

The University of Southern Maine's Lewiston-Auburn College



EMPLOYEE HANDBOOK for Faculty and Staff

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USM's Lewiston-Auburn College

EMPLOYEE HANDBOOK

Table of Contents

MISSION

USM Mission Statement.....	1
USM's Lewiston-Auburn College Mission Statement.....	2

WHO WE ARE

Our Good Name	3
Commitment to Collaboration	3
Beginnings	4
Campus.....	4
Faculty	4
Curriculum.....	5
Interdisciplinarity	5
Pedagogy	6
Student Profile.....	7
College and Community	7

ABC'S OF LAC

Academic Integrity	9
Academic Programs.....	9, 35
Add / Drop / Withdrawal.....	9
Administration Office	9
Animals.....	10
Assignments / Student Workload	10
Atrium Art Gallery	11
Attendance.....	11
A/V Equipment	11, 15
Blackboard.....	11
Bookstore	11
Café L-A	12
Calendar	12
Cancellations	13
Certificate Programs.....	13, 37
Class Roster	13, 15
Commons@LAC: Library and Computer Lab.....	13
Communications	15, 40
Computer Services and Technology.....	15, 21
Conferences / Videoconferencing.....	15
Copiers.....	15, 24
Copyright	15
Counseling.....	16, 28
Course Evaluations	16
Criteria for Evaluating Student Essays.....	16

Degree Program Liaisons.....	17
Degree Programs.....	17, 35
Disability.....	17, 31
Diversity.....	17
E-Mail Addresses.....	18, 30, 40
Emergency Procedure Guidelines.....	18
Examinations.....	18
Facilities Management.....	18
Faculty.....	19, 41
Fax Machines.....	20
FERPA.....	20, 25
Financial Aid.....	20, 27
Franco-American Collection.....	20
Function Rooms / Conference Facilities.....	15, 20
Grades.....	18, 20, 32
Graduate Programs at LAC.....	21, 35
Groupwise.....	21, 30, 47
HelpDesk.....	21
History of LAC.....	4, 21
Hours of Operation.....	21
Injury/ Incident Reporting.....	21
ITV / CV.....	22
LearningWorks.....	22
Learning Workshop – Tutoring for Writing, Math, Statistics and Computing.....	22, 30
Library.....	13, 22
Lost and Found.....	22
Mail.....	23
Maine International Center for Digital Learning (MICDL).....	23
Make-Up Classes.....	23
Make-Up Exams.....	23
Meeting With Students.....	23
Nursing.....	24
Office Hours.....	24
Parking.....	24
Personal Counseling Services.....	16, 24, 28
Photo ID.....	24, 30
Photocopiers and Copy Codes.....	24
Privacy / FERPA.....	25
Program Liaisons.....	25
Publicity.....	25
Registration.....	26, 27
Room Assignments and Reservations.....	26
Safety.....	26
Science Lab.....	26
Senior College.....	26
Smoking.....	27
Storm Line.....	27
Student Success Center.....	27
Supplies.....	28
Syllabus.....	28

Towing	29
Travel Expenses	29
TRIO	29
Tutoring	29
UMS Accounts	30, 40
Use of University Funds.....	30
USM Card.....	30
USM Equal Opportunity Policy	31
USM Grading Policy	32
USM Office of Multicultural Student Affairs	33
USM Sexual Harassment Policy	33
USM Substance Abuse Policy	34
Videoconferencing	15, 34
Wellness	34
Women, Work and Community	34

APPENDICES

Academic Programs.....	35
Undergraduate Studies (Bachelors)	35
Graduate Studies (Masters)	35
Minors	36
Certificate Programs	37
Communications	39
Change Email Destination	40
Adjunct Faculty at LAC.....	41

The University of Southern Maine

The University of Southern Maine, with a rich history reaching back to 1878, is a comprehensive metropolitan university offering associate, baccalaureate, graduate, and professional degrees within the University of Maine System. The University of Southern Maine's fundamental mission is teaching, research, and public service for the benefit of the citizens of Maine and society in general. In achieving its mission and fulfilling its responsibilities as a university, the University of Southern Maine addresses the aspirations and needs of southern Maine and serves as a vehicle for linking southern Maine and the state to the nation and the world. The University actively encourages faculty, staff, and students to contribute to and participate in state, national, and international academic and professional communities.

The University's principal responsibility is to provide a wide range of programs responsive to students diverse in age, background, and experience, many of whom are part-time, employed, and/or commuter students. Undergraduate education at the University of Southern Maine aims to provide every student with a solid foundation in the liberal arts and the sciences. Master's, professional, and selected doctoral degrees and research programs emphasize the integration of theory and practice. The University of Southern Maine seeks to assure broad access at various geographic locations to educational opportunities including lifelong learning and is committed to providing academic and support services essential to the needs of a diverse student body. This commitment extends to creating a sense of university community and a vibrant, diverse cultural environment for the University of Southern Maine's students, faculty, staff, and the entire community of southern Maine. In all activities, the University continually strives for excellence in teaching and learning.

As an essential Maine resource, the University sets program priorities that are driven by the needs of the people and the institutions of southern Maine in particular and the state in general. The University of Southern Maine responds to the special needs of, and provides leadership for, southern Maine's many cultural, health, human service, business, and technological institutions and activities. The University fulfills an historical and special commitment to elementary and secondary education through the preparation of teachers and educational leaders. The University of Southern Maine links the teaching, research, and public service capabilities of faculty and staff, through both traditional and interdisciplinary programs and units, with the people, organizations, and institutions of the state and the region. As one of seven campuses in the University of Maine System, the University of Southern Maine complements and collaborates with the other six institutions in the System to fulfill the needs of public higher education in the state of Maine.

MISSION STATEMENT OF USM

The University of Southern Maine, northern New England's outstanding public, regional, comprehensive university, is dedicated to providing students with a high-quality, accessible, affordable education. Through its undergraduate, graduate, and professional programs, USM faculty members educate future leaders in the liberal arts and sciences, engineering and technology, health and social services, education, business, law, and public service. Distinguished for their teaching, research, scholarly publication, and creative activity, the faculty are committed to fostering a spirit of critical inquiry and civic participation. USM embraces academic freedom for students, faculty, and staff, and advocates diversity in all aspects of its campus life and academic work. It supports sustainable development, environmental stewardship, and community involvement. As a center for discovery, scholarship, and creativity, USM provides resources for the state, the nation, and the world.

This Mission Statement was passed by the USM Faculty Senate on October 3, 2008, and approved by the University of Maine System Board of Trustees on November 15, 2010.

The University of Southern Maine's Lewiston-Auburn College

MISSION STATEMENT OF USM'S LEWISTON-AUBURN COLLEGE

We are leaders in interdisciplinary education, integrating the liberal arts with workplace and community. Our mission is to engage and graduate students through a transformational educational experience – preparing them to be creative critical thinkers, strong effective communicators, and informed responsible stewards of the world.

Revised & approved: September 2011

WHO WE ARE

OUR GOOD NAME

The accepted and approved name of our institution is **“The University of Southern Maine’s Lewiston-Auburn College”**. Accepted alternatives and abbreviations include **USM’s Lewiston-Auburn College** and **USM LAC**. Because it causes confusion for our marketing and branding efforts within the community, we should not be referred to as “Lewiston-Auburn College” by itself or USM/LA. USM should always be part of the name or title when referring to USM LAC.

COMMITMENT TO COLLABORTION

A central question for higher education is whether the intellectual and social cultures of our colleges and universities are healthy enough to meet the educational needs of students and to provide leadership for an increasingly troubled society. Social commentators generally agree that we are now in a post-industrial information era. Considering the future of higher education, Ogilvy (1993) points out that “What the farm was to the agricultural era, and the factory to the industrial era, educational institutions will be to the information era, namely, the means of production and manipulation of the principal product of society.”

How will we develop that role? How will key social factors such as the demographics of multiculturalism, rapid change and uncertainty, and increasingly limited resources affect higher education? And how will the sheer volume of new information be processed and converted into useful knowledge? Ogilvy calls for an education that enhances our understanding of how things are systematically interconnected. Given the expanding capacity of computers to store and manipulate information and the increasing complexity of society, the new paradigm would promote associative and integrative patterns of thought and research rather than analysis based upon specialization and the isolation of phenomena. The focus on complex systems also supports increased integration of the university with the community, since the educational process is seen now as an ongoing and integral part of social production. Ogilvy’s vision for higher education posits a future in which scholars and students from all disciplines work together with their communities: “From participatory knowledge it is then a short step to participatory democracy...knowing is a part of doing.”

USM’s Lewiston-Auburn College, formed under the aegis of its parent university, the University of Southern Maine, is trying to meet the higher education challenge. Those of us working to build USM’s Lewiston-Auburn College (USM LAC) believe we are engaged in developing healthful, integrative structures that we and others contend are necessary if we in higher education are to respond to the needs of our students and our society. We have asked ourselves what it means to have a genuinely collaborative environment. What does it mean, more particularly, to collaborate in terms of curriculum development? What kind of pedagogy and scholarship would such an enterprise promote? What are its implications for relations with the local community, and between the individual unit and the larger university? And what about the way faculty conduct their administrative matters? In a variety of significant ways, USM LAC is creating a community where collaboration and connection are practiced at least as much as they are preached. From advising and teaching to curriculum development, publishing, and community relations, the USM LAC administration and faculty cross boundaries and forge connections that challenge the sanctity of traditional departmental boundaries. We feel energized by the course we have set for ourselves and suspect that others engaged in reform might draw upon this energy if we can share with them the narrative of our beginnings and our ongoing efforts to commit ourselves to interdisciplinary, collaborative education.

BEGINNINGS

USM's Lewiston-Auburn College opened its doors in 1988. Formerly a thriving manufacturing center, the Lewiston-Auburn area experienced a sharp economic decline, with high unemployment and pockets of severe poverty, when its shoe factories and textile mills began shutting down in the seventies. Although the second largest urban center in the state by the 1980s, the area had no university campus of its own, and leaders in this largely working-class community felt that it deserved, and would greatly benefit from, the establishment of such a campus. In 1982, they therefore requested that a separate campus of the University of Maine System be developed in their area. The request was denied, but the community was granted a college that would function as a unit of the University of Southern Maine (USM). At that time USM had a student body of about 8,000 students on two campuses, in Portland and Gorham, each located about 40 miles from Lewiston.

In 1984, a curriculum committee was formed consisting of community representatives and faculty from the University of Maine at Farmington, the University of Maine at Augusta, and the University of Southern Maine. This initial pattern of collaborative planning was extended as the committee attended many public meetings and met frequently with community leaders. The planners' intention of forging close ties between college and community was symbolically suggested by the fact that committee meetings were often held in the mayor's office and other local venues.

It soon became clear that the community wanted college graduates who could write and speak effectively, think critically, contribute solutions to community problems, and more broadly, conceptualize the world in ways that transcend academic molds. After considerable study and discussion, the committee decided that the college, to be called USM's Lewiston-Auburn College, should develop interdisciplinary programs which would integrate the liberal arts with each other, with professional studies, and with the community and the workplace. The current mission statement for the College clearly reflects the vision developed by its founders.

CAMPUS

USM's Lewiston-Auburn College and its affiliated programs are housed in two connected buildings at 51 Westminster Street in the Lewiston Industrial Park. The original building, a converted former indoor tennis facility, makes maximum use of its space for classrooms and laboratories, administrative and faculty offices, library, computer lab, Student Success Center, bookstore, and dining area. The Franco-American Collection (an archive of materials dedicated to the scholarly use of historical information and resources that preserve the local Franco-American history and culture) and the Atrium Art Gallery (located in the main entrance of the building and presenting four major art exhibitions a year) are both located in the main building. A second building, opened in July 2007, houses LearningWorks (including College for ME-Androscoggin and The Learning Workshop for writing and math tutoring), classrooms and offices currently occupied by Women, Work, and Community and MICDL – the Maine International Center for Digital Learning. The facility to date has been built in four phases, with the most recent major phase completed in 2009.

FACULTY

No vision of education, however lofty or pertinent to pressing social needs, will thrive without a faculty fully dedicated to it. In hiring USM LAC faculty charged with delivering the baccalaureate and graduate degrees, the College's planners early on sought candidates expressing openness towards interdisciplinary education and with connections to, and experience in, non-academic terrain.

Collectively we bring to our academic positions outside experience in such areas as labor relations, court protection services for children, clinical work in counseling, social service program development, economic and social policy

development, clinical occupational therapy, health care administration, mediation for people with disabilities, applied health research, agriculture and biological sciences. In summary, we were hired for our strong interest in interdisciplinary learning and scholarship and in collaborative and student-centered forms of pedagogy. We regularly attend and present at local, regional, and national conferences on issues related to interdisciplinary and collaborative activity, both inside the classroom and out in the community.

In addition to hiring practices which help preserve and develop the educational values of the College, our promotion and tenure criteria emphasize participation in collaborative work and innovative contributions to pedagogy and curriculum development. We do not look askance at collaborative efforts in scholarship: indeed, in keeping with our general emphasis on collaborative learning and work of all sorts, we encourage joint authorship of presentations and publications. We do not have separate academic departments, and thus we develop programs by working together as a single academic unit. We attempt to avoid hierarchical formations by rotating the undergraduate faculty chair position every two to three years. The LAC faculty believes our commitment to cooperative and collegial endeavor has been centrally important in our success. Our aim is to achieve consensus via open and thorough discussion and, when necessary, healthful compromise.

CURRICULUM

USM's Lewiston-Auburn College is among only a handful of higher education institutions in the country providing interdisciplinary majors with an interdisciplinary core, or General Education, curriculum. In fall 2007 the LAC core curriculum was launched. It is developmental and intentional (i.e., specifically designed courses) unlike the more traditional "distribution model" core curriculum; outcomes-based in that it provides for certain student abilities to be mastered; and focused on four, overarching themes: Justice, Democracy, Difference, and Sustainability. The Lewiston Common Core curriculum also includes a career development sequence of courses and internship experiences.

Our approach to curriculum at USM LAC does not eschew discipline-based courses, but views them as at their best when they are synergistically related to each other and to a range of interdisciplinary courses. In addition, our programs provide a variety of opportunities for integration between liberal arts and the professions. This is achieved through selection of course materials and work with the community as described below. Students at LAC can choose among the following interdisciplinary majors: Arts and Humanities, Leadership and Organizational Studies, Natural and Applied Sciences, Social and Behavioral Sciences, and, at the master level, Occupational Therapy and Leadership Studies. The USM nursing curriculum is also provided at USM LAC, as are pathways toward certification in Secondary Education.

Our commitment to collaborative work in the academic program is manifest in a number of other ways as well. Guided by a consensus that writing improves thinking skills and the mastery of important concepts, we have worked together to produce a writing-across-the-curriculum program by which virtually every course is writing-intensive; and several, in our new Lewiston Common Core, are writing-instructive (i.e., including specific writing instruction and improvement skills) and offered at various developmental levels throughout the curricular sequence. In addition, we have agreed to use a common English handbook to provide consistency and thereby facilitate improvements in student writing.

INTERDISCIPLINARITY

Interdisciplinarity is central to the philosophy and practice of education at USM's Lewiston-Auburn College. Our mission statement specifies that the College "is committed to being a national leader in interdisciplinary education." This approach to learning involves setting academic disciplines in dialogue with one another in order to adequately address the complex issues and problems of our world. The curriculum at the College therefore

consists of degree programs characterized by “integration between the liberal arts disciplines; between the liberal arts, the professional concentrations” (USM LAC Mission Statement).

We do not have separate academic departments at USM Lewiston-Auburn College. Rather, full-time faculty from all of our undergraduate and graduate degree programs work and meet together as a whole for discussion and decision-making around pedagogical, institutional, and program concerns. Our undergraduate degree programs, such as “Arts and Humanities” and “Social and Behavioral Sciences,” were designed to involve faculty and courses crossing more traditionally and narrowly defined academic fields (i.e., “English,” “History,” “Psychology,” etc). Most of our courses draw upon material from more than one discipline. USM LAC graduate programs embrace interdisciplinarity and work to further learning through emphasis on critical thinking skills.

Interdisciplinary courses expand and cross “boundaries” of what are often separate areas of thought and study. Sometimes this, most simply, involves use of materials from other academic fields, keeping one disciplinary approach “primary.” In other instances, methods, concepts and applications from multiple disciplines will be brought together in a complementary manner to address different facets of a topic. More intensive interdisciplinary courses make explicit the assumptions and implications inherent in each of the disciplinary perspectives such that the nature of the “disciplines” themselves is also examined.

We believe, at the most fundamental level, that interdisciplinarity, as a philosophical and pedagogical approach, strengthens both the liberal arts and career preparation we offer to our students. Interdisciplinarity prompts greater appreciation of the importance of how one thinks about different types of problems and solutions. Being flexible - and rigorous - in one’s examination of varied areas of inquiry and knowledge expands the intellectual and practical resources at one’s command. One of the most profound levels of learning to be offered through higher education occurs with the deepening and broadening of the range of processes with which one can formulate questions and evaluate the answers and actions available to us as individuals and as a society. At USM Lewiston-Auburn College, we view interdisciplinarity as one of the most powerful means available to us, as faculty and as an institution, in achieving this educational outcome.

Revised 3-21-02

(Adopted 10/99)

PEDAGOGY

Faculty at USM LAC are committed to effective teaching that often includes nontraditional kinds of pedagogy. As Guskin (1994) has reminded us, the research on optimal learning environments and practices sends “a clear message to most every college and university: that the primary learning environment for undergraduate students – the fairly passive lecture-discussion format where faculty talk and most students listen – is contrary to almost every principle of optimal setting for student learning.” Traditional lectures are used sparingly if at all by USM’s full-time faculty at LAC; small-group discussions, role playing, case studies, group projects and presentations, mini-lectures, labs, and student-led discussions are the methods of choice. Our emphasis is always on active learning and frequently entails teamwork and practical application. One example of our forms of alternative pedagogy is the student-led discussion. This technique is used in variable forms and in combination with the other methods by a number of faculty (Rhodes and Schaible 1992). A spirit of genuine collaboration often arises in such classes as students find themselves discussing and debating ideas on more level ground with their professors.

Collectively the various student-centered methods of conducting class put into practice the theories and ideas that guide our sense of mission at LAC. At the center of our mission is a commitment to building community which entails the development of skills in group work and a parallel commitment to challenging traditional power relations. We wish to empower students by encouraging them to find and use their own voices, and by helping them to understand that they can offer solutions to real social problems as well as construct meaning for

themselves out of difficult texts without relying entirely on the professorial experts to explicate each text for them. We want our classrooms to be thought and speech labs where words are used to construct, define, and evaluate various knowledge and truths. Our hope is to produce informed democratic citizens who will participate actively in creating a sense of community in the larger society. We hope our pedagogy makes concrete for students the notion that our truths are socially (communally) constructed, a notion conducive to a tentative embracing of our own “absolutes” and a tolerant approach to those held by others.

STUDENT PROFILE

The college now registers approximately 1000 students each semester. In the past academic year, almost 400 of these students were matriculated in USM LAC’s programs, while others were enrolled in USM LAC’s nursing program, or different USM programs through the Portland or Gorham campuses. Seventy-two percent of LAC students are women and the average age is 30. Eighty-two percent identify themselves as Caucasian. Thirty-four percent come from the Lewiston-Auburn area. An unofficial but commonly recognized minority group is Franco-American whose families originally came into the state to provide a labor force for the mills. Increasing numbers of students represent relatively new immigrant groups in the area from African countries. Our students come largely from working-class backgrounds. Many are first-generation college students, and a good number are single parents with considerable family and work responsibilities. On the whole our students are serious, highly motivated, and possessed of much valuable life experience that enriches and edifies the total academic experience. LAC has now graduated twenty-three classes of students with baccalaureate degrees.

COLLEGE AND COMMUNITY

The college’s beginning, as noted above, involved collaborative efforts across one of the more unfortunate divides in our society, the boundary between town and gown. As the college grows, this boundary is repeatedly crossed in a variety of ways. Soon after the college was established, a Community Advisory Board was created as a means of facilitating communication between the college and those citizens concerned about its mission and welfare. The Board meets on campus quarterly. The college dean is always present, reporting on various issues and supplying information and advice on projects on which the board may be working. Faculty and staff also regularly attend these meetings in order to share with board members their own perceptions about matters relevant to the college and listen to board members’ ideas and concerns about issues ranging from state legislative support for USM LAC to our relationship with UMA. Anyone attending these meetings will soon detect the palpable sense of pride that board members take in USM LAC.

Education means more when students are motivated by genuine interest in real-world problems and challenges. Adhering to this philosophy, we see the college’s community as integral to students’ learning, serving at times as the students’ textbook. All majors require at least a three-credit internship, directed by both a faculty advisor and an on-site supervisor. Students do professional work related to both earlier course studies and future career plans while offering their time, motivation, and fresh perspectives to the community. Community service is not, however, relegated to a single internship near the end of the academic study. At USM LAC such activity is woven into a number of courses throughout the curriculum. Faculty and students frequently embark on ventures with various government and public service agencies as well as community businesses. They do so in ways that serve the community while giving students practical experience and a chance for growth in conceptual thinking. Guskin (1994) argues for the importance of combining classroom ideas with actual experiences but goes on to point out “what converts these experiences into a setting for conceptual development is reflecting on the experience itself though the written word and/or presentations to reflection with others”.

It is with this awareness that we have designed a number of our classes as laboratories of both action and reflection. For example, service-learning courses in Leadership and Organizational Studies have conducted

organizational studies and provided highly regarded written and oral reports on a major local business and the area's primary mental health agency. Similarly, students in Managing Organizational Change and Development divided into work groups, found an organization going through change with which they could work, and carried out a project that would generate outcomes helpful to the organization. In each of these courses, students discussed in class the relationship of theory to practice, the meaning of working with people who have diverse experiences and interests, and the ethical issues and values that underlie all work. What we seek, in brief, is collaboration with our surrounding and supportive community in a way that does not at all sacrifice, but indeed promotes, the development of those higher cognitive skills traditionally associated with academic study and reflection.

Art, of course, is an important means of helping any community define and understand itself. Under the direction of USM LAC's Curator, the college organizes a variety of exhibitions and frequently collaborates with other organizations. The art gallery has an ongoing commitment to exhibitions that combine other disciplines with art, especially the sciences.

Another important linking point between the college and its community is the Franco-American Heritage Collection donated to USM LAC by the Centre d'Heritage Franco-American. This collection of documents, photographs and artifacts is dedicated to promoting the study of the largest ethnic group in the Lewiston-Auburn area. On the foundation of this collection is built a study concentration in Franco-North American studies. Please see page 21 for more information.

A final link between college and our community is College for ME-Androscoggin, housed in the LearningWorks space. This collaborative effort to raise college aspirations and attainment in central Maine partners USM LAC with more than two dozen community partners across the fields of education, business, government, and social service.

References

- Guskin, Alan E. (1994). Restructuring the Role of Faculty. Change. September/October. 16-25.
- Ogilvy, James (1993). Three Scenarios for Higher Education. Thought and Action: NEA Higher Education Journal. Fall. 25-67.
- Rhodes, Gale & Schaible, Robert (1994). Talking Students/Listening Teachers: The Student-led Discussion. Issues & Inquiry in College Learning and Teaching. 15 (3). 44-61.

ABC'S OF LAC

ACADEMIC INTEGRITY

The USM Lewiston-Auburn College Student Handbook states that “Academic integrity means not lying, cheating, fabricating, plagiarizing, or stealing. To cheat on an exam, to steal the words or ideas of another, or to falsify the results of one’s research corrupts the essential process by which knowledge is advanced. A student who admits to or is found guilty of a violation of academic integrity will be subject to appropriate sanctions.”

You may obtain a full copy of the USM Student Guide to Academic Integrity and a copy of the Student Academic Integrity Policy from the Student Success Center at USM LAC. You may also consult with the USM Office of Community Standards at 780-5242. or visit our web page at www.usm.maine.edu/ocs/

ACADEMIC PROGRAMS

Refer to **APPENDIX 1** (p. 35) for academic programs offered at USM LAC.

ADD / DROP / WITHDRAWAL

For USM’s add/drop/withdrawal policy, go to: <http://usm.maine.edu/reg/addingdroppingwithdrawal>.

ADMINISTRATION OFFICE X6685

HOURS: Monday - Friday, 8:00 a.m. - 4:30 p.m.

Joyce T. Gibson, *Dean*, is the chief academic and operational officer of this college and its campus. All academic programs and operational units of the college report to the Dean who, in turn, reports to USM’s Provost and Vice-President of Academic Affairs in Portland. When there are issues which can’t be resolved by the LAC faculty chairperson, or the appropriate Director, they can be brought to the Dean. (753-6594, jgibson@usm.maine.edu, Room 139)

Blake Whitaker, *Associate Dean for Academic Affairs*, supervises curriculum development, faculty hiring and evaluation, the Lewiston Common Core and related equivalency determinations, and academic issue mediation. He works very closely with the staff of the Student Success Center to achieve student goals. (753-6535, blakew@usm.maine.edu), Room 135)

Terri Pelletier, *Director of Administration*, manages the daily operations of the administration office and provides professional support to the dean. She is the designated HR Liaison on campus. Terri coordinates all aspects of the academic course schedule, including winter and summer sessions schedules; oversees the development of the course guide; manages the annual undergraduate catalog revisions process; and processes personnel actions. (753-6551, terrip@usm.maine.edu, Room 138)

Pamela Roy, *Director of Finance*, has financial administrative oversight of LAC’s budget and grant-funded activities, which include defining and managing financial projects, fiscal reports and communications; bookkeeping; travel arrangements; reimbursements and purchase orders. (753-6553, pamelar@usm.maine.edu, Room 142)

Dan Philbrick, *Director of Communications*, coordinates with the Associate Dean for Community Outreach, and oversees all marketing efforts and public relations for USM LAC. He also oversees and maintains the USM LAC web page and coordinates online surveys. (753-6575, philbric@usm.maine.edu, Room 134)

Wendy Mitchell, *Administrative Specialist I*, maintains the dean's calendar and provides administrative support to the dean, the management team in the administration office, and the faculty. In addition she supervises student employees working in the administration office, and schedules appointments for the personal counselor. She serves as backup for room scheduling. (753-6685, wmitchell@usm.maine.edu, Room 132)

ANIMALS

No animals except trained service animals are permitted in USM LAC campus buildings.

ASSIGNMENTS / STUDENT WORKLOAD

The course syllabus should clearly define the assignments, papers, reports and other work required, and the schedule for completion; it should also include the attendance policy for the class.

Class presentations and participation Many courses require students to make formal presentations of their work (sometimes individually, but often in groups) as a part of their course grade. We all try to maximize the class time available for class discussion. While this discussion may be facilitated by the instructor, we also use various methods of encouraging student-led discussion either in small groups or in the class as a whole. General class participation may make up anywhere from 10-25% of the student's grade.

Reading assignments The average reading assignments are between 60-80 pages per week. Instructors often ask students to read this amount even on the weeks they have short 3-6 page papers due or an experiential exercise to prepare. Just before major papers are due, instructors may try to lighten class reading assignments. Most faculty supplement text reading assignments with current articles handed out in class or placed on electronic reserve (see page 20). Students regularly joke about the number of supplemental readings they get in USM LAC classes.

Writing The vast majority of our classes involve a fair number of writing assignments. For example, students may be required to write 3-4 short analytic (or reaction) papers of 3-6 pages and then a final paper of 12-15 pages. Mid-terms or finals, when they are used, may be open book or take home essay exams. Students are often given the opportunity to rewrite papers, especially those that make up a significant portion of their grade. Some papers are the result of a group project and are given a group grade. Several of us have also used journal writing of various types in our courses. In a number of classes, students are required to do a fair amount of library research and to prepare bibliographies (not all students are equally prepared to do this work-so be alert to uneven skill levels).

Special considerations Since the vast majority of our students work, have families or both, and since many of them face particular challenges in their lives, we do try to be flexible about such things as deadlines for turning in papers. Nonetheless, we also try to be clear with them about our limits and the importance of their notifying us when they are having trouble meeting course requirements.

ATRIUM ART GALLERY X6554

Robyn Holman, *Curator*, is responsible for the Atrium Art Gallery, centrally located at the main entrance to the building. The gallery presents year-round art exhibitions of paintings, drawings, photography, sculpture, and contemporary crafts by New England artists. In addition to solo and group exhibitions, the gallery sponsors a biennial open-juried exhibition in January and February which features work by artists in Androscoggin, Franklin and Oxford counties. <http://www.usm.maine.edu/atriumgallery> (753-6554, holman@usm.maine.edu)

ATTENDANCE

Attendance Policy is left to the discretion of the faculty member. It is the responsibility of the faculty member to inform students in each class of the attendance requirements for that class and to include the policy in the course syllabus.

Attendance Verification: At about the eighth week of each semester, the University's Registrar sends updated class lists to faculty members. These lists are used to verify the attendance of students and allow instructors the opportunity to note students who do not appear on a list or delete students who have not been in attendance. These lists are then used to update the computer file so that final grade report rosters may be produced. It is an important process and faculty members are urged to read and carefully follow instructions sent with the verification lists and return them in a timely fashion.

AUDIO/VISUAL EQUIPMENT AND COMPUTERS

Most classrooms have installed cabinets with a computer, projector, wireless mouse and keyboard; reservations are not necessary for this equipment. Other equipment available for staff use includes cameras and camcorders, AV equipment, and computer carts. **Reserve equipment online at** <https://ems.usm.maine.edu/VirtualEMS/>. (You can also access this link on the Faculty/Staff resource page on the LAC website.) Faculty are responsible for picking up and returning the equipment from the Commons. Refer also to **Conferences/Video-conferencing** (p 15).

Faculty are encouraged to make use of the university's online computer courseware "Blackboard," which includes many features and opportunities for course support, from "low- maintenance" announcements and communication tools to more intensive interactive group work, etc. Let your students know if your course uses Blackboard.

BLACKBOARD

Refer to **Computer Services and Technology** (p. 15).

BOOKSTORE X6520

HOURS: Monday-Thursday 8:30 a.m. - 4:30 p.m. (when classes are in session)
 Friday 8:30 a.m. - 4:00 p.m.
 Monday-Friday 8:30 a.m. - 4:00 p.m. (during semester breaks and summer)
Extended hours are in effect at the beginning and end of each semester.

Lyn Philbrick, *Bookstore Manager*, is responsible for all aspects of the bookstore operations including general merchandising, and the order of textbooks and other course materials that may be needed for classes. (753-6521, lynelle@usm.maine.edu)

The bookstore stocks all course materials needed for classes at LAC. We strive to have adequate quantities to fulfill the needs of all students at LAC at the beginning of all classes. If there is a problem with the availability of a text, or we sell out of a text, I will pass on this information to you, the instructor. If we run short of a text, we will have copies sent overnight from the publishers or distributors. We also offer in-store rentals on many titles; often the most expensive books can be rented at a reasonable price. In addition we offer many e-books for students who prefer a digital format.

Textbooks are returned to the publishers and distributors starting the fifth week of classes; therefore, students need to purchase all required materials the first month of classes.

Requisitions Textbook requisition requests will be emailed to you a few weeks before they are due. When placing textbook orders please indicate if you would like the text required or optional. If no text is required please let me know. I will contact you if a new edition is being published before the class begins. The due dates for the requisitions will be indicated in the bookstore email you receive.

If a book is being used the following semester we will keep copies instead of returning them to the publisher. If you know that you will be using the same text the following semester, please let us know to prevent unnecessary returns.

Course Packs USM Printing Services provide faculty with a copyright service. James Booth is the contact the person for faculty. He obtains permissions and puts together course packs. Please contact him at 780-4065 if you are interested in custom course packs. A minimum of six to eight weeks is required to process custom course packs.

Used Books Used books account for 47% of the total sales of textbooks at LAC. We try to secure as many used books as possible since this saves the student 25% off the new price. The sooner we receive text requisitions the better chance we have of obtaining used books from the wholesalers.

The LAC bookstore does buyback during finals week in both the fall and spring. If you could let us know what texts you will be using the following spring or fall before buyback, we can buy back used texts from students and save the next group of students money in the cost of the texts.

Desk Copies The bookstore cannot obtain desk copies for instructors. However, we can supply publisher information that would enable you to call and have a desk copy sent to you from the publisher. Many publishers allow you to order desk copies online if you visit their web sites.

Faculty Discounts We offer a 20% discount on Fridays to LAC faculty and staff on all regular price general trade books.

CAFE L-A X6580

Anita Kessler, *Supervisor*, runs LAC's on-site eatery, Café L-A, which offers a variety of fresh baked goods, salads, sandwiches and daily specials. Use your Husky Bucks for a 7% savings. Catering for functions is available. (753-6580, akessler@aramark.com, www.usm.maine.edu/lac/cafe-l)

CALENDAR

For USM's Academic Calendar, go to this link: <http://www.usm.maine.edu/reg/academiccalendar>.

CANCELLATIONS

The storm line number is 753-6595. Do **NOT** call the main phone number.

Cancellation by Instructor: If a class has to be canceled due to the instructor's illness, or a death in the immediate family, the instructor should contact Wendy Mitchell in the Administration Office at 753-6685 as soon as possible, or if she is not available, Terri Pelletier at 753-6551. Students will then be notified of the cancellation by a staff member in the Administrative Office. ***An instructor canceling class for other reasons is responsible for contacting students directly, as well as notifying the Administration office.***

Cancellations Due to Weather or Emergency: *Portland and Gorham make their weather-related decisions independent of the Lewiston campus.* If USM LAC cancels daytime classes, announcements will be made by 6:30 am on all local radio stations and on television channels 6, 8 and 13, as well as being posted on the USM LAC web page. The storm line message begins at 6:00 a.m.

In the event of conditions deteriorating during the day, a decision will be made for cancellation of evening classes at least 2 hours prior to the start of classes. Please tune in to either radio or T.V. weather updates announcing closure, refer to the USM LAC web page, or call the storm line. Common sense dictates, however, that faculty and students should decide for themselves whether or not they are able to travel to and from their campus.

You may also subscribe to USM's Emergency Alert System to receive notices by email or text message on your cell phone in the event of an emergency or weather-related closure. To take advantage of this service complete a brief form at: <http://www.usm.maine.edu/usmalert/>. If you need assistance, contact the Help Desk at: 780-4029 or helpdesk@usm.maine.edu. After signing up you will receive a test message notifying you of the emergency and giving instructions on how to receive more information about it.

CERTIFICATE PROGRAMS

Refer to **APPENDIX 1** (p. 37).

CLASS ROSTER

Class rosters are available on MaineStreet. Refer to **Computer Services and Technology – MaineStreet** (p. 15).

THE COMMONS@LAC: Library and Computer Lab X6540

HOURS: Monday - Thursday 8:00 a.m. – 8:00 p.m.
 Friday 8:00 a.m. – 4:30 p.m.
 Saturday 9:00 a.m. – 3:00 p.m. (Fall & Spring only)

Hours change during breaks and in the summer.

<http://usm.maine.edu/library>

email: laclibrary@usm.maine.edu

Evelyn Greenlaw, *Head of the Campus Library, USM LAC*, coordinates all library services in the Commons@ LAC; provides reference and instructional services; builds the library collection to reflect the curriculum priorities; works with faculty and staff to ensure that the library collection and services meet their needs; and co-teaches LAC 197, Information Literacy. (753-6541, evelyn@usm.maine.edu)

Maureen Perry, *Reference & Instructional Services Librarian*, is responsible for evening reference and class instruction, and co-teaches LAC 197 Information Literacy. (753-6546, mperry@usm.maine.edu)

Jennie Beal, *Library Specialist CL3*, is responsible for circulation, course reserves, and training of student workers in the Commons@LAC. (753-6542, jbeal@usm.maine.edu)

Dale Kuczinski, *Library Specialist CL3*, is responsible for interlibrary loans and special projects. (753-6526, dalek@usm.maine.edu)

Paula Caggiula, *Computer Support Specialist*, oversees the operation of the computers on the LAC campus. Responsibilities include troubleshooting hardware and software problems; setting up computers and installing software; and assisting students, faculty, and staff with computer problems and University of Maine System (UMS) account activation. (753-6563, paula@usm.maine.edu).

SERVICES

The library maintains a collection of books, journals, and non-print material to support the research needs of the students and faculty. Materials not owned by the library can be easily obtained through a statewide courier service, and a nationwide electronic interlibrary loan service. Faculty have semester-long loan privileges from other UMS libraries. Faculty may put articles on electronic reserve for access by their students 24/7, or may make them physically available in the library.

The Commons has PCs and Macs, scanners, photocopiers, printers, and audiovisual equipment for use by all faculty, staff, and students.

Instruction Instruction should be set up in advance, and usually takes 45 minutes to an hour; it can also be set up as a sequence of sessions. These sessions can cover the library layout, URSUS, and research techniques. From experience, the best classes are those that promote active learning; faculty are encouraged to develop related assignments that promote immediate use of the skills taught. Faculty are urged to give the assignment to the library and to consult with the librarians to ensure that the assignment makes the best use of resources. It is strongly recommended that faculty attend the class to answer their students' specific questions.

Electronic Reserve Electronic reserve is available for faculty who wish to place required articles on reserve in a web-based format, "Docutek." This allows a student to view or print articles from any computer 24 hours a day. For fastest processing, provide material in the form of 8 1/2" by 11" photocopied sheets. To keep processing time down and preserve electronic storage space, please include only required readings as electronic reserves, vs. assigned general resources. Allow several days for the material to get online after you deliver it to our library – and more time, of course, around the beginning of each semester. For additional information, consult with Jennie Beal, 753-6542, jbeal@usm.maine.edu.

Contact the Library Via Email Please use this address – laclibrary@usm.maine.edu – to reduce the chances of your message being ignored due to staff illness/meeting/vacation. It's especially important to use this address if your message is time sensitive – you'll get an immediate response from one of the library staff. Note that you can still email us individually if you want to reach a specific person instead of the entire staff, but you'll find laclibrary@usm.maine.edu more efficient! This email is NOT for booking classroom/event AV equipment; for those types of media requests, you must use the Virtual EMS link: <https://ems.usm.maine.edu/VirtualEMS>.

COMMUNICATIONS

Refer to **APPENDIX 2** (p. 39) for important ways to keep in touch with what is going on at LAC.

COMPUTER SERVICES AND TECHNOLOGY

All students, faculty, and staff have University of Maine System (**UMS**) accounts which are used to log in to **E-mail, Blackboard, MaineStreet** and **lab computers**. Your individual account must be **activated** before it may be used. To activate your UMS account or for other assistance with computers, contact Paula Caggiula at 753-6563 or the USM Helpdesk at 780-4029, HelpDesk@usm.maine.edu. Refer to **HelpDesk** (p. 21).

Blackboard for Faculty: Faculty are encouraged to use the university's online computer courseware "**Blackboard.**" Blackboard includes many features and opportunities for course support, from "low-maintenance" announcements and communication tools to more intensive interactive group work, etc. Let your students know if your course uses Blackboard. The USM Online Faculty Blackboard Support page can be found at <http://usm.maine.edu/ctel/blackboard-faculty-support..>

Blackboard for Students: Blackboard User Name and Password are the same as Account Name & Password. Blackboard access is: <http://www.courses.maine.edu>. For Student Blackboard support and tutorials on MaineStreet, account activation, and more, please see <http://usm.maine.edu/online/tutorials>.

MaineStreet: Manage grading, curriculum, personal/payroll/HR information, class rosters, etc., on MaineStreet at https://peportal.maine.edu/psp/PAPRD89/EMPLOYEE/EMPL/h/?tab=PAPP_GUEST. User ID and Password are the same as for Blackboard.

E-Mail: USM will use your University email address (*accountname@maine.edu*) to keep you informed. Go to <http://mail.maine.edu> to check email and manage your account.

CONFERENCES / VIDEOCONFERENCING

LAC has facilities available for meetings, conferences, and videoconferencing, for use by both internal and external groups. To check on availability and costs, contact Jim Bradley at 753-6618 or jbradley@usm.maine.edu. General information is available at <http://www.usm.maine.edu/lac/conferences>.

Faculty, staff and students may reserve space at no charge, as long as the event is directly related to courses and services provided by LAC. A request form is available under the "Faculty Staff Resources" section of the LAC website. Students must have faculty permission to reserve space. Faculty and staff may reserve equipment at: <https://ems.usm.maine.edu/VirtualEMS>.

COPIERS

Refer to **Photocopiers** (p. 24).

COPYRIGHT

For copyright resources please refer to the following web sites: <http://www.copyright.gov/title17> (linked from *USM Bookstore*); <http://copyright.psu.edu/> (linked from *Penn State University*). Also see section on Intellectual Property at http://www.maine.edu/system/usc/system_counsel.php?section=10.

COUNSELING X6685

For academic and career planning, refer to **Student Success Center** (p. 27).

PERSONAL COUNSELING SERVICES

Doug Cowan, a professional counselor from the USM Counseling Center, is available for short-term individual counseling sessions. Counseling is open to all students currently enrolled at this campus; this service is provided free of charge, once a week, September through May. Students may meet with the counselor for up to six sessions during an academic year. If more extensive treatment is required, the student will be referred to appropriate community resources. All information gathered in counseling, including the fact that the student is receiving services, is held in strict confidence. Students may schedule an appointment to meet with a counselor by calling Wendy Mitchell in the Administration Office at 753-6685. The counseling office is Room **TBD**.

COURSE EVALUATIONS

On-Site Courses: Course evaluations will be placed in each instructor's mailbox two weeks before finals and should be completed the week before finals. The forms should be administered in each class by someone designated in accordance with USM LAC's approved evaluation procedures. This individual may be a student. To insure confidentiality of these evaluations, instructors should leave the room while students fill out the evaluations. The evaluation forms will be collected and returned to the Library only by the individual designated to administer the evaluation. Within the library are two boxes in which the evaluations should be deposited. Once the evaluations have been processed, instructors will receive an electronic copy and the original will be kept on file.

CRITERIA FOR EVALUATING STUDENT ESSAYS

The following criteria are used to evaluate student writing and assign the grades indicated.

- A** Addresses the assigned topic and takes an original or especially insightful approach to it -- either in the framing of perspectives or in the careful and perceptive use of evidence presented to support these perspectives. Identification and mastery of relevant points from the readings as well as an ability to critically evaluate, critique or interpret this material are demonstrated. The arguments made are lucid, the organization is thorough and logical, and there are only minor and occasional technical errors: infrequent typos, an inconsistent verb tense in a difficult context, or a few poor word choices. The prose is clear in any case, but it may also be stylistically sophisticated--characterized, for example, by a skillful use of sentence structure.
- B** Addresses the assigned topic, establishing a sound framework of relevant points from course material. The paper is clear and logically organized, and the evidence presented to support the author's assertions is adequate. There are few factual errors and/or only occasional conceptual inconsistencies. If there are mechanical and grammatical errors, they are few and relatively minor errors in punctuation, word choice or sentence construction. The B essay often establishes a solid base of relevant material from readings, includes good use of supporting detail, but is limited in its development of critical evaluation, critique and/or integration of these ideas.
- C** Addresses the assigned topic. The central points of the paper are generally clear; the essay makes a generally "accurate" statement about the subject at hand. The exposition may be insufficient or disorganized. The paper may, in important places, rely on unsupported generalizations and insufficiently developed ideas. There are a number of mechanical and grammatical errors, and perhaps a few problems

with coherence and unity. There may be some serious conceptual/syntactical errors such as mixed constructions or faulty predication. The paper is still comprehensible and makes a few good points, although supporting evidence from relevant readings to support these points may be thin or awkwardly introduced.

- D** Has a very garbled set of points. It may fail to address adequately the assigned topic. Evidence in support of the writer's assertions is almost nonexistent or so poorly introduced as to be of little value. Paragraphs tend to be brief and chaotic. There are many mechanical errors, both major and minor. Problems in sentence construction such as syntax shifts and faulty predication interfere with the writer's efforts to present and develop assertions. The D paper, however, unlike an F, shows that the writer has at least some understanding of the subject (the paper makes at least one or two good points), and that the writer has made some effort, however unsuccessful, to establish a position on the topic at hand and organize an argument to support it. Direct use of relevant course material is very limited.
- F** Has no discernible major points, or two or three that are confusingly mixed together. (The paper that fails completely to address the assigned topic or that is plagiarized may also be given an F.) Organization is illogical, and paragraphing is incoherent. The writer's assertions are unsupported by relevant material from the course, and there is considerable misinformation. Mechanical and grammatical errors, both major and minor, are numerous. Syntax is often incoherent or illogical.

NOTE: STUDENTS SHOULD BE AWARE THAT INSTRUCTORS MAY EMPHASIZE CERTAIN CRITERIA OVER OTHERS IN THE CONTEXT OF DIFFERENT COURSE OBJECTIVES AND ASSIGNMENTS.

DEGREE PROGRAM LIAISONS

Natural and Applied Sciences: Dan Stasko, 753-6576 dstasko@usm.maine.edu

Social and Behavioral Sciences: Carol Nemeroff, 753-6671 cnemeroff@usm.maine.edu

Leadership and Organizational Studies: Liz Turesky, 753-6606 eturesky@usm.maine.edu

Arts and Humanities: Blake Whitaker, 753-6535 blakew@usm.maine.edu

Master of Leadership Studies: Tara Coste, 753-6596 tcoste@usm.maine.edu

Master of Occupational Therapy: Roxie Black, 753-6515 rblack@usm.maine.edu

DEGREE PROGRAMS

Refer to **APPENDIX 1** (p. 35) for undergraduate and graduate degrees offered at LAC.

DISABILITY

Refer to **USM Equal Opportunity Policy** (p. 31).

DIVERSITY

The Community Engagement and Diversity Action Group (**CEDAG**) promotes the ethical responsibility to value, embrace and learn from human differences. The committee works to create an inclusive campus climate, promote the development of multi-cultural curricula and co-curricular learning, cultivate opportunities for community dialogue, and encourages critical self-reflection. The committee responds to the concerns of students, staff and faculty at USM LAC in accordance with this mission. The committee meets semi-monthly; for more information contact Michelle Vazquez Jacobus (mjacobus@usm.maine.edu).

E-MAIL ADDRESSES

USM will use your University email address (*accountname@maine.edu*) to keep you informed. Go to <http://mail.maine.edu> to manage your account. Refer to **UMS Accounts** (p. 30). To forward your UMS email account refer to **APPENDIX 3** (p. 40).

EMERGENCY PROCEDURE GUIDELINES

The USM's Lewiston Auburn College is committed to maintaining a safe environment for all faculty, support personnel, students and visitors. An emergency plan manual has been developed. The policies and procedures within the manual are a compilation of recognized emergency practices; deviation from recommended protocols should not be taken lightly but only in unusual circumstances.

You will find a shortened copy of the manual in each class room, the faculty lounge and on our website <http://usm.maine.edu/lac/campus-safety-and-security-information>. Emergency contacts can be found at <http://www.usm.maine.edu/sites/default/files/emergency/Reporting%20a%20Problem%20update%201-2013.pdf>.

EXAMINATIONS

Exam dates should be scheduled in advance and the dates listed on the syllabus. No quiz, test or examination may be scheduled during the last week of classes. The final examination, if used, must be given during the regularly scheduled USM final examination period at the time the class usually meets (refer to the USM Academic Calendar at <http://www.usm.maine.edu/reg/academiccalendar>).

Final grades must be entered in MaineStreet within seven calendar days after the last day of final examinations. Because semester grades are used in determining the academic progress of students and may have financial implications, it is imperative that grades be entered in a timely fashion. *Part-time faculty teaching on a contract-per-course basis who enter grades late may jeopardize their position* with the University of Southern Maine. Papers and exams to be returned to students must be taken to the Student Success Office within two weeks after grades have been posted. They will be filed there for student pick-up; if not claimed within two semesters, they will be shredded. A student wishing to have exams/papers mailed must provide a self-addressed stamped envelope.

FACILITIES MANAGEMENT X6512

753-6512 or x6512: To contact the Facilities Management Staff for issues concerning building and grounds repairs and maintenance.

754-5909: Primary cell phone used for urgent or emergency items/issues such as slippages, floods, fire, or security issues -- if there is no one available at the above number.

212-1476: Secondary cell phone used for urgent or emergency items/issues as above. **This phone will only be available when a second staff person is on duty.**

Randy Estes, Facilities Manager, 753-6514, estes@usm.maine.edu

Aaron Foster, Maintenance & Grounds Worker

James Fritz, Maintenance & Grounds Worker

Thomas Ouellette, Maintenance & Grounds Worker

Tim Rice, Maintenance & Grounds Worker

Paul St. Hilaire, Maintenance & Grounds Worker

FACULTY

SUPPORT Wendy Mitchell 753-6685 wmittchell@usm.maine.edu

CONTRACT INFORMATION Pam Roy 753-6553 pamelar@usm.maine.edu

REGULAR FACULTY

Tammie Bickmore, *Lecturer*, Master of Occupational Therapy Program

Roxie Black, *Director and Professor*, Master of Occupational Therapy Program

Kaitlin Briggs, *Associate Professor*, Interdisciplinary Studies

Paul Caron, *Faculty Chair; Director*, Secondary Education Program; *Associate Professor*, Natural and Applied Sciences

Lisa L. Clark, *Clinical Instructor*, Master of Occupational Therapy Program

Rose Cleary, *Faculty Chair; Associate Professor*, Social and Behavioral Studies

Tara Coste, *Director*, Master of Leadership Studies Program; *Associate Professor*, Leadership and Organizational Studies

Brian Davenport, *Assistant Professor*, Leadership and Organizational Studies

Christy Hammer, *Associate Professor*, Social and Behavioral Sciences

Jan L. Hitchcock, *Professor*, Social and Behavioral Sciences

Daniel Jenkins, *Assistant Professor*, Leadership and Organizational Studies

Ike Levine, *Professor*, Natural and Applied Sciences

Leigh Mundhenk, *Director*, Field Experiences; *Associate Professor*, Leadership and Organizational Studies

Carol Nemeroff, *Professor*, Social and Behavioral Sciences

Larry Nowinski, *Clinical Instructor*, Natural and Applied Sciences

Mary Anne Peabody, *Assistant Professor*, Social and Behavioral Sciences

Gabrielle Petrucelli, *Fieldwork Coordinator*, Master of Occupational Therapy Program

Susan Reed, *Lecturer*, Social and Behavioral Sciences

Betty Robinson, *Associate Professor*, Leadership and Organizational Studies

Barry Rodrigue, *Associate Professor*, Arts and Humanities

Steve Romanoff, *Director*, Russell Scholars; *Professor*, Interdisciplinary Studies

Mark Silber, *Associate Professor*, Social and Behavioral Sciences

Susan Spear, *Assistant Professor*, Master of Occupational Therapy Program

Daniel Stasko, *Associate Professor*, Natural and Applied Sciences

Sharon Timberlake, *Instructor*, Leadership and Organizational Studies

Elizabeth Turesky, *Associate Professor*, Leadership and Organizational Studies

Michelle Vazquez Jacobus, *Associate Professor*, Social and Behavioral Sciences

Blake Whitaker, *Associate Dean for Academic Affairs; Associate Professor*, Natural and Applied Sciences

STAFF WITH OCCASIONAL TEACHING RESPONSIBILITIES

Janet Etzel, *Student Success Advisor*, Collegiate Studies

Joyce Gibson, *Dean; Associate Professor*, Leadership and Organizational Studies

Evelyn Greenlaw, *Director of Library and Media Services*

Patricia Hager, *Coordinator*, Writing Center

Kathleen Haggerty, *Advisor*, TRiO Student Support Services

Mary Larlee, *Science Lab Coordinator*, Natural and Applied Sciences

James Myall, *Coordinator*, Franco American Collection

Maureen Perry, *Reference & Instructional Services Librarian*

Dan Philbrick, *Director of Communications*

Jan Phillips, *Associate Dean for Community Relations & LearningWorks; Instructor*, Social and Behavioral Sciences

Lynsey Wood, *Coordinator of the USM LAC Student Success Center*

FACULTY TEACHING PART-TIME AT LAC

Refer to **APPENDIX 3** (p. 41) for a list of adjunct faculty who teach at LAC.

FAX MACHINES

Fax machines are located in the Administration Office and in the Student Success Center. The only documents that students may request to be faxed are those pertaining to enrollment, financial aid, or health records. The Commons fax machine is for library use only. Refer all other fax request to Staples or Office Max.

FERPA

Refer to **Privacy/FERPA** (p. 25).

FINANCIAL AID

Refer to **Student Success Center** (p. 27).

FRANCO-AMERICAN COLLECTION X6545

James Myall, *Coordinator*, is responsible for the general oversight and management of the Franco-American Collection, a rich resource of documents, photographs, artifacts, and audio and visual materials relating to the French presence in North America with a concentration on the local Franco-American community. In keeping with its educational, research, and community service mission, the college acquired this collection as a gift from the Trustees of the Centre d'Héritage Franco-Américain. The collection is designed to develop and promote interest and study of Franco-American culture and history on the part of the University community, academic community, and the community at large.

The collection is comprised of books (many of which are rare and out of print), letters, diaries, scrapbooks, newspaper clippings, reports, other file materials, oral histories, music and an extensive collection of photographs, slides and negatives which are housed in the Madeleine Giguere Reading Room. Artifacts are used for exhibits and displays. The collection also regularly organizes on-campus activities, such as French-language sing-alongs, musical performances, book signings and lectures. The collection is open Monday-Thursday, 9-4. For more information, visit our website, www.usm.maine.edu/franco or email franco@usm.maine.edu. (753-6545, jmayall@usm.maine.edu)

FUNCTION ROOMS / CONFERENCE FACILITIES

Refer to **Conferences / Videoconferencing** (p. 15). See pertinent information on rooms, including pictures, on the LAC website under Faculty/Staff resources: [USM LAC Bookable space](#).

GRADES

Refer to **Examinations** (p. 18) and **USM Grading Policy** (p. 32).

GRADUATE PROGRAMS AT LAC X6523

Luisa Scott, *Coordinator of LAC Graduate Programs*, provides support for these graduate programs: Master of Occupational Therapy (MOT) <http://www.usm.maine.edu/ot> , and the Master of Arts in Leadership Studies (MLS) Program <http://www.usm.maine.edu/leadership>. Luisa's office is Room 131 on the Student Success Center. (753-6523, lscott@usm.maine.edu) Refer to **APPENDIX 1** (p. 35).

GROUPWISE

Groupwise is an email and group scheduling system available for use by USM faculty and staff. Your official university email can be forwarded to a Groupwise account. For information on different facets of this system go to: <https://webapp.usm.maine.edu/confluence/display/kb/Groupwise+Documentation>. See **UMS Accounts** (p. 30). To forward your UMS email account refer to **APPENDIX 3** (p. 40).

HELPDESK (COMPUTING) 780-4029

The USM Computing HelpDesk provides computing support to students, faculty and staff on all three campuses. Call or e-mail them with questions about computing resources at USM, including computer hardware, software, networking, e-mail, viruses, access to web-based resources and related topics. Callers will receive an immediate answer, or a follow-up email, call or visit from a technician. (780-4029, <http://www.usm.maine.edu/helpdesk>) Refer to **Computer Services and Technology** (p. 15).

HISTORY OF LAC

Refer to **"Beginnings"** (p. 4).

HOURS OF OPERATION

For building and department hours go to: <http://www.usm.maine.edu/lac/building-and-campus-hours>.

INJURY / INCIDENT REPORTING

For injuries and/or property damage sustained by visitors, students, general public, faculty or staff alleged to have been caused by the University or occurring on University property or during a University activity or event an INCIDENT REPORT and/or employee INJURY REPORT must be completed. Forms are available in the Administration Office or on-line at <http://www.maine.edu/system/facMan/incidentreporting.php>. Completed forms are then submitted to Terri Pelletier 753-6551, terrip@usm.maine.edu.

All incidents/injuries are to be entered on the Incident Log located in the Student Success Center. The Log is required by Federal law and is a listing of incidents only—no names are entered. The log is also posted on our web page at <http://www.usm.maine.edu/lac/incident-log-lewiston-campus>.

ITV/CV X6600

Pat LeClerc, *Administrative Assistant I*, is the liaison between LAC and the other University System campuses for ITV/CV (Interactive Television/Compressed Video). The ITV/CV Office maintains the technical equipment for the reception of the various state wide distance education courses and facilitates the flow of paper work and communication among the students, instructors, and University College personnel in the coordination of the courses. (753-6656, pleclerc@usm.maine.edu, Room 158)

LEARNINGWORKS X6556

HOURS Monday – Friday 8:00 a.m. to 4.30 p.m.

LearningWorks houses College for ME–Androscoggin, the community-based initiative whose goal is to double the number of college-educated citizens in Androscoggin County, and serves as a hub linking USM LAC with other education as well as business, community, and economic development partners. Assessment, training, advising, tutoring, and research supporting college readiness and college degree attainment across Androscoggin County are housed in this suite, Room 185.

Jan Phillips, *Associate Dean for Community Relations and LearningWorks*, is responsible for efforts related to community partnerships, legislative advocacy and communication, outreach, and general community relations. She oversees all programming related to the mission and goals of LearningWorks, and works with Dan Philbrick on strategic marketing. . (753-6548, jananep@usm.maine.edu, Room 185)

Joan Macri, *Associate Director of LearningWorks*, is responsible for development, implementation, and coordination of programming related to increasing college enrollment and completion county-wide, particularly for youth. She works with all school districts located in Androscoggin County delivering services such as early college class coordination, career and college planning support, and professional development. In addition to working with youth aspirations she also works with targeted adult learners who decide to pursue college degrees but are unsure how to get started. (753-6625, jmacri@usm.maine.edu, Room 185)

Sandi Croft, *Staff Associate for LearningWorks*, , oversees daily operations in LearningWorks and provides support for USM LAC community relations and outreach, as well as College for ME-Androscoggin. She is also the liaison for the Senior College Board of Directors. (753-6556, scroft@usm.maine.edu, Room 185)

LEARNING WORKSHOP X6513

Refer to **Tutoring** (p. 30)

LIBRARY

Refer to **The Commons@LAC** (p. 13).

LOST AND FOUND

Lost and found items are stored in the Student Success Center; please follow proper documentation procedures as found on the website at:

www.usm.maine.edu/sites/default/files/Lewiston-Auburn%20College/Lost%20and%20Found%20Procedures.pdf

MAIL

The Mailroom is located in Room 115 and is always kept locked. Faculty keys for the mailroom are available at the start of the semester from Lynn Poor in the Student Success Center. Incoming mail is distributed to faculty/staff mailboxes assigned for the current semester. Outgoing mail is handled by each department. Intercampus mail should be placed in the appropriate bin in the mailroom. **Please use the smallest possible envelope for intercampus mail.**

MAINE INTERNATIONAL CENTER FOR DIGITAL LEARNING (MICDL)

The Maine International Center for Digital Learning (MICDL) is a non-profit organization which “researches, develops, and promotes teaching and learning practices that are highly engaging, focus on 21st century skills, and often involve the use of digital media – leading to improved readiness for college, careers, and citizenship. MICDL works with middle and high schools – mainly with schools that have 1-to-1 computing programs (i.e. a laptop computer for each student). The MICDL offices are upstairs in the LearningWorks wing. The Center is run by **Bette Manchester**, *Executive Director* (Room 289D); **John Newlin**, *Director of Programs* (Room 289B); and **Amy Wilmot**, *Project Assistant* (Room 289C). (699-7190 info@micdl.org; www.micdl.org)

MAKE-UP CLASSES

Instructors must contact Jim Bradley, jbradley@usm.maine.edu, to schedule a room prior to a make-up class.

MAKE-UP EXAMS

Notify all students at the beginning of each course of your policy regarding make-up exams -- the best way is to include it in your syllabus. Arrangements for make-up exams are made through the Administration Office:

1. Contact Wendy Mitchell in the Administration Office (753-6685, wmitchell@usm.maine.edu) in advance to set up a time and place. Fill out the small form provided to indicate your requirements (open book? calculators allowed? time limit?); leave the exam and this form with Wendy. You are responsible for notifying the student of the finalized arrangement.
2. If it is a closed book/no notes exam, the student must leave all personal items with the exam proctor or in the car. *Please tell students this in advance!*
3. Students must sign an honor code statement that is handed in with the exam.
4. Students will not be formally proctored. If a student is caught cheating, the incident will be documented by the person who saw the cheating; the note(s) will be co-signed by another available staff or faculty member; and the instructor will be notified as soon as possible. The instructor is responsible for dealing with this eventuality.

Please note that the Administration Office is open only from 8:00 – 4:30. If an exam must be taken outside business hours, it is your responsibility to administer the exam or make alternate arrangements.

MEETING WITH STUDENTS

Faculty may use office 162K or 162M to meet with students; please by scheduling hours for room use through Jim Bradley, 753-6618, jbradley@usm.maine.edu. Many faculty meet students in the café or first or second floor lounges as well.

NURSING X6624

Elaine Ogrodnik, *Administrative Assistant II*, provides support for the faculty and students in the USM nursing program housed at LAC. She is located in the Nursing Office, Room 153. (753-6624 eogrodnik@usm.maine.edu)

OFFICE HOURS

Faculty members are expected to schedule office hours for consultation with students and these should be listed on the course syllabus. Office hours should be regarded as an integral part of the teaching work load. Part-time faculty should schedule the opportunity for student consultation before and after each class. (See Meeting With Students, above.)

PARKING

Parking is available at no charge for staff, faculty and visitors (student parking fees are included in the LAC Activity Fee). Parking is at the owner's risk -- the University is not responsible for auto damages that may occur. **Lock your car.** Three emergency phones are located in the parking lots. Refer also to "Towing" (p. 29).

PERSONAL COUNSELING SERVICES X6685

Refer to **Counseling** (p 16).

PHOTO ID

Refer to **USM Card** (p. 30). Every USM employee must have a photo ID; go to the Student Success Center to get one.

PHOTOCOPIERS & COPY CODES

Refer to **Copyright** (p. 15)

There are several photocopier machines on the campus; for a personal copier code, see Wendy Mitchell in the Administration Office.

Faculty may use the copiers in the Faculty Lounge (Room 162Y) and in the upstairs lobby.

Alternatives to photocopying are available to Faculty:

Electronic Reserve. Refer to page 14.

Blackboard. Refer to page 15.

Students may use only the coin- and card-operated copiers located in the Commons@LAC (library). They may also print from the computers in the Commons using their USM Cards.

Staff ONLY may use the copiers in the Administration Office and Student Success Center.

PRIVACY / FERPA

FERPA stands for Family Educational Rights and Privacy Act. FERPA is a federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Public directory information is information that the University may disclose without consent. UMS considers the following data Public Directory Information:

- Name
- Degrees and Awards received (including dates)
- Address (excludes email)
- Most recent previous educational institution attended
- Phone
- Participation in sports and activities
- Date of birth
- Class level
- Program of study
- Enrollment status (full/part-time)
- Dates of attendance
- Appropriate personal athletic statistical data

By default, a student's directory information is releasable – release is allowed without the student's consent. A student may change this via the MaineStreet Student Center. "If a student requests that directory information not be released, no information will be released to any requestor, including insurance companies and prospective employers, without the expressed written consent of the student. Nor will the student's name be included in the published Dean's List, student directory, commencement brochure or any other institutional publication or press release."

PROGRAM LIAISONS

Refer to **Degree Program Liaisons** (p. 17).

PUBLICITY

What will your event or activity need for publicity? Below are several options that USM's Lewiston-Auburn College may provide in publicizing events. Please note that these guidelines are intended for USM related/sponsored events and USM organizations.

Press Releases

USM sends press releases to local news organizations and targeted groups to announce events or activities, awards, promotions, etc. Press releases/announcements will also be published on the USM LAC web site under the "News & Information" section. A request for a press release must be received at least three weeks in advance of the event or activity. Please provide as much information about the activity or event as possible when submitting. Submissions must be in electronic format. Information should be sent to Dan Philbrick, 753-6575, philbric@usm.maine.edu. Photos may be included, but please contact Dan Philbrick first before sending a photo.

Items that may not require or need a press release may still be considered for publicizing and may be submitted to public calendars such as the Sun-Journal activities calendar and Maine Public Broadcasting's online calendar (as well as USM LAC's own events calendar). Items still need to be submitted to Dan at least three weeks in advance.

Calendar/Information List

Events, activities, news items, and announcements may all be submitted for the USM LAC events calendar and email information list. The information list is published once a week on Fridays. Submissions must be received prior to the Friday deadline. The complete policy is <http://usm.maine.edu/lac/infolist-submit>.

Activities and events will be published on the USM LAC events calendar accessible from the web page. Please submit items for the calendar using the above link.

Photos

If you require pictures taken at your event please email Dan Philbrick (philbric@usm.maine.edu) at least two weeks prior to the event or activity. USM LAC will take pictures of most events or activities as long as coverage and time allows. If you take your own pictures and would like to submit them to the campus archive, web page or for a press release about the event (one that is submitted after the event), please contact Dan before sending.

REGISTRATION

Students may register for courses in the Student Success Center or online through MaineStreet.

ROOM ASSIGNMENTS & RESERVATIONS

Room assignments are scheduled prior to the first class and are now in the details on class rosters in MaineStreet. If the instructor feels the need for a different classroom due to higher enrollment or for other reasons, instructors must contact Jim Bradley, jbradley@usm.maine.edu. Students will also be able to see what room their class is in by viewing their schedule in MaineStreet. Classroom assignments will be posted by the library and in the north and south lobbies on the first day of classes.

To reserve a/v equipment, please use the following link: <https://ems.usm.maine.edu/VirtualEMS>.

SAFETY

Refer to **Emergency Procedure Guidelines** (p. 18).

SCIENCE LAB X6532

Mary Larlee, *Science Lab Coordinator*, is responsible for maintaining the labs and lab equipment so that students have an optimum learning environment. (753-6532, larlee@usm.maine.edu, Room 223)

SENIOR COLLEGE X6556

Senior College provides a curriculum of intellectually stimulating learning opportunities and special events for persons 50 years of age or older. Classes are taught by peers, with no entrance requirements, grades, or tests. USM LAC's Senior College is an affiliate of the Elderhostel Institute Network and is one of 16 Senior Colleges throughout Maine. The College provides access to classrooms, a library, office space and communications, and in return many members provide volunteer support to Senior College, whose course fees contribute to a scholarship fund for Androscoggin County USM students. Course information can be found on the USM LAC web site www.usm.maine.edu/lac - Senior College. The Senior College office is located in Room 189. **Sandi Croft**, *Staff*

Associate for LearningWorks, is the LAC liaison for the Senior College Board of Directors. (753-6556, scroft@usm.maine.edu, Room 185)

SMOKING

USM is a tobacco-free institution. Smoking is not permitted anywhere on the LAC campus. For information go to: www.usm.maine.edu/sustainability/tobacco-free-usm.

STORM LINE

The storm line number is 753-6595. Do **NOT** call the main USM LAC phone number.

Refer to **Cancellations** (p. 13).

STUDENT SUCCESS CENTER X6536

HOURS: Monday – Friday 8:00 a.m. to 4:30 p.m. (plus 2 evenings to be determined)

The Student Success Center is home for financial aid, registration, and academic and career planning. It is also responsible for the following: scholarships; orientation; graduate certifications; math tutor; academic peer advising; student groups; tours; testing and assessment; room assignments; and collaborating with admissions. The staff works in concert with faculty and staff from all three USM campuses to help ensure students receive the support and guidance they need. The Student Success Center is located in Suite 119.

Jim Bradley, *Staff Associate for Teacher Education and Student Success*, supports Student Success Center as well as Teacher Education programs at LAC. In addition, Jim oversees the Student Recognition Ceremony and coordinates internal and external use of facilities at LAC. (753-6618, jbradley@usm.maine.edu)

Janet Etzel, *Student Success Advisor*, provides comprehensive academic and career planning services for students from the point of admission through graduation. Such activities include graduation planning, monitoring student progress toward degree, engaging students in academic and career planning assessments, interpreting those assessments and assisting students in the development of an educational plan that addresses their interests, skills, and abilities. Janet liaises with the LOS and NAS faculty. (753-6519, jetzel@usm.maine.edu)

Kathleen Haggerty, *TRiO Student Support Services Advisor*, works through the TRiO program to provide extra academic support to eligible students through individual advising and a 1-credit course offered each semester. Matriculated undergraduate students may be eligible for the program if they are first generation college students, income eligible, or have a documented disability. Kathleen's office is Room 130 in the Student Success Center. For more information, visit the website: <http://www.usm.maine.edu/trioss>. (753-6567, khaggerty@usm.maine.edu)

Cheryl Paluso, *Financial Aid Assistant Director*, provides comprehensive financial aid counseling and services to USM/LAC students, coordinates the scholarship program, and directs students to other sources of aid including available external scholarships. (753-6597, cpaluso@usm.maine.edu)

Lynn Poor, *Administrative Specialist II*, handles billing, registration, card services, web requests, supervision and training of student employees, MaineStreet Training Manual for the SSC, and front-end tallies. (753-6630, lpoor@usm.maine.edu)

Jody Redmun, *Administrative Specialist I*, has primary responsibility for delivery of registrar services at LAC. She handles billing and registration functions. (753-6552, jredmun@ums.maine.edu)

Lynsey Wood, *Coordinator of the USM LAC Student Success Center*, is responsible for managing operations related to academic advising, including collaborating with faculty to ensure Dual Advising for our students. Lynsey also oversees career facilitation, course registration, academic support, and account management for students at USM LAC. In addition, Lynsey oversees advisor assignments and academic actions for the college. (753-6560, lwood@usm.maine.edu)

Personal Counseling Services

Refer to **Counseling** (p 16).

SUPPLIES

Materials are in the supply closet located in the Administration Office; staff there will be able to assist you.

SYLLABUS

At the first class meeting, the instructor is expected to distribute to each student a syllabus setting forth the course objectives and/or learning outcomes, major topics to be covered, a schedule of assignments, the grading procedures for the course including, but not necessarily limited to, the weight to be given quizzes, reports, class participation, examinations scheduled throughout the semester, attendance policy, make-up policy for exams, and the final examination. **Instructors must also forward an electronic copy of the course syllabus to Wendy Mitchell in the Administration Office at wmitchell@usm.maine.edu.** The following items should be included the course syllabus:

1) Course Objectives/Outcomes

It should be clear in the syllabus the knowledge for which students will be responsible, the skills and techniques students should master, and the kinds of ideas that will be developed in class. These objectives and/or outcomes should be articulated in writing and discussed with the students at the first class meeting.

2) Textbook(s) and Other Materials

The instructor should list the textbook(s) and/or other materials needed for the course and should indicate whether such materials are required or optional. Instructor-generated materials that do not require the acquisition of copyright permission may be distributed in class, but may not be sold directly to the students. The USM Bookstore and Printing Services should be contacted regarding the production and resale of instructor-generated materials.

In addition, instructors have the option of using the Library's electronic reserve system. Electronic reserve is available for those faculty who wish to place required articles on reserve in a web-based format "**Docutek**." This allows a student to view or print articles from any computer 24 hours a day. As compared with Course Packs sold through the bookstore, the electronic reserve system provides faculty with much more flexibility in the distribution of required supplementary readings, and is less expensive for students as well.

3) Copyrighted Materials

Copyrighted materials cannot be sold through the Bookstore without payment of the proper royalties.

There is a University of Maine System policy on Guidelines on Classroom Use of Copyrighted Material that you may request from the Library. For copyright resources please refer to the following web sites:

<http://www.copyright.gov/title17> (linked from USM Bookstore)

http://www.maine.edu/system/usc/system_counsel.php?section=10 (linked from University of Maine System Counsel – see “Intellectual Property”)

4) *The Americans With Disabilities Act, 1990, The University of Maine System Policy.* The following statement should be included in your syllabus:

"If you have a disabling condition that may substantially limit your ability to participate in this class, please contact the Disability Services Center for confidential assistance and accommodation authorization. Written authorization from DSC must be presented to the instructor prior to accommodations being made."

Website: www.usm.maine.edu/dsc Email: dsc@usm.maine.edu Phone: 207-780-4706

TOWING

LAC Facilities Management staff members are NOT permitted to assist with disabled vehicles. For problems with a vehicle, please contact one of these local towing agencies:

Ace Professional Towing
712 Washington Street, Auburn
782-4000

Anytime Towing
1297 Sabattus Street, Lewiston
777-1333

TRAVEL EXPENSES

For information on travel expenses, go to: <http://www.usm.maine.edu/purchasing/travel-and-expenses>.

TRIO

Refer to **Student Success Center – Kathleen Haggerty** (p. 27).

TUTORING: Writing, Math, Statistics and Computing

USM LAC offers tutoring for writing, math, statistics and computing; this is a free service dedicated to supporting students, faculty, and staff in skills development. The Learning Workshop (Suite 187) houses the Writing Center and tutoring services for mathematics and statistics.

Writing Center

Pat Hager, *Writing Center Coordinator* (753-6674, phager@usm.maine.edu), oversees writing tutors who assist students in improving their writing by helping them to generate and organize ideas, sharpen critical thinking skills, strengthen grammar and punctuation, and enhance their writing style. They also explore with students options for research documentation and integration of source materials in their writing. In addition to individual tutoring sessions, the Writing Center offers workshops for students on writing-related topics. Workshop topics and dates, as well as instructional handouts, are posted on the Writing Center website at <http://usm.maine.edu/writingcenter>. To book an appointment, students can stop by the Writing Center (Suite 187), call 753-6513, or visit AskOnline (see below).

Math and Statistics Tutoring

Tutoring assistance in math and statistics is available to students in the Learning Workshop (Suite 187). To book an appointment, call the math tutor at 753-6513, the Student Success Center at 753-6536, or use AskOnline (below).

Computer (Tech) Tutors

Computer tutors are available in the Commons at LAC to assist students with the technology components of their assignments. Hours are posted in the Commons at LAC. Students can stop by, call 753-6540, or visit AskOnline (see below) to make an appointment.

AskOnline

Students can schedule face-to-face and online tutoring appointments for writing, math, and computer assistance via AskOnline. Whether on the Portland, Gorham, or Lewiston-Auburn campus, students can schedule a tutoring appointment by visiting <http://usm.askonline.net/>. PLEASE NOTE: Students visiting AskOnline for the first time will need to activate their AskOnline account, which will only take a few moments. When scheduling face-to-face appointments, students should be sure to select the campus location they intend to visit.

UMS ACCOUNTS

The UMS (University of Maine System) account is the official email account for the University of Maine System, and is used for official university communications. This account is used to log in to **E-mail, Blackboard, MaineStreet** and the Commons and classroom computers. For those employees who have a USM network account with a GroupWise mailbox, we recommend that you forward your University of Maine System account to your USM email address. Before a University of Maine System account can be used, it must be activated. To activate your account, see Paula Caggiula in the Commons@LAC. **Please bring a photo ID for verification of identity.**

For directions on forwarding your UMS email account (for example to your home or Groupwise account), refer to **APPENDIX 3** (p. 40).

USE OF UNIVERSITY FUNDS

For guidelines on appropriate use of university funds, go to: <http://www.maine.edu/pdf/APLIV-I.pdf>

USM CARD

The USM CARD serves as the official University of Southern Maine identification card and provides a wide variety of services, access privileges, and purchasing functions. It operates as a library card, pay-for-print card, dining services card, and allows for on-campus purchases at the Bookstore. Campus Card Services manages a number of databases to assign privileges and maintain accounts.

- The magnetic strip on the back of the card is encoded with user information that when passed through a reader checks account balance or assigned privileges.
- The barcode on the front of the card is utilized for University of Maine System library access. The **red number** below the barcode allows access to on-line library services. The barcode must be activated at one of the library circulation desks to allow complete library privileges.
- The **blue number** printed on the front of the card is the card identification number.
- An integrated **proximity antenna** emits a frequency that when held up to a reader permits entry based on assigned access privileges.

For more information please inquire at the Student Success Center or visit the Card Services webpage at <http://usm.maine.edu/usmcard>.

USM EQUAL OPPORTUNITY POLICY

In complying with the letter and spirit of applicable laws and pursuing its own goals of pluralism, the University of Southern Maine shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran's status in employment, education, and all other areas of the University.

THE PROCEDURES FOR HANDLING DISCRIMINATION AND HARASSMENT COMPLAINTS AT USM

The University of Southern Maine has an Equal Opportunity Complaint Procedure to deal promptly and fairly with concerns and complaints about discrimination and harassment. Any student or employee who feels that he or she has experienced discrimination or harassment, and anyone with knowledge of an incident, should contact Daryl McIlwain, Director of Equal Opportunity, in the Human Resources Office of Equity and Compliance, 209 Deering Avenue, Portland Campus, at 780-5510.

THE AMERICANS WITH DISABILITIES ACT, 1990, THE UNIVERSITY OF MAINE SYSTEM POLICY

The University of Southern Maine 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.

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. The discussion should focus on accommodations that would help the person meet the requirements of the job or program.

The University's Procedure for Accommodating Individuals with Disabilities can be viewed online at <http://www.maine.edu/pdf/procedure.pdf>. Questions or concerns about specific accommodations at the University of Southern Maine should be directed to:

Employees **Daryl McIlwain**, Director, Office of Equal Opportunities, 780-5510, TDD 780-5646
 Students **Joann Benica**, Director, Disability Services Center (DSC), 780-4706, TDD 780-4395

USM LAC's liaison to the Disability Services Center is **Jim Bradley** at 753-6618. For questions about USM LAC's physical facility contact **Randy Estes**, Facilities Manager at 753-6514.

Suggested Statement to Include in Your Syllabus:

*USM is committed to ensuring access for qualified individuals with disabilities. If you have documented disability and wish to receive academic support, please let us know. **Jim Bradley** in the USM LAC Student Success Center is our liaison to Joann Benica, Director of the Disability Services Center for USM. Jim can be reached at 753-6618 jbradley@usm.maine.edu, and Joyce can be reached at 1-800-800-4876 ext. 4706.*

USM GRADING POLICY

Grades at the University of Southern Maine are given in terms of letters, **with the option of a plus or minus designation**, representing levels of achievement. The basis for determining a grade is the relative extent to which the student has achieved the objectives of the course. Note: grades of A+ and D- are not valid.

- A** High honors
- B** Honors
- C** Satisfactory, successful, and respectable meeting of the course objectives.
- D** Low level work, below the average required for graduation for an undergraduate and a failing grade for a graduate student.
- F** Failure to meet the course objectives.
- P** Pass: Given only for courses open to the pass-fail option.
- I** Incomplete: A temporary grade given when the student, because of extraordinary circumstances, has failed to complete course requirements. **Incomplete grades must be resolved by the end of the next semester.** The Registrar will notify faculty members involved and their Department Chair or the Office of Extended Academic programs, if appropriate, of students who have carried unresolved incompletes on their transcripts for one semester. Under special circumstances, the instructor may request that the Dean or Director extend the time limit for a specific time period.
- INC** Permanent incomplete: When a temporary incomplete grade is not/cannot be resolved to create a normal letter grade, a permanent incomplete may be assigned in extraordinary circumstances, as recommended by the instructor and approved by the Dean or Director. If an instructor is no longer available, the Dean or Director may assign this grade.
- MG** Missing grades: Occasionally, faculty may assign an invalid grades for a course or fail to submit a grade for a student in a course. In these cases, the Registrar's Office will note this by designating a missing grade, MG, instead of a grade for the course. This situation must be resolved in the same manner as incompletes.
- W** Withdrawal after the first week and by the end of the eighth week of a semester. If a student has not officially withdrawn by the end of the eighth week of a course, one of the regular grades, normally **F**, will be assigned. The W notation may be obtained after the eighth week under unusual circumstances as recommended by the instructor and approved by the Dean or Director.
- Y** Satisfactory progress after one semester of a two-semester course with grade and credits to be given upon completion of a second semester.
- L** Stopped attending. The grade of **L** may be assigned to students who stopped attending a course without officially dropping the course. The grade of L will be computed as an F for the purposes of the student's grade point average.

Please note the following policies for course withdrawals and incompletes, as they are often confused:

Course Withdrawal: Students may withdraw from classes during the Add/Drop period and receive an automatic grade of W, if the form is processed during the second to eighth week of classes. Beyond the eighth week of classes, a Course Withdrawal Form must be used to withdraw from any class. At this point in the semester instructors may either assign the student an "F" for the course, or, with the approval of the Dean or Director, and then only in unusual circumstances, assign the student a "W" for the course.

Incomplete Grades: It is the instructor's decision as to whether or not an incomplete "I" should be given. Generally, an incomplete is assigned only in extenuating circumstances and only if the amount of work to be completed is limited. Incomplete grades must be resolved by the end of the subsequent semester. If not resolved, the incomplete becomes a failing grade. The faculty member may designate a shorter period of time for the resolution of incomplete grades. "INC" (the permanent incomplete) should only be used in truly exceptional

circumstances when a student is unable to complete the course. Students with an incomplete ("I") in any class five weeks after the last day of finals will not make the Dean's list for that semester.

Grade Point Average: The academic standing of each student is computed by the Registrar at the end of every semester. The following table represents the rating scale:

A	4.00 grade points per credit hour
A-	3.67 grade points per credit hour
B+	3.33 grade points per credit hour
B	3.00 grade points per credit hour
B-	2.67 grade points per credit hour
C+	2.33 grade points per credit hour
C	2.00 grade points per credit hour
C-	1.67 grade points per credit hour
D+	1.33 grade points per credit hour
D	1.00 grade points per credit hour
F	0.00 grade points per credit hour

USM OFFICE OF MULTICULTURAL STUDENT AFFAIRS

For information, go to: <http://www.usm.maine.edu/mcsa>.

USM SEXUAL HARASSMENT POLICY

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 nondiscrimination laws the University of Southern Maine 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 violating this policy will be subject to disciplinary action.

It is the policy of the University of Maine System to 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 University as a whole. The UMS policy can be viewed at <http://www.maine.edu/system/hr/sexhar.php>; and more specific information on what constitutes harassment and how to report it can be found in the brochure at <http://www.maine.edu/pdf/sexharasbroc.pdf>.

Any USM LAC student or employee who feels that he or she has experienced sexual harassment, or has knowledge of an incident of sexual harassment, should contact **Daryl McIlwain**, Director of Equal Opportunity, 780-5510, to file a complaint. The USM LAC liaison to the Director of OEO is Terri Pelletier, Director of Administration, 753-6551.

USM SUBSTANCE ABUSE POLICY

University policy recognizes that substance abuse is a complex problem that is not easily resolved solely by personal effort and may require professional assistance and/or treatment. Students, faculty and staff members with substance abuse problems are encouraged to take advantage of available diagnostic, referral, counseling, and prevention services. However, employees and students availing themselves of these services will not be granted special privileges and exemptions from standard personnel practices applicable to job performance requirements or from standard academic and student conduct requirements. The University will not excuse acts of misconduct committed by employees and students whose judgment is impaired due to substance abuse. See also: <http://www.usm.maine.edu/sites/default/files/Office%20of%20the%20Provost/ILLEGAL%20DRUGS%20PDF.pdf>

VIDEOCONFERENCING

Refer to **Conferences / Videoconferencing** (p. 15).

WELLNESS X8151

Suzanne Roy, *Health Promotion Manager*, is involved in the system-wide efforts dedicated to health improvement through program development and implementation. Suzanne's primary responsibilities are to offer health promotion education, programs and services to staff and faculty at USM. (780-8151, sroy@usm.maine.edu, Room 222)

WOMEN, WORK AND COMMUNITY X6612

Maine Centers for Women, Work and Community is a statewide economic development and training organization committed to improving the economic lives of Maine citizens. Women, Work and Community offers free trainings and one-on-one assistance in four program areas: Workforce Development, Asset Development, Microenterprise Development, and Leadership Development. Some of the trainings include: Career Exploration, Financing Your Future, Introduction to Self-Employment, and the Basics of Starting a Business. All trainings are often offered on site at USM-LAC. LAC is one of eighteen sites in the state; the office is located in Room 185. Anyone interested in these services can call 753-6622 or visit www.womenworkandcommunity.org to learn more.

Laurie McDonnell, *Work Force Development Coordinator*, facilitates classes and assists participants in areas related to personal and work development. She also works in the community with other task forces/boards. (753-6612, laurie.mcdonnell@maine.edu)

Cathy Collins, *Regional Secretary*, provides all aspects of staff and office support, and serves on couple of the community tasks forces/boards as a representative for WWC. (753-6622, catherine.e.collins@maine.edu)

APPENDIX 1

ACADEMIC PROGRAMS

Undergraduate Studies (Bachelors)

Arts and Humanities (HUM)

This program prepares students for careers as diverse as education, print and broadcast journalism, advertising, government, politics, and arts management, or for graduate programs. A wide variety of courses blend such fields as American and African-American literature, psychology, gay and lesbian studies, popular culture, photography, creative writing, critical theory, religion, and evolution. Concentrations are available in French North-American studies, gender studies, media and cultural studies, and religious studies.

Leadership and Organizational Studies (LOS)

This degree program prepares students for leadership, human resource, or managerial positions. LOS is distinguished from traditional business programs by its emphasis on managing change, working with people, and its practical application of leadership concepts and theories. A critical component of the program is the internship, where students put into practice the theories and skills they have learned. Concentrations are available in human resources, information systems, leadership in the public/nonprofit sectors, and human services. Human resources and information systems are also available as minors.

Natural and Applied Sciences (SCI)

This program provides a liberal arts education emphasizing basic sciences. The biology of human health and illness concentration is designed to enable students to pursue careers in elementary, secondary or health education, medical or research laboratories, or life sciences. In the environmental issues concentration, students develop a strong *foundation in the use of natural resources and the preservation of natural areas and species*. Many SCI students pursue graduate study or careers in education, occupational therapy, immunology, molecular biology, or environmental policy.

Social and Behavioral Sciences (SBS)

This program provides an interdisciplinary approach to understanding human behavior. SBS combines a foundation in the social sciences with in-depth study of human development. Students are exposed to topics with direct relevance to careers in human services and the helping professions. A minor in early childhood studies and a concentration in counseling are available. SBS graduates work in a variety of public and private social service agencies and have completed graduate programs in social work, law, adult education, occupational therapy, communication disorders, counselor education, applied psychology, and education.

Graduate Studies (Masters)

Occupational Therapy (MOT)

The master's degree in occupational therapy (MOT) is designed for people who may have an undergraduate degree in a field other than occupational therapy. Students matriculated in one of LAC's undergraduate programs may be eligible to apply to the MOT program prior to actually receiving their baccalaureate degree. Students interested in

pursuing this “Jump Start” option should meet with an advisor. The MOT program may be pursued on a part- or full-time basis.

Leadership Studies (MLS)

This interdisciplinary professional program blends the social and behavioral sciences and the humanities to explore the complex set of leadership issues and challenges that go beyond a particular subject or field of work. Graduates of the program will attain a mastery of leadership theory and skills that will enable them to perform as successful leaders in their work organizations, their communities, and the world. This degree is designed for students who desire an educational opportunity in leadership.

Minors

Early Childhood Studies

This minor (also available as a concentration) is designed to provide the skills needed of professionals working with young children and their families, and to provide the academic background required for graduate study or advanced training in the field.

Global Studies

The Global Studies minor investigates the rich varieties of trans-border development and migration, nation states, and world cultural communities. Modern situations are the result of historical events and decisions made today around the world that are not made in an historical vacuum. Core issues include the different points of view embodied in concepts such as globalization and internationalization, as well as the challenges of sustainability, diversity and justice. The dynamic between local and global issues is a central issue of modern society, crucial to our region and important to us in developing a personal rapport with our evolving heritages and economies.

Human Resource Administration (LOS Minor/Concentration)

The minor in human resource administration is available to students majoring in leadership and organizational studies or other majors. Courses in this minor highlight the various knowledge and skills that will be useful for students intending to pursue their interests in the human resource field. This minor will allow students to develop an appreciation for the major issues facing those in human resource administration.

Information Systems

With computer-related skills in high demand, USM's Lewiston-Auburn College has joined with Central Maine Community College (CMCC) to offer a minor in information systems. This program gives students the opportunity to combine their academic background with computer technology and networking courses. Students will gain general knowledge of computing and also develop specific networking, installation, and information development skills. Some of the required courses for the minor are taken at CMCC.

Leadership Studies

The minor in Leadership Studies provides a cross section of key courses offered by the Leadership and Organizational Studies (LOS) degree program. At a time when our communities, organizations, country, and the world are searching for leadership to guide us through new complexities and global challenges, USM students can now study leadership processes in an interdisciplinary minor, regardless of their major.

Public Health

The minor in Public Health advances students' understanding of myriad public health concerns and their ability to apply pertinent theoretical and practical knowledge to contribute to a safe and functioning and society, The Public Health Minor can complement professional preparation of students working in human services and in allied health and applied sciences, including their capacity to contribute to relevant policy-making and advocacy. The Minor will also strengthen the pursuit of graduate study in Public Health and Policy. Professions that utilize knowledge of public health include medical and allied health and human services, mental health, gerontology, and child and family support. Public health approaches address the full spectrum of services, planning and evaluation.

Women & Gender Studies (offered in collaboration with the USM Women & Gender Studies program)

The Women & Gender Studies Program at the University of Southern Maine minor offers an interdisciplinary program that provides the university with a spectrum of feminist courses and educational programs on all aspects of women's lives, gender, and sexualities. Students with this minor learn to contextualize and critically examine all aspects of our knowledge, culture, and society, while learning about feminist analyses of gender.

Certificate Programs

Creative Leadership & Global Strategy

The Creative Leadership and Global Strategy Certificate is an undergraduate certificate geared to the student or community member interested in focusing on dynamic leadership skills. The Creative Leadership certificate will help students meet the challenges of our dramatically changing global reality.

Graduate Creative Leadership & Global Strategy Certificate

This unique post-baccalaureate certificate draws professionals interested in improving their understanding of the societal, cultural, historical, and philosophical aspects of creative leadership from a global perspective. It provides a solid, advanced-level grounding in leadership theory, the research and practice of deliberate creativity and innovation, and working effectively in multi-cultural and multi-national environments.

Graduate Leadership Studies Certificate

This graduate studies certificate provides a sound, advanced-level grounding in leadership theory and research and the skill sets required to work effectively in multiple contexts. It requires 12 credit hours of specific graduate level leadership courses offered in a mix of traditional and virtual classroom styles. This program draws professionals from non-profit, corporate, and civic sectors. It is an especially attractive option for those seeking additional education in leadership skills but who are currently unable to commit to a full degree program.

Graduate Study in Occupational Therapy - Return to Practice (R2P)

The purpose of this graduate certificate is to provide Occupational Therapists who have been out of the OT field for a period of time (and who no longer have a current license or OT certification) with an opportunity to update their knowledge and skills with which to return to practicing the art and science of OT. The entire 18 credits may be earned during one academic year (three semesters).

Leadership Studies

The Leadership Studies Certificate is an undergraduate certificate geared toward students or employees interested in developing and expanding their leadership skills.

Lean Leadership

This undergraduate certificate is for people interested in developing and/or expanding their skills in leading continuous process improvement (Lean) initiatives. “Lean” is a system of eliminating wastes in time, resources, and materials thereby increasing value to the customer – in any market from manufacturing to service sectors.

Public Health

A concentration in Public Health is available for SBS majors and a Certificate program is open to any interested individual, matriculated USM student or not. The concentration addresses a need for awareness of public health issues, including evolutionary and multicultural aspects of diseases and their interface with human populations; health care systems; food utilization and governmental policies; epidemics; and the threat of bioterrorism. The Public Health concentration prepares students to become decision makers and policy advocates who have the pertinent theoretical and practical knowledge to create a safe and functioning society. Professions that utilize knowledge of public health may be in delivery of mental health services, gerontological services, or child and family services.

Secondary Teacher Certification

USM's Lewiston-Auburn College's bachelor degrees in Arts and Humanities and Natural and Applied Sciences integrate courses in the degree programs with education courses that provide the knowledge and skills needed for secondary teacher certification. Those who want to teach middle or high school science, English or social studies are prime candidates for these majors.

Students in these programs acquire classroom-based teaching skills from the very beginning of their study, as coursework combines practical field-based experiences with an understanding of teaching philosophies, history, and methods. Courses also provide the content knowledge necessary for certification and may be taken by either full-time or part-time students.

Certification is available in the following areas:

Natural and Applied Sciences

- Secondary Life Sciences Certification

Arts and Humanities

- Secondary English Certification
- Secondary Social Studies Certification
 - Secondary Dual English and Social Studies Certification

APPENDX 2

COMMUNICATIONS -- Important Ways to Keep in Touch With What's Going On

In addition to the “lacteach” or “lacstaff” email list that you will be automatically subscribed to as an employee, there are various other ways to keep in touch with news and information about USM’s Lewiston-Auburn College:

- 1) **USMLAInfo email list:** This list, often referred to as the “student email list” is emailed weekly and has information about events, student services and other special events on campus. Please subscribe at: <http://www.usm.maine.edu/lac/infolist>.
- 2) **Facebook:** If you have a Facebook account you are encouraged to be a “fan” of our Facebook page. Please go to <http://www.facebook.com/usmlac> to add yourself.
- 3) **Twitter:** We also Tweet on twitter, so if you have a Twitter account you may follow our tweets at <http://twitter.com/#!/usmlac>.
- 4) **YouTube:** USM LAC occasionally posts promotional and informational on YouTube. You may view our YouTube page at <http://www.youtube.com/usmlac>.
- 5) **News** and press releases about USM’s Lewiston-Auburn College may be found on our home page. Under the “News Section” just select any of our current news releases or click on “More News” for a complete listing. Once on our news blog you may select you may also select “USM LAC in the News” to read external news stories about USM LAC or select “Suggestion Box” to see posts and replies to suggestions offered by our community.

APPENDIX 3

CHANGE EMAIL DESTINATION

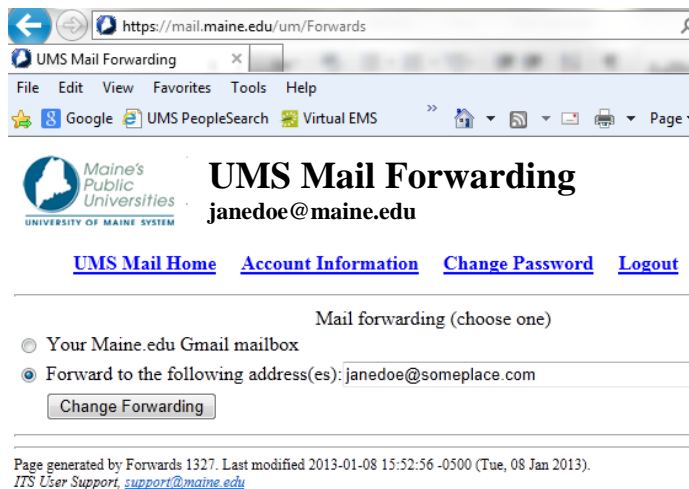
To change the destination of e-mail sent to your University of Maine System e-mail account (such as forwarding to your home or Groupwise e-mail) use the following instructions:

Go to <https://mail.maine.edu/>

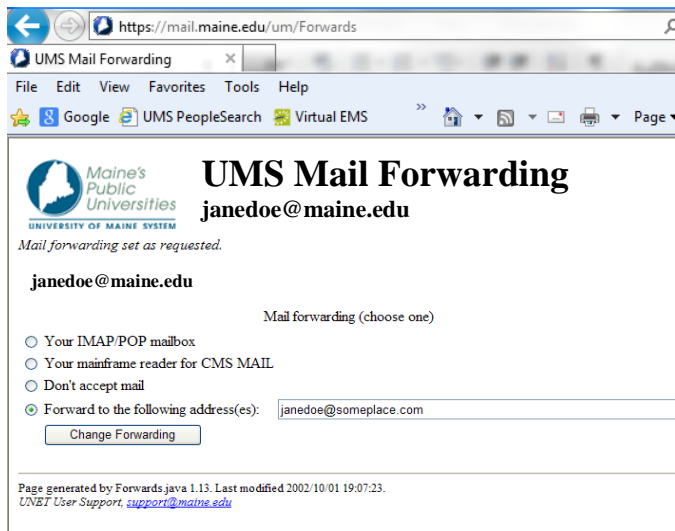
Click **Change the destination of email sent to your @Maine.edu address**

Login with your UMS account Userid and Password

Check **Forward to the following address(es):** →
 Type forwarding address in box →
 Click **Change Forwarding** → → → ↗



When you are successful, the next box will show **Mail forwarding set as requested** →



APPENDIX 4

ADJUNCT FACULTY AT LAC

Abou Aboueissa	Amy Gieseke	Kimberly Moody
Valerie Ackley	Lisa Giles	Charles Morrison
Anna Bartel	Marcia Goldenberg	Stephen Murphy
Ann Marie Bartoo	Allison Gray	Kristin Nam
Nancy Baugh	Jennifer Gunderman-King	Carol Niziolek
Donald Beane	Lowell Habel	Patrick Norton
Jeffrey Beaudry	William Harrison	Timothy O'Dell
Charles Bernacchio	Nancy Hathaway	Cynthia O'Toole
Stephanie Blecharczyk	Danielle Hersey	Peggy Ouellette
Courtney Breslin	Thurston Howes	Phil Paratore
Janet Burson	Gene Humphrey	Helen Peake-Godin
Laurie Caton-Lemos	Nancy Hutton	Erin Pendexter
Bruce Clary	Ira Hymoff	Gabrielle Petrucelli
Andrew Coburn	Elizabeth Jacobson	Carla Randall
Cindee Cohen	Paul Janeczko	Cynthia Randall
Jill Colton-Spina	Stacey Jenkins	Sharon Ritter
Deborah Como-Kepler	Brenda Joly	Cheri Sarton
William Costa	Bette Katsekas	Aubrey Seppa-Hodgkins
Timothy Coste	Walter Kimball	James Sholes
Glenn Cummings	Vera Komisarjevsky	Rachel Simons
Laurie Cyr-Martel	Bernadette Kroon	Gail Skudera
Mary Davis	Jewell Jones	Robert Small
Michael Davis	Mary LaFontaine	Susan Spear
Tracey Dearborn	Michael Lahti	Andrea Stairs
Susan Dee	Alexander Lapidus	Lee Anna Stirling
Marcia-Anne Dobres	Joyce Lapping	James Strickland
Rick Dodge	Cynthia Larock	Amy Sullivan
Peter Drake	Diane Leavitt	Jennifer Sullivan
Patti Drapeau	Michelle Lisi-D'Alauro	Katharine Thayer
Paula Drouin	Ben Low	Lori Tully
Val Dusek	Walter Lowell	Barbara Walsh
Anne Edwards	Valarie Maguire	Rosalind Walton
Denise Enrico	Elaine Makas	Nancy Whitehouse
Bonnie Farmer	Corinne Martin	Laurie Woodman
George Fish	Bill Maxwell	Christine Young
Leonard Fortuna	Krista Meinersman	June Zellers
Margaret Fournier	Michelle Michaud	Karen Zuckerman
Mary Friedman	Lynne Miller	