours</u>	
Integrative Experience	<u>120</u>
Total (estimate of contact hours)	120 ¹³

¹³ CPC topics covered in business core courses are not mutually exclusive. The CPC contact hours shown in this summary for a marketing course add to more than 45 hours because other topical areas of the CPC are covered in the course along with the primary subject of marketing. For example, a lecture on international marketing could include contact hours under CPC headings of both “Marketing” and “International/Global Dimensions of Business.”

Course Number: ECO 100
Course Name: Macroeconomics

Instructor: Brad Ritz

Required Text: Economics, Case, Fair and Oster, 10th edition; and *The Price of Inequality*, Stiglitz, George, Norton, 2012.

Course Description: Introduction of Macroeconomics offers the student an opportunity to learn the basic concepts of contemporary economic theory used to analyze and manage the US economy. Through classroom lecture and discussion, the student will learn fundamental economic theories regarding markets and the macro economy. These models/theories have been used to propose solutions to the macroeconomic ailments of unemployment and inflation that occasionally plagued economies.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Definitions, Concepts and Modeling to understanding behavior	10
Introduction to the concepts of Equilibrium	10
National Income Accounting	5
Unemployment and Prices	5
Income Expenditure	5
Fiscal Policy	5
Federal Reserve	<u>5</u>
Total Hours:	45

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Accounting	1
Finance	2
Economics	45
Quantitative	<u>6</u>
Total:	54

Course Number: ECO 101
Course Name: Microeconomics

Instructor: Brad Ritz

Required Text: Economics, Case, Fair & Oster, 10th Edition; and Frank, Robert H., The Darwin Economy: Liberty, Competition, and the Common Good, Princeton University Press, 2011

Course Description: Microeconomics is the study of the behavior of subsystems in an economy. The course will focus on the Neo Classical model of consumer and business behavior in competitive, monopolistic and imperfect market environments. The economic policies of the Federal, State and Local governments will be analyzed when appropriate.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Develop a basic economic model of scarcity	10
Fundamentals of supply and demand	10
Concept of Elasticity; Supply and Demand	10
Consumer Behavior	5
Economic Model of Production	5
Hydraulic Fracturing technology	<u>5</u>
Total Hours:	45

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Marketing	1
Finance	2
Management	3
Law	2
Economics	45
Ethics	1
Quantitative	<u>4</u>
Total:	58

Course Number: ELC 200
Course Name: Introduction to eCommerce
Instructor: Tony Gauvin
Required Text: E-Commerce 203, 9e, Kenneth Laudon, Carol Guercio Traver; Prentice Hall

Course Description: Explores the key life cycle phases of an eCommerce initiative. Students will learn how to plan, design, and evaluate web sites, how to launch an eBusiness from scratch, what technology is needed for developing eCommerce, 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. Additionally, students will gain exposure to the managerial and organizational implications of eCommerce and the relationships that must be maintained between a business and the technology drivers of eCommerce.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Revolution	3
E-Commerce Business Models and Concepts	3
E-Commerce Infrastructure: the Internet, Web and Mobile Platform	6
Building an E-Commerce Presence: Web Sites, Mobile Sites, Apps	6
Online Security and Payment Systems	6
E-Commerce Marketing Concepts: Social, Mobile, Local	6
E-Commerce Marketing Communications	6
Online Retail and Services	3
Social Networks, Auctions, and Portals	3
B2B E-Commerce: Supply Chain Management and Collaborative Commerce	<u>3</u>
Total Hours:	45

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Marketing	3
Finance	3
Management	1
Organizational Behavior	1
Operations Management	1
Law	3
Ethics	3
Information Systems	45
Global and Diversity Issues	<u>3</u>
Total:	63

Course Number: ELC 310
Course Name: Introduction to E-Marketing
Instructor: Tony Gauvin

Required Texts: E-Marketing 7ed.; Judy Strauss and Raymond Frost; Prentice Hall
 E-Marketing: The Essential Guide to Digital Marketing 4th edition; Rob Stokes; Quirk eMarketing (Pty) Ltd.

Course Description: An exploration of the impact of electronic technologies on traditional marketing techniques through readings, discussion, case study analysis, and research. Students will, individually and within working groups, gain experience with leveraging of electronic technologies to achieve the marketing goals of firms and various initiatives. Emphasis is on E-marketing planning from a strategic perspective. Course culminates with student creation of E-marketing plans for an existing firm or initiative.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Course Introduction and Overview; Introduction to Blackboard	3
Past, Present and Future Strategic E-Marketing & Performance Metrics	3
The E-Marketing Plan	6
Global E-Markets	6
Ethical and Legal Issues	6
E-Marketing Research	6
Connected Consumers Online	3
Segmentation, Targeting, Differentiation, and Positioning Strategies	3
Product: Online Product; Price: Online Value	3
The Internet for Distribution	3
E-Marketing Communications: Owned Media & Paid Media	<u>3</u>
Total Hours:	45

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Marketing	25
Law	3
Economics	3
Ethics	3
Information Systems	20
Quantitative	<u>3</u>
Total:	57

Course Number: ECO 318
Course Name: Managerial Economics
Instructor: Brad Ritz
Required Text: Keat, Paul G., Young, K. Y., Managerial Economics, Pearson, 6th edition.

Course Description: This course is a study of micro economic 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's impact on business.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Importance of Economics Theory	10
Modeling Supply and Demand	5
Regression Analysis	10
Theory of Production and Estimation	5
Pricing and quantity determination	10
Game theory	<u>5</u>
Total Hours:	45

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Accounting	6
Marketing	6
Management	15
Organizational Behavior	3
Operations Management	6
Law	3
Economics	45
Ethics	3
Quantitative	6
Global	3
Strategy & Capstone	<u>3</u>
Total:	99

Course Number: ECO 320
Course Name: International Trade and Finance

Instructor: Brad Ritz

Required Text: International Economics, ninth edition, Krugman, Obstfeld and Melitz, Addison-Wesley publisher.

Course Description: This course explores the economic theories and institutions that explain and shape international trade and finance. In particular, classical and neoclassical theories trade, balance of payments, exchange rates and macroeconomic policy will be discussed.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Foundations of modern trade	10
Accounting for trade between nations	10
Effects of Flexible Exchange Rates	10
International Trade Policy and economic efficiency	<u>15</u>
Total Hours:	45

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Management	5
Economics	45
Quantitative	15
Global	<u>30</u>
Total:	95

Course Number: ELC / BUS / PSA / WSM 347

Course Name: Project Management

Instructor: Tony Gauvin

Required Text: Project Management: Achieving Competitive Advantage 3e, Jeff Pinto; Prentice Hall

Course Description: 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.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Course Introduction and Overview	3
Why Project Management?	3
The Organizational Context: Strategy, Structure and Culture	3
Project Selection and Portfolio Management	6
Leadership and the Project Manager Scope Management	6
Project Team Building, Conflict and Negotiation	6
Risk Management	6
Cost Estimating and Budgeting	3
Project Scheduling: Networks Duration estimation, and critical path	3
Project Scheduling: Lagging, Crashing, and Activity Networks	3
Critical Chain Project Scheduling	<u>3</u>
	45

Total Hours:

Recap

<u>Identification of CPC Topics Hours</u>	<u>Estimated Contact</u>
Accounting	3
Marketing	3
Finance	6
Management	9
Organizational Behavior	12
Human Resources Management	15
Operations Management	15

Law	3
Ethics	3
Information Systems	45
Quantitative	<u>6</u>
Total:	120

Course Number: ENV 302
Course Name: Wildlife Conservation and Management

Instructor: Stephen Hansen

Required Text: Bolen, E.G., and Robinson, W.L. (2003) Wildlife Ecology and Management. Fifth Edition. Prentice Hall.

Course Description: Introduction to wildlife conservation and management covering basic principles, techniques, issues, and laws. Field trips required. 3 hours lecture, 2 hours laboratory/field study.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Wildlife of Maine	5
Animal Tracks	5
Aging of White-tailed Deer	5
Wildlife Telemetry	5
Wildlife Diseases	5
White-tailed Deer Study	5
Wildlife Forensics	<u>15</u>
Total Hours:	45

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Management	45
Human Resources	2
Ethics	6
Global	<u>15</u>
Total:	68

Course Number: FOR 100

Course Name: Intro to Forestry

Instructors: Dubis, J

Required Text: Introduction to Forest Science. 3rd Ed. 2002. Young, R.A., Giese, R.L.
John Wiley and Sons
Forest Trees of Maine. 2008. Maine Forest Service

Course Description 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. Three credit hours. Two hours lecture. Two hours lab.

Topic Outline	Estimated Contact Hours
Introduction to Forestry, Tree identification lab	4
Timber harvest systems	4
First Aid Training	4
Silviculture	4
Forest Measurements 1 (tree measurements)	4
Forest Recreation	4
Forest Measurements 2 (compass and surveying)	4
Careers in Forestry (guest speakers)	4
GPS	4
Geographic Info Systems	6
Research Paper Presentations	2
Exam	4
Total Contact	48

Recap

Identification of CPC Topics Covered in this Course:	Estimated Contact Hours
Accounting	0
Marketing	0
Finance	0
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	0
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	6
Quantitative Methods/Statistics	8
International/Global Dimensions of Business	0
Integrative Experience	<u>0</u>
Total (estimate of contact hours)	14

Course Number: FOR 131

Course Name: Spreadsheets for Foresters

Instructors: Daigle, J

Required Text: Shelly, G.B., Cashman, T. J., and Quasney, J. J. 2008, Microsoft Office Excel 2007: Comprehensive Concepts and Techniques. Course Technology, Boston, MA.

Course Description Introduces basic concepts of Microsoft Excel and its applications.

<u>Topic Outline</u>	<u>Estimated Contact Hours</u>
Syllabus/Course Discussion and File Management	1.5
Creating a worksheet and an embedded chart	3
Formulas, functions, and formatting	3

What-if analysis and charting	3
Financial functions, data tables, and amortization schedules	3
Creating, sorting and querying a table	3
Creating templates and working with multiple worksheets and workbooks	3
Using macros and Visual Basic	3
Formula auditing, data validation, and complex problem solving	3
Final Project Presentations	1.5
Total Contact	27

Recap

<u>Identification of CPC Topics Covered in this Course:</u>	Estimated Contact Hours
Accounting	0
Marketing	0
Finance	0
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	0
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	27
Quantitative Methods/Statistics	27
International/Global Dimensions of Business	0
Integrative Experience	<u>0</u>
Total (estimate of contact hours)	54

Course Number: FOR 132

Course Name: Forest Protection I

Instructors: Maine Forest Service, Ranger Arnold Martin, lead instructor

Required Text: Reference Material provided by Maine Forest Service

Course Description 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. Wildland fire history and policy and fire use also are introduced. A required field training day will be conducted by the Maine Forest Service at the end of the semester. This session is required before a student can complete the course. 3 credits. Offered annually in spring.

Topic Outline	Estimated Contact Hours
Session 1	
1830-1900 Introduction S-130/190	0.5
1900-2000 Unit 1 S190 Basic Concepts of Wildland Fire	1
2000-2030 Unit 2A Topographic Influences	0.5
2030-2120 Unit 2B Fuels	
Session 2	
1830-1840 Unit 2B Fuels cont.	1
1840-2040 Unit 2C Weather	2
2040-2120 Unit 3 Wildland Fire Behavior & Safety	
Session 3	
1830-1850 Unit 3 Wildland Fire Behavior & Safety cont.	1
1850-2020 Unit 1 S130 Intro & Firefighting Procedures	1.5
2020-2050 Unit 2 ICS Overview	0.5
2050-2105 Unit 3 Resource Types	0.25
2105-2120 Unit 4A Watch Outs & Fire Orders	
Session 4	
1830-2005 Unit 4A Watch Outs & Fire Orders cont.	1.8
2005-2105 Unit 4C Fire Shelter	1
Session 5	
1830-1945 Unit 4B LCES	1.25
1945-2120 Unit 4D Hazards & Human Factors	
Session 6	
1830-1925 Unit 4D Hazards & Human Factors cont.	2.5
1925-1955 Unit 5 Transportation Safety	0.5
1955-2055 Unit 6 Hand Tools	1
2055-2125 Unit 7 Firing Devices Craig	0.5
Session 7	
1830-1930 Unit 8 Use of Water	1
1930-2030 Unit 9 Suppression	1
2030-2120 Unit 10 Patrolling & Radio Use	
Session 8	
1830-1840 Unit 10 Patrolling & Radio Use cont.	1

1840-1940 Unit 11 Mop-up & Securing The Line	1
1940-2040 Unit 13 Hazardous Materials	1
2040-2120 Unit 14 Wildland/Urban Interface	
Session 9	
1830-1850 Unit 14 Wildland/Urban Interface cont.	1
1850-2120 Potential Overrun/Review	1.5
S-130/190 Final Examination	1
Field Session	
Fire Exercise, Pumps, Helicopter Safety, Hand tools, radios, hands On fire shelter.	8
Total	33.25

Recap

<u>Identification of CPC Topics Covered in this Course:</u>	<u>Estimated Contact Hours</u>
Accounting	0
Marketing	0
Finance	0
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0.5
Operations Management	0.5
Economic/Social/Legal Environment	
Legal Environment of Business	0
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	<u>0</u>
Total (estimate of contact hours)	1

Course Number: FOR 203

Course Name: Surveying for Foresters

Instructors: Hobbins, D

Required Text: McCormac, J. 2004. *Surveying*, 5th ed. John Wiley and Sons. Hoboken, N.J. 457 p.

Course Description Introduces surveying concepts useful in forestry including but not limited to taping, optical distance measurements, differential leveling, closed traverse, route profiles, horizontal and vertical curves. Includes the use of surveying equipment and computers to produce a large scale topographic map. Also includes the use of global positioning systems for mapping. Two-hour lecture, two-hour lab. 3 credit hours. Fall even years

Topic Outline	Estimated Contact Hours
Introduction, Overview of basic surveying concepts and calculations	
Lab 1. Transit Setup, Leveling and Care	4
Surveying Basics. Lab 2. Pacing and Tape Standardization	4
Horizontal Distance Lab 3. Standard and Precision Taping	4
GIS Conference	6
Differential Leveling Lab 4. Differential Leveling	4
Profile Leveling and Profiles (brief). Begin Measurement of Angles. Lab 5. Profile Leveling	4
Measurement of interior, exterior, and deflection angles Lab 6. Measurement of Interior Angles	4
Midterm Exam. Lab . RTK GPS Demo.	4
Traversing Lab 7. Closed Traverse.	4
Traverse calculations Lab 7. Cont. Closed Traverse Calculations	4
Lab 8. Horizontal Curves (tentative – if traverse complete) Establishing horizontal curves using a transit	4
Chain of Title Research and Boundary Evidence Lab 9. Chain of Title Research and Mapping Resources	4
Lab 10. Boundary Evidence	4
Topographic Maps Lab 11. Topographic Mapping	4
Exam	2
Total Hours	60

Recap

Identification of CPC Topics Covered in this Course:	Estimated Contact Hours
Accounting	0

Marketing	0
Finance	0
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	4
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	10
Quantitative Methods/Statistics	34
International/Global Dimensions of Business	0
Integrative Experience	<u>0</u>
Total (estimate of contact hours)	48

Course Number: FOR 208

Course Name: Forest Products, Harvesting, and Transportation

Instructors: Dubis, J

Required Text: Maine Forest Service. 2004. Best Management Practices for Forestry: Protecting Maine's Water Quality
Land Use Regulation Commission. 1991. Chapter 10. *Land Use Districts and Standards.*

Course Description 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.

Topic Outline	Estimated Contact Hours
Macro-features of wood	1
Woody plant structures: Hardwoods	3
Woody plant structures: Softwoods	3
Physical wood properties and defects	3

Figured wood	1
Forest product Utilization and Manufacturing	5
Road construction BMP's	3
Stream crossing structures	3
Road construction and stream crossing regulations	3
Timber harvest layout BMP's	4.5
Timber harvest Regulations	4.5
Forest Practices Act	3
Timber harvest layout	3
Harvest Systems	3
Exams	3
Total Hours	50

Recap

<u>Identification of CPC Topics Covered in this Course:</u>	<u>Estimated Contact Hours</u>
Accounting	0
Marketing	6
Finance	0
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	10.5
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	<u>0</u>
Total (estimate of contact hours)	16.5

Course Number: FOR 226
Course Name: Forest Operation

Instructors: Dubis, J

Required Text: Maine Forest Service. 2004. Best Management Practices for Forestry: Protecting Maine's Water Quality
 Land Use Regulation Commission. 1991. Chapter 10. *Land Use Districts and Standards.*

Course Description 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 to stay in the course. 4 credit hours. 8 hour/week laboratory.

Topic Outline	Estimated Contact Hours
Road evaluation	4
Road Layout	12
Harvest systems lecture	12
Operations tour, forest recreation, harvest damage assessment	8
Harvest layout	16
Wood processing facility tour	8
Wood harvesting safety training	16
Wood harvesting	40
Total Hours	116

Recap

Identification of CPC Topics Covered in this Course:	Estimated Contact Hours
Accounting	0
Marketing	2
Finance	0
Management	
Management Principles	0
Organizational Behavior	0

Human Resource Management	0
Operations Management	2
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	<u>0</u>
Total (estimate of contact hours)	6

Course Number: FOR 242
Course Name: Map and Aerial Photo Interpretation

Instructors: Hobbins, D

Required Text: Paine, D.P. and J.D. Kiser. 2012. *Aerial Photography and Image Interpretation*. 3th ed. John Wiley and Sons. New York. 648 p.

Course Description The qualitative and quantitative evaluation of topographic maps, aerial photographs, and digital orthophotos used in natural resource management. Updating of maps and GIS database from standard aerial photographs and digital photography. Introduces cartography and remote sensing.

Topic Outline	Estimated Contact Hours
Introduction and Course overview	
Visual Health, Equipment Care, and Stereoscopy	2.5
Mapping Conventions, Symbols, and Marginalia	4
Earth geometry and coordinate systems	1
Relief, Landform & Drainage	0.5
Compass: angles and direction; declination	1.5
Topographic Maps Lab	5
Map Scale and Map Classification	1
Map Scale and Measurements Lab	4
Introduction to Remote Sensing	1
Photo Format and Scale	1
Photo: Scale, Orientation & Linear Measurement Lab	1.5
Airphoto geometry, stereoscopy and alignment	1
Preparing Photos for Stereo Viewing and Effective Area Lab	4
Imagery interpretation	1.5
Interpretation and Delineation of Planimetric Detail Lab	5.5
Vegetation Density	2.5
Recognition of Individual Trees on Airphotos	2.5
Land Use Classification and Vegetation Type Mapping	15
Geographic Information Systems and Digital Type Mapping	2.5
Tree ID and Type Mapping from Digital Orthophotographs	2.5
Field Trip: Ground Truthing of Type Maps and Map/Photo Orientation.	2.5
Stand Typing and Object Recognition from RGB and NIR Imagery	5
Area Measurement	2.5

Total Hours

70

Recap

<u>Identification of CPC Topics Covered in this Course:</u>	<u>Estimated Contact Hours</u>
Accounting	0
Marketing	0
Finance	0
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	0
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	10
Quantitative Methods/Statistics	30
International/Global Dimensions of Business	0
Integrative Experience	<u>0</u>
Total (estimate of contact hours)	40

Course Number: FOR 260

Course Name: Silvics

Instructors: Dubis, J

Required Text: Barnes, B.V., D.R. Zak, S.R. Denton, S.H. Spur. 1998. *Forest Ecology*. 4th edition
Bolen, E.G. 1998. *Ecology of North America*. John Wiley and Sons, Inc. N.Y. 448p.

Course Description Investigates influence of physical and biological environment on growth, development, and survival of trees in dynamic forest ecosystems

Topic Outline	Estimated Contact Hours
Introduction	1
Autecology of selected species	2
Forest tree variation	1
Regeneration Ecology	2
Structure and Growth	3
Solar radiation	2
Temperature	2
Air Circulation	2
Moisture	2
(Exam 1)	
Physiography	3
Parent material	3
Physical soil properties	3
Soil taxonomy	3
Forest Site (site quality)	3
(Exam 2)	
Fire	3
Biotic Factors	3
Forest Communities	
Competition	3
Disturbance	2
(Exam 3)	
Forest Succession	3
Total Hours	45

Recap

Identification of CPC Topics Covered in this Course:	Estimated Contact Hours
Accounting	0
Marketing	0
Finance	0
Management	
Management Principles	3
Organizational Behavior	0
Human Resource Management	0

Operations Management	0	
Economic/Social/Legal Environment		
Legal Environment of Business	6	
Economics	0	
Business Ethics	0	
Decision-Support Tools		
Information Systems	0	
Quantitative Methods/Statistics	3	
International/Global Dimensions of Business	3	
Integrative Experience	<u>0</u>	
Total (estimate of contact hours)		15

Course Number: FOR 290
Course Name: Forest Mensuration

Instructors: Hobbins, D

Required Text: Avery, T.A. and H.E. Burkhart. 2002. *Forest Measurements*, 5th ed. McGraw-Hill, New York. 456 pp.
 Hobbins, D. 2013. FOR290 - *Forest Mensuration Coursebook*. 288 pp.
 Maine Dept. of Agriculture, *Wood Measurement Rules*, with amendments.

Course Description Examines the mathematics and theory of log, tree, and stand measurement; forest sampling; and the determination of growth and yield.

Topic Outline	Estimated Contact Hours
Introduction	
Horizontal Distance and Slope Correction	3
Cubic Ft Vol. Measurements & Scaling	4
Board Foot Log Rules and Board Foot Log Scaling	4
Gross scaling, Net scaling and defecting methods	2
Other Forms of Wood Measurement	1
Tree Measurement and defects in standing trees	5
Individual Tree Volumes, Volume tables and their construction	6
Forest Inventory and Fixed Area Sampling	3
Variable Plot Cruising	5
Descriptive Statistics, Confidence limits, & Sampling intensity	4
Sampling Design	1
Tree and Stand Growth	5
Site Evaluation, Stocking, and Stand Density	3
Growth and Yield Models	3
Total Hours	49

Recap

Identification of CPC Topics Covered in this Course:	Estimated Contact Hours
Accounting	0
Marketing	0
Finance	0
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	1
Operations Management	1
Economic/Social/Legal Environment	
Legal Environment of Business	3
Economics	2
Business Ethics	2

Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	40
International/Global Dimensions of Business	0
Integrative Experience	<u>0</u>
Total (estimate of contact hours)	49

Course Number: FOR 291

Course Name: Forest Measurements

Instructors: Hobbins, D

Required Text: Avery, T.A. and H.E. Burkhardt. 2002. *Forest Measurements*, 5th ed. McGraw-Hill, New York. 456 pp.
Hobbins, D. 2013. FOR290 - *Forest Mensuration Coursebook*. 288 pp.
Maine Dept. of Agriculture, *Wood Measurement Rules*, with amendments.

Course Description Field experience in boundary layout, log scaling, and tree measurement.

Topic Outline	Estimated Contact Hours
Introduction and Course Overview	
Field note taking and report writing	2
Spreadsheet Exercise, Compass Review	2
Compass and Direction	2
Horizontal Distance and Boundary Survey	2
Compass Orienteering & Photo Interp.	4
Log Scaling: Cubic Foot Volume Other Scaling Forms	4
Net Board Foot Log Scaling	4
Standing Tree Measurement: DBH	4
Standing Tree Measurement: Height	4
Tree Age and Increment (growth calculations)	4
Tree Form, Volume, and Growth	4
Merchantability of Individual Trees	4
Field Exam	4
Total Hours	44

Recap

Identification of CPC Topics Covered in this Course:	Estimated Contact Hours
Accounting	0

Marketing	4
Finance	0
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	3
Economics	0
Business Ethics	1
Decision-Support Tools	
Information Systems	4
Quantitative Methods/Statistics	44
International/Global Dimensions of Business	0
Integrative Experience	<u>0</u>
Total (estimate of contact hours)	56

Course Number: FOR 327
Course Name: Interpersonal Skills for Foresters
Instructors: Pauli-Ritz, J
Required Text: selecting readings

Course Description This seminar/interactive course is designed to provide tools to improve workplace communication 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/supervisor.

Topic Outline	Estimated Contact Hours
Communication and listening skills/ expanding your comfort zone	3
Conflict and conflict resolution/Difficult personalities	3
Motivation /team building and productivity/generational differences	3
Total Hours	9

Recap

Identification of CPC Topics Covered in this Course:	Estimated Contact Hours
Accounting	0
Marketing	0
Finance	0
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	9
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	0
Economics	0
Business Ethics	3
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	<u>0</u>
Total (estimate of contact hours)	12

Course Number: FOR 330

Course Name: Forest Protection II

Instructors: Hobbins, D

Required Text: Groden, E. 2013. Introductory Entomology Laboratory Manual. Dept. of Biological Sciences. University of Maine, Orono. 185 p.
Sinclair, W.A. and H. H. Lyon. 2005. Diseases of Trees and Shrubs. Cornell Univ. Press. Ithaca, N.Y. 680p.
Johnson, W.T. and H.H. Lyon. 1991. *Insects that Feed on Trees and Shrubs 2nd ed.* Comstock. Ithaca, N.Y. 560p.
U.S.D.A. 1985. *Insects of Eastern Forests.* U.S.D.A. Forest Service. Misc. Pub. 1426. 608p.

Course Description: Investigates the impact of insects and disease on forest tree growth and survival. Stresses the biology, recognition, and control of common forest pests. Field Trips.

Topic Outline	Estimated Contact Hours
Syllabus, Course Overview, Introduction to Forest Protection	1
Field Trip	1.5
Introduction to Entomology: Classification, Anatomy, and Development	4
Arthropod Lab	2
Selected Insect Orders	2
Anatomy Lab	2
Defoliation	2
Classification Lab	2
Control Strategies for Forest Pests (Slow the Spread)	2
Field Trip	2.5
Insect Defoliators	2
Defoliators Lab	2
Spruce budworm, <i>Choristoneura fumiferana</i> .	2
Stem Insects Lab	2
Biology and Silvicultural Control of yellowheaded spruce sawfly, <i>Pikonema alaskensis</i> , white pine weevil, <i>Pissodes strobe</i> and spruce beetle, <i>Dendroctonus rufipennis</i>	2
Invasive Insects Lab	2

Invasive Insects	3
Fungal Morphology and Classification Lab	2
Intro to Tree Disease	
Forest health, Decline, Diagnosis, Terminology of Symptoms	2
Foliar pathogens lab	2
Fungal taxonomy, primary characteristics	0.5
Foliar diseases	1.5
Rust fungi lab	2
Twig and Stem Diseases	2
Vascular disease lab	2
White pine blister rust and rot disease	2
Root Rot lab	2
Decay	2
Abiotic injury lab	2
Total Hours	58

Recap

<u>Identification of CPC Topics Covered in this Course:</u>	<u>Estimated Contact Hours</u>
Accounting	0
Marketing	2
Finance	0
Management	
Management Principles	3
Organizational Behavior	6
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	3
Economics	0
Business Ethics	3
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	3
Integrative Experience	<u>0</u>
Total (estimate of contact hours)	20

Course Number: FOR 332

Course Name: Forest Inventory

Instructors: Hobbins, D

Required Text: Avery, T.A. and H.E. Burkhart. 2002. *Forest Measurements*, 5th ed. McGraw-Hill, New York. 456 pp.
Hobbins, D. 2011. *FOR290 – Forest Mensuration Course Book*. 264 pp.
Maine Forest Service. 2004. *Maine Forest Practices Act*. Dept. of Conservation.

Course Description: Experience in forest inventory, data summary, and analysis. Examines methods and software used to generate a forest inventory and growth and yield data.

Topic Outline	Estimated Contact Hours
Overview of Sampling Design and Forest Inventory Methods	4
Forest Inventory: Fixed Plot Method, On-Site Data Collection	4
Introduction to FVS; Fixed Plot Calculations; and Inventory Summary Stand description and Data Interpretation	4
Quad Plot: On-site data collection following methods of Maine Forest Service	4
Forest Inventory: Variable Plot Method, On-Site Data Collection	4
Variable Plot Calculations and Inventory Summary	4
Forest Inventory Project (Stand Delineation and Mapping)	4
Forest Inventory Project – sampling and data collection	16
Inventory Calculations and Summary (stats review)	4
Determination of Tree and Stand Growth (tree growth, growth%, future yield)	4
Stand Table Projection (STP, models, and FVS exercise)	4
Growth and Yield Models / Project Rectification	4
Project Rectification	8
Total Hours	68

Recap

<u>Identification of CPC Topics Covered in this Course:</u>	<u>Estimated Contact Hours</u>
Accounting	0
Marketing	1
Finance	0
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	1
Operations Management	1
Economic/Social/Legal Environment	
Legal Environment of Business	4
Economics	2
Business Ethics	3
Decision-Support Tools	
Information Systems	40
Quantitative Methods/Statistics	68
International/Global Dimensions of Business	0
Integrative Experience	<u>0</u>
Total (estimate of contact hours)	120

Course Number: FOR 350

Course Name: Forest Management Practicum

Instructors: Dubis, J

Required Text: *Basic Concepts in Forest Valuation and Investment Analysis* 3rd ed.
2011. Bullard S.H. and T.J. Straka

Course Description: Practicum in resource management and the preparation of a forest management plan as a capstone project. Topics include: multiple use management, forest economics, taxes, Forest Practices Act, forest certification, contracts, and cutting schedules.

Topic Outline	Estimated Contact Hours
Overview of Forest Management Plan, Introduction to Forest Management Historical overview of forestry in America	6
Consulting forestry - Guest Speaker	1
Forest economics	2
Basics of compound interest	1.5
Compounding and discounting	1.5
Forest economics	6
Time value of different cash flows Net present value	
Forest economics	3
Equivalent Annual Income Land expectation value	
Taxes	3
Timber Sales Administration	6
Logging contracts Timber sales methods Insurance	
Classic Forest Regulation	
Volume control, Area control, and Determining rotation length	6
Ethics – Guest Speaker	1
Marketing of wood products - Guest speaker	2
Forest Certification	3
Total Hours	45

Recap

<u>Identification of CPC Topics Covered in this Course:</u>	<u>Estimated Contact Hours</u>
Accounting	3
Marketing	6
Finance	9
Management	
Management Principles	15
Organizational Behavior	6
Human Resource Management	0
Operations Management	24
Economic/Social/Legal Environment	
Legal Environment of Business	1
Economics	11
Business Ethics	3
Decision-Support Tools	
Information Systems	6
Quantitative Methods/Statistics	30
International/Global Dimensions of Business	30
Integrative Experience	<u>0</u>
Total (estimate of contact hours)	144

Course Number: FOR 360

Course Name: Silviculture

Instructors: Dubis, J

Required Text: Smith, D.M., B.C. Larson, M.J. Kelty, and P.M. Ashton. 1997. *The Practice of Silviculture. Applied Forest Ecology. 9th Ed.* Wiley, Inc. N.Y. 537p.
Leak, W.B., D.S. Solomon, and P.S. DeBald. 1987. *Silvicultural Guide for Northern Hardwood Types in the Northeast.* U.S.D.A. For. Ser. Res. Pap. NE-603. 36 p.
Perkey, A.W., B.L. Wilkins, H.C. Smith. 1993. *Crop Tree Management in Eastern Hardwoods.* U.S.D.A. For. Ser. Res. Pap. NA-TP-19-93. 54 p.

Course Description: Investigates influence of physical and biological environment on growth, development, and survival of trees in dynamic forest ecosystems. 3 credit hours. Offered every Spring.

Topic Outline	Estimated Contact Hours
Introduction and Course Overview	1
Stand Dynamics:	3
Site Preparation: Objectives, methods, effectiveness	6
Regeneration: seed, genetics, seedlings, planting, seeding	6
Intermediate Operations:	
Thinning effects,	3
Thinning methods, scheduling	6
Release operations and herbicide usage	3
Crop tree selection	3
Harvest/Regeneration Systems:	
Clearcutting method	3
Seed tree and shelterwood method	3
Selection method	3
Coppice method	1
Total Hours	43

Recap

<u>Identification of CPC Topics Covered in this Course:</u>	<u>Estimated Contact Hours</u>
Accounting	0
Marketing	0
Finance	0
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	2
Economic/Social/Legal Environment	
Legal Environment of Business	0
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	6
International/Global Dimensions of Business	2
Integrative Experience	<u>0</u>
 Total (estimate of contact hours)	 12

Course Number: FOR 361

Course Name: Silvics and Silviculture Lab

Instructors: Dubis, J

Required Text:

Briggs, R.D. 1994 Site Classification Field Guide. Maine Ag. And Forest Exper. Sta. Misc. Pub. 724. 15 p.

Dubis, J.J., R.D. Briggs. *unpublished*. Habitat types as a predictor of species composition on mountain slopes in Western Maine.

McLaughlin, James. 2000. Hardwood Site Classification Field Guide for Maine. Cooperative Forest Research Unit. RR 00-02. 24 p.

Barnes, B.V., D.R. Zak, S.R. Denton, S.H. Spurr. 1998. Forest Ecology. 4th Edition. John Wiley and Sons, Inc., N.Y. 774 p.

Leak, W.B. 1982. Habitat Mapping and Interpretation in New England. USFS Pub. NE496. 28 p

Leak, W.B.,D.S. Solomon, and P.S. DeBald. 1987. Silvicultural Guide for Northern Hardwood Types in the Northeast. U.S.D.A. For. Ser. Res. Pap. NE-603. 36 p.

Smith, D.M. *et. al.* 1997. The Practice of Silviculture. Applied Forest Ecology. 9th ed. John Wiley and Sons, Inc., N.Y. 537 p.

Course Description: 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. Field course.

Topic Outline	Estimated Contact Hours
Lab 1. Soil profile analysis	4
Lab2. Site/vegetation interactions	4
Lab 3. Water quality Assessment	4
Scientific Forest Management Area tour. Baxter State Park.	8
Lab 4. Stand Dynamics (succession, disturbance, development)	4
Lab 5. Application of silvicultural prescriptions (timber marking)	4
Lab 6. Stocking/Density Assessment	4
Lab 7. Application of stocking guides and DMD's	4
Lab 8. Forest Vegetation Simulator and Stand Simulation Model. Prescription writing.	8
Lab 9. Prescription writing using FVS and SVS	8

Prescription writing using FVS and SVS
Total Hours

6
58

Recap

<u>Identification of CPC Topics Covered in this Course:</u>	<u>Estimated Contact Hours</u>
Accounting	0
Marketing	8
Finance	0
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	2
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	16
Quantitative Methods/Statistics	34
International/Global Dimensions of Business	10
Integrative Experience	<u>0</u>
Total (estimate of contact hours)	72

Course Number: GEO 103

Course Name: Intro to Global Positioning Systems

Instructors: Daigle, J

Required Text: Trimble Navigation. 1989. *GPS – A Guide to the Next Utility*.
Trimble Navigation. 1993. *Differential GPS Explained*.

Course Description: **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 GPS and Geographic Information System (GIS) software.**

<u>Topic Outline</u>	<u>Estimated Contact Hours</u>
Course/Syllabus discussion;	
Introduction to the theory and application of GPS (lecture); GPS Interface (field)	3
Intro to GIS and Basic Map Elements (lecture); GPS Interface and Menu (field)	3
Exercise 1. Introduction to spatial data collection (field)	3
Introduction to Pathfinder Office software (lab)	
Data downloading, Differential Correction, and Processing (lab)	
Exercise 2. Field navigation using waypoints (field)	3
Class Project. GPS data collection and campus map creation	12
Total Hours	24

Recap

<u>Identification of CPC Topics Covered in this Course:</u>	<u>Estimated Contact Hours</u>
Accounting	0
Marketing	0
Finance	0
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	0
Economics	0
Business Ethics	0
Decision-Support Tools	

Information Systems	24
Quantitative Methods/Statistics	24
International/Global Dimensions of Business	0
Integrative Experience	<u>0</u>
Total (estimate of contact hours)	48

Course Number: GEO 280

Course Name: GIS Applications I

Instructors: Hobbins, D

Required Text: Davis, B. 2001. *GIS: A Visual Approach, 2nd ed.* OnWord Press, Santa Fe. 438 p.
Maine Geospatial Curriculum Consortium. 2012. *GIS I Lab Exercises*
274p.

Course Description: **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 relative to data, digital cartography, and output products. Laboratory exercises and a course project expose students to actual data manipulation and GIS analysis.**

Topic Outline	Estimated Contact Hours
Intro, What is Geography	3
Lab 1.	3
What is GIS	3
Lab 2. Crating GIS Data	6
Project Management	1
Cartographic Communication	2
Lab 3. Exploring ArcGIS	6
Data Sources	3
Lab 4. Data Import, Query, Classification	6
Data Quality	2
Database	2
Lab 5 Vector Database Analysis	6
Raster and Vector Models	2
Lab 6 Cartographic Principles	3
Data classification	2
Lab - Project Rectification	6
Poster Presentations	2
Issues and Trends in GIS	2
Lab 7 Raster Anyalsis	6
Total Hours	60

Recap

Identification of CPC Topics Covered in this Course:	Estimated Contact Hours
Accounting	0
Marketing	0
Finance	0
Management	
Management Principles	3
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	0
Economics	0
Business Ethics	1
Decision-Support Tools	
Information Systems	60
Quantitative Methods/Statistics	60
International/Global Dimensions of Business	0
Integrative Experience	<u>0</u>
Total (estimate of contact hours)	124

Course Number: PSA / HCA 312
Course Name: Grant Writing
Instructor: Tony Enerva
Required Text: I'll Grant you That, by Jim Burke and Carol Prater, 2000, Heinemann Publishing

Course Description: This course will give students the tools for understanding how grants are utilized in government to increase efficiency and effectiveness, conduct research and to provide capital for exemplary and meritorious projects. This course emphasizes the process, functions, administration and application of grant writing.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Analyze how grants affect Government operations	10
Managing and writing grants	10
Technical / Research applications	10
Identify the grant process	10
Evaluate grant writing resources	<u>5</u>
Total Hours:	45

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Accounting	3
Marketing	3
Finance	6
Management	8
Organizational Behavior	2
Human Resources	5
Operations Management	9
Law	3
Ethics	2
Quantitative	3
Global	2
Strategy & Capstone	<u>11</u>
Total:	57

HCA 321: Health Care Finance

Instructor: John Pelletier

Text: “Essentials of Health Care Finance”, 7th edition, Cleverley, Song, Cleverley; Jones & Bartlett Learning

Course Description: 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.

Topics Covered:

Health Management Organizations (HMO's)
Medicare, Medicaid and Private Insurance Reimbursement
Managing Finances in the Health Care Environment
Budgeting, cost control and cost variances
Types of Health Care Organizations
Methods of payment for Health Care Organizations
Reviewing financial statements
Effectiveness of Dashboards

Contact Hours:

6
6
6
9
6
3
6
3
45

Total:

CPC Coverage:

Accounting:
Marketing:
Finance:
Management:
Organizational Behavior:
Human Resource Management:
Operations Management:
Law:
Economics:
Ethics:
Information Systems:
Quantitative Analysis:
Strategy and Capstone:

Estimated Hours:

15
8
12
12
8
5
8
3
6
5
7
7
6

Total:

102

Course: HLT 407 - Leadership and Management in Health Care

Faculty: Tanya Sleeper, GNP-BC, MSN, MSB
Assistant Professor
Division of Nursing
University of Maine at Fort Kent
220 Nadeau Hall

Required Text:

Ledlow, J.R., & Coppola, M.N. (2011). *Leadership for health professionals: Theory, skills, and application*. Sudbury, MA: Jones and Bartlett.

Course Description:

Prepare 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 perspective global health care environments. Role development and values clarification are emphasized.

Topic Outline:

Topic Outline	Estimated Contact Hours
Leadership Foundations: <ul style="list-style-type: none">• Leadership Practice• Leadership Style• Leadership Skills	3
Foundation for Effective Leadership and Management: <ul style="list-style-type: none">• Ethics• Law and Advocacy• Leadership Roles	4
Roles and Functions in Planning: The Complex Health Organization <ul style="list-style-type: none">• Mission, Vision, Strategies, Goals, Objectives, and Action Steps• Organizational Culture• Managing Change	4
Roles and Functions in Planning: Critical Roles and Functions in Leadership <ul style="list-style-type: none">• Communication• Relationship Building• Systems	4

Roles and Functions in Organizing: Leadership Challenges <ul style="list-style-type: none"> • Power • Culture • Technology 	4
Roles and Functions in Organizing: Leadership Strategies <ul style="list-style-type: none"> • Leadership Development • Managing Human Capital • Leadership Models 	4
Roles and Functions in Staffing: Leadership Competence <ul style="list-style-type: none"> • Knowledge, Comprehension, Skills and abilities 	4
Roles and Functions in Staffing: Leadership Competence cont. <ul style="list-style-type: none"> • Skill building • Network and Alliances 	3
Roles and Functions in Directing: <ul style="list-style-type: none"> • Resource Management 	3
Roles and Functions in Directing <ul style="list-style-type: none"> • Career Ladders • Performance Appraisals 	4
Roles and Functions in Controlling <ul style="list-style-type: none"> • Leadership Assessment and Evaluation • Leadership Outcomes • Health Care Quality Indicators 	4
Roles and Functions in Controlling <ul style="list-style-type: none"> • Mentorship • Role Modeling • Preceptorship 	4
	45

Summary of Common Professional Component (CPC) Activity

ACCT	
MKT	1
FIN	3
MGMNT	45
Org Beh	3
HRM	6

Ops Mgmt	6
Law	1
ECON	3
ETH	3
Info Sys	1
QUANT	0
GLOBAL	1
STRAT & CAPSTONE	6
	79

Course HLT 386 Health Care Policy

Faculty Tanya Sleeper, GNP-BC, MSN, MSB
 Assistant Professor of Nursing
 (207) 834-7582 (office)
tanya.sleeper@maine.edu

Required Textbooks and Resources

Kovner, A.R., Knickman, J.R. & Jonas, S. (2010). *Health care delivery in the United States*. (10th ed). New York, NY: Springer Publishing Company.

Course Description

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/health care profession. Students must have an understanding of the social, political, cultural, ethical, and financial variables affecting nursing practice. This course provides students with a framework to analyze health care policy. The effect of current health care policy on vulnerable populations is examined. Students will be prepared to participate in healthcare policy discussions as patient advocates and consumers of healthcare. Current issues and trends affecting the health care system will be examined.

TOPIC OUTLINE:

Topic outline	Contact Hours
Module 1: Social Justice and Health Policy <ul style="list-style-type: none"> • Public Health: Policy, Practice and Perceptions 	6
Module 2: Vulnerable Populations and Health Disparities <ul style="list-style-type: none"> • Access to Care • Health Status Indicators 	7
Module 3: Policy Assessment, Development, Analysis and Evaluation <ul style="list-style-type: none"> • Health Care Finance • The Role of Government 	7
Module 4: Health Care Delivery Systems <ul style="list-style-type: none"> • Health Care Quality • Cost and Value • The Patient Protection and Affordable Care Act 	6
	7

<p>Module 5: Workplace Safety and Health Care Employment Issues</p> <ul style="list-style-type: none"> • The Health Care Workforce <p>Module 6: Contemporary Health Policy Issues and Global Health Issues</p> <ul style="list-style-type: none"> • Comparative Analysis of International Health Systems <p>Module 7: State Policy Making and Changes in the Health Care System</p> <ul style="list-style-type: none"> • Information Management • Future Health Care Needs 	
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Summary of Common Professional Component (CPC) Activity

ACCT	
MKT	2
FIN	6
MGMNT	2
Org Beh	3
HRM	2
Ops Mgmt	4
Law	2
ECON	2
ETH	2
Info Sys	2
QUANT	0
GLOBAL	6
STRAT & CAPSTONE	3
	36

MAT 351 Statistics

Instructors: Krishna Kaphle and Roger Roy

Text: Elementary Statistics, A Step-by-Step Approach, by Bluman, McGraw Hill

Course Description: This is an introduction to the valid use of statistics. Study includes descriptive and inferential statistical measure. Descriptive statistics includes data collection, organization and management. Inferential statistics includes the proper utilization of data(both numeric and categorical) to estimate, predict, judge, and decide. Topics include multiple regression analysis, Chi-Square, ANOVA, and non-parametric methods. There are emphases on development of student skills using a computer to do statistical analyses, and on the student understanding the validity of using each method examined.

Course Topics: Contact Hours:

Gathering and Representing Data 6

Relationships among Data 3

Producing Data 3

Probability and Distribution 6

Estimation 3

Inference 6

Comparative Inference 3

Techniques of Analysis 15

Total 45

CPC Coverage: Estimated Hours:

Operations Management 6

Information Systems 15

Quantitative Analysis 45

Strategic Planning 3

Total 69

Course: NUR 401/HCA 401 Health Related Research

Faculty: Jenny Radsma, PhD, RN

Course Description: 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 in clinical practice. Standards for the conduct of ethical research in qualitative and quantitative research designs are also reviewed.

Text: Melnyk, B.M. & Fineout-Overholt, E. (2011). *Evidence-based practice in nursing and healthcare: A guide to best practice*. (2nd ed). Philadelphia: Lippincott.

Topics Covered:	Contact Hours:
Evidence-Based Practice	8
Quantitative Research	6
Qualitative Research	6
Clinical Practice Guidelines	6
Motivating Change for Individuals, Teams, and Organizations	5
Disseminating Findings	5
Ethical Considerations for Evidence Implementation and Generation	5
Health Policy, Media, Global Perspectives	4
Total:	45

CPC Coverage:	Estimated Hours:
Organizational Behavior	1
Legal Environment of Business	1
Business Ethics	3
Information Systems	8
Quantitative Methods/Statistics	36
Integrative Experience	<u>5</u>
	54

Course: Nur 413/HCA 413: Healthcare Ethics

Faculty: Erin C. Soucy, Ph.D., RN

Course Description:

The focus of the course includes examining ethical and legal issues in the context of nursing and health care practice; exploring principles of ethical reasoning toward decision making and the resolution of ethical dilemmas; and analyzing ethical health care obligations, policy, and law which emanate from the nature of the caregiver-patient relationship. Each module is designed to examine current ethical issues in clinical research with a focus on issues most pertinent to the role of the nurse.

Required Textbooks: Darr, K (2011). *Ethics in health services management* (5th ed.). Baltimore, MD: Health Professions Press.

Topics Covered:	Contact Hours:
Professional Values	6
Ethical Principles	8
Ethical Decision Making	8
Nursing and the Law	8
Tools for Protection	5
Anatomy of a Lawsuit	5
Resources for Professional Nurses	5

CPC Coverage:	Estimated Hours:
Organizational Behavior	3
Legal Environment of Business	10
Business Ethics	30
Information Systems	5
Quantitative Methods/Statistics	1
International/Global Dimensions of Business	5
Integrative Experience	<u>7</u>

Course: PHE 163

Course Name: Principles of Coaching

Instructor: Bill Ashby

Required Text: Martens, Rainer, 2012 Successful Coaching. 4th ed. Human Kinetics

Course Description: A comprehensive introduction to the coaching profession. Emphasis is placed on sport at the youth, high school, recreational and college levels. The primary goal of this course is to develop and enhance students' knowledge and understanding of concepts and techniques of coaching.

Topic Outline	Contact Hours
Coaching Philosophy	3
Coaching Objective	3
Coaching Style	3
Coaching Character	3
Coaching Diverse athletes	2
Communication	3
Motivating	3
Managing Behavior	3
Games approach to teaching	3
Teaching Technical skills	3
Teaching Tactics	3
Practice Planning	1
Fitness Training	4
Battling Drugs	3
Team Management	3
Risk Management	<u>2</u>
Total	45
CPC Topics	
Accounting	0
Marking	1
Finance	0
Management	10
Organizational Behavior	6
Human Resources	4
Operations management	15
Law	3
Economics	0
Ethics	10
Information systems	0
Mathematics	0
Global diversity	3
Strategic Planning	<u>12</u>
Total	64

Course: PHE 341

Course Name: Athletic Administration

Instructor: Bill Ashby

Required Text: Lussier, R.N. and D.C. Kimball Applied Sports Management
Human Kinetics

Course Description: Principles of program building in curricular and extracurricular programs, risk management, organizing, administering, and supervising physical education, health, intramural and interscholastic programs.

Topic Outline:	Contact Hours
Managing Sports	3
Sports Ethics	3
Problem Solving/decision making	3.5
Strategic and operational planning	4.5
Organizing and delegating work	2.5
Managing change, culture and diversity	3
Human Resource Management	3
Behavior in organizations	4
Team Development	3
Communicating	2.5
Motivating	2.5
Leadership	3.5
Controlling quality and productivity	3
Managing Facilities a events	4
Total	45
CPC Topics	
Accounting	3
Marketing	9
Finance	3
Management	30
Organizational Behavior	12
Human Resources	12
Operations management	6
Law	6
Economics	3
Ethics	12
Information systems	0
Mathematics	0
Global diversity	6
Strategic Planning	<u>12</u>
Total	114

Course Number: PSA 100

Course Name: Introduction to Public Safety Administration

Instructor: Tony Enerva, M.S., J.D.

Required Text: Introduction to Law Enforcement and Criminal Justice, 10th Ed., 2011
Crime & Policing in Rural and Small-Town America, 3rd Ed., 2006
ISBN: 1-57766-413-2

Course Description: This course is an overview of law enforcement, criminal justice and public safety administration. Emphasis will be placed on how the entire enforcement structure affects rural America and how America can capitalize and improve its own public safety environment.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Concepts / Foundations	20
Courts	5
Criminal Justice	5
Government	5
Law	<u>10</u>
Total Hours:	45

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Accounting	3
Marketing	3
Management	45
Organizational Behavior	12
Human Resources	6
Operations Management	9
Law	15
Information Systems	<u>3</u>
Total:	96

Course Number: PSA 122

Course Name: GIS and GPS for Public Safety

Instructors: Hobbins, D

Required Text:

Davis, B. 2001. *GIS: A Visual Approach, 2nd ed.* OnWord Press, Santa Fe. 438 p.

Ormsby, T., et. al. 2010. *Getting To Know ArcGIS Desktop, 2nd ed. for ArcGIS 10.* ESRI Press. 572 p.

Hobbins, D. 2012. *PSA122 Lab Exercises and Data.* Published to Blackboard.

Course Description: This course provides an introduction to the theory and application of Geographical Information Systems (GIS) and Global Positioning Systems (GPS) for public safety, introducing geographic theory, terminology and concepts, focusing on policing, crime, emergency services and emergency management. Students must have internet access and Word or WordPerfect software. High-speed internet is strongly recommended. The GIS software requires that your computer must have a Microsoft Windows 7, Windows 2000 Professional, Windows XP, Windows 2003 Server, or Windows Vista operating system and the following minimum hardware requirements: 2 GB RAM , 2 GHz processing speed, 2.4 GB free hard-disk space, including 50 MB on operating system drive. An additional 200 MB of hard-disk space is required for the exercise data. Some labs require MS Internet Explorer version 8. For Crj, Emergency Management and PSA students or permission of instructor.

<u>Topic Outline</u>	<u>Estimated Contact Hours</u>
Intro.	2
Prep Lab.	1
Unit 1. What is GIS	2
Lab 1. Exploring ArcGIS	2
Unit 2. What is Geography	2
Lab 2. Displaying Data	2
Unit 3. Intro to GPS	2
Lab 3. Data Labeling and Querying	2
Unit 4.Raster and Vector Formats	2
Lab 4. Joins and Selectio	2
Unit 5. Data Types and Sources	2
Lab 5. Data Analysis	2
There is no Unit 6	
Unit 7. GIS in Emergency Management	2

Lab 7. Data Sources	2
Unit 8. Data Quality	2
Lab 8. Geocoding	1
Unit 9. The Spatial Database	2
Lab 9. Emergency Management Data Sources Lab	2
Unit 10. Data Classification	2
Lab 10. Flooding Analysis & Damage Assessment	2
Unit 11. How To Communicate With a Map	2
Lab 11. Presenting Data	2
Unit 12. Crime Mapping and Police Application	2
Lab 12. Crime Mapping	2
Unit 13. GIS Use by the Maine Forest Service	1
Issues in GIS and GPS relative to Public Safety	1
Total Hours	48

Recap

<u>Identification of CPC Topics Covered in this Course:</u>	<u>Estimated Contact Hours</u>
Accounting	0
Marketing	0
Finance	0
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	0
Economics	0
Business Ethics	1
Decision-Support Tools	
Information Systems	48
Quantitative Methods/Statistics	48
International/Global Dimensions of Business	0
Integrative Experience	<u>0</u>
Total (estimate of contact hours)	97

Course Number: PSA 221
Course Name: Ethics and Community

Instructor: Tony Enerva, M.S., J.D.
Required Text: Ethical Dilemmas and Decisions in Criminal Justice, 7th Ed.; Pollock, Joycelyn

Course Description: This course is a search for the positive meaning of life with a particular emphasis on the ethics of community together with the ethics of public space and the art of dialog. The course will introduce students to ethical theory as well as real life issues.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Criminal Justice System	10
Decision Making	5
Equity	5
Justice	5
Law	5
Morality	5
Philosophy	5
Policy	<u>5</u>
Total Hours:	45

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Marketing	6
Finance	6
Management	12
Human Resources	12
Operations Management	12
Law	3
Economics	6
Ethics	45
Global	6
Strategic Planning	<u>3</u>
Total:	111

Course Number: PSA 300 / BUS 313

Course Name: Public Finance

Instructor: Tony Enerva, M.S., J.D.

Required Text: Fiscal Administration, 8th Edition, 2011, John Mikesel, Indiana University

Course Description: 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.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Budgeting	10
Financial Concepts	10
Financial Processes	10
Quantitative Analysis	10
Tax	<u>5</u>
Total Hours:	45

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Accounting	5
Finance	45
Management	5
Law	2
Economics	5
Quantitative	<u>10</u>
Total:	72

Course Number: PSA 310
Course Name: Public Management

Instructor: Tony Enerva, M.S., J.D.

Required Text: Administration and Management in Criminal Justice (1st Edition, 2010, Jennifer M. Allen, Rajeev Sawhney, Sage Publications)

Course Description: This course provides students with a solid conceptual foundation in public administration. Important issues in public administration and management will encourage 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.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Public Policy	10
Public Administration	10
Government Structure	10
Law	5
Management	<u>10</u>
Total Hours:	45

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Management	45
Organizational Behavior	12
Human Resources Management	12
Operations Management	9
Law	9
Economics	6
Ethics	12
Information Systems	6
Global and Diversity Issues	<u>6</u>
Total:	117

Course Number: PSA 315
Course Name: Public Policy
Instructor: Tony Enerva, M.S., J.D.
Required Text: Public Policy, Crime, and Criminal Justice by Hancock & Sharp, 3rd Ed., Prentice Hall, 2004

Course Description: This introduction to public policy was designed 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 the policies they do, and what the consequences of these policies are.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Critical Analysis	10
Government Processes	10
Law	10
Public Policy	10
Political Processes	<u>5</u>
Total Hours:	45

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Marketing	6
Finance	6
Management	30
Organizational Behavior	12
Human Resources Management	12
Operations Management	6
Law	15
Economics	6
Ethics	12
Information Systems	6
Global and Diversity Issues	<u>6</u>
Total:	117

Course Number: PSA 397
Course Name: Public Safety Internship / Capstone Course

Instructor: Tony Enerva, M.S., J.D.

Required Text:

Course Description: 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.

<u>Topics Covered:</u>	<u>Estimated Contact Hours</u>
Critical Analysis	20
Research	25
Writing	25
Field Experience	<u>50</u>
Total Hours:	120

Recap

<u>Identification of CPC Topics</u>	<u>Estimated Contact Hours</u>
Strategic Planning & Capstone	<u>200</u>
Total:	200

Appendix 4: Principle 4: Faculty

Analysis of Credentials for Business Faculty

Faculty Member's Name Raymond Albert, Ph.D.

EDUCATION

1. Doctoral Degree: Ph.D. D.B.A. Ed.D. Th.D. D.Div./D.Min J.D.

Institution	University of Florida	Year	1996	Field	Curriculum & Instruction
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2. Master's Degree: M.B.A. M.S. M.A. LL.M. Other

Institution	University of Vermont	Year	1986	Field	Computer Science
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3. Bachelor's Degree: B.S. B.A. B.B.A. Other

Institution	Univ. of Maine – Fort Kent	Year	1983	Field	Math/Science
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4. Graduate Credit Hours

Discipline	Credits	Discipline	Credits
Accounting		Law	
Business Administration		Leadership	
E-Commerce		Management	
Economics		Marketing	
Finance		Quantitative Methods	8
Information Systems	30	Theology/Ethics	
International Business			

PROFESSIONAL EXPERIENCE

Area	Years of Experience	Area	Years of Experience
Accounting		Information Systems	3.5
Advertising		International Business	
Auditing		Investments	
Banking		Law	
Consulting		Manufacturing	
E-Commerce		Market Research	
Economic Research		Marketing Management	
Entrepreneurship/SBM		Nonprofit Management	
Finance		Operations Management	
General Management		Public Relations	
Health Care Admin.		Quality Control	1.5
HR Management		Sales	

PREVIOUS TEACHING EXPERIENCE (here since: 1987)

Institution	Years	FT/PT	Teaching Disciplines
Santa Fe Community College	1994	PT	Computer Science
University of Florida	1993-1995	PT	Computer Science

SCHOLARLY ACTIVITY

Discipline	√	Discipline	√
Accounting		Leadership	
Business Administration		Management	
Economics		Marketing	
Finance		Nonprofit Organizations	
Information Systems	√	Quantitative Methods	
International Business		Theology/Ethics	
Law			

CERTIFICATIONS

CPA () CFP CMA Other: CEH, Security+

Credentials Justification

Faculty Name: Raymond Albert, Ph.D.

Faculty Rank: Professor

List courses covered by this credential justification:

- COS 206 Introduction to Information Security
- COS 103 Intro. to Information Technology
- COS 111 Intro. to Computer Science
- COS 125 Web Page Design
- COS 206 Intro. to Information Security
- COS 260 Intro. to Programming
- COS 312 Computer Programming - Java
- COS 333 Systems Analysis & Design
- COS 346 Databases
- COS 360 Computer Org. & Assembly Lang.
- COS 397 Computer Applications Internship

UMFK deems Dr. Raymond Albert to be qualified and competent to teach the above listed classes based upon the following criteria:

1. Dr. Albert has a Doctor of Philosophy in Curriculum and Instruction from the University of Florida and advanced graduate certification in Information Assurance/Security from Purdue University.
2. Dr. Albert has a Master of Science in Computer Science from the University of Vermont and professional experience designing and implementing software.
3. Dr. Albert has professional experience as a Software Quality Engineer working with NASA-Johnson Space Center.
4. Dr. Albert is certified as an EC Council Certified Ethical Hacker (CEH) and also holds the CompTIA Security+ certification.

Dean, Academic Business Unit

Date

Vice President for Academic Affairs

Date

Analysis of Credentials for Business Faculty

Faculty Member's Name Thomas Anthony Enerva

EDUCATION

1. Doctoral Degree: Ph.D. D.B.A. Ed.D. Th.D. D.Div./D.Min J.D

Institution	University of Minnesota	Year	1982	Field	Public & Administrative Law
	Université de Jean Moulin (Lyon, France)				International Law/Trade
	Kent State University				International/Cultural Education
	Cleveland State University				Business Marketing
	University of San Diego				Business Law

2. Master's Degree: M.B.A. M.S. M.A. LL.M Other

Institution	San Diego State University	Year	1982	Field	Criminal Justice Administration
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3. Bachelor's Degree: B.S. B.A. B.B.A. Other – Associate of Science

Institution	San Diego State University	Year	1979	Field	Public Administr. (Bus. Minor)
	Grossmont College		1975		Criminology

4. Graduate Credit Hours

Discipline	Credits	Discipline	Credits
Accounting		Law	
Business Administration		Leadership	
E-Commerce		Management	
Economics		Marketing	
Finance		Quantitative Methods	
Information Systems		Theology/Ethics	
International Business			

PROFESSIONAL EXPERIENCE

Area	Years of Experience	Area	Years of Experience
Accounting		Information Systems	
Advertising		International Business	16
Auditing		Investments	
Banking		Law	24
Consulting	14	Manufacturing	
E-Commerce		Market Research	
Economic Research		Marketing Management	16
Entrepreneurship/SBM		Nonprofit Management	
Finance	14	Operations Management	16
General Management		Public Relations	8
Health Care Admin.		Quality Control	
HR Management	14	Sales	

PREVIOUS TEACHING EXPERIENCE (here since: 2005)

Institution	Years	FT/PT	Teaching Disciplines
Lakeland Community College, Kirtland, OH	16	FT	Business Management, Real Estate, Law, and International Business.
Kent State University		PT	Business Management
Cleveland State University Graduate School (MPA Program)		PT	Business Management
Myers University		PT	Business Management

SCHOLARLY ACTIVITY

Discipline	√	Discipline	√
Accounting		Leadership	X
Business Administration	X	Management	X
Economics	X	Marketing	X
Finance	X	Nonprofit Organizations	X
Information Systems		Quantitative Methods	
International Business	X	Theology/Ethics	X
Law	X		

CERTIFICATIONS

CPA ()
 CFP
 CMA
 Other: _____

Credentials Justification Example

Faculty Name: Thomas Anthony Enerva, J.D.

Faculty Rank: Professor

List courses covered by this credential justification:

- | | | | |
|-------------------|------------------------------------|----------|----|
| • BUS 313/PSA 300 | Government & Non-Profit Accounting | Doctoral | JD |
| • BUS 336 | Business Law I | Doctoral | JD |
| • BUS 337 | Business Law II | Doctoral | JD |
| • CRJ (all) | Criminal Justice (all courses) | Doctoral | JD |
| • PSA (all) | Public Safety (all courses) | Doctoral | JD |

UMFK deems Dr. T. Anthony Enerva to be qualified and competent to teach the above listed classes based upon the following criteria:

1. Dr. Enerva has a Juris Doctor of Public and Administrative Law from the University of Minnesota. He also holds a Master of Science degree in Criminal Justice Administration and a Bachelor of Science in Public Administration (with a Business Minor) from the San Diego State University. Tony also holds an Associate of Science degree in Criminology from Grossmont College.
2. Dr. Enerva also has additional Doctoral education from the Université de Jean Moulin, Lyon, France in International Law/Trade; from the Kent State University in International / Cultural Education; from Cleveland State University in Business Marketing; and from the University of San Diego in Business Law.

Dean, Academic Business Unit

Date

Vice President for Academic Affairs

Date

Analysis of Credentials for Business Faculty

Faculty Member's Name Anthony Gauvin

EDUCATION

1. Doctoral Degree: Ph.D. D.B.A. Ed.D. Th.D. D.Div./D.Min J.D.

Institution		Year		Field	
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2. Master's Degree: M.B.A. M.S. M.A. LLM Other

Institution	Baker College, Flint, MI	Year	2005	Field	Graduate Studies
	University of Maine, Orono, ME		1988		Computer Science

3. Bachelor's Degree: B.S. B.A. B.B.A. Other

Institution	University of Maine at Fort Kent	Year	1996	Field	Computer Applications Minor : Math
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4. Graduate Credit Hours

Discipline	Credits	Discipline	Credits
Accounting		Law	
Business Administration		Leadership	
E-Commerce		Management	
Economics		Marketing	
Finance		Quantitative Methods	
Information Systems		Theology/Ethics	
International Business			

PROFESSIONAL EXPERIENCE

Area	Years of Experience	Area	Years of Experience
Accounting		Information Systems	2
Advertising		International Business	
Auditing		Investments	
Banking		Law	
Consulting		Manufacturing	
E-Commerce	11	Market Research	
Economic Research	1	Marketing Management	
Entrepreneurship/SBM		Nonprofit Management	
Finance		Operations Management	
General Management		Public Relations	
Health Care Admin.		Quality Control	
HR Management		Sales	

PREVIOUS TEACHING EXPERIENCE (here since: **2001**)

Institution	Years	FT/PT	Teaching Disciplines

SCHOLARLY ACTIVITY

Discipline	√	Discipline	√
Accounting		Leadership	
Business Administration	X	Management	
Economics	X	Marketing	X
Finance		Nonprofit Organizations	
Information Systems	X	Quantitative Methods	
International Business		Theology/Ethics	
Law			

CERTIFICATIONS

CPA () CFP CMA Other: _____

Credentials Justification Example

Faculty Name: Anthony Gauvin

Faculty Rank: Professor

List courses covered by this credential justification:

• BUS 222	Introduction to Marketing	Professional	BS in Business
• BUS 397	Business Management Internships	Professional	BS in Business
• BUS 411	Strategic Management	Professional	BS in Business
• COS 125	Internet Fundamentals and Web Page Design	Professional	MS in COS
• COS 312	Java Programming	Professional	MS in COS
• COS 325	Computer Programming C++	Professional	MS in COS
• COS 338	Networking	Professional	MS in COS
• COS 340	Special Topics Java Programming	Professional	MS in COS
• COS 346	Databases	Professional	MS in COS
• COS 381	Internet/Intranet Programming	Professional	MS in COS
• COS 397	Computer Applications Internships	Professional	MS in COS
• COS 413	Computer Forensics	Professional	MS in COS
• COS 420	Internet Architecture	Professional	MS in COS
• ELC 200	Introduction to e-Commerce	Professional	MS in COS
• ELC 310	Introduction to e-Marketing		
• ELC 347	Project Planning		
• ELC 397	eCommerce Internships		
• ELC 498	eCommerce Senior Seminar		

UMFK deems Anthony Gauvin to be qualified and competent to teach the above listed classes based upon the following criteria:

1. Mr. Gauvin holds a Masters of Business Administration degree in Graduate Studies from Baker College in Flint, MI.
2. He also has an MS in Computer Science

Dean, Academic Business Unit

Date

Vice President for Academic Affairs

Date

Analysis of Credentials for Business Faculty

Faculty Member's Name Bradley G. Ritz

EDUCATION

1. Doctoral Degree: Ph.D. D.B.A. Ed.D. Th.D. D.Div./D.Min J.D.

Institution		Year		Field	
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2. Master's Degree: M.B.A. M.S. M.A. LLM Other

Institution	Utah State University, Logan, UT	Year	1980	Field	Agricultural Economics
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3. Bachelor's Degree: B.S. B.A. B.B.A. Other

Institution	Utah State University, Logan, UT	Year	1976	Field	American Government; Minor: Economics, Sociology
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4. Graduate Credit Hours

Discipline	Credits	Discipline	Credits
Accounting		Law	
Business Administration		Leadership	
E-Commerce		Management	
Economics		Marketing	
Finance		Quantitative Methods	
Information Systems		Theology/Ethics	
International Business			

PROFESSIONAL EXPERIENCE

Area	Years of Experience	Area	Years of Experience
Accounting	4	Information Systems	
Advertising		International Business	2
Auditing		Investments	
Banking		Law	
Consulting		Manufacturing	
E-Commerce		Market Research	
Economic Research	2	Marketing Management	
Entrepreneurship/SBM		Nonprofit Management	
Finance		Operations Management	
General Management		Public Relations	
Health Care Admin.		Quality Control	
HR Management		Sales	

PREVIOUS TEACHING EXPERIENCE (here since:)

Institution	Years	FT/PT	Teaching Disciplines

SCHOLARLY ACTIVITY

Discipline	√	Discipline	√
Accounting		Leadership	
Business Administration		Management	
Economics		Marketing	
Finance		Nonprofit Organizations	
Information Systems		Quantitative Methods	
International Business		Theology/Ethics	
Law			

CERTIFICATIONS

CPA () CFP CMA Other: _____

Appendix D

Credentials Justification

Faculty Name: Bradley G. Ritz

Faculty Rank: Professor

List courses covered by this credential justification:

- | | |
|---|--------------|
| • BUS 100 Accounting Principles I | Professional |
| • BUS 101 Accounting II | Professional |
| • ECO 101 Micro Economics | Professional |
| • ECO 300 Intermediate Macroeconomic Theory | Professional |
| • ECO 318 Managerial Economics | Professional |
| • ECO 320 International Trade/Finance | Professional |

The University of Maine at Fort Kent deems Bradley G. Ritz to be qualified and competent to teach the above listed classes based upon the following criteria:

1. Mr. Ritz has a Masters of Science degree in Agricultural Economics from the Utah State University in Logan, Utah. He also holds a Bachelors of Science in Political Science in American Government with a Minor in Economics, Sociology.

Dean, Academic Business Unit

Date

Vice President for Academic Affairs

Date

Analysis of Credentials for Business Faculty

Faculty Member's Name Roger A. Roy

EDUCATION

1. Doctoral Degree: Ph.D. D.B.A. Ed.D. Th.D. D.Div./D.Min J.D.

Institution	University of Maine	Year	2006	Field	Individualized PhD in Human Resources Management
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2. Master's Degree: M.B.A. M.S. M.A. LLM Other

Institution	Bryant University	Year	1975	Field	Management
	University of Maine		1969		Mathematics

3. Bachelor's Degree: B.S. B.A. B.B.A. Other

Institution	Providence College	Year	1967	Field	Mathematics
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4. Graduate Credit Hours

Discipline	Credits	Discipline	Credits
Accounting	3	Law	9
Business Administration	6	Leadership	3
E-Commerce		Management	9
Economics	3	Marketing	6
Finance	21	Quantitative Methods	51
Information Systems	3	Organizational Behavior	6
HR Management	31	Operations Management	6

PROFESSIONAL EXPERIENCE

Area	Years of Experience	Area	Years of Experience
Accounting		Information Systems	
Advertising		International Business	
Auditing		Investments	
Banking		Law	
Consulting (part-time)	6	Manufacturing	
E-Commerce		Market Research	
Economic Research		Marketing Management	
Entrepreneurship/SBM	15	Nonprofit Management	
Finance	9	Operations Management	2
General Management		Public Relations	
Health Care Admin.		Quality Control	
HR Management		Sales	15

PREVIOUS TEACHING EXPERIENCE (here since: 1993)

Institution	Years	FT/PT	Teaching Disciplines
U Maine	1967-69	TA 2 years	Mathematics
Northern Maine Tech College	1977-78	1 year	Accounting and SBM
Husson College	1978-93	15 years	Math, Economics, Finance
Embry Riddle University		12 years	Calculus and Applied Stats (grad and undergrad); also Applied Economics and Management
University of Southern California		10 years	Statistical Analysis and Applications of Stats; in MS in Systems Management Program (2 8-week courses in alternating years)
Northern Maine Tech College		5 years	Mathematics
University of Maine at Presque Isle		8 years	Mathematics and Business Management
Unity College		1 year	Business Management

SCHOLARLY ACTIVITY

Discipline	√	Discipline	√
Accounting		Leadership	
Business Administration		Management	
Economics		Marketing	
Finance		Nonprofit Organizations	
Information Systems		Quantitative Methods	
International Business		Theology/Ethics	
Law			

CERTIFICATIONS

CPA ()
 CFP
 CMA
 Other: _____

Appendix D

Credentials Justification Example

Faculty Name: **Roger A. Roy, PhD**

Faculty Rank: **Professor**

List courses covered by this credential justification:

- MAT 351 Statistics 1 Professional MA in Math
- BUS 207 Insurance Doctoral PhD in Human Resources
- BUS 341 Negotiations Doctoral PhD in Human Resources
- BUS 343 Human Resources Management Doctoral PhD in Human Resources
- BUS 344 Organizational Behavior Doctoral PhD in Human Resources
- BUS 430 Compensation Doctoral PhD in Human Resources

UMFK deems Dr. Roger Roy to be qualified and competent to teach the above listed classes based upon the following criteria:

1. Dr. Roy has an Individualized PhD in Human Resources Management from the University of Maine.
2. Dr. Roy also holds a Master of Business Administration degree in Management from the Bryant University.
3. Dr. Roy also has a MA and a BA in Mathematics from the University of Maine and Providence College.
4. Dr. Roy has taught, over the years, every Mathematics course and many of the Business courses in the program. As the business program developed, Dr. Roy migrated to the courses related to the Human Resources Management Concentration, away from the area of financial management and financial services, but still teaches in the Mathematics program as needed.

Dean, Academic Business Unit

Date

Vice President for Academic Affairs

Date

Analysis of Credentials for Business Faculty

Faculty Member's Name Leo J. Trudel

EDUCATION

1. Doctoral Degree: Ph.D.(abd) D.B.A. Ed.D. Th.D. D.Div./D.Min J.D

Institution	North Central University	Year	2009 – present PhD	Field	Finance
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2. Master's Degree: M.B.A. M.S. M.A. LL.M. Other

Institution	North Central University	Year	2009	Field	Finance
	Plymouth State University		1995		Management

3. Bachelor's Degree: B.S. B.A. B.B.A. Other

Institution	Franklin Pierce College	Year	1983	Field	Psychology / Education
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4. Graduate Credit Hours

Discipline	Credits	Discipline	Credits
Accounting	6	Law	3
Business Administration	6	Leadership	
E-Commerce		Management	18
Economics	3	Marketing	3
Finance	18	Quantitative Methods	9
HR Management	3	Theology/Ethics	
International Business			

PROFESSIONAL EXPERIENCE

Area	Years of Experience	Area	Years of Experience
Accounting	2	Information Systems	
Advertising		International Business (PT)	2
Auditing		Investments	9
Banking		Law	
Consulting (part time)	6	Manufacturing	
E-Commerce		Market Research	
Economic Research		Marketing Management	
Entrepreneurship/SBM	14	Nonprofit Management	3
Finance		Operations Management	
General Management	7	Public Relations	
Health Care Admin.		Quality Control	
HR Management		Sales	

PREVIOUS TEACHING EXPERIENCE (here since: 2003)

Institution	Years	FT/PT	Teaching Disciplines
Johnston State College (adjunct)	1997 – 98	PT	Sales and small business management courses.
Vermont Technical College (adjunct)	1998-99	PT	Small business management and human resource managerial accounting.
University of Maine at Fort Kent (adjunct)	2003-05	PT	Economics, small business management, and managerial accounting.
University of Maine at Fort Kent	2005-present	FT	Business courses relating to accounting, finance, and entrepreneurship.

SCHOLARLY ACTIVITY

Leo is responsible for developing a concentration in accounting and an upper level investment course that relates to trading which has attracted many non-traditional students. His background is in developing business in the agricultural sector and trading on the NASDAQ. He is a licensed trader and holds several series licenses as well as a Maine state life and health insurance license. Currently, he is finishing his PhD in finance.

Professional Licenses:

Series 55	FINRA Equity Trader, Limited Representative
Series 56	FINRA Proprietary Trader
Series 66	FINRA Registered Investment Advisor/Combined Uniformed State Law
Series 7	FINRA General Securities Registered Representative
State of Maine	Maine Life and Health Insurance License

Discipline	√	Discipline	√
Accounting		Leadership	
Business Administration		Management	
Economics		Marketing	
Finance		Nonprofit Organizations	
Information Systems		Quantitative Methods	
International Business		Theology/Ethics	
Law			

CERTIFICATIONS

CPA ()
 CFP
 CMA
 Other: _____

Credentials Justification Example

Faculty Name: **Leo L. Trudel**

Faculty Rank: **Professor**

List courses covered by this credential justification:

- BUS 100 Accounting Principles I
- BUS 101 Accounting Principles II
- BUS 234 Financial Analysis & Planning
- BUS 300 Principles of Corporate Finance I
- BUS 301 Principles of Corporate Finance II
- BUS 308 Managerial Accounting
- BUS 327 Salesmanship
- BUS 409 Principles of Investment Management
- BUS 410 Investments: Technical Analysis
- BUS 412 Marketing Research

UMFK deems Mr. Leo L. Trudel to be qualified and competent to teach the above listed classes based upon the following criteria:

1. Mr. Leo L. Trudel will soon be completing his Doctor of Philosophy ABD in Business Administration from North Central University.
2. Mr. Leo L. Trudel holds a Master of Business Administration degree in Finance from North Central University.
3. Mr. Leo L. Trudel holds a Master of Business Administration degree in Management from Plymouth State University.
4. Mr. Leo L. Trudel holds a Business Education Certificate from Johnson State University.
5. Mr. Trudel also holds a Bachelor of Arts degree in Psychology / Education from Franklin Pierce College.

Dean, Academic Business Unit

Date

Vice President for Academic Affairs

Date

**University of Maine at Fort Kent
Promotion and Tenure Criteria
Professional Management Division**

The Peer Review Committee and the Administration should use the following criteria for decisions regarding promotion, tenure and contract renewal for Professional Management Division faculty members. Faculty members are expected to perform well in three areas: Teaching, Scholarship, and Service. Because of the teaching mission of UMFK, the area of teaching is the most important of the three, but a faculty member does not have to perform equally well in all three areas, and the member is free to focus more on one area than another based on such factors as personal interest and strengths, mission or program needs, institutional need, professional development opportunities, administrative responsibilities, etc.

Teaching:

The Professional Management Division faculty members assert that teaching is fundamental to UMFK.

Satisfactory teaching may include:

- A) Meeting classroom responsibilities (face-to-face and on-line).**
- B) Mentoring, advising, and facilitating independent learning.**
- C) Currency in the relevant discipline or disciplines.**
- D) Frequent assessment with feedback concerning outcomes to students.**
- E) Incorporation of appropriate teaching methodologies and technologies.**
- F) Motivation of students to learn.**

Faculty members are expected to prepare evidence of satisfactory performance in teaching.

Service:

The Professional Management Division faculty members assert that service includes service to the University, Community, and Profession. Service to the University includes both campus and system work. Service to the Community includes the use of one's professional expertise for local, regional, state, national, or global betterment. Service to the Profession includes work for betterment of teaching and education.

Faculty members in the Professional Management Division are expected to prepare evidence of satisfactory service.

Scholarship:

The Professional Management Division faculty members assert scholarship exists in different forms. Traditional scholarship which consists of the origin of research, publication, presentation, public service and quality education is recognized. In addition, work that supports the educational mission of UMFK or that creates original value in a professional area is recognized as scholarship. Traditional concepts of publication and presentation may not be applicable where the original work is performed in the private sector or under legal conditions of confidentiality.

Faculty members in the Professional Management Division are expected to prepare evidence of satisfactory scholarship.

For tenure, faculty members are expected to provide evidence of satisfactory performance in all three areas, and for promotion to Associate Professor, stellar performance in at least one area.

For promotion to Professor, stellar performance is expected in at least two areas.

At a regional university that does not have a research-extensive mission, teaching is primary; service and scholarship are necessary to the institution, but secondary.

Stellar performance is performance at a level above satisfactory. Performing at a level above satisfactory means demonstrating accomplishments that are recognizable as significant in terms of objectively measured outcomes that are beyond what is generally expected in the appropriate academic unit.

Accomplishments that enhance the mission of the institution are superior to accomplishments unrelated to institutional mission.

For example, attendance at academic conferences is generally expected.

Presentation of a peer-reviewed paper at a recognized academic conference may be generally expected, but multiple presentations would clearly be above general expectations. A national conference would generally be more significant than a regional conference.

Another example would be publication of a book in one's discipline. That is clearly above general expectations. Membership on a local board could be generally expected, but membership on a national board, or state-wide board could be above general expectations.

The faculty member has the freedom to choose whether or not to perform above general expectations, and in what manner. But it is the faculty member's

responsibility to objectively demonstrate evidence of that performance and its significance.

October, 2012

CURRICULUM VITAE

RAYMOND T. ALBERT

Curriculum Vitae

P.O. Box 26
Eagle Lake, Maine 04739
(207) 444-4544 (home)
Telephone: (207) 834-7696
E-mail: ralbert@maine.edu

Summary:

- Practiced and effective professor and administrator in a university setting
- Able to work well with diverse groups to achieve consensus and bring projects to fruition
- Knowledgeable of special responsibilities and challenges facing higher education faculty and administration especially with respect to information security and academic technology
- Creative self-starter with academic and professional experience with various computer and information technologies in diverse settings
- Able to design and effectively implement instruction to maximize education in traditional, distance and online delivery modalities

Education: **Online Teaching Certificate (SLOAN-C Institute)**, Newburyport, Massachusetts, August 2012;
Post-Graduate Certificate (CS), Purdue University, West Lafayette, Indiana. August, 2003;
Program: **Information Assurance/Security** (Computer Science)

Doctor of Philosophy, University of Florida, Gainesville, Florida. December, 1996;

Concentrations: Curriculum and Instruction
Educational Media and Instructional Design
Bilingual/Multicultural Education

Grade point average: 4.0/4.0

Dissertation: Relationships among Bilingualism, Critical Thinking Ability, and Critical Thinking Disposition of Baccalaureate Nursing Students

Doctoral supervisor: Lee J. Mullally, Ph.D. Department of Curriculum and Instruction, College of Education, University of Florida.

Master of Science, University of Vermont, Burlington, Vermont. 1986;

Major: Computer Science

Grade point average: 3.5/4.0

Comprehensive/Theses: Concurrency Construct Analysis of the Synchronizing Resources (SR) Programming Language.

Analysis of Error Propagation and Recovery in Concurrent Environments.

Bachelor of Arts, University of Maine, Fort Kent, Maine. 1983;

Field: Mathematics/Science

Grade point average: 3.1/4.0

Relevant Graduate Study:

Intro. & Advanced Information Assurance	Computer Security	Cryptography
Intro. & Advanced Operating Systems	Digital Computer Design	Theory of Comp.
Intro. & Advanced Computer Architectures	Algorithm Analysis	DBMS's
Intro. & Advanced Programming Languages	Real Time Systems	Data Structures
Design & Development of Educ. Media	Instr. Message Design	Instr. Development
Production and Utilization of Educ. Media	Interactive Video	Animation/Graphics
Educ. Television Design and Production	Ed. Psych. Learning Theory	

Working Knowledge of Programming Languages:

C (50,000+ lines of code), Java, Python, Visual Basic. Also experience with: Actor, Ada, Alice, Algol68, ASP, C++, C#, COBOL, Delphi 2, FORTRAN, HyperCard, JavaScript, Lisp, MASM, Pascal, Perl, and SNOBOL.

Teaching

Experience:

Sept. 2004 - Present **Program Coordinator for Computer Applications and Information Security, University of Maine, Fort Kent, Maine.**
Responsibilities include oversight and management of Computer Applications and Information Security degree programs. This program has two full-time faculty and six adjunct faculty.

Sept. 2004 – Present **Professor of Computer Science, University of Maine, Fort Kent, Maine.**
Responsibilities as cited under Associate Professor of Computer Science (see below).

June 2005 – Sept. 2009 **Natural/Behavioral Sciences Division Chair, University of Maine, Fort Kent, Maine.**
Responsibilities included oversight and administration of division budgets; approval of course schedules and faculty assignments, coordination of the effective assessment of all programs and of student outcomes; providing support, guidance and objective feedback to all division personnel. The division consisted of 19 full-time and 15 part-time faculty, and 3 staff members in more than 8 different discipline areas with a combined \$1.9M operating budget.

Sept. 2001 – Sept. 2010 **Adjunct Professor, Nova Southeastern University, Graduate School of Computer and Information Sciences, Fort Lauderdale, Florida.**
Responsibilities included teaching of graduate level Information Security and Database Systems courses among others.

Jan. 1997 – Sept. 2004 **Associate Professor of Computer Science, University of Maine, Fort Kent, Maine.**

Responsibilities as cited under Assistant Professor of Computer Science (see below). Awarded tenure September 1, 1996. Contributing member of Chancellor's Information Technology Task Force. Delivered full course load from a distance (Ohio) to locally situated (Maine) students during 1998-1999 academic year using mixed media (Internet, VHS, telephony). Have offered following courses:

Introduction to Computers	Programming Languages
Intro. to Information Technology	Data Structures
Introduction to Programming	Advanced Prog. Using Pascal
Computer Organ./Assembly Lang.	Database Management Syst.
Operating Systems	Local Area Networks
Systems Analysis and Design	Networking
Information Assurance & Security	Cryptography
Network Security	Computer Prog. I & II -- COBOL
Computer Prog. I & II - C	Computer Prog. I & II – FORTRAN
Computer Prog. I & II - C++	Computer Prog. I & II – VB

Committees served:

UMS Technology Assessment Comm.	President's Cabinet
Presidential Search Committee	Fac. Rep. to UMS Board of Trustees
Faculty Chair	Peer Review Committee
Strategic Planning Steering Comm.	Academic Council
Chancellor's Telecomm.	Working Group Faculty Secretary
Academic Computing Committee	Innovative Teaching Fund Comm.
Faculty Development Committee	Software Eval./Selection Comm.
Desktop Publishing Comm.	Computer Center Advisory Comm.
Quad-campus Unix System Users Group	AFUM Union Representative
Chancellors Task Force on Telecommunication and Information Technology	

Sept. 1989 - Dec. 1996

Assistant Professor of Computer Science, University of Maine, Fort Kent, Maine.

Responsibilities included teaching of 12 credit hour Computer Science course load per semester (two semester year). Also involved in student academic advising, faculty committee work, and degree program reviews. Have regularly managed direct studies, internships and have carried a credit-hour overload to accommodate student and campus needs. Offered COSK 100 Introduction to Computers course statewide via the University of Maine Interactive Television System during both fall and spring semesters beginning with fall semester 1991. Educational leave of absence granted from 09/01/89 through 08/31/90. Sabbatical granted from 9/1/93 through 9/1/94 followed by a second educational leave from 9/1/94 through 9/1/95.

Jan. 1994 - Aug. 1994

Adjunct Professor of Computer Information Systems, Santa Fe Community College, Gainesville, Florida.

Responsibilities included teaching of two sections of introductory computer programming courses (COP 1000).

Sept. 1993 - May 1995

Graduate Teaching Assistant, University of Florida, Gainesville, Florida.

Responsibilities included provision of instructional design and development assistance to liberal arts faculty implementing large-scale multimedia presentations. Efforts conducted through the University of Florida, Office of Instructional Resources (OIR).

Sept. 1991 - Dec. 1992

Assistant Professor of Computer Science, University of Maine at Fort Kent, Maine.

Upon request, offered COSK 100 Introduction to Computers course over the Education Network of Maine (formerly Instructional Television system of Maine). Course offered statewide over distance education system consisting of over 75 receive sites. Developed several innovative instructional/assessment tools designed to support and enhance remote communication between students and faculty.

Jan.1987 - July 1989 **Instructor of Computer Applications, University of Maine, Fort Kent, Maine.**

Responsibilities included teaching of four Computer Science courses per semester (two semester year). Also student academic advising and faculty committee involvement. One half-release time granted during first academic year for implementation of campus computer ISN network and 3B2/400 minicomputer system. Joint fiscal academic computing responsibility during academic years 1987 - 1988. Joint participation in design and implementation of Computer Applications Baccalaureate degree program. Joint participation in design and implementation of inter-campus Computer Applications outreach program developed for Loring Strategic Air Command Base. Co-developed the Academic Computing Environment (ACE) technology infrastructure specification for UMFK campus.

Sep.1984 - Dec.1986 **Teaching Fellow, University of Vermont, Burlington, Vermont.**

Duties included teaching of two lab sections of CS-11 (Computer Programming) course. General responsibilities included administration of lectures, programming assignments, and quizzes as well as student counseling support provided through several office hours planned during each week.

**Professional
Experience:**

Jan. 1998 – June 2007

Managing Partner and CEO, QualityQuest, L.L.C., Eagle Lake, Maine.

QualityQuest, L.L.C., a New England based company, is a pioneer in the field of electronic surveying and evaluation. The services it offers utilize the latest server-side software technology available, while taking advantage of the existing network infrastructure already in place in most college campuses and companies nationwide. Through its innovative approach to information collection, analysis and reporting, its premier service, Excel-A-Ratesm provides clients a cost-effective turn-key solution to Internet-based online data collection and reporting.

June 1989 - Aug. 1990

Software Quality Engineer, NASA Johnson Space Center, Houston, Texas.

Responsibilities included analysis of contractor software development methodologies including recommendations for process improvement, problem trending, discrepancy report/waiver/deviation/change request review and disposition, general configuration management involvement, formal test procedure review and test witnessing, major scheduled milestone review participation, software product assurance standard development participation. Specific program of emphasis was the SSE (Software Support Environment) for SSFP (Space Station Freedom Program).

Dec.1987 – Dec.1997

Sole Proprietor of COMPUSOLVE, a computer consulting business focused on computer information system enhancement for the purpose of improved quality and productivity.

Jun.1986 - Dec.1986

Software Engineer/Programmer, Macro Systems Inc., Burlington, Vermont. Responsibilities included design and development of an educational software system for the express use of students enrolled in a transitional program from an institution for the mentally handicapped to *real world* employment.

Jun.1983 - Aug.1984

Community Development Director, Town of Eagle Lake, Eagle Lake, Maine. Responsibilities included both fiscal and administrative control over 1983-1984 federal Community Development Block Grant (C.D.B.G.) awarded to town. Grant funds in excess of \$360,000 were primarily targeted for use

in low/moderate income house rehabilitation projects throughout the entire community.

Selected Presentations:

Co-presenter. Experiences with the Promise and Potential of Service Learning in an Online Information Security Curriculum, 2013 Annual World Congress in Computer Science, Computer Engineering & Applied Computing Conference (WORLDCOMP).

Co-presenter. Implementation Progress, Student Perceptions, and Refinement of a Virtual Information Security Laboratory Maine. 2012 Annual World Congress in Computer Science, Computer Engineering & Applied Computing Conference (WORLDCOMP).

Co-presenter. Goals Models and Progress Towards Establishing an Information Security Laboratory in Maine. 2011 Annual World Congress in Computer Science, Computer Engineering & Applied Computing Conference (WORLDCOMP).

Co-presenter. High School Cyber Defense Competitions – Lessons from the Trenches. 2010 Annual World Congress in Computer Science, Computer Engineering & Applied Computing Conference (WORLDCOMP).

Co-presenter. Cyber Defense Competitions - Educating for Prevention, 2010 Annual Association of Small Computer Users in Education (ASCUE) Conference.
Co-presenter. Approaches to Blended ('Hybrid') Learning within the University of Maine System. First New England Regional SLOAN-C Conference on collaboration, collegiality, and community among online educators, October 2009.

Presenter. The 'U' in Information Security. Association of Small Computer Users in Education (ASCUE) 2009 conference on academic and administrative technology issues and innovation in higher education.

Presenter. The Scholarship of Teaching and Learning Online: Maintaining Balance. Association for the Advancement of Computing in Education (AACE) E-Learn 2003 World Conference on E-Learning in Corporate Government, Healthcare, and Higher Education, November 2003.

Poster Presenter. Relationships among Bilingualism, Critical Thinking Ability, and Critical Thinking Disposition. American Association of the Colleges of Nursing (AACN) - Baccalaureate Education Conference, November 2002.

Presenter. "New and Improved" Accountability. Eighth SLOAN-C International Conference on Asynchronous Learning (ALN), October 2002.

Co-presenter. Toward a Statewide Distributed Virtual Campus: The Education Network of Maine. EDUCOM conference, October 1992.

Presenter. UMS/ITV System Integration Prototype. Computers on Campus national conference, University of South Carolina, 1992.

Accepted to present but unable to attend. Computer-based Course Tools for Distributed Education. Information Technology Issues in Community Health (ITCH) international conference, University of Victoria, December 1992.

Selected

Publications: Albert, R. T & Albert, R.E. (2013), "Experiences with the Promise and Potential of Service Learning in an Online Information Security Curriculum", peer reviewed article published in the proceedings of the international 2013 World Congress in Computer Science, Computer Engineering & Applied Computing Conference (WORLDCOMP)

Cavanagh, C. & Albert, R. T. (2012), "Implementation Progress, Student Perceptions, and Refinement of a Virtual Information Security Laboratory

Maine”, Proceedings of the 2012 Annual World Congress in Computer Science, Computer Engineering & Applied Computing Conference (WORLDCOMP).

Cavanagh, C. & Albert, R. T. (2011), “Goals Models and Progress Towards Establishing an Information Security Laboratory in Maine”, Proceedings of the 2011 Annual World Congress in Computer Science, Computer Engineering & Applied Computing Conference (WORLDCOMP).

Albert, R. T., Markowsky, G. & Wallingford, J. (2010), "High School Cyber Defense Competitions – Lessons from the Trenches", Proceedings of the 2010 Annual World Congress in Computer Science, Computer Engineering & Applied Computing Conference (WORLDCOMP). Albert, R. T., & Wallingford, J. (2010), "Cyber Defense Competitions - Educating for Prevention", Proceedings of the 2010 Association of Small Computer Users in Education (ASCUE) Conference.

Albert, R. T. (2009). "The 'U' in Information Security", Proceedings of the Association of Small Computer Users in Education (ASCUE) Annual Conference on Academic and Administrative Technology Issues & Innovation in Higher Education.

Albert, R., Broida, J., Page, S. & Sanford, R. (2009). A panel presentation entitled "Approaches to Blended ('Hybrid') Learning within the University of Maine System", at the 1st New England Regional SLOAN-C Conference on collaboration, collegiality, and community among online educators.

Albert, R. T. (2003). "The Scholarship of Teaching and Learning Online: Maintaining Balance", Proceedings of the Association for the Advancement of Computing in Education (AACE) E-Learn 2003 World Conference on E-Learning in Corporate Government, Healthcare, and Higher Education.

Albert, R. T. (2003). "'New and Improved' Accountability", Invited post to the SLOAN-C Effective Practices web site. <http://sloan-c.org/effective/browse.asp>

Albert, R. T. & Albert, R. E. (2002). "Relationships among Bilingualism, Critical Thinking Ability, and Critical Thinking Disposition", Proceedings of the AACN - Baccalaureate Education Conference.

Albert, R. T. (2002). "'New and Improved' Accountability", Proceedings of the Eighth SLOAN-C International Conference on Online Learning. <http://www.sloan-c.org/conference/proceedings/2002/track7.asp>

Albert, R. T., Albert, R. E. & Radsma, J. (2002). "Relationships among Bilingualism, Critical Thinking Ability, and Critical Thinking Disposition", Journal of Professional Nursing, 18(4), pp. 220-229.

Albert, R. T. & Nehrer, P. (1997). Excel-A-Ratesm [Online rating service]
Albert, R. T., Cluxton, J. C. & Miller, M. D. (1994). Co-authored EDF 6403 Quantitative Foundations of Educational Research Course Notes and Supplements (Volumes I & II)
Albert, R. T., Cluxton, J. C. & Miller, M. D. (1994). Co-authored EDF 7405 Advanced Quantitative Foundations of Educational Research Course Notes, Supplements, and Annotated Computer Printouts (Volumes I, II, & III)

**Selected
Reviews:**

Invited review of “From Novice to Expert: Harnessing the Stages of Expertise Development in the Online World”, article submission to Association of Small Computer Users in Education (ASCUE) 2009 conference on academic and administrative technology issues and innovation in higher education.

Invited review of “The Effectiveness of Podcasting on Achievement in Principles of Accounting”, article submission to Association of Small Computer Users in Education

(ASCUE) 2009 conference on academic and administrative technology issues and innovation in higher education.

Invited review of “Identification, Causes, and Prevention of Identity Theft”, article submission to Association of Small Computer Users in Education (ASCUE) 2009 conference on academic and administrative technology issues and innovation in higher education.

Invited review of “Capture Everything: Architecting a set of technologies and policies to support enterprise video capture” conference proposal submission to Future Trends and Technologies track of the EDUCAUSE 2009 Annual Conference on the best thinking in higher education IT.

Invited review of “It’s an enrollment world: How technology can help” conference proposal submission to Future Trends and Technologies track of the EDUCAUSE 2009 Annual Conference on the best thinking in higher education IT.

Invited review of “PHISHING the PHISHER using Web Bugs and HoneyTokens to Investigate the Source of PHISHING Attacks”, article submission to Hawaii International Conference on System Sciences (HICSS) 2008.

Invited review of “Quality Assurance in Educational Software Development”, article submission to Hawaii International Conference on System Sciences (HICSS) 2008.

Invited review of John Wiley & Sons, Inc. “Handbook of Information Security” contribution on database security.

Invited review of Whitten, J., Bentley, L. & Dittman, K. (2003). Systems Analysis & Design Methods. McGraw-Hill Publishing Company. ISBN: 0-07-293261-9. December, 2003.

Focus group participant. Opinions sought regarding major technology issues and how they affect self and institution, October, 2002.

SimNET XPert - Office XP Assessment Software. Published by McGraw Hill. April, 2002.

Creative Works: “Your Password, Your Identity, Your Privacy” instructional unit. This unit was selected by the EDUCAUSE Security Task Force for international distribution during Fall, 2004. As part of National Cyber Security Awareness Month (<http://www.staysafeonline.info/home-news.html>), the Security Task Force compiled a CD that contains Cybersecurity Awareness Resources for the Higher Education Community. The availability of the CD was announced during the

2004 EDUCAUSE Live Event on "Campus and National Approaches to Cybersecurity Awareness." An archive of the event is available at <http://www.educause.edu/LIVE0411>. Every attendee of the EDUCAUSE Annual Conference in Denver received a CD as part of their registration materials.

Database-backed Website Project, University of Maine at Fort Kent, Summer 2001 – Fall 2001. As co-recipient of a University of Maine System Trustee Professorship I designed and implemented a database and associated website to allow visitors to learn more about the UMFK Lichen Research Program containing information on more than 9000 lichen specimens. Visit <http://130.111.186.6/> (the site is currently awaiting DNS assignment) for more details.

Internet Projects, University of Maine at Fort Kent, Fall 1998 – Fall 1999. Evaluation of Internet-based distance education delivery tools. WebCT course design and development for Computer Applications courses. Visit <http://webct.sjv.net:8900> and <http://www.sjv.net:8900> for more details.

PAC-MAINE software application designed to address governor's request for innovative methods for raising students aspirations within the state of Maine. PAC-MAINE initially distributed to all public/private secondary education guidance and counseling offices throughout New England. Subsequent requests for PAC-MAINE have come from as far away as California. PAC-MAINE has been showcased by BBS Press Service, which serves 235 electronic bulletin boards in the U.S., Canada and overseas. Newsday requested information on PAC-MAINE, and literature was forwarded to the software review editors of 100 national computer magazines and 250 educational publications. Initially designed to address low student educational aspirations within the state, PAC-MAINE has spread across the entire country and Canada. Congratulatory letters from Governor John McKernan, Commissioner of Education Eve Bither, and University of Maine System Chancellor Robert Woodbury, available upon request.

UMS/ITV System Integration Prototype designed to integrate and improve testing, evaluation and grading via interactive television system of Maine. Developed as part of Annenberg/CPB grant awarded during 1991-1992 academic year. Continued development of prototype into full-scale system serving all ITV receive sites as part of second successful Annenberg/CPB grant awarded during 1992-1993 academic year. Presentations made at EDUCOM '92 and Computer on Campus national conferences.

OFACET (Online Faculty Evaluation Tool) prototype designed to address confidentiality and other concerns of University of Maine at Fort Kent administration, faculty and student concerns regarding faculty evaluation by students. Application development discontinued during sabbatical/educational leaves 1993-1995, development of full-scale application evolved into Internet-based Excel-A-Ratesm service.

GRE Word Study Software application designed to assist UMFK community in preparation for Verbal component of Graduate Record Examination. Application development discontinued during sabbatical/educational leaves 1993-1995, further development of full-scale application currently in progress.

UMSServe Web Site specification development.

Honors: NIST sponsored participation in “4th Annual Shaping the Future of Cybersecurity Education ‘Navigating the National Cybersecurity Education Interstate Highway’ Workshop” (September 16-19, 2013).

NIST sponsored participation in “3rd Annual Shaping the Future of Cybersecurity Education ‘Connecting the Dots in Cyberspace’ Workshop” (October 30 – November 1, 2012).

Maine Innovation Engineering Leadership Institute. Selected to participate in training to become eligible to teach courses in UMS Innovation Engineering minor and graduate certification offerings (March 5-7, 2012).

Homeland Security Faculty Development Workshop. Selected as one of only 30 university faculty members nationwide offered to participate in this program. The program was sponsored by the University and Agency Partnership Initiative (UAPI), a program of the Naval Postgraduate School Center for Homeland Defense and Security (CHDS). The purpose of the program was to bring together institutions nationwide dedicated to advancing homeland security education and increase the number and diversity of students receiving homeland security education, accelerate the establishment of high-quality academic programs, and provide opportunities for collaboration that create an intellectual multiplier effect that furthers the study of homeland security. Summer 2011.

Grant partner (\$10,000 component of \$123,720) for “Advancing Higher Education through Excellence in Online and Technologically Enhanced Instruction: Implementing an On-campus Teaching and Technologies Laboratory”. Specifically for networking technologies in support of new proposed Associate of Science in Information Security degree). AY 10/11.

Co-Principal Investigator for (\$48,219) sustainability planning and bridging grant entitled “Biomass Energy Resources in the St. John Valley, Aroostook County, Maine: Development Potential, Landscape Implications, and Replication Possibilities”. FY 2010.

Principal Investigator for (\$30,000) multi-campus collaborative project entitled “Cyber Defense Competitions as a Method to Raise Awareness and Interest of High School Students in University of Maine System STEM programs”. AY 10/11.

Maine Cyber Defense Competition (<http://mecdc.umfk.maine.edu>) Director (2010)

Invited by Educational Testing Service (ETS) to serve as reader for Advanced Placement (AP) – Computer Science exams

Principal Investigator for (\$30,000) multi-campus collaborative project entitled “Cyber Defense Competitions as a Method to Raise Awareness and Interest of High School Students in University of Maine System STEM programs”. AY 09/10.

Co-recipient of University of Maine System Trustee Professorship (\$12,500) for design and implementation of “A Prototype Wildlife Detection System for Animal-Vehicle Collision (AVC) Prevention” a project to build upon and extend research in this area by designing and implementing a prototype wildlife detection system based on an “intelligent” multi-sensory-node network design that can reliably detect wildlife in the roadway while simultaneously preventing the production of false positive alerts. AY 07/08.

Information Assurance Education Graduate Certificate Program. Selected, with Professor Gauvin, as two of only 25 college and university faculty members nationwide offered to participate in this program. The program was sponsored by the National Security Agency (NSA)

and delivered by the Purdue University Center for Education and Research in Information Assurance and Security (CERIAS). Program objective was to assist NSA with their goal of filling the need for trained faculty to develop and teach Information Assurance Program at colleges and universities across the nation. Summer 2003.

Co-recipient of University of Maine System Trustee Professorship (\$12,500) for design and implementation of online Web accessible lichen herbarium records collection. Summer 2001. Visit <http://csdept.umfk.maine.edu> for more details.

Innovative Teaching Fund grant (\$1,500) during academic year 1998-1999 for design and implementation of a distance delivery model and assessment methodology for instruction delivered from a distance to locally situated computer students. Courses delivered to local Maine campus students from Ohio during academic year.

Innovative Teaching Fund grant (\$1,440) during academic year 1997-1998 for design and implementation of student technological intern program to enhance the quality and effectiveness of Computer Applications majors' educational experience and to augment the existing pool of skilled human resources available for the completion of on-campus computer projects.

University of Maine System Tri-campus Consortium grant (\$7,300) awarded to support continued beta testing and piloting of a Web-based online faculty/course evaluation system during Spring 1997 semester.

Faculty Development grants averaging \$1,500 per year since 1987 to support attendance and participation in international conferences (e.g., EDUCOM, EDUCAUSE).

United States Department of Education, Office of Bilingual and Minority Language Affairs bilingual/multicultural fellowship (\$20,000) during academic years 1994 - 1996.

UMFK Innovative Teaching Fund (\$3,025) for Web-based assessment tools.

S. Annenberg/CPB multiple grants awarded in support of UMS/ITV/Software Integration Prototype development during academic years 1991 - 1993.

Awarded undergraduate computer science teaching fellowships at the University of Vermont, Burlington, during academic years 1984 - 1986.

Pinkham Family Trust Fund Scholarship (\$7,000) 1984.

Community

Service: Civil Air Patrol (033 – County composite squadron based at Caribou, ME) serve as Transport pilot and Aerospace Education Officer (2004-present). Hold rank of Major. Conduct fire patrol flights throughout summer months.

Association of Small Computer Users in Education (ASCUE) 2009 Program Committee (2000).
EDUCAUSE Annual Conference proposal evaluator (2009).

Educational Testing Service (ETS) reader for Advanced Placement (AP) – Computer Science exams (invited 2008).

Northern Maine Community College Computer Information Systems Advisory Committee (2007-2008).

EDUCAUSE Annual Conference proposal evaluator (2005).

El Paso Community College. Provided password instructional unit to serve 25,000 students (2005).

Phi Delta Kappa (North Central Florida chapter) Executive Board member and editor of PDK News (1994 - 1995).

Offered computer consulting regularly to local departments, organizations and businesses since 1990.

Offered "Computers - Why all the Fuss?" course to summer Elderhostel program participants (1991).

Offered three day ENABLE integrated software seminar to county National Guard officers, (Spring 1988).

Offered following workshops to community residents and businesses (Spring 1988): Introduction to Microcomputers, Intro. DOS, and Intermediate DOS

Co-development of Lichenological database using the SMART integrated software system.

St. Mary's Parish Advisory Council Member (1991 - 1993).

St. Mary's Reader (1988 - Present).

Volunteer Ambulance attendant (1983 - 1984).

Software Forum held for regional secondary and post-secondary mathematics/science education group (Spring 1989).

Membership: IEEE (2009-).

EDUCAUSE (1999 -).

Round Table Group (Expert Witness Search and Referral firm) (2008-).

Phi Delta Kappa (1994 -).

Civil Air Patrol (2004-).

Association for the Advancement of Computing in Education (2003 -).

Association for Educational Communications and Technology (1994 -).

Upsilon Pi Epsilon national computer science honor society (1986 -).

Association of Computing Machinery (1988 -).

Associated Faculties of the University of Maine System (1987 -).

Maine State Teachers Association (1987 -).

Maine Municipal Association (1979 -).

Aircraft Owners and Pilot Association (1996-).

Certifications: EC-Council Certified Ethical Hacker (CEH) (2012-)

SLOAN-C Online Teaching Certified-specialized in Blended Learning (2012-)

CompTIA Security+ (COMP001020100212) (2010-) Verifiable by entering code

FAA (Airplane Single Engine Land) rated Private Pilot (1990 -)

Maine Emergency Medical Technician (1983 - 1987)

Maine State Certified Scuba Diver (1988 -)

Certified Class II (CDL) Driver (1979 -)

Maine State Licensed Guide (1978 -)

References: Furnished upon request.

WILLIAM E. ASHBY
149 Pleasant Street
Fort Kent, Maine 04743
(207) 834-3430

EDUCATION

Masters of Management, University of Mary
Bachelor of Arts in History/Social Science, University of Maine at Machias

ATHLETIC ADMINISTRATION/ COLLEGE COACHING EXPERIENCE

ATHLETIC DIRECTOR: 2006-Present, **University of Maine Fort Kent**, Fort Kent, Maine. Duties have included: facilitating and overseeing the daily activities of 12 varsity intercollegiate sports programs; M&W Soccer, M&W Cross Country, W-Volleyball, M-Golf, M&W Basketball, M&W Nordic Skiing, M&W Alpine Skiing. Major duties of planning, coordinating and directing the business operations for 15 coaches; developing a strategic plan and fiscal management controls to assure the student athlete experience is one of excellence and achievement. 26 Sunrise Conference Regular Season and Tournament Championships, 11 NAIA National Tournament Selections.

2008-09 Sunrise Conference Athletic Director of the Year.

2010-2011 NAIA Under Armour AD of the Year, Northeast Region.

HEAD MEN'S SOCCER COACH: 2006-Present, **University of Maine Fort Kent** (NAIA, USCAA) Fort Kent, Maine. 7 year record of 125-9-5, **2010 USCAA National Champions**, 5 Sunrise Conference Championships, 4 NAIA National Tournaments, Two "Sweet 16" finishes and an "Elite 8" appearance. NAIA Top 25 Rankings for 40 straight polls, 3 Straight NAIA Top10 Final Poll Rankings, 3 NAIA All-Americans, 3 USCAA All-Americans, 15 NAIA Academic All-Americans

2006-2010 NAIA National and Regional Rater, 2006-2010 Sunrise Sport Chair for M&W Soccer
4 time Sunrise Conference Coach of the Year.

3 time NSCAA/NAIA Northeast Regional Coach of the Year.

2 time NAIA Region X Coach of the Year.

ATHLETIC DIRECTOR: 2005-2006, **Brescia University**, Owensboro, Kentucky. Duties included: facilitating and overseeing the daily activities of 9 varsity and 2 junior varsity intercollegiate sports programs; planning, coordinating and directing the business operations for 15 coaches; developing a strategic plan and fiscal management controls to assure the student athlete experience is one of excellence and achievement; developing and implementing policy

and procedures to increase retention and graduation rates.

HEAD MEN'S SOCCER COACH: 2002-2006, **Brescia University** (NAIA), Owensboro, Kentucky. Most successful coach in Brescia's soccer history with 50 wins. 2004 NAIA Top 25 ranking, 20 All-Conference players, 9 All-Regional players, 9 All-American players. Men's Conference Champions—2004, 2002. Head Women's Coach 2002-2004.

2002 KIAC Women's Coach of the Year.

2002 & 2004 KIAC Men's Coach of the Year.

2003 NAIA Men's Region XII Coach of the Year.

HEAD MEN'S SOCCER COACH: 1998–2002, **University of Mary** (NAIA), Bismarck, North Dakota. Record 58-24-3. Set school record for most wins in history of the college, with 58. 2001 NAIA Region III Champions, NAIA final sixteen appearance in 2001, 1999 NAIA Region III Sectional Champions. Most wins in a season (18). Best winning percentage in a season (.800). Eleven All-American players/All-Regional players, one Academic All-American.

2001 NSCAA / Adidas Northwest Regional Coach of the Year.

2001 NAIA Region III Coach of the Year.

2001, 1999 NAIA Region III Sectional Coach of the Year.

HEAD MEN'S SOCCER COACH: 1992-1997 & HEAD WOMEN'S SOCCER COACH, 1997, **Maine Maritime Academy**, Castine, Maine. NCAA Record: Men's team 64-43-6. Most successful soccer coach in history of the college with 64 career wins. Most wins in a season (13). Best winning percentage in a season (.700). Eight Academic All-American players. Four All-State players. Graduation rate: 100%.

HEAD MEN'S SOCCER COACH: 1989-1992, **Husson College** (NAIA), Bangor, Maine. Built a struggling program of 2-12-1 into an NAIA Playoff team with a record of 12-7-1 within three years. Five NSCAA All-New England players. Four Conference All-Stars. Two All-State players.

1991 Coach of the Year, Western Maine Athletic Conference.

HEAD MEN'S SOCCER COACH: 1984-1987, **University of Maine at Machias** (NAIA). Inherited a team that had not won a collegiate game in the previous three years. Under my coaching direction the team rapidly improved and within the next four seasons was competing for the Northeast College Conference Championship and an NAIA playoff spot. Six Conference All-Stars, Two NAIA All-New England players.

PROFESSIONAL EXPERIENCE

HEAD MEN'S SOCCER COACH: 2008, Maine Sting of the National Premier Soccer League (NPSL). The team was comprised of players holding amateur status and former professionals. The Maine Sting played in the Northeast-Atlantic Conference which had teams in Maine, New York New Jersey and Massachusetts.

STATE TECHNICAL COORDINATOR: National Soccer Coaches Association of America, Mission, KS, 2007-2011. Responsibilities included developing an NSCAA Academy Non-Residential State educational calendar for Northern Maine; developing an Associate State Staff; identifying candidates for the NSCAA Premier Courses; supporting and promoting NSCAA membership; being a liaison with other soccer organizations.

NAIA NATIONAL GAMES COMMITTEE: Duties included serving on the selection committee for the national tournament, assisting in the overall operation and day-to-day running of the national tournament. NAIA Men's Soccer Coaching Association, Secretary 2004, Second Vice-President 2005. 2005 NAIA National and Regional rater.

COACHING DIRECTOR: United Soccer Club, Owensboro, KY, 2004-2005: Responsibilities included hiring and supervising all head and assistant coaches for the club's 18 teams; training all coaches to be effective teachers of the tactics and techniques of soccer; coordinating and conducting tryouts/selection of players for team formation.

2003, NSCAA National Youth Boy's Coach of the Year, West Region.

2004, NSCAA National Youth Boy's Coach of the Year, Central Region

STATE STAFF COACH & OLYMPIC DEVELOPMENT PROGRAM COACH: Kentucky Youth Soccer, Lexington, KY, 2002-2005, Responsibilities included, teaching **U.S. Soccer** (D, E, & F coaching courses) licensing programs throughout Kentucky; coaching and training Kentucky U-18 Boys team.

STATE TECHNICAL COORDINATOR: National Soccer Coaches Association of America, Mission, KS, 2004-2006. Responsibilities included developing an NSCAA Academy Non-Residential State educational calendar for Kentucky; developing an Associate State Staff; identifying candidates for the NSCAA Premier Courses; supporting and promoting NSCAA membership; being a liaison with other soccer organizations.

ASSOCIATE NATIONAL STAFF COACH: National Soccer Coaches Association of America, Mission, KS, 2002-2006. Responsibilities include teaching NSCAA's State, Regional, and Advanced Regional Diploma coaching courses throughout Region VIII.

STATE DIRECTOR OF COACHING: USYSA , North Dakota, 1998 - 2002. Responsibilities included teaching and coordinating **US Soccer** licensing programs (D, E, & F coaching courses); facilitating statewide risk management program, which includes conducting background checks on coaches; formulating and controlling the department's coaching budget; organizing speakers and instructors for annual general meeting.

EXECUTIVE DIRECTOR/COACHING DIRECTOR: Capital City Soccer Club, Bismarck, ND, 1998-2000. Responsibilities included coordinating the activities of the club and its members in all functions of the club's operations, which included budget control, purchasing uniforms and equipment and directing all club meetings. My duties also consisted of providing the club with

coaching instruction and leadership in team training and player development, as well as facilitating and coordinating the team tryouts and players selection.

EXECUTIVE DIRECTOR/LEAGUE COORDINATOR: Bismarck Soccer League 1998. Responsibilities included coordinating operations of league with 68 teams and 2000 players; facilitating player registration, team formation, game scheduling, uniform purchase and distribution; acting as liaison between parents and Board of Directors.

SOCCER ACCELERATION DIRECTOR/COACH: St. Alexius Human Performance Center, Bismarck, ND 1998-2002. Responsibilities included providing soccer athletes with soccer specific speed and agility training in conjunction with the Frappier Acceleration Program.

STATE DIRECTOR OF COACHING: USYSA (MAINE), 1995-1998. Responsibilities included teaching and coordinating U.S.Soccer licensing programs (D, E, & F coaching courses); heading and administrating player development within the State of Maine; organizing speakers and instructors for annual general meeting.

INTRAMURAL DIRECTOR/PHYSICAL EDUCATION INSTRUCTOR/ATHLETIC FACILITIES COORDINATOR: Maine Maritime Academy, 1993–1997. Responsibilities included facilitating and administering a comprehensive intramural program for all students, including making schedules, assigning officials, and supervising a large work-study staff; teaching classes in lifetime fitness, weight lifting, racquetball and volleyball; scheduling and coordinating all events in the athletic facilities, securing and assigning event staff.

STATE OLYMPIC DEVELOPMENT PROGRAM DIRECTOR: (MAINE), 1996-1998. Responsibilities included selecting and hiring coaches; formulating a budget and budget control; negotiating contracts with potential program sponsors; overseeing state teams needs to attend national games and training events.

COACHING LICENSES

Premier Coaching Diploma from the NSCAA
Advanced National Coaching Diploma from the NSCAA
National Coaching Diploma from the NSCAA
Regional Coaching Diploma from the NSCAA
National Youth Diploma from the NSCAA
National Youth License from the USSF
Goalkeeper II & I Coaching Licenses from the NSCAA

Julie Daigle

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207-316-9251 (cellphone)

daigle.julie@gmail.com

Skills Highlights

- Teaching and leadership experience, extensive writing skills
- GIS and Excel and database experience
- Surveying and heavy equipment operation experience

Education

University of Maine at Fort Kent Sept 2002- May 2005

Grad *summa cum laude*

BS in Environmental Studies, outdoor leadership concentration.

Coursework: Ecology, Botany, Local Flora, Dendrology, Soils, Excel, GIS,
Canoeing, Winter Skills, Backpacking/Hiking

Fort Kent Community High School 1985-1989

College preparatory coursework; salutatorian

Professional Experience

Environmental

University of Maine at Fort Kent Sept 2012 - present

Env Studies and Forestry temp program assistant and adjunct faculty

Maintained equipment inventory for forestry dept and assisted with
surveying class

Assisted with multi-day environmental expedition equipment and leadership

Assisted with gathering video and still photos for website update

Assisted with acquiring business contacts and job shadowing opportunities

for student experiential enhancement

Taught FOR 131, Spreadsheets, and GEO 103, Intro to GPS

Stantec Consulting Services. Presque Isle and Limestone. Nov 2005- Sept 2011

Created technical documents

Represented clients

Conducted wetland delineations

Operated as part of surveying team.

Used AutoCAD and HydroCAD

Produced time-and-expense environmental budgets

10th Mountain Ski Center. Fort Kent. Sept- Nov 2011

Operated and performed basic maintainance for excavator- mountain bike trail construction

Maine Department of Environmental Protection. Augusta. June 2005- Nov 2005

Inspected OBD (overboard discharge) septic systems for DEP compliance

Educated licensees about program requirements

Northern Maine Development Commission. Fort Kent. May 2004- Sept 2004

Processed applications and assisted applicants with wells and septic program acceptance

Maintained expense/travel log, conducted site surveys, water sampling

Maintained applicant database and files, compiled media database.

Fort Kent Trails Committee. Fort Kent. Feb 2004- May 2005

Created map of the trail area using GIS software (ARCVIEW 3.2)

Wrote successful grant proposal

Created video documentary of project

Teaching and Leadership

UMFK Foundation Director. University of Maine at Fort Kent. Aug 2012- present

Technology Committee Chair. 10th Mountain Ski Center Board of Directors. Feb 2012- present

Operate Excel spreadsheet program to produce accurate and timely results during a variety of winter and summer sports events.

Fitness instructor. Presque Isle, Limestone, and Fort Kent. Sept 2006- June 2008. Dec 2011- present.

Teach cardio kickboxing and yoga classes for up to forty students at University of Maine at Presque Isle and JIU Performing Arts in Fort Kent.

Created and implemented yoga class curriculum for approximately 12 students at MSSM.

Acquired karate black belt certification in 1998.

Acquired yoga instructor certification in 2011.

Timing Chief and Co-Chief. Nordic Heritage Sport Center and 10th Mountain Ski Center. Feb 2011- Mar 2011

Trained and provided oversight for approximately 20 twenty volunteers in both locations during IBU World Cup Biathlon Championships.

Wetland Delineation workshop leader. University of Maine at Fort Kent. Fall 2008, Fall 2010

Conducted two wetland delineation workshops for students in Professor Kim Borges' classes

Journalism

Fiddlehead Focus. Fort Kent. Sept 2011- present

Freelance writer and photographer, then full-time reporter

Common Ground. University of Maine at Fort Kent. Sept 2002- Dec 2002

Associate editor for campus environmental electronic journal

References

- References, personal and professional, available on request.

Mitchell L. Daigle

1214 Aroostook Rd
Wallagrass, Maine 04781
(207)-834-2053
mitch.daigle@gmail.com

Education:

University of Maine at Fort Kent

Bachelor of Science in Computer Applications

May 2007

Maine State Teacher Certification

May 2007

- Dean's List- 8 Semesters
- Cumulative GPA- 3.914

Employment History:

2003

Maryland Bank, National Association (MBNA)

New Account Sales Representative

- Provide new credit account services for a diverse clientele.
- Perform account update services for current customers.
- Assist clients in transferring account balances.

2003-2008

Aramark Food Services

Assistant Chef

- Manage food preparation for a variety of dining events.

- Organize current and incoming inventory.
- Perform catering services for events such as wedding receptions, reunions, banquets, and various other events.

Professional Experience:

2006

Fort Kent Community High School

Computer Intern

- Catalogue and reimage personal digital assistants (PDA), Macintosh and Windows based laptops.
- Maintenance of classroom technology such as computers, printers, smart boards, and projectors.
- Troubleshooting of network connectivity errors.

2008-2011

Fort Kent Community High School

Floating District Substitute

- Implement classroom management techniques in multiple classroom settings.
- Collaborate with other teachers and faculty to promote an optimal learning environment.
- Aide in fulfilling the requirements of Individualized Education Program (IEP) for students with a variety of learning disabilities.

2008-2009

Fort Kent Community High School Adult Education Department

Adult Education Instructor

- Teach computer technology skills such as Microsoft Windows, Microsoft Office Suite (Word, Excel, Access, and PowerPoint), eBay, and Google Sketch Up.
- Educate students at a variety of ages and ability levels.
- Create custom curriculum for employee technology training workshops for local businesses.

2009- 2011

Fort Kent Community High School

Summer School Teacher

- Develop a condensed curriculum plan for the summer session.
- Work with students of varying age and ability level to recover credits lost the previous school year.
- Manage behavioral issues which interfere with student learning.

2009-Current

University of Maine at Fort Kent Community

Adjunct

- Instructor for *COS-103 Intro to Information Technology*.
- Teach computer technology skills including Microsoft Windows, Microsoft Office Suite (Word, Excel, Access, and PowerPoint).
- Educate students at a variety of ages and ability levels.

2011-Current

Fort Kent Community High School

Mathematics Teacher

- Develop and deliver a mathematics curriculum to secondary students.
- Teach algebraic and geometric skills and theories.
- Utilize technology to enhance the learning of mainstream and special education students.

Activities/ Volunteer Experience:

Royal Rangers Boys Ministry	2003-Current	X-
Unified Student Ministry Volunteer	2004-Current	
Lonesome Pines Volunteer Ski Patrol	2006-2012	
Chi-Alpha Campus Ministry	2006-2007	
Pre-Teen Ministry Volunteer	2007-2009	

Awards/Honors:

<i>Presidential Award for Academic Excellence</i>	May 2007
<i>Computer Application Award</i>	May 2007

CURRICULUM VITAE

Thomas Anthony Enerva
9 School Street
Fort Kent, ME 04743
(207) 540-5443
tenerva@maine.edu

I. Academic Degrees:

Juris Doctor	<i>Public & Administrative Law</i>	1982 University of Minnesota
Master of Science	<i>Criminal Justice Administration</i>	1982 San Diego State Univ.
Bachelor of Science	<i>Public Administration (Bus. Minor)</i>	1979 San Diego State Univ.
Associate of Science	<i>Criminology</i>	1975 Grossmont College

II. Additional Doctoral Education:

Universite de Jean Moulin (Lyon, France)	International Law/Trade
Kent State University	International/Cultural Education
Cleveland State University	Business Marketing
University of San Diego	Business Law

III. Teaching Experience:

- 2010-Present **Associate Professor/Program Coordinator, Public Safety Administration and Criminal Justice**
University of Maine at Fort Kent. Received tenure and promoted to Associate Professor. Designed and implemented two new degree programs in Homeland Security & Emergency Management beginning spring 2011 and Conservation Law Enforcement beginning the fall 2013 for a total of four different degree programs. Also designed and implemented six certificates in Homeland Security, Emergency Management, Law Enforcement, Game Warden, Corrections, Forensic Science and Legal Studies, a 30 credit Game Warden concentration and a minor in Homeland Security & Emergency Management. Supervise 12 adjunct faculty, elected Faculty Chair and serve on 5 major academic committees.
- 2005-2010 **Assistant Professor/Program Coordinator, Public Safety Administration and Criminal Justice**
University of Maine at Fort Kent. Responsible for coordinating and building enrollment in the Public Safety Administration and Criminal Justice Programs. Created on-line component so that both degrees (RPSA & CRJ) can be earned

completely online. Expanded and designed the curriculum, adding 14 new courses, two minors (Forensic Science & Criminal Justice) and two certificates (Criminal Justice and Public Management). Developed a partnership with the Maine Criminal Justice Academy to offer on campus the Law Enforcement Pre-Service (LEPS) training that certifies part-time police officers. Trained and licensed 125 part-time police officers. Supervise 6 adjunct faculty.

1988-2004 **Professor**, Business Management, Lakeland Community College, Kirtland, OH
My primary areas of concentration were business management, real estate, law and international business. Additionally, I designed, implemented and directed the Associate of Applied Business degree program in Paralegal Studies. Finally, I was very active in community service, faculty development, committee work and on-line/distance learning course development.

1992-2004 **Adjunct Faculty**, appointments at Kent State University, Cleveland State University Graduate School (MPA Program), and Myers University.

IV. Professional Experience:

2009-Present **Police Officer P/T**, Town of Fort Kent, Fort Kent, ME. Continue to work part-time as a police officer. Duties include patrol, investigation, report writing, collecting evidence, court and grand jury testimony, misdemeanor and felony arrests, training, community service, grant writing and other related activities.

2004 -2005 **District Executive**, Boy Scouts of America, Greater Western Reserve Council, Warren, OH. Responsible for 64 Scout units throughout two counties in Northeast Ohio. Established units in the following program areas: Sea Scouts, ScoutReach, LDS, Hispanic Soccer League, Venture and traditional units. Restructured District Committee for greater efficiency, effectiveness and program delivery.

1986 to 2000 **Management Consultant**, Alliance Resource Management, Inc., CA & OH
Founder and owner of a full-service management consulting firm. Retained as a consultant by diverse businesses and organizations. Assisted management with various aspects of corporate organization, operation and administration, human resources, business and financial planning, commercial transactions, legal matters, proposal development, contracts, leases, agreements, product development, marketing, franchising, and all aspects of real estate transactions.

1996 to 1999 **Trustee**, Chardon Township, Chardon, OH
Elected to a four year term administering \$1.8 million fiscal budget. Served as Vice Chair, Road Superintendent, Safety Officer, SAO, & County Liason.

- 1986 **Senior Vice President**, Bank of San Diego, CA
Responsible for the overall management, operation, and development of the Real Estate Loan Administration Department. Fiscal responsibilities include Preparation of annual budget, monthly expenses, profit and loss statement and projected earnings for approximately \$60 million in new loan originations.
- 1982 to **Secretary/Treasurer**, Alliance Properties, Inc.
1986 Primary responsibility included administration, corporate legal matters, and fiscal management of \$28 million in gross revenues derived primarily from government contracting. Managed corporate assets, financial and tax matters and internal programs for approximately 400 employees at 28 projects nationwide. Also, I developed the property management and the franchising operations.

V. **Publications:**

Galaty, Fillmore W, Wellington J. Allaway, and Robert C. Kyle; Thomas A. Enerva, Consulting Editor, *Modern Real Estate Practice in Ohio*, 4th ed., Chicago, IL Dearborn Financial Publishing, Inc., 1999.

Galaty, Fillmore W, Wellington J. Allaway, and Robert C. Kyle; Thomas A. Enerva, Consulting Editor, *Modern Real Estate Practice in Ohio*, 4th ed., *Instructor's Manual* Chicago, IL Dearborn Financial Publishing, Inc., 1999.

Galaty, Fillmore W, Wellington J. Allaway, and Robert C. Kyle; Thomas A. Enerva, Consulting Editor, *Modern Real Estate Practice in Ohio*, 5th ed., Chicago, IL Dearborn Financial Publishing, Inc., 2001

Galaty, Fillmore W, Wellington J. Allaway, and Robert C. Kyle; Thomas A. Enerva, Consulting Editor, *Modern Real Estate Practice in Ohio*, 5th ed., *Instructor's Manual* Chicago, IL Dearborn Financial Publishing, Inc., 2001.

Ohio Real Estate Exam Prep, Thomas A. Enerva, Dearborn Financial Publishing, Chicago, IL 2001

“Does the Information Superhighway Bypass Ohio’s Township’s?”, *Ohio Township News*, Nov.-Dec. 1987, pp. 17-20, Tony Enerva & Evelyn Schaeffer.

Roy, R., Albert, R., Gauvin, A., Enerva T., (2007), Self-Study, Natural and Behavioral Science Division, Business Management and Related Programs, in preparation for accreditation by the International Assembly for Collegiate Business Education.

Enerva, T. (2005), First Year Experience Objective Two - Writing Portfolio: First year

Experience Steering Committee

Enerva, T. (2006), Criminal Justice Program Objectives, UMFK 2007-2009 Catalog

Enerva, T. (2006), Rural Public Safety Administration Program Objectives, UMFK 2007-2009

Enerva, T., Eno, D., Trudel, L., (2007) Distance Education Priorities & Objectives, Priority 2: Curriculum and Instruction: Strategic Plan for Distance Education 2007-2009

Self-published

Compiled a 35 page grant resource guide for law enforcement. The grant resource guide is a comprehensive listing of federal, state, foundation and private sources for police, public safety, criminal justice and security fields. Each listing contains a grant summary and Internet contact information. The grant resource guide was presented and distributed at the Law Enforcement Expo during my Grant Writing presentation. The guide is published on the University of Maine, Fort Kent, Public Safety Administration & Criminal Justice website and available to the public.

[Http://www.umfk.maine.edu/academics/programs/psa/links/Law Enforcement Grants.rtf](http://www.umfk.maine.edu/academics/programs/psa/links/Law_Enforcement_Grants.rtf)

VI. Academic Text Book Reviews

- Hagan, F. (2010). *Research Methods in Criminal Justice and Criminology*. Upper Saddle River, New Jersey: Prentice Hall, Inc.
- Glensor, R.W. & Peak, K. (2008). *Community Policing and Problem Solving*. Upper Saddle River, New Jersey: Prentice Hall, Inc.
- Goodman, D. (2008). *Enforcing Ethics: A Scenario-Based Workbook for Police and Corrections*. Upper Saddle River, New Jersey: Prentice Hall, Inc.
- Kottler, J. (2007). *Thriving In College*. Florence, KY: Wadsworth Cengage Learning. (Compensated)
- Marcus, A., & Kaiser, S. (2006). *Managing beyond compliance: The ethical and legal dimensions of corporate responsibility*. Garfield Heights, Oh: NorthCoast Publishers. (Compensated)
- Sarathy, R., Terpstra, V., & Russow, L. (2006). *International Marketing*. Garfield Heights, Oh: NorthCoast Publishers, Inc. (Compensated)

Invited Reviewer

- Invited to be a textbook reviewer and editorial review member, NorthCoast Publishers, Inc., Garfield Heights, OH (Robert Vaughn, Ph.D., Vice-President) (2007).
- Member, Academic Advisory Board, Contemporary Learning Series (CLS),

McGraw-Hill Publishing for text book. Forest, J. J., & Howard, R. D. (2007). Weapons of Mass Destruction and Terrorism (Textbook). Dubuque, Iowa: McGraw-Hill/Dushkin.

- Invited to be a Contributing Editor on Grant Writing, Law Enforcement Technology, Cygnus Publications, Fort Atkinson, WI (Ronnie Garrett, Editor-in-Chief) (2006).
- Invited to be a textbook reviewer, Thomson-South-Western, Cincinnati, Ohio (Susan Smart, Senior Development Editor) (2005).

VII. Text Book Reviewer/Evaluator/Consultant for:

Wadsworth Cengage Learning; NorthCoast Publishers; Houghton-Mifflin Co.; West Publishing Co.; Dearborn Financial Publishing; South-Western Publishing; Prentice Hall Publishing; Thomson Publishing; Little, Brown & Co.

VIII. Professional Conferences

- Attended 6th Annual Homeland Security and Defense Education Summit, Northeastern University, Burlington, MA September 26-28, 2013
- Invited Participant, Federal Emergency Management Agency, National Lessons Learned Forum, Cyber-Security, Boston, MA June 19, 2013
- Presenter, 16th Annual Emergency Management Higher Education Conference June 3-6, 2013 Emergency Management Institute, Emmittsburg, MD Title of Accepted Abstract: Curriculum/presentation design strategies utilizing Internet resources to enhance/supplement emergency management/homeland security courses. National annual conference canceled because of government sequester.
- Attended Northeastern Association of Criminal Justice Sciences, Roger Williams University, Bristol, RI June 5-8, 2013
- 5th Annual Maine Partners in Emergency Preparedness Conference, Augusta, ME April 23-24, 2013
- Third New England Regional Sloan-C Conference on Online Learning. October 26, 2012 University of Southern Maine
- Domestic Violence Training, University of Maine Fort Kent, October 11, 2012
- Community Education Center on USM's Portland campus.
- Attended 5th Annual Homeland Defense and Security Education Summit, University of Maryland, March 10-11, 2011
- Invited Participant, Faculty Development Conference, Center for Homeland Defense and Security, Naval Post Graduate School, Monterey, CA August 9-13, 2010
- Invited Participant as a Subject Matter Expert - Federal Law Enforcement Training Center (FLETC) and Technical Operations Division (TOD) working group conference to develop the "Basic Digital Photography Training Program" (BDPTP),

- January 12-14th, 2010, Brunswick, Georgia.
- Attended – Maine Education Association Fall Leadership Conference, Portland, Maine, November 6-7, 2009.
 - Invited Presenter - Co-presentation for the New England Regional SLOAN-C Conference, October 30th, 2009, University of Southern Maine, Portland, Maine, entitled, "Strategies Employed to Develop an Online Degree Program". The presentation is described as, "developing an online degree program can be overwhelming and challenging, however, specific strategies and resources can be utilized mitigating the obstacles that prevent most faculty from considering this project".
 - Attended – Maine Education Association Fall Leadership Conference, Portland, Maine, November 14-15, 2008.
 - Invited Participant – Summit for the Northern Forest (to support the implementation of the Northern Forest Sustainable Economy Initiative (SEI)), November 12-14, 2008 Dixville Notch, New Hampshire.
 - Invited Participant/Facilitator – FEMA Region 1, Regional Interagency Steering Committee (RISC), Quarterly Conference, September 25, 2008, Portland, Maine.
 - Invited Participant – Target Capabilities List (TCL) for WMD/HazMat Rescue & Decontamination, Region 1 Technical Working Group, Federal Emergency Management Agency, UMASS Boston, July 29, 2008.
 - Invited Participant – Preparedness Education Forum...Grade School through Higher Education, UMASS, Boston, July 28, 2008.
 - Attended - Strengthening Universities and Communities Through Engagement, September 26, 2007, Margaret Chase Smith Policy Center and Center for Teaching Excellence, University of Maine & Maine Campus Compact.
 - Attended - International Family & Violence and Child Victimization Research Conference, Portsmouth, New Hampshire, July 8-10, 2007.

IX. Professional Training Certifications

Completed eleven professional courses in Emergency Management Planning and Communication, Department of Homeland Security, Emergency Management Institute (FEMA) National Emergency Training Center:

- ICS/EOC Interface Course, March 9, 2009, Emergency Management Agency, Aroostook County
- Certificate of Achievement – Independent Study Course: IS-00700.A – National Incident Management System (NIMS) An Introduction, March 8, 2009, Emergency Management Institute – FEMA
- Certificate of Achievement – Independent Study Course: IS-00775 – EOC Management and Operations, March 8, 2009. Emergency Management Institute – FEMA
- Certificate of Achievement – Independent Study Course: IS-00805 – Emergency

- Support Function (ESF) #5 Emergency Management, March 8, 2009, Emergency Management Institute – FEMA
- Certificate of Achievement – Independent Study Course: IS-00813 – Emergency Support Function (ESF) #13 Public Safety and Security, March 8, 2009, Emergency Management Institute – FEMA
- Certificate of Achievement – Independent Study Course: IS-00821 – Critical Infrastructure and Key Resources Support Annex, March 8, 2009, Emergency Management Institute – FEMA
- Senior Officials Workshop (SOW) for all Hazards Preparedness, Fort Kent, ME, March 11, 2008, The Texas A & M University System in Cooperation with the Department of Homeland Security (DHS), Office of Grants and Training (G & T)
- Certificate of Achievement – Independent Study Course: IS-00130 – Exercise Evaluation and Improvement Planning, February 9, 2008, Emergency Management Institute – FEMA
- Certificate of Achievement – Independent Study Course: IS-00120.A - An Introduction to Exercises, February 8, 2008, Emergency Management Institute – FEMA
- Certificate of Achievement – Independent Study Course: IS-00800.B – National Response Framework, An Introduction, February 6, 2008, Emergency Management Institute – FEMA
- Certificate of Achievement - Independent Study Course: IS-00100 – Introduction to the Incident Command System, (ICS 100), January 27, 2008, Emergency Management Institute – FEMA

X. Professional Training

**Law Enforcement Training
Maine Criminal Justice Academy
2009-2013**

Firearms/Weapons Qualification Training (Presque Isle Police Department)	September 8, 2009
Understanding Sexual Assault	October 18, 2009
Computer Crimes in Maine	October 18, 2009
Sources of Electronic Evidence	October 18, 2009
Responding to Sexual Assault (ME)	October 26, 2009
On the Scene of Sexual Assault Calls (ME)	October 26, 2009
Bloodborne Pathogens	October 26, 2009
Fire Extinguisher	November 22, 2009
ICS-100 (2) Overview of ICS	November 23, 2009
Role of the First Responder	December 16, 2009

Firearms/Weapons Qualification Training (Presque Isle Police Department)	September 16,2010
Active Shooter in School Training (Maine State Police Tactical Operations Team), Madawaska, Maine	October 10, 2010
Career Survival: Professional Policing and the Public	April 1, 2011
ICS-100 (3) Basic Features of ICS	April 8, 2011
Firearms/Weapons Qualification Training (Aroostook County Sheriff's Department)	September 9, 2011
National Incident Management System Part I	September 30,2011
ICS-100 (4) Incident Commander and Command Staff	October 26, 2011
ICS-100 (5) General Staff Functions	October 26, 2011
ICS-100 (7) Common Responsibilities	October 26, 2011
ICS-100 (6) Incident Facilities	November 19, 2011
ICS-100 (8) Summary and Final Exam	November 19, 2011
Understanding Stress and Stress Overload (ME)	December 29, 2011
2011 U.S. Supreme Court Case Law	December 29, 2011
2011 First Circuit Court of Appeals Case Law Updates	December 29, 2011
2011 Maine State Supreme Judicial Course Case Law Updates	December 29, 2011
2011 Maine New Law Updates	December 29, 2011
Responding to Emotionally Disturbed Persons (ME)	December 29, 2011
Driving Dynamics I: Emergency Vehicle Operations (ME)	December 30, 2011
Driving Dynamics II: Emergency Response (ME)	December 30, 2011
Pursuits (ME)	December 30, 2011
Wellness and Managing Stress (ME)	December 30, 2011
Awareness of Variant Behavior (ME)	December 30, 2011
Firearms/Weapons Qualification Training (Aroostook County Sheriff's Department)	September 7, 2011
2012 U.S. Supreme Court Case Law	November 28, 2012
Introduction to Gangs Part I (ME)	December 3, 2012
2012 Maine Law Updates	December 3, 2012
Ethics: An Overview (ME)	December 5, 2012
2012 First Circuit Court of Appeals Case Law Updates	December 7, 2012
2012 Maine Supreme Court Case Law Updates	December 7, 2012
Principles of Ethics and Integrity (ME)	December 7, 2012
Introduction to Gangs Part 2 (ME)	December 11, 2012
Sovereign Citizens – Part One (ME)	December 11, 2012
Sovereign Citizens – Part Two (ME)	December 11, 2012
Terrorism 1: Law Enforcement	December 11, 2012
Terrorism 2: Law Enforcement	December 12, 2012
CJIS Security Awareness - ME	September 3, 2013
Emerging Technologies, Augmented Reality & Beyond	October 18, 2013

8 hour seminar sponsored by the Aroostook County Task Force on Domestic Violence and Sexual Assault University of Maine, Fort Kent	
Awareness of Cultural Diversity (ME)	October 20, 2013
2013 U.S. Supreme Court Case Law Updates	October 20, 2013
2013 First Circuit Court of Appeals Case	October 20, 2013
2013 Maine Supreme Judicial Court Case	October 20, 2013
2013 Maine Law Updates	October 20, 2013
Firearms/Weapons Qualification Training (Presque Isle Police Department)	October 26, 2013
Policing Culturally Diverse Communities	October 26, 2013
Bias-Based Policing	November 3, 2013
Drug Recognition and Impairment – Class I (ME)	November 3, 2013
Drug Recognition and Impairment – Class 2 (ME)	November 5, 2013
Social Media – Emerging Technologies	November 5, 2013

- On the Scene of Sexual Assault Calls, Maine Criminal Justice Academy On-line Training, October 26, 2009.
- Responding to Sexual Assault Calls, Maine Criminal Justice Academy On-line Training, October 26, 2009.
- Bloodborne Pathogens, Maine Criminal Justice Academy On-line Training, October 26, 2009.
- Criminal Justice Information Systems Security Awareness – Maine, October 19, 2009
- Community Emergency response Team (CERT) Orientation, Maine Criminal Justice Academy On-line Training, October 19, 2009.
- Understanding Sexual Assault, Maine Criminal Justice Academy On-line Training, October 18, 2009.
- Computer Crimes in Maine, Maine Criminal Justice Academy On-line Training, October 18, 2009.
- Sources of Electronic Evidence, Maine Criminal Justice Academy On-line Training, October 18, 2009.
- Patrol Response to an Active Shooter, Maine State Police Tactical Team, Madawaska High School, October 8, 2009.
- Patrol Response to a Barricade, Maine State Police Tactical Team, Madawaska High School, Madawaska, Maine, October 8, 2009.
- Annual Mandatory Firearms Training and Qualification for Police Officers, Presque Isle, Maine, September 4, 2009.
- 2008 US Supreme Court Case Law Updates, University of Maine, Presque Isle,

- Maine, September 1, 2009.
- 2008 First Circuit Court Case Law Updates, University of Maine, Presque Isle, Maine, September 1, 2009.
 - 2008 Maine Supreme Judicial Court Case Law Updates, University of Maine, Presque Isle, Maine, September 1, 2009.
 - 2008 Maine Law Updates, University of Maine, Presque Isle, Maine, September 1, 2009.
 - Completed the Law Enforcement Pre-Service Training (LEPS), May 12 – May 31, 2007, Maine Criminal Justice Academy, UMFK Police Academy.
 - Completed G191: ICS/EOC Interface Workshop, 8 hour workshop/training, March 9, 2009, Nadeau Hall, UMFK.
 - Certified Wildland Fire Fighter (S130/S190) Maine Forest Service (2008).
 - Certified as a part-time police officer in the State of Maine, Maine Criminal Justice Academy (2007).

XI. Academic Positions:

Full-Time Positions:

Associate Professor, (**Public Safety Administration & Criminal Justice**), 2010-Present, University of Maine at Fort Kent

Assistant Professor, (**Public Safety Administration & Criminal Justice**), 2005-2010, University of Maine at Fort Kent

Full Professor (**Business Management**), 1994-2004, Business Management Department, Lakeland Community College

Part-Time Positions

Adjunct Faculty (**Public Administration and Law - Graduate Studies**), 2000-2005, Cleveland State University (OH)

Adjunct Faculty (**Law, Business Technologies on-line and Computers**), 2001-2004, Kent State University (OH)

Adjunct Faculty (**On-line Law, Banking, International Business, Small Business Management**), 2001-2005, Myers University (OH)

Adjunct Faculty (**Law - Graduate Studies**), 1986-1988, Chapman University (CA)

Adjunct Faculty (**Finance and Real Estate**), 1986-1988, Palomar College (CA)

Instructor (**Business, Finance, Marketing, Cyber Law and Entrepreneurship**),
1998-2002, Community Education Department, Lakeland Community College (OH)

XII. Academic Courses Taught:

Courses taught at University of Maine Fort Kent (2005-present):

Accounting for Government; Business Law I; Business Law II; Introduction to Criminology; Constitutional Law; Introduction to Criminal Law; Ethics and Community; Media Relations; Law Enforcement Pre-Service – 100 Hour course; Humanities Seminar; Introduction to Public Safety Administration; Terrorism; Wilderness First Aid; Public Finance; Public Management; Grant Writing; Public Policy; Public Safety Internship; Information Technology in Government, Homeland Security & Emergency Management, National Incident Management System, Comparative Drug Policy.

Courses developed at the University of Maine Fort Kent for the CRJ and RPSA Programs since 2005. (* indicates courses I developed):

Introduction to Forensic Anthropology; GIS and GPS for Public Safety Professionals; GIS and GPS Lab for Public Safety Professionals; Diversity and Crime; Death Investigations; *Wilderness First Aid; Search and Rescue; *Wilderness EMT; Auditing and Forensic Accounting; Forensic Psychology; Introduction to Forensic Science; Sex Crimes: Pattern and Behaviors; Criminal Profiling; Statistics for Crime Analysis; *Wilderness First Responder; Restorative Justice; Sociology of Crime; *Terrorism; Disaster Management, Emergency Medical Technician.

Courses converted to online:

Introduction to Criminology; Introduction to Criminal Law; Introduction to Criminal Justice; Constitutional Law; Introduction to Public Safety; Ethics & Community; Terrorism; Media Relations; Public Finance; Introduction to Public Management; Grant Writing; Public Policy

XIII. Graduate Courses Taught:

Graduate Courses - Master's in Public Administration, Cleveland State University:

Introduction to Public Administration; Public Finance and Economics; Law and Public Administration; Budgetary Policy; Public Administration and the Political Process; Public Sector Management; Policy Development and Evaluation.

Law (Courses I designed and implemented):

Business Law I; Business Law II; Cyber Law; Business Organizations/Corporate Law; Constitutional Law.

Paralegal Studies (designed and implemented degree and certificate program 1988; ABA Approved Program in 1989)

Introduction to Paralegal Studies; Introduction to Legal Research and Writing; Advanced Legal Research and Writing; Real Estate Law & Practice; Investigative Fact-Finding; Criminal Law & Procedure.

XIV. Computer/Technology Skills:

Online Learning Management: Blackboard, WebCT; Pageout, Web Tutor
Web Design: HTML, JavaScript, Java, CGI/Perl, Dreamweaver, Flash, FrontPage
Operating System: Windows, MS-DOS, UNIX, Mac OS:
Microsoft Office: Word, Excel, PowerPoint, Access; Internet Explorer
Multimedia: PhotoShop, Freehand, Pagemaker, Director
Computer Animation: 3D Studio Max, Softimage on SGI

XV. Grants:

Spring 2006 Davis Educational Foundation (Spring 2006, Unsuccessful). K. Athern, J. Wallingford, T.Gauvin, and T. Enerva. Project seeks to enhance undergraduate education in rural Maine through a collaborative effort by the University of Maine at Machias (UMM), University of Maine at Fort Kent (UMFK), and University of Maine at Presque Isle (UMPI), focusing on rural entrepreneurship. \$149,912.00.

Spring 2006 USDA Higher Education Challenge Grant (Spring 2006, Unsuccessful) K. Athern, J. Riesman, C. Exner, J. Wallingford, T. Gauvin, and T. Enerva. Fostering Rural Entrepreneurship Education in Northern and Eastern Maine. \$174,791.00

Spring 2006- Present Taught PSA 312 – Grant Writing, spring semester (2006-present), where students wrote and received grants totaling \$578,400.00 on behalf of the following organizations:

Precious Paws Rescue & Adoption, Inc. Van Buren, Maine; University of Maine, Fort Kent, Human Relations Department; Northern Maine Economic Development Agency, Presque Isle, Maine; Parks and Recreation Dept., Pelham, New Hampshire; City Library, Milo, Maine; Bangor Parks and Recreation Dept., Bangor, Maine; Aroostook County Emergency Management Agency, Caribou, Maine; Fort Kent Elementary School Fort Kent, Maine; Fort Kent Municipal

Golf

Course, Fort Kent, Maine; 10th Mountain Winter Sports Center, Fort Kent, Maine; Long Lake Library, St. Agatha, Maine; Four Seasons Trail Association, Madawaska, Maine; University of Maine, Fort Kent, Library; Parks and

Recreation

Dept., Madawaska, Maine; Fort Kent Community High School, Fort Kent, Maine;

Lonesome Pines Community Ski Area, Fort Kent, Maine; Power of Prevention, Fort Kent, Maine; PAWS Animal Welfare Society, Fort Kent, Maine; Fort Kent Police Department, Fort Kent, Maine; Aroostook County EMT/Ambulance Service, Caribou, Maine, Department of Health & Human Services.

- 1999 State of Ohio & Enterprise Ohio 3 year \$859,000.00 B.R.A.T.A. (a.k.a. BETT) Technology Grant: acquire capital technology to assist and develop on-line training programs for small businesses
- 2001 Federal Department of Education 2 year \$123,000.00 Title VI(b) Grant: Develop and implement International Studies and on-line International Business Degree

XVI. Professional Memberships: Past/Present

- Maine Chiefs of Police Association
- Maine Sheriff's Association
- International Association of Property Crime Investigators
- University of Maine, Center for Tourism Research and Outreach, CentTRO Fellow
- Maine GIS User Group
- Rural Sociological Society
- Associated Faculties of the University of Maine
- Maine Educator's Association
- National Educator's Association
- Northern Forest Higher Education Resource Network
- International Society for Preparedness, Resilience, and Security
- Naval Postgraduate School Center for Homeland Defense and Security
- University Agency and Partnership Initiative
- FEMA Region 1 Higher Education Consortium
- Rotary International
- Order of the Sword & Shield National Honor Society (pending)

XVII. Professional Organizations- Past:

Academy of Legal Studies in Business; American Criminal Justice Association; American Political Science Association; American Society for Public Administration; American Society for Training & Development; American Bar Association; California

Association of Licensed Investigators; Urban Affairs Association; Western Society of Criminology.

XVIII. College Committees/Activities:

University of Maine at Fort Kent Committee Appointments/Assignments:

Distance Education; Distance Education Strategic Plan Subcommittee; Chair, Director Rural Sustainable Development Center Search Committee; PeopleSoft Implementation Steering (UOM system-wide committee); Teaching Through Technology (UOM/AFUM Joint Committee); Recruitment/Retention Faculty Sub-Committee; Business Management Advisory Board; Library Committee; First Year Experience; Rural Sustainable Development Center; Computer Science Search Committee; Curriculum Committee; Member, Assistant Director for Student Success Search Committee; Quality Undergraduate Education (QUE) Committee; President's Cabinet; Strategic Planning Committee; Academic Leadership Council; Foundations of Excellence – Faculty Subcommittee Co-Chair; Foundations of Excellence – Public Relations Subcommittee member; Chair, Peer Review Committee; Chair of the Faculty.

XIX. Community Service:

A. DOCUMENTATION OF PUBLIC SERVICE

Community Activities

- District Commissioner, North Star District, Katahdin Area Council, Boy Scouts of America;
- Boy Scout Troop 189 Committee Member
- 2010 National Jamboree Selection Committee (100 Year Anniversary)
- Baseball Coach, Fort Kent Parks and Recreation
- Jazz Band Program Parent Assistant, Fort Kent Elementary School
- Young Author's Writing Program, Fort Kent Elementary School
- Debouille Mountain Seventh Grade Campout
- Member, Fort Kent Elementary School PTA
- Volunteer, "Rally in the Valley" Bicycle Event
- Flood Volunteer, Fort Kent Flood, April 30-May 1, 2008, received BSA Katahdin Area Council Commendation Award
- Webelos Den Leader - Cub Scout Pack 189, Fort Kent
- Class Volunteer/Chaperone - Fort Kent Elementary School
- Project Augusta, Fort Kent Elementary School
- Faculty Advisor, Newman Club
- Faculty Advisor, Social and Justice Club
- Moderator, Wind Energy Community Forum, Co-sponsored by UMFK

- Consultant, Winterville Plantation, regarding Sustainable Management Plan
- Consultant, Town of Fort Kent, various Grants for Police, Parks & Recreation and Community Development
- Consultant, Lonesome Pines Trail, regarding Grant and Community Fundraising for \$200,000.00 to Acquire New Snow Groomer
- Advisor, Center for Rural Sustainable Development, University of Maine, Fort Kent
- Advisor, Department of Human Services, Victim Advocacy Program
- Part-time Police Officer, Town of Fort Kent - Current
- Invited Participant, US Geological Survey, Moderate Resolution Imagery Users Survey
- Evaluator, Mock Mass Casualty Joint Exercise, Northern Maine Medical Center and University of Maine, Fort Kent - October 6, 2009
- Evaluator, Mock Mass Casualty Decontamination Joint Exercise, Madawaska Fire Department and Fort Kent Fire Department – April, 2007
- Participant, After Action Review/Lessons Learned, Fort Kent Flood Response and Mitigation, 2009
- Attended Emergency Preparation Meeting/Tabletop Exercise, Regional Agencies &
- Aroostook County Emergency Management Agency, Fort Kent Town Hall, March 10, 2009
- Sponsored professional development training for law enforcement entitled, "Restoration of Lifelines" provided by the National Terrorism Preparedness Institute (NTPPI), June 27, 2007
- Partnered with the Power of Prevention Coalition to assist with their substance abuse prevention program relating to alcohol and tobacco abuse. Students in my PSA 100 Introduction to Public Safety course volunteer to purchase either alcohol or tobacco and write a brief report regarding the identification process

B. DOCUMENTATION OF SPECIAL RECOGNITION/AWARDS

- Silver Beaver Award, Katahdin Area Council, Boy Scouts of America, the highest award the Council can bestow upon a volunteer, 2013
- Received Hero Award by the Fort Kent Fire and Rescue Department for actions as a police officer during the major Fort Kent Main Street fire on March 25, 2012.
- District Award of Merit, North Star District, Boy Scouts of America, the highest award the District can bestow upon a volunteer, 2009
- International Religious Education Award, Diocese of Maine, 2009
- Commendation, Katahdin Area Council, Boy Scouts of America, Recognition of Exemplary Service in Evacuating Residents during the Fort Kent Flood in May, 2008
- President's Award, Katahdin Area Council, Boy Scouts of America, Recognition for Outstanding Service to Scouting, 2007
- Wood Badge Leadership Training C-28-04, Boy Scouts of America, 2006

XX. References:

Professional

Dr. Tim Rioux, O.D.

29 Meadow Ln
Fort Kent, ME 04743
(207) 834-3333 email: timr@fairpoint.net

Mr. Robert Rosplock, Esq.

Rosplock & Perez
4230 State Rte. 306
Willoughby, OH 44094
(440) 953-1310 email: rosplock@yahoo.com

Mr. Lee Theriault, C.P.A.

85 Main St
Fort Kent, ME 04743
(207) 834-5448 e-mail: theriaultcpa@fairpoint.net

Mr. Chuck Major, Field Director

Boy Scouts of America
Katahdin Area Council
90 Kelley Road
Orono, ME 04473
(207) 866-2241 e-mail: cmajor@bsamail.org

Mr. Marshall Steinmann, Scout Executive

Boy Scouts of America
Katahdin Area Council
90 Kelley Road
Orono, ME 04473
(207) 866-2241 e-mail: msteinma@bsamail.org

Current Employer: University of Maine, Fort Kent

Mr. Wilson Hess, President

23 University Drive
Fort Kent, ME 04743
(207) 834-7504 email: wilson.hess@maine.edu

Dr. Rachel Albert, VPAA

23 University Drive
Fort Kent, ME 04743
(207) 834-7510 email: realbert@maine.edu

Dr. Roger Roy, Division Chair

23 University Drive
Fort Kent, ME 04743
(207) 834-7564 email: rogerroy@maine.edu

(Additional references, writing samples, transcripts and recommendation letters available upon request).

Criminal Justice Experience
Supplemental

In addition to the qualifications listed in the Curriculum Vitae, please consider the following related criminal justice experience:

- Police Officer P/T, Town of Fort Kent, 2009 – present
- Wildland Firefighter S130-190 Certified 2008 - present
- Graduated Maine Criminal Justice Academy Law Enforcement Pre-Service Program as a certified part-time police officer, May 2007.

- Licensed Private Investigator specializing in background investigations, employment screening, insurance fraud investigations, records research/data collection, corporate security and asset protection, risk analysis, 1986-1996.
- California Department of Consumer Affairs qualified manager/owner private investigator's license #AQ 011652 ALLPRO INVESTIGATIONS, INC., 1986-1996.
- License to carry concealed weapons issued by the San Diego Sheriff's Department: GO-20250.
- Taught law enforcement personnel Investigative Fact-Finding, Cyber Law, Administrative Law & Procedures, Public Policy and other related courses, 1989-2003.
- University of Minnesota Law School, Certificate of Appreciation, for law articles published in **Quare**.
- Member/Officer; Delta Theta Phi Law Professional Fraternity.
- California Community College Instructor Life Credential (Certificate No. 06224) Subject Matter Areas: Public Services and Administration; Law.
- Judicial Hearing Officer, Lakeland Community College, 1993-2003.
- Keynote speaker at Lakeland Community College's Police Academy graduation, 1992.
- Adjunct Instructor (Criminal and Constitutional Law), Regional Police Academy, 1988-1998.
- Private Security, asset and property protection, investigations and loss prevention, 1981-1982.
- Law Clerk, Economic Crime Unit, Hennepin County Prosecutor's Office, 1980-1981.
- U.S.F.S. Consultant retained to assess and recommend solutions to improve campground security and minimize crime incidents, 1978-1979. (Research incorporated into Master's Thesis).
- Graduate Intern, El Cajon Public Defender's Office, CA 1978.
- Campus Police Officer, Grossmont College, CA 1973-1975
- Police Cadet, El Cajon Police Department, CA 1971-1973

**Tony Enerva's Scouting Resume
2005 – 2013
North Star District
Katahdin Area Council
Boy Scouts of America
BSA Registration #116460534**

Scout Leadership Positions

- District Commissioner, North Star District, Katahdin Area Council (2007-present)
- Member, North Star District Committee (2005 – present)
- Member, North Star District Key 3 (2007- present)

- Member, Katahdin Area Council Executive Board (2011- present)
- Unit Commissioner: Troop 189, Pack 189, Pack 190, Troop 190, Pack 245
- Boy Scout Troop 189, Committee Member (2006-present)
- Cub Scout Pack 189, Committee Member (2005-2008)
- National Jamboree Selection Committee KAC (2010 - 100 Year Anniversary)
- Webelos II Den Leader – Cub Scout Pack 189, Fort Kent (2005-2006)
- Venturing Advisor – Crew 445 Fort Kent (2009)
- Friends of Scouting Presenter/Volunteer
- Merit Badge Counselor (Fingerprinting, Law, Crime Prevention, Emergency Preparedness, Traffic Safety, Search & Rescue, Genealogy)
- Assistant District Trainer
- New Unit Organizer (Pack 245 Frenchville, Pack 190 Madawaska, Pack 191 Eagle Lake, Crew 445 Fort Kent)

Recognitions and Awards

- Silver Beaver Award, 2013
- District Award of Merit, 2010
- International Religious Education Award, Diocese of Maine, 2009
- Commendation, Katahdin Area Council, Boy Scouts of America, Recognition of Exemplary Service in Evacuating Residents during the Fort Kent Flood in May, 2008
- President's Award, Katahdin Area Council, Boy Scouts of America, Recognition for Outstanding Service to Scouting, 2007
- Wood Badge Leadership Training C-28-04, Boy Scouts of America, Greater Western Reserve Council, 2006
- Cubmaster of the Year Award, Boy Scouts of America, Greater Western Reserve Council, 2004

North Star District Accomplishments:

- Conducted multiple Boy Talks recruiting more than 200 boys into Scouting
- Organized and chartered two new units – Pack 190 & Crew 445
- Increased Commissioner contingent from 2 to 8
- Conducted multiple leader trainings (see trainings below)
- Attend most Roundtables and District meetings
- Served on Board of Reviews and represented District at Eagle Court of Honor's
- Attended all Key 3 meetings
- Cleaned and repaired Frenchville Troop's vandalized Scout cabin
- Helped rebuild foundation for Troop 189's Scout cabin, 2nd Wallagrass Lake
- Volunteer Camp Commissioner – KSR
- Attended and volunteered at most Scout Shows, Winteramas and Camporees

Trainings conducted for North Star District Leaders and Youth:

- Basic Leader Training
- Leader Specific Training
- Commissioner Basic Training (also conducted at Council level)
- BALOO Training
- Introduction to Outdoor Leader Skills Training
- National Youth Leadership Training
- Den Chief Training
- Troop Committee Training
- Youth Protection

Past Leadership Positions: Greater Western Reserve Council, Ohio

- District Executive, Grand River District, Greater Western Reserve Council, Ohio (2004-2005)
- Assistant Roundtable Commissioner, Grand River District (2003)
- Cubmaster, Pack 92, Chardon, Ohio (2003)
- Assistant Cubmaster, Pack 92, Chardon, Ohio (2002)
- Webelos II Den Leader, Pack 92, Chardon, Ohio (2001)
- Webelos I Den Leader, Pack 92, Chardon, Ohio (2000)
- Bear Den Leader, Pack 92, Chardon, Ohio (1999)
- Wolf Den Leader, Pack 92, Chardon, Ohio (1998)
- Tiger Den Leader, Pack 92, Chardon, Ohio (1997)

Scout Training

Professional Training

- PDL 1 District Executive - January 2005, Irving, Texas

Training Orientation

- Scout Parents Unit Coordinator
Fast Start
- Unit Commissioner Fast Start

Basic Training

- 2010 National Scout Jamboree
Staff Training
- Take Youth Protection
- This is Scouting
- Youth Protection Training

Outdoor Training

- Climb On Safely
- Physical Wellness
- Safe Swim Defense
- Safety Afloat

Venturing

- Orientation Training
- Fast Start: Venturing
- Basic Training
- Youth Protection Training – Venturing

Boy Scouts

- Orientation Training
- Fast Start: Boy Scouting
- Troop Committee Challenge

Cub Scouting

- Orientation Training
- Fast Start: Cubmaster
- Fast Start: Tiger Cub Den Leaders
- Fast Start: Webelos Den Leaders
- Fast Start: Wolf/Bear Cub Scout Den Leaders
- Fast Start: Pack Committee

Silver Beaver Nomination

Thomas “Tony” Enerva

I am pleased to present the 2013 Silver Beaver Award for the North Star District, Katahdin Area Council, to this year’s recipient Thomas “Tony” Enerva. Tony started as a Cub Scout in 1960 with Pack 302 in El Cajon, California, which instilled a life-long interest in Scouting. Tony became a registered leader when his three sons, Tom, Sam and Joe started Cub Scouts with Pack 92 in Chardon, Ohio, in 1997. Tony held every den leader position as well as Assistant Cubmaster and Cubmaster. He received the Cubmaster of the Year Award in 2004. Tony was employed in the summer of 2004 as the District Executive, Grand River District, Greater Western Reserve Council (east of Cleveland, OH), and earned the Quality District Award.

Accepting a position as a Professor of Criminal Justice and Public Safety at the University of Maine, Fort Kent, Tony and his three sons moved to the Valley in the summer of 2005 where the family continued their Scouting activities. Tony volunteered as the Webelos II Den Leader and Committee Member, Pack 189, Unit Commissioner to the troops and packs in Fort Kent, Frenchville and Madawaska and joined the North Star District Committee as a Member-at-Large. In 2006, Tony became the North Star District Commissioner, Friends of Scouting Presenter, Merit Badge Counselor (Fingerprinting, Law, Crime Prevention, Emergency Preparedness, Traffic Safety, Search & Rescue, & Genealogy) and Assistant District Trainer. In 2010, Tony served on the KAC National Jamboree Selection Committee (100 Year Anniversary Contingent) and joined the Katahdin Area Council Executive Board in 2011.

Some of Tony's North Star District accomplishments include:

- Conducted multiple Boy Talks (fall and spring) recruiting more than 200 boys into Scouting
- Organized and chartered three new units – Pack 190, Pack 191 & Crew 445
- Increased Commissioner contingent from 2 to 8
- Conducted multiple leader trainings
- Attended most Roundtables and District meetings
- Served on Board of Reviews and represented District at Eagle Court of Honor's
- Attended all Key 3 meetings
- Helped clean and repair Frenchville Troop's vandalized Scout cabin
- Helped rebuild foundation for Troop 189's Scout cabin
- Notable District Committee Accomplishment - 2012 was one of the best year's for North Star District metrics: 30 units, 624 registered Scout youths and \$28,000.00 in Friends of Scouting contributions

Tony has received the following Scout recognitions and awards:

- District Award of Merit, 2010
- International Religious Education Award, Diocese of Maine, 2009
- Commendation, Katahdin Area Council, Boy Scouts of America, Recognition of Exemplary Service in Evacuating Residents during the Fort Kent Flood in May, 2008
- President's Award, Katahdin Area Council, Boy Scouts of America, Recognition for Outstanding Service to Scouting, 2007
- Wood Badge Leadership Training C-28-04, Boy Scouts of America, Greater Western Reserve Council, 2005

Because Scouting only takes "one hour" a week, Tony has also found time to volunteer in the following community activities:

- Baseball Coach, Fort Kent Parks and Recreation, 2006 - 2009
- Jazz Band Program, Fort Kent Elementary School 2006 - 2010
- Young Author's Program, Fort Kent Elementary School 2008 - 2010

- Member, Fort Kent Elementary School PTA
- Volunteer, "Rally in the Valley" Annual Bicycle Event
- Member, Fort Kent Rotary Club 2009-Present
- Volunteer Election Ballot Counter, Town of Fort Kent
- Volunteer Teacher, High School Summer Program, Crime Scene Investigation Camp 2008 - present
- Member, Aroostook County Joint Task Force on Domestic Violence/Sexual Assault 2007- present
- Active Member, St. Louis Catholic Church, 2005 – present
- Faculty Advisor, Newman Club 2006 - present
- Received Hero Award by the Fort Kent Fire and Rescue Department for actions as a police officer during the major Fort Kent Main Street fire on March 25, 2012.

Based on the merits of the application submitted by Kathy Peary, Roundtable Commissioner, North Star District and the unanimous approval by the Executive Board of the Katahdin Area Council, please join me in congratulating Tony Enerva for earning Boy Scouts of America Distinguished Service Award, the Silver Beaver.

Anthony Gauvin
23 University Drive
Fort Kent, ME 04743
(207) 834-7519
tonyg@maine.edu

Curriculum Vitae

EDUCATION

Degrees

Baker College Flint, MI Department: Center for Graduate Studies	M.B.A., June 2005
University of Maine, Orono, ME Computer Science Department: Computer Science	M.S., May 1988
University of Maine at Fort Kent, Fort Kent, ME Computer Applications Major(s): Computer Applications, Business Concentration Minor(s): Math Honors: Magna cum laude	B.S., May 1996

Academic Certificates

Université du Québec à Chicoutimi, Chicoutimi, QC, Canada Certificat en langue Français et de Culture Québécoise	Certificat, Mai 2009
University of Missouri-Columbia, Columbia, MO Certificate in Community Development	Certificate, March 2008
Purdue University, West Lafayette, IN August 2003 Graduate Certificate in Computer Science Graduate Certificate in Information Assurance Education	Graduate Certificate,

Additional Academic Studies

Muskie School of Public Service, USM, Portland, ME Area of Study: Non-Profit Management	2011-Present
University of Maine, Orono, ME Department: School of Economics Department of Public Administration Area of Study: Sustainable Economic Development	2009-2011

EDUCATIONAL EXPERIENCE

Aug. 2008 to present *University of Maine at Fort Kent, Fort Kent, ME*

Associate Professor of e-Commerce Duties includes Teaching, Course and Curriculum development in E-Commerce, Computer Science and Business disciplines. Help build new Professional Management Division.

Jan. 2011 to May 2011 University of Maine, Orono, ME

Adjunct lecturer in Economics (on sabbatical from UMFK) Assisted the Knowledge Transfer Alliance at UMaine by provided consulting to Maine Small Businesses and mentoring graduate student interns.

Aug. 2006 to Aug. 2007 University of Maine at Fort Kent, Fort Kent, ME

Program coordinator for eCommerce and computer applications program Responsible for coordinating all efforts for the two programs. Duties include organizing course schedules, revision of University publications and web sites, coordinating internships, identifying and acquiring assets to support the programs. Additionally, responsible for updating and assisting university relations and admission on change and updates to the programs.

Aug. 2002 to Aug. 2008 University of Maine at Fort Kent, Fort Kent, ME

Assistant Professor of e-Commerce Program builder for E-Commerce degree program at the University of Maine at Fort Kent. Duties include Teaching, Course and Curriculum development in E-Commerce, Computer Science and Business disciplines. Additionally responsible for E-Commerce Program Development and promotion including providing outreach to local and regional firms.

Aug. 2001 to May 2002 University of Maine at Fort Kent, Fort Kent, ME

Instructor of Computer Applications Responsible for teaching and developing courses in Computer Applications and Computer Science. Specific accomplishments includes retooling COS 338, Networking, and COS 304, Hardware Fundamentals, co-developing a new course, COS 381 Internet Programming, with Dr. Ray Albert and developing a new course in JAVA programming, COS 340

PROFESSIONAL EXPERIENCE

March 2012 to Present Town of Fort Kent

Town Councilor

Elected for a three term to serve on a five person governing body for the Town of Fort Kent collectively responsible for administration of the community. Responsibilities include developing and administrating the Town budget, administrating several revolving loan accounts, negotiating collective bargaining agreements and managing personnel issues.

May 2004 to Jan. 2009 Rainbow Cove, LLC

Partner, Marketing and Business Development Principal

Responsible for business development and marketing for all the business units of Rainbow Cove, LLC Rainbow Cove, LLC is a limited partnership formed in June of 2004 by four University of Maine at Fort Kent educators to develop fourteen acres of lake front property on Big Madawaska Lake in Northern Maine. The acreage consists of four separate adjoining lots that were purchased separately and joined into a 14-acre contiguous lot with 500 feet of frontage on Big Madawaska Lake. One of the lots includes Fieldstone Cabins Rentals which owns three 100 year-old log cabins have that historical significance to the area. Within five years, Rainbow Cove LLC will develop all 14 acres of its acquired properties to increase revenue and profitability while preserving the unique historical, cultural and environmental qualities of Big Madawaska Lake area. Rainbow Cove LLC will be the model for successful, ethical and environmentally sound land development in rural settings for both eco-tourism and cultural tourism and will contribute significantly to the economic future of the Northern Maine and Aroostook County.

Dec. 1999 to Aug. 2001 elephantX dot com, inc, Nashua, NH

Vice President of Software and Operations

Responsible for building and managing a Technical Operations Division for an Internet Financial Services Start-Up. ElephantX Technical Operations Division consists of Quality Assurance, Internet Data Centers, 24x7 Network Operation Center, System Engineering and Support, System Architectural Design and Software Development groups. Provided Division staffing requirements, hiring criteria, and training requirements for 20+ engineers, technical managers and technicians. Mentored and trained individuals at all levels of the organization. Developed and managed a \$5 million per year operating budget. Served as primary system architect for an Online Transaction Processing System that can service 10,000 transactions per second using 'best of breed' Database, Application and Web Content clustering and hardware technologies. Provided leadership and technical guidance during a difficult integration for the first Alternative Trading System, elephant eXpress, to connect to a Regional Stock Exchange, Cincinnati Stock Exchange. Managed multiple vendor, contactor and consultant relationships. Reported directly to Chief Operating Officer. Quoted and referenced as an e-commerce network security authority in Computer World and Information Week magazine articles.

Nov. 1998 to December, 1999 Dexter Shoe Company, Dexter, ME

Network Manager

Responsible for all Telecommunication and Data Communications assets within the Dexter Shoe Enterprise, which includes PBXs, WANs, LANs and multiple servers for 5 domestic and one international site. Designed and implemented a new Enterprise Network that includes Internet Access, VPN tunneling, Voice over IP, VLANs, Remote Access and layer-2 Firewalling. Responsible for developing Internet, Intranet, Extranet networks to support future e-commerce solutions, enterprise

communications and SAP/R3 deployment. Responsible for development/mentoring of junior personnel in Network Operations Group.

June 1998 - Nov. 1998 Dexter Shoe Company, Dexter, ME

Network Analyst

Directly responsible for maintenance and administration of 12 NT Servers and 2 SCO UNIX Servers in a high pace production environment. Servers consisted of database servers (SQL) and Internet Information Servers along with applications specific to shoe manufacturing. Additional responsibilities include planning for a full Internet, Extranet, and Intranet deployment and an Enterprise Resource Planning system along with developing web based applications for solutions within the company.

September 1996 - May 1998 University of Maine, Orono, ME

Network Administrator and Webmaster

Maintained repaired and installed networks, software and hardware for the Computer Science Department at UM. Supported systems included Sun-Solaris, Win NT, Win 95, Win 3.1, MS DOS, Novell, and Silicon Graphics Workstations. Responsible for the administration of the department's website

Graduate Research Assistant

Conducted research into Organizational Structures for Autonomous Intelligent Agents.

*January 1987 - June 1994 DynCorp Aerospace Operations, Field Services
Operation Division,
Fort Worth, TX*

Senior Electronics Technician and Technical Inspector, Team OLR, Republic of Korea

Senior technician on a depot modification team installing infrared targeting and missile guidance systems on the AH-1F Cobra attack helicopter. Performed all operational checks and diagnosed system failures on all newly modified aircraft. Provided on-site support and repair services to the customer (US Army) including technician training and aircrew briefing on system performance. Worked directly with OEM engineers on resolving problems and designing of troubleshooting procedures and test equipment. Inspected electronic components modified during a program designed to provide the UH-60 helicopter with protection from hostile electromagnetic environments. Flew on all functional test flights of modified aircraft to operationally check avionics systems. Supervised teams of up to 30 personnel.

Lead Technical Inspector, Loring Air Force Base, Limestone, ME

Responsible for setting up and administrating quality assurance program on a modification program for the KC-135 aircraft (Boeing 707). During this program the existing analog autopilot system was replaced with a modern digital autopilot system. Ensured that installation of new wiring and equipment was according to Air Force specifications. Acted as the primary interface between my company and government inspectors ensuring customer satisfaction with the final product.

January 1981 - January 1987 US Navy, Aviation Fire Control Technician First Class, various duty stations

Aviation Weapon System Team Supervisor, VA-35 and VA-176 deployed to Mediterranean Sea

Supervised twenty technicians tasked with maintaining the weapon control systems on the A6-E attack aircraft. Systems maintained included Target Recognition and Attack Multi-Sensor (TRAM), an infrared and laser ordinance guidance system, ground mapping and search radar, optical sighting system, digital navigation and attack computers, and visual information display systems. Selected as the Supervisor of the Quarter while deployed to the USS Forestall. Awarded the Navy Achievement Medal by the Secretary of the Navy for outstanding performance of duties and for creative managerial abilities that provided system readiness far surpassing required criteria.

Avionics Quality Assurance Representative, Naval Air Test Center, Pax River, MD

Set up and monitored programs to ensure all work performed by military and contractor personnel were according to government specifications and contractual directives. Served as the US Navy's final authority on resolving technical problems on assigned avionics systems.

AWARDS

January 2010

My biography will be included in the 28th (2011) edition of Marquis Who' Who in the World.

July 2009

My biography will be included in the 65th (2010) edition of Marquis Who' Who in America

April 2007

My biography will be included in the 8th (2007-2008) edition of Marquis Who' Who in American Education. The nomination came from the New England Board of Higher Education based on input from the Maine legislative contingent and is in recognition for the community service work and my commitments to assisting students from the region seek higher education.

REVIEW and ADVISORY BOARDS and PANELS

Board of Directors of the Community Development Society
Editorial Board of the Community Development Journal
Board of Directors for Fort Kent Development Corporation
Peer Reviewer for abstracts submitted to Community Development Society Conferences
Peer Reviewer for the Journal of the Community Development Society
Peer Reviewer for CD Practice, published by Community Development Society
Finance Committee of Community Development Society
Communications Committee of the Community Development Society
 Chair of Electronic Communications Sub-Committee
Social Networking Sub-Committee of the Community Development Society
Advisory Board member for the Public Safety Administration Program at UMFK
Advisory Board member for the Northern Maine Community College Computer Information Systems Programs
Voting member of the Internet Society

PUBLICATIONS

Creating Rule Sets for Packet Filter Firewalls, a complete instructional module containing lectures, assessment tools and multimedia aids at CERIAS DLIB; a peer reviewed electronic collection of instructional material in Information Assurance in August of 2003 at Purdue University
A JAVA swing application for Simulation of Authentication Protocols using CRAM MD-5 **in CERIAS DLIB in July of 2003**
Defining Economic Growth in a Sustainable Development Context, **Proceedings for the 2012 Community Development Society Conference, July 21-25, 2012**
Community Capitals and Rural Sustainable Development, **University of Maine School of Economics working paper, May 2011**
Impacts of local Tax Increment Financing on Rural Economic Development for a Rural Regional Service Community, A Case Study from Fort Kent, ME,
Proceedings for the 2013 Community Development Society Conference, July 21-24, 2013

PRESENTATIONS

A workshop on Constructivist Educational Techniques in Computer Programming Using MSWLogo© for Secondary Education of math and science students at UMFK with a supporting website at <http://perleybrook.umfk.maine.edu/logo/logo.htm>. March, 2002
Presented The Changing Face of e-Commerce at the Tech Fair at the University of Maine at Presque Isle on April 29, 2003. A 45 minute talk to student, faculty and local citizens about the perceived future of eCommerce

Organizer and lead presenter for 125 Years of Education, a Modern Perspective presented at UMFK on September 30, 2003 and broadcast live to the entire Internet Community

Presented Information Assurance Education at the Homeland Security Seminar Series at the University of Maine on November 19, 2003

Jan 2004, organized, helped produced and was interviewed on Valley Vision, a 30 Min TV segment, shown on WAGM TV, on **Information Assurance** highlighting UMFK's new information assurance program.

September 2006, Presented **Why do we need a CSRD?** to UMFK faculty and staff outlining motivations behind creating a Center for Rural Sustainable Development in Northern Maine.

September 2006, Presented **Project Maine France (Quebec)** to UMFK faculty and staff. The presentation provides an overview of UMS collaborative exchanges with Universities in France and Quebec.

November 2006 Presented **Project Maine France (Quebec), UMFK Involvement**, an overview of UMFK efforts to create student exchanges and collaborations with Universities in France and Quebec, to Fort Kent Community High School students and educators as part of the National French Week activities.

November, 2006 Presented **UMFK Technology Programs**, a brief overview of various programs related to digital technologies at UMFK to the Northern Maine Guidance Counselors organization.

December 2006 Presented **UMFK Center for Sustainable Development** to consultants Dr. James Martin and Dr. James Samels of the Education Alliance.

April 2007 Presented **UMFK Center for Sustainable Development** to a dinner meeting held at UMFK of regional business and civic leaders

May, 2011 Presented **Leadership and Management** at the Defense Finance and Accounting Services Senior Leader meeting as part of their Leader's in Motion speaker series.

December 2011 Presented **Defining Economic Growth in the Context of Sustainable Development** as part of the Environmental Speaker Series at the University of Maine at Fort Kent

July 2012, presented Defining Economic Growth in a Sustainable Development Context, **at the 2012 Community Development Society Conference**

July 2013, presented Impacts of local Tax Increment Financing on Rural Economic Development for a Rural Regional Service Community, A Case Study from Fort Kent, ME, **at the 2013 Community Development Society Conference**

Text Reviews

2004-05

I served as the subject area expert reviewer for a chapter on Server Security in a new book, *The Handbook of Information Security*. The Handbook will be a three-volume, 2,400-page, 8.5" x 11" trim size reference source providing state-of-the-art information concerning the information, computer and network security with coverage of the core topics.

2005-06

I provided a compensated editorial review on content, organization and pedagogy of the text *Electronic Commerce, Second Edition* by Elias Awad for Prentice Hall publishing. The review was used as input to the 3/e of the text which was recently published. I am listed in the credits as an expert reviewer.

I provided a compensated editorial review on Chapter 8, *Managing a Web Site*, for the Addison-Wesley textbook *Web Design Aesthetics: Beyond the Basics*. The text is for "A Second Course in Web Site Development". It assumes students have already been introduced to JavaScript, XHTML, etc. in an Introductory Course, and it covers the "inter-phase" between art and computer science.

I provided a compensated editorial review for the Addison-Wesley textbook *Programming the World Wide Web 4e* by Robert Sebesta. I will be listed in the credits for the next edition of the textbook.

I provided a review for Addison-Wesley for a new Computer Science I course textbook that takes a hybrid approach to bridge programming logic with Java and allows professors the flexibility of being able to incorporate more, less, or no Java.

Publications Peer Review

2009-13

Peer reviewer for selected manuscripts submitted the **Journal of the Community Development Society**

Peer reviewer for manuscripts and case studies submitted to **CD Practice**, an electronic journal of the Community Development Society

Peer reviewer for paper, presentations and workshops submitted for inclusion to the **2012 Annual Conference of the Community Development Society**

Peer reviewer for papers, presentations and workshops submitted for inclusion to the **2013 Annual Conference of the Community Development Society**

GRANTS

Internal

Instructional Computing Development Fund, Purchase of Visual Cafe for Nadeau 109 teaching lab, value \$1260.00 (Fall, 2001)

Instructional Computing Development Fund, Purchase of Macromedia Studio for Nadeau 105 teaching Lab, value \$2550.00 (with Ray Albert) (Spring, 2003)

Instructional Computing Development Fund, Purchase of Macromedia Dreamweaver 2004 for Nadeau 109 teaching Lab, value \$1998.00 (with Bruno Hicks), Nov 2003

Instructional Computing Development Fund, Purchase of Red Hat Linux Server Software, value \$235.00, Nov 2003

Instructional Computing Development Fund, Purchase of VMWare for conducting research into virtual laboratories for eCommerce and Information Assurance, (with Ray Albert and Lilia Kakaradova), value \$417.00 Nov. 2003

Instructional Computing Development Fund, Purchase of Borland JBuilder Enterprise for upgrading curriculum in several UMFK programming classes, (with Ray Albert and Wei Ding), value \$2300.00 Nov. 2003

External

EDS Software, Grant of 50 Licenses for Unigraphics Software and training for one instructor, value \$16,500,000.00 (Spring, 2002)

National Security Agency administered through CERIAS, Purdue University, Attendance at Information Graduate Education Certificate Program at Purdue University with housing costs and laptop computer, value \$15,000.00 This grant opportunity was competitive and was made available to only 18 faculty members nationwide. (Summer, 2003)

\$20,000 in computer security equipment donated from the Cisco Critical Infrastructure Assurance Group to support the establishment of an Information Assurance laboratory at UMFK. (Fall, 2004)

Received donations from MBNA and several private citizens to complete a CIAG LAB in UMFK. Value of donated equipment was about \$5000. (Summer, 2005)

ActiveState Corporation Grant of unlimited licensing for Faculty and Students for a suite of programming tools for Internet Programming, value exceeds \$1,000,000.00 (depends on usage). Due to our innovative usage of software, we have been granted the use of ActiveState Software in perpetuity without having to reapply. (Fall 2005)

Received a grant from Computer Associates to provide free licensing of AllFusion ERwin Data Modeler and Model Manager products for our computer lab and faculty workstations. Value of the grant is \$195,650. (Spring 2007)

Received a grant from the University of Mississippi Southern Rural Development Center to attend "E-Commerce Strategies for Small Businesses and Communities" training to be held June 4-6, 2007, at the Lied Lodge and Conference Center in Nebraska City, NE. Value of the grant is \$700. (Spring 2007)

Submitted a USDA Rural Business Opportunity Grant for submission on June 2013 cycle. Grant is for \$100,000 to develop a 3-year Strategic Marketing Plan for the Fort Kent Downtown Revitalization project and committee. The intent is to build on the work of the America's First Mile project. Grant was accepted but failed to receive funding due to change in prioritization

CONSULTS

Provided pro bono consulting in management and informational technologies to PPJ&S, a new Fort Kent start-up company that is buying the Irving MainWay stores in Northern Maine. Consulting was provided with the understanding that PPJ&S would provide internship and employment opportunities for UMFK student and graduates.

Providing pro bono consulting to the Town of Fort Kent on several issues involving economic developments including assisting the town on getting support funding for the New Crosswinds Assisted Living center.

Providing pro bono consulting to the Town of Fort Kent on comprehensive planning and economic development

Developed database and applications for the Fort Kent Knights of Columbus “Super Draw” fund raising efforts. Applications and database provide all management and financial functions for a weekly lottery of several thousand participants.

Providing Project Management services to Community Development Society to facilitate conversion of the Society’s Electronic Communication portfolio. Services including developing a request for proposal for new services , managing the bid process and acting as project manager for the development and deployment of the new website and associated communications portfolio.

CLASSES TAUGHT AT UNIVERSITY LEVEL

BUS 222	Introduction to Marketing
BUS 397	Business Management Internships
BUS 411	Strategic Management
COS 125	Internet Fundamentals and Web Page Design
COS 312	Java Programming
COS 325	Computer Programming - C++
COS 338	Networking
COS 340	Special Topics Java Programming
COS 346	Databases
COS 381	Internet/Intranet Programming
COS 397	Computer Applications Internships
COS 413	Computer Forensics
COS 420	Internet Architecture
ELC 200	Introduction to e-Commerce
ELC 310	Introduction to e-Marketing
ELC 347	Project Planning
ELC 397	eCommerce internships
ELC 498	eCommerce Senior Seminar
HON 400	Peeking into our Cybernetic Future
HUM 102	First Year Experience

CLASS DEVELOPED BUT NOT YET OFFERED

COS 354 **Network Security**
COS 430 **Cryptography**
ELC 478 **eCommerce Simulator and Lab**
BUS XXX **Portfolio Integration and Analysis**

MEMBERSHIPS

UMFK Academic Council – member (2012-13)
UMFK Peer Review Committee – Alternate (2012-13) , Member (2013-2015)
UMFK Commencement Committee – member (2002-04)
UMFK Academic Computing Committee –member (2002-10)
UMFK Library Committee –member (2002-03)
UMFK French Heritage Council – Member (2001-12) Chairperson (2002-04)
UMFK Non-trad Club – Faculty advisor (2002-10)
UMFK Omicron Psi Honor society - Faculty advisor (2002-10)
UMFK Advising Task Force – Member (2003-05)
UMFK Student Success and Advising Committee (2005-07)
UMFK Academic Development Committee –Member (2004-05)
UMFK Standard 7 NAESC –Chairperson (2003-05)
UMFK NAESC Steering Committee - Member (2003-05)
UMFK Council for Institutional Effectiveness and Assessment – Faculty Representative (2005-07)
UMFK Honors Committee – Member (2006-07)
UMFK Ad-hoc Faculty Committee to study UMFK policies for experiential learning - Chair (2007)
UMFK Ad-Hoc faculty committee formed to draft a policy/protocol for student academic conduct – Member (2007)
UMFK Slogan Committee (2006-08)
UMFK Foundation of excellence Diversity Committee (2011-12)
University of Maine Homeland Security Lab -- Researcher (2003-10)
Northern Maine Community College Computer Information Systems Advisory Committee --Member (2004-07)
Fort Kent Community High School Technology Task Force –Member (2006-07)
The Internet Society – Voting Member (2005-13)
Fort Kent Rotary—Treasurer, Board of Directors (2002-07)
SCORE or Aroostook – Small business counselor (2003-05)
Member of Educational Committee for the Workforce Investment Act Office for Aroostook and Washington Counties in Maine (2004-06)
American Légion (2003-13)
Le Club Français -- Membre (1994-2007)
Carrefour des francophones d'Amérique Membre (2004-13)
Disabled American Veterans -- Life member (1998-2013)
National Rifle Association – Benefactor and Life Member (1987-2013)
Fort Kent Historical Society – Life Member (2005-13)
Harley's Owners Group -- Life Member (1983-2013)

Maine Education Association – Member (2001-13)
Maine Career Development Association –member (2005-12)
Fort Kent Municipal Planning Board –Member (2005-09), Vice Chairman (2006-09)
Fort Kent Municipal Comprehensive Plan Committee – Vice Chairman (2006-09)
Fort Kent Municipal Comprehensive Plan Transportation Committee –member (2010-12)
Fort Kent Municipal Comprehensive Plan Economic Development Committee –member (2010-12)
Fort Kent International Muskie Derby – Treasurer, Board of Directors (2006-07)
Fort Kent Chamber of Commerce – Member (2005-07)
Caribou Chamber of Commerce – Member (2005-07)
Community Development Society (2009-2013)
Community Development Society Board of Directors (2011-14)
Community Development Society Finance Committee (2010-13)
Community Development Society Communications and Publications Committee (2010-13)
Community Development Society Sub Committee for Social Networking (2010-13)

Thomas J Goetz
1754 New Sweden Road
Woodland Maine 04736
207 896 5675

Education

Air Force Institute of Technology, 1976-1977
Masters Facilities Management, Operations Research Track

University of Detroit, 1963-1964
Bachelor Mechanical Engineering, Power Production

Employment

2000 – Present	University of Maine at Fort Kent Adjunct: Algebra, Pre Calculus, Calculus I, II, III
1998 – 1999	Atlantic Custom Processors Design inventory system and MS Access program to run it. Design reporting procedures.
1990 – 1998	Caribou Adult Education Learning Center Instructor: College Preparatory; GED MECON (CDI) on site instructor: Statistical Process Control Practical Math, Team Building, Process Control and Simulation, Computer Program Applications: Microsoft Excel and Word Northern Plastics on site instructor: Team Building
1990 – 1993	Embry Riddle Aeronautical University Adjunct Instructor: Aeronautical Engineering, Simulation, Aircraft design, Airport Management, Near Earth Orbital Mechanics.
1968 – 1990	United States Air Force Chief of Training Flight (1982-1990) Team leader for Aircraft Crash Rescue Inspection Team (1977-1980)
1993 - 1996	Husson College Adjunct Instructor: Algebra, Logic, Finite Math
1980 – 1981	Columbia Research (break in active duty military service) Lead engineer for test program for

Merchant Marine Underway Replenishment
Program

Leisure and Volunteer Activities

1997-1998	Rebuilt Maule M-4 aircraft from two wrecks
1990-Present	Baxter State Park Volunteer
	Private pilot: Commercial, Instrument rated pilot
1995-1999	Built airstrip

CURRICULUM VITAE

Name: Stephen E. Hansen
Address: P.O. Box 206, Fort Kent Maine, ME 04743
Tel.: Cell 207-231-1981; Office 207-834-7589

POSITION: Associate Professor of Biology and Environmental Studies
Natural and Behavioral Sciences Division
University of Maine at Fort Kent, Maine 04743

EDUCATION:

Ph.D in Zoology (1995): University of Guelph, Guelph, Ontario

Temperature Effects on Metabolic Rate, and the Thermal Limits of Harbour (*Phoca vitulina*)
and Grey (*Halichoerus grypus*) Seals.

M.Sc. in Biology (1987): Laurentian University, Sudbury, Ontario

White Whale (*Delphinapterus leucas*) Distribution and Abundance in Relation to Water
Temperature, Salinity, and Turbidity in the Churchill River Estuary.

Pre-Masters in Biology (1984-1985): Lakehead University, Thunderbay, Ontario

B.Sc. in Forestry (1974 - 1978): University of Toronto, Toronto, Ontario

TEACHING EXPERIENCE:

Associate Professor of Biology and Environmental Studies

University of Maine at Fort Kent, (2007 – Present):

Courses Taught: Wildlife Conservation & Management, Vertebrate Biology,
General Biology, Wildlife Habitat Interactions, Zoology, Ecology, Field
Ecology,

Mammalogy, Winter Ecology, Environmental Practicum, Introduction to
Environmental Studies, Senior Project I & II, Human Biology I & II, Animal
Physiology, Physiology of Exercise, Environmental Impact Assessment,
Ornithology, Fisheries Science, First Year Experience, Arctic Natural History,
Research Methods and Techniques, and Science for Elementary Teacher
Education I

and II (*Zoology*), Developed a module on “Wildlife and Fire” for FOR 222
Wildland Fire Ecology, an online course; Taught a module on “Wildlife
Forensics” for the Crime Scene Investigation (CSI) Camp during the summer of
2010. Students learnt how to indentify animals based on their tracks, hair

strands and other important criteria. Mock wildlife crime scenes were conducted for students to investigate and solve; Participated in ECO-CAMP, June 29 – July 2, 2009. Taught the students about wildlife telemetry and surveillance.

Assistant Professor of Biology and Environmental Studies

University of Maine at Fort Kent, (2003 – 2007):

Courses Taught: Wildlife Conservation & Management, Vertebrate Biology, General Biology, Wildlife Habitat Interactions, Zoology, Ecology, Field Ecology,

Winter Ecology, Environmental Practicum, Introduction to Environmental Studies, Senior Project, Human Biology I & II, Animal Physiology, Physiology of Exercise, Environmental Impact Assessment, Ornithology, Fisheries Science, First Year Experience, Arctic Natural History, Research Methods and Techniques, and Science for Elementary Teacher Education I and II (*Zoology*)

Director of Research and Education at Vermilion

Lake Superior State University, Sault Ste. Marie, Michigan (2001-2003):

Courses Taught: Functions of the Human Body, Fish Ecology, Fish Culture, Animal Behavior, Nutrition & Nutrition Applications, Management Plan & General Biology

Assistant Professor of Biology

Lake Superior State University, Sault Ste. Marie, Michigan (2000-2001):

Courses Taught: General Biology, General Zoology, Environmental Science, Animal Physiology & General Biology (*Sabbatical Replacement*)

Adjunct Professor

University of Waterloo, Waterloo, Ontario (2000): Human Physiology

Wilfrid Laurier University, Waterloo, Ontario (1995-2000): Introductory Biology,

Invertebrate Zoology, Biogeography, Animal Physiology & Human Anatomy

Sylvan Learning Center, Guelph, Ontario (2000): Academic Upgrading

University of Guelph (1998): Comparative Animal Physiology

Brock University, St. Catharines, Ontario (1992): Comparative Vertebrate Zoology

Laurentian University (1988-1989): Comparative Vertebrate Anatomy

Cambrian College, Sudbury, Ontario (1988-1989): Environmental Science & Limnology,

Academic Upgrading, Mathematics for Machinists & Carpenters

Institute of Arctic Ecophysiology, Churchill, Manitoba (1986): Biology

Head Laboratory Instructor

Wilfrid Laurier University (1995-2000): First Year Biology

University of Guelph (1991): Comparative Animal Physiology

Laurentian University (1986-1987): Comparative Vertebrate Anatomy

Graduate Teaching Assistant

University of Guelph (1989-1993): Comparative Animal Physiology, Ornithology,
Comparative Vertebrate Anatomy & Introduction to Environmental Issues

Laurentian University (1985-1988): First Year Biology, Human Anatomy
& Human Physiology

RESEARCH EXPERIENCE:

University of Maine at Fort Kent (2003- present):

Study on the Incidence of Lyme disease in Northern Maine (*In cooperation with Maine Medical Center Research Institute*).

Study on the Occurrence of Winter Ticks on Moose in Northern Maine & Winter Ticks as Vectors of Disease in Northern Maine. (*In cooperation with Maine Medical Center Research Institute*).

Study on the Occurrence, Distribution, and Abundance of the Newly Introduced Mosquito Species in Northern Maine. (*In cooperation with Maine Medical Center Research Institute*).

Survey of Bio-Invasive Mosquito Species in Northern Maine. (*In cooperation with Maine Medical Center Research Institute*).

White-tailed Deer as Reservoirs of Eastern Equine Encephalitis in Northern Maine. (*In cooperation with Maine Medical Center Research Institute*).

Analysis of the Large Canid Complex Occupying the Maine/New Brunswick Border Region (*In Collaboration with MDIFW*)

The Ecology of the Coyote in Northern Maine and their impact on prey and competitors (University of Maine Trustee for 2006 – 2007)

The Muskellunge and Smallmouth Bass as Bio-invasive Species in the Fish River Chain of Lakes (*In Collaboration with Maine Department of Inland Fisheries and Wildlife*)

The abundance, distribution and ecology of the Furbish's lousewort in the St. John Valley

Moose/Vehicle Collisions in Northern Maine

Water Quality in the Fish River Chain of Lakes in Northern Maine (*In Collaboration with the St. John-Aroostook Resource Conservation and Development, RC & D*)

Cross Lake Project: Measurement of water transparency, phosphate nutrient levels, oxygen, and temperature at different depth over 2005 - 2006 (John Sage Foundation)

Loon Population Survey in the Allagash Wilderness Waterway (*In Collaboration with the Bureau of Parks and Lands, Maine Department of Conservation*)

Lake Superior State University (2000-2003):

Site Fidelity of Sea Lamprey in the Great Lakes (*National Science Foundation Grant*)

Seasonal and annual variation in home range size, movements and habitat use patterns of black bear in the Eastern Upper Peninsula of Michigan, as determined by GPS and GIS (*In Collaboration with the Michigan Department of Natural Resources*)

Seasonal and annual variation in the movements, range, territory and habitat use of snapping turtles in the EUP as determined by GIS, and the impact that Global Warming has on habitat variability (*In Collaboration with the Michigan Department of Natural Resources*)
Seasonal and annual variations in small mammal populations in the EUP (*In Collaboration with the Michigan Department of Natural Resources*)
Population Dynamics of Furbearers in Northern Michigan (*In Collaboration with Michigan Department of Natural Resource*)
Seasonal and annual variation in migratory and resident bird populations in the Eastern Upper Peninsula in Northern Michigan (*In Collaboration with the U.S. Fish and Wildlife Service*)
Behavior of Piping Plovers and the effect that overland recreational vehicles have on their Habitat (*In Collaboration with the U.S. Fish and Wildlife Service and Michigan Department of Natural Resources*)

Wilfrid Laurier University (1995-2000):

Intraspecific variation of Specific Dynamic Action in Harbor seals
The contribution of SDA to thermoregulation in Harbor seals
Metabolic Rate in Cape Fur Seals
Site Fidelity in Sea Lamprey

University of Guelph (1997-2000)

Thermoregulation of over wintering Honey Bees

University of Guelph (1993):

The effects of air temperature, wind speed, solar radiation and crude oil on heat loss in harbour seal blubber

Laurentian University (1987):

Thermal characteristics of white whale skin and blubber in relation to age and sex.

Wildlife Research Biologist. Institute of Arctic Ecophysiology (1979-1986):

Aerial and water surveys of white whales in the Churchill River estuary
The effects of crude oil on temperature regulation in polar bears
Polar bear deterrent study
Arctic fox energetics and age structure
Denning & locomotory energetics of polar bears & the effects of disturbances on denning bears
Winter behavior of caribou in the Churchill Wildlife Management Area
Hauling out behavior of ringed seals

RELATED EXPERIENCE:

University of Maine at Fort Kent (Summer of 2009). ECO-Camp: Lectures & Field Trips
In Allagash

University of Maine at Fort Kent (Summer of 2004 & 2005). Elderhostel: Lectures & Field Trips

covering wildlife in Maine
Laurentian University (1988): Residence Supervisor (*Northern Summer School of Excellence*)
Institute of Arctic Ecophysiology (1983-1984): Supervisor (*Federal Summer Works Program for Native Students: program for high school students to participate in Environmental Studies*)
Churchill Wilderness Encounters (1981-1982); Guide & Interpreter (*Polar Bear & Whale Tours*)
Institute of Arctic Ecophysiology (1980-1984): Owned, operated and maintained sled dog team for field research
Ministry of Natural Resources, Manitoba (1980): Polar Bear Controller
Winding Lane Bird Sanctuary, Mississauga, Ontario (1978-1979): Volunteer
Kimberly Clark Pulp & Paper Ltd., Nakina, Ontario (1975-1977): Supervisor for Cree Indian Camp

PUBLICATIONS:

Theses

- Hansen, S.E. 1995. Temperature Effects on Metabolic Rate, and the Thermal Limits of Harbour (*Phoca vitulina*) and Grey (*Halichoerus grypus*) Seals. Ph.D. Thesis, University of Guelph, Ontario, Canada. 298 pp.
- Hansen, S.E. 1987. White whale (*Delphinapterus leucas*) distribution and abundance in relation to water temperature, salinity, and turbidity in the Churchill River estuary. M.Sc. Thesis, Laurentian University, Sudbury, Ontario, Canada. 150 pp.
- Hansen, S.E. 1978. Environmental Impact of the Trans-Alaskan Pipeline. University of Toronto, Fourth Year Thesis. 67 pp.
- Hansen, S.E. 1977. The effect of habitat change on deer abundance, distribution and reproduction. University of Toronto, Fourth Year Thesis. 71 pp.

Refereed Publications

- Lubelczyk C, Elias SP, Kantar L, Albert J, Hansen S, Saxton-Shaw K, MacMillan K, Smith LB, Eisen R, Smith RP, and Mutebi J-P (in progress). Detection of eastern equine encephalitis virus antibodies in moose (*Alces americanus*), Maine, 2010. JOURNAL OF WILDLIFE DISEASES.
- Hansen, S., and D.M. Lavigne. 1997. The Ontogeny of the Thermal Limits in the Harbour Seal (*Phoca vitulina*) in Air. *Physiol. Zool.* 70(1). 85-92.
- Hansen, S., and D.M. Lavigne. 1997. Temperature effects on the breeding distribution of grey seals (*Halichoerus grypus*). *Physiol. Zool.* 1997 70(4): 436-443.
- Hansen, S., Lavigne, D.M., and Innes, S. 1995. Energy Metabolism and Thermoregulation in Juvenile Harbor Seals (*Phoca vitulina*) in Air. *Physiol. Zool.* 68(2): 290-315.
- Watts, P., Hansen, S., and Lavigne, D.M. 1993. Models of Heat Loss by Marine Mammals: Thermoregulation Below the Zone of Irrelevance. *J. Theor. Biol.* 163: 505-525.

- Hansen, S., Watts, P.D., and Mallory, F.F. 1988. Distribution and abundance of the white whale in relation to the physical and chemical characteristics of the Churchill River estuary. Proc. Nat. Students Conf. North. Edited by W.P. Adams and P.G. Johnson (ACUNS). pp. 293-297.
- Watts, P.D., and Hansen, S. 1987. Cyclic starvation as a reproductive strategy in the polar bear. Symp. Zool. Soc. (Lond):305-318.

Refereed Publications Presented at Conferences

- Hansen, S. 1995. Ontogeny of thermoregulation in the harbor seal (*Phoca vitulina*). Eleventh Biennial Conference on the Biology of Marine Mammals. Orlando, Florida. December 14-18, 1995. (Abstract)
- Hansen, S. 1993. Temperature effects on the breeding distribution of grey seal (*Halichoerus grypus*). Tenth Biennial Conference on the Biology of Marine Mammals. Galveston, Texas. November 11-16, 1993. (Abstract)
- Hansen, S. 1991. Energy metabolism and thermoregulation in juvenile harbor seals (*Phoca vitulina*) in air and water. Ninth Biennial Conference on the Biology of Marine Mammals. Chicago, Illinois. December 5-9, 1991. (Abstract)

Manuscripts in Preparation

- Hansen, S. (in preparation). The Future of the Sport Fisheries in the Fish River Chain of Lakes. St. John-Aroostook Resource Conservation and Development (RC & D).
- Borges, K. and S. Hansen (in preparation). Water Quality of Cross Lake in Northern Aroostook. St. John-Aroostook Resource Conservation and Development (RC & D).
- Borges, K. and S. Hansen (in preparation). Water Quality of Cross Lake in Northern Aroostook. John Sage Foundation.

Reports

- Hansen, S. Biology Program Review. 2012. The University of Maine at Fort Kent's 2009-2014 Strategic Plan. Strategic Direction Six Committee. University of Maine System, Second Report (Feb. 2006). Achieving Excellence, SD#6 Progress Report. 17 pages.
- Hansen, S., Pringnitz, D. J., Selva, S., and Borges, K. 2005. Biology Program: Bachelor of Science, UMFK.
- Borges, K., Selva, S., and Hansen, S. 2005. Program Review: Bachelor of Science in Environmental Studies, UMFK. Five-year Program Review Prepared for the University of Maine System.
- Borges, K., Selva, S., and Hansen, S. 2005. Outcomes Assessment Plan: Bachelor of Science in Environmental Studies, UMFK. Five-year Program Review Prepared for the University of Maine System.
- Squire, M., Bouchard, W., Dinsmore, R., and Hansen, S. 2005. Standard 5 Faculty: UMFK Institutional Self-Study 2005; In preparation for re-accreditation by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC).
- Mallory, F.F., S. Hansen, and T.L. Hillis. 1988. Impact Statement Regarding the Proposed Temagami Wilderness Reserve. Temagami Area Working Group, Inst. North. Ont. Res. & Devel. 22 pp.

- Watts, P.D., & S. Hansen. 1985. Identification & survey of disturbed tundra in the Churchill region. Municipality of Churchill, Manitoba. 35 pp.
- Bortolotti, G, Hansen, S., Kelertas, R., Szuba, K., and Wilson, S. 1978. Management Plan of the Petawawa Forestry Research Station and adjoining area. Faculty of Forestry, University of Toronto. 327 pp.

Honors Research Supervisor

- Tisi, Dan. 1999. A population study of Sea Lamprey (*Petromyzon marinus*) using isozymes within and between sites. Fourth Year Thesis, Wilfrid Laurier University, Ontario, Canada. 39 pp.
- Edler, Kristin. 1997. Specific dynamic action in adult harbour seals (*Phoca vitulina*). Fourth Year Thesis. Wilfrid Laurier University, Ontario, Canada. 43 pp.
- Pinsonneault, Anne-Marie. 1993. The Effects of Air Temperature, Wind Speed, Solar Radiation and Crude Oil on Heat Loss In Harbour Seal (*Phoca vitulina*) Blubber. Fourth Year Thesis. University of Guelph.

Research Supervisor

- Wendrick, Holly. 2002. Seasonal variation in the daily movements, home range and territory of male snapping turtles (*Chelydra serpentina*) in relation to habitat as determined by GIS. Fourth Year Thesis, Lake Superior State University, USA. 26 pp.
- Ruble, Nathan. 2002. Trends of Registered Marten (*Martes americana*) and Fisher (*M. pennanti*). Fourth Year Thesis, Lake Superior State University, USA. 25 pp.
- Osika, Mary and Leeanne Gris. 1992. The Deep Body Temperature of *Phoca vitulina concolor*: Do Harbour seals Exhibit a Diurnal Rhythm? How are the Seals Affected by High Ambient Temperatures? Research Project for the Course Experimental Comparative Animal Physiology. University of Guelph.
- Walker, Lori. 1991. Daily energy intake and growth of juvenile harbour seals (*Phoca vitulina*). Research project for Aquatic Sciences. University of Guelph.

MASTER OF SCIENCE SUPERVISORY COMMITTEE (Associated Graduate Faculty - School of Graduate Studies, University of Guelph):

- Skinner, A.J. (2000). Impacts of Tracheal Mites (*Acarapis woodi* (RENNIE)) on the Respiration and Termoregulation of Overwintering Honey Bees in a Temperate Climate. University of Guelph, Ontario. 186 pp.

UMFK DEPARTMENTAL/CAMPUS/SYSTEM/CURRICULAR DEVELOPMENT/ COMMUNITY SERVICE/ & AWARDS:

Committee and Other Assignments:

Faculty Representative on UMFK Biomass Building Committee (Fall 2012 – present)
 Chair of the Biology Review (Fall 2011 – present)
 Student Conduct Committee (Fall 2011 – present)
 General Education Outcomes Committee (Fall 2010 – Fall 2011)
 Peer Review Committee Alternate for the Natural & Behavioral Science Division (2010 - 2011)
 Human Subject Protection Committee Chair (Fall 2010 – Spring 2011)
 Member of the Student Success Committee (Fall 2009 - 2010)
 Faculty Representative for the Strategic Planning Steering Committee; Serving on the Subcommittee for the Vision, Mission and Core Values of the Institution; Serving as the Interim Chair for the Subcommittee on Student Success (2008-2009)
 Chair of the AFUM Scholarship Committee
 Search Committee for the Director of Rural Sustainability (Spring 2009)
 Peer Review Committee Alternate for the Natural & Behavioral Science Division (2006 - 2007)
 Student Conduct Committee (2006 – 2007)
 University of Maine System, Strategic Direction Six Committee (Spring 2005 – Fall 2006)
 General Education Committee (Fall 2004 – Spring 2005)
 Environmental Studies Council (Fall 2003 – present)
 Forestry Technology Advisory Committee (Fall 2005 – present)
 Chair of Biology Program Development Committee (Fall 2003 – Spring 2005)
 Subcommittee Member for NEASC: Standard 5 Faculty (Spring 2004 – Spring 2005)
 Member of Student Outcomes Assessment, Bachelor of Science in Environmental Studies (Spring 2004 – Spring 2005)
 Member of Program Review, Bachelor of Science in Environmental Studies (Spring 2004 – Spring 2005)
 Human Subject Protection Committee (Fall 2004 – 2010)
 Chair of the AFUM Scholarship Committee (Fall 2004 – present)
 Academic Computing Committee (Fall 2004 – present)
 Director of Nursing Division Search Committee (Spring 2006 – present)
 Math & Math Education Search Committee (Spring 2004)
 Student Advising: approx. 15 - 30 students

Service to UMFK Campus:

Study on the Decline of White-tailed Deer in Northern, Western, and Eastern Maine (*In cooperation with MDIFW and Plum Creek*)
 Study on the Incidence of Lyme disease in Northern Maine (*In cooperation with Maine Medical Center Research Institute*).
 Study on the Occurrence of Winter Ticks on Moose in Northern Maine & Winter Ticks as Vectors of Disease in Northern Maine. (*In cooperation with Maine Medical Center Research Institute*).
 Study on the Occurrence, Distribution, and Abundance of the Newly Introduced Mosquito Species in Northern Maine. (*In cooperation with Maine Medical Center Research Institute*).
 Survey of Bio-Invasive Mosquito Species in Northern Maine. (*In cooperation with Maine Medical Center Research Institute*).
 White-tailed Deer as Reservoirs of Eastern Equine Encephalitis in Northern Maine. (*In*

cooperation with Maine Medical Center Research Institute).

Analysis of the Large Canid Complex Occupying the Maine/New Brunswick Border Region

(In Collaboration with MDIFW)

Representative for Biology & Environmental Studies at UMFK Student Fair (Monday Oct. 25,

2010-2011). Responded to 15 serious inquires concerning the wildlife programs at UMFK.

Earth Day Activities for First Graders: Benefits of Worms (Friday April 16, 2010).
Interviewed

and appeared on WAGM News Source 8.

Participated in ECO-CAMP , June 29 – July 2, 2009. Taught the students about wildlife telemetry and surveillance.

Participated in the SAF Accreditation of the Associate of Science in Forestry Technology program, April 6 & 7, 2009.

Representative for Biology & Environmental Studies at UMFK Student Fair (Monday Nov. 16,

2009). Responded to 38 serious inquires concerning the wildlife programs at UMFK.

New Student & Parent Orientation (June 26 & 27, July 17 & 18, Aug. 7 & 8, 2006): Biology &

Environmental Studies Academic Program Presentations and Student Advising.

Acquired John Sage Fund (Fall 2005): Kim Borges & S. Hansen: Funds for two self-actuating

water sampling bottles and depth meters for water quality on Cross Lake and for use in field trips and exercises in Environmental Studies Courses

Study on the Muskellunge and Smallmouth Bass as Bio-invasive Species in the Fish River Chain of Lakes (*In Collaboration with Maine Department of Inland Fisheries and Wildlife*)

Study on the abundance, distribution and ecology of the Furbish's lousewort in the St. John Valley

Study on Moose/Vehicle Collisions in Northern Maine; using radar equipment, students in Wildlife Conservation & Management visited hot-spots and determined the average driving speed of vehicles during peak hours

Study on Water Quality in the Fish River Chain of Lakes in Northern Maine (*In Collaboration with the St. John-Aroostook Resource Conservation and Development, RC & D*)

Loon Population Survey in the Allagash Wilderness Waterway (Summer & Fall of 2005 & 2006) (*In Collaboration with the Bureau of Parks and Lands, Maine Department of Conservation*)

Special Initiatives Fund (Fall 2004): Kim Borges & S. Hansen:

Funds for water flow meter and temperature, oxygen, conductivity, and pH water meter; for use in field trips and exercises in Environmental Studies Courses

Instructional Technology (Fall 2003): Funds for one BIOPAC unit for use in a variety of physiological laboratory settings in Biology and for the Biomedical Concentration in Biology

Acquired Strategic Planning Special Initiatives Fund (Fall 2003): S. Hansen & Brad Ritz:

Funds for one BIOPAC unit for use in a variety of physiological laboratory settings in Biology and for the Biomedical Concentration in Biology

Set up and manned the Environmental and Biology Booth for Admissions Open House (Fall of 2003, 2004 & 2005)

Lead Whale Watching Expedition to the St. Lawrence as an activity for the Environmental Studies Program (Fall 2004)

Guest Lecturer for Humanities 102/ University Seminar Class – Fall 2003 & Spring 2004

Curricular Development:

Taught a module on “Wildlife Forensics” for the Crime Scene Investigation (CSI) Camp during the summer of 2011. Students learnt how to indentify animals based on their tracks, hair strands and other important criteria. Students also learnt how to age bodies based on entomology. Mock wildlife crime scenes were conducted for students to investigate and solve.

Taught a module on “Wildlife Forensics” for the Crime Scene Investigation (CSI) Camp during the summer of 2010. Students learnt how to indentify animals based on their tracks, hair strands and other important criteria. Mock wildlife crime scenes were conducted for students to investigate and solve.

Participated in ECO-CAMP, June 29 – July 2, 2009. Taught the students about wildlife telemetry and surveillance.

Development of the Biomedical, Zoology, Ecology, & Botany Concentrations in the Biology Program

Student Outcomes Assessment Plan, first formal assessment for the BSES Program

New Courses: Animal Physiology & Exercise Physiology Courses for the Biology Biomedical

Concentration, incorporating BIOPAC and computer simulations in the laboratory component; Fish Biology & Winter Ecology Courses for Environmental Studies; Research Methods and Techniques & Senior Project in Biology Program

Service to Community:

Fort Kent Rotary Club Member (2005 -2013): Participated in Educators Night, Tour de la Vallee, Honors Night, Earth Day, Fund Raising Auction, and Can-Am Friendship Night

Catholic Charity Christmas Dinner (2004 - present)

Maine Commission for Community Service, Maine Government (Sept. 2006 – present)

Volunteer Lake Monitoring Program, ME (Summer of 2006)

President of the Fort Kent Rotary Club (July 2006 – June 2007)

Vice-president of the Fort Kent Rotary Club (July 2005 – June 2006)

Mantle Creek Volunteer Stream-Monitoring Team (2004)

Member of the Upper St. John Land Trust

Member of St. John-Aroostook Resource Conservation and Development (Spring 2006 – present)

Volunteer fund raiser for the Edgar J. Paradis Cancer Fund (Summers of 2006, 2005 & 2004)

Volunteer for the Roman Catholic Christmas Dinner, Fort Kent (Dec. 2005 & 2004)

Volunteer Chaperon for the Teen Center in Fort Kent

Regional Judge for the Maine Envirothon – May 20, 2004

Guest Presentation at Wisdom High School for Summer Environmental Course (Spring 2004)

Guest Presentation to Fort Kent Community High School for Summer Environmental Course (Spring 2004)

Awards:

Rotary President's Award. 2010 – *for outstanding service and dedication to the Fort Kent Rotary Club*

UMFK Outstanding Faculty Award: May 2008

UMFK Outstanding Faculty Award: May 2006

UMFK Trustee Professorship for 2006-2007

PROFESSIONAL ORGANIZATIONS & COMMITTEES:

Maine Commission for Community Service, Maine Government (Sept. 2006 – 2007)

Society of American Foresters (Sept. 2006 – 2008)

Great Lakes Piping Plover Recovery Committee, Fish and Wildlife Service, United States Department of the Interior (2000 - 2003)

Regional Science Fair Committee for the Avon Maitland and Huron Perth Catholic District School Boards, Ontario, Canada (1995 - 2000)

INVITED PRESENTATIONS:

Cross Lake Cottage Association. Oct. 2010. The Fish River System: The Future of Our Sport Fisheries

UMFK. Nov. 9, 2009. Estuary Use by White Whales. First Year Experience Class

The Guild of Natural Science Illustrators Annual Conference. July 5 – 11, 2009, hosted by UMFK. Keynote Speaker: *Wolves and Moose of Isle Royal*).

Rotary: Hansen, S. 2009. The Occurrence and Frequency of Winter Ticks (*Dermacentor albipictus*) on Moose in Northern Maine

BIO 380 Limnology

Hansen, S. 2008. The Fish River System: The Future of Our Sport Fisheries

Rotary: Hansen, S. 2012. Monitoring Fine-Scale Movements and Mortality of White-Tail Deer to Assess Maine's Critical Wintering Areas (DWA) Using GPS/Satellite

Technology

Hansen, S. 2008. The Ecology and Behavior of Male Snapping Turtles (*Chelydra serpentina*) in the EUP of Michigan

Hansen, S. 2008. The Occurrence and Frequency of Winter Ticks (*Dermacentor albipictus*)

on Moose in Northern Maine

Hansen, S. 2008. Ontogeny Recapitulates Phylogeny

Maine GIS User's Group Conference (Sept. 29, 2006): "The Application of GPS and GIS to Study Snapping Turtle Behavior"

UMFK Development Day (Aug. 30, 2006): "The Ecology of the Coyote in Northern Maine"

UMFK New Student & Parent Orientation (Aug. 7, July 17, June 2006): Biology &

- Environmental Studies Academic Program Presentations.
 St. John Valley Soil & Water Conservation District:
 Hansen, S. 2006. The Fish River System: The Future of Our Sport Fisheries
 UMFK, For 130 Forest Practices
 Hansen, S. 2005. Wildlife Management & Forestry
 Regional High Schools
 Hansen, S. 2005. Radio-Telemetry & Wildlife
 UMFK Board of Visitors
 Hansen, S. 2005. The Fish River System: The Future of Our Sport Fisheries
 Resource Conservation and Development:
 Hansen, S. 2005. The Fish River System: The Future of Our Sport Fisheries
 Community of Fort Kent:
 Hansen, S. 2005. The Fish River System: The Future of Our Sport Fisheries
 Fort Kent Rotary Club, Rotary International:
 Hansen, S. 2005. The Fish River System: The Future of Our Sport Fisheries
 Fort Kent Rotary Club, Rotary International:
 Hansen, S. 2005. Radio-Telemetry & Wildlife
 Fort Kent Rotary Club, Rotary International:
 Hansen, S. 2004. The Fish River System: The Future of Our Sport Fisheries
 UMFK:
 Hansen, S. Fall 2003 & Spring 2004. Guest Lecturer for HUM 102/ University
 Seminar Class
- Lake Superior State University:
 Hansen, S.E. 2002. Behavior of Cetaceans.
- Wilfrid Laurier University:
 Hansen, S.E. 1996. Biology of white whales.
 Hansen, S.E. 1995. Temperature Effects on Metabolic Rate, and the Thermal Limits of
 Harbour (*Phoca vitulina*) and Grey (*Halichoerus grypus*) Seals.
- University of Guelph:
 Hansen, S.E. 1995. Temperature Effects on Metabolic Rate, and the Thermal Limits of
 Harbour (*Phoca vitulina*) and Grey (*Halichoerus grypus*) Seals.
- Hansen, S.E. 1993. Temperature effects on the breeding distribution of grey seal
 (*Halichoerus grypus*).
- Hansen, S.E. 1993. Environmental Impact of James Bay I and II on the Marine
 Ecosystem in Hudson and James Bays.
- Hansen, S.E. 1993. *Energy metabolism and thermoregulation in juvenile harbor seals*
 (*Phoca vitulina*) in air.
- Hansen, S.E. 1989-1991. Diving Physiology of Marine Mammals.
 The Society for Marine Mammalogy, Biennial Conference on the biology of Marine
 Mammals:
 Hansen, S.E. 1993. Temperature effects on the breeding distribution of grey seal
 (*Halichoerus grypus*).
- Hansen, S.E. 1991. Energy metabolism and thermoregulation in juvenile harbor seals
 (*Phoca vitulina*) in air and water.
- National Students Conference on Northern Studies:
 Hansen, S.E., P.D. Watts, and F.F. Mallory. 1988. Distribution and abundance
 of the white whale (*Delphinapterus leucas*) in relation to the physical and chemical
 characteristics of the Churchill River estuary. Nat. Student Conf. North. Studies,

(ACUNS), Ottawa, Ont.
Science North, Sudbury, Ontario:
Hansen, S.E. 1986. Biology of the White Whale. Laurentian University:
Hansen, S.E. 1985. Ecology of White Whales in the Churchill River Estuary.
Hansen, S.E. 1985. Effects of oil on the thermoregulation of polar bears.
Hansen, S.E. 1985. Bipolar attitudes of conservation.

WORKSHOPS & CONFERENCES:

UMS STEM Summit, University of Maine. April 12, 2010
Fisheries Division of the Bureau of Resource Management of the Maine Dept. of Inland
Fisheries and Wildlife. Feb. 8, 2010. Fisheries Reclamation.

The Guild of Natural Science Illustrators Annual Conference. July 5 – 11, 2009, hosted by
the

UMFK.

Climate Change 21, Choices for the 21st Century. Thurs. Oct. 23, 2009. Wells Conference
Center, University of Maine

Maine GIS User's Group Conference (Sept. 29, 2006): UMFK

Certification as Lake Monitor, Volunteer Lake Monitoring Program, ME (July 15, 2006)

University of Maine System: Feb. 10, 2006. Implementation Planning Retreat. Hutchinson
Center, Belfast

"Canada Lynx, definition of Critical habitat and its impact on forest management," Northern
Maine Forest Forum, Caribou, November 17 2005.

Invasive Plant Workshop. June 29, 2005. Maine Center for Invasive Aquatic Plants.

Changing Forestland Use and Ownership Conference, UMFK (Fall 2004)

Wildlife Management Meeting, Department of Inland Fisheries and Wildlife. Spring 2004.
St. Agatha, ME

NEASC Student Outcomes Assessment Work Session – for Biology, Environmental
Studies, and Forestry (Spring 2004)

Wildlife Management Meeting, Department of Inland Fisheries and Wildlife. Fall 2003.
Fort Kent, ME

Great Lakes Piping Plover Recovery Conference, Fish and Wildlife Service, United States
Department of the Interior, St. Ignace. May 2002, Michigan

Great Lakes Piping Plover Recovery Conference, Fish and Wildlife Service, United States
Department of the Interior, W. K. Kellogg Biological Station, Michigan State
University, May 2001, Michigan

ADDITIONAL COURSES:

University of Guelph (1990): Graduate Courses in Animal Care, Statistics &
Marine Mammalogy

Institute of Arctic Ecophysiology (1986): Arctic Ornithology

University of Manitoba (1982): Animal Surgery Course

University of Guelph (1978-1979): Fish & Wildlife Management, Wildlife Ecology, Animal

Populations, Fish & Wildlife Nutrition

GRANTS AND SCHOLARSHIPS:

UMFK Trustee Professorship for 2012-2013:	\$ 12,500.00
Plum Creek, Funding for White-Tailed Deer Study	\$ 19,000.00
Maine Economic Improvement Fund Small Campus Initiative 2011: An Investigation of the Factors Contributing to the Drastic Decline in the White-Tailed Deer Population in Northern, Eastern, and Western Maine Using GPS/Satellite Technology; Principal Investigators: Dr. Stephen Hansen & Wilson G. Hess, President; Co-Principal Investigators: Lee Kantar , Ray Ary, & Jonathan Hayes	\$44,000.00
Maine Medical Center Research Institute. Summer 2011: Funds to continue collaborative research effort, the funds provide a student stipend for the summer to undertake several bio-invasive studies.	\$ 5,300.00
Maine Economic Improvement Fund Small Campus Initiative 2010: Measuring Fine-Scale White-Tailed Deer Movements in Northern Maine to Assess Critical Winter Habitat Using GPS/Satellite Collars	\$ 32,000.00
Maine Medical Center Research Institute. Summer 2010: Funds to continue collaborative research effort, the funds provide a student stipend for the summer to undertake several bio-invasive studies.	\$ 4,700.00
Maine Economic Improvement Fund Small Campus Initiative 2009: Project Title: <i>An Environmental Monitoring Network with Wireless Technology to Study Water Quality and Flood Detection in the Fish River Chain of Lakes in northern Maine.</i>	\$ 30,000.00
Guild of Natural Science Illustrators and GNSI Conference Committee Chairs:	\$ 1,000.00
UMFK Student Senate Funds: purchased an insulated fish tank for fisheries research	\$ 2,000.00
UMFK Trustee Professorship for 2006-2007:	\$ 12,500.00
John Sage Fund (Fall 2005): Kim Borges & S. Hansen	\$ 1,275.00
Strategic Planning Special Initiatives Fund (Fall 2004): Kim Borges & S. Hansen:	\$ 4,666.00
Instructional Technology (Fall 2003):	\$ 4,000.00
Strategic Planning Special Initiatives Fund (Fall 2003):	\$ 4,000.00
Wild Shore Foundation (2002)	\$10,000.00
National Science Foundation (under the direction of Barbara Evans, Stephen Hansen & Nancy Kirkpatrick; Fall 2001 - Fall 2004)	\$ 113,200.00

Great Lakes Fishery Commission (1997)	2,000.00*
Step Council Research Grant (Fall 1996)	500.00*
Norman James Aquatic Mammalogy Fellowship (Fall 1993)	5,000.00*
Natural Sciences and Engineering Research Council of Canada Post-graduate Scholarship (Spring 1989 - Winter 1992)	55,000.00*
Ontario Graduate Scholarship (1987 - 1988)	9,000.00*
Laurentian University Summer Fellowship (1987)	2,000.00*
Laurentian University Bursary (1986)	1,100.00*
Northern Scientific Training Program (1986)	4,000.00*
Laurentian University Bursary (1985)	500.00*

**Canadian Funds*

EXTRA CURRICULAR ACTIVITIES:

dog sledding, weight lifting, running, summer and winter camping, hiking and canoeing, and photography

DAVID L. HOBBS

University of Maine at Fort Kent

23 University Drive, Fort Kent, Maine 04743

phone: (207) 834-7614; fax: (207) 834-7503; e-mail: dhobbins@maine.edu

EDUCATION

Graduate Study. Fall 2000. Michigan State University, East Lansing.

Graduate Study in GIS, Remote Sensing and Forestry. AY 1994-95. University of Maine, Orono.

M.S. Plant Pathology 1985. West Virginia University, Morgantown.

B.S. Forest Resources 1981. University of Idaho, Moscow.

Certificates 1974. U.S. Coast Guard Training Center, New York.

Basic Electronics and LORAN Navigation Systems. U.S.C.G. 1973-1977.

LICENSURE

LICENSED PROFESSIONAL FORESTER, State of Maine License #LF2027.

Dept. of Professional Regulation, State House Station 35, Augusta, Maine 04333.

WORK EXPERIENCE

Professor of Forestry and Environmental Studies - University of Maine at Fort Kent, 23 University Drive, Fort Kent, Maine 04743.

September 1986 - present. Tenured 1992. Supervisor: Dr. Scott Brickman. Coordinator: Applied Forest Management Program. Co-coordinator: environmental studies program 1990-95. Regularly Teach: geographic information systems (GIS), map and airphoto interpretation, forest mensuration, forest inventory, forest protection, GIS and GPS for public safety (on-line), and world geography (on-line). Have taught: intro GPS, intro forestry, forest practices (chainsaw safety and operations), silvics, silviculture, forest management, soils, teaching of science (ecology), environmental principles, and first year experience. Present Faculty Assignments: forest technology advisory council, environmental studies council, adult learner Taskforce, NEASC faculty standard committee. Numerous search and ad hoc committees in the past.

Past Projects: EPSCoR grant, remote sensing study of biomass supply of Fort Kent; cooperative agreement with Maine Forest Service, development of wildland firefighting concentration; NSF grant funding (NSF CCLI Program 083729) for a study assessing student misconceptions in geography; GIS and GPS applications in public safety; GIS curriculum development (NSF CCLI-A and I Grant DUE-0125827, 2002-05); GIS program development, forestry curriculum revisions, SAF recognition report, creation of forest pest collection, establishment of campus GIS system, and the Maine Forest Service Apprenticeship Program.

Experience in GIS and GPS for resource management, environmental science and emergency management; woodlot management and silvicultural prescriptions. Software expertise includes spreadsheets, ArcGIS, Pathfinder Office, Idrisi, FVS, Blackboard, and misc. office software. Conduct numerous consultations annually on GIS/GPS, woodlot management, tree care and health, and tree pest identification. Small woodlot owner and formerly owned a small tree nursery business.

Visiting Adjunct Scholar - Department of Entomology, 440 Natural Science Bldg, Michigan State University East Lansing, MI 48824

Fall 2000. Sponsor: Dr. Fred Stehr. Completed Immature Insects course and audited Insect Ecology course and graduate seminar. Conducted literature review in GIS Applications through spring 2001. D.L.

Graduate Study - Department of Forest Ecosystem Science, Univ. of Maine. Nutting Hall, Orono, Maine 04469.

July 1994 - May and August 1995. Sponsor: Dr. William Livingston. Completed 19 hours graduate study in GIS, remote sensing, forestry and soils, 2 non-credit seminars, audited FOR536 Forest Stand Dynamics. Assisted in research on *Fraxinus nigra* decline: assembled digital environmental data, collected increment cores, assayed for phytoplasma pathogen, and conducted site-dieback severity study.

Research Technician - Botany and Plant Pathology Department, University of New Hampshire. Nesmith Hall, Durham, New Hampshire 03824.

January 1985 - September 1986. Supervisor: Dr. Thomas Harrington. Assisted in field and greenhouse studies on causes of spruce-fir decline; response of spruce and fir to root wounding and decay fungi; and laboratory studies of decay and root pathogenic fungi. Set up study sites and data logging equipment, cruised study plots, collected and analyzed increment cores and root samples, isolated and cultured various fungi. Experience with statistical and graphic computer software, graphic illustration preparation, and B&W darkroom techniques.

Graduate Research Assistant - Department of Plant Pathology, West Virginia University, 401 Brooks Hall, Morgantown, West Virginia 26505.

August 1982 - January 1985. Advisor: Dr. William MacDonald. Thesis research: field and laboratory studies on the biological control of chestnut blight. Assisted in initiation of field studies on oak wilt; elm treatment for D.E.D.; assisted in undergraduate instruction.

Forest Technician - Department of Forest Management, University of Idaho, Moscow, Idaho 83843.

Field Season 1981. Supervisor: Dr. Donald Burnell. Forest Inventory and budworm defoliation research.

Field Season 1980. Supervisor: Dr. Karel Stoszek. Cruising, mapping, habitat typing, and insect ID.

July 1979. Supervisor: Dr. Leon Neuenschwander. Plant taxonomy for post fire study.

Research Assistant - Department of Entomology, University of Idaho, Moscow.

August 1979. Supervisor: Russ Clausen. Douglas-fir bark beetle pheromone study.

PRESENTATIONS

Hobbins, D. 2012. "Community Mapping Projects and Low-Cost Ways to Implement GIS," 1 March 2012.

Keynote Address at the Municipal Technology Conference. Portland, Maine.

Hobbins, D. 2011. "Map Design for Color Vision Impairment," 4th Annual Maine GIS Educator's Conference, 18 November 2011. Augusta Civic Center. Augusta, Maine.

Hobbins, D. 2011. "Map Design for Color Vision Impairment," MEGUG Fall Conference, 23 September 2011. University of Maine at Fort Kent.

Community GIS Roundtable Workshop Panelist. 13 May 2010. University of Maine Presque Isle.

Hobbins, D. 2010. "Alien Invasion: Invasive Species," Guest Lecture Series, 26 February 2010. University of Maine Presque Isle.

Hobbins, D. 2009. "GPS Options for Foresters," Maine Society of American Foresters Spring Conference, 19 June 2009. University of Maine, Orono. D.L. Hobbins, page 3

PRESENTATIONS (cont.)

- Hobbins, D. 2009. "Bringing in Existing Maps," Maine Society of American Foresters Spring Conference, 19 June 2009. University of Maine, Orono.
- Hobbins, D. 2009. "MapWindow GIS Tutorial," First Annual Conference for GIS Educators in Maine Higher Education. 13 November 2009. Kennebec Valley Community College. Fairfield, Maine.
- Hobbins, D. 2008. "A Review of Research on Recreational-Grade GPS Accuracy and the Advantages and Pitfalls of Trimble Geo-XT Units," Maine GIS User's Group Conference. 26 September 2008. University of Maine Presque Isle.
- Hobbins, D. 2006. "Data Sources and Low Cost GIS Software," the Maine GIS User's Group Fall Conference, 29 September 2006. Fort Kent, Maine.
- Bampton, M., C. McAnneny, R. Mosher, D. Hobbins, J. Szakas, and B. Weigel. 2005. The Maine Educational GIScience Consortium: Making GIScience Work in Under-Resources Institutions. Assoc. of American Geographers Annual Meeting. 5-9 April 2005. Denver, Co.
- Hobbins, D. 2004. "Closing Remarks." Changing Forestland Use and Ownership: What Does It Mean To The Traditional Uses Of Maine's Forests? UMFK Forestry and Environmental Conference. 13 November 2004. Fort Kent, Maine.
- Bampton, M., C. McAnneny, D. Hobbins, J. Szakas, M. Kimball, and R. Mosher. 2004. Implementing GIS Curriculum: The Maine Model. Assoc. of American Geographers, NESTVAL Meeting. 15-17 October 2004. Portland, Maine. (Panelist)
- McAnneny, C., M. Bampton, W. Weigle, D. Hobbins, and J. Szakas. 2004. "A System-wide Consortium: A Sustainable Approach to GIS Education. International Geographical Congress. 15-20 August 2004. Glasgow, Scotland. (Poster)
- Bampton, M., D. Hobbins, C. McAnneny, R. Moser, J. Szakas and W. Weigle. 2004. "Building a GIScience Curriculum Integrating Five Disciplines Across Five Campuses in Maine". At "Invention and Impact: Building Excellence in Undergraduate STEM Education," a National Science Foundation (NSF) Course, Curriculum, and Laboratory Improvement (CCLI) Program Conference. 16-18 April 2004. Arlington, Virginia. (Invited Poster)

PUBLICATIONS

- Mosher, Rosemary. 2012. *GIS Applications Laboratory Manual, Revised*. Bampton, M., D. Hobbins, C. McAnneny, J. Szakas and W. Weigle, editors. Maine GIS Curriculum Consortium. 265 p.
- Hobbins, D. 2011. *FOR290 - Forest Mensuration Coursebook*. 286 p.
- Hobbins, D. 2011. *FOR242 - Map and Airphoto Interpretation, Laboratory Manual*. University of Maine at Fort Kent. 84 p.
- Hobbins, D. 2002. *Forest Protection Lecture Outline*. University of Maine at Fort Kent. Fort Kent. 121 p.
- Livingston, W.H., A. Hager, A.S. White, and D.L. Hobbins. 1995. Drought associated with brown ash dieback in Maine. *Phytopathology* (abstr) 85:1558. D.L. Hobbins, page 4

PUBLICATIONS (cont.)

Hobbins, D.L., M.L. Double, C.R. Sypolt, and W.L. MacDonald. 1994. Interactions between artificially established virulent *Cryphonectria parasitica* cankers and sources of virulent and hypovirulent inoculum on American chestnut stems. Pages 156-160. In: Double, M.L. and W.L. MacDonald eds. Proceedings of the International Chestnut Conference, July 10-14, 1992, Morgantown, W.V. West Virginia University Press. 215p.

HONORS

Outstanding Faculty Award, UMFK Class of 2009

Outstanding Faculty Award, UMFK Class of 2007.

Appreciation Award - Forest Technology Class of 2007.

Outstanding Faculty Award, UMFK Class of 2005.

University of Maine at Fort Kent, Employee of the Month, February 1998.

Appreciation Award - Forest Technology Class of 1996.

Outstanding Contribution to Faculty Excellence Award - Faculty Senate, Univ. of Maine at Fort Kent, May 1990.

AFFILIATIONS

Maine Education Association Maine Entomological Society

Maine Geospatial Education Consortium Maine GIS Users Group, board member and Society of American Foresters, Maine Division. treasurer 2010-2013

Northern Maine Forest Forum

Curriculum Vitae (Resume)

KRISHNA KAPHLE

Address: 324 Charette Hill Road, Apt 201

Fort Kent, ME, 04743

Cell phone: 806-283-6152

Email: kaflek@gmail.com ; krishnakafle@hotmail.com

Education

□ **(August 2011)** Ph.D. in **Mathematics** with emphasis in **Statistics**: Texas Tech University, Lubbock, TX. Dissertation entitled, “Perturbations of Operators with Application to Testing Equality of Covariance Operators”. Advisor: Horn Professor Frits H. Ruymgaart.

□ **(Aug. 2010)** Master in **Statistics**: Texas Tech University, Lubbock, TX. Report entitled, “Frechet differentiation of functions of operators with application to testing equality of two covariance operators”. Advisor: Horn Professor Frits H. Ruymgaart.

□ **(Dec. 2006)** Master in **Mathematics**: Georgia State University, Atlanta, GA. Thesis entitled, “Spectrally Arbitrary Tree Sign Pattern Matrices”. Advisor: Professor Zhongshan Li; co-advisor: Professor Frank Hall.

□ **(1996)** Master in **Mathematics**: Tribhuvan University, Kathmandu, Nepal.

□ **(1994)** Bachelor in **Science**: Tribhuvan University, Kathmandu, Nepal.

Professional Experiences

□ **(September 2012 –)** **Assistant Professor** at the Division of Natural and Behavioral Sciences, **University of Maine at Fort Kent**, Fort Kent, ME. Courses taught : **College Algebra, Pre-Calculus (online), Statistics, Calculus I, Structure of Mathematics (Mathematics for Elementary School Teacher)**.

□ **(August 2011 – August 2012)** **Visiting Assistant Professor** at the Department of Mathematics and Computer Science, **Illinois Wesleyan University**, Bloomington, IL. Course taught: **Analysis I, Techniques of Mathematical Proof, Computational Discrete Mathematics, Graph Theory, Calculus I, Calculus III**.

□ **(Jan. 2007 – July 2011)** **Graduate Teaching Assistant** at the Department of Mathematics and Statistics, **Texas Tech University**, Lubbock, TX. Courses taught: **Pre-calculus, College Algebra, Calculus sequence (I, II, III), Statistics, Differential Equations, Statistics for Engineers and Scientist**.

- **(Jan. 2005 – Dec. 2006) Graduate Research Assistant** at the Department of Mathematics and Statistics, **Georgia State University**, Atlanta, GA.
- **(1997 – 2000) Lecturer of Mathematics** at **Amrit College**, Kathmandu, Nepal. Courses taught: **Real Analysis, Vector Analysis, Fluid Dynamics, Probability and Statistics.**
- **(1999 – 2005) Lecturer of Mathematics** at **Xavier Academy**, Katmandu, Nepal. Courses taught: **College Algebra, Trigonometry, Calculus, and Statistics.**
- **(1999 – 2005) Lecturer of Mathematics** at **Capital College**, Katmandu, Nepal. Courses taught: **College Algebra, Trigonometry, Calculus, and Statistics.**
- **(1992 – 1994) High school Mathematics teacher** at **Kathmandu International School**, Kathmandu, Nepal. Duties included teaching Mathematics for students ranging from grade 5 to grade 10.

Technical Skills

- I have taken two programming courses, one in C++ and the other in **Java** at Georgia State University, Atlanta, Georgia.
- I have taken a course on **Data Structures** at Georgia State University, Atlanta, Georgia.
- I have taken course on **SAS** at Texas Tech University, Lubbock, TX.
- I have used **Excel, Maple, Matlab, and SAS** during my teaching of various Mathematics and Statistics courses and for my research.

Publications

- K. Kaphle (2006). Spectrally Arbitrary Tree Sign Pattern Matrices. *Master's Thesis*. Digital archive, Georgia State University, Atlanta, Georgia.
- M. P. B. Ekanayake, B. He, L. Huo, K. Kaphle, and C. Martin (2008). Control Theory and the Numerical Solution of ODEs. *Communications in Information & Systems*. Vol. 8, No. 3, 201-222.
- M. Arav, F. Hall, Z. Li, K.Kaphle, and N. Manzagol (2010). Spectrally Arbitrary Tree Sign Patterns of Order 4. *Electronic Journal of Linear Algebra*. Vol. 20, 180 -197.
- K. Kaphle (2011) Perturbations of Operators with Application to Testing Equality of Covariance Operator. *Ph. D. Dissertation*. Digital archive, Texas Tech University, Lubbock, Texas.
- G. Gaines, K. Kaphle, F. Ruymgaart (2012). Application of a Delta-Method for Random Operators to Testing Equality of Two Covariance Operators. *Mathematical Methods of Statistics*. Vol 20, No 3, 232-245.
- G. Gaines, K. Kaphle, F. Ruymgaart (2013). A Note on Random Perturbations of a Multiple Eigenvalue of a Hermitian Operator. *Journal of Theoretical Probability*, March 2013, Online ISSN 1572-9230.

Submitted for Publication

□ D. S. Gilliam, X. Ji, K. Kaphle, F. Ruymgaart (2010). Frechet Differentiation of Functions of Covariance Operators with Application to Testing Equality of Two Covariance Operators. *Advances in Statistical Science* (Indian Statistical Institute).

Work In Progress

□ K. Kaphle, F. Ruymgaart. Testing Equality of Covariance Operators with Multiple Eigenvalues.

□ K. Kaphle, F. Ruymgaart. Testing Gaussianity using Karhunen Loeve Expansion.

Presentation

□ Presented a paper on testing problem of equality of two covariance operators **Joint Mathematics Meeting**, January 9 - 12, 2013, San Deigo, CA.

□ Presented a paper on multiple eigenvalues of a hermitian operator at the **Joint Mathematics Meeting**, January 4-7, 2012, Boston, MA.

□ Presented a paper on testing equality of covariance operators at the **Joint Mathematics Meeting**, January 6 -9, 2011, New Orleans, LA.

□ Presented a paper at an international conference in celebration of the 90th birthday anniversary of Professor C.R. Rao at the **Indian Statistical Institute, Kolkata, India**, held in January 10 and 11, 2010.

Other Experiences

□ Attended the **16th Annual Legacy of R. L. Moore Conference**, June 13 – 15, 2012, Austin, TX.

□ Attended the **15th Annual Legacy of R. L. Moore Conference**, June 14 – 16, 2012, Austin, TX.

□ Attended the **Joint Statistical Meeting**, July 30 – August 4, 2011, Miami, Florida.

□ Class project entitled, “**A mathematical model for HIV infection of CD4+ cells with Ordinary Differential equation**”, with Horn Professor Linda Allen; November, 2008.

□ Class project entitled, “**Optimal numerical methods for solving some Ricatti equations**”, with Horn Professor Clyde Martin; April, 2008.

□ Class project entitled, “**Dynamics of dopamine concentration and neural activity**”, with Horn Professor, Clyde Martin; March, 2007.

□ I have taken various **graduate level** courses on Real Analysis, Complex Analysis, Probability and Statistics, Non-parametric Statistics, Multivariate Statistics, Linear Models, Functional Data Analysis, Numerical Analysis, Control Theory, Differential Equations, and Bio-mathematics.

Grants and Awards

□ Equipment Grant: 2012, offered by Learning with Math Machines, Inc as a part of **National Science Foundation Grant No. DUE-1003381**

□ John T. White Graduate Scholarship in Mathematics Endowment: 2010 – 2011, Texas Tech University, Lubbock, TX.

□ Gordon Fuller Mathematics Scholarship Endowment: 2009 – 2010, Texas Tech University, Lubbock, TX.

□ Gordon Fuller Mathematics Scholarship Endowment: 2008 – 2009, Texas Tech University, Lubbock, TX.

□ Best teacher award: 2002, 2003, 2004, Xavier Academy, Kathmandu, Nepal.

Professional and other community service

□ Attended weekly meeting on various departmental agenda including external program review at Department of Mathematics at IWU.

□ Serving as a member, Academic Council, UMFK

□ Serving as a member, Division of Natural and Behavioral Sciences, UMFK

□ Serving the Fort Kent community high school by helping the calculus students

References

□ Professor **Melvyn Jeter**: Chair, Department of Mathematics and Computer Science, Illinois Wesleyan University, Bloomington, IL; email: mjeter@iwu.edu, phone 309-556-3069.

□ Horn Professor **Frits H. Ruymgaart**: Department of Mathematics and Statistics, Texas Tech University, Lubbock, TX; email: h.ruymgaart@ttu.edu; phone: 806-742-1464.

□ Professor **Rameen Aryana** : Chair, Division of Natural and Behavioral Sciences , University of Maine at Fort Kent, Fort Kent, ME; email: aryana@maine.edu, phone: 207 - 834 -7683.

□ Horn Professor **Linda J. Allen**: Department of Mathematics and Statistics, Texas Tech University, Lubbock, TX; email: linda.j.allen@ttu.edu; phone: 806-742-2580 x 255.

□ Senior Lecturer **Petros Hadjicostas**: School of Mathematics, Statistics and Operation Research. Victoria University of Wellington; email: petros.hadjicostas@vuw.ac.nz.

□ Professor **Zhongshan Li**: Department of Mathematics and Statistics, Georgia State University, Atlanta, GA; email: matzli@langate.gsu.edu, phone: 404-413-6437.

□ Professor **Frank Hall**: Department of Mathematics and Statistics, Georgia State University, Atlanta, GA; email: matfjh@langate.gsu.edu, phone: 404-413-6432.

Lisa Lavoie

872 Caribou Road, Fort Kent, ME 04743

207-834-2109

E: lavoie@maine.edu

EXPERIENCE

Adjunct Instructor, January 2011 to present

University of Maine at Fort Kent

- COS 103 Introduction to Information Technology

Administrative Assistant, August 1990 to present

University of Maine at Fort Kent

- Edit faculty correspondence and reports
- Organize and oversee desk copy requests
- Verify necessary funding and process divisional purchases
- Coordinate and schedule all divisional meetings and additional divisional committee requests
- Compose and disseminate divisional correspondence
- Gather information for divisional annual report
- Verify and approve all Natural and Behavioral Sciences' student workers' time
- Manage and coordinate course entry into PeopleSoft
- Utilize and proficient in Microsoft Office Suite, including Word, Excel Access, and PowerPoint
- Utilize and proficient in Microsoft Windows 7
- Utilize and proficient in Blackboard and electronic communications
- Utilize and proficient in library and information resources using the Internet

Administrative Secretary, April 1986 to April 1989

Community Health and Counseling Services, Brunswick, Maine

Radiology Department Medical Secretary, July 1985 to April 1986

Bath Memorial Hospital, Bath, Maine

Secretary, June 1984 to August 1984

Cooperative Extension Service, Fort Kent, Maine

EDUCATION

- Master of Arts in Liberal Studies, Maine Studies, 12 credits completed, continual progression towards completion
University of Maine
GPA 4.00
- Bachelor of Arts, English major and Behavioral Science minor, May 2007
University of Maine at Fort Kent
GPA 3.99

- Associate's Degree, Medical Administrative Assisting, May 1985
Beal College
GPA 4.00

SKILLS AND INTERESTS

- Avid reader
 - Bilingual
- Lifelong learner

Lena Michaud
P.O. Box 127
Fort Kent Mills, Maine 04744
(207) 834-5614

OBJECTIVE

A professional position aimed at assisting students in the development of a meaningful educational plan compatible with their life goals by fostering teamwork and collaboration to facilitate their transitions and academic success.

WORK Experience

1993–present University of Maine at Fort Kent Fort Kent, ME

-
- 2006-present Director of Student Support Services
- Advises and counsels program students regarding educational issues such as course selection, scheduling, study habits, career planning; monitors student progress and provides support for program students in academic difficulty; plans and develops workshops, such as time management or others that respond to needs of program students; writes grant for U.S. Department of Education and completes Annual Performance Report; selects eligible students to participate in the program; formulation of policies and improving awareness of our program; awards scholarship money to eligible participants.
-
- 2000-current RN-BSN Distance Education Student Advisor
- Provides RN-BSN student advising on program and curriculum requirements; disseminates information regarding RN-BSN program including curriculum requirements to potential students; coordinates challenge examination testing throughout the state; proctors exams when necessary; ensure student files have accurate and necessary information in coordination with the Admission's and the Registrar's Office
-
- 2003-2005 Instructor of Freshmen First Year Experience & Freshmen Advisor
- Assist students with college and life skills to ensure success, identify high-risk students, serve as freshmen advisor
-
- 2004-current Instructor of Introduction to Information Technology (online and face-to-face)
- 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 (including e-mail, chat sessions, listserv), Internet tools (including ftp and WWW), and search tools (including online library catalogs, and

common WWW search engines). Develops competence in locating, interpreting, analyzing, synthesizing, evaluating, and communicating information in both print and electronic media.

1993-2005 Administrative Assistant for Nursing Division

- Maintained financial records; maintained nursing webpage; supervised work-study students; assisted faculty in web-base course delivery using WebCT; assisted in grant writing, curriculum development, accreditation process, etc.
-

1993–1995 St. John Valley Technology Center Frenchville,
ME

Adult Education Instructor

- Taught Beginning WordPerfect 5.1 for DOS.
- Taught Advanced WordPerfect 5.1 for DOS.

1990–1993 Chasse Chiropractic Fort Kent, ME

Office Manager

- Responsible for billing insurance carriers, accounts receivable, accounts payable, payroll, financial reports, maintaining inventory.
-
- 1987-1990 University of Maine at Fort Kent Fort Kent,
ME
- Academic Services Assistant
- Responsible for tutoring Accounting I & II and College Algebra, organized peer tutoring, instructed students in word processing, supervised work-study students, proctored exams when necessary, assisted Director of Academic Services in grant writing, data collection.
-
- 1985-1987 Lawrence R. Whitehurst, MD Fort Kent,
ME
- Office Manager
- Responsible for billing insurance carriers, accounts receivable, accounts payable, payroll, financial reports, maintaining inventory, assisted physician when necessary.
-
- 1984-1985 Powell Memorial Center Eagle Lake,
ME
- Records' Clerk
- Responsible for payroll, accounts receivable, accounts payable, worked directly with Administrator, supervised secretary.
-

Education

- 2010-2012 University of Southern Maine Portland, ME
- Earned a Post-Master's Certificate of Advanced Study in Adult Learning, December 2012, GPA 4.0
-
- 2001-2004 University of South Carolina Columbia,

SC

- Earned Master of Library & Information Science degree, May 2004, GPA 4.0
- Recipient of the New England Library Association full-time scholarship, May 2001.
- Recipient of the Beta Phi Mu , Blanche E. Woolls Scholarship, May 2002.
-
- 1993-2000 University of Maine at Fort Kent Fort Kent, ME
- Graduated summa cum laude, Bachelor of University Studies with a concentration in Business Management, December 2000, GPA 3.93
- Who's Who Among Students in American Universities and Colleges
- Maine Zeta Chapter of the Society of Alpha Chi
-
- 1982-1984 Northern Maine Technical College Presque Isle, ME
- Earned Associates Degree in Executive Secretarial Science, GPA 3.75
- Received Student Achievement Award

COMMITTEE WORK

- 2006-current, UMFK's Quality Undergraduate Education Council
- 2006-current, UMFK First-Year Experience Advisory Board
- 2010-current, UMFK's Enrollment Management Steering Committee
- 2010-current, UMFK's Distance Education Student Services Subcommittee
- 2010-current, UMFK's Distance Education Strategic Planning Committee
- 2009-2011, UMFK's Professional Staff Development Fund Committee
- 2008, UMFK Strategic Planning Committee
- 2005-2006, Member, Leadership Team for the Great Maine Schools Project at Community High School
- 2004-2010, UMFK's Academic Advising Task Force/Student Success and Advising Committee
- **2004-2006, UMFK's Distance Education Committee**
- 2003-2005, UMFK's Strategic Planning Committee
- **2003-2004, UMFK's NEASC Accreditation Subcommittee (Integrity)**
- 2001-2004, UMFK's Classified Staff Development Fund, Chair

- 2000-current, Fish River Rural Health, Board of Directors
- 1999-2001, UMFK's Building Committee for Northern Maine Center for Rural Health Sciences
- **1998-2001, UMFK's Web Advisory Committee**
- **1997-1999, UMFK's Strategic Planning Committee**

professional development

- **2012, Strategies for Success-10 Steps to Better Student Support Services for Online Students webinar**
- **2012, 23rd Annual Teaching Academic Survival Skills Conference, Fort Lauderdale, FL**
- **2012, 36th Annual NEOA Conference "Reframing the Value of Education", Stowe, VT**
- **2012, Priority #5 TRiO Training, "Strategies for Outreach and Intervention, Charlotte, NC**
- **2011, UMFK Campus Retreat on Excellence in Teaching and Student Support**
- **2011, NEOA's Annual Conference, The Power of Educational Opportunity, Portland, ME**
- **2011, Best Practices in Online Instruction webinar**
- **2011, Bridging the Gap between Institutional Research and Student Affairs for Assessment Success webinar**
- **2011, Distance Education and E-Learning, Quality Matters, and Designing an Online Course Seminar with Jean Runyan**
- **2011, Enrollment Management Planning Workshop for UMS Management, Orono, ME**
- **2010, NEOA's Annual Conference, The Strength of Educational Hope, Cape Code, MA**
- **2010, TRiO training on Retention, Assessment, Communication and Technology for Education, San Juan, PR**
- **2010, Sloans's Annual Conference for Distance**

Education Educators, Portland, ME

- **2009, Teaching Active Learning Strategies (online)**
- **2009, Department of Education's Grant Proposal Writing Training program, Charlotte, NC**
- **2009, NEOA's Annual Conference, Creating New Visions: Opportunities for Learning**
- **2008-2011, Teaching Academic Survival Skills Annual Conference**
- **2008, TRiO training on College Admissions and Financial Aid Counseling, Las Vegas, NV**
- **2008, Supervisor Development Institute, University of Maine System**
- **2008, NEOA's Annual Conference, Celebrating 43 years of Educational Opportunity**
- **2007, LCSC/NASP TRIO Training Budget Management & Legislative and Regulatory Online Training**
- **2007, TRIO Record Keeping/Reporting Student & Project Performance, Myrtle Beach, SC**
- **2007, 31st Annual NEOA Conference: United in Strength and Diversity, Burlington, VT**
- **2007, MELMAC Conference: Support Student Success at Maine Colleges: Peer Learning for Student Retention Programs, Portland, ME**
- **2007, Faculty Institute, Augusta, ME**
- **2006, Budget & Data Management Teleconference, Council for Opportunity in Education**
- **2006, TRIO Legislation & Regulations for Institutions Training, Atlanta, Georgia**
- **2006, 30th Annual NEOA Conference: Inspiring Voices for Change, Providence, Rhode Island**
- **2006, How to Strengthen Advising Teleconference, Noel- Levitz**

- 2006, Faculty-Staff Roundtable: Difficult Student Behaviors, UMS
- 2005, Wellness Seminars: Managing Change, Balancing Work and Personal Life
- 2004, Academic Advising Summit, UMS
- 2004, Mindy Collier's Grant Writer Workshop
- 2003, How to Build Powerful PowerPoint Presentation, .6 CEUs
- 2001-2002, Maine Academic Management Institute, a project of Maine ACE/NIP National Network of Women Leaders
- 2000, Assertive Communication Workshop
- **1999, Business Writing Communication Workshop**
- **1998, "The Bangor Women's Conference" .7 CEUs**
- **1998, Desktop Publishing Workshop, Certificate in Personal Computer Course, 1.5 CEUs**
- **1995, "The Exceptional Assistant" .6 CEUs**
- **1994, "How to Supervise People-for the Newly Appointed Supervisor and Manager" .6 CEUs**

COMPUTER EXPERIENCE

Microsoft Office Suite including Word, PowerPoint, Access, Excel, and Publisher, SPSS, WebCT, Blackboard, Paint Shop Pro, HomeSite, Chartist, WordPerfect, HTML language, Netscape Composer, Macromedia Dreamweaver

Interests

Reading, exercising, gardening, crafts, music, computers

subjects in related field

Information Systems, Database Management,

Web Page Design, Information Literacy, Intro. to the Organization of Information and Materials, Intro. to Information Sources and Services, Intro. to Information Technology, Intro. to the Management of Library, Media & Information Agencies, Educational Foundations, Education of Exceptional Children, Curriculum & Instruction I, Business Policy & Planning, Finance, Federal Taxation, Principals of Management, Interviewing & Counseling, Human Resources Management, Counseling Diverse Population.

PROFESSIONAL REFERENCES AVAILABLE UPON REQUEST

Krissy Morgan

50 Highland Ave. Fort Kent, Me 04743 krissy.morgan@maine.edu [207-316-6700](tel:207-316-6700)

Education

M.S. Degree	Forensics	University of New Haven, CT	2006
B.S. Degree	Biology	University of Maine at Fort Kent	2003
B.S. Degree	Behavioral Science	University of Maine at Fort Kent	2003
A.A. Degree	Criminal Justice	University of Maine at Fort Kent	2002

Experience

Pharmacy Technician

2013-now Northern Maine Medical Center Fort Kent, ME
Working as a technician in the pharmacy dept at the hospital. Responsible for filling and dispensing medication to patients as well as other duties assigned to me by the supervisor.

Public Safety Administration/Criminal Justice Faculty

2006-now University of Maine at Fort Kent Fort Kent, ME
Faculty position for the Public Safety Administration division teaching Introduction to Forensics, Sex Crimes and Criminalistics. Providing online teaching classes as well as on-campus teaching. Using Blackboard as the primary web service. Enter Power Point presentations, exams, discussion boards and other external links as part of online learning program.

Developmental Trainer

2006-2008 Northern Maine General Eagle Lake, ME
Providing developmental training to adults with mild-serious Mental Retardation. Responsible for the development of fine motor, gross motor, reading, and independent living skills. In charge of a staff of two and a consumer base of 6. Responsible for providing support to other staff and to make sure all programs and planning meetings are up to date and complete.

Developmental Therapist

2006 Circle of Learning Fort Kent, ME
Providing developmental therapy to children 5 yrs of age and younger. Responsible for the development of fine motor, gross motor, reading, writing etc of children in that age group. Also working with children that are mentally handicapped to provide them with where they should be developmentally. Worked with Brain gym, brushing, ABLLs, ABA and other methods of instruction.

Admissions Recruiter

2005 UMFK Fort Kent, ME
A Full-time temporary position designed to aid the Admissions Office in student recruiting. Responsible for going to college fairs, state and out-of-state high schools and post-secondary

workshops. Responsible for communicating with prospective students to learn about what UMFK can add to the curriculum to make them interested in the University.

Forensic Science Internship

2005

Police Detectives Bureau

Middletown, CT

Did Internal Investigations on suspected overtime fraud, performed case studies on different crimes in the area, resulting in a re-organization of manpower in the police force. Developed graphs and fact tables that led to a crime reduction (car thefts) in a particular Middletown neighborhood. Other duties included ride-alongs with an officer, a Detective in the Youth and Sex Crimes Division, and the Captain of the Police Detectives.

Customer Service Manager

2003-2005

Wal-Mart

Cromwell, CT

Responsible for managing cashiers, service desk associates, and maintaining the function of all cash registers. Mainly responsible for the satisfaction of all customers and maintaining an enjoyable workplace. Responsibilities include: assigning breaks, maintaining cash logs, seeking merchandise at other stores, making schedule for 65 associates, preparing and delivering evaluations and over-all making the customers happy.

Reference:

Tony Enerva
Professor of Public Safety Administration
University of Maine at Fort Kent
23 University Drive
Fort Kent, ME 04743
(207) 834-7500

Darrell Ouellette
Professor of Criminal Justice
University of Maine at Fort Kent
23 University Drive
Fort Kent, ME 04743
(207) 834-7500

Tonia Groff
Adult Day Training Program Coordinator
Eagle Lake, Maine
444-5152 ext 236

J. Darrell Ouellette

130 Capitol Hill Road
New Sweden, ME 04762

Experience

1977 to 2010

MAINE STATE POLICE – Sworn Officer (retired at Lieutenant Commander rank)

• WORK ASSIGNMENTS AND PROMOTIONS

- April 2002 to 2010: Voluntary transfer to Troop Commander, Troop F, Aroostook County, Maine.
- September 1993: Promoted to Detective Lieutenant, State Police Commander of Criminal Investigation Division III, Bangor, Maine.
- June 1991: Voluntary Transfer to Patrol Supervisor, Troop F, Aroostook County, Maine.
- October 1990: Promoted to Detective Sergeant, State Police Criminal Investigation Division II, Augusta, Maine.
- February 1990: Special Assignment, Supervisory Special Agent, Maine Drug Enforcement Field Office, Aroostook County, Maine. (Nine Months)
- March 1984: Promoted to Detective, Criminal Investigation Division III of the State Police.
- June 1980: Special Assignment – Portland, Maine, Division of Special Investigations, Undercover Drug Agent. (Four Months)

Special Training

- Emergency Vehicle Operations Instructor School, MCJA – 1982 (1 week)
- EMT School, MCJA – 1983 (2 weeks)
- Backster School of Lie Detection, San Diego, CA – 1984 (7 weeks)
- FBI Physical Evidence School, MCJA – 1984 (2 weeks)
- Homicide Investigation School, Meridan, CT – 1984 (2 weeks)
- Child Abuse/Sexual Assault Investigation, MCJA – 1985 (1 week)
- Advanced Polygraph Training, Ottawa, Canada – 1986 (2 weeks)
- Police Supervisory School, Framingham, MA – 1990 (1 week)
- Drug Enforcement Administration (DEA) Drug School, MCJA – 1990 (2 weeks)
- Dr. Henry Lee Crime Scene Investigation Seminar – 1996
- Leadership, Ethics and Team Building, Newry, ME – 1999 (1 week)
- Leadership in Community Policing, Northport, ME – 1999 (1 week)
- Colonel Henry Williams Homicide School, Albany, NY – 1999 (1 week)

Responsibilities

- Chairman, State Police Merit and Citation Board – 1994 to 1997
- Maine Sheriff's Association Mental Health Initiative Committee – 1995 to 1998

- New Troop F Barracks Building Committee Member – 1999 to 2000
- Maine Regional Children’s Cabinet, Region III (Governor Angus King appointment) – 1997 to 2003
- Aroostook Council to Prevent Child Abuse / Board of Directors – 2000 to 2010
- Sexual Assault Response Team (SART) Advisory Council – 2001 to 2010
- Aroostook Police Chief’s Association – 1993 to 2010
- Commander, State Police Polygraph Unit – 2002 to 2010
- D.A.R.E. / Drug Task Force Member – 2001 to 2010
- Maine Missing & Exploited Children Clearing House Manager – 1999 to 2005
- Border Research & Technology Advisory Council (U.S. Attorney Appointment) – 2003 to 2010

Teaching Experience

- University of Maine at Fort Kent – 1985 to Present / Adjunct Faculty in Criminal Justice – 7 Courses:
 - Principles of Investigation I; Principles of Investigation II; Intro to Criminal Justice; Forensics of Death Investigation; Police Procedures; Criminalistics; Police, Crime and Society.
- Husson College, Bangor, ME – 2000 to 2002 / Adjunct Faculty in Criminal Justice
- Maine Criminal Justice Academy, Vassalboro, ME - 1982 to 2010 (certified instructor); Instructed in Emergency Vehicle Operation – Criminal Law – Interview & Interrogation – First Officer Response to Death Investigations – First Officer Response to Sexual Assaults – First Responder to Domestic Violence – 100 hour pre-service course.

Commendations/Awards

- Maine State Police Meritorious Award for Bravery – 1991
- Featured on national television program “Real Stories of the Highway Patrol” – 1994
- State Police Colonel’s Award - 2001
- Putting Children First Award – 2003
- Law Officer of the Year Award – American Legion, Van Buren, ME – 2004
- New England Law Officer of the Year Award – American Legion 2005
- National Law Officer of the Year Award – American Legion (1st runner-up) – 2006

Education

1977 Graduated Maine Criminal Academy – Maine State Trooper

1976 Graduated University of Maine at Fort Kent - B.A. Degree; Teacher Certification – K through 12

1975 Graduated University of Maine at Fort Kent - B.S. Degree; Social Science Field (Major) – Geography (Minor)

RESUME

NAME: **Robert J. Plourde, Esq.**

Office: 9 W. Main Street, P.O. Box 457, Fort Kent, ME 04743

Residence: 27 Elm Street, Fort Kent, ME 04743

TELEPHONE:

Office: 207-834-3921 or 3922

Residence: 207-834-3446

EDUCATION:

College: University of Maine at Fort Kent, Fort Kent, ME
1974-1978 B.A. Degree

Major: History - Minor: English

Academic Honors: Summa Cum Laude Graduate,
first in class; Faculty Academic Achievement

Award, Social Sciences Division Award,
President's Academic Award

Legal: University of Maine School of Law, Portland, ME
1979-1982, J.D. Degree

Honors: Summa Cum Laude Graduate, first in class,
Faculty Academic Achievement Award, Corpus Juris

Secundum Award 1981, American Jurisprudence

Awards: Business Associations, Commercial
Transactions I & II, Constitutional Law, Evidence,
Trusts & Estates, Managing Editor, Maine Law
Review

PROFESSIONAL PRACTICE:

- Engaged in the general practice of law in Aroostook County in association with Philip P. Parent, Esq. and Rudolph T. Pelletier, Esq. from 1982 to 1985.
- Established practice in Fort Kent from 1985-1990.
- Practiced law in partnership of Plourde & Soucy from 1990 to present.

Bradley G. Ritz 23 Pleasant Street, Fort Kent, Maine, 04743 207-834-7616 britz@maine.edu		
Education		
<u>Utah State University, Logan, Utah</u>		
Masters of Science in Agricultural Economics		1980
Thesis "Effect of Land Use Zoning on Bid Rent Gradients"		
<u>Utah State University, Logan, Utah</u>		
B.S. Political Science		1976
Areas of Concentration: American Government Minor: Economics, Sociology		
AWARDS		
Sabbatical from University of Maine System Areas of study – Developing a Macro-economic simulation for classroom use and to support online coursework.		2005-2006
Sabbatical from University of Maine System Areas of study - Econometrics, Operations Research, Forecasting, and Business Ethics		1989 – 1990
Teaching		
<u>University of Maine at Fort Kent</u>		
<u>Professor of Business and Economics</u>		2008 - to present
Responsible for the following course work	Accounting 1 Bus 100ξ	Accounting 2 Bus 101ξ
	Macroeconomics Eco 100 ξ	Microeconomics Eco 101ξ
	Intermediate Macroeconomic Theory Eco 300	Environmental Economics Eco 210
	International Trade and Finance Eco 320	Managerial Economics Eco 318
	ξ – Indicates a course that I also teach online.	
Service		
State of Maine and Local Community		
<i>Member of Board of Directors of the Northern Maine Independent System Administrator.</i>		1999 to Present
The Northern Maine Independent System Administrator is a non-profit corporation responsible for the administration or the competitive market for electricity in Aroostook and parts of Washington County. I have had served on the board since its inception.		
<i>Chair of the Board, Northern Maine Independent System Administrator</i>		2005-2007 and 2011 – to Present
Responsibilities included presiding over meetings, negotiating employment		

	contracts for the CEO of the ISA, approving capital purchases as necessary, represent the board in financial audit proceedings and other duties.	
	<i>Vice-Chair of the Board and Treasurer, Northern Maine Independent System Administrator</i>	2003-2005
	Responsibilities included acting as Chair when necessary, acted as internal auditor for verification of the ISA's cash accounts and other duties as assigned.	

	<i>Member of the Board of Directors of the Van Buren Revolving Loan Fund</i>	
	The Van Buren Revolving Loan Fund operates as a lender of last resort to stimulate small business in Van Buren Maine. Board members are responsible for screening applications and control of the fund's assets.	
	<i>Member of the Board of Directors of the Northern Maine Transmission Corp.</i>	
	The NMTC was created by the Maine State Legislature to study the feasibility of high voltage transmission line from Northern Maine to Southern Maine.	
	<i>Subcommittee of AFUM and UMS negotiating teams to study salary inequities</i>	
	This committee was responsible for developing a statistical model for determining faculty salary inequities based on gender, and strategies and contract language to address possible salary inequities.	
	<i>Principal author of micro loan fund grant for St. John Maine</i>	
	Worked with St. John Selectmen and small business to prepare and submit grant to State of Maine for moneys to support micro loans to enhance small business opportunities in St. John Maine.	
	University of Maine System	
	<i>Associated Faculties of the University of Maine – Negotiating Team Chair</i>	
	Lead effort to negotiate three system-wide contracts for all faculty of the University of Maine System.	
	<i>Associated Faculties of the University of Maine – Negotiating Team Member</i>	
	<i>Liberal Arts External Degree Planning Committee</i>	
	<i>Faculty Representative to the Board of Trustees for the Univ. of Maine System</i>	
	Represented faculty positions and concerns to the Board of Trustees of University of Maine System. Selected to serve on the subcommittee responsible for University of Maine System finances.	
	<i>Task Force to Study the Finance, Structure and Auxiliary Services of the University of Maine System</i>	
	<i>Committee to Study the Community College of Maine</i>	
	Campus	
	<i>Chair of Faculty</i>	
	<i>Chair of Natural and Behavioral Sciences Division</i>	
	Selected accomplishments as Chair: <ul style="list-style-type: none"> • Managed the implementation of new major in E-commerce program. • Managed the implementation of new major in Rural Public Safety Administration • Successfully advocated for the addition of two new faculty positions and one part-time professional position in the Division • Supervise and maintain a collegial working environment for 19 full-time faculty, and numerous adjunct faculty representing disciplines from accounting to zoology in 10 programs. • Revised budgeting procedures in the Division to better reflect programmatic expenditures, authority, and responsibility. • Supervised the revision of Divisional promotion and tenure requirements • Received recognition from the Division of Natural and Behavioral Sciences for exemplary service 	
	<i>NAIA Faculty Athletics Representative</i>	1997 to 2010
	As the FAR I was responsible for verifying the academic eligibility of athletes who wish to compete on University of Maine at Fort Kent teams. I also represent faculty concerns to the athletics department and act as a faculty liaison between the campus and the state and national NAIA organization.	
	<i>Interim Dean of Academic Affairs</i>	Jan-Feb 1999

	Acted as Dean of Academic affairs and worked to help orient the new Academic Dean to the position during the remainder of spring semester.	
	<i>Selected Committee Assignments</i>	1990-2012
	<i>Prepared a report for the NBS Division suggesting language changes to the Faculty Handbook to facilitate the creation of a new division for Professional Studies.</i>	2010
	<i>Selected Committee membership</i>	
	<ul style="list-style-type: none"> • Ex officio member of Board of Visitors • Academic Computing Committee • Academic Council-currently serving as Chair • Admissions Advisory Committee • Chair of Committee to review and revise general education requirements • Chair of the Student Conduct Committee • Cost Containment Committee • Diversity Committee • Chair of Center for Rural Sustainable Development Assessment Committee • Symposium Committee 	<ul style="list-style-type: none"> • Chair of General Educations Outcome Committee • Enrollment Management Committee • Faculty Development Committee • Chair of Peer Review Committee • President's Faculty Assessment Committee • Self – study group leader for two NEASC accreditation visits • Strategic Planning Committee • Y2K Planning Committee • Co-Chair of the Philosophy subcommittee – Foundations of Excellence Committee • Numerous Search Committees
	Author of the final report of the Center for Rural Sustainable Development Assessment Committee	Fall 2011
	Editor of the final report of the General Educations Outcome Committee	Fall 2011
	Poster Judge for the Scholarship Symposium	Spring 2012
Scholarship		
	Course Development	2008-2012
	<u><i>Developed an online version of BUS100 – Principles of Accounting 1 for the online business major</i></u>	
	<u><i>Produced a series of video lectures to accompany the online course: BUS100 – Principles of Accounting 1</i></u>	
	<u><i>Developed an online version of BUS101 – Principles of Accounting 2 for the online business major</i></u>	
	<u><i>Produced a series of video lectures to accompany the online course: BUS101 – Principles of Accounting 2</i></u>	
	<u><i>I developed a series of Excel spreadsheets that generates homework for my online accounting classes that allows the instructor to change the homework every semester without labor intensive rewriting of the accounts, and scenarios. This software has been designed to reduce the amount of cheating that can occur when homework is passed along from one year to the next. This software is now used to generate homework for both online and in-class accounting 1 and 2 courses. A work study student assisted in the construction of the spreadsheets. This has been an ongoing project since Spring Semester 2011.</i></u>	
	<u><i>Developed an online version of ECO100 – Introduction to Macroeconomics for the online business major</i></u>	
	<u><i>Produced a series of video lectures to accompany the online course: ECO100 – Microeconomics</i></u>	
	<u><i>Developed an online version of ECO101 – Introduction to Microeconomics for the online business major</i></u>	
	<u><i>Produced a series of video lectures to accompany the online course: ECO101 – Microeconomics</i></u>	
	<u><i>International Trade and Finance is part of my course load for fall semester. The noble prize in economics was given for a body of theory only given cursory coverage in the text and readings assigned for the course. I developed and added lectures and discussion appropriate for an undergraduate course outlining and comparing Paul Krugman's theory to the more traditional Hecksler-Ohlin theory of international trade.</i></u>	
	<u><i>New Keynesian Theory</i></u>	
	<u><i>I am currently researching a bibliography of this economic model for possible inclusion in ECO 300.</i></u>	
	<u><i>Economic Bubbles</i></u>	
	<u><i>I have developed a limited bibliography of literature on economic bubbles, crises, and financial instability for inclusion in ECO 300. Spring semester of 08 my Intermediate Macroeconomic Theory</i></u>	

	<i>class was cancelled. Students enrolled in the course instead enrolled in a directed study. The focus of the directed study was economic bubbles and crises. The enthusiasm for this topic suggests to me the value of using this focal point as lever for sparking student enthusiasm for this course.</i>	
	<u>Environmental Economics</u>	
	<i>Previously this course was taught as an upper-level course at UMFK. Unfortunately, most of the environmental studies students have not taken any prerequisite courses in economics that would prepare them for an upper-level treatment of the course. Fall semester of 2008 I have redesigned the syllabus to reflect a lower-level introduction to the subject of environmental economics.</i>	
	<u>Created syllabi and curriculum for courses in Environmental Economics*, International Trade and Finance*, Managerial Economics and Intermediate Macroeconomic Theory*</u> <i>*These are updates of syllabi and curriculum for courses that have not been taught for over a decade.</i>	
	<u>Contributing author to the University of Maine at Fort Kent's proposal for the Center for Rural Sustainable Development.</u>	
	Participated as a co-author for a proposal to establish a research center at the University of Maine at Fort Kent. The purpose of the center is to research and promote best practices in all aspects of rural development.	
	<u>Simulation development</u>	
	<i>The focus of the sabbatical for this academic year was to develop a macroeconomic simulation appropriate for undergraduate economic courses to assist in the understanding of the use of fiscal and monetary policy. At the termination of the sabbatical, a model for a closed economy was developed and the author continues to develop the model for an open economy and the scenarios for the simulation.</i>	
	<u>Scholarly Writing</u>	
	<i>Wrote a brief economic history of the University of Maine at Fort Kent that became the supporting document for the development of a video describing the development of the University and EMPAC's vision for enrollment management</i>	2010
	<u>Conferences, Presentations and Interviews</u>	
	<i>World Business Forum, New York City</i>	2010
	<i>Campus Compact Conference on Service learning, Providence, Rhode Island</i>	2010
	<i>United Educators conference held at Babson College regarding Evaluation and Guidance of Tenure-Track Faculty</i>	2008
	<i>Panelist at community forum on industrial wind farms in Fort Kent</i>	2008
	<i>Interviewed by WAGM about historic petroleum and gas prices and their impact on Aroostook county residents</i>	2008
	<i>Interviewed by the St. John Valley Times about historic petroleum and gas prices and their impact on Aroostook county residents</i>	2008
	<i>World Business Forum, New York City</i>	2007
	<u>Cash Management Seminar for Small Business Owners</u>	2003
	Developed a cash management seminar for area small business persons. The project was facilitated by Northern Maine Development Corporation from a USDA grant. The seminar was delivered in Fort Kent, Houlton, Island Falls, Madawaska, and Presque Isle. A video tape of the seminar and the power point presentation is to be distributed by NADO(National Association of Development Organizations).	
	The Valley View – Effect of Canadian Exchange Rates on Valley Businesses	2003
	<i>Guest commentator on the Valley View television program. Provided analysis of the impact of Canadian exchanges rates on local business and the determinates of exchange rates between the U.S. and Canada.</i>	
	The Valley View – The Economy	2001

<i>Guest commentator on the Valley View television program. I discussed the national economic conditions and its impact on the local economy.</i>	
Plan for Electronic Commerce Major	2001
One of four faculty members responsible for developing a plan for a new major in electronic commerce. The plan was favorably reviewed by faculty from Wharton School of Business and approved by the University of Maine System Trustees.	
Plan for Rural Public Safety Administration Major	2001
Principal author of plan that was submitted for approval to the University of Maine System Trustees. The plan was favorably reviewed by faculty at Grand Canyon University, Arizona and Athens State University, Alabama	
26th Annual Whaling History Symposium – Sharon Massachusetts	2001
Attended conference with specific interest in the economic history of whaling. The purpose was to assist in developing a team taught course on whales. Not offer due to departure of collaborating faculty.	
<i>The Valley View – High Cost of Energy</i>	2000

	<i>Community Forum – Deregulation of Electricity Markets in Northern Maine</i>
	I was moderator and panelist on forum discussing the deregulation of electrical energy markets in Northern Maine and the implications for home and business owners.
	<i>Honors Forum – Corporate Social Responsibility and the Community</i>
	Member of forum panel discussing the responsibility of corporations to communities. The forum was initiated upon the closer of the clothes manufacturing firm, Kent, Inc. in Fort Kent.
	<i>Honors Forum – The Bell Curve and Intelligence</i>
	Member of forum discussing the economic value of intelligence, and its influence on an individual's economic well being and its importance in the economy.
	<i>Chancellor's Conference for Higher Education</i>
	I LEAD A SESSION FOR SYSTEM FACULTY ON THE USE OF INTERNSHIPS IN PROFESSIONAL PROGRAMS IN HIGHER EDUCATION.
	Grants Received
	<i>Libra Grants:</i>
	<ul style="list-style-type: none"> • \$24,780 – Grant funded a one year position for a biologist specializing in the ecology of bogs.
	<ul style="list-style-type: none"> • \$ 3750 – Grant prepared with Professor Wendy Kindred for a lecture series by Professor Bret Wallach on the cultural and political geography of the West Bank in Israel.
	<ul style="list-style-type: none"> • \$2360 – Grant funded lecture series by Wharton Business faculty, Dr. Jerald Lohse, on the importance of Electronic Commerce and its future.
	STRATEGIC PLANNING/SPECIAL INITIATIVES GRANTS
	<ul style="list-style-type: none"> • \$4000 – Grant prepared with Information Technology Dean Sharon Johnson to fund purchase of library acquisitions for the Electronic Commerce and Public Safety Administration programs.
	<ul style="list-style-type: none"> • \$9800 – Grant funded purchase of UV Vis Spectrophotometer for the support of environmental and organic chemistry courses.
	<ul style="list-style-type: none"> • \$16500 – Grant funded the purchase of equipment to support a variety of biology courses. The equipment purchased included microscopes, binoculars, and snow shoes. The purchase also permitted the support of local elementary school which received the Universities retired equipment.
	Unsuccessful grant applications
	<ul style="list-style-type: none"> • Participant in a grant through the Center of Rural Sustainable Development to obtain funding for a tourism e-portal to the St. John Valley and the creation of a certificate program to increase the human capital of local businesspersons involved in eco-tourism.

<ul style="list-style-type: none"> Participant in a NGLC grant seeking funding to use educational technology to improve student learning. 	2010
Grant Support Activities	
<ul style="list-style-type: none"> Provided consultation to the Director of the Center for Rural Sustainable Development on local grain prices during the development of the grant for the biomass plant installed in the sports center. 	

**Mark Mark H.
Rosenbaum**

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 305-666-0505 (office) • 305-666-7000 (fax)
 mhrose8989@bellsouthnet

Approved
8/5/10
Online (e.g. 605 206, 605 374, 605 440)
Information Security

EDUCATION

- 2006-2010 Nova Southeastern University.....Fort Lauderdale, FL
 Ph.D., *ABD- Dissertation in progress*
 Specialization: Computer Ethics, Privacy, Security, Policy
 GPA: 3.80
- 2008-2010 Nova Southeastern University.....Fort Lauderdale, FL
 Graduate Certification in Information Systems Security
 Specialization: Computer Ethics, Privacy, Security, Policy
 GPA: 4.00

1993-1995 The George Washington University.....Washington, D.C.
M.S. in Management in Information Systems
GPA: 3.53

1987-1988 University of South Florida.....Tampa, FL
B.A. Psychology
GPA: 3.72

1981-1987 Miami Dade Community College.....Miami, FL
A.A.

RESEARCH & TEACHING INTERESTS

- Computer ethics, & professional responsibilities
- Security & privacy
- Policies & procedures
- IS/IT social impact, implications, & legal issues
- Networking
- Computer & information systems

HONORS & PROFESSIONAL AFFILIATIONS

- National Honors Society IEEE-Upsilon Pi Epsilon
- Golden Key International Honors Society
- Member of the Institute of Electrical and Electronics Engineers
- Member of the Association of Computing Machinery

CERTIFICATIONS

- Working on CISM & CISSP Credentials & Certifications
- CompTIAA+
- CompTIAN+

PROFESSIONAL CONFERENCES

- 2008 IEEE Symposium on Security & Privacy (Oakland, CA)
- 2008 Symposium On Usable Security and Privacy (Pittsburg, PA)
- 2009-2010 Computer, Freedom & Privacy Conf. (Washington, D.C. & San Jose, CA)

WORK EXPERIENCE

Komputech LLC.

Independent IS/IT Consultant/Contractor

2002 – Present

Miami, FL

Perform and direct multifaceted tasks related to IS/IT environments for businesses with 5-100 employees with budgeting up to \$200k. Professional technology services of strategic management, vendor liaisons, and tactical planning. Define and execute IS/IT strategies using ROI, CBA, TVA, SecSDLC, and other capacity planning tools. Perform technology implementation and training. Recommend best practices procedures.

- Network design, implementation, & performance monitoring
- Baseline, needs analysis, capacity & resource planning
- Mid-size to small-scale consolidation of network resources
- Development SOPs & other issue specific IS/IT documentation
- Network security / Security & privacy policies
- NIST 800 Security Model framework compliance
- Disaster resource planning
- Web filtering & monitoring
- Systems hardware and application training
- SOPs and other IS/IT documentation
- Develop multiple types of survey questionnaires related to products of IT/IS operations and user satisfaction
- SETA- Security Ethics Training and Awareness

- o Provide weekly status reports on all operations issues
- Managed and coordinated all resources to ensure proper staffing during core hours of operations.
- Performed hardware/software installs for system configurations of testing COTS evaluation in Windows and UNIX environments
- Responsible for various project management implementations, as well as ROI, CBA, and TVA assessments
- Conducted test phases of new systems architectures

JLP Networking Company.

Dir. of Network & Project Mgt. Services

1994-1996

Fairfax, VA

Computer Networking Company

Dir. of Network Services-Project Mgt.

1991-1994

Fairfax, VA

Gold Coast Computing

Asst. Tech Mgr.

1989-1991

Tampa, FL

Mega Byte Computer

Consultant

1986-1991

Tampa, FL

The Godfather BBS

Asst. Sys. Admin

Roger A. Roy
Professor
Mathematics & Business
University of Maine at Fort Kent
Fort Kent, ME 04743

287 Lake Shore Drive
Madawaska Lake, ME, 04783
207-834-7564 (office)
207-493-3220 (home)
207-768-1688 (cell phone)

Education:

PhD (Human Resources Management) 2006, University of Maine, Orono, ME
MBA (Management) 1975, Bryant University, Smithfield, RI.
MA (Mathematics) 1969, University of Maine, Orono, ME.
BA (Mathematics) 1967, Providence College, Providence, RI.

I have also been certified as a secondary school teacher in mathematics

I have been licensed as a registered representative for securities, as an associated person for securities, options and futures, and as an agent for life and health insurance and annuities.

As part of my MBA program, I took extra courses in finance; later I earned 12 graduate credits in wealth management.

I earned a PhD in Human Resources Management at the University of Maine; my dissertation titled: An Application of *Landscape Design* to Student Academic Success, is an interdisciplinary study of complexity theories applied to human behavior in organizational settings.

Summary of Experience:

Over fifteen years experience as a labor negotiator.

Over twenty years experience in retail operations and management.

Over ten years in financial services, sales, management and entrepreneurship.

Over twenty years experience teaching in higher education as an adjunct faculty member at the undergraduate and graduate level.

Twenty years experience as a regular faculty member in higher education.

Over twenty five years experience as an entrepreneur, having been involved in creating four new business ventures.

Related Teaching Experience:

From 1978 to 1993, I have taught every lower level undergraduate course (and a majority of the upper level courses as well) listed in the catalog for Business, Economics and Mathematics for Husson University's Continuing Education Division. I have also taught numerous undergraduate business and mathematics courses for Northern Maine Community College, University of Maine at Presque Isle, and Embry Riddle University. I taught graduate courses for Embry Riddle in their MBA program, and I taught graduate courses for University of Southern California in their MS in Systems Management program. All this took place at Loring Air Force Base in Limestone, Maine. The base was closed in 1993.

Since 1993, I have been a regular faculty member at UMFK, and since 2003, I am a tenured Professor of Mathematics and Business. I have taught the entire Mathematics curriculum, and much of the business curriculum. Currently, I teach: Human Resources Management, Negotiations, Employee Benefits & Retirement Programs, Principles of Insurance, Risk Analysis & Planning, and Organizational Behavior.

I am also a union activist, and am currently serving on the Board of Directors of Maine Education Association, while I am a rural economic development activist, serving on the Board of Directors of Leaders Encouraging Aroostook Development (L.E.A.D.) a business group working to develop the northernmost county in Maine.

From 2010 to 2013, I served on the Board of Directors of the International Assembly for Collegiate Business Education (IACBE), and from 2008 to the present, I have served as Secretary/Treasurer for Region #1 (New England) of IACBE.

Professional Academic Output:

“An Application of *Landscape Design* to Student Academic Success,” doctoral thesis at the University of Maine, successfully defended May 2005.

“An Application of Complexity Theory to Student Academic Success,” paper presented at the annual conference of the American Educational Research Association in Montreal, April 2005. The presentation was sponsored by the Special Interest Group: Chaos and Complexity Theories.

“Suggested Uses of *Landscape Design* in K-12 Settings,” paper presented at the 12th International Conference on Teacher Research, at McGill University in Montreal in April 2005.

“An Analysis of the Assimilation of French-Canadian Language and Culture into American Language and Culture: How French-Canadian became Franco-American, and then became Invisible.” A paper published as a serial in the St. John Valley Times, January to April, 2001. This paper was also published on-line in multiple Franco-American websites.

My current professional activity focuses on developing the Business Program at UMFK, and the IACBE is a major factor in that development.

Tanya L. Sleeper, GNP-BC, MSN, MSB

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Aroostook Home Health Services/ Valley Home Health Services
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Assistant Professor
Division of Nursing
University of Maine at Fort Kent
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Fort Kent, ME 04743
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Adjunct Nursing Faculty
Saint Joseph's College of Maine
278 Whites Bridge Road
Standish, ME 04084
tsleeper@sjcme.edu

Home
83 Spruce Ridge Road
Caribou, Maine 04736
(207)496-8201

OBJECTIVE

To provide an exceptional educational experience to students attending the baccalaureate and graduate level education while enhancing quality outcomes. To guide and direct quality home health care services for a primarily geriatric population in rural Maine while improving access while enhancing quality outcomes and quality of life.

Education

- | | | |
|-------------|---|--------------|
| 1994 - 1998 | University of Maine at Fort Kent | Fort Kent, M |
| ▪ | Bachelor of Science in Nursing
<i>cum laude</i> , May 1998 | |
| ▪ | 1998 - 2000 Husson College
Caribou, ME | |
| ▪ | Master of Science in Business | <i>summa</i> |

cum laude, August 2000

- 2001 - 2004 Saint Louis University
St. Louis, MO
- Master of Science in Nursing/ Geriatric Nurse
Practitioner Program
-
- *magna cum laude*, May 2004
- 2009 – present Walden University
- Doctor of Philosophy in Public Policy and
Administration
- Anticipated Graduation Date: December 2013
-
- 2009 -2010 Health Leadership Development Program
-
- 2012 – National Human Genome Research Institute
(NHGRI) Summer Workshop in Genomics Short
Course
-
- 2013 – Quality Matters – Applying the QM Rubric
(APPQMR)
-

professional Experience

- 1/13 – present Cary Medical Center
Caribou, ME
- Geriatric Nurse Practitioner – Memory Clinic
- Serve on a volunteer basis to provide follow-up care
to patients with dementia, AD, and memory
impairment. Follow-up care will include medication
management, caregiver support and coordination of
community resources.
-
- 7/10 – present St. Joseph’s College of Maine
Standish, ME
- Adjunct Faculty – Graduate Nursing Program
- Responsible to deliver online nursing education to
students enrolled in graduate nursing programs.
Utilize Angel software to provide instruction and
interaction with students within the discussion board
forum in the Policy, Politics, and Change and
Advanced Pharmacology Courses. Develop hybrid
Policy, Politics, and Change course for summer
2011/2012 offering.

**9/08 – present
Kent, ME**

Univ. of Maine at Fort

Fort

-
- Assistant Professor of Nursing
- Responsible for the delivery of nursing education to Junior and Senior level students enrolled in the nursing program. Coordinate clinical rotations and serve as the clinical instructor in the long-term care and medical-surgical settings. Work collaboratively with the Division of Nursing Faculty to enhance quality learning outcomes, promote and foster program growth, participate in Division of Nursing Committees, and serve as a student advisor for current and prospective students.

**11/02 – 9/08
Caribou, ME**

Aroostook Home Health Services

- 5/10 - present Valley Home Health Services
- Executive Director
- Responsible for overall management of all aspects relating to the operation of a licensed skilled home health agency and long-term care home health agency. Maintain ongoing compliance with all state and federal regulations, facilitate successful annual licensing audits, and ensure quality, cost-effective care. Facilitate and foster clinical excellence through direct care and professional guidance. Develop and implement educational programs to meet professional and direct care staff needs. Provide oversight of financial activities, prepare annual budget, and facilitate strategic planning for ongoing growth and viability of the organization.

▪ 11/99 – present Aroostook Home Health Services
Caribou, ME

- 6/02 – present Valley Home Health Services
- Director of Nursing Services
- Responsible for the coordination and delivery of long-term care/ acute care home health services to clients living in Aroostook, Washington, and Penobscot Counties. Select, train, and supervise 170 staff members. Direct quality improvement activities, develop and implement policy and procedure, interpret and comply with regulations. Promote and foster collaborative relationships with community resources, attend and participate in professional and community activities. Prepare for annual audits and ensure quality of care.

1/1999 – 5/2000 Northern Maine Medical Center
Fort Kent, ME

Intensive Care Unit RN – Peir diem

- Provide nursing services and treatment to critical care patients in the Intensive Care Unit.

12/1998 - 11/1999 Northern Maine General Hospital
Eagle Lake, ME

Resident Care Director/ Director of Nursing

- Responsible for the coordination and delivery of nursing services to residents residing in a 40 bed long-term care facility. Hire, train, and supervise 40 nursing staff. Develop and implement policy and procedure, interpret and comply with regulations and standards, and direct quality improvement, safety and infection control activities. Complete MDS assessments, develop care plans, facilitate Multi-disciplinary Team Meetings, and work collaboratively with health care providers for effective health care delivery.
- 5/1998 - 12/1998 Cary Medical Center
Caribou, ME
- Staff Nurse
- Provide nursing care to patients on the Cardiopulmonary Unit. Conduct nursing assessments, telemetry and cardiac monitoring. Deliver nursing treatments and interventions as ordered. Completed a 6 week preceptorship in the Post-Anesthesia Care Unit. Float to Special Care Unit and Medical Surgical Unit as needed

Professional activities

- UMFK Nursing Honor Society (1997- present)
- **Aroostook Home Health Services QI/Safety Committee - Chair (1999 to present)**
- **Sigma Beta Delta Business Honor Society (2000 – present)**
- **Valley Home Health Services QI/Safety Committee (2002 to present)**
- **Valley Home Health Services Professional Advisory Committee –Chair (2002 to present)**
- **NMMC Diabetes Advisory Board Committee (2004 –**

present)

- **Joint Advisory Committee Member LD545 Resolve: To Improve Procedures for Assessing the Mental Health Services Needs of Older Individuals (2005/2006)**
- **UMFK Division of Nursing Admission, Advisement, and Advancement Committee (2008 to 2011) Chair 2011 to present**
- **UMFK Peer Review Committee - Alternate (2011 to present)**
- **UMFK Division of Nursing Business Committee (2008 to present)**
- **UMFK Division of Nursing Curriculum Committee (2008 to present)**
- **UMFK Division of Nursing Evaluation Committee (2008 to present)**
- **UMFK Continuing Education Committee - Chair (2008 to 2011), Member 2011 to present**
- **Pines Health Services Board of Directors (2009 to present)**
- **Pines Health Services Quality Improvement Committee (2009 to present)**
- **Pines Health Services Finance Committee – Chair (2011 to present)**
- **UMFK General Education Outcomes Committee (2011)**
- **Undergraduate Health Leadership Initiative (2011 to present)**
- **Maine Gerontological Society (MGS) Member (2010 to present)**
- **MGS Standing Finance Committee (2010 to 2011)**
- **UMFK EMPAC Committee Member (2012 to present)**

- **UMFK Strategic Planning Steering Committee – Co-Chair (2013 to present)**
- **Aroostook District Coordinating Council for Public Health – Committee Member (2013 to present)**

Licensure and certifications

- **Maine RN License R042313 Expires: 04/09/2014**
- **Maine APRN License – Geriatric Nurse Practitioner Speciality CNP101075 Expires: 04/09/2014**
- **ANCC Certification – Geriatric Nurse Practitioner Certification Number: 2009009089 Expires: 11/10/2014**

Publications

- Witt, D. E., Choudhury, R., Cusack, G., Greene, N. Lange-Otsuka, P., Minchew, L., Pusztai, J., Salgado, M., Selig, C., Sleeper, T., & Vargo, D. (2012). Application of a Family Pedigree for Nursing Practice: Lesson Plan and Grading Rubric. Available at Genome.gov website <http://www.genome.gov/17517037#al-2> and National Human Genome Research Institute Summer workshop in Genomics short course website <http://www.genome.gov/10000217>
- Book Review – Davis Pharmacology Success (end ed.) – Spring 2013 – Chapter 4:
- Chapter Revision – Kelly/ Nursing Leadership and Management (3rd ed.) – Spring 2012 :Chapter 2: The Health Care Environment
- ANA Maine Journal – Fall 2009 :Book Review – Confident Voices, Beth Boyton
- ANA Maine Journal – Winter 2009: Leadership Program Gives Nurses Critical Tools

professional References

Available upon Request

Erin C. Soucy, PhD, RN
Director, Division of Nursing and Allied Health
Assistant Professor of Nursing
Curriculum Vitae

DEMOGRAPHIC DATA

Address	P. O. Box 42 Fort Kent Mills, ME 04744
Telephone Number	(207) 834-7830 (W) (207) 834-2280 (H) (207) 316-9389 (C)
Facsimile Number	(207) 834-7577
Email Address	esoucy@maine.edu

SUMMARY OF QUALIFICATIONS

- Outstanding record of service in teaching, scholarship, public and campus service, and practice
- Demonstrated expertise in multiple clinical focus areas
- Ability to maintain positive relationships with internal and external constituents
- Demonstrated capable leadership on campus and in community
- Knowledge and experience in competency-based curriculum development and implementation, assessment, program review, strategic planning, budgeting, and faculty/staff recruitment
- Demonstrated ability to provide effective leadership and consensus building among faculty in an environment of shared governance and collective bargaining
- Expertise in current accreditation standards
- Support new faculty through mentorship
- Excellent communication and organizational skills
- Committed to student success and supporting an environment conducive to learning
- Demonstrated ability to assess student learning needs and achieve effective student learning through the use of a variety of teaching methods
- Dedicated to high quality nursing education based on a liberal arts foundation

- Committed to maintaining an environment of equity and diversity within a rural campus
- Exemplary record of collaborating with area health care agencies and academic institutions
- Mastery of distance education techniques to facilitate student accomplishments
- Exceptional record of student advising and career counseling

PROFESSIONAL LICENSURE

- Registered Professional Nurse, State of Maine

EDUCATION

<u>INSTITUTION</u> <u>DATE</u>	<u>DEGREE</u>	<u>MAJOR</u>	<u>GRADUATION</u>
Northcentral University 505 W. Whipple St. Prescott, AZ	PhD.	Education	November 2011
Saint Joseph's College of Maine Whites Bridge Road Standish, ME	MSN	Nursing Education	December 2004
University of Maine at Fort Kent 23 University Drive Fort Kent, ME	BSN	Nursing	May 1995

TEACHING EXPERIENCE AND EMPLOYMENT

<u>ORGANIZATION</u>	<u>POSITION/RANK</u>	<u>DATE</u>
University of Maine at Fort Kent Division of Nursing Fort Kent, ME	Director of Nursing and Allied Health	09/12-present
University of Maine at Fort Kent Division of Nursing Fort Kent, ME	Director Division of Nursing	09/07-09/12
University of Maine at Fort Kent	Acting Director	05/06-08/07

Division of Nursing Fort Kent, ME	Division of Nursing	
University of Maine at Fort Kent	Instructor of Nursing	1/05-present
Division of Nursing Fort Kent, ME	Lecturer of Nursing	9/04-12/04
University of Maine at Fort Kent Division of Nursing Fort Kent, ME	Nursing Resource Center Manager with Clinical and Laboratory Instruction	9/00-9/04
University of Maine at Fort Kent Division of Nursing Fort Kent, ME	Adjunct Clinical and Laboratory Instructor	9/99-5/00
Northern Maine Medical Center East Main Street Fort Kent, ME 05/05	Registered Nurse Medical-Surgical Unit Endoscopy Clinic (staff nurse and charge nurse) Urology Clinic Obstetrical Unit (staff nurse and charge nurse)	7/95- 05/05 7/95- 10/97-9/00

UNIVERSITY GOVERNANCE AND SERVICE
--

CAMPUS/SYSTEM:

09/13-05/14	Foundations of Excellence, Sub-committee chair, Philosophy and Learning Dimension
09/13-05/14 sections	NEASC, Self-study Sub-committee, chair, Standard 4
09/11-03/12 Dimension	Foundations of Excellence, chair Quality Improvement
02/11-04/11	Nursing Search Committee, chair
09/11-present	Council on Institutional Effectiveness and Assessment, member
02/07-04-07	Nursing Search Committee, chair

09/07-present	President's Cabinet, member
09/06-present	Quality Undergraduate Education, member
09/06-present	Academic Leadership Council, member
09/06-present	Academic Council, member
05/06-08/11	Campus Student Advising Committee, member
05/06-07/06	Nursing Search Committee, member
03/06-01/12	Distance Education Committee, member
01/06-02/06	Nursing Search Committee, Chair
9/05-present	Libra Professorship Committee, member
1/05-05/06	Peer Review Committee, alternate
9/04-05/06	Academic Development Committee, secretary
5/01-09/06	Diversity Committee, member
9/01-09/06	Campus Health Improvement Committee (campus-wide), member
9/00-09/05	Library Committee, member
9/00- 09/05	Health Improvement Committee (system-wide), member

DIVISION OF NURSING:

01/12-11/12	Accreditation Activities and Self-Study
05/06-present	Business Committee, Chair <ul style="list-style-type: none"> • Manage nursing program budget • Oversee Student Nurses' Organization, Nursing Honor Society, Nurse Pinning Ceremony • Organize all accreditation activities • Developed a Strategic Plan for Division of Nursing • Manage Nursing Student Handbook • Develop and work with faculty to create Faculty Workload • Manage course enrollments
9/05-09/09	Curriculum Committee, Chair <ul style="list-style-type: none"> ▪ Development of a handbook for Adjunct Clinical and Preceptor Instructors-- Fall 2005 ▪ E-portfolio development-- Fall 2005 and ongoing ▪ Development of a Student Nurse Externship Program- Fall 2005/Spring 2006 ▪ Examining and revising the BSN-basic, accelerated, and RN to BSN curricular plan-- ongoing
1/03-9/05	Student Nurses Organization, Faculty Advisor <ul style="list-style-type: none"> • For the Health of It! Walkathon/Fundraiser 03/03 • American Red Cross Blood Drive, Coordinator 4/04 & 4/05
9/00-present	Continuing Education Committee, member <ul style="list-style-type: none"> • Skill Workshop for Office Nurses and Medical Assistants, 10/06

9/00-9/05	Continuing Education Committee, Chair <ul style="list-style-type: none"> • Domestic Violence Awareness Workshop, offered annually • Emergency Nurses Triage Toolbelt, 09/00 geared toward practicing nurses • HESI Test Writing Workshop, 03/02 for faculty development • National Multiple Sclerosis Society, 05/02 to educate community members • Pediatric Nursing Care Workshop, 3/04 for UMFK's junior and senior nursing students • UMFK Campus Health Fair, 6/04 for high school students interested in nursing as a profession • Nursing Discovery Camp 6/04
9/00-present member	Admissions, Advising, and Advancement Committee,
9/00-present	Evaluation Committee, member <ul style="list-style-type: none"> • Gap Analysis • Gap Analysis Response Plan • NCLEX Response Plan
9/00-present	Nursing Advisory Council, member
9/00-present	Nursing Honor Society, member
1/00-present	Nursing Pinning Ceremony, Coordinator/Faculty Advisor

COMMUNITY:

09/12-present	Northern Maine Medical Center, Physician Recruitment Committee
09/10-present	Eastern Maine Community College, Advisory Board, member
1/08-present	Northern Maine Medical Center Diabetes Advisory Board, member
09/07-present	Northern Maine Community College, Advisory Board, member
9/07-09/10	Maine Nursing Consortium Committee, member
10/05-05/09	Northern Maine Medical Center Recruitment and Retention Committee, Faculty Representative for UMFK
9/03-9/09	Nursing Summit Planning Committee, member
4/03-05/07	Community Health Education Resources, secretary
2003, 2004	Survivor Camp for Health Occupations Planning Committee
9/02-05/08	Legislative Buddy Program, member
9/02-05/07	American Nurses Association, ME Continuing Education Committee, Application Reviewer

9/01-05/07 Community Health Education Resources, member

PROFESSIONAL MEMBERSHIPS AND INVOLVEMENTS

<u>DATE</u>	<u>ORGANIZATION</u>
2004-2006	Nursing Spectrum- Ambassador Program
2004-2006	Sigma Theta Tau International Nursing Honor Society
2003-2005	Nursing Educators' Listserv
2003-2005	International Nursing Association for Clinical Nursing Simulation and Learning
2002-2005	American Nurses Association- Maine Chapter, member
2000-2001	Maine State Nurses Association, member

HONORS AND AWARDS

<u>DATE</u>	<u>AWARD</u>
04/12	Outstanding Faculty Research Award
05/09	Kappa Delta Pi Honor Society
05/09	10 Year Service Award, University of Maine at Fort Kent
09/07	University of Maine at Fort Kent Outstanding Young Alumna
06/06	Who's Who of American Women
01/06	Who's Who Among America's Teachers
04/05	Who's Who Among America's Teachers
04/04	Sigma Theta Tau Honor Society of Nursing
03/02	Who's Who Among America's Teachers

04/99

UMFK Honor Society of Nursing

CERTIFICATIONS

<u>DATE</u>	<u>CERTIFICATION</u>
2003-2007	Cardiopulmonary Resuscitation Instructor
1997-2001	Trauma Nursing Core Course Provider
1998-2002	Advanced Cardiac Life Support Provider
1994-2007	Cardiopulmonary Resuscitation Provider

ACADEMIC TEACHING RESPONSIBILITIES

<u>COURSE #</u>	<u>COURSE TITLE</u>
NUR 300C	Nursing the Well Client Clinical
NUR 302L	Pharmacology Laboratory
NUR 305L	Maternal/Pediatric Nursing Laboratory
NUR 309L	Total Health Assessment Laboratory
NUR 330C	Adult Health I Clinical
NUR 330L	Adult Health I Laboratory
NUR 335	Maternal Health Nursing Didactic
NUR 335L	Maternal Health Nursing Laboratory
NUR 360C	Adult Health II Clinical
NUR 360L	Adult Health II Laboratory
NUR 365	Pediatric Health Nursing
NUR 386	Healthcare Policy
NUR 397	Summer Nurse Externship Program
NUR 400C	Nursing the Adult Clinical
NUR 400L	Nursing the Adult Laboratory
NUR 405L	National Council Licensure Examination (NCLEX) Success Laboratory
NUR 413	Nursing Ethics and the Law (on-line)

NUR 425C	Adult Health III Clinical
NUR 425L	Adult Health III Laboratory
NUR 425	Adult Health III Didactic
NUR 456	Community Health Applications (on-line)
NUR 497	Senior Capstone
NUR 497C	Senior Preceptorship

CONTINUING EDUCATION

<u>DATE</u>	<u>ACTIVITY</u>
2012	Maine State Board of Nursing, <i>Board Meeting with Schools of Nursing</i> , 07/12 University of Maine, <i>Nursing Faculty Summit</i> , 06/12 Presidential Lecture Series, Dr. Braestrup, <i>Here if You Need Me</i> , University of Maine at Fort Kent, 03/12
2011	Commission on Collegiate Nursing Education, <i>CCNE Workshop on Writing Self-Study Documents</i> , 10/11 University of Maine at Fort Kent, Dr. Gaberson, <i>Testing and Evaluation in Nursing</i> , 09/11 Faculty Development Day, Dr. Sugarman, <i>Experiential Learning</i> , 01/11 and 05/11
2010	Maine Hospice Council, <i>Veterans' End of Life Care</i> , Augusta, ME, 11/10 University of Maine, <i>Nursing Faculty Summit</i> , 05/10 Presidential Lecture Series, Peter Behrens, <i>Law of Dreams</i> , University of Maine at Fort Kent, 03/10 Campus Development Day, Dr. Gardiner, <i>Foundations of Excellence</i> , 01/10 and 10/10
2009	Organization of Maine Nurse Executives, Annual Meeting, Rockland, ME, 08-09

Organization of Maine Nurse Executives, *Maine Partners in Nursing Education and Practice*, Farmington, ME, 06/09

Faculty Development Day, *Academic Turnaround*, Dr. MacTaggart, University of Maine at Fort Kent, 05/09

Eastern Maine Community College, Bangor, ME, *Transformation of Leaders at the Point of Care*, 04-09

2008

AACN-Fall Meeting, *Building Nursing Faculty for the Future: Creating the Environment*, Washington, D.C., 10/08

AACN-Annual Spring Meeting, *Nursing Higher Education: External Impact- Policy, Politics, and the Community*, Washington, D.C., 04/08

Organization of Maine Nurse Executives, Annual Meeting, Freeport, ME, 04/08

Campus Development Day, *Classroom Management*, University of Maine at Fort Kent

Eastern Maine Community College, Bangor, ME, *Renewing the Spirit of Nursing*, 04/08

2007

Dartmouth-Hitchcock Medical Center & Saint Anselm College- *15th Annual Conference for Nurse Educators*, New Castle, N.H., 05/07

AACN- Annual Spring Meeting, *Responding to Challenges and Opportunities in Nursing Higher Education*, Washington, D. C., 03/07

2006

ANA-Maine: *Building Nurse Leaders for Complex Environments*, Diana Crowell, PhD, RN, CNAA, BC, Ramada Inn, Lewiston, ME 10/20

Creating Healthy Work Environments: Foundations for Excellence, Kathleen McCauley PhD, RN, BC, FAAN, FAHA and Melissa Fitzpatrick RN, MSN, FAAN, Maine Medical Center, Portland, ME 06/06

Neonatal Care Update, Dr. Shirley Wood, Professor of

Maternal Child Health, Indiana State University, Libra
Professor, University of Maine at Fort Kent

Neonatal Narcotic Abstinence Syndrome, Susan F. Cullen,
RN, MSN, Clinical Nurse Educator, NICU, Eastern Maine
Community College, Sigma Theta Tau Scholarly Event,
Bangor, ME 02/09

2005

Alternative and Complimentary Therapies Conference,
Katherine Musgrave, Keynote Speaker, Northern Maine
Community College, Presque Isle, ME 04/05

Faculty Development Day on Assessment: *Mapping Our
Way to Success*, Dr. Marge Heggae, University of Maine at
Fort Kent (UMFK), 9/05

Northern Maine Medical Center (NMMC) *Skills and
Competencies Fair*, Fort Kent, ME 09/05

Intravenous Pump Training, NMMC, Fort Kent, ME 09/05

Computerized Documentation Training, NMMC, Fort Kent,
ME 09/05

Medication Administration with Omnicell Training, NMMC,
Fort Kent, ME 09/05

Delegation and Team Communication, Ruth Hansten,
Augusta, ME 10/05

2004

Grant Writer Workshop, Mindy Collier, UMFK, 03/04

Grant Writing Workshop, University of Maine at Presque
Isle, sponsored by Maine Health Access Foundation, 04/04

ANA-ME Continuing Education Committee Workshop,
Bangor, ME, 10/04

Northern Maine Medical Center Annual Employee
Mandatory Workshop, attended annually

2003

Contest for Communities Recognition Banquet, State
House, Augusta, ME hosted by Maine Governor's Council

on Physical Fitness, Sports, Health, & Wellness, 03/03

Cover the Uninsured Week, "Come to Campus Week", week of March 10, 2003, UMFK

Student Nurses Association of Maine Annual Meeting, Eastern Maine Community College, Bangor, ME 04/03

Northern Maine Medical Center Annual Employee Mandatory Workshop, attended annually

2002

"Newtrition" or the New Year, Connie McClellan RDT, UMFK 01/02

Respiratory Crisis: Pathophysiology and Management, Barbara Clark Mims, MS, RN, Presque Isle, ME 02/02

Test-Writing, Dr. Susan Morrison, UMFK 03/02

HIV/AIDS Training Day, Community Health Education Resources, UMFK, 04/02

Diabetes Health Fair, Patricia Fernald, RN, UMFK 04/02

Macular Degeneration, Dr. Lilas, UMFK, 04/02

Multiple Sclerosis Workshop, National Multiple Sclerosis Society, UMFK, 05/02

Northern Maine Medical Center Annual Employee

Mandatory Workshop, attended annually

2001

Applying Theory and Research to Practice, Dr. Jacqueline Fawcett, UMFK, 05/01

Occupational Safety and Health Administration, Cathy Turbyne, UMFK, 09/01

Johnson & Johnson Wound Care Workshop, UMFK, 10/01

Mindful Stress Reduction, Jackie Ritz, MSW, UMFK, 10/01

Nurses Summit, Russell Coile, Augusta, ME, 12/ 01

Depression and the Holidays, Rejeanne Martin, BSN, RNC, UMFK, 12/01

Northern Maine Medical Center Annual Employee Mandatory Workshop, attended annually

2000

Emergency Nurses Triage Toolbelt, Shelley Cohen, UMFK, 04/00

Maine State Nurses Association, annual meeting, Houlton, ME 10/00

Northern Maine Medical Center Annual Employee Mandatory Workshop, attended annually

SCHOLARLY PRESENTATIONS. PUBLICATIONS. and ACTIVITIES
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<u>DATE</u>	<u>FUNCTION</u>
07/12	Television, WAGM, “ <i>International Students Study in the Country</i> ”
11/10	Television, WAGM, “ <i>Nursing Community in the Lodge</i> ”
08/09	Chapter revision in Leadership and Management text, Kelly, P. <i>Transitioning to Nursing Practice: Your First Job</i>
01/09	Chapter Review in a Nursing Ethics textbook for F. A. Davis publishing company
12/08	Television, WAGM “Awarding of Davis Education Foundation grant <i>Enhancing Maternal and Neonatal Care Nursing Education</i> ”
10/08	Television, WAGM, “UMFK’s <i>NCLEX-RN Pass Rate</i> ”
10/08	Maine Development Foundation: Leadership Maine, “ <i>School of Nursing Update</i> ”
11/06	Television, WAGM, Valley’s View, “ <i>Nursing Shortage</i> ,

Program Success”

- 10/06 Television, WAGM, “*NCLEX-RN 100% Pass Rate*”
- 08/06 New Student Orientation, “*Introduction to Professional Nursing at UMFK*”
- 07/06 New Student Orientation, “*Introduction to Professional Nursing at UMFK*”
- 06/06 New Student Orientation, “*Introduction to Professional Nursing at UMFK*”
- 11/05 Webelos Boy Scout Troop, “*First Aid Fundamentals*”
- 11/05 Open House, “*Your Future is Our Focus*”
- 08/05 Northern Maine Medical Center Staff Meeting, “*Role of the clinical instructor and nursing students*”
- 08/05 University of Maine at Fort Kent, “*American Heart Association: Airway management, breathing and circulatory support*”
- 04/05 Newspaper, St. John Valley Times, “*UMFK student nurses plan blood drive*”
- 04/04 Newspaper, St. John Valley Times, “*UMFK nursing division to host, “Spring Into Health” health fair April 20*”
- 04/04 Newspaper, St. John Valley Times, “*UMFK and NMMC make plans to host summer nursing discovery camp*”
- 04/04 Newspaper, St. John Valley Times, “*UMFK student nurses plan blood drive*”
- 07/04 University of Maine at Fort Kent, Promotional Video, participant
- 08/03 University of Maine at Fort Kent, “*American Heart Association: Airway management, breathing and Circulatory support*”

05/02	Northern Maine Medical Center, <i>“Growth and development considerations across the lifespan”</i>
02/01	NUR 407 Nursing Leadership and Management, <i>“Managed care in the United States”</i>
11/01	Rotary Club, <i>“Nursing shortage facts”</i>
10/00	Television, WAGM, Valley’s View, <i>“Nursing shortage, recruitment efforts”</i>
05/00	Northern Maine Medical Center, <i>“Growth and development considerations across the lifespan”</i>
10/96	Northern Maine Medical Center, <i>“American Lung Association: Smoking cessation”</i>

GRANTS/FUNDING

<u>DATE</u>	<u>PROPOSAL</u>
09/10-05/10	Developed Strategic Investment Fund Request with Deans and Directors in UMaine’s nursing programs: <i>Supporting Maine’s Nursing Programs: A Collaborative</i> . Received Robert Wood Johnson Foundation, developed with Partners in Education and Practice group: <i>Nursing Graduate Competencies</i>
09/09	Federal Earmark Funding Request <ul style="list-style-type: none"> • <i>Building the Capacity of a Maine Rural Nursing Education Program to Provide Quality Health Care to Veterans</i> (\$708,018.00)
10/07	UMFK Strategic Initiative Fund (\$2791.00) <ul style="list-style-type: none"> ▪ Division of Nursing 25th Anniversary Activities UMFK Strategic Initiative Fund (\$2,500.00) <ul style="list-style-type: none"> ▪ Nursing Discovery Camp
11/07	Academic Computing Fund (\$2,600.00) <ul style="list-style-type: none"> ▪ Mosby’s Nursing Skills Series (network version)
09/05	Academic Computing Fund (\$1,000) <ul style="list-style-type: none"> • MEDS Publishing Software (on-line testing software)
05/04	UMFK Strategic Initiatives Fund (\$1,800)

- 05/03
 - Nursing Discovery Camp
 Professional Staff Development Fund Application (\$730)
- 05/02
 - Nursing Informatics Course
 Professional Staff Development Fund Application (\$1,100)
 - Development and Planning in Nursing Education Course
- 03/02
 - RN NCLEX Success Software (testing software)
 UMFK Strategic Planning Special Initiatives Fund (\$1,081)
- 09/01
 - RN Essentials (testing software)
 Academic Computing Fund (\$2,000)
- 07/01
 - Intravenous Pump
 Solicited Donation (\$2,000)
- 04/01
 - Wellness Activities
 University of Maine System Health Improvement Committee (\$5,000)

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dawnsusee@gmail.com

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Fort Kent, ME 04743

Dawn Susee

Objective

To obtain a position teaching in higher education

Education

Doctor of Philosophy in Education – E-Learning and Teaching Online

2007-present Northcentral University Prescott Valley, AZ

- ABD, Expected Date of Graduation: December, 2013
- Completed courses include: Philosophy of Education, Applied Statistics, Principles and Practices of E-Learning, Instructional Design and Engaging E-Learning Activities, E-Learning Instructional Strategies, The Online Learner, Ethical and Legal Issues in an Online Course, Online Learning Communities in an Online Course, Educational Research Strategies, Research Topic, Problem, Purpose, and Questions, Research Design, Quantitative Research

Bachelor of Science - Computer Applications

2010 University of Maine at Fort Kent Fort Kent, ME

- Graduation Date: December 2010

Master of Arts in Education – Curriculum and Instruction

2005 – 2006 University of Phoenix Phoenix, AZ

- Graduation Date: May 2006

Certified in Computer Technology Education K-12

1997 - 2001 Thomas College Waterville, ME

Bachelor of Science in Elementary Education

1989 - 1994 U of Maine at Presque Isle Presque Isle, ME

- Graduation Date: May 1994
- Concentration: Mathematics

Professional Experience

Adjunct Faculty

2009 – Present University of Phoenix Online Phoenix, AZ

- Graduate Education classes: Instructional Design, Curriculum and Instruction

Adjunct Faculty - Lecturer III

2007 - Present University of Maine at Fort Kent Fort Kent, ME

- Undergraduate Education classes: Computers in the Classroom (online and traditional), Education of Exceptional Children, Instructional Design, Math and Special Education (online)
- Undergraduate Computer Classes: Internet and Web Page Design, Introduction to Information Technology, Macromedia Flash Development (online and traditional), Computer Programming – C++, Computer Programming – Advanced C++, Introduction to Computer Programming, Databases, Internet/Intranet Programming, Desktop Publishing (online)

Adjunct Faculty - Lecturer II

2002 - 2006 University of Maine at Fort Kent Fort Kent, ME

- Computers in the Classroom (online and traditional), Introduction to Information Technology, Spreadsheets, Desktop Publishing

Special Education Teacher

2002 - 2005 Dr. Levesque Elementary School Frenchville, ME

- Grades Kindergarten through 6th grade

Educational Technician

2001 - 2002 Dr. Levesque Elementary School Frenchville, ME

- Worked with students in the Special Education program (grades 1 - 6)

Student Teacher Supervisor

2001 University of Maine at Fort Kent Fort Kent, ME

- Observed and evaluated student teachers
- Facilitated communication between the mentor teacher, student teacher and Director of Student Teaching

Instructor of Computer Science

1998 - 2001 University of Maine at Fort Kent Fort Kent, ME

- Developed and taught courses related to Computer Applications and Internet related technologies
- Advised students concerning career choices and selection of classes
- Participated in the development of the Bachelor of Science in Electronic Commerce degree program

Co-Owner

1996 - 2006 St. John Valley Communications Fort Kent, ME

- Supervised employees
- Evaluated software and hardware
- Established and maintained web sites
- Designed and implemented local area networks
- Consulted and developed database management systems for Maine Acadian Heritage Council and SAD #27

Adjunct Faculty - Lecturer I

1995 - 1998 University of Maine at Fort Kent Fort Kent, ME

- Developed and taught courses in Internet Fundamentals and HTML

Educational Technician III

1995 - 1996 Fort Kent Community High School Fort Kent, ME

- Assisted in the teaching of computer applications and business courses
- Monitored and coordinated the volunteer program for the computer and writing labs
- Worked in the library as an assistant

Instructor - Project Explore

1991 - 1993 U of Maine at Presque Isle Presque Isle, ME

- Taught one week Television Broadcasting course for 7th -9th grades (Summer of 1991 - 1993)
- Taught Computer Graphic Art course for 2nd - 4thgrades (Summer of 1993)

Master Control Operator

1989 - 1994 U of Maine at Presque Isle Presque Isle, ME

- Coordinated the production of classes for the ITV system
- Trained faculty and work-study students in the use of ITV equipment
- Supervised ITV work-study students

Curriculum Vitae

Leo L. Trudel Ph.D. (ABD)
Professor of Business and Finance
University of Maine at Fort Kent
23 University Drive
Fort Kent, Maine 04743
(207) 834-7657
leo.trudel@maine.edu

Professional Profile

- **Accomplished career demonstrating consistent success as a university business professor, entrepreneur, economic development specialist and trader in the private and public sectors.**
- **Seasoned in building international and domestic multi-cultural businesses from the ground up through proven competencies in strategic planning, venture financing and management in both service and product development industries.**
- **Extensive background in proprietary trading of equities, options and currencies to manage risk and take advantage of speculative opportunities.**
- **Effective communicator with excellent planning, organizational and negotiation strengths as well as the ability to lead, reach consensus, establish goals and attain results.**

Education

Academic Degrees:

Doctor of Philosophy ABD <i>University</i>	<i>Business Administration</i>	<i>Present North Central</i>
MBA Finance <i>University</i>	<i>Financial Management</i>	<i>2009 North Central</i>
MBA Management	<i>Management</i>	<i>1995 Plymouth State University</i>
Business Ed. Cert	<i>Business Certification</i>	<i>1993 Johnson State University</i>
Bachelor of Arts	<i>Psychology/Education</i>	<i>1983 Franklin Pierce College</i>

Professional Licenses:

Series 55	<i>FINRA Equity Trader, Limited Representative</i>
Series 56	<i>FINRA Proprietary Trader</i>
Series 66	<i>FINRA Registered Investment Advisor/Combined Uniformed State Law</i>
Series 7	<i>FINRA General Securities Registered Representative</i>
Series 56	<i>FINRA Proprietary Trader</i>
State of Maine	<i>Maine Life and Health Insurance License</i>

Professional and Academic Experience

- 2005-Present** Assistant Professor and Coordinator of the Business Administration and Accounting Degree Program, University of Maine at Fort Kent
Responsible for teaching a variety of courses related to the Business Management and Accounting degree programs, including: Strategic Planning, Corporate Finance I and II, Investment Management, Technical Analysis, Marketing Research, Managerial Accounting, Accounting I & II, Intermediate Accounting I & II, Business Ethics, Global Marketing, Small Business Management, Micro-Economics, Macro-Economics, Operations and Production Management, Principles of Business, Investment Licensing, Salesmanship, E-commerce, and Innovation Engineering. Other responsibilities include developing and managing the accounting program, establishing internships for senior business majors, developing courses and curriculum, advising students, participating in division affairs and engaging in university service and scholarship. Currently working on promoting recruiting initiatives in the United Kingdom, Spain, France and Belgium.
- 2010-Present** Executive Director of Safe Alternatives, Frenchville, Maine
Chief Officer and founder of the first medical marijuana dispensary located on the east coast. Responsible for the start-up and strategic planning process of this non-profit, including: writing and filing license, permits and lease agreements, developing financing, overseeing hiring and marketing, and being the face of the organization. Developed the Board of Directors, operations manual, insurance contracts and security system and acted as a liaison to local, state and federal officials.
- 2009 – Present** Adjunct Professor, Husson Graduate School of Business, Bangor, Maine
Responsible for teaching two graduate level courses: International Business and Market Research for a master’s degree program in business.
- 2007-2008** Co-Owner of Silver Sands International, Montego Bay, Jamaica
Served as an international consultant in the United States and Jamaica teaching trading techniques and risk management at various schools and with various trading clients. Other duties included: market making, developing business strategies for Silver Sands Capital Management and providing sales presentations and customer service to high-end net worth clients. Developed and implemented educational seminars for existing and prospective brokerage clients teaching trading strategies. Facilitated and executed complex orders with accuracy and resolved various issues as they arose.
- 2003 – 2005** Adjunct Professor, University of Maine at Fort Kent

Responsible for teaching courses in a bachelor's degree program in Business Management.

- 2001-2005** Director of Economic Development, Fort Kent, Maine
Responsible for initiating, formulating, designing, coordinating, marketing, implementing and monitoring various development projects. Acquired and managed grants, analyzed and identified opportunities for additional growth, developed and actively implemented economic development strategy and served as advisor to public officials, staff, business groups, property owners and developers.
- 1999-Present** Owner of Northern Management and Consulting, Fort Kent, Maine
Responsible for consulting with equity, options and currency brokerage firms, business brokers and small to medium businesses in both product and service industries on strategic management, and market making, trading and advising in equities, options and currencies for risk management and speculation. Also serve as a financial holding firm for real estate and personal property with various lease contracts in place with both, public and private entities. Business associations with Northern Management and Consulting span the United States and the globe.
- 2000-2001** Director, St. Francis Development Corporation, St. Francis, Maine
Oversaw a public agency that developed and managed affordable housing and provided rental assistance throughout the community. Responsible for advising the Board of Directors, developed and managed budgets based on federal housing guideline, oversaw staffing of various facilities and sought out granting opportunities to enhance the community.
- 1998 – 1999** Adjunct Professor, Vermont Technical College, Randolph, Vermont
Responsible for teaching courses in associate and bachelor degree programs in Business Management.
- 1998 – 1999** Chief of Civil Rights, Vermont Agency of Transportation
Maintained several Federal regulatory programs with receipts exceeding \$20M. Developed and maintained a small business development program to increase multi-cultural business diversity. Responsibilities included budgeting, grant writing and administration, market research, marketing the State of Vermont, business education and training, public relations, community planning, conducting performance and financial audits, feasibility studies, policy and budget analysis, forecasting, targeting contract opportunities, acquiring bonding and insurance, marketing development, developing financial strategies, implementing fiscal management controls,

designing cost analysis, and aiding in the development of strategic management plans. Acted as a direct liaison with federal, state, local, and private agencies to implement various programs for public and private concerns.

- 1997 – 1998** Adjunct Professor, Johnson State College, Johnson, Vermont
Responsible for teaching courses in a bachelor degree program in Business Management.
- 1992 – 1998** Economic Development Program Manager, Vermont Agency of Transportation, Montpelier, Vermont
Oversaw a multi-cultural FHWA business development program to access federal contracts for minority and women business owners. This included all aspects of business development and the oversight of three business consultants. In addition, served as a voting member of the National Association of State Highway and Transportation Officials Sub-Committee assigned to design, develop, and implement a \$22M software component for the Federal Highway Administration computerized Construction Management System. Developed and designed several database processing and tracking systems, including a spreadsheet and control management system to monitor and analyze operations while maintaining fiscal responsibility.
- 1991-1992** Marketing Manager, Creative Apparel, Barre, Vermont
Responsible for projected sales of over \$3M based upon historical and market data research, increased efficiency of sales force via development of a new training program, identified areas of customer satisfaction and motivation for repeat business and successfully initiated changes to improve marketing program accordingly, established and maintained a cooperative working relationship with radio and print media, delivered numerous presentations and workshops for various products and services, developed and presented at various marketing trade shows, designed print media, brochures, announcements and promotional proposals for various activities., aided in coordinating and implementing a tag-line marketing campaign, made cold calls and maintained customer relationships by identifying technical and administrative problems, analyzing needs and developing solutions. Responsible for increase in revenues of \$10M dollars over a three year period through various marketing initiatives.
- 1986-1991** Owner/Manager, Sugar Forest Farm, Cabot, Vermont
Responsible for all management decisions, from planning through day-to-day operations, including contract negotiations, costing, pricing, sales, market planning & development, employee payrolls, staffing, scheduling, budgeting,

workmen compensation, budget analysis, insurance, bonding, purchasing, and land use and facilities management.

1982-1986 Cost/Management Accountant, Derektor Shipyard, Newport, Rhode Island
Responsible for all independent job-shops which directly related to a \$350M U.S. Coast Guard contract. This included working directly with supervisors from the following divisions: inside machinists, outside machinists, electricians, sheet-metal workers and carpenters. Managed cost for over 120 employees within four divisions in a 1200 person shipyard. This included: payrolls, supervision, ROI analysis, operations analysis, forecasting, implementing EEO requirements, assisting in conflict resolution, systems planning, quality control, OSHA regulatory compliance and budgeting.

Outside Activities

- Advisor to BREDS, Treasure Beach Foundation, Treasure Beach Jamaica
- Member of the Maine Center for Tourism Research and Outreach, CentRO
- BOD, President of Safe Alternatives, a non-profit based in Frenchville, Maine
- Advisor to UMFK Marketing Committee
- Aroostook County Tourism, Crown of Maine Committee member
- Advisor to UMFK Social Justice Club
- Committee Chair , Boy Scouts of America, Venture Crew 445
- Advisor to UMFK Investment Club
- UMFK Distance Education Committee member
- UMFK Strategic Management Committee member
- Board member to International Association of Collegiate
- UMFK Athletic Hall of Fame Committee member
- UMFK Club Hockey Coach

Grants Acquired and/or Managed

2012, EPSCoR, Maine Sustainable Solutions Initiative, 52,394 for a feasibility study to determine if a biogross industry is sustainable

2011, Maine Department of Agriculture, Farms For the Future Grant Program, \$30,000 for the expansion of existing farming ventures in the State of Maine

2010, Maine Department of Agriculture, Farms For the Future Grant Program, \$30,000 for the expansion of existing farming ventures in the State of Maine

2009, Maine Department of Agriculture, Farms For the Future Grant Program, \$60,000 for the expansion of existing farming ventures in the State of Maine

2008, Maine Department of Agriculture, Farms For the Future Grant Program, \$30,000 for the expansion of existing farming ventures in the State of Maine

2007, Maine Department of Agriculture, Farms For the Future Grant Program, \$30,000 for the expansion of existing farming ventures in the State of Maine

2006, Maine Department of Agriculture, Farms For the Future Grant Program, \$60,000 for the expansion of existing farming ventures in the State of Maine

2005, Maine Department of Economic Development, Community Development Block Grant, \$200,000 for housing assessment in the Town of Fort Kent, Maine

2005, Maine Department of Agriculture, Farms For the Future Grant Program, \$60,000 for the expansion of existing farming ventures in the State of Maine

2005, Maine Department of Economic Development, Community Development Block Grant, \$400,000 for water infrastructure in the Town of Fort Kent, Maine

2004, Maine Department of Agriculture, Farms For the Future Grant Program, \$60,000 for the expansion of existing farming ventures in the State of Maine

2004, Maine Department of Economic Development, Community Development Block Grant, \$400,000 for industrial property acquisition for the Town of Fort Kent, Maine

2004, Federal Emergency Management Administration, Homeland Security Grant, \$193,000 for the purchase of a municipal firetruck for the Town of Fort Kent, Maine

2004, Federal Emergency Management Administration, Homeland Security Grant, \$184,000 for the purchase of a municipal firetruck for the Town of St. Francis, Maine

2003, Maine Department of Agriculture, Farms For the Future Grant Program, \$60,000 for the expansion of existing farming ventures in the State of Maine

2003, Maine Department of Agriculture, Farms For the Future Grant Program, \$90,000 for the expansion of existing farming ventures in the State of Maine

2002, Maine Department of Economic Development, Community Development Block Grant, \$400,000 for downtown revitalization in the Town of Fort Kent, Maine

2001, USDA, Natural Resource Conservation Service, Conservation Reserve Program, \$98,000 to promote soil and water quality issues in T18R10 and St. Francis, Maine

2000, USDA, NRCS, Environmental Quality Incentive Program, \$115,000, to promote environmental agricultural production in T18R10 & St. Francis, Maine

1999, US Department of Housing and Urban Development, Housing Improvement Grant, \$25,000, used for replacement windows in the Town of St. Francis, Maine

1998, Federal Highway Administration, Jobs Training Grant, \$75,000, used for heavy equipment training for women and minorities in Vermont

1997, Federal Highway Administration, Jobs Training Grant, \$60,000, used to provide tractor trailer training for women and minorities in Vermont

1996, Federal Transit Administration, City Transportation Planning Grant, \$95,000, used to study traffic patterns in the City of Rutland, Vermont

1996, USDOT, Women and Minority Business Development Grant, \$100,000, used to provide supportive services to women and minority business owners

1996, Federal Highway Administration, Minority Education Development Grant, \$50,000, used to provide job training for minorities in the State of Vermont

1995, Federal Highway Administration, Minority Education Development Grant, \$20,000, used to provide job training for Native Americans in the State of Vermont

References

1. **Wilson Hess, President, University of Maine at Fort Kent, (207) 834-7504**
2. **Richard Cost, Ph.D., Former President, University of Maine at Fort Kent, (508) 923-9792**
3. **Tony Enerva, M.S., J.D., Professor, University of Maine at Fort Kent, (207) 834-7566**
4. **Hon. John Martin, Senator for the State of Maine, (207) 834-7568**
5. **Carroll Witham, Former Chief of Civil Rights for the State of Vermont, (802) 223-2881**

Darren R. Woods

292 Sweden Street
Caribou, Maine 04736
Tel. (207) 498-3638
E-Mail – woods515@hotmail.com

EDUCATION

- \$ Currently working on a Bachelors Degree in Public Safety Administration at the University of Maine at Fort Kent
- \$ Disaster Behavioral Health Volunteer Instructor
- \$ Emergency Vehicle Operations Course Instructor
- \$ Certified Emergency Manager
- \$ Certified Fire Instructor 2
- \$ Certified Fire Officer 2
- \$ Firefighter 2
- \$ State of Maine Paramedic
- \$ Haz-Mat Awareness & Operations Level Instructor
- \$ Emergency Medical Services Instructor - Paramedic
- \$ EMS Weapons of Mass Destruction Instructor
- \$ Weapons of Mass Destruction Awareness & Operations Level Instructor
- \$ Incident Command System Instructor
- \$ Hospital Level Decon / Operations Instructor
- \$ American Heart Association C.P.R. Instructor
- \$ Technical Diploma (Electronics) Caribou High School

EMPLOYMENT HISTORY

January 2011 to Present

- University of Maine, Fort Kent
- Lecturer I, PSA 270 Disaster Management Course
 - Lecturer I, Wilderness First Aid Course

June 2005 to 2008

- Aroostook County Sheriff's Department, Houlton, Maine
- Commissioned Part Time Deputy

March 2002 to Present

- Aroostook County Emergency Management Agency, Caribou, Maine
- Position: Public Safety Coordinator
 - Job Responsibilities:
 - Deputy Director of Emergency Management
 - Homeland Security Exercise Coordinator
 - Chief of North Lakes Fire & Rescue
 - Administer 3 Weapons of Mass Destruction Team's in Aroostook County
 - Administer Incident Management Assistance Team in Aroostook County

December 1998 to March 2002

Aroostook County Emergency Management Agency, Limestone, Maine

< Position: Part Time Mitigation Planner

Job Responsibilities:

- \$ Create Mitigation Plans for Aroostook Communities
- \$ Work with State and Federal Agencies on Grants
- \$ Do town council presentations following the process
- \$ Work in Emergency Operations Center during disasters
- \$ Sit on the Local Emergency Planning Committee
- \$ Work on E-911 Addressing for the County

September 1998 to Present

Caribou Emergency Management, Caribou, Maine

< Position: Volunteer

Job Responsibilities:

Train Personnel in Emergency Operations

- \$ Assist in writing grants
- \$ Assist in writing mitigation plans
- \$ Work in Emergency Operations Center During Disasters

October 1997 to Present

Maine Fire Training & Education, SMCC South Portland, Me.

< Position: Part Time State Fire Instructor

Job Responsibilities:

- \$ Train and certify Firefighters in different communities on the proper firefighting techniques

October 1994 to September 2006

Loring Fire Department (Loring Commerce Centre) Limestone, Maine

- < Position: Full Time Captain/ Paramedic
- Job Responsibilities:
- \$ Supervise Crew
- \$ Respond to Fire, EMS & Haz-Mat emergencies
- \$ Train Firefighter / EMT's
- \$ Emergency Medical Services Coordinator for Loring
- \$ American Heart Association C.P.R. Instructor
- \$ Co-Coordinate Infection Control

June 1991 to Present

Caribou Fire and Ambulance Department, Caribou, Maine

- < Position: Paid Call Fire Captain / Paramedic
- Job Responsibilities:
- \$ Respond to Fire, EMS & Haz-Mat emergencies
- \$ Train Firefighter / EMT=s
- \$ American Heart Association C.P.R. Instructor
- \$ Assist with Juvenile Fire-setter Interviews
- \$ Member of the Rescue Team (1993-present)
- \$ Captain of the Rescue Team (1995-present)
- \$ Member of the Honor Guard (1996-2009)
- \$ Asst Chief with the Creation of the Yearly Training Schedule

TRAINING

Fire Education

- Jaws of Life certification, Caribou Fire and Ambulance
- \$ Department of Conservation, Forest Firefighting, Red Card 130/190, S211
- \$ Maine Fire Training & Education, Firefighter II
- \$ National Fire Academy Course (State of Maine), Fire Instructor I
- \$ Maine Fire Training & Education, certified, Advanced Fire Pumps Course
- \$ National Fire Academy Course, Arson Detection For The First Responder
- \$ National Fire Academy Course, Managing Company Tactical Operations
- \$ National Fire Academy Course, Incident Safety Officer
- \$ Airfield Rescue Firefighting Course
- \$ National Fire Academy Course, Managing Company Tactical Operations
- \$ Building Construction for the Fire Service, N.M.T.C., Fall Semester, 2001
- \$ Fire Inspections, N.M.T.C., Spring Semester, 2002
- \$ Arson Detection & Investigations, N.M.T.C., Fall Semester, 2002
- \$ Maine Fire Training & Education, Fire Officer 2
- \$ Awarded by the Community American Legion, Stockholm – “Firefighter of the Year” 2010
- \$ Dave Dodson, “Art of Reading Smoke” – October 2010 & October 2011
- \$ Maine Fire Marshal’s Office – Juvenile Firesetter Intervention Specialist 2 January 2013

Emergency Medical Education

- \$ Emergency Cardiac Rhythms Course- Cary Medical Center, Caribou
- \$ Emergency Medical Services Instructor/ Co-Coordinator
- \$ Pre-Hospital Trauma Life Support
- \$ American Heart Association, Advanced Cardiac Life Support
- \$ American Heart Association, Pediatric Life Support
- \$ American Heart Association, Neo-Natal Advanced Life Support
- \$ Maine EMS, EMT-Paramedic

- \$ American Heart Association, A.E.D. Instructor Course
- \$ Maine EMS, Air flight Physiology
- \$ Paramedic Interfacility Transfer Program
- \$ American Heart Association, Instructor Course
- \$ Texas A&M – Dept. Homeland Security – EMS Ops. & Planning for Weapons of Mass Destruction

Haz-Mat, Weapons of Mass Destruction, & EMA Education

- \$ Certified Hazardous Materials Response, Operations Level
- \$ Tanker Truck Rollover Course, Department of Environmental Protection Agency
- \$ New Hampshire EMA, Resource Management
- \$ Maine EMS, WMD Level 1 Haz-Mat Instructor Course
- \$ Forklift Safety Course
- \$ New England Chemical and Explosive Disposal Co., Explosive Search and Identification
- \$ Weapons of Mass Destruction Train the Trainer Awareness & Operations Levels
- \$ Federal Emergency Management Institute, Maryland, Terrorism Planning T-T-T
- \$ Federal Emergency Management Institute, Maryland, Introduction to Public Assistance Process
- \$ EAI Corp., Haz-Mat / WMD ID & Sampling Course
- \$ FEMA Independent Study, Exercise Design
- \$ FEMA Independent Study, Principals of Emergency Management
- \$ FEMA Independent Study, Emergency Planning
- \$ FEMA Independent Study, Leadership & Influence
- \$ FEMA Independent Study, Decision Making & Problem Solving
- \$ FEMA Independent Study, Effective Communication
- \$ FEMA Independent Study, Developing & Managing Volunteers
- \$ FEMA Independent Study, Introduction to Mitigation
- \$ FEMA Independent Study, National Incident Management System
- \$ FEMA Independent Study, National Response Plan
- \$ FEMA Independent Study, ICS 100
- \$ FEMA Independent Study, ICS 200
- \$ FEMA Independent Study, Introduction to the Public Assistance Process
- \$ FEMA Independent Study, NIMS Resource Management
- \$ Maine Emergency Management, Intermediate ICS T-T-T
- \$ Maine Emergency Management, ICS 300
- \$ Maine Emergency Management, ICS 400
- \$ State of Maine County Director’s Council, Certified Emergency Manager Status
- \$ Center for Domestic Preparedness, Dept. of Homeland Security, Incident Command, Capabilities, Planning & Response Actions Course
- \$ Command School, Abbottville Training Simulator
- \$ U.S. Department of Homeland Security, Homeland Security Exercise & Evaluation Program
- \$ U.S. Department of Homeland Security, Homeland Security Exercise & Evaluation Program (Train-The-Trainer)
- \$ Maine Emergency Management, Public Information Officer Course
- \$ FEMA Independent Study, 701 - NIMS Multi-Agency Coordination System (MACS)
- \$ FEMA Independent Study, 702 - NIMS Public Information Systems
- \$ FEMA Independent Study, 703 – NIMS Resource Management
- \$ FEMA Independent Study, 704 – NIMS Communications and Information Management
- \$ State of Maine Disaster Behavior Health Volunteer
- \$ FEMA Independent Study, 265 – Basic Instructional Skills
- \$ FEMA Independent Study, 906 – Basic Workplace Security Awareness
- \$ FEMA Independent Study, 907 – Active Shooter: What you can do
- \$ FEMA Independent Study, IS-00559 – Local Damage Assessment
- \$ FEMA, Maine IMAT Logistics Section Chief (Type IV) Train the Trainer
- \$ FEMA, Maine IMAT Planning Section Chief (Type IV) Train the Trainer
- \$ FEMA, Communications Unit Leader (COM-L Type 3)

- \$ FEMA, Independent Study, IS201 – Forms used for Incident Action Plan
- \$ FEMA, Independent Study, IS 706 – NIMS Intrastate Mutual Aid an Introduction
- \$ FEMA, Independent Study, IS 36 – Multihazard Planning for Childcare
- \$ FEMA, Independent Study, IS 247.a – Integrated Public Alert and Warning System
- \$ FEMA, Independent Study, IS 106.13 – Workplace Violence Awareness Training 2013
- \$ FEMA, Emergency Exercise Design, Hampden 2/2013
- \$ FEMA, Cyber Security Exercise & Planning – 5/2013

Law Enforcement

- Maine Criminal Justice Academy, Law Enforcement Pre-Service Course

Associations

- \$ Aroostook County Local Emergency Planning Committee
- \$ Aroostook County Healthcare Emergency Preparedness Committee
- \$ Aroostook County Fire Chief’s Association
- \$ Maine State Fire Chief’s Association
- \$ Maine County EMA Directors Council
- \$ Maine 7 Chapter of Red Knights, Secretary November 2011- Present
- \$ Northern Maine Regional Collaborative
- \$ Aroostook County Collaborative on Juvenile Fire Setting

Curriculum Vitae
Joseph B. Zubrick
17 Blake Street
Presque Isle, ME 04769
207.764.4004
207.551.8780
zubrick@maine.edu

Education

1966-1971 St. Vincent's College, Latrobe PA BA Economics
Minors in English, Theater and Political Science

1974-1982 Wayne State University, Detroit, MI MFA Direction
Thesis production: John Osborne, LOOK BACK IN ANGER

1985-1990 University of Maine at Presque Isle coursework in Public Administration

Employment

1976-1979	Technical Director	University of Detroit
1979-1980	Adjunct Instructor	Marygrove College, Detroit, MI
1980-1982	Adjunct Instructor	University of Michigan (Dearborn Campus)
1981-1982	Technical Director	Henry Ford Community College, Dearborn, MI
1981-1982	Designer	Attic Theater, Detroit, MI
1982-2000	Faculty	University of Maine at Presque Isle
1986-1994	Director of Theater	University of Maine at Presque Isle
1988-1994	Division Chair, Humanities	University of Maine at Presque Isle
1994-1997	Dean of Arts and Sciences	University of Maine at Presque Isle
1997-1999	Associate Vice-president for Academic Affairs	University of Maine at Presque Isle
1999-2000	Interim Director of the Library	University of Maine at Presque Isle
2000-2003	Adjunct Instructor	University of Maine at Presque Isle
2003-Present	Associate Professor	University of Maine at Fort Kent
2008-2011	Director	Caribou Performing Arts Center

Professional Organizations:

During the period that I worked professionally, 1982-1988, I maintained memberships in the following organizations.

Actor's Equity Association (AEA)
United Scenic Artists (USA)

I am also a past member of The American Theater Associations (ATA) and The Association for Theater in Higher Education (ATHE) and the New England Theater Conference (NETC). I am a current adjudicator of the Maine Drama Council and served in the same capacity for the American College Theater Festival (ACTF).

Theatrical productions: I have participated in over 300 theatrical productions, often with multiple roles, in professional, regional, community and academic (college and high school) theaters.

UMFK Campus Committees

Distance Education Committee, Chair
Institutional Effectiveness Committee
Core Curriculum Committee
Foundations of Excellence (Faculty Standard) Committee
First Year Experience Instructors Committee
System-wide Distance Education Committee (Faculty Rep)

Representative Professional and Creative Work

Direction, set and lighting design. Regional Drama Festival One Act . Us and Them March 2013

Set Design. UMFK The Nutcracker November 2012

Set Design PIHS Honk November 2012

Design And direction. Galileo Upward Bound UMPI J uly 2012

“Toby Belch”, UMFK Summer 2012 production of Shakespeare’s 12th Night. July 2012

Set and Lighting Design, Presque Isle Players production Fox on the Fairway. March 2012

Direction, set and lighting design, script. Regional Drama Festival One Act . Rashomon in the County. March2012

Set Design, Joint UMFK/ FKCHS production Phantom of the Opera. Nov. 2011

Set and Lighting Design, Presque Isle High School production, Wizard of Oz, Nov. 2011

Set and Lighting Design, Presque Isle Players production, Almost Maine, April 2011

Set and Lighting Design, Presque Isle Players production, Oliver. March 2011

Set and lighting design, Regional Drama Festival One Act. Figments. March 2011

Set Design, Joint UMFK/ FKCHS production The Rose, the Lily and the Lotus. Nov. 2010

Set and Lighting Design, Presque Isle High School production, Anything Goes, Nov. 2010

Program Syllabus Responsibility and Instructor Qualification		
Course	Person	Qualification Level
BUS 100	Leo L. Trudel	Prof
BUS 101	Leo L. Trudel	Prof
BUS 207	Roger A. Roy	Doc
BUS 211	John B. Pelletier	Prof
BUS 219	Joseph Zubrick	Prof (terminal degree MFA)
BUS 222	Anthony Gauvin	Prof
BUS 234	Leo L. Trudel	Prof
BUS 260	Bradley G. Ritz	Prof
BUS 300	Leo L. Trudel	Prof
BUS 301	Leo L. Trudel	Prof
BUS 302	Sherry J. Parshley	Doc
BUS 303	Sherry J. Parshley	Doc
BUS 304	Sherry J. Parshley	Doc
BUS 305	Sherry J. Parshley	Doc
BUS 308	Leo L. Trudel	Prof
BUS 313/PSA 300	Thomas A. Enerva	Doc
BUS 314	Sherry J. Parshley	Doc
BUS 316/ELC 310	Anthony Gauvin	Prof
BUS 327	Leo L. Trudel	Prof
BUS 332	Leo L. Trudel	Prof
BUS 336	Thomas A. Enerva	Doc
BUS 337	Thomas A. Enerva	Doc
BUS 341	Roger A. Roy	Doc
BUS 343	Roger A. Roy	Doc
BUS 344	Roger A. Roy	Doc
BUS 348/PSA 347 (etc)	Anthony Gauvin	Prof
BUS 397	John B. Pelletier	Prof
BUS 409	Leo L. Trudel	Prof
BUS 410	Leo L. Trudel	Prof
BUS 411	Anthony Gauvin	Prof
BUS 412	Leo L. Trudel	Prof
BUS 430	Roger A. Roy	Doc
ELC 200	Anthony Gauvin	Prof
ECO all	Bradley G. Ritz	Prof
CRJ all	Thomas A. Enerva	Doc
COS all	Raymond T. Albert	Doc
PSA all	Thomas A. Enerva	Doc
PHE 163	William E. Ashby	Prof

PHE 341	William E. Ashby	Prof
HCA 321	John B. Pelletier	Prof
HCA other (use cross-listed syllabi)	Erin Soucy	Doc

Appendix 5: Principle 5: Scholarship and Professional Activities

Appendix 6: Principle 6: Resources

Blake Library - 2013

Blake Library provides information services at the University of Maine at Fort Kent for the local campus community, students at a distance, and the St. John Valley community. It administers not only traditional library services, but provides services that enhance Academic Computing, the Acadian Archives, Audio-Visual Services, and Distance Education.

Patrons have access to an online catalog - URSUS; to a variety of electronic indexes covering a wide range of subject areas, many of which provide full text access to journal articles; to more than 100,000 electronic books and over 40,000 electronic journals; to interlibrary loan services; and to a highly automated reserves system. The library has a developed web page offering online access to a variety of forms, links to chat with a librarian, subject guides, tutorials and much more. The library has multiple computers within the library for student and public use as well as laptops for students, faculty, and staff to check out. Staff provides instruction on the use of the computer and on most software running on the network. Individuals are able to have network accounts created and can place money on those accounts at the library. The library staff also trouble shoots printers, programs, and network problems.

Common support provided to Students, Faculty, and Staff:

Library staff provide such services as reference one on one and in class sessions; chat and email online help; CampusGuides, providing subject and/or class specific resources and tools in one location; interlibrary loan services; electronic and regular reserves services; and backup support for the IT department, Blackboard, and other non-library related areas within the technological realm.

Faculty support:

Library staff provide a web site for faculty specific needs; scanning services for electronic reserves posted in Blackboard; acquisitions support and consultation; research support services; and the Focus on Faculty program, which includes both a web presence and scheduling faculty talks for students. The purpose of the Focus on Faculty program is to make students more aware of faculty achievements in their fields.

Library services for off-campus students and faculty:

Most of the library services, tools, and resources are available to both faculty and students who work or study from a distance. Library collections include a large number of electronic books and journals that are available 24/7. In addition, physical materials are easily available through the Maine library networks including both the University of Maine System and the Maine Info Net online catalogs.

Library support services for those at a distance also include telephone, chat, and email support to answer questions that range from helping students and faculty find articles for their research to helping students reset passwords to access their UMFK Portal.

Business BS

Circulating Collection (Stacks)

Call Number	Subject	Fall 2013 Items	FY2013 Items Circulated	Added In FY2013
H	Social Sciences (General)	27	2	4
HA	Statistics	116	0	0
HB	Economics	90	7	4
HC	Economic history and conditions	138	2	1
HD	Land. Agriculture. Industry.	284	21	2
HE	Transportation and communication	30	0	1
HF	Commerce	178	8	0
HG	Finance	85	5	1
HJ	Public Finance	25	0	0

Total	973	45	13
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Media Collection

Fall 2013 Items	FY2013 Items Circulated	Added In FY2013
0	0	0
1	0	0
22	8	0
9	1	2
45	8	0
3	1	0
31	2	1
6	0	0
0	0	0

117	20	3
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Ebook Snapshot

Academic

Fall 2013 Items
328
146
486
1,759
3,906
1,181
1,715
1,378
197

11,096

Ejournals Snapshot full-text online

(not all inclusive)

Call Number	Subject	FY2013 Items
H	Social Sciences (General)	302
HA	Statistics	105
HB	Economics	391
HC	Economic history and conditions	1458
HD	Land. Agriculture. Industry.	1227
HE	Transportation and communication	315
HF	Commerce	857
HG	Finance	555
HJ	Public Finance	36

Total	5,246
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**Print Periodicals Available at
UMFK**

(not by call number)

Active Trader
Barron's
Business week
Economist
Forbes
Fortune
Harvard business review
Inc
Journal of finance
Journal of small business
management
Mainebiz
Technical analysis of stocks & commodities
Today's campus
University business
Wall street journal

Example Ejournals (by call number)

American journal of economics and sociology
International statistical
review
Journal of political economy
Journal of info. tech. and economic
development
Journal of business
strategies
Journal of transport history
Journal of
marketing
Journal of finance, accounting, and
management
Tax policy and the economy

Databases with Statistics

Database Name	Sessions	Searches	Full Text Requests
Business source complete	692	2,304	915
EconLit	179	968	n/a
Totals	871	3,272	915

Other Databases

Academic Search Complete
 Business insights: essentials
 FAO corporate document repository
 Fed in Print: an index to federal reserves economic research
 IDEAS (Economics)
 Proquest newstand
 Regional business news
 Thomas register
 USPTO Web patent database
 USPTO Web trademark database
 Value Line research center
 World bank data catalog

Films on Demand

Subject	# titles	Times viewed
Business & Economics (All)	1414	771
Business Education	286	
Business Technology	132	
Economics	369	
Ethics & Business Law	127	
Finance, Accounting & Taxation	78	
Management	677	
Marketing	276	

(total of subcategories will be more than the total of all B&E titles due to titles attached to multiple subcategories)

Computer Applications BS & Computer Science AA

Circulating Collection (Stacks)

Call Number	Subject	Fall 2013 Items	FY2013 Items Circulated	Added In FY2013
HE	Telecommunications	30	0	1
HF	Commerce	182	8	0
QA76	Computer science	402	13	0
T	Technology	67	0	0
TK	Electrical engineering. Electronics. Nuclear Engineering.	100	5	0

Total	751	26	0
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Media Collection

Fall 2013 Items	FY2013 Items Circulated	Added In FY2013
3	1	0
31	2	1
26	0	0
1	0	0
3	0	0

61	2	1
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Example Ejournals (by call number)

Computer communications
 Electronic commerce research and applications
 Journal of the ACM
 International journal of information technology and computer science
 IET computers & digital techniques

Ejournals Snapshot full-text online

(not all inclusive)

Call Number	Subject	FY20 13 Items
HE	Telecommunications	157
HF	Commerce	857
QA76	Computer science	492
T	Technology	268
TK	Electrical engineering. Electronics.	257

Total

2,031

**Print Periodicals
Available at UMFK**
(not by call number)

ArcUser
Educause Review
Electronic Gaming
Monthly
Redmond
Scientific American
Wired

**Databases with
Statistics**

Database Name	Sessi ons	Searc hes	Full Text Reque sts
Academic search complete	5,970	20,966	10,163
Business source complete	692	2,304	915
Totals	6,662	23,270	11,078

*The statistics for these two databases cannot be refined to just computer science. However, resources in computer science are widely available in both these databases.

Other Databases

Business insights: essentials
Proquest newstand
Regional business news
Value Line research center

Films on Demand

Subject	# titles	Times viewed
Computers & Technology	1414	708
Business Education	286	
Business Technology	132	
Economics	369	
Ethics & Business Law	127	
Finance, Accounting & Taxation	78	
Management	677	
Marketing	276	

(total of subcategories will be more than the total of all B&E titles due to titles attached to multiple subcategories)

Criminal Justice AA & Rural Public Safety Administration BS Circulating Collection (Stacks)

Call Number	Subject	Fall 2013 Items	FY2013 Items Circulated	Added In FY2013
H	Social Sciences (General)	27	2	4
HM	Sociology	181	10	2
HN	Social history. Social problems, Social reform	119	2	0
HQ	Sexual life	656	50	5
HS	Societies: Secret, benevolent, etc.	16	1	1
HT	Communities. Classes. Races	54	4	1
HV	Social Pathology. Social and public welfare	668	77	6
HX	Socialism. Communism. Anarchism	79	0	1

Total

1,800	146	20
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Media Collection

Fall 2013 Items	FY2013 Items Circulated	Added In FY2013
0	0	0
34	2	0
4	0	0
23	3	0
0	0	0
2	0	0
42	4	0
0	0	0

105	9	0
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Ebook Snapshot

Academic

Fall 2013 Items
328
808
485
1,598
14
1,726
2,010
175

7,144

Ejournals Snapshot full-text online

(not all inclusive)

Call Number	Subject	FY2013 Items
H	Social Sciences (General)	302
HM	Sociology	223
HN	Social history. Social problems, Social reform	81
HQ	Sexual life	159
HS	Societies: Secret, benevolent, etc.	4
HT	Communities. Classes. Races	149
HV	Social Pathology. Social and public welfare	294
HX	Socialism. Communism. Anarchism	29

Total	1,241
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Example Ejournals (by call number)

Social science quarterly
 American journal of sociology

Social problems
 Journal of family studies
 N/A
 Journal of American ethnic history

American journal of criminal justice
 American communist history

Print Periodicals Available at UMFK

(not by call number)

American Journal of Psychology
 Current History

(closed range - available online)

Journal of Youth & Adolescence
 National Review
 Time

Databases with Statistics

Database Name	Sessions	Searches	Full Text Requests
Business source complete	692	2,304	915
CJP: Criminal Justice Periodicals	323	559	478
PsycARTICLES	680	1,685	1,299
PsycINFO	964	4,179	N/A
SocINDEX w/Full Text	480	1,833	461
Sociological Abstracts (inc. Soc/SSA)	306	503	29
Totals	1,695	4,548	2,692

Other Databases

Academic Search Complete
 ASSIA: Applied Social Sciences Index and Abstracts
 National Criminal Justice Reference Service Abstracts Database
 Proquest newstand
 Regional business news
 Statistical Abstract of the United States

Films on Demand

Subject	# titles	Times viewed
Criminal Justice & Law (All)	616	337
Criminal Investigation	58	
Criminal Justice System	276	
Criminology	350	

(total of subcategories will be more than the total of all C&L titles due to titles attached to multiple subcategories)

Services

	FY2012	FY2013	% change
REFERENCE & INSTRUCTION			
Informational Reference Transactions	734	681	-7.2%
Reference Transactions at other service points	321	277	-13.7%
Directional Reference Transactions	55	79	43.6%
Computer Assistance (both inst. and gen.)	206	163	-20.9%
Trans. other than Ref and IT. at other service points	333	393	18.0%
Bibliographic Sessions and Tours	36	26	-27.8%
CIRCULATION			
Total Circulation Transactions	17,397	16,712	-3.9%
Circulation (checkouts only)	7,952	7,032	-11.6%
By on campus FTE	14.10	11.68	-17.2%
Circulating (stacks) collection (checkouts)	2,413	2,329	-3.5%
Reserve Circulation (checkouts)	2,046	1,637	-20.0%
Reference/Special Collection Circ. (checkouts)	12	1	-91.7%
Media	2,226	2,090	-6.1%
Inhouse Circulation (Barcoded materials)	1,244	1,109	-10.9%
Checkout Statistics by FK Patron Type:			
Student Circulation	4,122	3,414	-17.2%
Faculty & Staff Circulation	1,158	982	-15.2%

Other System Borrowers (FK ILL)	90	65	-27.8%
Guest Patron (Courtesy) Circulation			
Community Borrowers	956	1,220	27.6%
Public School Borrowers	158	54	-65.8%
Special	2	12	500.0%
Total Guest Patron Circulation	1,116	1,286	15.2%
Total All Patron Checkout Statistics	6,486	5,747	-11.4%
INTERLIBRARY LOAN			
Books borrowed from other libraries:			
Number of books borrowed	16	29	81.3%
Number of periodical articles borrowed	103	85	-17.5%
Total borrowed	119	114	-4.2%
Books loaned to other libraries:			
Number of books loaned	86	71	-17.4%
Number of periodical articles loaned	57	55	-3.5%
Total loaned	143	126	-11.9%
MAINE INFO NET/INNREACH			
Number of books borrowed	366	563	53.8%
Number of books loaned	468	376	-19.7%
REQUESTOR FUNCTION			
Number of books borrowed	960	940	-2.1%
Number of books loaned	1,033	886	-14.2%
ELECTRONIC COLLECTION			
Total full text online article requests (ebSCO only)	20,714	21,657	4.6%
ATTENDANCE			
Total by gate count	46,898	44,750	-4.6%
Total by on campus FTE (Fall11=564, Fall12=602)	83	74	-10.6%
Total by on campus HC (Fall11=645, Fall12=673)	73	66	-8.6%

*est

Appendix 7: Principle 7: Internal and External Relationships

UNIVERSITY OF MAINE AT FORT KENT PROFESSIONAL MANAGEMENT PROGRAMS ADVISORY COMMITTEE BYLAWS

PURPOSE:

To provide a forum for communication, constructive criticism, and planning advice between the educators in the Professional Management Programs and management personnel actively involved in both the private and public sectors of the regional economy.

To encourage collaboration between the above listed constituencies.

MEETINGS:

Advisory Committee members are to serve as communications links between the Professional Management Programs and area businesses and organizations.

The Advisory Committee elects its own Chairperson who is charged with setting the agenda and conducting the meetings. The Chair has no other official duties except as directed by the Advisory Committee from time to time.

The Advisory Committee elects its own Secretary for the meetings. The Secretary's duties will include: taking minutes of the meetings, distributing copies of the minutes and meeting agenda, and notifying the members of scheduled meetings.

The Advisory Committee will set the tentative date of its next meeting at each meeting.

Minutes, correspondence, or other materials accumulated by the Advisory Committee will be retained by UMFK to be used for purposes of continuity and accreditation.

Meetings should be held at least once per year, and as often as is necessary to complete the work of the Advisory Committee.

MEMBERSHIP:

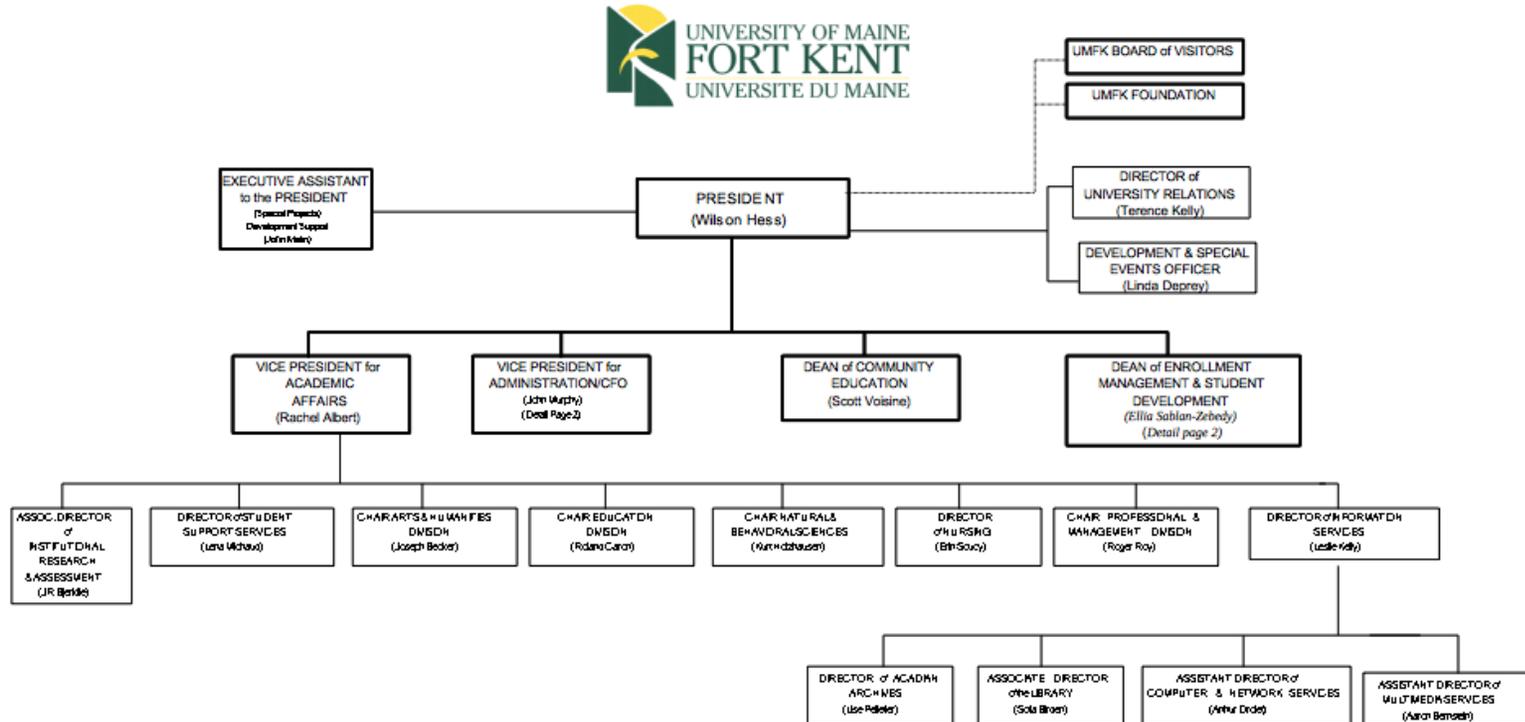
Membership consists of faculty members involved in the Professional Management programs at UMFK and community members representing area businesses or organizations.

Only Community Members have voting rights.

Community Membership is voted on by the Advisory Committee.

Community Members serve annual terms that run from September 1 to August 31.

UMFK Organizational Chart

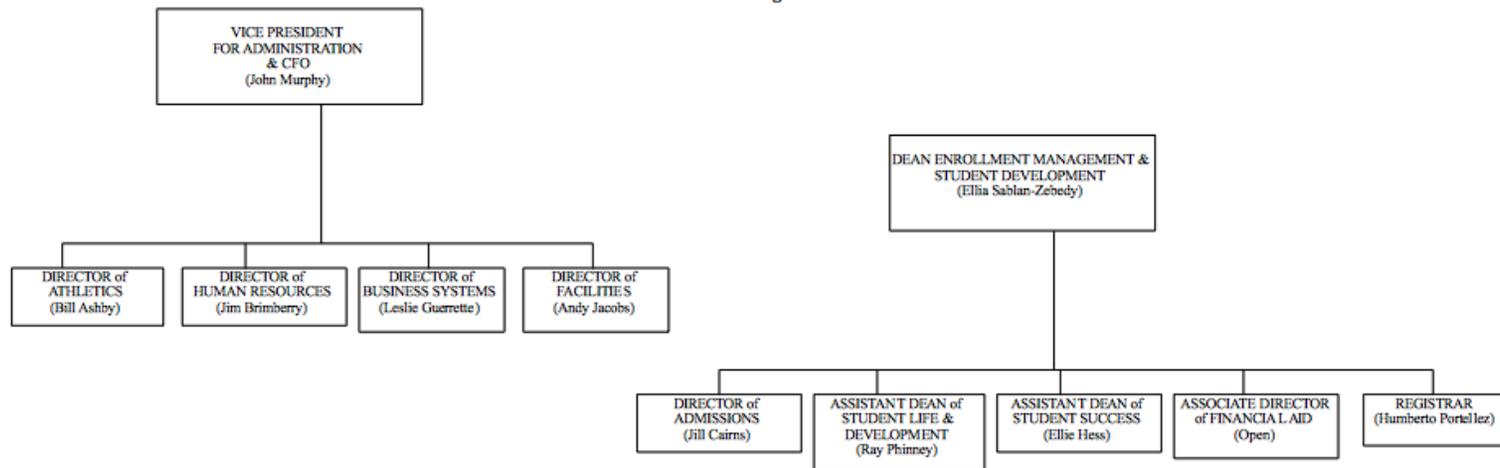


Organizational Chart October 2011

#



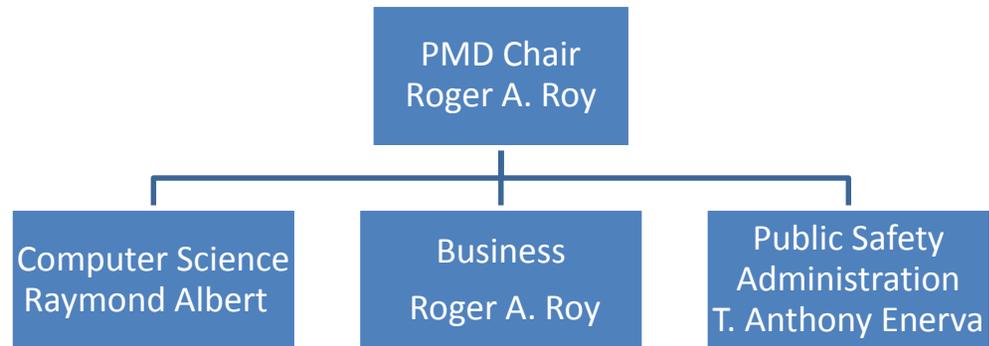
**Administrative
and
Enrollment Management Divisions**



Organizational Chart/Coaches 2011

#

Professional Management Division



7.1 c.

Governing Boards

The University of Maine at Fort Kent is governed by a Board of Trustees (who are charged with oversight of the seven campus University of Maine System) and a local Board of Visitors. The University of Maine Board of Trustees are:

Kurt W. Adams

First Wind, LLC
129 Middle Street
Portland, ME 04101

Mr. Kurt Adams, as the Executive Vice President and Chief Development Officer of First Wind LLC, oversees the development of all First Wind's projects nationwide. Prior to joining First Wind, Mr. Adams was Chairman of the Maine Public Utilities Commission from 2005 to 2008, where he served as Maine's primary energy regulator. As chairman, he served as a member of the New England Conference of Public Utilities Commissions, the National Association of Regulatory Utility Commissions (NARUC), the NARUC Electricity Committee, the NARUC Competitive Procurement Committee. He was also Maine's representative on the New England State Committee on Electricity. Prior to his position with the Maine PUC, Mr. Adams was Governor John Baldacci's chief legal counsel from 2003 to 2005.

Before joining the Governor's staff, Mr. Adams was a partner in the law firm of Bernstein, Shur, Sawyer & Nelson in Portland, Maine. At Bernstein, Shur, Mr. Adams was the Vice Chairman of the firm's energy practice. Mr. Adams represented independent power producers in all facets of project development. Mr. Adams represented national and international private and public sector clients on energy projects. He also represented lenders on energy project financings.

Mr. Adams received his Juris Doctor from the University Of Maine School Of Law, M.A. in International Affairs from The George Washington University and B.A. from Skidmore College.

Appointment effective: 8/25/10

Appointment expires: 5/26/15

Eleanor M. Baker

Baker Newman & Noyes
PO Box 507
280 Fore Street
Portland, ME 04112

Ms. Eleanor (Ellie) Baker is a Tax Principal and one of the founders of Baker Newman Noyes, having previously been with KPMG since 1977. She specializes in taxation and personal financial consulting for high wealth individuals and families. Ellie earned a Bachelor of Arts degree from the University of Maine, a J.D. from the University of Maine School of Law, and an LL.M. in Taxation from Boston University School of Law. She also holds the Personal Financial Specialist designation. Ellie is a member of the American Institute of Certified Public Accountants, the Maine Society of Certified Public Accountants, and the Maine Consensus Economic Forecasting Commission (appointed by Governor). She is a member of the Board of Visitors for the University of Southern Maine and the University of Maine School of Law as well as a Board member of the Maine Chapter of the Multiple Sclerosis Society, and the University of Maine Foundation. She is a Trustee for the Portland Symphony Orchestra and Past Campaign Co-Chair for the United Way of Greater Portland. Ellie has received several awards including the Public Service Award from the Maine Society of Certified Public Accountants, the Distinguished Service Award from the University of Maine School of Law Alumni Association, the Women of Distinction Honoree from the Kennebec Council of Girl Scouts, the Maine Business Hall of Fame from the Junior Achievement, and the Tribute to Women in Industry Honoree from the YWCA. Ellie loves tennis and golf. She enjoys spending time with her family and is married with one daughter and one step-daughter.

Appointment effective: 4/7/09

Appointment expires: 5/26/13

Stephen L. Bowen

Commissioner of Education
State House Station #23
Augusta, ME 04333

Commissioner Bowen grew up on the coast of Maine and taught social studies in middle school and high schools for 10 years. After serving two terms in the Maine Legislature, he joined the Maine Heritage Policy Center, a Maine-based public policy think tank, as an education policy researcher and analyst. Bowen was appointed Gov. Paul LePage's Commissioner of Education in March of 2011, and in advancing the Governor's vision of a student-centered educational system, he has focused his efforts on key policy areas such as educator effectiveness, state accountability, digital learning and proficiency-based instructional practices.

Appointment effective: 03/4/11

Appointment expires: ex officio

Samuel W. Collins

Board Chair
5 Heritage Road
Caribou, ME 04736

Sam Collins has led the S.W. Collins Company as President for the past two decades. As President, he has expanded the company from one location to three building material hardware stores, a kitchen and bath design center and a millwork shop. He is also a partner in two real estate development companies.

Collins has taken an active leadership role in education, his community and the lumber and building materials industry. He served as chair of the Caribou School Board in the late 90's and most recently as a co-chair of the Regional School Committee for school consolidation, which resulted in a successful union of three school units. He has volunteered as chair of the United Way of Aroostook Campaign, as President of Leaders Encouraging Aroostook Development, and as President of the Caribou Rotary Club. Collins has also coached in the Aroostook Youth Basketball League and the Caribou Recreation soccer.

Collins has served as chair of the Retail Lumber Dealers Association of Maine and as the chair of the Northeast Retail Lumber Dealers Association. He is currently chairman of ENAP, a building material cooperative buying group serving dealers primarily in the Eastern half of the U. S. Collins has been recognized in his industry as the Maine Lumber Dealer of the Year in 1992 and has been recognized as a Paul Harris Fellow by Rotary International through an award by the Caribou Rotary Club.

A resident of Caribou and a graduate of Caribou High School, Collins earned a B.A. degree in economics and minored in government at St. Lawrence University, Canton, NY. He and his wife Lise have four daughters: Tess, Catherine, Laura and Clara.

Appointment effective: 3/24/10

Appointment expires: 5/26/14

James R. Erwin

Pierce Atwood, LLP
Merrill's Wharf
254 Commerical Street
Portland, ME 04101

Mr. James Erwin leads Pierce Atwood's Employment Group. His practice involves the defense of employment discrimination, including retaliation and whistleblower claims, as well as wage-hour claims and class actions, defamation claims, and labor arbitrations. Mr. Erwin counsels healthcare, higher education, and private sector employers on a wide range of workplace issues, conducts training sessions on harassment and other workplace issues, and performs investigations for employers. He also advocates for employers before the Maine State Legislature and administrative agencies on issues of public policy. Before joining Pierce Atwood he served for five years as an Assistant Attorney General for the State of Maine. In that capacity he prosecuted homicides statewide and advised multiple state agencies on law enforcement matters. In 1985, Jim was also appointed by the Governor to serve as a member of the Maine Human Rights Commission, Maine's Fair Employment Practice commission. He is a Fellow of the College of Labor and Employment Lawyers. He has a B.A from Dartmouth College and a J.D. from Boston University School of Law. Jim lives in Yarmouth. He and his wife Eileen have three children.

Appoint effective: 9/6/12

Appointment expires: 5/26/17

Norman L. Fournier

2002 Aroostook Road
Wallagrass, ME 04781

Mr. Norman L. Fournier, a life-long resident of Wallagrass, Maine, is a graduate of the University of Maine at Fort Kent with a B.S. in Education. He completed forty-five hours of a Doctoral Program in US history at the University of Maine in Orono before being drafted into the army. He is a Vietnam Veteran.

Mr. Fournier is currently Executive Director of Fish River Rural Health (FRRH), a non-profit health care corporation with a \$2 million budget and two federally qualified health centers in Eagle Lake and Fort Kent. Prior to joining FRRH in 1999, he was Associate Administrator of Northern Maine Medical Center, the local hospital located in Fort Kent. His career in the health field was preceded by 14 years as Executive Director of the Aroostook County Action Program (ACAP), a \$9 million, multiservice non-profit corporation operating twenty-two different anti-poverty and community development programs. Previous to that he was Director of Children's services and Director of the Head Start Program in Aroostook County. Norman has held an elected position as an Aroostook County Commissioner since 1988. Throughout his career he has been on many boards, councils, and committees spanning local, county and state. He has served on the Maine Human Rights Commission, Aroostook County Manpower Planning Board, State Manpower Planning Council, Maine Human Service Council, Private Industry Council of Maine, Maine Commission on Higher Education Governance, SAD#27 School Board and the United Way of Aroostook Board of Directors. He has been involved with the University of Maine at Fort Kent by being a member of its Strategic Planning Committee, Board of Visitors, Foundation Board, and Alumni Association. Currently, he serves on the Executive Committee for Northern Maine Development Commission, Local Workforce Investment Board, Maine Primary Care Association, Wallagrass Board of Appeals, Ambulance Services and St. John Vianney Pastoral Council. He is also a trustee for both Northern Maine Medical Center and Northern Maine General.

Norman has been a recipient of several awards including an Honorary PHD from the University of Maine System, Community Action Partner Award from ACAP, Community Recognition Award from Aroostook Mental Health, Outstanding Alumni from University of Maine at Fort Kent, and the Community Service Award from the University of Maine at Fort Kent. Norman and his wife, Anne, have two children, Randy and Lynn, and two grandchildren.

Appointment effective: 9/20/07

Appointment expires: 5/26/17

Mark R. Gardner

Sappi Fine Paper North America
255 State Street, 4th Floor
Boston, MA 02109

Mark Gardner was named President and Chief Executive Officer of Sappi Fine Paper North America (SFPNA) in 2007 and is responsible for leading all Sappi operations in the region. That same year, he was also appointed to the SFPNA Board. Mark joined Sappi in 1981 and his experience includes serving as the Vice President of Manufacturing and Vice President of Supply Chain. Mark has also worked in a variety of production management roles at Sappi, including Production Manager at the Westbrook Mill, Paper Mill Manager at the Somerset Mill,

Managing Director at the Muskegon Mill and Director of Engineering and Manufacturing Technology at the regional head office in Boston. He has a B.S. in Industrial Technology from the University of Southern Maine. In 2009, Mark received the TAPPI (Technical Association of the Pulp and Paper Industry)/PIMA (Paper Industry Management Association) Executive of the Year Award. The award is the highest recognition for leadership and management given by PIMA. He currently serves on the board of directors of the American Forest & Paper Association. In September 2012, he was recently appointed to the Board of Trustees for the University of Maine System.

Appointment effective: 9/6/12

Appointment expires: 5/26/17

Tyler C. Hadyniak

107 Pleasant Street, Apt. 4
Farmington, ME 04938

Tyler Charles Hadyniak, from Freedom, Maine, went to Mount View High School in Thorndike, Maine from 2007 to 2011, garnering many awards, including Student of the Year, Excellence in Journalism and Social Studies, High Honor Roll, the MPA Principal's Award for Academic Excellence and Citizenship, and Student of the Month. He also acquired three varsity letters in Band, Football, and Track and Field, as well as participated in various extracurricular clubs and activities throughout his four years of high school. After leaving Mount View, he decided to remain in state to attend college. As a sophomore at the University of Maine at Farmington, he is actively involved in the Student Senate, College Republicans, as well as taking a major in Political Science and minor in history. In March of 2013 he was selected as the 2013-2014 Maine Public Policy Scholar from UMF, and divides his time between Freedom and Farmington.

Appointment effective: 4/4/12

Appointment expires: 4/3/14

M. Michelle Hood

Eastern Maine Healthcare Systems
43 Whiting Hill Road
Brewer, ME 04412

Ms. Michelle Hood became President & CEO of Eastern Maine Healthcare Systems in April 2006, coming to Maine from Billings, Montana where she was President & CEO of the Sisters of Charity of Leavenworth Health Systems, Montana Region, as well as the President & CEO of its flagship hospital, St. Vincent Healthcare.

Ms. Hood received her Bachelor of Science in 1978 at Purdue University and her Master of Health Care Administration at Georgia State University in 1981. Her early career included roles of Associate Hospital Director at Emory University Hospital in Atlanta, Georgia, Executive Vice President and Chief Operating Officer of St. Vincent's Hospital in Birmingham, Alabama, and Chief Administrative Officer of Norton Hospital in Louisville, Kentucky.

With responsibility to more than 8,000 EMHS employees and a half of a million Maine citizens, Michelle's primary function is to provide vision – vision that anticipates both advances and obstacles in the complicated and ever-changing landscape of healthcare. Her focus is on health care policy developments at the state and national levels, with a view to the very specific needs and challenges of a vast, rural, and sparsely populated state. With her eye on the horizon, she works to strengthen the economic climate of the state, build a strong and stable network of health care services for a vast geography and make EMHS a great place to work for the many dedicated professionals who make medicine work in rural Maine.

Ms. Hood is helping to strengthen Maine's ability to provide the best possible health care to everyone in need by recognizing opportunities to capitalize on existing resources, finding ways to fill resource gaps, making connections, and building creative partnerships that work for Maine communities. Ms. Hood and husband, Russell, have two grown children.

Appointment effective: 3/24/10

Appointment expires: 5/26/18

Gregory G. Johnson

Board Vice Chair
60 Shore Road, Harpswell, ME 04079

ADM Gregory "Grog" Johnson, is a native of Westmanland, Maine. He was a 1964 graduate of Caribou High School, 1968 graduate of the University of Maine with a Bachelor of Arts Degree in Political Science, commissioned in 1969 following Aviation Officer Candidate School, and designated a Naval Aviator in 1970.

Initial sea duty assignments from 1970 to 1986 were in carrier based squadrons flying the A-7E Corsair II deploying in USS Independence, USS Nimitz, and USS Forrestal. He served as Executive Officer and Commanding Officer of VA-105 deployed with Marine Air Group

TWELVE and later embarked in USS Forrestal. In 1988-90 he served as Deputy Commander, Carrier Air Wing SIX (USS Forrestal); and 1994-95 Commander, Carrier Air Wing THREE (USS Dwight D. Eisenhower). Shore duty assignments included: Command and Staff Course, Naval War College (graduating with highest distinction); Systems Analysis Division (OP-96) of the Office of the Chief of Naval Operations; F/A-18/A-7 Readiness Officer on the staff Commander Naval Air Force, U. S. Atlantic Fleet; Joint Chiefs of Staff as Head of the European Command/Central Command Branch of the Joint Operations Division (JOD), Operations Directorate (J-3); and Office of the Chairman of the Joint Chiefs of Staff as the Executive Assistant to the Chairman, General Colin L. Powell.

ADM Johnson was selected for flag rank in February 1995. His initial flag assignment was as the Director of Operations, Plans, and Policy (N3/N5) on the Commander in Chief, U.S. Atlantic Fleet staff. In February 1996, he reported as Commander, Carrier Group EIGHT/USS Theodore Roosevelt Battle Group where he served until August 1997. In September 1997 he reported as the Senior Military Assistant to the Deputy Secretary of Defense, Dr. John Hamre, and in May, 1999 was assigned as the Senior Military Assistant to the Secretary of Defense, The Honorable William S. Cohen. ADM Johnson assumed command of the U.S. Sixth Fleet and Naval Striking and Support Forces Southern Europe in October 2000. A year later, he reported as Commander U.S. Naval Forces, Europe and Joint Force Command, Naples where he served from October 2001 through October 2004. He retired from active duty on December 1, 2004. Adm. Johnson's decorations and awards include the Defense Distinguished Service Medal (with three Bronze Oak Leafs), Navy Distinguished Service Medal, Defense Superior Service Medal, Legion of Merit (with two Gold Stars), Defense Meritorious Service Medal, Meritorious Service Medal (with two Gold Stars), NATO Meritorious Service Medal, Air Medal, Navy Commendation Medal, Navy Achievement Medal, and various service and campaign awards. He is the recipient of awards from Bulgaria, France, Hungary, and Italy. In 2004 he was selected to receive the Naval War College's Distinguished Graduate Leadership Award. In May 2009, his Alma Mater, the University of Maine, awarded ADM (Ret.) Johnson an Honorary Doctor of Humane Letters Degree.

Upon retiring in Dec 2004, ADM Johnson founded Snow Ridge Associates, which provides strategic advice and counsel. In addition, he serves on several private sector boards and is active in public policy, civic, community, and educational boards and activities. ADM Johnson currently resides in Harpswell, Maine with his wife, Joy Jewett Johnson of Bucksport, Maine.

Appointment effective: 6/6/11

Appointment expires: 5/26/16

Kevin P. McCarthy

Unum Group
2211 Congress Street
Portland, ME 04122

Mr. Kevin P. McCarthy is President and CEO of Unum US. In this role, he is responsible for the overall management of the segment (formerly known as US Brokerage). Mr. McCarthy first joined Unum in 1976, working in field administration. He moved to the reinsurance division as an underwriting manager, became a product manager in 1980, and was subsequently promoted to second vice president, Life and Medical Products in 1982. From 1984 to 1987, he was chief operating officer for General Health, Inc. In 1987, Mr. McCarthy returned to Unum as vice president, Long Term Disability Products and Markets and was named vice president, Long Term Care Markets and Products in 1990. In 1993, Mr. McCarthy joined Unum's Japan operations and was promoted to President of Unum Japan in 1996, Chairman in 1998, and Senior Vice President of International Operations in the same year. In 2001, McCarthy became Senior Vice President of Underwriting and in 2006 Executive Vice President of Risk Operations for the company

Mr. McCarthy is currently a director of the Davis Foundations, the Maine Coalition for Excellence in Education, and AHIP (America's Health Insurance Plans). Mr. McCarthy has previously been the chairman of the Insurance Subcommittee of the American Chamber of Commerce in Japan, where he was significantly involved in U.S.-Japan bilateral negotiations regarding deregulation and market access. He has previously been a director of LIMRA International, the International Insurance Council, the Maine International Trade Center, the World Affairs Council, the Portland Museum of Art, the United Way of Greater Portland, the Maine Make-a-Wish Foundation, the Gulf of Maine Research Institute, Corporator of Maine Health, the state's largest healthcare provider group, and Chairman of the Advisory Council for the University of Southern Maine School of Business.

Mr. McCarthy received his degree in business, graduating summa cum laude, from the University of Southern Maine in 1978.

Appointment effective: 4/7/09

Appointment expires: 5/26/18

Marjorie Murray Medd

PO Box 126
Norway, ME 04268

Ms. Marjorie Medd, a resident of Norway holds a Bachelor of Science in Education from Tufts University and a Master in Public Administration from Harvard University. She has been a committed community and state leader in education, children's issues and economic development. She has chaired the MSAD #17 Board of Directors (3 years), the Maine State Board of Education (3 years) and the Learning Results Task Force. Marge represented Maine on the New England Association for Schools and Colleges as well as the Regional Lab at Brown. She has served on the executive committees for Jobs for Maine Graduates and Maine Coalition

for Education for many years. After graduating from Harvard in 1999, she chaired the Maine Children's Alliance. As chair of EnterpriseMaine (a regional economic development organization) she helped lead her community in its effort to secure the Western Maine University and Community College Center. Her roles in advocacy for education and economic development included trade missions to Japan, British Isles and Brazil and Argentina. Trustee Medd was chosen as one of 25 US educational leaders who joined with many international government, education leaders and students, to lead the 50th anniversary March of the Living walk from Auschwitz to Birkenau.

Appointment Effective: 5/25/05

Appointment Expires: 5/26/15

Paul J. Mitchell

GHM Insurance Agency
51 Main Street
Waterville, ME 04901

A native of Waterville, Mr. Paul Mitchell is a graduate of the University of Maine with a B.S. degree and an M.A. from Columbia University. He is President and owner of the GHM Insurance Agency of Waterville, a full service insurance agency. Mr. Mitchell has long been active in municipal affairs having served as Chairman of the Waterville Board of Aldermen, as Executive Director of the Waterville Urban Renewal Authority undertaking and completing the largest redevelopment activities in the City's history, as Chairman and member of the City's Planning Board, the Waterville Sewerage District, the Waterville Housing Authority, and the Kennebec Sanitary Treatment District. He served as a member of the Foundation Board of the Kennebec Valley Vocational Technical Institute, now the Kennebec Valley Community College. He was a member of the National Association of Housing and Redevelopment officials. He is presently a member of the Board of Directors of the Maine Independent Insurance Agents Association, having served as its President. He is a member of Rotary International. Mr. Mitchell served in the U.S. Navy from 1944 to 1946.

Appointment effective: 5/26/04

Appointment expires: 5/26/14

Victoria M. Murphy

Pan Atlantic SMS Group
6 City Center, Suite 200
Portland, ME 04101

Ms. Victoria McCammon Murphy is Director and co-owner of Pan Atlantic SMS Group, a market research and consulting firm founded in 1985 in Portland. Murphy leads the international training division for the firm's designation as a visa sponsor from the Department of State. The firm's client base includes private sector entities in areas such as banking and international trade, while the public sector includes health care and higher educational institutions, hospitals and the Department of Education.

Since living in Maine, Murphy has continued her interest in politics and education. She was elected to two terms as Chair of the Democratic State Committee, was appointed by President Bill Clinton to three terms as a Member of the J. William Fulbright Foreign Scholarship Board, and served either in a leadership position or as a member of numerous committees for the city of Portland and for charitable and community organizations.

Ms. Murphy is currently serving in her second term as a member of the University of Maine System Board of Trustees appointed by the Governor. Before moving to Maine, Murphy owned her own advertising and public relations firm in New York City representing an international bank, fashion house, retail stores and other clients.

During her two decades in Washington, D. C., Ms. Murphy served in the administrations of President Lyndon B. Johnson and President Jimmy Carter. She also worked as a producer and moderator for public television health programs. Murphy's interest in public broadcasting led to her service during her two appointed terms as a member of the Maryland Public Broadcasting Commission. Murphy also served as a Congressional liaison officer while working for an agency of the Department of State. Murphy was Director of Advertising and Public Relations for Bloomingdale's Washington stores, and worked in national event management for other private firms in Washington representing clients such as the Kennedy Center.

Murphy graduated from the University of Southern Maine, is married, a mother of three children, grandmother to five grandchildren, and resides in Portland.

Appointment effective: 5/26/04

Appointment expires: 5/26/14

Bonnie D. Newsom

950 Main Road
Eddington, ME 04428

Bonnie Newsom is President of Nutalket—a Native American owned and operated small business that blends archaeology and heritage preservation consulting with Native American art and jewelry design. Prior to starting her own business, Ms. Newsom served for ten years as Tribal Historic Preservation Officer for the Penobscot Nation. In this capacity, she ensured tribal compliance with the National Historic Preservation Act, identified and managed historic properties on tribal lands, consulted with Federal and State agencies relative to historic site protection, participated in public education initiatives and served as the tribal point of contact for all archaeological issues. Other positions she has held include a research archaeology position with Archaeological Research Consultants of Ellsworth, Maine and Assistant Director of the Wabanaki Center at the University of Maine.

A strong commitment to public and community service is reflected in Ms. Newsom’s board and committee appointments. Formerly she served as Vice-Chair of the United South and Eastern Tribe’s Culture and Heritage committee. She also served on NOAA’s Marine Protected Areas Cultural Resources Working Group, the Abbe Museum Board of Trustees and the Board of the Forest Society of Maine. At present, she is Vice-Chair of the Repatriation Review Committee for the Smithsonian Institution and is a Commissioner on the Maine Indian Tribal State commission.

Ms. Newsom holds a B.A. in Anthropology and an M.S. in Quaternary Studies from the University of Maine. Currently, she is a Ph.D. candidate in Anthropology at the University of Massachusetts, Amherst. Her research interests include the archaeology of the Penobscot River Valley, aboriginal ceramic analysis, the Native American Graves Protection and Repatriation Act, anthropology and public policy, indigenous archaeologies, and Indigenous rights and intellectual property.

Ms. Newsom is a military veteran and served for six years in the U.S. Army and for an additional six years as a member of the Maine Army National Guard. Currently, she lives in Eddington, Maine with her husband, Les, and two of their four children.

Appointment effective: 6/14/11

Appointment expires: 5/26/16

Karl W. Turner

16 Town Landing Road
Cumberland, ME 04110

Honorable Karl Turner earned his BS in Mechanical Engineering from the University of Maine and continued his academic career there with graduate work in Pulp & Paper Technology. He began his professional career with IBM where he held a variety of management positions. In 1985 he joined Casco Northern Bank (a BankBoston Co.) where he served as Head of Banking

Operations/Services; Information Technology; and was President of FirstPay. In 1991, he moved to BankBoston Headquarters where he headed Regulatory Assurance and later was Chief of Staff for the New England Banking Group. He was a principal in a corporate-wide redesign effort that focused on information technology to enhance revenue and root out impediments to organizational efficiencies. In 1999, Senator Turner became the principal of Knight Financial Advisors, an investment advisory. Turner's community activities have included two terms on the Falmouth Town Council. He coached Little League baseball/softball for six years in Falmouth. He is a long time member of The Maine Audubon Society and was a Trustee for two terms. For many years, he was involved in allocations and campaign activities at United Way. He is currently a member of the Board of Advisors for Margaret Chase Smith Policy Center and a Board Member of: The Gulf of Maine Research Institute; Hospice of Southern Maine; American Cancer Society – New England Region; and HealthInfoNet. Senator Turner served four terms in the Maine Senate as a member of the 120th – 123rd Legislatures. He has a broad policy prospective having been a member of the Appropriations, Education and Cultural Affairs and HHS Committees. His interests include economic development, healthcare, taxation, energy, education, and organization efficiencies.

Appointment effective: 6/8/11

Appointment expires: 5/26/16

ADVISING MANUAL

The Role of the Advisor

The relationships you develop with your advisees should encourage students to be responsible and self-directed. As you fine tune your advising style, keep in mind that a developmental approach to advising requires the faculty advisor to:

- Assist students in self-understanding and self-acceptance (values clarification; understanding abilities, interests, and limitations)
- Assist students in identifying their life goals by relating their interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education
- Assist students in developing an educational plan consistent with their goals and objectives, including information on program clubs, capstone projects, and internships
- Assist students to develop semester schedules consistent with their outside jobs and family responsibilities
- Assist students to revise their plan to reflect their current progress and career goals
- Assist students in evaluating progress toward established goals and educational plans
- Verify that Mainstreet information is correct: phone number, address, program major, advisor, requirement term
- Provide accurate information about institutional policies such as academic, financial aid and residential life
- Provide accurate information about institutional procedures, resources, and programs

- Refer students to appropriate institutional or community support services
- Provide appropriate student information to campus offices and/or departments
- Have posted office hours on your office door.
- Require a student to meet with you prior to pre-registering for the upcoming semester.
- Guide the student to understand that although you are available to make suggestions for possible options, the student is solely responsible for the final outcomes.
- Guide the student to access Mainstreet for holds, schedules, grades & GPA, updates on degree progress, and other relevant information
- Determine that the student uses UMFK email system or has a forwarding system
- Assist students when enrolling in online courses for the first time, that they access Blackboard at the start of the semester and follow the online course syllabi and assignments
- Encourage students to seek assistance when Early Alerts or mid-term grades are posted

Helpful Questions for the Advising Session

The following questions may prove useful as you attempt to move the advising interaction beyond scheduling matters.

- Have you bought your books?
- *How are things going for you this semester?
- Have your career goals changed in any way?
- What are you learning in your major area of study that you find most exciting/interesting?
- Have you found a club or service opportunity that fits with your interests and talents?
- Are you planning to participate in the internship program? If so, have you visited the Career Planning and Internship Placement Office?
- Have you updated your resume lately? If not, have you considered using the resume services provided by the Career Planning and Internship Placement Office?
- Are you working part-time or full-time? Have you experienced difficulty in balancing a work schedule with your academic responsibilities?
- Are you thinking of going to graduate school?
- Have you looked into what non-academic skills employers in your field are looking for?

The Art of Referrals: When, How, and to Whom?

Good advisors recognize the need for making referrals; however, you may be uncertain as to when, how and to whom to do it.

When to consider suggesting a change in faculty advisor assignment

- You feel that unresolved personality differences between you and the student significantly interrupt the advising process
- After a period of time, you do not believe your communication with the student is effective.

When to refer to other resources

- The student is reluctant to discuss the problem with you
- The student presents problems or requests for information beyond your level of competence

How to refer

- Refer the student to a specific person whenever possible rather than to an office or agency in general. Familiarity with the personnel and the function of each office will help you to determine the right person to select for each situation.
- If appropriate and possible, offer to assist the student in making an appointment with a specific

- person at the office. This may give important help to an already overly anxious student.
- Unless appropriate, do not transmit information about the student to the referral source in the presence of the student. This may create the feeling that everyone on campus knows the particular problem. Always secure the student's permission before relating personal information to other campus officials.
- When the student returns from the referral, inquiring as to whether or not he/she kept their appointment is usually enough for the student to volunteer whatever information is necessary to continue your working relationship as an advisor.

Academic Support and Co-Curricular Resources for Referrals

Writing Center-Mark Kelly

Tutoring Center-Tammy Connor

TRiO Services: Study Skills Workshops-Lena Michaud

Counseling Services-Shawn Graham

Student Accommodation Services-Shawn Graham

Office of Student Success- Ellie Hess

Office of Career Planning and Internship Placement/Work Study information-Tammy Delisle

Office of Student Life and Development-Ray Phinney

Health Clinic-834-7822

Family Educational Rights and Privacy Act (FERPA)

To read the entire FERPA policy, please refer to the current UMFK catalog. FERPA regulations restrict the release of information concerning students. Each student who wishes to release information to others must fill out a "Student Consent to Release Information." This document identifies the names of individuals to whom UMFK may, with a student's consent, release academic, residential or financial information. The form is placed on file with the Registrar's Office and recorded in MaineStreet.

If you are contacted by anyone about a student who wishes to discuss the student's academic, residential, financial and/or personal situation, please check MaineStreet to be sure the person is authorized to receive such information. On MaineStreet in the student center, scroll to **Personal Information** (left hand side of page) and click on Student Information Release. The last 4 digits of the SSN are listed by each person authorized by the student.

If the student wishes for an interested party to have access to personal information, the FERPA form may be downloaded from the UMFK homepage without a password, under "Admissions" tab, by those interested persons. Go to "Accepted Students" and to the form "Student Consent to Release Information." The form is also located in the Registrar's Folder under Forms & Documents.

MAINESTREET AND ADVISING

Your complete list of advisees is in your Advisor Center. If you see any errors, please contact the Registrar's Office. You have access to your advisee's (and all students) information by navigating the tabs. (Upon a student's graduation, their name will be removed from your list. A student who is inactive for 2 consecutive semesters will be removed from the list.)

- General Information: home, UMFK address/email address, home phone numbers and cell phone numbers
- Admissions: Degree program enrollment status with past history; **Testing Summary** for all standardized testing scores, such as Accuplacer and SAT scores which is necessary to know whether your advisee must enroll in ASP classes if they have not yet completed any credit level math or English courses

- Academics: Term course enrollment and status with drop dates, if applicable; GPA calculation
- Student Center: Grades menu provides CGPA and term GPA, including the student's academic standing for Academic suspension/probation/warning status
- Student Center: Degree Progress report provides the degree audit for the student's assigned degree program and Student Requirement Term
- Transcript Analysis: Transfer students need an accurate review of prior course work. *Image Now* contains admissions records of all transcripts. Student Center-Course History by Subject lists courses that were accepted for transfer, whether as a particular course or as an elective (199).
- Degree Audit: Student Center under "Academic History" is the link to the "Degree Progress Report." This automatically assesses for degree program completion.

Advising Student for Credit loads

- Block tuition means 12 to 18 credits for one price. Winter term is part of Spring block.
- Ask advisee about outside responsibilities (work, family) to help find optimum credit load
- Conditional admits and students on academic probation/warning status: Maximum load of 13 credits permitted

Advisor Assignments

Entering First Time Students (under 30 credits)

The student's academic mentor will be in general their First Year Experience instructor. However, students should be encouraged to use other resources for program advising such as: faculty in their chosen degree program, the Office for Student Success, the registrar's office and other administrative offices.

Early in their second semester, students will be encouraged to select an academic advisor, based on their choice of major and conversation with the instructor in said major. The First Year Experience academic mentor will facilitate the assignments and Change of Advisor paperwork between the students and the new advisors. New advisors will meet with the new advisees for pre-registration for the third semester.

Returning Students

Returning students may change advisors at any time. Students should print a "Change of Academic Advisor" form in My.UMFK campus forms in the Registrar's folder. The form must be completed and signed by the new advisor and then brought to the registrar's office for processing. The previous advisor will be sent a copy of the change of advisor form.

Entering Transfer Students

For transfer students with 30 or more credits, the academic advisor will be assigned according to their program of study and as identified by the Division Chair. For on-campus transfer students, faculty advisors will be notified of new advisees by the Office for Student Success. For online transfer students, faculty will be notified through Distance Education.

Entering Distance Education Students

- A.A. Study Sequence in Accounting– Leo Trudel
- A.A. Study Sequence in Criminal Justice - Darrell Ouellette
- A.A. Study Sequence in Emergency Management/Homeland Security – Tony Enerva
- A.A. in General Studies – Joe Zubrick
- A.A. in Information Security – Ray Albert
- B.S. in Business Management with a Concentration in Accounting– Leo Trudel
- B.S. in Business Management with a Concentration in Healthcare Administration– John Pelletier
- B.S. in Nursing (RN to BSN) – Lena Michaud (last names A – H) & Diane Griffin (last names I - Z)
- B.S. in Rural Public Safety Administration– Tony Enerva

Bachelor of University Studies – Joe Zubrick

Certificate in Emergency Management/Homeland Security – Loni Nadeau

Certificate in Public Management – Loni Nadeau

Certificate of Study in Criminal Justice – Loni Nadeau

Certificate in Healthcare Management – Loni Nadeau

State of Maine Special Education Certification – Loni Nadeau

ASP-Developmental-Course Sequencing and Placement Testing

Students who do not submit OR submit SAT scores less than 500 in either Verbal or Math are required to take Accuplacer testing in the respective subject areas. Scores are viewed in MaineStreet Advisor Center under admissions tab.

Results of the Accuplacer determine the following placement:

Math: ASP 70 College Mathematics-Accuplacer Arithmetic Scores < 37

ASP 110 Math Applications-Accuplacer Arithmetic Scores between 37 and 59

English: ASP 050 College Reading-Accuplacer Reading <70

ASP 060 College Writing-Accuplacer Sentence Structure <66

ENG111L English Writing Lab Accuplacer Sentence Structure between 66 and 73; or repeating ENG 100/ENG 101; or passed ASP 060 with a C- or lower.

Degree Plans and Degree Audits

The UMFK catalog provides a suggested educational plan for completion of each degree. There are many unique factors to consider with each advisee as to whether it is in the best interests of the advisee to adhere to the plan. Personal responsibilities in terms of family and work, past records for successful completion of courses, including withdrawals, incompletes and low grades, and prior or present enrollment in ASP developmental courses should all be considered. Also, the advisor must consider the student's ability in the chosen degree plan and perhaps use a strategy to address the General Education requirements early in the student's academic career to allow more flexibility should the student choose a different program. The goal is for the advisees to meet with successful completion of courses.

Located on the X-Drive on My Computer are the degree audit plans for each major and concentration. However the new *Degree Progress Report* module in MaineStreet student center will maintain the student's progress electronically. Review with your advisee all program requirements. Inform the registrar's office of course waivers, course substitutions, and transfer credits that have not been noted on the student transcript.

Pre-registration

Students pre-register based on their class standing.

Tips for Advisors: Students should ask you for an advising appointment as soon as the schedule of classes is posted. You can prepare for this increase in advising activity by posting an "Advising Sign-up Sheet" on your office door. Encourage students to come prepared with a tentative schedule in their Wish List. Review mid-term grades and course pre-requisites/co-requisites, especially mindful of the requirements for ENG 111L for students completing their ENG100/101 General Education requirements. Consider the student's off campus jobs and previous academic success for consideration of an appropriate semester load.

International Students

International students in resident programs MUST be enrolled full-time to be in compliance for immigration rules. This means that the international student must be enrolled in at least 12 credits. The

international student is allowed to take online credits, but only after the first 9 credits each semester are face-to-face classroom credits.

Holds on student accounts by administrative offices

One of the most common administrative holds is for an outstanding account with the college. Student Accounts are payable at the start of the semester. Two weeks after the start of classes if accounts are not paid or payment plan arranged, students are assessed a \$50 late fee and financial holds are placed on their account. The \$50 late fee is assessed on a monthly basis until either (1) a payment plan is made or (2) The bill is paid in full. Advisors may play a proactive role by advising students to go to the One Stop Center to take care of their accounts at the start of the semester to avoid the late payment fee. Payment plans are available for \$30 (a savings of \$20).

Students are restricted from pre-registering, registering, or obtaining transcripts when there are administrative holds for such reasons as missing immunization records or placement testing required. The student should be directed to the One Stop Center or other administrative office to discuss the reason for the hold and to rectify the situation.

Early Alert System

Up until the 5th week of each semester, instructors are requested to submit Early Alert forms for those students whose performance is poor or for students who are struggling in general. The form - found in My.UMFK Campus Forms, Early Alert- is submitted electronically and is reviewed by the Office for Student Success. Advisors will be notified by the Office of Student Success when an advisee has received an Early Alert. This should prompt you to contact your advisee to schedule a time to discuss the issues. An Early Alert in one course may mean as little as having missed an assignment that the student is working on completing. On the other hand, it might be a more severe issue that requires work with the student to identify how they can improve their chances of success. The student may need to be referred for help to other offices, such as the Student Support Services Office, Student Success Office, or to health services. The instructor submitting the early alert will receive pertinent follow-up information.

No matter the severity of the problem, encourage your student to meet with the instructor of any course in which she or he is struggling to find out their exact standing in the course and any missing work that could potentially be made up. Also follow up with your advisee on their progress, including checking in again when mid-semester grades come out.

Academic Standing

To maintain **full academic standing** and matriculated status, a student (full- 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 who fails to achieve the required Cumulative Grade Point Average (CGPA) is placed on **academic probation** for the next semester. If, at the end of that semester, the CGPA is still below the required minimum, the student's academic status is reviewed by the Vice President for Academic Affairs and if the student has demonstrated substantial academic improvement, although the CGPA remains below the required minimum, the student may remain on academic probation. For the student who does not show substantial academic improvement, **academic suspension** will follow for one full year. Readmission is through the Admissions Office

UMFK Scholarship Application

Online application for UMFK Scholarships is available at:

<http://www.umfk.edu/financialaid/scholarships/apply/>

The information submitted by the student determines the scholarships for which they are eligible. As they add criteria to the application, the list of potential scholarships will change. For example, a student that selects “Nursing” for their major will see scholarships that a Forestry major wouldn’t have in the list. Deadline for fall scholarships is March 1.

Financial Aid Standing

Advising students to withdraw from courses after the 2nd week of classes will affect SAP for financial aid purposes. A grade of “W” counts as a course attempted.

Specific Progress Requirements- Satisfactory Academic Progress (SAP)

1-The attempted credit hours are the total number of credit hours, including “W”, “I”, and any transfer credits accepted toward the degree. The total number of credits successfully completed is divided by the total number of credits attempted to calculate a percent earned. The percent earned must be at least:

16. 0 to 30 credits attempted, must have earned at least 50%

17. 30.01 to 45 credits attempted, must have earned at least 55%

18. 45.01 to 60 credits attempted, must have earned at least 60%

19. 60.01 to 75 credits attempted, must have earned at least 65%

20. 75.01 to 90 credits attempted, must have earned at least 70%

21. 90.01+ credits attempted, must have earned at least 75%

2-Maintain a minimum GPA as indicated in the University Catalog:

14. 0 -29 attempted hours 1.67 Cumulative GPA

15. 30-59 attempted hours 1.75 Cumulative GPA

16. 60+ attempted hours 2.00 Cumulative GPA

3-Maximum credits for financial aid:

Program credits + 50% additional credits are allowed

For Example:

For a four year, 120 credit Baccalaureate degree, 180 attempted credits allowed

For a two year, 60 credit Associate degree, 90 attempted credits allowed

For a two and 1/2 year, 78 credit Associate degree, 117 attempted credits allowed

Financial Aid Warning

- When the student does not meet Progress Requirements, the student is placed on semester warning

Financial Aid Suspension

- When the student continues to not meet Progress Requirements, the student is Suspended

Financial Aid Probation

- The Student may appeal the Financial Aid Suspension under certain circumstances. If the decision is reversed, the student may be reinstated under Probation Status with a Financial Aid Academic Plan in place that is maintained in the Financial Aid Office.

Assigning Grades

Grades must be posted within the one week allotted time at the close of the semester. Grades properly posted are vital for advising purposes for the following semester, especially for course sequencing and GPA requirements.

In special circumstances, grades of “DG” or “I” may be assigned:

DG: Deferred Grade

- Use only under circumstances such as the semester is extended into the next semester. Must be removed before the close of the following semester (including summer). After that semester, it will be converted to an “F” and computed in the GPA.

I: Incomplete

- Must be removed within 2 weeks of the close of the semester. The “I” will be converted to an “F” and computed into the GPA.

Declaration of a Major/Minor and Changes

Students declare a major during the admissions process to UMFK. As an advisor you can help the student to determine if the initial choice of major is appropriate for their goals. The advisor can also work with the student to choose an area of concentration or minor. If a student decides to change their major or is not allowed to continue in a major, the advisor should review the Educational Degree Plan and provide the student with advice on developing a new degree plan in terms of financial aid considerations. Should the change be found to be in the best interest for the student, return the Change of Major/Minor form found in My.UMFK Campus Forms, Registrar’s Office folder.

Operative Catalog

Students must follow the graduation requirements from the catalog which was in effect at the time of the student’s matriculation, which is called the *Student Requirement Term*. Advisors may access the *Student Requirement Term* in the student center under the "academics" tab. It is imperative that the *Student Requirement Term* match the program degree plan on which the advising is based, especially when the Degree Audit Module is implemented. Students may, at their option, elect to fulfill the requirements in any subsequent catalog, provided they were enrolled at the time the catalog was published. In either case, the catalog is to be considered in its entirety; students may not fulfill part of their requirements from one catalog and another part from another catalog. Requirements for all majors and minors must come from the same catalog. File with the registrar's office notification (email is fine) should the student wish to change their *Student Requirement Term* should they wish to follow a later degree plan.

For course substitutions that may have occurred due to course discontinuation during the student's tenure at UMFK, the following protocol is to be used. For a program required course, approval is required through the division chair. For a General Education course, approval is required through Academic Council. Approvals will be provided to the registrar’s office. File substitutions as they arise, not waiting until graduation.

Non-Traditional/Off UMFK campus methods to acquire Course Credits

- Prior Learning Assessment (PLA): refer students to the program chair or the Office of Student Success. The *Application for Credit for Past and Experiential Learning* is available on My.UMFK under Forms/Academic Affairs.
- CLEP: refer students to the Office of Student Support Services or to the College Board site <http://clep.collegeboard.org/>
- Advanced Placement Exams: UMFK gives credit for work graded 3 or higher by the College Board.
- Enrollment at other campuses: **Away Form is REQUIRED for all non-UMFK Campus course work.** Contact the Registrar’s Office or My.UMFK Forms & Documents, Registrar folder.
- Directed Study/Independent Study

Withdrawals

There are three types of withdrawals at UMFK. Please check the academic calendar and catalog for specific dates for each type of withdrawal according to the type of session. However, for semester long sessions, students may withdraw from a class within two weeks after the start of the regular semester with full tuition refund and no grade of record.

1. Course Withdrawal

Full semester sessions: After the two week add/drop period, students may withdraw from a course up to the tenth week and will be assigned the grade of 'W.' Although the "W" does not affect the student's grade point average, the grade does apply towards the financial aid SAP. To withdraw from a course, a student must submit a completed Course Withdrawal Form. There is no refund of monies paid for the course. The form is found in the registrar's folder under Forms & Documents and may be submitted electronically to the registrar's office.

2. Student Term Withdrawal from UMFK

Students are considered officially withdrawn when they complete the withdrawal process designated by the registrar. Students who leave the college without officially withdrawing are considered enrolled students. Their instructor will assign grades.

Refunds are based on the published refund schedule and determined by date of withdrawal.

3. Medical Withdrawal from the College

Students may request a medical withdrawal when an illness or injury occurs that makes it impossible for the student to continue with classes.

Graduation

Before your advisees apply for graduation, review the degree audit with them for the *Student Requirement Term* to ensure that the student is indeed ready to graduate, with all required courses completed or in progress. If course substitutions are approved, documentation is required for the completed degree audit.

Candidates who wish to graduate must file an application for degree with the registrar's office before the end of the 3rd week of classes of the semester they wish to graduate. For summer graduation, the application for degree must be filed before the end of the Spring semester. The form is found on My.UMFK under Forms & Documents, Registrar's Folder. Any student who fails to finish all degree requirements or resolve any financial obligation by the day of commencement will not be allowed to participate in the commencement ceremony and will be required to reapply for graduation at a later date. No transcripts will be generated.

There will be only one commencement ceremony each year. Students whose degrees are conferred following the fall or summer sessions are encouraged to participate in commencement ceremonies the following May.

Disposal of Student Records

After a student leaves the college, if an advisor has paper records, they should be destroyed of appropriately. A paper shredder should be used for disposal of records.

Appendix 8: Principle 8: International Business Education

Appendix 9: Principle 9: Educational Innovation