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Personnel Directory

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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
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| Haywood, Holly | Dir. of Academic Support | User Support Services Information Technology Service | Decary Hall Room 44 | Biddeford | (207) 602-2434 |

| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
|------------------------|--------------------------------|---|------------------------|--------------------|----------------------------|
| Hazard, Barbara J | Vice President Student Affairs | Dean of Student Affairs Student Affairs | Decary Hall Room 129 | Biddeford | (207) 602-2372 |
| Hazelton, Eric L.G. | Visiting Instructor, BIO | College of Arts and Sciences Biology | Marcil Room 310 | Biddeford | (207) 602-2764 |
| Heasly, Carolyn C | Temporary Staff Art Gallery | College of Arts and Sciences Art Gallery | Art Gallery | Portland | (207) 221-4499 |
| Hebert, Ronald R | Housekeeper | Business and Finance Campus Services | 605 Pool Road Lobby | Biddeford | (207) 602-2368 |
| Hebert, Charlene R | Office Manager Dental Hygiene | Westbrook College of Health Professions Dental Hygiene | Coleman Hall Room 110 | Portland | (207) 221-4278 |
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| Heeley, Peter | Assoc Director Admissions | Enrollment Management Undergraduate Admissions | Welcome House Rm 201 | Biddeford | (207) 602-2385 |
| Hennessey, Priscilla B | Clinical Asst Professor BSN | Westbrook College of Health Professions Nursing | Blewett Hall Room 214 | Portland | (207) 221-4485 |
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| Herrick, Peter B | Assist Dir. Sponsored Programs | Vice President Office of Sponsor Programs | Pickus Hall Room 109 | Biddeford | (207) 602-2258 |
| Hibben, Mark R | Adjunct Faculty PSC | College of Arts and Sciences Political Science | Decary Hall Rm 315 | Biddeford | (207) 602-2829 |
| Hicks, John S | Vehicle/Equip Mech | Business and Finance MTRP | 605 Pool Road Garage | Biddeford | (207) 602-2436 |
| Hillman, Susan J | Associate Professor | College of Arts and Sciences Teacher Education | Decary Hall Room 151 | Biddeford | (207) 602-2228 |
| Holman, Grania G | Adjunct Faculty-MSED | College of Arts and Sciences Distance Education | Decary Hall Room 144 | Biddeford | (207) 602-2683 |
| Holmstrom, Jeffrey J | Medical Dir/Physician/Assoc Pr | College of Osteopathic Med Health Care Center | 655 Main Street | Saco | (207) 602-3523 |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
|------------------------|--------------------------------|--|-------------------------|--------------------|----------------------------|
| Hooper, Kristina M | Accounting Clerk I | Business and Finance Business Office | Petts Lower Level Rm 3A | Biddeford | (207) 602-2425 |
| Horvat, Andrew | Mgr Media Infrastructure | User Support Services Information Technology Service | Decary Hall Room 407 | Biddeford | (207) 602-2664 |
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| Howard, Joan M | Head FH Coach/Equipt Room Mgr | Dean of Students Affairs Athletics | Campus Center Room G3 | Biddeford | (207) 602-2629 |
| Hunt, Jonathan S | Coach, Head Men's Lacrosse | Dean of Student Affairs Athletics | Campus Center Rm 14 | Biddeford | (207) 602-2418 |
| Huntington, Irene T | Admin Asst, Curriculum | College of Osteopathic Med Curriculum Affairs | Alfond Center Rm 130 | Biddeford | (207) 602-2313 |
| Hussey, Sandra J | Lead Custodian | Business and Finance Campus Services | 605 Pool Road Lobby | Biddeford | (207) 602-2368 |
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| Hutchins, Dana G | Assist Lead Setups | Business and Finance Campus Services | 605 Pool Road Lobby | Biddeford | (207) 602-2368 |
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| Ingraham, Leslie A | Director - Cont Med Ed | College of Osteopathic Med Continuing Medical Education | Stella Maris Room 317 | Biddeford | (207) 602-2125 |
| Innes, Jeanne L | Administrative Assistant, GADM | Enrollment Management Graduate Admin Services | Hersey Hall 108 | Portland | (207) 221-4241 |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
|-----------------------|--------------------------------|---|---------------------------|--------------------|----------------------------|
| Jerome, Mary O'Neil | Admin Asst Peds Grant | College of Osteopathic Med Pediatrics | Stella Maris Room 218 | Biddeford | (207) 602-2485 |
| Johnson, Cali | Coordinator Counseling Service | Dean of Student Affairs Counseling | Proctor Hall Room 320 | Portland | (207) 221-4233 |
| Johnson, David W | Chief Information Officer | User Support Services Information Technology Service | Decary Hall Room 407 | Biddeford | (207) 602-2652 |
| Johnson, David W | Associate Professor | Westbrook College of Health Professions Physiology | Stella Maris Room 432 | Biddeford | (207) 602-2403 |
| Johnson, Suanne M | Administrative Assistant | Dean of Student Affairs Student Affairs | Decary Hall Room 129 | Biddeford | (207) 602-2372 |
| Johnson, Kenneth | Associate Dean, Grad Edu& Plan | Westbrook College of Health Professions Assoc. Dean's Office | Stella Maris Room 230 | Biddeford | (207) 602-2563 |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
|--------------------|--------------------------------|--|-------------------------|--------------------|----------------------------|
| Kenney, Michael E | Electrician | Business and Finance Campus Services | 605 Pool Road Lobby | Biddeford | (207) 602-2368 |
| Kenyon, Bethany B | Library Technical Asst | Library Library | Abplanalo Library | Portland | (207) 221-4325 |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
|-------------------------|--------------------------------|---|-------------------------|--------------------|----------------------------|
| Labrecque, Cheryl A | Admin Assist | College of Arts and Sciences Environmental Studies | Decary Hall Room 213A | Biddeford | (207) 602-2626 |
| Ladd, Megan J | Fitness Promotion Specialist | Dean of Student Affairs Fitness Program | Campus Center Rm 2 | Biddeford | (207) 602-2785 |
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| Lane, Lisa | Asst Dir/Medical/Grad Programs | Enrollment Management Graduate Admissions | Stella Maris Rm 130 | Biddeford | (207) 602-2218 |
| Langevin, John R | Assistant Dean/Student Support | Dean of Student Affairs Counseling | Decary Hall Room 109 | Biddeford | (207) 602-2549 |
| Larned, Sandy Jean | Coord, Ctr International Edu | Westbrook College of Health Professions Continuing Education | Decary Hall Room 052 | Biddeford | (207) 602-2585 |
| LaRue, Richard J | Professor | College of Arts and Sciences Exercise & Sport Performance | Decary Hall Room 313 | Biddeford | (207) 602-2605 |
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| Laverriere, Donna Marie | User Support Services Mgr | User Support Services Information Technology Service | Decary Hall Rm 405A | Biddeford | (207) 602-2667 |
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| Lavigne, Suzanne O | ITS Billing/Telecom Specialist | User Support Services Information Technology Service | Decary Hall Rm 405 | Biddeford | (207) 602-2669 |

| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
|-----------------------|--------------------------------|---|--------------------------|--------------------|----------------------------|
| Leach, Tom C | Professor | College of Arts and Sciences Management | Decary Hall Room 076A | Biddeford | (207) 602-2565 |
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| Leclerc, Sarah A | Switchboard Operators | User Support Services Information Technology Service | Decary Hall Room 48 | Biddeford | (207) 602-2003 |
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| Ledoux, Greg G | Groundskeeper-WCC | Business and Finance Campus Services | 605 Pool Road Lobby | Biddeford | (207) 602-2368 |
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| Lefebvre, Andre A | Collections Coordinator, HT | Business and Finance Business Office | 1 College Street | Portland | (207) 221-4305 |
| Leighton, Dennis | Associate Professor | College of Arts and Sciences Physical Therapy | Proctor Hall Room 208 | Portland | (207) 221-4594 |
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| L'Heureux, Karol Anne | Hd Wms VB Coach/Club Spt Coord | Dean of Student Affairs Athletics | Campus Center Room 105 | Biddeford | (207) 602-2376 |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
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| Long, Gregory | Visiting Assistant Prof MAT | College of Arts and Sciences Math and Computer Science | Decary Hall Room 303 | Biddeford | (207) 602-2380 |
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| Lussier, Jennifer R. | Instructor, Lab | College of Arts and Sciences Biological Sciences | Decary Hall Room 331 | Biddeford | (207) 602-2537 |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
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| Marks, Gay C | NEOHC Archivist, HT | Westbrook College of Health Professions COM Grants/Contracts | Stella Maris Rm 120 | Biddeford | (207) 602-2131 |
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| Maurice, Jennifer E | Medical Secretary- Saco | College of Osteopathic Med Health Care Center | 655 Main St. Rm A006 | Saco | (207) 602-3551 |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
|-------------------------|--------------------------------|--|------------------------|--------------------|----------------------------|
| McDonough, Deb M | Instructor H/T Faculty, BIO | College of Arts and Sciences Biological Sciences | Decary Hall Room 351 | Biddeford | (207) 602-2649 |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
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| Morrison, Robert J | Professional Tutor | Dean of Student Affairs Learning Assistance | LAC | Biddeford | (207) 602-2443 |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
|--------------------------|--------------------------------|---|------------------------|--------------------|----------------------------|
| Mulligan, Jason Thomas | Hd Mens BBall Ch/Ath Fac Coord | Dean of Student Affairs Athletics | Campus Center G4 | Biddeford | (207) 602-2396 |
| Mullin, Jerry L | Professor | College of Arts and Sciences Chemistry and Physics | Morgane Hall Rm 205 | Biddeford | (207) 602-2538 |
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| Nagle, Peter J | Environmntl Hlth & Safety Spec | Business and Finance Campus Services | 605 Pool Road Rm 129 | Biddeford | (207) 602-2791 |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
|-------------------------|--------------------------------|--|---------------------------|--------------------|----------------------------|
| O'Brien, Jane C | Associate Professor | College of Arts and Sciences Occupational Therapy | Proctor Hall Room 309 | Portland | (207) 221-4107 |
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| O'Hara, Shane P | Programmer/Analyst | User Support Services Information Technology Service | Decary Hall Rm 339 | Biddeford | (207) 602-2261 |
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| Ouellette, Ron D | Cross Country Coach | Dean of Student Affairs Athletics | Campus Center 12 | Biddeford | (207) 602-2161 |
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| Owen, Patti C | Mgr of Administrativ Computing | Administrative Information Sys Information Technology Service | Decary Hall Rm 414 | Biddeford | (207) 602-2251 |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
|-------------------------|--------------------------------|---|------------------------|--------------------|----------------------------|
| Patchett, Kristen M | Sr Animal Care Tech/Vol Supr. | College of Arts and Sciences Marine Science | MSC Room 132 | Biddeford | (207) 602-2347 |
| Paterson, William L | Project Director Healthy Maine | College of Osteopathic Med Health Care Center | 655 Main St Rm A006 | Saco | (207) 602-3589 |
| Patterson, Hahna | Clinical Counselor | Dean of Student Affairs Counseling | Decary Hall Room 109 | Biddeford | (207) 602-2299 |
| Pecchia, Robert | Assoc Dir of Under Grad Adm | Enrollment Management Undergraduate Admissions | Petts LL Rm 27 | Biddeford | (207) 602-2324 |
| Pecchia, Lorraine S | Learning Specialist - HT | College of Arts and Sciences Learning Assistance | LAC Rm 2 | Biddeford | (207) 602-2398 |
| Pelletier, Joel W | Staff Assistant, SA-WCC | Dean of Student Affairs Asst. Dean of Student Dev | Hersey Hall Room 119 | Portland | (207) 221-4212 |
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| Peters, Beth Ann | Area Coordinator/UC | Dean of Student Affairs Residential Housing | East Hall 1009 | Biddeford | (207) 602-2798 |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
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| Pierce, Heath R | Clinical Educator/Intern Coord | College of Arts and Sciences Exercise and Sport Performance | Linnell Hall Room 3 | Biddeford | (207) 602-2590 |
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| Poissant, Teresa A | Admin Assist, MSED | College of Arts and Sciences Masters in Education | Decary Hall Room 144 | Biddeford | (207) 602-2684 |
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| Poulin-Handy, Julie L | Asst Registrar - IT Specialist | Enrollment Management Registrar | Hersey Hall Room 119 | Portland | (207) 221-4534 |
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| Pratt, Cory | Security Officer | Dean of Student Affairs Security | 605 Pool Road Lobby | Biddeford | (207) 602-2298 |
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| Prendiville, Shannon C | Animal Care/Lab Technician | College of Arts and Sciences Marine Science | MSC Room 132 | Biddeford | (207) 602-2750 |
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|---------------------|--------------------------------|---|---------------------------|--------------------|----------------------------|
| Purcell, Tracie L | Admin Sec - ADSA | Dean of Student Affairs Dean of Student Affairs | Stella Maris Room 127 | Biddeford | (207) 602-2430 |
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| Reagan, Jeani M | Technology Integration Manager | College of Osteopathic Med Curriculum | Alfond 1st Floor | Biddeford | (207) 602-2335 |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
|------------------------|--------------------------------|--|------------------------|--------------------|----------------------------|
| Richard, Donna J | Admin Assistant | College of Osteopathic Med Health Care Center | 655 Main St Rm A004 | Saco | (207) 602-3504 |
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| Ripich, Danielle N | President | President President's Office | Bush Room 307 | Biddeford | (207) 602-2306 |
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| Robertson, Cynthia R | Adjunct Faculty-FPPS | College of Osteopathic Med Com Health/Prev Med | Stella Maris Room 234 | Biddeford | (207) 602-2354 |
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| Rodriguez, Kira S | Research Asso/Health Serv Res | College of Osteopathic Med Center For Health Policy | Linnell Hall Rm 207 | Portland | (207) 221-4566 |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
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| Row, Eric S | Coordinator, Electronic&Print | Library Library | Ketchum Library | Biddeford | (207) 602-2318 |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
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| <i>NAME</i> | <i>TITLE</i> | <i>DIVISION/DEPARTMENT</i> | <i>LOCATION</i> | <i>CITY</i> | <i>PHONE NUMBER</i> |
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| Smith, Kneka P | Associate Dean, Dental Med | Westbrook College of Health Professions College of Dental Medicine | Hersey Hall Rm 112 | Portland | (207) 221-4123 |
| Smith, Mary-Frances S | Coordinator/Asst Director | College of Osteopathic Med AHEC | Linnell Hall Room 107 | Portland | (207) 221-4461 |
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| Smith, Kevin Edward | Security Officer | Dean of Student Affairs Security | 605 Pool Road Lobby | Biddeford | (207) 602-2298 |
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| Smith, David L. | Associate Professor | College of Arts and Sciences NEI/ Conference | Marcil Hall Room 311 | Biddeford | (207) 602-2237 |
| Smith, Jonathan B | Security Officer | Dean of Student Affairs Security | 605 Pool Road Lobby | Biddeford | (207) 602-2298 |
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Ph.D., Cornell University-Sociology; M.A., University of Vermont-History; B.S., University of Virginia-Government and History.

Miller, Audni - (Director - Organizational Leadership) Associate Professor
Ph.D., The Ohio State University-Adult and Continuing Education; M.A., The Ohio State University-Communications; B.A., Texas Lutheran College, English, Speech, and Secondary Education.

Mullin, Jerome - (Chair - Department of Chemistry and Physics) Professor
Ph.D., University of New Hampshire-Analytical Chemistry; B.S., LeMoyne College-Chemistry.

Saboski, Eleanor - (Chair - Department of Environmental Studies) Associate Professor
Ph.D., University of Hawaii-Botanical Sciences; M.S., B.S., State University of New York at Albany-Biology.

Sartorelli, Linda - (Chair - Department of Philosophy and Religious Studies) Professor
Ph.D., M.A., Indiana University-History and Philosophy of Science; A.B., Barnard College, Columbia University-Mathematics

Thompson, Charles - (Interim Chair-Department of Creative and Fine Arts) Assistant Professor
M.F.A., Tyler School of Art; Philadelphia, PA; B.S., Ball State University.

College of Arts and Sciences Adjunct Faculty

Ahearn, James - Department of Chemistry and Physics
Ph.D.-Analytical Chemistry-Boston College; B.S.-Chemistry-Boston College.

Baillargeon, Cathy - Department of Education
M.S.-University of Southern Maine-Exceptionality/Gifted and Talented Education; B.S.-Plymouth State College-Elementary Education.

Baker, Harlan - Department of English
M.A.-University of Maine-Theater; B.S.-Emerson College-Speech.

Bald, Lisa - Department of Education
M.S.-Education-University of Southern Maine; B.S.-Education-University of Southern Maine.
Barnhart, David Department of Education
Ed.D.-Teachers College; M.A.-Teacher's College; B.S.-Bloomsburg State College.

Beseda, David - Department of Social and Behavioral Sciences
M.A.-Smith College-Social Work; B.A.-University of Houston-Sociology.

Binger, Diane - Department of Education
M.S.-State University of New York; Counselor Education; B.S.-Health Education-State University of New York.

Blanchard, Peter - Department of Education
M.Ed.-Elementary Education-Xavier University; B.S.-Math/Science-Xavier University.

Bolster,Ruth - Department of Biological Sciences
B.S.-Marine Biology-University of New England.

Bradburn, Deborah - Department of Education
M.S.-Education-University of New England; B.S.-Elementary Education-University of Maine at Orono.

Bradford, Sunny - Organizational Leadership Program
Ph.D.-Education-U.C. Santa Barbara; M.A.-Social Psychology-University of Michigan; B.A.-
Sociology-Drake University.

Champagne, Marilyn - Department of Organizational Leadership
M.S.-Antioch New England Graduate School-Organization and Management; B.S.-State
University College-Secondary Education and French.

Christman, Gwendolyn - Department of Education
B.S.-University of Southern Maine; Teacher Certificate Program-University of New England.

Coan, Susan - Department of Education
M.A.-Counseling Psychology-Antioch New England Graduate School; B.A.-Communications-
Simmons College.

Conlon, Eileen - Organizational Leadership Program
Ph.D.-University of Massachusetts-Education, Organizational Development; M.A.-Michigan
State University-Family Studies; B.S.-Pennsylvania State University-Home Economics
Education.

Daigle, Stephen - Department of Chemistry and Physics
B.S.-Education-University of Maine-Orono.

Daugherty, John - Department of English
M.A.-University of Southern Maine-Education., B.A.-West Virginia University-History/English.

Defazio, Mark - Department of Education
M.S.-University of Southern Maine-Literacy Education; B.S.-University of Southern Maine-
English.

DiRocco, Arthur - Department of Education
M.S.-School Psychology-University of Oregon; B.A.-Psychology/Education-University of
Southern Maine.

Feurt-Baumann, Christine - Department of Environmental Studies
M.A.-College of William and Mary-Biology; B.S.-University of Maryland-Zoology.

Flanders, Scott - Department of Creative and Fine Arts
B.F.A.-Portland School of Art-Graphic Design; B.S.-University of Maine at Orono-Marketing-
Business Administration.

Golding, Jane - Department of Education
M.S.-University of Southern Maine; Reading; B.S.-University of Southern Maine-Education.

Gosbee, Suzanne - Department of Education
M.A.-Mathematics-University of Maine-Orono; B.S.-Mathematics-Southeastern Massachusetts
University.

Gregg, Sarah - Department of Education
Master of Fine Arts-Painting, Critical Theory, Mixed Media-Maine College of Art; M.A.-Art
Education-Tufts University; B.A.-Painting-Wittenberg University.

Grossman-Montesano, Jean - Department of Education
M.Ed.-Antioch New England Graduate School-Foundations of Education; M.Ed.-University of
Southern Maine-Exceptionality; B.S.-University of Southern Maine-Elementary Education.

Hatch, Sherrilyn - Department of Education
Ed.D.-Boston College-Curriculum and Supervision; M.S.-Southeast Missouri State University-
Special Education/Language Therapy.

Hoecker, Karlee - Department of Psychology
Ph.D.-Clinical Psychology-University of North Carolina at Greensboro; M.A.-Clinical Psychology-

University of North Carolina at Greensboro; B.A.-Psychology-University of Southern Maine.

Kemos, Alexander - Department of History
Ph.D.-Fletcher School of Law and Diplomacy; M.A.-Law and Diplomacy-Fletcher School of Law and Diplomacy; B.A.-Hamilton College.

Kita, Jeanne - Department of Education
M.S.-Clarion University-Library Science; B.A.-University of Maine-Orono-Sociology and English.

Koch, Larry - Department of Education
Ph.D.-University of Maine; M.S.-Elementary Education-State University College; B.S.-Secondary Education-State University College.

Koester, David - Department of Biological Sciences
Ph.D. University of Delaware - Biological Sciences; B.A. Miami University - Zoology.

Kuchta, David - Department of History
Ph.D.-History-University of California-Berkeley; M.A.-History-University of California-Berkeley;
B.A.-Wesleyan University.

LaGraffe, David - Department of Creative and Fine Arts
M.A.-University of New Hampshire-Education; M.A.-Georgetown University-Philosophy; B.A.-Lemoyne College-English.

Lake, Michelle - Department of Psychology
Ed.M.-Human Movement Education-Boston University; B.S.-Physical Education-University of Maine-Orono.

Lucas, Scott - Department of Psychology
Psy.D.-Educational Research Methodology-California Coast University; M.B.A.-University of New Hampshire.

Madden, Catherine - Organizational Leadership Program
M.A.-Liberay Studies, History/Political Science-Queens College, CUNY; B.A.-English/Literature-Anna Maria College.

McCabe, Jane - Department of Psychology
Ph.D.-Ohio University-Counselor Education; M.A.-Ball State University-Counseling.

McCann, Joyce - Department of Education
Ed.D.-Special Education-Boston University; M.S.-Reading-University of Southern Maine; B.A.-History/English-St. Joseph's College.

Merrow-Fagan, Katie - Department of Creative and Fine Arts
B.F.A.-Photography-Portland School of Art.

Messer, Mark - Department of Education
M.A.-University of New Hampshire-History; B.A.-University of Southern Maine-Education.

Morin, Susanne - Department of Education
M.A.T.-Early Childhood Education-Trinity College; B.S.-Early Childhood Education-University of Maryland.

Murphy, David - Department of Education
M.S.-School Administration-Bridgewater State College; B.A.-Elementary Education-Stonehill College.

Norbert, Mary - Department of Education
B.A.-Secondary Education and English-Boston College.

O'Connor, Maura - Department of Education
M.A., Fairfield University - Educational Technology; B.A., St. Joseph College - Special Education.

Olson, Ann Marie - Department of Biological Sciences
Ph.D.-Massachusetts College of Pharmacy-Pharmacology; M.S.-Cornell University-Ecology;
B.A.-Cornell University-Biological Sciences.

O'Neill, Patrick - Department of Education
Ed.D.-NOVA Southeastern University; M.S.-Administrational and Clinical Supervision-Manhattan College; B.A.-Teacher Preparation English/Reading, Special Education-Manhattan College.

Patch, Arla - Department of Education
M.F.A.-Sculpture-Indiana University; B.F.A.-Sculpture/Education-Tyler School of Art.

Powers, Robert - Department of Education
M.Ed.-University of Maine-Educational Administration; B.S.-Gorham State College-Education.

Prince, Sanford - Department of Education
M.S.-University of Southern Maine-Professional Teacher/Exceptionality; B.S.-University of Maine-Elementary Education.

Prince, Susan - Department of Education
M.S.-University of Southern Maine-Professional Teacher/Exceptionality; B.S.-University of Maine-Early Childhood Education.

Quigley, Steven - Department Mathematical Sciences
Ph.D.-Material Science-Colorado School of Mines; M.S.-Engineering-University of Massachusetts-Lowell; B.S.-Engineering-University of Massachusetts-Lowell.

Randolph, Patricia - Department of Organizational Leadership
Ed.D.-University of Massachusetts-Educational Policy; M.Ed.-University of Massachusetts-Educational Policy; B.F.A.-University of Illinois.

Richard, Wilfred - Organizational Leadership Program
Ph.D.-University of Waterloo-Environmental Studies; M.A.-University of Massachusetts-Economic Anthropology; B.A.-University of New Hampshire-Government.

Richards, Matthew - Department of Exercise and Sport Performance
M.A.-Sport Administration-University of Northern Colorado; B.S.-Sport Management-Colby-Sawyer College.

Schiff-Verre, Jayne - Department of Creative and Fine Arts
B.F.A.-Communications and Theatre-University of Southern Maine.

Shanahan, Dennis - Department of English
Ph.D.-English-The Ohio State University; M.A.-English-The Ohio State University.

Stirling, Lee - Department of Education
Ed.D.-Columbia University-Staff/Organization; M.S.-Lesley College-Learning Disabilities/Special Needs; B.S.-Syracuse University-Elementary Education.

Tillotson, Ann - Department of Education
M.S.Ed.-University of New England; B.S.-Gorham State College.

Tordoff, Arthur - Department of Education
M.Ed. - University of Maine-Orono; B.S.-Education-University of Maine-Orono.

Twilley, Edgar - Department of Creative and Fine Arts
M.F.A.-Sculpture-Queens College CUNY; B.A.-English-Colby College.

Turner, Wendy - Department of Creative and Fine Arts
M.F.A.-San Francisco Art Institute; B.F.A.-San Francisco Art Institute.

Vaillancourt, Scott - Department of Creative and Fine Arts
Master of Music-Music Composition-University of Michigan Ann Arbor; Master of Music-Tuba Performance-University of Michigan Ann Arbor; B.A.-Music-Bowdoin College.

Varner Gunn, Janet - Department of English
Ph.D.-Religion and Culture-Duke University; M.A.-Religion and literature-University of Chicago;
B.D.-University of Chicago; B.A.-English-Gettysburg College.

Wirtz, Daniel - Department of Chemistry and Physics
B.S.-Marine Biology-University of New England.

Witham, Anne Kate - Department of Education
Ph.D.-Education-Boston College; M.Ed.-School Counselor-Boston University; B.A.-English-Regis College.

Wood, Michael - Department of Education
M.S.-University of Southern Maine-Educational Administration; B.S.-University of Southern Maine-Elementary Education.

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College of Health Professions Administration

Moore, Vernon L. - Dean, College of Health Professions/Associate Professor
Ed.D., Vanderbilt University; M.S.S.W., University of Louisville; B.A., University of Oklahoma.

Beaulieu, Ellen G. - Associate Dean, College of Health Professions/Professor
Ed.D., Novasoutheastern University; M.P.H., University of Hawaii; B.A., University of Hawaii;
A.S. Forsyth School for Dental Hygienists.

Deisering, Leon F. - Program Director - Master of Nurse Anesthesia/Associate Professor
M.S.N., Catholic University; CRNA, William Beaumont Army Medical Center.

Dyer, Jean - Chair - Department of Nursing and Health Service Management/Assistant
Professor
M.S.N., Salem State College; B.S.N., Adelphi University.

MacRae, Nancy - Chair - Department of Occupational Therapy/Associate Professor
M.S., University of Southern Maine-Adult Education; B.S. University of New Hampshire-
Occupational Therapy.

Marlin, Karen A. - Program Director - Master of Physician Assistant/Assistant Professor
PA-C, Yale University School of Medicine Physician Associate Program; B.S., University of New
Haven - Public Administration; Certified - National Commission on Certification of Physician
Assistants.

Mills, Bernice - Director - Dental Hygiene Program/Associate Professor
M.S., University of Southern Maine, B.S., Indiana University, A.S., Westbrook College.

Sheldon, Michael - Chair - Department of Physical Therapy/Associate Professor
M.S., Duke University-Physical Therapy; M.S., University of Maine, Orono Zoology; B.S.,
University of Rhode Island -Zoology.

Thompson, Joanne - Director - School of Social Work/Professor
Ph.D., Rutgers State University; M.S.W., University of Arkansas; B.A., LaGrange College.

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About the University of New England

The University of New England

The University of New England is an independent, coeducational university in southern Maine, with degree programs focused on the health and life sciences, medicine, human services, education, management, and liberal arts. Founded in 1978 by the combination of the New England College of Osteopathic Medicine with St. Francis College, the University places emphasis on the quality of instruction, respect for the individual, and on the practical application of academic material.

In August of 1996, the University merged with Westbrook College in Portland, Maine, and is now a university of two distinct campuses. The University Campus is distinguished by its beautiful seaside setting in a semi-rural area near Biddeford, Maine, while the Westbrook College Campus is a suburban New England campus distinguished as a national historic site. The University now recognizes Westbrook College's 1831 Charter as the institution's founding date. Blending a long, rich educational history with youthful energy and enthusiasm has further raised the reputation afforded the University of New England as an institution of outstanding undergraduate and graduate degree programs. With its presence both on the Saco River and in Maine's largest city, UNE's future burns brighter than ever.



University Mission Statement

The University of New England is an independent, entrepreneurial institution committed to academic excellence and the enhancement of the quality of life for the people, organizations, and communities it serves. The purpose of the University is to prepare students for meaningful and rewarding careers, lifelong learning, and enlightened lives. The University fosters critical inquiry through a student-centered, academic environment rich in research, scholarship, creative activity, and service while providing opportunities for acquiring and applying knowledge in selected clinical, professional, and community settings.

Accreditation, Memberships, and Other Notices

The University of New England is accredited by the New England Association of Schools and Colleges, Inc., which accredits schools and colleges in the six New England states. Accreditation by the Association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The education program leading to elementary certification is approved by the State of Maine Department of Education. The physical therapy educational program is accredited by the American Physical Therapy Association. The occupational therapy educational program is accredited by the American Occupational Therapy Association. Nursing programs are accredited by the National League of Nursing. Dental hygiene programs are accredited by the American Dental Association Commission on Dental Accreditation. The Social Work Program is accredited by the Commission on Accreditation on the Council of Social Work Education. The School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, a specialized accrediting body recognized by the Council on Post-secondary Accreditation and the U.S. Department of Education. The Physician Assistant Program is accredited by the Commission on Accreditation of Allied Health Education Programs. The College of Osteopathic Medicine is accredited by the Bureau of Professional Education of the American

Osteopathic Association.

Most programs offered at the University of New England have been approved for the training of veterans under the auspices of the Veterans Administration, and graduates of the University meet the educational requirements for officer candidacy in all branches of the armed forces.

The University is authorized under Federal law to enroll non-immigrant alien students. The University holds, among others, membership in: the New England Association of Schools and Colleges, the Maine Consortium of Health Professionals, the Council of Independent Colleges and Universities, the National Association of College Auxiliary Services, the College Entrance Examination Board, the National Collegiate Athletic Association, the National Association of College Admissions Counselors, the New England Association of College Admissions Counselors, the American Association of Collegiate Registrars and Admissions Officers, the National Association of College and University Business Officers, the American Association of Colleges of Osteopathic Medicine, and the Greater Portland Alliance of Colleges and Universities.

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

The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.

The University of New England does not discriminate in admission or access to, or treatment of employment in, its programs and activities on the basis of race, ethnicity, national origin, gender, sexual orientation, religion, age, veteran status or disabling condition in violation of Federal or state civil rights laws of Section 504 of the Rehabilitation Act of 1973. Inquiries or concerns may be addressed to [Michael Miles](#), Director of Affirmative Action.

Three Colleges, Continuing Education, and Two Campuses

The College of Arts and Sciences

The College of Arts and Sciences (CAS) offers preparation for the undergraduate degrees of bachelor of arts and bachelor of science. CAS also offers master of science degree in education and post-master's Certificate of Advanced Graduate Studies in Educational Leadership. CAS offers programs of study at both the University Campus and Westbrook College Campus. [Website](#).

College of Arts and Sciences Mission

The College of Arts and Sciences at the University of New England is a coeducational college committed to academic excellence. We seek to help students find and fulfill their own unique potential. Through study and research in the arts and sciences, the faculty of the college challenge students to set and reach for higher intellectual and professional goals and to develop powers of critical assessment, analysis, expression, aesthetic sensibility, and independent thought. The faculty and administration of the college also endeavor to help students participate in shaping the culturally diverse and interdependent world in which they live. Curricular offerings give students the tools to face life challenges by enhancing their awareness of environmental, social, and global issues, and by fostering values that sustain healthy communities. Students are urged to pursue these objectives not only in their course work, but also through attendance at cultural events, participation in campus organizations and activities, and services to others.

The College of Health Professions

The College of Health Professions prepares graduates to assume entry and advanced

professional positions in the ever changing health arena. The College of Health Professions (CHP) offers associate and bachelor degrees through the Dental Hygiene and Nursing programs, master degrees through the Nursing, Nurse Anesthesia, Physician Assistant, Physical Therapy, and Social Work programs, and certification in fields of addictions and gerontology. The College of Health Professions offers programs of study at both the University Campus and primarily on the Westbrook College Campus. [Website](#).

College of Health Professions Mission

The College of Health Professions plays a significant role in helping fulfill the University of New England's vision and mission. The College is committed to providing dynamic educational experiences, within a supportive and collaborative environment, that focus on improving the quality of peoples' lives and are based on respect for diversity, have a sound foundation in liberal arts and science education, promote lifelong learning, and meet the needs of the larger community. The College expects its students, faculty, and staff to strive for excellence in all of their academic and professional endeavors. Graduates of the College are prepared to assume entry and advanced professional positions in the ever-changing health care environment and to become leaders in their professions and their communities.

The College of Osteopathic Medicine

The medical college of the University, known as the University of New England College of Osteopathic Medicine (UNECOM), prepares students to become osteopathic physicians. About two-thirds of recent graduates pursue careers in primary care. Graduates receive the doctor of osteopathy (D.O.) degree. [Website](#).

College of Osteopathic Medicine Mission Statement

The mission of the University of New England College of Osteopathic Medicine is to provide for the education of osteopathic physicians and other health professionals. The college is dedicated to the improvement of life through education, research, and service, emphasizing health, healing, and primary care for the people of New England and the nation.

Office of Continuing Education

The Office of Continuing Education arranges courses and services for individuals seeking to meet their educational goals on a part-time basis. University courses and programs are designed and offered in a variety of flexible formats to accommodate students seeking to balance work, family, and other responsibilities. [Website](#).

Click below for further information about the University campuses, programs and surrounding area:

University Campus

Biddeford, Maine

Westbrook College Campus

Portland, Maine

Integrated, Interdisciplinary Health and Healing (I2H2) Education

Training, Research and Practice

Communities in Proximity to the University of New England Campuses

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Undergraduate Programs Administrative Services and Policies

Admissions

Candidates for admission to the University of New England may be surprised to discover that we spend as much time and effort helping them to evaluate the University as we do in evaluating their own credentials. We are interested in establishing a good match between the applicant's needs and goals and the University's ability to meet them.

To help applicants know more about the University of New England, we provide them with materials such as our viewbook, catalog, college profile, and newsletter. They also receive invitations for personal interviews and campus visits.

Interviews and Campus Tour

Prospective students, their friends, and families have an open invitation to visit the University's two campuses. The pleasant drive to scenic Maine and the opportunity to meet the University's students, faculty, and admissions staff results in a day that is both interesting and informative.

Tours and interviews may be scheduled by contacting the [Admissions Office](#), Monday through Friday from 9:00 a.m. - 4:30 p.m. Prospective students are encouraged to visit on a weekday if at all possible. We do offer tours and information sessions on Saturdays during the months of October, November, and December. Please call in advance.

Undergraduate Admissions

In order to determine an applicant's qualifications as a candidate for admission to the undergraduate programs of the University of New England, we carefully consider the following criteria:

- The secondary school program.
- The secondary school grades and class standing.
- The SAT1 or ACT scores.
- Extracurricular involvement.
- The admissions interview (optional unless required by the dean of admissions or departments).
- Qualified students with equivalency certificates are also considered for admission.

Students applying to the health science programs (Dental Hygiene, Nursing, Occupational Therapy, and Physical Therapy) should refer to those sections in this catalog for additional admissions requirements.

The University of New England supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status in order to provide reliable assurance of the quality of the educational preparation of applicants for admission.

All first-year applicants are required to:

- Complete an application form and submit it to the Admissions Office early in the fourth year or well in advance of the beginning of the academic term for which application is being made.
- Submit the nonrefundable application fee of \$40.
- Request that the secondary school forward all academic records to the Admissions Office.
- Forward all SAT1 or ACT scores to Admissions Office.

Admissions Decisions

Applicants to all programs are evaluated as they are received (rolling admissions policy). Decisions are made upon receipt of all required information and are mailed out on a weekly basis, as long as space remains available.

Reservation Agreement

The rolling admissions policy ensures every applicant of a prompt and definitive answer to the question of admission. Once accepted, students are required to submit a one hundred dollar (\$100) deposit that will guarantee their place in the entering class. A two hundred dollar (\$200) fee is required for transfer and international students. In order to give accepted students enough time to hear from all colleges to which they have applied and to eliminate any undue pressure that may affect their final decision, the reservation deposit is refundable through May 1st for students entering the fall semester. After this date, the deposit is either credited toward the expense of the first semester's tuition or forfeited for those students withdrawing.

Conditional Acceptance

Each year the University admits a small number of first-year students whose record of achievement and/or degree of preparation lies below general standards. Such students gain admission because of other positive indicators in their record. To help develop these students' academic skills, the University offers a program of activities in which the students agree to participate as a condition for acceptance into the University. Individual or group tutoring and counseling can be integral parts of the program. Students admitted conditionally are required to report to their advisor in the Learning Assistance Center throughout their first year.

Early Admissions

Qualified applicants who display exceptional ability and maturity are admitted to the University of New England upon successful completion of the third year of their secondary school program. Early admission applicants must have the consent and cooperation of secondary school officials. A personal interview is required.

Early Decision

Qualified students who select the University of New England as their first choice institution may request consideration for early decision. It is expected that applications to other colleges and universities will be withdrawn if the candidate is accepted to UNE and, if qualified, receives a favorable financial aid award. If acceptance is not granted to an early decision candidate, the credentials will be kept and updated for a decision during the regular admissions cycle. The timetable for early decision candidates is:

| | |
|-------------|---|
| November 15 | Application deadline. |
| December 2 | Deadline for receipt of all supporting credentials. |
| December 23 | Notification of decision. |

Early decision candidates applying for financial aid should ask the University for a copy of the early

version of the Free Application for Federal Student Aid. This will enable processing of financial aid awards in a more timely fashion. Early decision candidates must fill in the early decision area on the application.

Physical Examination and Immunization

The University requires all entering students to have a physical examination prior to enrollment. The necessary form, along with an Immunization Record, will be sent to all entering students following admission and receipt of the reservation fee. The forms must be completed by an approved health care provider and returned to the University Health Center prior to matriculation. Maine State Law requires all students born after 1956, who wish to register and matriculate for seven (7) or more credits, to produce proof of immunization against those diseases listed on the Immunization Record form. The University of New England requires additional immunizations, over and above state mandates, for health profession students. That information will also be available on the health forms.

Advanced Placement and CLEP

The University of New England participates in the Advanced Placement Program of the College Entrance Examination Board (CEEB) and the College Level Examination Program (CLEP) administered by the Educational Testing Service of Princeton, New Jersey. Both of these examinations provide academic credit for students qualified for advanced standing. The CAS and CHP undergraduate programs may accept courses toward graduation via these two types of examinations, excluding courses required in an academic major with the exception of the Department of Biological Sciences, which will accept AP and CLEP credit in biology in accordance with the tables which follow.

To receive academic credit from the University of New England through the CLEP and advanced placement examinations, the student must be admitted to the University, and must provide UNE with official transcripts from the organization(s).

Advanced Placement

Qualifying scores necessary to receive credit for advanced placement are recommended by the academic departments and are treated as transfer credit in accordance with the following table.

| AP-Exam Title | Minimum Score | Course Equivalent | Credit Earned |
|--------------------------------|---------------|-------------------|---------------|
| Biology | 3 | BIO 100 | 4 |
| | 4 -or- 5 | BIO 100 and 101 | 8 |
| Calculus AB | 3 | MAT 190 | 4 |
| | 4 -or- 5 | MAT 190 and 195 | 8 |
| Calculus BC | 3 | MAT 190 | 4 |
| | 4 -or- 5 | MAT 190 and 195 | 8 |
| Chemistry | 3 | CHE 110 | 4 |
| | 4 -or- 5 | CHE 110 and 111 | 8 |
| Chemistry English Lang/Comp | 4 | ENG 110 | 4 |
| English Lit/Comp | 3 | ENG xxx | 3 |
| French Language | 3 | FRE 100 | 3 |
| French Literature | 3 | FRE 200 | 3 |
| History: U.S. | 3 | HIS xxx | 3 |
| Macroeconomics | 3 | ECO 203 | 3 |
| Microeconomics | 3 | ECO 204 | 3 |

| | | | |
|--------------|---|---------|---|
| Physics | 3 | PHY 200 | 4 |
| Psychology | 4 | PSY 105 | 3 |
| Spanish Lang | 3 | SPA 101 | 3 |
| Statistics | 3 | MAT 120 | 3 |

If an advanced placement examination has been taken on a subject not listed in the table above, the student should see the department chair/program director in which the subject is housed and request any approved credit equivalency be forwarded by the chair/director to the Registrar's Office.

College Level Examination Program (CLEP)

The College Level Examination Program (CLEP) minimum score standard for each examination, and its UNE equivalent course, is individually determined by the Department in which the course is offered.

| CLEP-General Examinations | Minimum Score | Course Equivalent | Credit Earned |
|------------------------------|---------------|-------------------|---------------|
| English Comp with Essay | 50 | ENG 110 | 4 |
| English Comp | 50 | ENG 110 | 4 |
| Social Sciences and History | 50 | Explorations (2) | 6 |
| Natural Sciences | | Clear with Dept | |
| Humanities | 50 | Explorations (2) | 6 |
| Mathematics | | No Equivalency | |
| American Government | 50 | PSC 1xx | 3 |
| American Literature | 50 | ENG 200 | 3 |
| Analysis and Inter of Lit | 50 | ENG 1xx | 3 |
| Algebra, College | 50 | LAC 021 | 3 |
| | | (non-degree) | |
| Algebra-Trig, College | 50 | MAT 180 | 3 |
| English Lit | 50 | ENG 1xx | 3 |
| General Chemistry | 50 | CHE 110 | 4 |
| | 65 | CHE 110, 111 | 8 |
| Psych, Intro | 50 | PSY 105 | 3 |
| Human Growth and Devel | | Clear with Dept | |
| Principles of Mgt | 50 | MGT 101 | 3 |
| Accounting, Intro | 50 | ACC 201 | 3 |
| Business Law, Intro | 50 | MGT 325 | 3 |
| Principles of Mkt | 50 | MKT 101 | 3 |
| Trigonometry | | No Equivalency | |
| Macroeconomics, Intro | 50 | ECO 203 | 3 |
| Microeconomics, Intro | 50 | ECO 204 | 3 |
| Sociology, Intro | 50 | SOC 150 | 3 |
| French: 2 Semesters | 50 | FRE 100 | 3 |
| French: 4 Semesters | 50 | FRE 100, 101 | 6 |
| German: 2 Semesters | 50 | ELE 1xx | 3 |
| German: 4 Semesters | 50 | ELE 1xx, 2xx | 6 |
| Spanish: 2 Semesters | 50 | SPA 101 | 3 |
| Spanish: 4 Semesters | 50 | SPA 101, 102 | 6 |
| Calculus with Elem Functions | 50 | MAT 190 | 4 |
| General Biology | | Clear with Dept | |
| Biology | 50 | BIO 100 | 4 |
| U.S. History I | 50 | HIS 201 | 3 |
| U.S. History II | 50 | HIS 202 | 3 |
| Western Civilization I | 50 | LIL 201 | 3 |
| Western Civilization II | 50 | LIL 202 | 3 |
| Educational Psych, Intro | | Clear with Dept | |
| Info Systems and Comp App | 50 | MCS 100 | 3 |
| Freshman College Comp | 50 | ENG 110 | 4 |

If a CLEP examination has been taken on a subject not listed in the table above, the student should see the department chair/program director in which the subject is housed and request any approved credit equivalency be forwarded by the chair/director to the Registrar's Office.

DANTES

DANTES Subject Standardized Tests (DSSTs) provide an opportunity for people to obtain college credit for what they have learned in non-traditional ways. The DSST Program is made available by The Chauncey Group International® and is used by adult education programs, the United States Department of Defense, and two and four-year colleges. Designed originally for the military, DSSTs are available to civilian students and adult learners as well. The DSST program is used by colleges and universities to award college credit to those who demonstrate that they have knowledge comparable to someone who completed the classroom course in the subject.

Recommended credits and minimum scores are based on evaluation by qualified individuals in the American Council on Education (ACE). The symbol B signifies credit to be awarded at the bachelor's level; the symbol BU signifies recommended credit at the upper division (3rd and 4th year) level.

| DANTES Exam Title | Minimum Score (ACE) | Course Equiv | Credit Earned |
|---|----------------------------|----------------------|----------------------|
| Fundamentals of College Algebra | 3B/47 | LAC 021 (non-degree) | 3 |
| Principles of Statistics | 3B/48 | Clear with Dept | |
| Art of the Western World | 3B/48 | ART 270 | 3 |
| Contemp. Western Europe: 1946-1990 | 3B/48 | HIS 1xx | 3 |
| An Introduction to the Middle East | 3B/44 | PSC 1xx | 3 |
| Human/Cultural Geography | 3B/48 | HIS 334 | 3 |
| Rise and Fall of the Soviet Union | 3BU/45 | HIS 1xx | 3 |
| A History of the Vietnam War | 3B/49 | HIS 1xx | 3 |
| The Civil War and Reconstruction | 3BU/47 | HIS 1xx | 3 |
| Foundations of Education | 3B/46 | EDU 105 | 3 |
| Lifespan Developmental Psychology | 3B/46 | PSY 220 | 3 |
| General Anthropology | 3B/47 | ANT 101 | 3 |
| Drug and Alcohol Abuse | 3BU/49 | ELE xxx | 3 |
| Introduction to Law Enforcement | 3B/45 | ELE xxx | 3 |
| Criminal Justice | 3B/49 | ELE xxx | 3 |
| Fundamentals of Counseling | 3B/45 | ELE xxx | 3 |
| Principles of Finance | 3BU/46 | MGT 315 | 3 |
| Principles of Financial Accounting | 3B/49 | ACC 201 | 3 |
| Human Resource Management | 3B/48 | MGT 302 | 3 |
| Organizational Behavior | 3B/48 | MGT 301 | 3 |
| Principles of Supervision | 3B/46 | MGT xxx | 3 |
| Business Law II | 3BU/52 | MGT 325 | 3 |
| Introduction to Computing | 3B/47 | MCS 100 | 3 |
| Introduction to Business | 3B/46 | MGT 1xx | 3 |
| Money and Banking | 3BU/48 | MGT 1xx | 3 |
| Personal Finance | 3B/46 | ELE xxx | 3 |
| Management Information Systems | 3BU/46 | MCS xxx | 3 |
| Business Mathematics | 3B/48 | ELE xxx | 3 |
| Astronomy | 3B/48 | ELE xxx | 3 |
| Here' s to Your Health | 3B/48 | HSM xxx | 3 |
| Environment and Humanity: The Race to Save the Planet | 3B/46 | ENV 104 | 3 |
| Principles of Physical Science I | 3B/47 | Clear with Dept | |

| | | | |
|---------------------------------|-------|---------------|---|
| Physical Geology | 3B/46 | GEO xxx | 3 |
| Technical Writing | 3B/46 | No Equivalent | |
| Ethics in America | 3B/46 | PHI 1xx | 3 |
| Introduction to World Religions | 3B/49 | REL 1xx | 3 |
| Principles of Public Speaking | 3B/47 | SPC 100 | 3 |

Transfer Admissions

Students applying for transfer admission are required to forward the completed application form and application fee of \$40, official college transcripts of ALL academic work from accredited institutions, course catalogs from colleges attended, and two letters of recommendation to the Admissions Office. College Board scores, secondary school records, and an interview may also be requested by the dean of admissions.

All undergraduate students accepted to the University will be expected to fulfill both the University and program requirements prior to being awarded a degree from the University of New England. Transfer students will be individually advised by the Registrar of all such requirements left outstanding after the evaluation of transfer credit has been completed prior to registration. A transfer student's grade point average (GPA) is based only on grades received at the University of New England.

Transfer students are evaluated on the basis of their collegiate records according to the following guidelines:

- All students who have earned an associate degree in a program of study from an accredited institution that is parallel or related to the academic offerings at the University of New England are eligible for admission to the University. The student will receive credit for all courses therein, up to a total of 65 credits. However, not all of those credits will necessarily apply towards core or degree requirements.
- Students who have earned less than an associate degree will be granted transfer credit for those courses completed at an accredited institution that parallel or relate to courses offered by the University with a grade of C- or higher. Some restrictions may apply. Refer to program descriptions for further information.
- All eligible students with a grade point average of at least 2.5 will be considered for admission to the University; students with a grade point average below 2.5 are considered on an individual basis.
- Class standing is determined by the University Registrar.
- Transfer credit is given for courses graded C- or higher. Some restrictions may apply. Refer to program descriptions for further information.
- While credits may transfer in based on the criteria above, grades and/or grade points do not transfer into the student's UNE academic record. Grades for accepted transfer courses are identified on the UNE transcript with a "TR" symbol in the grade column, which denotes credit accepted but no GPA calculation value.

Note: Matriculated UNE students who wish to have college-level credits transferred back (for course work taken at institutions away from UNE) must follow policy identified under the [Academic Regulations](#) section of this catalog.

Portfolio Assessment Credit for Prior Experiential Learning

The University of New England will consider, for credit equivalency, prior experiential learning which a matriculated student might possess, which is considered by the faculty to be college-level learning. It is imperative that the experience relate directly to specific course work in the student's program of study and has occurred within five years of the student's matriculation at UNE. Experience gathered after matriculation at UNE will not be considered under this policy. A maximum of eight credits, not to exceed two courses, can be awarded for prior experiential learning, which will be documented from an approved portfolio initiated and prepared by the student. An individual portfolio must be submitted for each course equivalency. Individual

departments may designate courses exempt from this policy. There is a \$50 processing fee for each portfolio assessment.

Note: *Nursing students should contact the Department of Nursing and Health Services Management for further information concerning this area of assessment credit.*

Portfolio Assessment Application Procedure Outline

The student is responsible for the following procedure of portfolio assessment.

- Portfolio assessment packets are available from the Registrar's Office at the University Campus, or from the Student Registration and Financial Services Center at the Westbrook College Campus.
- A request for credit equivalency, and the subsequent portfolio submission, must occur during your first two semesters at UNE.
- Secure a faculty sponsor from UNE or within the Greater Portland Alliance of Colleges and Universities. The faculty sponsor will provide guidance in the preparation of the portfolio.
- Complete the portfolio per the Guidelines for Portfolio Assessment' document available in the Registrar's office.
- Submit portfolio to the dean of the College of Arts and Sciences. The dean will notify Student Accounts that the request for experiential learning has been submitted and the student will be billed for a \$50.00 non-refundable portfolio assessment fee. The dean will forward the portfolio to the chair of the department in which the course is offered. The chair of the department will select a faculty member to review the portfolio. Faculty selected must have either taught the course for which credit is requested or have proper qualifications to teach the course if/when it is offered at UNE. The faculty reviewer may interview or test the student, or request further information from the student, in order to assess if course objectives have been met. The faculty reviewer will then make a decision and forward it to the chair of the department and the dean for approval or rejection of the credit equivalency request, or may return the portfolio to the student for suggested revision.
- The decision of the faculty reviewer is final. A reconsideration for the same course equivalency may not be made.
- If approved, the Registrar records course equivalency as prior experiential learning credits.
- Course equivalency credit approval for an individual course does not result in a waiver or equivalency credit for any prerequisites of that course. A separate portfolio must be submitted if credit equivalency is requested for the prerequisite.
- Student is billed by Student Accounts for portfolio assessment, regardless of the decision rendered by the faculty reviewer.

Graduate Program Admissions

Refer to the program descriptions within the [graduate programs](#) section of this catalog for further information.

International Students

The University welcomes applications from qualified international students to the undergraduate and graduate programs. We encourage diversity and global awareness on campus. International applicants need to do the following:

1. Students must send all academic transcripts with a translation and equivalency evaluation. It is preferred that applicants use:

World Education Services, Inc.
P.O. Box 745
Old Chelsea Station
New York, NY 10113-0745
Email: info@wes.org
Tel: 212-966-6311; FAX: 212-966-6395

2. Students need to submit an application to the University including an application fee of \$40 (US currency), two letters of recommendation, and a financial statement. Students

applying whose native language is not English must submit recent scores from the Test of English as a Foreign Language (TOEFL). Scores on the TOEFL of 550 (paper), 213 (computer) or better will be considered.

Veterans

Programs of the University of New England have been approved for persons eligible for Veterans Administration Benefits by the Maine State Approving Agency for Veterans' Education Programs. The University encourages active and retired military, National Guard and reservists, as well as veterans, to become matriculated students. For further information concerning veterans admissions and benefits, please contact the University Registrar.

Applicants with military service should send a copy of an Army/ACE Registry Transcript Service (AARTS) or an Application for the Evaluation of Educational Experiences During Military Service (DD Form 295) to the University Registrar for credit evaluation.

Veteran students can receive application and maintenance assistance on VA benefit issues from either the Financial Aid Office, the Office of the Registrar, or from the Student Registration and Financial Services Center at the Westbrook College Campus.

Special College Programs

College Exploratory Program (CEP)

The College Exploratory Program is offered to secondary school juniors and seniors from York and Cumberland counties, Maine. CEP allows qualified students the opportunity to enroll in college-level courses during their secondary school years. Interested candidates should contact the Admissions Office for further information.

Directed/Independent Studies

Undergraduate students at the University may be provided the opportunity for directed/independent studies. Directed studies are designed to enable students with demonstrated proficiency to work individually on a project or a reading program. A learning plan should be carefully worked out by the student in consultation with the professor under whose direction it will be carried out. Contracts must be approved by the supervising professor, the chair/director of the department/program, the academic dean, and submitted to the Registrar's Office upon registration.

Third (Junior) Year Abroad

The University permits qualified undergraduate students to spend their third year in residence at a foreign university and to apply credit for the work done abroad toward a University of New England degree. The University has no special arrangements with foreign institutions, but it assists qualified students in choosing and enrolling either in supervised programs of other American institutions or in foreign institutions of learning without American supervision. Interested students should consult the Registrar's Office by October of their second (sophomore) year.

Greater Portland Alliance of Colleges and Universities

The University of New England is a member of the Greater Portland Alliance of Colleges and Universities (GPACU). This is a five-member alliance between institutions of higher education in the Portland area that provides cross-registration opportunities and other activities for eligible students. For further information, see the Registrar's Office at the University Campus or the Student Registration and Financial Services Center at the Westbrook College Campus.

International Student Exchange Program

In association with the GPACU, the University also participates in study abroad opportunities through the International Student Exchange Program (ISEP). Eligible students may apply for study at a college or university in another country on a semester basis. For further information contact the international student advisor.

3-2 Option of Medical Biology - Pre-Physician Assistant Track

This five-year educational track is designed to combine a medical biology - pre-physician assistant track baccalaureate degree, master of science degree, and physician assistant certificate. The program has two components.

The undergraduate baccalaureate phase of this program includes: general biology (8 credits), general chemistry (8 credits), organic chemistry (5 credits), genetics (4 credits), biochemistry (5 credits), anatomy/physiology/pathophysiology (9 credits), cell biology (3 credits), physics (8 credits), pre-calculus (3 credits), statistics (3 credits), and other science and core curriculum courses.

Pre-PA students are expected to earn and maintain a current certificate in Basic Life Support. During the first three years of study students must obtain at least 250 hours of direct patient experience (through paid or volunteer work) in a health/human services setting.

In the second phase students will begin their application for admission into the Master of Science - Physician Assistant Program. Candidates must submit an application to the MSPA program by December 1st of their third year. Students are guaranteed an interview if they meet all prerequisite requirements, and a select number of seats are set aside for 3+2 candidates. An interview does not guarantee admission into the MSPA program. A completed application consists of the following:

1. Completed Physician Assistant Program application form including a personal statement which describes:
 - a. Your understanding of the role of the physician assistant and the key issues in your life which have influenced your decision to become a PA.
 - b. Your perception of the major health care issues facing our society today and how, as a PA, you intend to contribute to their resolution.
 - c. How these contributions relate to the UNE Physician Assistant Program's mission.
2. A completed academic self-report form.
3. Student copies of applicant's transcript(s) indicating completion of undergraduate and/or graduate degree(s) from accredited colleges or universities (if applicable), or satisfactory completion of at least 90 credits, which include the necessary prerequisite course work.
4. Three letters of reference on University of New England Physician Assistant Program reference forms submitted by the evaluator to the Graduate Admissions Office.
5. Official transcript(s) must be sent directly from issuing institution(s) to UNE's Graduate Admissions Office.
6. Official GRE results which must be sent directly from the testing service to UNE's Graduate Admissions Office.

Students must have maintained a GPA of 3.30 in all natural science courses and an overall GPA of 3.00. The natural science GPA for students who transfer into the accelerated pre-physician assistant 3-2 track is calculated by all courses taken both at UNE and other institutions. This is inclusive of course work that does not transfer into UNE. The overall GPA is based solely on courses taken at UNE. Transfer students enrolling in the accelerated pre-physician assistant 3-2 track must be in residence as a full-time matriculated student for four semesters at UNE.

Enrollment in the accelerated pre-physician assistant 3-2 track does not guarantee admission into the Master of Science - Physician Assistant Program. In the event a student does not proceed into the master's level program, it is the student's responsibility to plan for timely completion of the medical biology - pre-physician assistant track baccalaureate program.

Students from the accelerated pre-physician assistant 3-2 track who are admitted into the Master of Science - Physician Assistant Program will receive a bachelor's degree upon successful completion of the first-year of graduate PA studies. After successful completion of the second year

of the graduate PA curriculum, a Physician Assistant Certificate and a master of science - physician assistant degree will be awarded.

Students should consult their academic advisor for additional information regarding this program.

3-4 Option of the Medical Biology- Medical Sciences Track

Qualified CAS undergraduate students who wish to become a doctor of osteopathy (D.O), may apply for early admission to the College of Osteopathic Medicine at the University of New England following their third year. This "3-4 Program" allows mature, qualified CAS students to complete an undergraduate degree and doctor of osteopathy degree in seven years. The program is for students admitted to CAS in the medical sciences track in the [medical biology major](#).

Recommended policy and procedures for this program follow:

- Complete admission requirements of the College of Osteopathic Medicine of the University of New England (see the COM Catalog medical college admission requirements.)
- Complete CAS graduation requirements for both the medical sciences track in the medical biology major and the CAS core curriculum.
- Successful completion of the first year of COM courses for which 30 hours of credit will be awarded towards meeting the undergraduate degree.
- Seventy-five percent (75%) or 90 credit hours of the total required credit hours for a baccalaureate degree must be completed prior to matriculation in COM.
- To qualify for the 3-4 Program, students must satisfy a two-year residency, which requires that at least two-thirds (60 credit hours) of the undergraduate requirements, be taken while in CAS.
- Students entering the 3-4 Program should declare their intention by the end of the fall semester of their second year at the Registrar's Office and with their advisor.
- To remain in good standing, students in the 3-4 Program must maintain a UNE cumulative grade point average of 3.00 or better (on a scale of 4.00) for all subjects and a science GPA of 3.00 or better.
- Students should apply to COM at the end of the fall semester of their third year. They will undergo the regular admission process as indicated in the UNECOM catalog and be evaluated by the Admission Committee of COM. Students are strongly advised to seek regular advice, counseling, and support from the Pre-Health Professions Advisory Committee (PHPAC). Continuing support of 3-4 students by the PHPAC requires demonstration of academic strength, personal motivation, and sufficient maturity to indicate probable success in the Osteopathic Medical Program.
- 3-4 students who fulfill requirements as described are assured of receiving full consideration by the Admissions Committee for admission to COM.
- Students are encouraged to take the MCAT in April of their second year
- During their first year at COM, 3-4 students will also be CAS students and are therefore encouraged to continue to seek counsel and guidance of PHPAC of CAS.
- First-year 3-4 COM students will submit a "Request for Degree" to the Registrar during the first week of their second semester and will be awarded a baccalaureate degree upon satisfactory completion of the first year at COM.
- Students must fulfill all other CAS and COM requirements and business office obligations.

Undergraduate Certificate Programs Secondary Education

The University of New England offers courses needed for secondary education in the certification areas of history, mathematics, English, languages and sciences. The official authorization regarding certification requirements is issued by individual state departments of education. See information provided under the University's [Department of Education](#) for requirements.

Cooperative Education

The University of New England recognizes that learning can take place in work environments as well as in the classroom. As a consequence, the University has developed a range of programs designed to extend learning environments beyond the classroom.

Students are able to participate in work practice, take advantage of internship programs such as the Governmental Services Program, and volunteer programs, as well as the Cooperative Education Program.

Credit is earned for learning experiences that are taking place under supervision. Depending on the work assignment a cooperative education work plan may either be full time or part time. Work assignments allowing for personal growth and development permitting skill acquisition and career exploration are available. The academic project consists of a paper or project within the framework of the stated learning objectives under the direction of a faculty sponsor. A full-time work experience carries the equivalency of six credits; a part-time work experience has the equivalency of three credits. The academic project is equivalent to one course.

Evaluation is a joint venture between the employing corporation, governmental agency or unit, and the University. Grading is on a pass/fail basis for the work experience. The academic project may be graded on a letter scale or pass/fail basis at the option of the student.

A maximum of 18 credits in cooperative education is allowed toward the number of credits required for graduation. Cooperative Education arrangements are available during any semester following the successful completion of the first year.

Note: *The Nursing Program cooperative education is non-credit bearing. Nursing requires a cooperative education experience during summers between the first-second, second-third, and third-fourth years. Nursing students should contact the Department of Nursing and Health Services Management for further information concerning this area of cooperative education experience.*

Continuing Education and Summer Sessions

The Office of Continuing Education (OCE) identifies and responds to the educational and professional development needs of diverse individuals and groups within the broad interpretation of the mission of the University.

The OCE serves as a focal point for the development of new programs, utilizing flexible scheduling, directed independent study, experiential learning, professional internships, distance education, and other alternative modes of instruction and learning.

During the summer, both campuses are especially attractive settings for a wide variety of programs in both credit and noncredit learning, as well as recreational activities. Besides the traditional summer course offerings for academic credit, other summer programs include workshops for educators, the Coastal Marine Ecology Program for high school students, camps, conferences, and other community-oriented educational activities.

The OCE welcomes individuals who wish to take a course in the early stages of degree programs, for meeting other educational goals, or for personal enrichment. Although there is no limit to the number of credits an individual may take as a continuing education student, only 12 of these credits may be applied toward a particular major at UNE without having to pay the difference between continuing education rate and matriculating rate. Daytime, evening or weekend courses may be taken during the fall and spring semesters, or summer session. Arrangements can be made to earn either undergraduate credit, graduate credit or continuing education units (CEU's).

The OCE also provides customized education and training programs, including certificate programs in project management, and a variety of other management and leadership certificate programs to agencies, organizations, and corporations. Many of the above programs may be delivered on campus or on-site.

For information, registration materials and schedules, contact the Office of Continuing Education at 207-283-0170, extension 4412, or in Portland, Maine, 207-797-7688, extension 4412.

The New England Institute

Director-David Livingstone Smith, Ph.D
Associate Director-Robert E Haskell, Ph.D

The New England Institute is an initiative by the University of New England to foster research and education into the interdisciplinary nexus of cognitive science, evolutionary psychology and psychotherapy.

Cognitive science investigates the deep structure of mental processes. Evolutionary psychology understands the mind in the context of its biological origins. Psychotherapy harnesses this knowledge to study and change psychological problem states. A sustained dialogue between these disciplines is long overdue and timely.

NEI provides a unique platform for interdisciplinary dialogue and constructive debate. It offers a varied and topical program of lectures, seminars, courses and conferences for academics and for the general public. Events will be held on the Portland campus of the University of New England.

Student Enrollment Status

The University of New England classifies student load status for purposes of financial aid (FA), loan deferments, and/or Veterans Administration (VA) educational benefits. The following table applies credit hour enrollment to full-time, 3/4 time, or half-time status:

| Classification | FA and Deferments | VA |
|---|-------------------|-----------|
| Undergraduate | | |
| Full-Time | 12.0 | 12.0 |
| 3/4 Time | | 9.0 |
| Half-Time | 6.0 | 6.0 |
| Organizational Leadership | | |
| Full-Time | 9.0 | 9.0 |
| 3/4 Time | | 6.7 |
| Half-Time | 4.5 | 4.5 |
| Graduate Programs (Master of Science in Education, Master of Science in Occupational Therapy, Master of Science – Physician Assistant, Master of Physical Therapy, Master of Social Work) | | |
| Full-Time | 6.0 | 6.0 |
| 3/4 Time | | 4.0 |
| Half-Time | 3.0 | 3.0 |
| Graduate-Level Certification Programs (Addictions, Gerontology, Certificate of Advanced Graduate Study in Educational Leadership, Certificate of Advanced Graduate Study in Public Health) | | |
| Full-Time | 6.0 | 6.0 |
| 3/4 Time | | NA |
| Half-Time | 3.0 | 3.0 |
| Special (Master of Science – Nurse Anesthesia/Master of Nurse Science) | | |
| | Full-Time | Full-Time |
| (unless special arrangements are made for less than Full-Time) | | |
| College of Osteopathic Medicine | | |
| | Full-Time | Full-Time |
| (unless special arrangements are made for less than Full-Time) | | |

Links

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[Undergraduate Student Records and Transcripts](#)

[Undergraduate Financial Aid](#)

[Undergraduate Academic Regulations](#)

[Undergraduate Student Affairs](#)

[Undergraduate Financial Information](#)

Notice and Responsibilities Regarding this Catalog

The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.

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Undergraduate Programs Administrative Services and Policies

Student Records and Transcripts

Academic Records - Complete records and related documents are maintained in the Office of the University Registrar, Decary Hall. Under the terms of the Buckley/Pell Amendment to the Family Educational and Privacy Act (FERPA), students have the right to review and inspect all official records, files, and data, including all material that is incorporated into each student's cumulative record folder. However, the Department of Health and Human Services has said that clarifying amendments provide that letters of recommendation submitted on the basis of a pledge of confidentiality prior to January 1, 1975 need not be shown to students, and that a student may be allowed but not required to waive his/her right of access to letters of recommendation received after that date. Under the terms of the Buckley/Pell Amendment, post-secondary institutions must provide students not only access to official records directly related to them, but also an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. It is the right of students to file a complaint with the Department of Health and Human Services concerning an alleged failure by an educational agency or institution to comply with section 438 of the Act that guarantees such rights. University students wishing to review their records may do so by providing a written request to the Office of the University Registrar at least 48 hours in advance of the desired appointment.

Student Conduct Records - Student Conduct Records and related files are maintained by the Office of the Dean of Students in the Student Affairs offices on each campus. Student conduct records/files are maintained under the Family Educational Rights and Privacy Act (FERPA).

1. All student conduct and related files are maintained by the Office of the Dean of Students for a period of no less than four years after separation from the University. Records may be destroyed at that time. Disciplinary records may be retained for longer periods of time or permanently if specified in the terms of disciplinary sanctions.
2. Disciplinary records may be voided by the Dean of Students Office with the concurrence of an Appeals Committee for good cause based upon written petition by student(s).
3. Denials of petitions to void disciplinary records may be appealed to the vice president of academic affairs.

Student Access and Annual Notification

FERPA ([see above](#)) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. The student should submit to the Office of the Registrar (at the University Campus) or the Student Registration and Financial Services Center (at the Westbrook College Campus) a written request that identifies the records which they wish to inspect. The office will notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University Registrar, clearly identifying the part of the record they want changed, and specify why it is

inaccurate or misleading. If it is determined not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will accompany this notification.

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her task; or the Veterans Administration for students registered for various GI Bill programs. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failure(s) by the University of New England to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605**

Directory Information and Disclosure

The University normally will not supply non-related organizations with personally identifiable student information, including directory information. One exception to this policy is the result of a federal law known as the Solomon Amendment which requires the University to release directory information to military recruiters upon request. For this purpose, directory information is defined as: name, address, email, telephone listing, date and place of birth, level of education, academic major, degrees received, and educational institution in which a student most recently was enrolled. Information not required or permitted by the Solomon Amendment and not considered directory information under FERPA will not be released without written permission of the student.

Active students who wish to have directory information withheld from release must do so in writing on a per-academic-year basis. Request forms are available in the Office of the Registrar (University Campus), Student Registration and Financial Services Center (Westbrook College Campus) or Student Affairs Offices at either campus. Requests must be submitted prior to September 30th (if first-time enrollment for academic year is fall semester) or January 30th (if first-time enrollment for academic year is spring semester) to affect a withhold status.

Please remember: active students must renew a request for non-disclosure each year to keep such requests in effect. The University may disclose directory information about former students without meeting notification requirements; however, at the last opportunity as a student (just prior to departure from the University), written requests for non-disclosure will remain in effect until a written request to change non-disclosure status is made by the student.

Response Time and End-of-Term Processing

Due to production demands in registration services (both campuses), requests for student records services cannot be processed on demand. Students are advised to plan on a three-to-five day turn around on requests.

At the end of each fall and spring semester, registration offices must process significant volumes of grades, completions, and verifications after all final grades are submitted by instructors. This end-of-term processing is not finished for a minimum of two weeks after the last final exam. After end-of-term processing is finished, grade mailers are sent automatically to each student. Grades cannot be provided to students until end-of-term processing is completed.

For students graduating at the end of spring semester: degree verification, posting, and diploma

printing/mailing must be done after end-of-term grades are processed. Diplomas are not normally mailed for a minimum of four weeks after the last final exam. Students are advised to anticipate waiting these periods of time, and should plan ahead when working with employers, graduate schools, agencies, or licensing bureaus when ordering transcripts, grade reports, or degree verifications.

Transcripts

No official transcript will be issued until all financial obligations have been met. Transcripts are issued only at the written and signed request of the student. The purpose of this policy is to protect the privacy of the individual concerned and to minimize the possibility of the use of another's transcripts by an imposter.

Official transcripts are normally issued directly to other educational institutions or prospective employers designated by the student. Official transcripts issued to the student for purposes of transport to another party can be provided in a sealed envelope but will be considered unofficial if opened by the student. Unsealed transcripts issued directly to students are considered unofficial and are stamped Issued to Student.

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Undergraduate Programs Administrative Services and Policies

Financial Aid

The University of New England Financial Aid Office is committed to assisting students and families in finding the financial means necessary to achieving their educational goals. At UNE, more than 85 percent of our students receive some form of financial assistance. We believe that the financing of a college education should be a partnership between the student, the student's family, and the University. We encourage you to visit our [website](#), where you may obtain additional information about our financial aid programs. Our office is located on the University Campus (UC) in 121 Decary Hall. Office hours are 9 a.m. - 4 p.m. weekdays. Financial aid advising services are available by appointment by calling (207) 283-0170 x2342. We also offer financial aid advising services by appointment on the Westbrook College Campus (WCC) at the Student Registration and Financial Services Center in Hersey Hall. Call (207) 797-7261 x4200 to schedule an appointment.

Financial Aid Programs

University of New England Scholarship and University of New England Grant

These programs are awarded by the Admissions Office and are based on an incoming student's demonstrated academic performance. Awards are renewable for up to four years of full time, continuous undergraduate study, based on the student's continued academic performance. The student is not required to demonstrate financial need to qualify for these programs.

University of New England Opportunity Grant

This is a supplemental grant program based on the student's financial need. Students must be full time undergraduates.

CIC Tuition Exchange Program

The CIC Tuition Exchange Program is a benefit provided to the dependents of staff and faculty of participating CIC Colleges and Universities, who wish to be admitted to an undergraduate program at UNE. Students accepted by UNE for admission into the CIC program will receive a full tuition waiver for up to 4 years of undergraduate study, with the following conditions:

- Each year the student must complete a renewal CIC application from their parents' home institution.
- Each year the student and parent must file the Free Application for Federal Student Aid (FAFSA) and submit all required application materials to the Financial Aid Office.
- Upon acceptance into the CIC Tuition Exchange Program, the student will be ineligible for any institutionally-funded grants and scholarships.

Parents who wish to apply for this benefit should contact their institution's Human Resource Office or CIC Liaison for additional information.

Federal Pell Grant

Awarded to undergraduate students who do not have a baccalaureate degree and who demonstrate exceptional financial need. There is limited eligibility for students enrolled less than full time.

Federal Supplemental Education Opportunity Grant (FSEOG)

Awarded to undergraduate students who do not have a baccalaureate degree and who demonstrate exceptional financial need. First priority is given to recipients of the Federal Pell Grant. There is limited eligibility for students enrolled less than full time.

State Grant Programs

Several states fund grant programs for undergraduate students who do not have a baccalaureate degree and who demonstrate exceptional financial need. In the past students from all of the New England states, as well as Pennsylvania, Delaware, Maryland, and Michigan have received funds. Students who are selected to receive these awards will receive a notification from their state education agency.

Federal Work Study

This need-based program allows students to work part time while attending classes. Awards are usually based on the minimum wage, and students are placed in employment positions in consultation with the work study coordinator in the Financial Aid Office.

Federal Perkins Loan

This low-interest loan program is available to students demonstrating a certain level of financial need. The interest rate is fixed at 5%, and interest does not begin to accrue until repayment begins nine months after the student leaves the University or drops below half-time enrollment.

Nursing Student Loan

This low-interest loan program is available to nursing students demonstrating a certain level of financial need. The interest rate is fixed at 5%, and interest does not begin to accrue until repayment begins nine months after the student leaves the University or drops below half-time enrollment.

Federal Subsidized Stafford Loan

This variable-interest rate loan program is available to students demonstrating financial need. Interest does not begin to accrue until repayment begins six months after the student leaves the University or drops below half-time enrollment.

Federal Unsubsidized Stafford Loan

This variable-interest rate loan program is available to students who do not demonstrate financial need. Interest begins to accrue once the loan has been disbursed. Repayment begins six months after the student leaves the University or drops below half-time enrollment.

Federal PLUS Loan

This variable-interest rate loan is available to parents of dependent undergraduate students. The parent may borrow an amount up to the student's cost of attendance, minus any other financial aid the student is receiving. Repayment of the loan begins once the loan is fully disbursed.

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Academic Regulations

Graduation Requirements for Undergraduates

The academic requirements outlined in the catalog at the time of a student's matriculation into a program of study are generally normative for graduation. If a student withdraws or is dismissed from the University and subsequently reenters, he/she must observe the catalog requirements in effect at reentry.

Although academic advisors are available to assist students in fulfilling major and graduation requirements, the ultimate responsibility for these matters rests with the student.

All undergraduate students entering the University fall semester, 1995, or after, must fulfill the following general requirements:

1. A minimum of 120 credits for a baccalaureate-level program and 68 credits for an associate-level program. For specific credits see program requirements listed under each degree/major. The minimum required credits are normally arrived at by a defined combination of:
 - a. University core requirements - to explore important college themes, develop crucial skills, and prepare for lifelong learning.
 - b. Program, or professional requirements - to complete curricula established by the academic department responsible for the major area of study.
 - c. General elective credit - to encourage additional study in areas of interest and to accumulate credits required for a degree.
2. Satisfactory completion of the course standards and specific requirements in the student's major program. See specific degree/major requirements in this catalog.
3. Fourth (senior) year in residence.
4. Submission, by the student, of a Request for Degree no later than January 15th prior to intended commencement.
5. Satisfaction of all Business Office obligations.
6. Minimum cumulative GPA of 2.0. Higher grade point requirements may apply in certain programs. Refer to departmental and degree/major requirements.

Notes:

A fourth-year student who expects to complete degree requirements by the conclusion of the following fall semester with two courses (typically 6-8 credits*) or less of outstanding degree requirements may opt to:

- a. Participate in the May commencement prior to his/her last semester (diploma to be issued after completion of studies); or
- b. Participate in the May commencement following his/her last semester.

* A student might have greater than 6-8 credits if the two courses involve clinical, practicum, or internship study.

Learning Assistance Center and developmental mathematics courses do not carry degree

credits for fulfillment of graduation requirements, with the exception of the courses Peer Tutor Workshop and Peer Tutor Practicum.

Petition to Graduate and Receipt of Diploma

In the last year of enrollment, students who anticipate completion of all degree requirements must submit a petition to graduate. The Petition to Graduate form is available in the registration office, or on the [website](#) for this purpose. The completed form sets into motion all final processing towards: verification of the degree completion, correct spelling of name on the diploma, correct mailing address, and indication of plans to participate in the commencement ceremony.

If a mailing address should change after submission of the form, the student is responsible for notifying the Registration Office (University Campus) or the Student Registration and Financial Services Center (Westbrook College Campus) of a new address. It is the goal of registration services to verify/post degree completions and mail out diplomas within four weeks of a student's completion of studies.

Commencement is held at the end of each spring semester (usually May) and students scheduled for participation in the ceremony or completion of degree requirements per academic policy are considered to be in the "Class of...[that particular year]." Student names must be approved, on recommendation of the faculty, by the Board of Trustees prior to being authorized a degree and diploma from the University of New England.

Under some circumstances, documentation of early graduation may be possible for students who complete all of their degree requirements in a semester prior to the planned "Class of ..." ceremony. In these cases the degree will be dated at the end of the semester in which the requirements are completed. Board approval must still be obtained, so all petitions and verifications must be completed in a timely manner. Guidelines for submission of the petition form are as follows:

If graduation is anticipated by the end of:

Summer Semester
Fall Semester
Spring Semester

Submit the petition to graduate by:

June 30th
September 30th
January 15th

Further information regarding graduation procedures can be obtained through the credentials evaluator at the Office of the Registrar, extension 2463.

Academic Load

An undergraduate student's normal academic load ranges from 12 to 18 credit hours during the fall and spring semesters. Students must obtain advisor permission to enroll in 19 or 20 academic credits per semester, and must obtain academic dean's permission to enroll in greater than 20 credits. A student must register for a minimum of 12 credits per semester in order to maintain status as a full-time student. A student attempting more than 18 credits during a semester will be subject to an overload charge at the part-time per credit tuition rate.

Registration and Enrollment Confirmation

Students matriculated in any undergraduate program must be pre-approved to register for courses, or change course registration, through their advisor. Advising liaisons in CAS are also available in each department to approve courses. In CHP, students may contact their program director or coordinator for this purpose. First-time students will register on appointed dates and will go through a [new student orientation](#). Returning students can preregister for courses at dates established in the [University's Academic Calendar](#).

Course registration must be confirmed through the Office of the Registrar. This is accomplished only after matriculated students have cleared all other offices on campus, i.e., Student Accounts, Mail Room, Financial Aid, Health Center, Security, or other offices through which arrangements must be made in order to become fully enrolled at the University. On-campus students must confirm their enrollment at the beginning of each semester within certain time lines by methods

identified by registration services. Instructions regarding enrollment confirmation are mailed to each student. Students who do not confirm their registration within the announced time limits are subject to a \$75 late confirmation fee.

Students who wish to change courses must first obtain an Add/Drop Form from the Registrar's Office. Course changes are allowed during a designated add/drop period only, as specified on the current academic calendar. Tuition and/or financial aid may be adjusted, depending on number of credit hours enrolled.

Transfer students should note that they must meet all University of New England requirements to qualify for an associate, bachelor, or master degree. Adherence to this policy should be discussed fully with the faculty advisor and the Registrar before registration is completed.

A pre-matriculated student who wishes to make the transition to matriculated status must first obtain permission from the appropriate dean. The student's academic record will then be evaluated by the Registrar who will make a determination as to the student's classification. All courses are open to qualified students who have met the necessary prerequisites.

Classification

Student-level, or classification, is pertinent to financial aid eligibility, class year, student organizations, information systems, and other post-secondary related institutions or nomenclature. The chart below is intended to clarify student classification:

Minimum Credits Earned Towards UNE Degree:

| Year | Terminology | Credits |
|-------------|--------------------|----------------|
| First-Year | Freshman | 1-23 |
| Second-Year | Sophomore | 24-56 |
| Third-Year | Junior | 57-89 |
| Fourth-Year | Senior | 90-120 |
| Fifth-Year | Fifth-Year | * |

*Beyond Baccalaureate Degree

Class Attendance

All students are expected to attend all classes for which they have registered. Attendance policies regarding unexcused absences are established and announced by the individual instructor for his/her classes. If a student is absent to the extent that his/her work is adversely affected, the instructor will report the student's absence to the department chair/program director with comments on the status of the student in the course. Ordinarily, for each course, absences per semester should not exceed the number of times that the course meets weekly.

Whenever a student is specifically reported in writing by an instructor to the department chair/program director as being excessively absent from class, the instructor, with the approval of the department chair/program director, may drop the student from that course with an appropriate grade.

When a student misses class for any religious observances, it is an excused absence. The student should not suffer any academic penalty because of this absence. Before the absence, the student is responsible for initiating collaboration with faculty to arrange to obtain all information contained in each missed class. The student must plan, at the discretion of the faculty member, to take any missed exam either prior to or following the scheduled exam time. All assignments must be handed in on time.

Athletic Competition and Class Attendance

When an athlete misses class for a scheduled varsity intercollegiate competition, it is an excused absence. The student athlete should not suffer any academic penalty because of this absence. This policy does not apply to students on clinical rotations.

When such absences occur, the student athlete is responsible for initiating collaboration with faculty and making arrangements to obtain all information and/or training contained in each missed class. The athlete must make arrangements to take exams scheduled for a day of absence early or late, at the instructor's preference. All assignments must be handed in on time.

Faculty are not required to remediate student athletes as a result of these absences.

Examinations

Final examinations are held at the close of each semester. Other assessments, such as papers, quizzes, tests, and portfolios, may be used during the course at the discretion of the instructor. An unexcused absence for a scheduled examination leaves a student subject to a failing grade for that exam.

Grading System

The following grading system is presently in effect: A (outstanding work), B (excellent work), C (satisfactory work), D (passing but not satisfactory work), F (failure), P (pass), I (incomplete), W (withdrew without penalty), WP (withdrew passing), WF (withdrew failing), *F (administrative F, assigned to incompletes which haven't been completed within designated time or to non-attending students who are enrolled in courses who have not formally withdrawn), and AU (audit).

Equivalent quality points assigned to grades are as follows:

| | |
|----|------|
| A | 4.00 |
| A- | 3.75 |
| B+ | 3.50 |
| B | 3.00 |
| B- | 2.75 |
| C+ | 2.50 |
| C | 2.00 |
| C- | 1.75 |
| D | 1.00 |
| F | 0.00 |

Note: Students may not elect to take a course that satisfies a core requirement on a pass/fail basis.

Audit Policy

A student may, with prior consent of the instructor, enroll in a course for an audit grade ("AU"). This must be done at the time of registration for the course and must be accompanied by signed approval of the instructor. This applies to both matriculated and non-matriculated students. Reversal or change of and audit grade is not possible (i.e., once enrolled for "AU" the grade becomes permanent on a student's academic record). The student who wishes later to be graded for such a course must re-enroll in and pay for graded credit. In auditing a course, the student is expected to attend classes regularly but is not permitted to submit course work for evaluation, take examinations, receive grades, or earn credit. Auditing a course does not count towards enrollment status (i.e., part-time, full-time, etc.) and therefore cannot be considered for financial aid purposes, veterans benefits, etc.

Pass/Fail Policy

Undergraduate students who wish to enroll in a course on a pass/fail basis may do so by notifying the Registrar no later than 15 class days into the given semester on a form provided for this purpose. The decision to take a course pass/fail is final. Note: Students may not elect to take a course that satisfies a core requirement on a pass/fail basis.

Passing represents earned grades of an assigned A through C-. The Registrar will translate the letter grade submitted by the instructor to either pass or fail. Most courses are open to pass/fail enrollment except courses in major fields and English composition and courses satisfying core requirements. Students may register for not more than one course per semester on a pass/fail

basis (with the exception of student teaching, field education, LAC 020 Math Basics) not to exceed eight courses in a degree program. Students in health science programs should consult their departmental requirements for exceptions to the pass/fail policy.

Incomplete Policy

An incomplete (I) grade may be given by the instructor to a student who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The I grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or 30 days following the end of an eight-week session. Until changed, the I grade defers computation of credits and grade points for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative *F grade for the course. Some programs have established more restrictive or differing policy regarding incomplete grades. Students should consult the program in which they are enrolled for exceptions to this policy. Once an I grade is removed, academic standing will be updated according to dean's list, good standing or probationary standards.

Course Withdrawal Policy

In the fall and spring semesters, a student may withdraw from a course without academic penalty with a grade of W at any time during the first two-thirds of the semester as specified in the current academic calendar. If withdrawal occurs after that date, the grade of WP (withdrew passing) or WF (withdrew failing) will be entered. The grade of WF is computed in the grade point average.

Leave of Absence Policy

A leave of absence for a specified period of time, not to exceed one (1) academic year, may be granted to a matriculated student with the authorization of the academic dean, program/school director or designate and upon completion of the required [Request for Leave of Absence](#) form available from the respective program/school director, Student Affairs, Student Registration and Financial Services Center (WCC), or the Office of the Registrar (UC). Application for readmission is not necessary if the student returns as planned; however, the student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. Policy on leave of absence tuition credit is found in respective Financial Information sections of this catalog.

Note: *It is the responsibility of the student to contact the office of the appropriate academic dean or program/school director (graduate) or Registrar (undergraduate) to indicate change of plans.*

University Withdrawal

All matriculated students who wish to [withdraw from](#) the University must complete notification documentation available from your respective program/school director, Student Affairs, Student Registration and Financial Services Center (WCC), or the Office of the Registrar (UC). Documentation must be signed by designated academic and administrative authorities. Student responsibilities include: a) knowledge of the University's policies regarding refund of tuition and/or fees as stated in your respective catalog; b) return of University identification (ID) card to the Office of Student Affairs; c) return of any University keys in your possession to the appropriate departments. The University reserves the right to withhold the issuance of refunds and transcripts until the process has been completed. Following withdrawal, any student wishing to re-enroll at the University of New England must apply through the Office of Admissions.

Repeat Course Policy

A student may repeat a course in order to improve his/her grade. However, only the second or last course taken will receive credit on the student's transcript, and only the second or last grade received will calculate into the cumulative GPA.

Course Work at Another Institution

Matriculated students who wish to transfer college-level course work taken at other institutions must obtain permission to do so. The student should work closely with his/her advisor regarding this process. [Request for Course Work at Another Institution](#) forms are available in the Registrar's Office (University Campus) or Student Registration and Financial Services Center (Westbrook College Campus). A minimum grade of "C-" must be earned for the course in order for it to be accepted by the University of New England (further restrictions may apply - check with department regarding transfer-back policy).

Important note regarding transfer credits: while credits may transfer based on these criteria, grades and/or grade points do not transfer into the student's UNE academic record. Grades for accepted transfer courses are identified on the UNE transcript with a "TR" symbol in the grade column, which denotes credit accepted but no GPA calculation value.

Semester and Term Grade Reports

Semester and term grade reports are issued after examinations have been held at the close of each semester or term. Semester and term grades reported by faculty members to the Office of the Registrar are final. Notices of deficiency, if reported, will be distributed at mid-semester.

Academic Probation and Dismissal

The student who is attempting six credits or more and whose grade point average (GPA) for any semester falls below 1.70 or whose cumulative grade point average is below the minimum acceptable level is automatically placed on probation. A student placed on academic probation will be granted one fall or spring semester to raise his/her cumulative GPA to the minimum acceptable level and will be required to achieve a minimum GPA of 1.70 for the semester. Failure to meet both of these criteria will result in automatic dismissal from the University for academic deficiency.

A student on academic probation is ineligible to participate in major extracurricular activities, including intercollegiate athletics, or to serve as officer or director of any student activity.

The minimum cumulative semester-end grade point averages are:

| | |
|-----------------------|------|
| First Year | 1.70 |
| Fall of Second Year | 1.70 |
| Spring of Second Year | 1.80 |
| Fall of Third Year | 1.80 |
| Spring of Third Year | 1.90 |
| Fall of Fourth Year | 1.90 |

Notes: A minimum cumulative grade point average of 2.00 is required for graduation. Higher levels of minimum acceptable semester and/or cumulative GPA may be established by individual departments or academic programs.

Academic Honors

Dean's List

The Dean's List contains the names of full-time matriculating students in good academic standing who have attained a semester grade point average of 3.30 or better. The student must have earned at least 12 credits. A grade of D,F or I automatically prohibits a student from receiving this citation. A student must have a minimum of three courses other than pass/fail in order to be named to the Dean's List with the exception of individual courses offered for 8-15 credits.

Alpha Chi National College Honor Society

Alpha Chi is a national college honor scholarship society, founded in 1922, with membership limited to third- and fourth-year students enrolled in institutions with Alpha Chi chapters. To be eligible for active membership, a student must be in the top 10 percent of the third or fourth year.

Citation of Achievement at Graduation

Citations for identified cumulative grade point accomplishments are noted at graduation, and are posted to the student's academic record (transcript). Because of timing issues between final examinations and the ceremony, citations are read at commencement based on grades earned through the semester prior to the semester in which commencement is held. The official record (degree award posted on the transcript) will reflect the full eight semesters (or final semester) of a student's academic record. Some changes may occur between these two dates. Undergraduate degrees will be conferred per the following classifications:

Summa Cum Laude on students who have achieved a cumulative grade point (GPA) average between 3.80 - 4.00.

Magna Cum Laude on students who have achieved a cumulative GPA between 3.60 - 3.79.

Cum Laude on students who have achieved a cumulative GPA between 3.30 - 3.59.

Declaration and Change of Major

Before March 15 of the second year, a student is required to make a formal [declaration of major](#), using the appropriate form available in the University Campus Registrar's Office or at the Westbrook College Campus Student Registration and Financial Services Center. This declaration must be signed by the advisor and the chair/director of the major department. In certain areas such as marine biology, medical biology, and elementary education, students are asked to declare a major by the end of the first year. Thereafter, changes of majors may be made only by written permission of the affected departments by October 15 or March 15.

Personal Major

Personal majors supplement the traditional academic programs of study. Undergraduate students, faculty, and the academic dean work collaboratively to design a program of study that combines core curriculum, departmental requirements, and the student's personal interests and experiences. Samples of personal majors include biological psychology, health sciences, world cultures, or human biology. Students must be in their second year of study and are required to have a minimum 2.50 overall GPA to petition the Dean's Office to plan to develop a [personal major](#) degree plan.

Academic Minors

The University of New England offers the option for students to petition for a minor from most non-health science departments. A minor is a structured plan of study outside the student's major. Students may also design a multidisciplinary minor in thematic areas such as: women's studies, peace studies, or international studies. Such programs would require a proposed plan of study approved by the CAS academic dean and a faculty sponsor. The minimum amount of credits required for a minor is 18 credits. Minors will not be confused with personal majors, concentrations within majors, or directed studies.

Student Advising

Students are assigned a faculty advisor who will serve as the students' primary resource for academic and career guidance planning while at the University. Although academic advisors are available to assist students in fulfilling major and graduation requirements, the ultimate responsibility for these matters rests with the student.

Students are also encouraged to avail themselves of additional services provided by the Counseling and Career Center and the Learning Assistance Center.

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Undergraduate Programs Administrative Services and Policies

Student Affairs

Mission Statement: The Division of Student Affairs at the University of New England provides quality programs and services that enhance the academic experience, enrich student life, and encourage personal growth. Students are afforded the opportunity to achieve their optimum potential as scholars, individuals, and as members of the global community through participation in intellectual, social, cultural, recreational, spiritual, leadership, and governance programs. With commitment to the development of community, the staff of the Student Affairs Division reflects the values of integrity, inquiry, service, perseverance, and caring.

The Division of Student Affairs consists of a wide variety of services for students in all colleges on both campuses including: athletics (men and women) and recreation; Campus Center, Finley Center and respective fitness programs; Counseling, Career, Disability, and Multicultural Services; Learning Assistance Services; Proctor Center; Housing and Residence Life; Safety and Security; Student Activities; and the Judicial System. In addition, Student Affairs serves as an over-all campus resource and liaison to other services including, Dining Services, University Health Care, and campus spiritual and cultural life. Programs and services for graduate students are coordinated by Student Affairs Offices on both the University Campus and the Westbrook College Campus. [Website](#)

New Student Orientation

UNE recognizes that embarking on an academic career requires many adjustments. The orientation staff is dedicated to providing an outstanding orientation experience to ensure that both students and their families are comfortable and ready for their UNE experience. Whether a student is new to college life, transferring from another institution, returning after an extended period of time away from school, or returning for an additional degree, our orientation programs will prepare our future graduates for the academic, social, and personal challenges of university life.

UNE offers a variety of orientation sessions throughout the year. All sessions focus on academic assessment for proper course placement, academic advising, and registration for fall courses as well as additional programs that provide new students the opportunity to get to know faculty, staff, and their future classmates in a more relaxed and informal setting. A separate Family and Friends Orientation is scheduled in the fall as part of Welcome Back Week.

University Campus- Summer Orientation Opportunities

Students entering the University Campus may opt for a traditional on campus orientation session, or for a Trailblazer Orientation experience. Trailblazer is UNE's four-day experiential orientation that, in addition to the academic requirements involved in all orientation sessions, offers students a choice of canoeing, hiking or community-service experience. In addition, the University Campus recognizes that the orientation needs of transfer students (with more than nine credits) are somewhat different, and therefore we host a separate one-day session in August.

Westbrook College Campus

Understanding that the needs of commuter students and adult learners vary from those of the

residential student, the Westbrook College Campus hosts a one-day Academic Enrichment session in early August and a Campus Orientation Day in late August. In addition, residential students will attend a residential and campus orientation prior to the start of the semester during the Labor Day weekend period. As with the University Campus, orientation to the Westbrook community focuses on programs, services and information essential to the entering student.

Welcome Back Week

An equally important part of New Student Orientation for both campuses is our Welcome Back Week. Workshops designed to assist students and their family members with their unique adjustment needs to UNE, are presented by current students, administration, staff and faculty. Individuals who participate in our Family and Friends Orientation leave campus with a greater understanding of what lies ahead and are comforted by the services UNE offers to ensure success. A separate orientation session is also offered for students enrolled after the summer offerings or who were unable to attend any of the earlier sessions.

Additional information about orientation activities and programs is available through the Office of Student Activities on the University Campus at extension 2447 or through the Office of Campus Life on the Westbrook College Campus at extension 4269.

Residence Life

Residence hall living is the very heart of student life, for it is here that each student makes his or her home. Since campus living is an integral part of each student's college experience, the University has a three-year residency requirement. Students eligible to live off campus must be living with a legal relative or have earned 90+ credit hours. Senior undergraduate students (fourth-year students), students with an earned associate's degree or above, or those students 22 years of age and older may petition for exemption through the Office of Housing and Residence Life. Each residence hall is supervised by resident assistants (RA's) or graduate assistants (GA's) who have campus living experience and have been selected to serve as a peer support person in the halls. They have received special training in University policies and procedures and in emergency protocols. It is the purpose of this student team, under the direction of the Office of Housing and Residence Life, to maintain appropriate community life. An extremely important function of the resident assistants is their availability to residents, to answer questions and to refer students to the proper resource for help and service. They also sponsor a range of social, educational, and recreational programs for the students in the halls. Professional-level staff who live on campus support the resident assistants in helping to create a healthy and supportive living environment.

There are a number of housing options for residential students. On the Westbrook College Campus there are three residence halls, Ginn, McDougall, and Linnell Hall. Ginn and McDougall house both undergraduate and a small number of graduate students and Linnell Hall is strictly graduate housing. On the University Campus there are five traditional residence halls, Assisi, Siena, Padua, Avila (historically an all women's hall), Frederick (Freddy), and two new suite-style halls for upperclass students. Additionally, the University controls limited alternative housing adjoining campus, which historically has been used by medical or graduate students. Halls on both campuses are coed. On the University campus a coed-floor option is also available.

In addition to the resident assistant positions, leadership opportunities are also available through the Residence Hall Council on each campus.

Specific information concerning residence hall policies, procedures and services, as well as University rules and regulations is contained in the Student Handbook. The basis for all University policies is the creation of a positive academic community, including respect and consideration for all members. [Website](#)

Student Support Services

Division of Student Affairs

John R. Langevin, Ph.D.
Assistant Dean of Students
for Student Support Services
UC: Decary 109, extension 2549

jlangevin@une.edu

Offices within Student Support Services:

- Counseling Services
- Career Services
- Disability Services
- Learning Assistance Services
- Multicultural/GLBTQ Services

Mission Statement

Student Support Services provide a wide-range of services in a convenient "one-stop shopping" environment. Our seamless collection of resources assists students with psychological and emotional health, academic support, educational and career planning, and equal opportunities during their academic experience. We take an active role in meeting the ever-changing and diverse needs of our sophisticated student population.

Our multi-dimensional outreach programming is designed to meet the needs of students and the overall campus community. These programs address preventative, developmental, social, psychological, career, and academic issues. We consult with students, faculty, staff, administrators, parents, and alumni, as well as collaborate with other campus and community organizations. We recognize that our ability to be a responsive service is based on a commitment to organizational integrity, professional ethics, and personal growth and development. Our services are an integral part of the educational process that is the central mission of the Student Affairs Division and the University of New England.

Counseling Services

UC: Decary 109, extension 2549
Jane Ann McCabe, Clinical Coordinator
jmccabe@une.edu

WCC: Proctor 320, extension 4550
Cali Williamson, Coord. of Counseling Services/WCC
cwilliamson@une.edu

Counseling Services provide a variety of services which address the psychological and emotional health of the graduate and undergraduate student population. Individual, group, or couples counseling is available. In keeping with UNE's focus on health promotion and maintenance, services such as workshops, special issues groups, informational sessions, developmental programming and consultation are designed to address the on-going needs of UNE's population.

The counseling relationship is completely confidential within the legal and professional guidelines of the State of Maine and the American Counseling Association. No information shared with us can be released to anyone without written consent. Homicide, suicide, child abuse, elder abuse, or abuse of any incapacitated person are exceptions to confidentiality and will be reported to the appropriate persons.

There is no fee for students to use counseling services.

Career Services

UC: Decary 102, extension 2817
Judy Bellante, Coordinator
jbelleante@une.edu

WCC: Proctor 102, extension 4237
Judy McManamy, Coordinator
jmcmnamy@une.edu

Career Services help students with career and life planning. Career advising and assistance are available for students who need help choosing a major, learning about career options, identifying/clarifying skills, interests and career goals, applying to graduate school, and developing job search strategies. Special topic outreach programs are presented throughout the academic year.

Disability Services

UC: Stella Maris 128, extension 2815
WCC: Proctor 318, extension 4418
Susan Church, Coordinator
schurch@une.edu

Disability Services exist to provide the qualified student with a documented disability, equivalent access to, and equal opportunity in, the educational environment. A major goal of Disability Services is to assist the student to achieve maximum independence. The University will make a good faith effort to provide an effective accommodation to the student with a documented disability.

Learning Assistance Services

UC: Learning Assistance Building, extension 2443
Maura O'Connor, Coordinator
moconnor@une.edu

WCC: Proctor Center, extension 4247
Lori Power, Learning Specialist/WCC
lpower@une.edu

Learning Assistance Services (LAS) provide a comprehensive array of academic support services, including courses, workshops, individual and group tutoring, and advising. The goal of Learning Assistance Services is to assist students to become more independent and efficient learners, so that they are able to meet the University's academic standards and attain their personal educational goals.

Placement Testing

During orientation, all new undergraduate and transfer students are assessed for competence in writing and mathematics. Placement scores, SAT scores and a review of each incoming student's previous coursework are considered.

Those students who do not meet the University's predetermined criteria are placed into an appropriate developmental mathematics course, Writing Tutorial Course (LAC 010), or both.

Tutoring

Learning Assistance Services offers faculty, professional and peer tutoring to support students in their coursework. Additionally, writing support is available to students on an as-needed basis. Peer tutors receive specialized training and many of them are certified by the College Reading and Learning Association. Tutors' regularly scheduled hours are posted in the LAS office, other locations on campus, and on the LAS website.

English as a Second Language (ESL)

Students who come to UNE with English as a second language are provided academic guidance and support, including ESL courses. Students should contact the LAS office (Ext. 2443) for more information.

Individual Consultation

Learning specialists are available (by appointment) to meet with students seeking assistance with their specific course demands. Consultation regarding learning styles, note-taking skills, active

reading skills, time management skills, and test-taking skills is also available.

Multicultural/GLBTQ Services

UC: Decary 102, extension 2461 (WCC - call same extension)
Colleen Rost-Banik, Multicultural Affairs Advisor
crostbanik@une.edu

UC: Decary 102, extension 2509 (WCC - call same extension)
Amy Quinn, GLBTQ Affairs Advisor
aquinn@une.edu

Multicultural/GLBTQ Services provide support, programs, services, and activities which address racial and cultural diversity throughout the campus community. In addition, these services support gay, lesbian, bisexual, transgender, and questioning individuals. The goal of the department is to enhance UNE's philosophy of providing a safe, welcoming community for all students, regardless of race, culture, religious perspective, or sexual identity.

Student Support Services

Academic Advising

Students who are conditionally accepted to the University are assigned an academic advisor from Student Support Services. The academic advisor works closely with individual students, assisting them in their transition to college level work and guiding them toward appropriate course offerings and selection of a major field of study.

Classroom Presentations and Workshop

Student Support Services (SSS) faculty and staff are frequently asked by course instructors to present to their classes. Examples of presentations and workshop topics include the following.

| | |
|-----------------------------|---|
| Test-taking Strategies | Study Strategies |
| Writing Critical Essays | Technical Writing |
| Writing Research Papers | Methods of Citing Work |
| Discipline Specific Writing | Understanding Your Learning Style |
| Active Listening | Reading Textbooks |
| Note-taking | Resume and Cover Letter Writing |
| Job Search Strategies | Interviewing Skills |
| Marketing Your Skills | Test Anxiety Management |
| Body Image | Stress Management/ Self-Care |
| Assertion Training | Crisis Intervention/Consulting/Referral |
| Disability Awareness | PRAXIS preparation |
| MCAT preparation | CCNA preparation |
| NCLEX preparation | National Board Exam preparation |

Adult Learner Services

Adult learner services and commuter advocacy are important components of the programs and activities which are sponsored by the Proctor Center on the Westbrook College Campus. Commuter and non-traditional students can find support and help meeting their special needs and concerns. The Commuter Council is a student group formed to advocate for issues affecting commuters of all ages. [Website](#)

Athletic Department - Intercollegiate Athletics

The University of New England Intercollegiate Athletic Program is administered and organized to offer highly skilled male and female student-athletes, fair and equal opportunity to pursue athletic interest through various varsity sports programs.

The University of New England adopts its philosophy from the National Collegiate Athletic Association Division III philosophy, as found in the National Collegiate Athletic Association Manual, section 20, under Division III Membership Requirements. This organization believes athletics to be an integral part of the university's total educational program. It is the Athletic Department's aim therefore, to offer student-athletes experiences that can provide a basis for physical, emotional, intellectual, and social growth.

The welfare and success of each student-athlete is a major focus of the Athletic Department. Student-athletes are required to progress steadily toward completion of their degree. In addition, student-athletes are expected to act as positive role models for their peers, university community, and society at large. A chief objective of intercollegiate athletics at UNE is to attain and maintain top quality, competitive programs at the local, state, district, and national levels.

Intercollegiate competitions for men are in basketball, cross country, lacrosse, soccer, and golf. For women competitions are in basketball, cross country, lacrosse, soccer, softball, and volleyball. In addition to NCAA membership, UNE also holds membership in the Eastern Collegiate Athletic Conference (ECAC) and the Commonwealth Coast Conference. For more information about the programs available to students on both campuses, contact the Athletic Department Office at the University Campus, extension 2499. Although intercollegiate athletics are available to students on both campuses, practices and games are held on the University Campus only. [Website](#)

Athletic Training

A staff of certified trainers and athletic trainer students provide maximum care for athletes throughout the year. Daily on-the-field coverage of practices and games ensures the proper treatment and management of any injuries that may occur. The direct involvement of athletic trainer students provides education and practical experience as they progress through their academic program. Throughout their school years they are given the opportunity to complete the necessary requirements to take Board of Certification Exam. Those who wish to simply gain further understanding of the field of athletic training may do so.

Recreational Sports - University Campus

The mission of the Recreational Sports program is to provide fun and safe activities for the entire UNE community. There are both competitive and noncompetitive sports events, as well as recreational activities for everyone. It is the philosophy of the Recreational Sports office that programs are inclusive of all individuals, no matter what skill level or ability one possesses.

Recreation programs offer undergraduate and graduate students, faculty, staff, and administration an opportunity to engage in a wide variety of recreational activities. These activities are open to all men and women, and include both team and individual sporting events.

The Recreational Sports programs change in response to demand and may include: intramural sports; leagues and tournaments; extramural sports; competitive club sports teams which may include: men's volleyball, dance team, ski team, tennis, in-line hockey, men's basketball, karate, and swim.

In addition, we capitalize on the University Campus' proximity to the Saco River and the ocean and offer waterfront activities.

All club sports are sponsored by the Undergraduate Student Government and the Club Sport Council. The Club Sports Council consists of individuals who participate in the Club Sports Program. They act as the governing body to all the club sport teams. The Council works directly with the director of Recreational Sports to offer an extensive club sport program.

Student Governance

Student government experiences are an integral part of student life at the University of New England. These experiences provide a broad opportunity for leadership as well as experience in organizational structure, planning and budgeting. The UNE student government representatives play an important role in creating a cohesive University community through their work with varied student populations as well as administration, trustees, faculty, and staff. They accomplish this through their endorsement of various clubs, organizations and student events, in addition

that address academic issues as well as a number of other issues that affect student representation at UNE. Student activity fees are applied to the budgets for each student government. There are four student governments within UNE: Student Government Association (SGA - undergraduate) on the Westbrook College Campus; the Undergraduate Student Government (USG) on the University Campus; the Student Government Association (SGA - COM) of the College of Osteopathic Medicine; and the Graduate Student Government.

The Representative Committee

The Representative Committee is a collaborative group which bridges all student levels (undergraduate, graduate, and medical) and student government units within the University of New England. It is made up of representatives from all units of student government and is advised by the dean of students.

Student Trustee and Student Trustee-Elect Positions

The position of student trustee was created by students and approved by the Board of Trustees in 1996. Subsequently, in order to create an equally accessible resource for student populations on both campuses, the Board approved the addition of a second student trustee position starting in 2004. The positions serve as the means by which students play an integral part in the decision making process at the University of New England. The students holding these positions serve as: 1) full-voting trustees representing the entire student body; 2) communicators of University-wide information to students from the trustees; and 3) community builders, bridging all students from all three colleges. In addition to the student trustee positions, student trustee-elect positions were created. The student trustee-elects will become familiar with the roles and responsibilities of the student trustees in preparation for assuming that position.

Co-Curricular Activities and Cultural Affairs

Campus activities play an important part in the total education of the student at the University of New England. All members of the University community are encouraged to involve themselves in a variety of activities.

Co-Curricular activities are planned and sponsored by a wide range of campus constituencies including administrative, departmental, student government, student programming boards, residence halls, clubs, sports teams, and others. Activities range from educationally-based programs and lectures, performing arts, and discussions on current issues to social opportunities, recreation and fitness programs, and concerts. Programs and services are open to students on both campuses. Each campus sponsors its own traditions such as Charter Day and the annual Spring Variety Show.

On the University Campus, the Core Connections Program is a lecture and performance series, coordinated by faculty and University administrators, accentuating the undergraduate Core Curriculum. Each year the Core highlights different themes such as: environmental awareness, social/global awareness, critical thinking and problem solving, citizenship, and diversity. Core Connections invites faculty, administration and students from different academic disciplines to learn together. The series strives to empower students to embrace a life of active learning and community involvement.

The Westbrook College Campus supports long-established and respected art and cultural series and collections. The annual Richard F. Bond Enrichment Series offers concerts, classic and contemporary films, readings, dance programs, and exhibitions from both local and national artists and experts. The Crosley Lecture Series is an annual endowed series addressing ethical concerns in contemporary life. The Maine Women Writers Collection, housed in a special wing of the Abplanalp Library, is a special assemblage of literary, cultural, and social history sources by and about women authors, either natives or residents of Maine. These sources document and illustrate the times, circumstances and experiences of Maine women writers, revealing their public actions and private thoughts. The Westbrook College Campus Art Gallery, opened in 1977, highlights specific aspects of the visual arts: painting, sculpture, printmaking, photography, drawing, and architecture. The gallery periodically is the venue for special exhibits, and is open to the University community and the public.

Due to the close proximity of both the Portland and Boston areas, many students, either on their

own or on college-sponsored group trips, take advantage of the opportunity to attend concerts, plays, museums, sporting events, and other activities.

Health Services

University Health Care is comprised of the Sanford Petts Health Center and Alford Center (Manipulative Medicine) on the University Campus, and the Student Health Center on the Westbrook College Campus. In all, the University operates 12 Health Care sites, both on and off campus, which include family medicine, manipulative medicine, gastroenterology, and others. As a health care system, our goal is to provide high quality health care services to the public and to the entire UNE community, including students, student dependents, faculty, staff and their dependents. Under the direction of an osteopathic physician, the centers feature three residency programs and operate as model ambulatory-care facilities providing an integrated approach to the following services:

- * Family Practice
- * Internal Medicine
- * Pediatrics
- * Gynecology
- * Gastroenterology
- * Osteopathic Manipulative Medicine
- * Physical Therapy
- * Orthopedics
- * Individual Counseling
- * Sports Medicine
- * Laboratory, X-ray and Ultrasound services

Students needing specialized care are referred to Mercy Hospital or Maine Medical Center in Portland and Southern Maine Medical Center in Biddeford. All full-time students may use the services of University Health Care: please note that certain specialty services, including laboratory, are billable to your insurance.

Note: The University of New England offers a student health insurance plan that may be purchased. All students must have insurance coverage at least comparable to the University coverage, and will be required to provide proof of coverage if not purchasing the University-offered plan.

University Health Care also takes an active role in the health maintenance of an individual and establishes these goals:

- a. Promotion of health through campus-wide programs.
- b. Informed individual participation in health decisions.
- c. Prompt and effective attention to all health care needs.

Appointments are required for routine office visits and non-emergency procedures. Urgent problems will be evaluated, treated, or referred based on their severity.

Immunizations

All incoming (new) matriculating students, and returning students entering certain health-related programs, are required by Maine State Law and/or University mandate to show proof of immunization. Specific information regarding required immunizations is distributed by Admissions and/or your academic program department. All students on either campus (undergraduate, graduate, and medical) must submit their immunization documentation to University Health Care on the Westbrook College Campus (716 Stevens Ave., Portland, ME 040103.) Questions about receipt of forms and compliance with state immunization mandates, titers, acceptability, etc., may be directed to University Health Care, extension 2358. If immunizations or examinations are required by your academic program, please contact your academic program office. If state-mandated immunizations are not completed with five business days after the beginning of classes, students may be disenrolled from courses at UNE.

Westbrook College Campus - Community Dental Hygiene Clinic

Another component of health care services at UNE is the Westbrook College Campus Dental

Hygiene Clinic, which serves as both a teaching and community service facility. Westbrook dental hygiene students gain their first practical experience working with the public in this modern, 32-chair clinic. The public enjoys a variety of dental hygiene services at a greatly reduced cost. UNE Students are provided treatment at a nominal charge.

Services include oral inspections, scaling, x-rays, fluoride treatments, sealant application and counseling for oral care. The clinic operates during the academic year and accepts patients by appointment. Since this is part of a student's educational experience, patients should expect extended appointments two hours in length. For additional information or to schedule an appointment contact the Dental Hygiene Office at extension 4900. [Website](#)

Food Services

The University Dining Service Program provides flexible dining plan options for students on both campuses. All undergraduate resident students are required to participate in the University Dining Service program. Commuters are welcome to participate in a convenient declining balance program where money is applied to a student ID card. Monday through Friday, three meals a day are served in the dining hall on each campus; brunch and dinner are available on weekends. A wide variety of entrees, pasta selections, fresh salad bar, sandwich bar, dessert and beverages are offered. Students with special dietary or scheduling concerns are encouraged to work with Dining Service Management. On the University Campus, meals and snacks are also available at The Hang in the Campus Center, and cafe service is offered during the academic year in the Alford Center for Health Sciences. Holiday meals and specialty nights are offered periodically on both campuses. In addition, the residence halls and various organizations plan special evenings of their own with full cooperation of the Dining Service. Students are encouraged to participate in meal planning and to forward suggestions. Special services are also available including birthday or exam-week treats, party platters, pizzas, or other catering arrangements. Details about campus dining are available from Dining Services or Student Affairs.

Student Discipline

The close communal life of residence living, classroom activities, and other daily contacts necessitates a constant awareness by each member of the University community concerning the rights of the other person and of the majority. When it becomes evident that an individual cannot or will not accept the responsibility for community life necessary for the good of its members and the University, disciplinary action becomes necessary.

Disciplinary action is normally administered under the supervision of the dean of students. The process is based on an educational philosophy and is designed to safeguard both the interests of the students and the University community. A full explanation of the University Judicial Process can be found in the Student Handbook.

Campus Center - University Campus

The Campus Center is a 56,000-square-foot facility that encompasses a student union and a sports complex. The sports complex houses a 25-yard/6-lane handicapped accessible swimming pool; a ten-person hot tub; a fitness center that includes 15 state-of-the-art Cybex weight machines, free weights, exercise bikes, rowing machines, stair masters and recumbent cycles, two racquetball courts; and 12,000 square feet of gymnasium space with a tenth of a mile indoor track. The front section of the building features a large lobby meeting area, the Campus Bookstore, Snack Bar (The Hang) and Multipurpose Rooms. Outdoor facilities offer jogging and cross country trails, and an outdoor volleyball court. Aerobics and the community fitness program called BodyWISE Center for Health and Fitness are available to matriculating students enrolled in non-distance learning programs. In addition, the Campus Center is the largest student employer on the University campus. [Website](#)

Finley Center- Westbrook College Campus

The Beverly Burpee Finley Recreation Center includes 11,000 square feet of gymnasium, a fitness center, multi-purpose room and locker room facilities. A wide array of recreation, wellness, and sporting events are held in the facility. Recreational activities include basketball, volleyball, baseball, softball, indoor tennis, floor hockey, wiffle ball and roller hockey. The gymnasium also hosts several community events including local high school and AAU basketball games, craft fairs,

art fairs, blood drives, AIDS quilt display, and community recreational sporting events.

The 1,500-square-foot fitness center is located on the second floor of the facility, overlooking the gymnasium. The fitness center is equipped with a complete circuit of Cybex strength training equipment, treadmills, stair climbers, hip sled, stationary cycles, rowing machine, free weights and dumbbells, and stretching mats. Fitness challenges are offered at the beginning of each semester. Other services available by appointment include fitness prescriptions, body composition testing, blood pressure screening and equipment orientations.

The 1,500-square-foot multi-purpose room is the site for wellness and special classes. Located on the lower level of the facility, classes include self-defense, tai chi, yoga, Irish dance, CPR and first aid. Classes are offered during the academic year.

All activities and classes are open to all men and women, no matter what skill level or ability. Most classes and programs are free for UNE students, staff and faculty. A minimal cost is charged to non-UNE affiliated community members, family alumni, and guest members. [Website](#)

UNE Library and Information Resources

Libraries

The Jack S. Ketchum Library on the University Campus (UC) in Biddeford and the Josephine S. Abplanalp '45 Library on the Westbrook College Campus (WCC) in Portland provide all University of New England students, faculty and staff with these services:

- Libraries homepage: /library
- Web access databases
- e-books, e-journals, e-newspapers, e-forms
- Public access computers
- Data jacks and wireless access for individual laptops
- Remote access to databases and online catalog
- Over 150,000 volumes
- Over 16,000 print and electronic full text journal titles
- Videos, compact discs, CD-ROMs, and audio cassettes
- Reference, research, and literature search assistance
- Individual and course-related library research instruction
- Circulation and reserves
- Interlibrary loan and intercampus loan
- Maine InfoNet and WorldCat
- Photocopiers and microfilm reader/printers
- Group and individual study space
- A current UNE ID also serves as a UNE Libraries ID

The Ketchum Library was built in 1970 and renovated and enlarged in 1991. The lower level includes the Media Services Department, study rooms with data jacks, and the St. Francis Room that is a general purpose meeting room furnished and designed to hold approximately 90 people. Clusters of public access computers, reference and circulating books, reserve materials, and library offices are located on the main level. Journals, circulating books, and study areas are on the upper level. Wireless network access is available throughout the UC Library building.

The Abplanalp Library was renovated in 2001. Journals are located on the lower level. Public access computers are available for use on the main level of the library and in the 24/7 lab that is located within the library. Reference materials are located on the main level, and the circulating collection and study areas are located on the upper level. The library also houses the Maine Women Writers Collection, a special collection containing literary, cultural, social, and health and medical history sources representing more than 500 Maine women writers. Wireless network access is available throughout the WCC library building as well.

The Libraries' staff includes ten professional librarians and six library technical assistants. In addition, undergraduate and graduate students are hired to assist. Students are welcome to utilize either library. The UNE Libraries' online catalog, electronic databases, and full-text electronic journals and books are accessible via the web from on-campus and from off-campus. Remote access is beneficial to all students and faculty, and of particular benefit to distance education students and students on clinical rotations.

The UNE Libraries are institutional members of the following local, state and national organizations:

- American Library Association (ALA)
- Association of College and Research Libraries (ACRL)
- EDUCAUSE, the Association for managing and using information sources in higher education
- Greater Portland Alliance of Colleges and Universities (GPACU)
- Health Science Libraries and Information Consortium (HSLIC)
- Medical Library Association (MLA)
- National Network of Libraries of Medicine/New England Region (NNLM/NER)
- New England Library Information Network (NELINET)
- North Atlantic Health Science Libraries (NAHSL)
- Southern Maine Library District (SMLD)

Media Services

Media Services (MS) advises and assists UNE faculty, students, and staff in the development and presentation of media projects. The department supports both linear and digital editing systems. The University has video conferencing units to communicate between campuses and with other schools and hospitals with such equipment. Department facilities include: live studio production, video, audio, layout, graphics, photo and slide production.

Information Technology Services

Information Technology Services (ITS) serves as the University's information technology leader. It provides resources for both academic and administrative computing, including technical, instructional, and informational support to students, faculty, and staff.

Information Technology Services continuously monitors computer industry developments and the needs of the UNE community in order to create an effective and exciting environment for teaching, learning, and scholarship. The University computer network ranges through classrooms, offices, and computer labs. An integrated University-wide information system handles all administrative functions, including registration, financial aid, etc.

UNE is committed to the goal of preparing its students for the computing and communications challenges of the new century. Future plans include augmented information-processing capabilities such as on-line registration, and expansion of multimedia capabilities.

All students attending the University who hold a valid UNE photo ID card have access to the Internet in the computer labs and the libraries on both campuses. Students can access the Internet via wireless or hardwire connections from their laptop computers throughout both campuses.

Web-based e-mail accounts, available through the UNE student Web portal system called Campus Pipeline, are assigned to all matriculating students at the University as part of their technology fee. This e-mail account can be accessed from any computer on or off campus that has Internet access.

Each campus has a central computing area dedicated to use by students in all disciplines, seven days a week. The computer labs and classrooms are open year round and hours are posted outside each facility and can be accessed on the web. UNE computer labs are open for UNE students on a first-come-first-served basis, and are staffed by students when available. Assistance is provided to users of educational, scientific, graphics, business, and Internet software. Laser

printing is available in each computing area; there is no per-page charge at this time.

The UNE Computer Store located in Decary Hall on the UC provides information and pricing for the microcomputer needs of students, staff, and faculty. The University has been able to obtain academic pricing on systems through premium computer manufacturers.

Links

[Undergraduate Admissions](#)

[Undergraduate Student Records and Transcripts](#)

[Undergraduate Financial Aid](#)

[Undergraduate Academic Regulations](#)

[Undergraduate Student Affairs](#)

[Undergraduate Financial Information](#)

Notice and Responsibilities Regarding this Catalog

The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.

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Undergraduate Programs Administrative Services and Policies

Financial Information

Undergraduate Tuition and Fees

(Note: Graduate students please refer to [graduate section](#) of this catalog).

| Full-Time | Fall 2003 | Spr 2004 | Total |
|-------------------|-----------|----------|----------|
| Tuition | \$9,495 | \$9,495 | \$18,990 |
| Room and Board** | \$3,780 | \$3,780 | \$7,560 |
| General Svcs Fee* | \$ 650 | | \$ 650 |
| Total Full Time | \$ 13,925 | \$13,275 | \$27,200 |

*University Campus only (for 2003-2004); General Services Fee for Westbrook College Campus is \$385 for one year.

** Double Occupancy

Other Tuition Notes

Scope of Tuition: Tuition for full-time undergraduate students covers a course load from twelve to eighteen hours per semester. A course load in excess of eighteen hours requires prior academic approval and will be subject to an overload charge of \$680 per credit hour.

Part-Time Matriculating: \$680 per credit hour.

Deposits and Fees

Reservation Deposit

A non refundable \$100 deposit is required in the spring for all returning full-time matriculating students prior to fall registration scheduled in April. This deposit is later credited on the fall billing.

Room Deposit

A \$200 escrow deposit is required for all residential students. This escrow deposit will be held by the University as long as the student is a residential student.

Single Room

Single rooms, including suite style in East and West Halls, are available on a first-come first-served basis at an annual cost of \$8,600. Priority is given to fourth-, then third-year students.

General Services Fee

(At the University Campus, 2003-2004)

Undergraduate - This \$650 mandatory fee is billed to undergraduate matriculating full- and part-time day students enrolled in 7 or more credits and provides the following services:

1. Orientation/educational assessment testing program designed to introduce new students to UNE. Includes cost of food, testing, student housing, and entertainment.

2. Graduate activities including cost of banquet, speakers, and diplomas.
3. Student Senate (Government) activities including support for clubs, programs, cultural events, etc.
4. University Health Care services providing high quality health care services.
5. Campus Center featuring a gymnasium, running track, pool, fitness center with racquetball courts, snack bar, and bookstore.
6. Athletic events including intramural programs and all intercollegiate home games.
7. Transcripts.

(At the Westbrook College Campus, 2003-2004)

Undergraduate - This \$385 mandatory fee is billed to undergraduate matriculating full- and part-time day students enrolled in 7 or more credits and provides the following services:

1. Orientation/educational assessment testing program designed to introduce new students to UNE. Includes cost of food, testing, student housing, and entertainment.
2. Graduate activities including cost of banquet, speakers, and diplomas.
3. Finley Center gymnasium
4. University Health Care services providing high quality health care services.
5. Transcripts

Health Insurance

Students are required to enroll in UNE's Student Medical Insurance Plan unless proof of comparable insurance can be demonstrated. Please refer to the Health Insurance Brochure.

Student Malpractice Insurance

Annual mandatory malpractice insurance for the students involved in clinical training rotations.

| | |
|----------------------|-----|
| Athletic Training | 70 |
| Nursing | 20 |
| Occupational Therapy | 70 |
| Physical Therapy | 70 |
| Dental Hygiene | 160 |

Laboratory and Student Teaching Fees

Fees are charged to students who enroll in laboratory, computer, student teaching, or other designated courses. The fee is listed in the official course schedule published at the time of registration. Dental Hygiene Program and Nursing Program courses have special laboratory fees as well. Please refer to semester course schedules for fee structures.

Late Registration

Students who register after the published deadline will be required to pay a \$75 late registration fee.

Parking Fee

Students wishing to park a vehicle on campus must purchase a parking permit at the cost of \$50. Unregistered vehicles are charged a \$25 fine per incident.

Summer Session

Courses are open to any student on a direct registration basis. Tuition is \$205 per undergraduate credit. Contact the Office of Continuing Education for more information and course listings.

Withdrawal Tuition Refund Policy

Course changes for matriculated students are allowed during the add/drop period during the fall and spring semesters. After the add/drop period, no refunds are made for course withdrawals.

Tuition Refund

Refunds for students leaving the institution during a semester will be made as follows after deducting reservation/admission deposits:

Fall and Spring Refunds

| | |
|------------------------|------------|
| During first two weeks | 80% |
| During third week | 60% |
| During fourth week | 40% |
| Over four weeks | No refunds |

Summer or other Special Sessions Refunds

(3 - 10 week periods)

| | |
|--------------------|------------|
| During first week | 40% |
| During second week | 20% |
| Over two weeks | No refunds |

Please Note: Any undergraduate student who intends to withdraw from the University will be required to go through the withdrawal process. He/she must first see the Dean of Students Office to obtain the necessary forms. Verbal notice is not sufficient. For purposes of computing refunds, the date of withdrawal recorded by the Dean of Students after receipt of withdrawal forms from the student shall be considered official and that date will be used by the Business Office to compute any refunds due to the student.

Room (50 % of Room and Board Rate)

There will be no refund of the room charge for the semester after the room has been occupied. A student obtaining permission to break the Residence Hall/Dining Service Contract by moving off campus for the spring semester will be billed 50 percent of a double room rate for that semester.

Board (50 % of Room and Board Rate)

If a student withdraws during the semester, a refund for board charges will be prorated effective the first of the following month.

Other Fees

After registration there shall be no refund of lab fees or other annual fees.

Adjustments

Adjustments to scholarships, grants and loan programs will be made in accordance with respective program Title IV regulations and University policy before a refund to the student or parent is calculated. In cases where a refund may be due and the student has received funds through the Guaranteed Student Loan Program, it is our policy to refund those funds directly to the bank which made the loan, consistent with Federal guidelines. Refunds will not be made in the case of absence, dismissal or suspension.

Leave of Absence Tuition Credit Policy

In the event a matriculating undergraduate student desires to apply for a leave of absence, a Leave Form must be submitted to the Dean of Students. The form will include the reason for leaving as well as the expected date of return. An approved leave of absence will result in credit towards the student's tuition subject to the Withdrawal Tuition Refund Policy. Failure to return on the date agreed will result in a [withdrawal](#) from the University.

A student in the military reserves will be granted a full leave of absence tuition credit should the student be called to active duty while attending courses during any given semester. Room, board,

and fees will be subject to regular withdrawal policies.

Payment Options

The person or persons responsible for tuition and fee payments (whether it be a student, their parent(s), or guardian(s)) may pay the charges as they come due each semester or in accordance with UNE's ten month installment plan. They may also arrange to pay by using a combination of these payment arrangements.

The payment dates in the UNE sponsored payment plans cannot be deferred for the convenience of families using guaranteed student and parent loans, or other tuition payment programs. Both long and short term financial arrangements should be made far enough in advance to assure payment on the required dates. Special problems or emergency situations can be discussed with the Student Accounts Office at the University Campus, or at the Student Registration and Financial Services Center at the Westbrook College Campus, at any time.

In addition to the following options for payment, UNE accepts Mastercard, Discover, and VISA cards.

Option I: Payment by Semester

About June 15 a bill will be sent for the tuition, board, room rent, and fees for the fall semester. Payment on this bill is due August 15th. Payments from the family, or any other cash payments will appear on the bill as credits. Awarded financial aid will appear as a credit or if pending, as a memo to be deducted from the amount owed on the bill. The balance due is the difference between all charges, credits, and memos. The bill for the spring semester will be sent about December 1 and is due on January 10.

Option II: Monthly Payment Plans

The UNE Ten Pay Payment Plan spreads the full year charges over ten months beginning June 1st. This plan is designed to relieve the pressure of "lump sum" payments by spreading the cost over 10 months. There is an application fee. There are no interest charges.

Application Deadline

Students and/or their parents are urged to apply by May 15th. Applications made after the start of the program (June 1st) must be accompanied by an initial payment sufficient to become current with the regular 10 month payment schedule. Applications for the 10 month plan will not be accepted after August 15th.

Late Payment Charge

The balance due each semester will be considered overdue if not paid by the specified date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month.

Students with unpaid bills will not be placed on the official school roster nor can they attend classes until they have received clearance from the Business Office. Students with overdue accounts are not eligible for academic credit, transcripts, or degrees.

Important Notes

1. Students should expect annual increases in the cost of attending UNE since the University is subject to the same inflationary pressures that affect the rest of society.
2. For their own protection while at the University, it is recommended that students carry their own local checking accounts to provide funds for incidental expenses and emergencies. People's Heritage Bank (PHB), which is our preferred bank, provides a full-service ATM machine located in the Campus Center on the University Campus. For those students who have PHB checking accounts, ATM transactions are free of charge. Checks may also be cashed daily (\$75 maximum) at the Student Accounts Office on the University Campus or at the Bookstore.

The University offers direct deposit to its students. Students with credit balances can have the excess funds directly deposited in the bank of their choice. The sign-up form is available on the web at the [HR website](#).

3. The University will not be responsible for the loss of property on- or off-campus although it strives to safeguard students' property on campus.
4. Students are expected to pay for books at the beginning of the semester. At the Westbrook College Campus, there is a Dental Hygiene "kit" charge of about \$1,020 in the fall semester. Third-year students in this program will pay up to an additional \$400 for supplies. Books, supplies and other items available at the University Bookstores may be paid for with cash, check, Master Card, VISA, Discover, and American Express.

Links

[Undergraduate Admissions](#)

[Undergraduate Student Records and Transcripts](#)

[Undergraduate Financial Aid](#)

[Undergraduate Academic Regulations](#)

[Undergraduate Student Affairs](#)

[Undergraduate Financial Information](#)

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Core Curriculum

The core curriculum provides an innovative common learning experience for all UNE undergraduates. It invites students to explore four college-wide themes from multiple disciplinary perspectives and to develop important intellectual skills. Students focus on a theme each year - (1) Environmental Awareness, (2) Social and Global Awareness, (3) Critical Thinking: Human Responses to Problems and Challenges, and (4) Citizenship. Skills of communications, mathematics, and critical thinking are taught throughout the core. Designed to provide a foundation in the liberal arts, the core reflects the values of the college and is designed to prepare students for living informed, thoughtful, and active lives in a complex and changing society.

Environmental Awareness is the first-year theme. All entering students enroll in an "environmental learning community," a cluster of two courses - General Biology and Introduction to Environmental Issues. Students discover science as a process and discuss the role of science and technology in society. These connected courses prepare students for their course work by developing a sense of a community of scholars, encouraging active participation in study, and enhancing learning skills.

As part of the first-year experience students will enroll in one Humanities **Exploration** course and a subsequent Humanities or Social/Behavioral Sciences Exploration course. These foster student inquiry into engaging academic topics. Each course, while connecting to one or more of the common core themes, introduces the intellectual tools of the discipline, thereby encouraging students to understand the liberal arts as distinctive ways of understanding. All exploration courses promote writing as a tool of learning and teach critical thinking skills explicitly.

The second-year theme, **Social and Global Awareness**, focuses attention on the human experience by means of two year-long courses - Sociocultural Context of Human Development and Human Traditions. A Social/Global Awareness (SGA) course may be taken in place of Sociocultural Context of Human Development II.

Sociocultural Context of Human Development invites students to explore the human lifespan in cultural, societal, national, and global contexts. In this sequence, students use perspectives and methods of the social and behavioral sciences to examine human interaction and growth. In the Human Traditions courses, they analyze human experience within the traditions of the humanities. Students inquire into the rise and fall of civilizations, study works of art and literature, and examine the philosophical, religious, and economic ideas that shaped ancient cultures and the modern world.

The third-year theme, **Critical Thinking: Human Responses to Problems and Challenges**, builds upon and develops the knowledge and skills students have mastered in their first two years while it teaches students to deal with the complex problems and issues they confront in their upper-level major courses. Each program requires its majors to enroll in Case Studies in Decision Making and Problem Solving where students and faculty engage in informed critical and creative thinking about problems confronting professionals in that field. Centering on the thinking process, as well as on the issues, students research and identify causes of problems, generate and evaluate possible solutions, and decide upon a plan of action.

The fourth-year theme, **Citizenship**, prepares students to make a difference in the world, their communities, and their professions. Students will enroll in an interdisciplinary seminar and participate in community service or civic activity. During their seminar students discuss the personal and public responsibilities they anticipate and share their concerns for the world they are about to enter. This theme challenges students to understand the balance between making a

living and making a life. Activities provide the opportunity to weave together various threads of the core and the major.

Advanced humanities courses, taken in the third and fourth year, develop the diverse humanistic perspectives introduced in the Exploration and Human Tradition courses. They encourage students to deal with the complexities of disciplinary perspectives, competing theoretical positions, and complicated content. Students select courses from a desire to learn more about a given discipline and from a wish to study further with a particular faculty member.

Humanities Integration and Infusion may be offered in a major and may substitute for one of the advanced humanities. In these courses humanities faculty help students apply the perspectives of the humanities to professional material. The goal of *infusion* is to encourage students to have a broad, complex, and integrative perspective on their fields.

Once during their academic careers students participate in a "**creative arts experience**" by taking a course or by completing an independent project. This requirement emphasizes the value of their creative spirits and uncovers gifts that will sustain students throughout their lives.

Cross-Curricular Instruction

The intellectual skills and an additional college theme are reinforced throughout the core and appear repeatedly in the curriculum.

- *Effective communications skills* - Besides taking English Composition students use writing as a tool of inquiry and research in both major and non-major courses. Students also practice public speaking skills.
- *Critical thinking, decision-making, and problem-solving skills* - Formally taught in Explorations and again in Case Studies, thinking skills are fostered throughout the curriculum.
- *Mathematical and quantitative reasoning skills* - Students will be advised to take a specific mathematics course(s) according to their skill level and major. They will be encouraged in a variety of courses to use mathematics as an essential quantitative tool of analysis.
- *Diversity Issues* - Questions of gender, race, class, and culture are investigated in the Social and Global Awareness theme courses and have important relevance to all the themes within the common core. Different perspectives on these issues will be infused across the curriculum.

The core curriculum emphasizes active, collaborative, and experiential learning. It challenges students to transfer knowledge from one arena to another, appreciate different disciplinary perspectives on the same topic, and integrate what they have learned to construct their own knowledge. The curriculum provides an interwoven and reinforced set of experiences in core courses, in major or professional requirements, in special all-campus events, and in general college life.

A more thorough description of the core is available through the CAS Dean's Office.

University Core Curriculum

[Course Descriptions](#)

| Subject Area | Credits |
|--|---------|
| First Year Theme: Environmental Awareness | |
| <i>Biology</i> | |
| BIO 100 - Biology I or Bio 104 - Gen Biology* | 4 |
| <i>Environmental Issues</i> | |
| ENV 100 or 104 - Intro to Environmental Issues* | 3 |
| <i>Humanities Explorations</i> | |

| | |
|---|--------------|
| As Identified** | 3 |
| <i>Humanities -or- Social/Behavioral Sciences Explorations</i> | |
| As Identified** | 3 |
| <i>English Composition</i> | |
| ENG 110 - English Composition | 4 |
| <i>Mathematics</i> | |
| As Identified*** | 3 or 4 |
| Second Year Theme: Social and Global Awareness | |
| <i>Sociocultural Experience</i> | |
| PSY 220 - Soc/Cult Context of Human Dev I | 3 |
| PSY 270 - Soc/Cult Context of Human Dev II or Social/Global Awareness Course as Identified** | 3 |
| <i>Human Traditions</i> | |
| LIL 210 -Human Traditions | 3 |
| LIL 212 - Human Traditions | 3 |
| Third Year Theme: Critical Thinking | |
| <i>Advanced Humanities</i> | |
| As Identified** | 3 |
| Case Study in Critical Thinking Included in courses in Major | |
| Fourth Year Theme: Citizenship | |
| <i>Humanities Infusion or Advanced Humanities</i> | |
| As Identified** | 3 |
| <i>Citizenship</i> | |
| CIT 400 - Citizenship Seminar 1 | 1 |
| Once Across the Four Years | |
| <i>Creative Arts Experience</i> | |
| As Identified** | 3 |
| Total Credits | 42-43 |

*Notes: *Learning Communities: Departments of Biological Sciences and Environmental Studies Majors take BIO 100 and ENV 100, others take BIO 104 and ENV 104. **Students select from identified offerings which vary each year. ***Quantitative Reasoning, Statistics, Precalculus or higher level math course.*

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Department of Biological Sciences

[Department Website](#)

College of Arts and Sciences

| | |
|---|---------------------|
| Brown, Anne Christine (Chair) Ph.D., University of Oregon-Biology; B.A., Bowdoin College-Biology. | Associate Professor |
| Daly, Frank J. Ph.D., Boston University-Anatomy and Neurobiology; B.S., Stonehill College-Biology. | Assistant Professor |
| Eakin, Richard Ph.D., University of Maine, Orono-Zoology; M.S., University of Maine, Orono-Zoology; B.S., Westminster College. | Professor |
| Einsiedler, Linda M.S., Boston University; B.S., University of New Hampshire. | Assistant Professor |
| Fox, Jeri Ph.D., University of Washington-Fisheries Biology; M.S., University of Houston-Marine/Developmental Biology; B.A., University of Tennessee-Biology. | Assistant Professor |
| Frederich, Markus Ph.D.-Alfred-Wegener Institute for Polar and Marine Research-Germany; M.S.-Technical University of Darmstadt-Germany. | Assistant Professor |
| Ganter, Geoffrey Ph.D., Boston College-Biology; B.S., Atlantic Union College-Biology. | Assistant Professor |
| Hunt, James Christopher Ph.D., University of California Los Angeles - Biology; B.S., University of Rochester - Biology-Geology. | Assistant Professor |
| Lussier, Jennifer B.S., Stonehill College-Biology. | Lab Instructor |
| McDonough, Debra Ph.D., University of Colorado-Molecular, Cellular and Developmental Biology; Massachusetts State Teacher Certification, Wellesley College-Education; B.S., Massachusetts Institute of Technology-Biology. | Assistant Professor |
| Ono, Kathryn Ph.D., University of California-Davis-Zoology; M.A., University of California-Davis-Zoology; B.A., University of California, Santa Cruz-Biology. | Associate Professor |
| Samuel, Gilbert Ph.D., University of New Hampshire-Parasitology; M.S., University of Madras-Zoology; B.A., University of Madras-Zoology. | Professor Emeritus |

| | |
|---|---------------------|
| Sandmire, David M.D., University of Wisconsin Medical School; M.A., University of Wisconsin-History of Science and Medicine; B.S., University of Wisconsin-Biochemistry. | Associate Professor |
| West, Mary Lindsey M.S., S.U.N.Y. College of Environmental Science and Forestry; B.A. Wells College-Environmental Biology | Lab Instructor |
| Weston, Rema M.S.-Environmental Studies-California State University; B.S.-Biology/Psychology-University of Maine | Lab Coordinator |
| Zeeman, Stephan Ph.D., University of South Carolina-Marine Science; M.S., University of Wisconsin-Botany; B.A., University of California at Santa Barbara-Environmental Biology. | Professor |
| Zogg, Greg Ph.D., University of Michigan-Forest Ecology; M.S., University of Michigan-Forest Ecology; B.S., University of Michigan-Natural Resources. | Assistant Professor |

Department of Biological Sciences

Biology is an exploration of the living world that underscores and explains the unity and diversity of life. But it is also a truly human endeavor in that it affects us all in many ways. Because we live at this time in human history - at the beginning of what many believe to be a biological age - students must understand the subject well enough to apply biological concepts and skills to the wide array of problems and choices they will inevitably face. The Department of Biological Sciences' program is not only designed to provide an excellent foundation in the field of biology and prepare students for careers and further study, but also to emphasize biology's relevance to their lives.

The department offers bachelor of science degrees in aquaculture and aquarium science, biological sciences, marine biology and medical biology. In addition, it also provides a prescribed course of study designed to prepare students for admission to programs in allopathic or osteopathic medicine, physician's assistant, dentistry, physical therapy and occupational therapy. An interdisciplinary major in psychobiology is offered through this department and the Department of Psychology.



Students who major in biological science programs become familiar with all levels of biological organization from molecules to ecosystems, and gain practical experience in both laboratory and field studies. Small classes enable the faculty to adopt an approach to learning that stresses how different subjects are related to each other, facilitates critical thinking, and encourages a collaborative approach to learning between students and faculty. Professors want students to experience the excitement and to see the applications of biology as well as appreciate science as a way of knowing about the world around them.

In addition, all programs stress the importance of field opportunities, research experience and experiential learning. The marine-based programs benefit from the University's new Marine Science Education and Research Center, in addition to its ideal coastal setting with the ocean, estuary, freshwater marshes and ponds, major river drainage basins and large lakes just minutes from campus. The department's medically-related programs benefit from interaction with the College of Osteopathic Medicine as well as UNE's graduate programs in physical therapy, occupational therapy and physician assistant.

Students are encouraged to enroll in a variety of internship opportunities including research and at-sea experiences through our affiliate, the Bigelow Laboratories for Ocean Sciences. Students

will fulfill requirements for biological science majors by taking courses listed under headings for that specific major. There are also a variety of courses recommended for selection as electives in each degree program. This is to ensure that students, regardless of their major, receive a balanced exposure to major topics in modern biology as they progress through their major field of study. A minimum grade of C- must be achieved in all science and mathematics courses used toward graduation in any of the programs in the Department of Biological Sciences. A 2.00 cumulative average in sciences is a requirement for graduation in any of the programs in the Department of Biological Sciences

Transfer Credits for Biology

Students who have received posted transfer credit in biology at the University of New England are eligible for any equivalent - or higher - level CAS biology course, provided the course prerequisites have been met and a period of no more than eight years has passed since their enrollment in the transfer course(s).

Learning Communities

Department of Biological Sciences Majors - All First-Year Students

Entering first-year students majoring in the Department of Biological Sciences participate in a "learning community" focused on the fundamental themes of biology and environmental science: change, constancy, and interdependence in one semester. The learning community reflects an interdisciplinary approach to education. This integrative approach enables students to more clearly understand the relationships between biology and environmental issues in a way that improves their communication and critical thinking skills. A variety of experiential learning activities are planned. Students will have the opportunity to work with instructors in determining some course content and methods of instruction.

| Required Courses Credits | Credits |
|---|---------|
| BIO 100/101 - Biology I and II | 8 |
| ENV 100A - Introduction to Environmental Issues | 3 |

Honors Program

The Life Sciences Honors Program, jointly offered by the Departments of Biological Sciences and Environmental Studies, gives select students the opportunity to do independent study and research in their major, ultimately leading to graduation "with honors." Students with exemplary academic performance during their first year are invited to enroll in a series of honors seminars during their 2nd and 3rd years designed to: introduce students to the research process; help them identify their research interests and potential faculty mentors to supervise their work; and aid in the development of a thesis proposal. Students who have had their thesis proposal approved by the faculty Honors Committee in the spring semester of their third year conduct their research projects under the guidance of their faculty mentor. The culmination of the student's honors research is a written thesis and oral presentation. Bachelor's degree "with honors" is awarded upon approval of the written thesis and presentation by the Honors Examining Committee.

| Required Courses Credits | Credits |
|---------------------------|----------|
| LSC 475 - Honors Research | Variable |

Environmental Learning Community for First-Year non-DBS and non-DES Students

All first-year non-DBS and non-DES students at UNE participate in a semester-long "learning community," which includes General Biology and Introduction to Environmental Issues. The goal of the learning community is to foster environmental awareness. Interdisciplinary, active learning, and community building are important components of the experience. Offered in the fall and spring semesters, all courses will explore the themes of evolution and ecology, energy and the laws of thermodynamics, and issues in science, technology and society.

| Required Courses Credits | Credits |
|---------------------------|---------|
| BIO 104 - General Biology | 4 |

Topic Requirements[Course Descriptions](#)

In each major in biological sciences there are topic area requirements. The following list indicates those courses that can fulfill the various topic area requirements for the different majors.

Ecology

- BIO 326 - Microbial Ecology (Gen, Mar, Med)
- BIO 333 - Evolution (Gen, Med)
- BIO 335 - Animal / Behavioral Ecology (Gen, Mar, Med)
- BIO 350 - Ecology (Gen, Mar, Med)
- BIO 360 - Oceanography (Gen, Med)
- BIO 381 - Limnology (Gen, Mar, Med)

Organismal Biology

- BIO 204 - Parasitology (Gen, Mar, Med)
- BIO 208/9 - Introductory Anatomy and Physiology (Gen)
- BIO 220 - Invertebrate Zoology (Gen, Mar, Med)
- BIO 221 - Principles of Aquaculture (Gen, Med)
- BIO 222 - Techniques of Fin/Shellfish Culture (Gen, Med)
- BIO 223 - Health, Nutrition and Feeding Cultured Organisms (Gen, Med)
- BIO 226 - Microbiology (Gen, Mar, Med)
- BIO 245/345 - Human Anatomy, Physiology, Pathophysiology (Gen, Med)
- BIO 250 - Marine Biology (Gen, Med)
- BIO 251 - Plants of New England (Gen, Med)
- BIO 252 - Natural History of Marine Mammals (Gen, Med)
- BIO 302 - Gross Anatomy (Gen, Med)
- BIO 310 - Phycology (Gen, Mar, Med)
- BIO 319 - Ornithology (Gen, Mar, Med)
- BIO 323 - Principles of Aquarium Science (Gen, Med)
- BIO 330 - Comparative Vertebrate Anatomy (Gen, Mar, Med)
- BIO 331 - Biology of Fishes (Gen, Mar, Med)
- BIO 355 - Biology of Marine Mammals (Gen, Mar, Med)
- BIO 401 - Spec Topics: Marine Biology (Gen, Mar, Med)

Physiology* (Cellular Biology)

- BIO 203 - Histology (Gen, Med)
- BIO 208/9 - Introductory Anatomy and Physiology (Gen)
- BIO 215 - Microtechniques (Gen, Med)
- BIO 245/345 - Human Anatomy, Physiology, Pathophysiology (Gen, Mar, Med)
- BIO 309 - Pathophysiology (Gen)
- BIO 322- Comparative Animal Physiology (Gen, Mar, Med)
- BIO 340 - Embryology (Gen, Med)
- BIO 365 - Immunology (Gen, Med)
- BIO 370 - Cell/Molecular Biology (Gen)
- BIO 402 - Adv Topics: Cardiovascular System (Gen, Med)
- BIO 404 - Neuroscience (Gen, Med)
- BIO 430 - Adv Topics: Molecular Biology (Gen, Med)

Note:

BIO 290 or 400-level topics courses may fulfill requirement depending on subject matter

Gen - Fulfills general biology requirement (ecology, physiology (cellular) or organismal) - includes psychobiology

Mar - Fulfills marine biology requirement (ecology, physiology (cellular) or organismal) - includes aquaculture

Med - Fulfills medical biology requirement (BIO200+ or BIO400+) - includes pre-PA and biochemistry double major

200- and 400-level course requirements are not met by internship or research

Majors and Minors:

Bachelor of Science in Aquaculture and Aquarium Sciences

Bachelor of Science in Medical Biology- Pre-Physician Assistant Track

Bachelor of Science in Biological Sciences

Bachelor of Science in Psychobiology

Bachelor of Science in Marine Biology

Minors in Biological Sciences

Bachelor of Science in Medical Biology- Health Sciences Track

Internship at Bigelow Lab for Ocean Sciences

Bachelor of Science in Medical Biology- Medical Sciences Track

Pre-Health Professions Advisory Committee

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Department of Biological Sciences

[Department Website](#)

Aquaculture and Aquarium Sciences

This major provides students the opportunity to develop analytical skills in biology and business, and technical skills in the culture and maintenance of marine and freshwater organisms. Students who successfully complete the program should satisfy employment needs in the fields of marine and freshwater aquaculture and in the educational, maintenance and design needs of local, regional and national aquarium museums and businesses. Students who choose to go into graduate programs in these fields should be prepared to do so after maintaining an appropriate GPA in this program.



[Course Descriptions](#)

| Program/Degree Area | Credits |
|--|----------------|
| University Core Requirements | 42-43 |
| Required Program Courses | 41 |
| <i>Biology</i> | |
| BIO 100-Biology I | 4 |
| BIO 101-Biology II | 4 |
| BIO 200-Genetics | 5 |
| BIO 204-Parasitology | 4 |
| BIO 221-Principles of Aquaculture | 3 |
| BIO 222-Techniques in Finfish and Shellfish Culture | 4 |
| BIO 223-Health, Nutrition and Feeding of Cultured Organisms | 4 |
| BIO 225-Gulf of Maine Seminar | 1 |
| BIO 226-Microbiology | 4 |
| BIO 250-Marine Biology | 4 |
| BIO 323-Principles of Aquarium Operations and Science | 4 |
| Topic Areas (to be selected in consultation with advisor) | 14 |
| Physiology Topic Area | 4 |
| Ecology Topic Area | 4 |
| BIO 495-Internship | 6 |
| Required Core Courses | 3 |
| ENV 100A-Intro to Environmental Issues | 3 |
| Required Science and Mathematics Courses | 11 |
| CHE 110-Chemistry I | 4 |
| CHE 111-Chemistry II | 4 |
| MAT 150- Statistics for Life Sciences | 3 |

| | |
|--|------------|
| Required College of Arts and Sciences Courses | 12 |
| MGT 508-Mgmt and Business Principles | 3 |
| MGT 509-Mgmt and Business Application | 3 |
| ITM 100-Introduction to Microcomputer Software | 3 |
| EDU 200-Designs for Effective Learning | 3 |
| Elective Credit Sufficient for Minimum Total | 120 |

Majors and Minors:

| | |
|---|---|
| Bachelor of Science in Aquaculture and Aquarium Sciences | Bachelor of Science in Medical Biology- Pre-Physician Assistant Track |
| Bachelor of Science in Biological Sciences | Bachelor of Science in Psychobiology |
| Bachelor of Science in Marine Biology | Minors in Biological Sciences |
| Bachelor of Science in Medical Biology-Health Sciences Track | Internship at Bigelow Lab for Ocean Sciences |
| Bachelor of Science in Medical Biology-Medical Sciences Track | Pre-Health Professions Advisory Committee |

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Department of Biological Sciences

[Department Website](#)

Biological Sciences

This major provides a broad background for students interested in biology. The program is flexible, thereby permitting the student latitude in the area of emphasis. A goal of the major is to provide students with the necessary background for entry-level career positions and graduate study. The major is particularly suited to students interested in the overall field of biology but not wishing to specialize in one of the other majors.

[Course Descriptions](#)

| Program/Degree Area | Credits |
|---|----------------|
| University Core Requirements | 42-43 |
| Required Program Courses | 31-32 |
| <i>Biology</i> | |
| BIO 100-Biology I | 4 |
| BIO 101-Biology II | 4 |
| BIO 200-Genetics | 5 |
| <i>Environmental</i> | |
| ENV 100A - Intro to Environmental Issues | 3 |
| BIO 400 - or higher level elective (not satisfied by Internship/Research) | 3-4 |
| <i>Topic Areas*</i> | |
| Physiology topic area | 4 |
| Ecology topic area | 4 |
| Organismal topic area | 4 |
| <i>*Specific topic area courses selected in consultation with academic advisor.</i> | |
| Required Science and Mathematics Courses: | 32 |
| <i>Chemistry</i> | |
| CHE 110 - General Chemistry I | 4 |
| CHE 111 - General Chemistry II | 4 |
| CHE 210 - Organic Chemistry I | 5 |
| CHE 211 - Organic Chemistry II or CHE 310 - Introductory Biochemistry | 5 |
| <i>Mathematics</i> | |
| MAT 150-Statistics for Life Sciences | 3 |
| MAT 180 - Precalculus | 3 |
| <i>Physics</i> | |
| PHY 200 - Physics I | 4 |

PHY 201 - Physics II

4

Elective Courses

Elective Credit Sufficient for Minimum Total**120****Majors and Minors:**Bachelor of Science in Aquaculture and
Aquarium SciencesBachelor of Science in Medical Biology- Pre-
Physician Assistant TrackBachelor of Science in Biological
Sciences

Bachelor of Science in Psychobiology

Bachelor of Science in Marine Biology

Minors in Biological Sciences

Bachelor of Science in Medical Biology-
Health Sciences Track

Internship at Bigelow Lab for Ocean Sciences

Bachelor of Science in Medical Biology-
Medical Sciences Track

Pre-Health Professions Advisory Committee

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Department of Biological Sciences

Marine Biology

[Department Website](#)

The marine biology major is designed to provide students with a solid science foundation upon which to build their marine specialty courses. Since the University is located on the Atlantic coast at the mouth of the Saco River, there are numerous marine, estuarine, and fresh water habitats to study. The program is flexible in that students are encouraged to explore all facets of marine biology through courses and internships emphasizing "hands-on" experiences. An additional goal of the major is to provide students with an adequate background for entry level career positions and for graduate study in marine science programs.



[Course Descriptions](#)

| Program/Degree Area | Credits |
|---|----------------|
| University Core Requirements | 42-43 |
| Required Program Courses | 37 |
| <i>Biology</i> | |
| BIO 100 - Biology I | 4 |
| BIO 101 - Biology II | 4 |
| BIO 200 - Genetics | 5 |
| BIO 225 - Gulf of Maine Seminar | 1 |
| BIO 250 - Marine Biology | 4 |
| BIO 360 - Oceanography | 4 |
| <i>Topic Areas* (to be selected in consultation with advisor)</i> | |
| Physiology topic area | 4 |
| Ecology topic area | 4 |
| Organismal topic area | 4 |
| <i>Environmental</i> | |
| ENV 100A - Intro to Environmental Issues | 3 |
| Required Science and Mathematics Courses | 33 |
| Chemistry | |
| CHE 110 - General Chemistry I | 4 |
| CHE 111 - General Chemistry II | 4 |
| CHE 210 - Organic Chemistry I | 5 |

CHE 211 - Organic Chemistry II or CHE 310 - Introductory Biochemistry 5

Mathematics

MAT 150 - Statistics for Life Sciences 3

MAT 190 - Calculus I 4

Physics

PHY 200 - Physics I 4

PHY 201 - Physics II 4

Elective Courses

Elective Credit Sufficient for Minimum Total 120

Majors and Minors:

| | |
|--|---|
| Bachelor of Science in Aquaculture and Aquarium Sciences | Bachelor of Science in Medical Biology- Pre-Physician Assistant Track |
| Bachelor of Science in Biological Sciences | Bachelor of Science in Psychobiology |
| Bachelor of Science in Marine Biology | Minors in Biological Sciences |
| Bachelor of Science in Medical Biology- Health Sciences Track | Internship at Bigelow Lab for Ocean Sciences |
| Bachelor of Science in Medical Biology- Medical Sciences Track | Pre-Health Professions Advisory Committee |

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Department of Biological Sciences

[Department Website](#)

Medical Biology - Health Sciences Track

The medical biology major is designed to provide a strong foundation in the biological sciences for students who ultimately pursue careers in human medicine, dentistry, other health professions (e.g. physical therapy), biomedical research, or the biotechnology industry. Students in the medical biology major can choose one of three possible tracks: (1) medical sciences track, (2) health sciences track, and (3) pre-physician assistant track.

The health sciences track is ideal for students whose ultimate goal is to apply to stand-alone graduate-level programs in physical therapy, occupational therapy, and related health professional programs. It provides students with a solid foundation in the biological sciences that are pre-requisites for entry into graduate programs. Additionally students in this track are required to complete off-campus internships for college credit (e.g. in hospital, clinical, or laboratory setting).

[Course Descriptions](#)

| Program/Degree Area | Credits |
|---|----------------|
| University Core Requirements | 42-43 |
| Required Program Courses | 33-35 |
| <i>Biology</i> | |
| BIO 100-Biology I | 4 |
| BIO 101-Biology II | 4 |
| BIO 245-Gen Prin of Human Anat, Phys, and Patho I | 4 |
| BIO 345-Gen Prin of Human Anat, Phys, and Patho I | 5 |
| BIO 404-Neuroscience | 4 |
| BIO 200 or higher elective (not satisfied by Internship/Research) | 3-4 |
| BIO 400 or higher elective (not satisfied by Internship/Research) | 3-4 |
| <i>Biological Sciences Internship</i> | |
| BIO 495-Biological Sciences Internship | 3 |
| <i>Environmental</i> | |
| ENV 100A - Intro to Environmental Issues | 3 |
| Required College of Arts and Sciences Courses | 28 |
| <i>Chemistry</i> | |
| CHE 110 - General Chemistry I | 4 |
| CHE 111 - General Chemistry II | 4 |
| <i>Mathematics</i> | |
| MAT 150-Statistics for Life Sciences | 3 |
| MAT 180 - Precalculus | 3 |

Physics

| | |
|----------------------|---|
| PHY 200 - Physics I | 4 |
| PHY 201 - Physics II | 4 |

Social Sciences

| | |
|------------------------------------|---|
| PSY 105-Introduction to Psychology | 3 |
| PSY 205-Abnormal Psychology | 3 |

Elective Credit Sufficient for Minimum Total **120**

Highly Recommended Courses

| | |
|-------------------------------------|---|
| CHE 210 - Organic Chemistry I | 5 |
| CHE 310 - Introductory Biochemistry | 5 |

Majors and Minors:

| | |
|--|---|
| Bachelor of Science in Aquaculture and Aquarium Sciences | Bachelor of Science in Medical Biology- Pre-Physician Assistant Track |
| Bachelor of Science in Biological Sciences | Bachelor of Science in Psychobiology |
| Bachelor of Science in Marine Biology | Minors in Biological Sciences |
| Bachelor of Science in Medical Biology- Health Sciences Track | Internship at Bigelow Lab for Ocean Sciences |
| Bachelor of Science in Medical Biology- Medical Sciences Track | Pre-Health Professions Advisory Committee |

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Department of Biological Sciences

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Medical Biology - Medical Sciences Track

The medical biology major is designed to provide a strong foundation in the biological sciences for students who ultimately pursue careers in human medicine, dentistry, other health professions (e.g. physical therapy), biomedical research, or the biotechnology industry. Students in the medical biology major can choose one of three possible tracks: (1) medical sciences track, (2) health sciences track, and (3) pre-physician assistant track.

- Pre-medical students
- Pre-dental students
- Pre-veterinary students
- Students who will eventually enter graduate school in the biological sciences
- Students who will eventually enter the biotechnology industry

The medical sciences track provides students with a solid foundation in the biological sciences at the molecular, cellular, tissue, organ, and organismal levels. In addition to the comprehensive introduction to general biology, the courses offered in this track introduce the student to the fields of physiology, biochemistry, cellular biology, and genetics. This track also includes those courses that are pre-requisite courses for entrance into medical and dental schools, such as two-semester general chemistry, two-semester organic chemistry, and two-semester physics. The many laboratory-based courses in this track allow students to become familiar with the most up-to-date laboratory techniques used for biological research, an advantage for students who wish to enter graduate schools in the biomedical sciences or to work in the biotechnology industry. Finally, students in this track have the opportunity to complete off-campus internships for college credit (e.g. in hospital, clinical, or laboratory setting).

[Course Descriptions](#)

| Program/Degree Area | Credits |
|---|----------------|
| University Core Requirements | 42-43 |
| Required Program Courses | 34-36 |
| <i>Biology</i> | |
| BIO 100-Biology I | 4 |
| BIO 101-Biology II | 4 |
| BIO 200-Genetics | 5 |
| BIO 245-Gen Prin of Human Anat, Phys, and Patho I | 4 |
| BIO 345-Gen Prin of Human Anat, Phys, and Patho I | 5 |
| BIO 370-Cell Biology | 3 |
| BIO 200 or higher elective (not satisfied by Internship/Research) | 3-4 |
| BIO 400 or higher elective (not satisfied by Internship/Research) | 3-4 |
| <i>Environmental</i> | |
| ENV 100A - Intro to Environmental Issues | 3 |
| Required Science and Mathematics Courses: | 37 |

Chemistry

| | |
|-----------------------------------|---|
| CHE 110 - General Chemistry I | 4 |
| CHE 111 - General Chemistry II | 4 |
| CHE 210 - Organic Chemistry I | 5 |
| CHE 211 - Organic Chemistry II | 5 |
| CHE 310-Introductory Biochemistry | 5 |

Mathematics

| | |
|--------------------------------------|---|
| MAT 150-Statistics for Life Sciences | 3 |
| MAT 180 - Precalculus | 3 |

Physics

| | |
|----------------------|---|
| PHY 200 - Physics I | 4 |
| PHY 201 - Physics II | 4 |
| Elective Courses | |

Elective Credit Sufficient for Minimum Total**120**

For those students interested in attending the [University of New England's College of Osteopathic Medicine](#) (UNECOM), an accelerated version of this track offers the opportunity to complete this major upon successful completion of three years of undergraduate work and the first year of medical school.

3-4 Option of the Medical Biology- Medical Sciences Track

Qualified CAS undergraduate students who wish to become a doctor of osteopathy (D.O), may apply for early admission to the College of Osteopathic Medicine at the University of New England following their third year. This "3-4 Program" allows mature, qualified CAS students to complete an undergraduate degree and doctor of osteopathy degree in seven years. The program is for students admitted to CAS in the medical sciences track in the medical biology major.

Recommended policy and procedures for this program follow:

- Complete admission requirements of the College of Osteopathic Medicine of the University of New England (see the COM Catalog medical college admission requirements.)
- Complete CAS graduation requirements for both the medical sciences track in the medical biology major and the CAS core curriculum.
- Successful completion of the first year of COM courses for which 30 hours of credit will be awarded towards meeting the undergraduate degree.
- Seventy-five percent or 90 credit hours of the total required credit hours for a baccalaureate degree must be completed prior to matriculation in COM.
- To qualify for the 3-4 Program, students must satisfy a two-year residency, which requires that at least two thirds (60 credit hours) of the undergraduate requirements, be taken while in CAS.
- Students entering the 3-4 Program should declare their intention by the end of the fall semester of their second year at the Registrar's Office and with their advisor.
- To remain in good standing, students in the 3-4 Program must maintain a UNE cumulative grade point average of 3.00 or better (on a scale of 4.00) for all subjects and a science GPA of 3.00 or better.
- Students should apply to COM at the end of the fall semester of their third year. They will undergo the regular admission process as indicated in the UNECOM catalog and be evaluated by the Admission Committee of COM. Students are strongly advised to seek regular advice, counseling, and support from the Pre-Health Professions Advisory Committee (PHPAC). Continuing support of 3-4 students by the PHPAC requires demonstration of academic strength, personal motivation, and sufficient maturity to indicate probable success in the Osteopathic Medical Program.
- 3-4 Program students who fulfill requirements as described are assured of receiving full consideration by the Admissions Committee for admission to COM.
- Students are encouraged to take the MCAT in April of their second year.
- During their first year at COM, 3-4 Program students will also be CAS students and are therefore encouraged to continue to seek counsel and guidance of PHPAC of CAS.

- First-year 3-4 COM students will submit a "Request for Degree" to the Registrar's Office during the first week of their second semester and will be awarded a baccalaureate degree upon satisfactory completion of the first year at COM.
- Students must fulfill all other CAS and COM requirements and business office obligations.

Majors and Minors:

Bachelor of Science in Aquaculture and Aquarium Sciences

Bachelor of Science in Medical Biology- Pre-Physician Assistant Track

Bachelor of Science in Biological Sciences

Bachelor of Science in Psychobiology

Bachelor of Science in Marine Biology

Minors in Biological Sciences

Bachelor of Science in Medical Biology- Health Sciences Track

Internship at Bigelow Lab for Ocean Sciences

Bachelor of Science in Medical Biology- Medical Sciences Track

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Department of Biological Sciences

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Medical Biology - Pre-Physician Assistant Track

The medical biology major is designed to provide a strong foundation in the biological sciences for students who ultimately pursue careers in human medicine, dentistry, other health professions (e.g. physical therapy), biomedical research, or the biotechnology industry. Students in the medical biology major can choose one of three possible tracks: (1) medical sciences track, (2) health sciences track, and (3) pre-physician assistant track.



The pre-physician assistant track is designed for students who wish to eventually enroll in a physician assistant program. This track provides students with a solid foundation in the biological sciences at the molecular, cellular, tissue, organ, and organismal levels. In addition to the comprehensive introduction to general biology, the courses offered in this track introduce the student to the fields of physiology, biochemistry, cellular biology, and genetics. This track includes those courses that are prerequisite courses for entrance into physician assistant schools. In addition, students in this track have the opportunity to complete off-campus internships for college credit (e.g. in the hospital, clinical, or laboratory setting).

Course Descriptions

| Program/Degree Area | Credits |
|---|--------------|
| University Core Requirements | 42-43 |
| Required Program Courses | 34-36 |
| <i>Biology</i> | |
| BIO 100-Biology I | 4 |
| BIO 101-Biology II | 4 |
| BIO 200 -Genetics | 5 |
| BIO 245-Gen Prin of Human Anat, Phys, and Patho I | 4 |
| BIO 345-Gen Prin of Human Anat, Phys, and Patho I | 5 |
| BIO 370-Cell Biology | 3 |
| BIO 200 or higher elective (not satisfied by Internship/Research) | 3-4 |
| BIO 400 or higher elective (not satisfied by Internship/Research) | 3-4 |
| <i>Environmental</i> | |
| ENV 100A - Intro to Environmental Issues | 3 |
| Required College of Arts and Sciences Courses | 32 |
| <i>Chemistry</i> | |
| CHE 110 - General Chemistry I | 4 |
| CHE 111 - General Chemistry II | 4 |

| | |
|--------------------------------------|---|
| CHE 210-Organic Chemistry I | 5 |
| CHE 310-Introductory Biochemistry | 5 |
| <i>Mathematics</i> | |
| MAT 150-Statistics for Life Sciences | 3 |
| MAT 180 - Precalculus | 3 |
| <i>Physics</i> | |
| PHY 200 - Physics I | 4 |
| PHY 201 - Physics II | 4 |

Elective Courses

Elective Credit Sufficient for Minimum Total 120

An accelerated version of this track offers selected students the opportunity to enroll in the University of New England's master's level Physician Assistant Program one year early (i.e. after their third undergraduate year).

3-2 Option of Medical Biology- Pre-Physician Assistant Track

This five-year educational track is designed to combine a medical biology-pre-physician assistant track baccalaureate degree, master of science degree, and physician assistant certificate. The program has two components.

The undergraduate baccalaureate phase of this program includes: general biology (8 credits), general chemistry (8 credits), organic chemistry (5 credits), genetics (4 credits), biochemistry (5 credits), anatomy/physiology/pathophysiology (9 credits), cell biology (3 credits), physics (8 credits), pre-calculus (3 credits), statistics (3 credits), and other science and core curriculum courses.

Pre-PA students are expected to earn and maintain a current Certificate in Basic Life Support. During the first three years of study students must obtain at least 250 hours of direct patient experience (through paid or volunteer work) in a health/human services setting.

In the second phase students will begin their application for admission into the Master of Science - Physician Assistant Program. Candidates must submit an application to the MSPA program by December 1st of their third year. Students are guaranteed an interview if they meet all prerequisite requirements, and a select number of seats are set aside for 3+2 candidates. An interview does not guarantee admission into the MSPA program. A completed application consists of the following:

1. Completed Physician Assistant Program application form including a personal statement which describes:
 - a. Your understanding of the role of the physician assistant and the key issues in your life which have influenced your decision to become a PA.
 - b. Your perception of the major health care issues facing our society today and how, as a PA, you intend to contribute to their resolution.
 - c. How these contributions relate to the UNE Physician Assistant Program's mission.
2. A completed academic self-report form.
3. Student copies of applicant's transcript(s) indicating completion of undergraduate and/or graduate degree(s) from accredited colleges or universities (if applicable), or satisfactory completion of at least 90 credits which include the necessary prerequisite course work.
4. Three letters of reference on University of New England Physician Assistant Program reference forms submitted by the evaluator to the Graduate Admissions Office.
5. Official transcript(s) must be sent directly from issuing institution(s) to UNE's Graduate Admissions Office.
6. Official GRE results which must be sent directly from the testing service to UNE's Graduate Admissions Office.

Students must have maintained a GPA of 3.30 in all natural science courses and an overall GPA of 3.00. The natural science GPA for students who transfer into the accelerated pre-physician

assistant 3-2 track is calculated by all courses taken both at UNE and other institutions. This is inclusive of course work that does not transfer into UNE. The overall GPA is based solely on courses taken at UNE. Transfer students enrolling in the accelerated pre-physician assistant 3-2 track must be in residence as a full-time matriculated student for four semesters at UNE.

Enrollment in the accelerated pre-physician assistant 3-2 track does not guarantee admission into the Master of Science - Physician Assistant Program. In the event a student does not proceed into the master's level program, it is the student's responsibility to plan for timely completion of the medical biology-pre-physician assistant track baccalaureate program.

Students from the accelerated pre-physician assistant 3-2 track who are admitted into the Master of Science - Physician Assistant Program will receive a bachelor's degree upon successful completion of the first-year of graduate PA studies. After successful completion of the second year of the graduate PA curriculum, a Physician Assistant Certificate, and a master of science - physician assistant degree will be awarded.

Students should consult their academic advisor for additional information regarding this program.

Majors and Minors:

Bachelor of Science in Aquaculture and Aquarium Sciences

Bachelor of Science in Medical Biology- Pre-Physician Assistant Track

Bachelor of Science in Biological Sciences

Bachelor of Science in Psychobiology

Bachelor of Science in Marine Biology

Minors in Biological Sciences

Bachelor of Science in Medical Biology-Health Sciences Track

Internship at Bigelow Lab for Ocean Sciences

Bachelor of Science in Medical Biology-Medical Sciences Track

Pre-Health Professions Advisory Committee

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Department of Biological Sciences

[Department Website](#)

Minors in Biological Sciences

Students wishing to obtain any minor in the biological sciences must have faculty advisor and Department of Biological Sciences approval. Required declaration forms are available in the Registrar's Office.

Animal Studies Minor

Students may obtain a minor in animal studies by completing the following courses for a total of 20-24 credits: BIO 100 and BIO 101 OR BIO 104 (4-8 cr.); 2 classes from comparative animal physiology, animal behavior/behavioral ecology, or ecology (8 cr.); 2 classes from organismal topics (excluding phycology) (8 cr.).

Marine biology majors may not take a minor in animal studies without approval of the department and will need to take classes in the organismal topic area that do not already count toward their marine biology major.

Aquaculture and Aquarium Science Minor

Students may obtain a minor in aquaculture and aquarium science by completing the following courses: BIO 100 and BIO 101 or BIO 104 (4-8 cr.), BIO 221 Principles of Aquaculture (3 cr.), BIO 222 Techniques in Finfish and Shellfish Culture (4 cr.), BIO 223 Health, Nutrition, and Feeding of Cultured Organisms (4 cr.), BIO 323 Principles of Aquarium Operations and Science (4 cr.) for a total of 19-23 credits.

Biology Minor

The Department of Biological Sciences offers a minor in biology for students interested in having their record show a significant level of accomplishment in the important foundation areas of the field. The minor is intended for students with a strong interest in biology but are enrolled in major programs offered by different departments within the University. The requirements for the minor in biology consist of six one-semester courses in biology. Courses in other departments may be substituted with departmental approval.

Marine Biology Minor

Students may obtain a minor in marine biology by completing the following courses for a total of 20-24 credits: BIO 100 and BIO 101 OR BIO 104 (4-8 cr.); Marine Biology (4 cr.); ecology topic (4 cr.); organismal topic (2 classes - 8 cr.)

Resources

Pre-Health Professions Advisory Committee

The Pre-Health Professions Advisory Committee consists of faculty members of the Department of Biological Sciences. The major function of this committee is to offer information and advice to students interested in applying to health professional schools (e.g., medical schools, dental schools, physician assistant programs). In addition, this committee drafts letters of evaluation for

students applying to these programs. Interested students should contact their advisors to receive information regarding the protocol for obtaining a PHPAC letter of evaluation.

Internship at Bigelow Laboratory for Ocean Sciences

Students who work at the Bigelow Laboratory for Ocean Sciences (a UNE-affiliated oceanographic lab in West Boothbay Harbor, Maine) for a semester or summer can receive one credit for every 40 contact hours. Three-credit internships are preferred but not mandatory. Activities range from laboratory research to field programs aboard oceanographic research vessels. Students submit a "Learning Agreement" for the approval of the Department of Biological Sciences chair. Approval also must be granted from the Bigelow Laboratory educational coordinator in order to match each intern with the appropriate Bigelow Laboratory scientist. Grades are determined by a sponsoring faculty member and are based on the student's project.

Majors and Minors:

| | |
|--|---|
| Bachelor of Science in Aquaculture and Aquarium Sciences | Bachelor of Science in Medical Biology- Pre-Physician Assistant Track |
| Bachelor of Science in Biological Sciences | Bachelor of Science in Psychobiology |
| Bachelor of Science in Marine Biology | Minors in Biological Sciences |
| Bachelor of Science in Medical Biology- Health Sciences Track | Internship at Bigelow Lab for Ocean Sciences |
| Bachelor of Science in Medical Biology- Medical Sciences Track | Pre-Health Professions Advisory Committee |

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Department of Biological Sciences

[Department Website](#)

Psychobiology

This interdisciplinary major is offered jointly by the Department of Biological Sciences and by the Department of Psychology. This major is designed for students who wish to work in the field of animal behavior and whose career goals might include work in zoos and animal parks (marine and terrestrial). Students who choose to go into graduate programs in this field should be prepared to do so after maintaining an appropriate GPA.

Psychobiology Curriculum

[Course Descriptions](#)

See program details as outlined in the listings of the [Department of Psychology](#).

Majors and Minors:

Bachelor of Science in Aquaculture and
Aquarium Sciences

Bachelor of Science in Medical Biology- Pre-
Physician Assistant Track

Bachelor of Science in Biological
Sciences

Bachelor of Science in Psychobiology

Bachelor of Science in Marine Biology

Minors in Biological Sciences

Bachelor of Science in Medical Biology-
Health Sciences Track

Internship at Bigelow Lab for Ocean Sciences

Bachelor of Science in Medical Biology-
Medical Sciences Track

Pre-Health Professions Advisory Committee

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Department of Business Administration

[Department Website](#)

College of Arts and Sciences

| | |
|--|---------------------|
| Hatch, Philip (Acting Chair) M.B.A., University of Southern Maine; B.S., University of Southern Maine-Accounting | Assistant Professor |
| Habraken, Joseph W. M.A., The American University; B.A., B.S. Kent State University; Microsoft Certified Professional; Cisco Certified Network Associate. | Assistant Professor |
| Leach, Thomas M.B.A., Eastern Michigan University; B.A., Michigan State University-Business Administration | Associate Professor |
| Maloney, W. Stanton M.B.A., Northeastern University; B.S., Fordham University-Economics. | Professor Emeritus |
| Miree, Lucia F. Ph.D., Florida State University-Organizational Communication and Behavior; M.P.H., Boston University-Health Services Management; M.S., Florida State University-Communication Research; B.A., Auburn University-Foreign Languages: Spanish, French. | Professor |

Program Goals

The Department of Business Administration is focused on preparing its students for gainful, enriching, and rewarding post-graduate employment opportunities, in a variety of business settings. Students will be prepared to perform in large or small, public, private, or non-profit organizations. Their undergraduate business education will also be sufficiently deep and broad to allow for the pursuit of post-graduate level studies, if they so desire.

Curriculum Goals

The bachelor of science degree in business administration is designed around the University's liberal arts core and provides students with a broad-based education, supplemented with professional-level studies in business and management. The business degree core curriculum is combined with related degree concentrations that reflect the demands of contemporary undergraduate students as they shape their individual business career goals.

The business degree core has been carefully developed to include courses that provide a broad theoretical understanding of the functional disciplines of business, including accounting, finance, management, marketing, and information technology. Degree concentrations provide the student with an opportunity to explore more deeply their choice of a specific functional discipline of business. Our assortment of degree

concentrations creates pathways to a wide array of professional career opportunities in areas such as retail management, banking and financial services, technology administration, sales, advertising and marketing.

Department of Business Administration faculty are committed to assisting students in synthesizing business theory and the practice of business. This is accomplished through the use of case study analysis, field trips to operating companies, guest lecturers, and experiential exercises. By using a variety of synthesizing techniques, course content attempts to challenge the student's analytical skills and further attempts to develop student abilities to deal with "real life" business issues and situations.



Student field trip to American Tool Company

The business core includes six credits achieved through two business project internships. These business project internships are typically completed during the fourth year of study. Students, through a faculty advising process, are linked to local operating businesses and are challenged to engage in business projects that are related to their degree concentration or their business interests. Project internships provide the students with valuable job search, business networking, and professional job experience prior to graduation.

Throughout the business degree curriculum, the ideals of social responsibility and stakeholder responsibility are weaved into business subject matter. Additionally, business students are encouraged to participate in University-sponsored activities that promote community involvement.

Students who receive the University's bachelor of science degree in business administration will be able to engage in critical business thinking, both qualitative and quantitative; promote ethical business behavior; show respect for the environment and the concerns of affected business stakeholders; and have a strong sense of social responsibility. They will have received the requisite skills to become highly employable in their respective concentrations of business study.

Faculty

Department of Business Administration faculty come from a variety of academic and business settings. Each is academically accomplished in the business management sciences, and all have gained significant levels of business experience performing in a number of different business settings, large and small, closely held, public, and non-profit.

The efforts of the department's full-time faculty are supplemented by qualified, and carefully selected adjunct faculty. Their selection is predicated on both academic achievements and business experience. They are selected to teach courses that fit well within their respective subject matter expertise, gained through their extensive work experience. Their contemporary views on how to apply current business theory in today's workplace provides a very valuable dimension to the student's undergraduate business education experience.

Bachelor of Science - Business Administration

[Course Descriptions](#)

| Program/Degree Area | Credits |
|--|--------------|
| University Core Requirements (Liberal Arts) | 42-43 |
| Includes ENG 110 English Composition | 4 |
| Includes MAT 120 Statistics | 3 |
| Department Core Requirements (Business) | 45 |
| ACC 201 - Financial Accounting | 3 |
| ACC 203 - Management Accounting | 3 |
| ECO 203 - Macroeconomics | 3 |
| ECO 204 - Microeconomics | 3 |

| | |
|---|---|
| ITM 100 - Introduction to Microcomputer Software | 3 |
| MAT 110 - Quantitative Reasoning | 3 |
| MKT 101 - Introduction to Marketing | 3 |
| MGT 101 - Introduction to Management | 3 |
| MGT 210 - Communication Dynamics in Organizations | 3 |
| MGT 315 - Financial Management | 3 |
| MGT 325 - Legal Environment of Business | 3 |
| MGT 360 - Leadership | 3 |
| MGT 402 - Personal Finance | 3 |
| MGT 495 - Internship in Business Administration | 6 |

Concentration **15**

(See list below for concentration options)

Elective Credits **18**

Elective Credit Sufficient for Minimum Total **120**

Concentrations Options

Management:

| | |
|--|---|
| MGT 301 - Organizational Behavior | 3 |
| MGT 302 - Human Resource Management | 3 |
| MGT 335 - International Business | 3 |
| MGT 401 - Administrative Policy and Strategy | 3 |
| MKT 405 - Sales Management | 3 |

Information Technology Management

| | |
|--|---|
| ITM 201 - Introduction to Information Technology | 3 |
| ITM 202 - Computer Networking Fundamentals | 3 |
| ITM 301 - Network Operating Systems | 3 |
| ITM 302 - Fundamentals of Web Design | 3 |
| ITM 303 - Fundamentals of Programming | 3 |

Finance

| | |
|--|---|
| ECO 370 - Money, Credit and Banking | 3 |
| MGT 370 - Risk Management | 3 |
| MGT 380 - Federal Income Taxation | 3 |
| MGT 321 - Investment Management | 3 |
| MGT 401 - Administrative Policy and Strategy | 3 |

Marketing

| | |
|---|---|
| MKT 315 - Integrated Marketing Communications (Advertising) | 3 |
| MKT 405 - Sales Management | 3 |
| MGT 335 - International Business | 3 |
| MGT 401 - Administrative Policy and Strategy | 3 |
| ITM 304 - E-Commerce | 3 |

Academic Requirements

Students must maintain a minimum cumulative grade point average (GPA) of 2.75 in all required courses. In addition to the minimum GPA, the grade of less than "C" is not acceptable in any course required for the degree.

The "Capstone Program"-Bachelor of Science in Business Administration

The "Capstone Program" is designed as a degree completion option that allows students to take

advantage of prior academic work by using it as a foundation for a bachelor's degree in business administration. The program allows working adults and other non-traditional students the opportunity to enroll in courses delivered as part of the traditional undergraduate degree program.

Students seeking a degree in business administration via the "Capstone Program" may request transfer of **up to 60 credits** from prior academic work, which has been completed at a regionally accredited two- or four-year college or university. Students may also earn **up to six credits** through the development of approved portfolios documenting experiential learning and approved professional training programs. Internship opportunities are available for "Capstone Program" students, or they may use faculty-approved project-oriented assignments at their current employer to fulfill the six-credit internship requirement.

Students enrolled in the Capstone Program earn the bachelor's degree through a combination of courses in business administration, the management concentration, the arts and sciences core curriculum, and electives. All courses in the concentration area must be taken at UNE.

Students enrolled via the "Capstone Program" are required to meet minimum grade requirements established by the Department of Business Administration. Additionally, a grade of "C-" or better, is required for transfer credit.

Minor

A student in another department may take a minor in business administration upon completion of the following coursework.

| | |
|---|-----------|
| Minor in Business Administration | 18 |
| ACC 201 - Financial Accounting | 3 |
| MKT 101 - Introduction to Marketing | 3 |
| MGT 101 - Introduction to Management | 3 |
| Business Electives | 9 |

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Department of Chemistry and Physics

[Department Website](#)

College of Arts and Sciences

| | |
|---|--------------------------------------|
| Mullin, Jerome (Chair) Ph.D., University of New Hampshire-Analytical Chemistry; B.S., LeMoyne College-Chemistry. | Professor |
| Bilotta, Paul M.S., University of Tennessee- Analytical Chemistry; B.S. Merrimack College – Chemistry. | Laboratory Instructor |
| Callahan, Dan M.S., Naval Post-Graduate School-Environmental Science and Meteorology; B.S., California State Polytech University-Chemistry. | (Laboratory Coordinator) Lecturer |
| Deveau, Amy Ph.D., University of Virginia-Chemistry; B.S., Stonehill College- Chemistry. | Assistant Professor |
| Nash, Clinton Scott Ph.D., M.S., The Ohio State University-Physical Chemistry; B.A., Ohio Wesleyan University-Chemistry. | Assistant Professor |
| Sweezy, Mark Ph.D., University of Vermont- Microbiology and Molecular Genetics; B.A., Western State College of Colorado- Biology. | Assistant Professor |
| Vesenka, James Ph.D., University of California, Davis-Physics; M.S., University of California, Davis-Physics; B.A., Clark University-Physics/Chemistry. | Associate Professor |

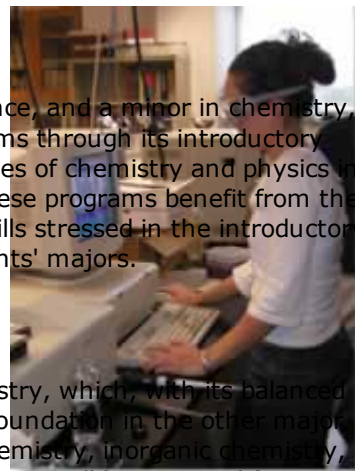
Department of Chemistry and Physics

Chemistry and physics are fundamental sciences that touch every aspect of our lives and the world around us. Chemistry is the study of matter: its chemical and physical properties, the chemical and physical changes it undergoes, and the energy changes that accompany those processes. Chemistry often is referred to as the central science; it rests upon the foundation of mathematics and physics and in turn is the essential basis for the life sciences such as biology and medicine. Chemistry is largely an experimental science, and has applications in such diverse areas of research as the development of new drugs, the search for solutions to problems of environmental pollution, and the derivation of alternative energy sources. Much cutting-edge research in biology and medicine is being carried out at the level of atoms and molecules, the particles of matter upon which the study of chemistry is based.

Physics, too, is the study of matter and energy, viewed from a different perspective. To understand living systems and the

universe in which we live requires an understanding of the chemical and physical principles that operate within them.

In addition to offering majors in biochemistry and laboratory science, and a minor in chemistry, the department fills a significant role for students in other programs through its introductory courses in chemistry and physics. Because of the fundamental roles of chemistry and physics in the biological, environmental, and health sciences, students in these programs benefit from the conceptual, quantitative, problem-solving, and communication skills stressed in the introductory courses, which form the foundation for later courses in the students' majors.



Biochemistry Major

The department offers the bachelor of science degree in biochemistry, which, with its balanced curriculum, assures that each student will achieve a substantial foundation in the other major chemical subdisciplines, including analytical chemistry, organic chemistry, inorganic chemistry, and physical chemistry. With appropriate choice of courses, graduates will be prepared for entry into graduate programs in chemistry, biochemistry, medicine, dentistry, veterinary medicine, and many other fields that rely on chemistry as a fundamental science. Students wishing to enter the job market immediately after completion of their degree program have available to them a wide range of career opportunities in both the public and private sectors. Graduates will be especially well-prepared for entry-level positions in the rapidly growing biotechnology industry.

The department's courses stress the integration of theory and experiment, the development of critical thinking and problem solving skills, and the cultivation of oral and written communication skills. The department's faculty members are highly committed to undergraduate research and one of the strengths of the biochemistry program is the opportunity it provides for students to work closely with a faculty mentor on a collaborative research project. The department is well-equipped with modern chemical instrumentation, affording students the opportunity to gain experience using state-of-the-art equipment in their courses and research projects.

A minimum grade of C- must be achieved in all required science and mathematics courses used toward graduation in biochemistry, and a 2.00 cumulative grade-point average in the sciences is a requirement for graduation.

To be well-prepared for entry into the biochemistry major, the student will have completed at least three years of high school mathematics and three years of high school science, including biology, chemistry and physics.

Biochemistry Curriculum

[Course Descriptions](#)

| Program/Degree Area | Credits |
|---|--------------|
| University Core Requirements | 42-43 |
| Required Program Core Courses | 62-66 |
| CHE 110 - General Chemistry I | 4 |
| CHE 111 - General Chemistry II | 4 |
| CHE 210 - Organic Chemistry I | 5 |
| CHE 211 - Organic Chemistry II | 5 |
| CHE 307 - Quantitative Analysis | 5 |
| CHE 327 - Applied Physical Chemistry | 3 |
| CHE 350 - Biochemistry I: Proteins | 5 |
| CHE 351 - Biochemistry II: Metabolism and Bioenergetics | 3 |
| BIO 104 -General Biology (Replaces BIO 100,101) or | 4 |
| BIO 100/101 - Biology I and II | 8 |
| BIO 200 - Genetics | 5 |
| BIO 370 - Cell and Molecular Biology | 3 |
| MAT 190 - Calculus I | 4 |
| MAT 195 - Calculus II | 4 |
| PHY 200 - Physics I | 4 |

PHY 201 - Physics II 4

Additional Required Program Courses* **9-12**

**Minimum of three courses selected from the following, or other advanced Chemistry courses approved by advisor*

| | |
|---|-----|
| CHE 309 - Introduction to Instrumental Analysis | 4 |
| CHE 380 - Inorganic Chemistry | 3 |
| CHE 401 - Chemistry Seminar | 1 |
| CHE 405 - Medicinal Chemistry | 3 |
| CHE 410 - Research I | 1-4 |
| CHE 411 - Research II | 1-4 |
| BIO 430 - Advanced Topics in Molecular Biology | 3-4 |

Electives

Elective Credit Sufficient for Minimum Total 120

Laboratory Science

The medical laboratory science major is designed to satisfy the course requirements for students who wish to become medical technologists while providing the flexibility to pursue individual subspecialty interests in a liberal arts tradition. Upon satisfactory completion of degree programs, MLS graduates will be eligible for admission to accredited hospital internship programs. Upon successful completion of both the MLS curriculum and internship components, the student becomes eligible to take the National Registry examinations given by the American Society of Clinical Pathologists (ASCP) and the National Certification Agency (NCA) for Medical Laboratory Personnel. Medical technologists (aka clinical laboratory scientists) are individuals who are able to perform technical, supervisory, and teaching responsibilities in a clinical laboratory. Recent MLS graduates have been successful in pursuing careers in industry and post-baccalaureate graduate studies.



Laboratory Science Curriculum

| Program/Degree Area | Credits |
|--|----------------|
| University Core Requirements | 42-43 |
| Required Program Core Courses | 35 |
| <i>Biology</i> | |
| BIO 100 - Biology I | 4 |
| BIO 101 - Biology II | 4 |
| BIO 226 - Microbiology | 4 |
| BIO 245 - Gen Prin of Human Anat, Phys and Path I | 4 |
| BIO 345 - Gen Prin of Human Anat, Phys and Path II | 5 |
| BIO 260 - Immunology | 4 |
| BIO 308 - Pathogenic Microbiology | 4 |
| <i>Environmental</i> | |
| ENV 100A - Introduction to Environmental Issues | 3 |
| Required Science and Mathematics Courses | 32 |

Chemistry

| | |
|--|---|
| CHE 110 - General Chemistry I | 4 |
| CHE 111 - General Chemistry II | 4 |
| CHE 210 - Organic Chemistry I | 5 |
| CHE 310 - Introductory Biochemistry | 5 |
| CHE 307 - Analytical Chemistry (Quantitative Analysis) | 4 |
| CHE 309 - Intro to Instrumental Analysis | 4 |

Mathematics

| | |
|--------------------------------------|---|
| MAT 150-Statistics for Life Sciences | 3 |
| MAT 180 - Precalculus | 3 |
| Computer Science | 3 |

Elective Courses

Elective credit sufficient for minimum total of 120

Highly Recommended Courses

| | |
|--|---|
| BIO 200 - Genetics | 5 |
| BIO 203 - Histology | 4 |
| BIO 204 - Parasitology | 4 |
| BIO 330 - Comparative Vertebrate Anatomy | 4 |
| BIO 370 - Cell Biology | 3 |
| PHY 200 - Physics I | 4 |
| PHY 201 - Physics II | 4 |
| HSM 300 - Mgt of Health Services Organizations | 3 |
| HSM 302 - Health Delivery Systems | 3 |
| HSM 303 - Economics of Health Care | 3 |
| HSM 310 - Health Care Finance | 3 |
| HSM 401 - Health Planning and Policy | 3 |

Chemistry Minor

A minor in chemistry is available to students with other majors who are interested in having their record show a significant level of accomplishment in the important foundation areas of chemistry. To receive a minor in chemistry, the student must successfully complete CHE 110 and 111 (General Chemistry I and II), CHE 210 and CHE 211 (Organic Chemistry I and II) and CHE 307 (Quantitative Analysis) with a chemistry average of C (2.00) or better. Please note that CHE 310 (Biochemistry) may not be substituted for the second semester Organic Chemistry course requirement.

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Department of Creative and Fine Arts

[Department Website](#)

College of Arts and Sciences

Thompson, Charles (Interim Chair)
M.F.A., Tyler School of Art; B.S., Ball State University.

Assistant Professor

Gregg, Sarah
M.F.A., Maine College of Art; M.A.T., Tufts University; B.A., Wittenberg University, Painting, Art History.

Assistant Professor

The Creative and Fine Arts Department at the University of New England offers the bachelor of arts degree in art education. A commitment to liberal arts is the foundation for the Art Education Program. Visual and creative arts enhance the quality of our lives through the experience of gallery and museum exhibitions, theater, music and dance performance. The art major is an ideal marriage between the phantasmagoric and the practical. It fosters an appreciation of the artistic process and mastery of technical skills while simultaneously establishing the fundamentals for a career in education.



The Fine Arts Department at UNE is staffed by a community of professional artists with national reputations. The faculty nurture and encourage students' individual growth, development and expression. Students are challenged to become technically and visually fluent in the language of the visual arts. After a firm grounding in the foundations, students are guided in finding and developing their personal artistic vision.

The graduate with a B.A. in art education will not only be able to impart knowledge of art at an appropriate intellectual level, but will be a trained professional artist in his own right. The graduate will become a conduit of the art experience to not only future students, but to parents, other educators and to the community at large.

Bachelor of Art Education

[Course Descriptions](#)

| Program/Degree Area | Credits |
|---|---------|
| University Core Requirements | 42-43 |
| ART 100 - Drawing I | 3 |
| ART 104 - Painting I | 3 |
| ART 106 - Two-Dimensional Design | 3 |
| ART 113 - Sculpture I | 3 |
| ART 114 - Printmaking | 3 |
| ART 117 - History and Techniques of Art Criticism | 3 |
| ART 200 - Drawing II | 3 |
| ART 210 - Art History Survey I | 3 |
| ART 211 - Art History Survey II | 3 |

| | |
|--|----|
| ART 260 - Renaissance and Baroque Art or ART 270 - Art in the Modern World | 3 |
| Art Elective | 3 |
| A minimum of 6 semester hours in one visual arts discipline beyond the introductory level. | 6 |
| EDU 105 - Intro to Schools | 2 |
| EDU 133 - American Education | 3 |
| EDU 200 - Designs for Effective Learning | 3 |
| EDU 220 - Exceptionality in the Classroom | 3 |
| EDU 430 - Educational Assessment and Evaluation | 3 |
| EDU 441 - Methods of Art Education | 3 |
| EDU 487 - Practicum | 2 |
| EDU 492 - Secondary Education Internship and Seminar | 15 |

Elective Credit Sufficient for Minimum Total **120**

Minor

A student in another department may, with the permission of the Department of Creative and Fine Arts, take a minor within the department upon completion of 18 credits of coursework.

| Program/Degree Area | Credits |
|--|----------------|
| ART 100 - Drawing I | 3 |
| ART 101 - Watercolor or ART 104 - Painting I | 3 |
| ART 106 - Two-Dimensional Design | 3 |
| ART 113 - Sculpture I | 3 |
| ART 210 - Art History Survey I or ART 211 - Art History Survey II | 3 |
| Fine Art Elective | 3 |

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Department of Dental Hygiene

[Department Website](#)

College of Health Professions

| | |
|--|---------------------|
| Mills, Bernice, R.D.H. Director, M.S., University of Southern Maine; B.S. Indiana University; A.S., Westbrook College. | Associate Professor |
| Beaulieu, Ellen Glidden, R.D.H. Ed.D., Nova Southeastern University; M.P.H., B.A., University of Hawaii; A.S., Forsyth School for Dental Hygienists. | Professor |
| Collard, Ruth Brown, R.D.H. B.S., University of Minnesota. | Clinical Instructor |
| Dufour, Lisa A., R.D.H. M.S., B.S., University of Southern Maine; A.S., Westbrook College. | Professor |
| Dunfey, Eileen, R.D.H. B.A., University of New Hampshire; A.S., Westbrook College | Clinical Instructor |
| Harmer-Beem, Marji, R.D.H. M.S., B.S., University of Southern Maine; A.S., Westbrook College. | Assistant Professor |
| Krause, Laura E., D.D.S. D.D.S., University of Missouri-Kansas City; B.S., University of Kansas. | Assistant Professor |
| Queen, Heather, R.D.H. B.S., A.S., University of New England. | Clinical Instructor |

The University of New England offers associate and bachelor degrees in dental hygiene on the Westbrook College Campus. In their clinical coursework students work under the close supervision of experienced faculty in the on-site dental hygiene clinic providing direct dental health care to diverse patients.

The associate degree fully prepares students to take the licensure exams to become a Registered Dental Hygienist. The bachelor of science program includes advanced education in dental hygiene skills and prepares students for a broader range of careers in dental hygiene, community health, administration, research, or teaching.

Internships and additional clinical experiences are gained in area schools, nursing homes, community agencies, and in private practices. Dental hygiene students observe dentists in preventive, orthodontic, periodontic, and other specialty areas of dentistry.

Entrance Requirements

1. A high school diploma or the equivalent with a better-than-average achievement record in a college preparatory program including: chemistry (must include laboratory); biology (must include laboratory); mathematics (two mathematics courses - algebra required, geometry preferred); English (three years required - four years preferred).
2. Academic transcripts must reflect an overall high school grade point average of 2.5, in

addition to a GPA of 2.5 in all science and math courses. College GPA will be considered only if applicant has completed at least 15 semester hours.

3. Scholastic Achievement Test (SAT) scores must be submitted.
4. A health record must be submitted which indicates specific findings regarding applicant's complete physical exam.
5. Documentation of 20 hours of observation of a dental hygienist is required, prior to enrollment.

Associate in Science

Course Descriptions

| Program/Degree Area | Credits |
|---|----------------|
| University Core Requirements | 35 |
| BIO 208 - Anatomy and Physiology I* | 4 |
| BIO 209 - Anatomy and Physiology II* | 4 |
| BIO 226 - Microbiology* | 4 |
| CHE 130 - Principles of Chemistry* | 4 |
| ENG 110 - English Composition | 4 |
| ENV 104 - Introduction to Environmental Issues | 3 |
| Humanities Exploration | 3 |
| SPC 100 - Speech-Exploration | 3 |
| PSY 220 - Sociocultural Context of Human Devel I | 3 |
| PSY 270 - Sociocultural Context of Human Devel II | 3 |

**A minimum grade of C- is required in these courses prior to graduation and a C- must be achieved in all prerequisites to these courses.*

| Major Courses | 48 |
|--|-----------|
| DEN 101 - Dental Anat, Oral Histol, and Embryol | 3 |
| DEN 102 - Head and Neck Anatomy | 3 |
| DEN 210 - Nutrition | 3 |
| DEN 211 - Clinical Dental Hygiene I | 4 |
| DEN 212 - Clinical Dental Hygiene II | 4 |
| DEN 213 - Radiology | 3 |
| DEN 217 - Preservation of Tooth Structure | 3 |
| DEN 221 - Concepts of Community Health | 3 |
| DEN 301 - Advanced Clinical Dental Hygiene I | 5 |
| DEN 302 - Advanced Clinical Dental Hygiene II | 5 |
| DEN 305 - General and Oral Pathology | 3 |
| DEN 308 - Dental Pharmacology | 3 |
| DEN 330 - Periodontology | 3 |
| DEN 340 - Clinical Periodontology for Dental Hygienist | 3 |

A minimum grade of C- is required in all dental hygiene courses and a C- must be achieved in all prerequisites .

Bachelor of Science in Dental Hygiene

The bachelor of science degree program builds upon the knowledge obtained at the associate level with core curriculum courses in the arts and sciences and upper division courses in dental hygiene, management, health care, science or psychology. In addition, students have the opportunity to engage in the College of Health Professions' innovative Integrated, Interdisciplinary Health and Healing Initiative. This program is designed to prepare students to meet the challenge of the changing health care delivery system and to establish a foundation for graduate study.

Entrance requirements for Dental Hygiene Bachelor of Science Program: Students currently enrolled in the associate degree program may continue into the bachelor of science degree program, contingent upon maintaining a 2.5 GPA and the approval of the director. A graduate of the University of New England or a dental hygiene program accredited by the American Dental Association Commission on Dental Accreditation, who has completed the requirements for the associate degree with at least a 2.5 GPA, and has the recommendation of the director of the Dental Hygiene Program is eligible to complete the Dental Hygiene Bachelor of Science Program.

For students transferring from another institution, a minimum of 45 credits in attendance is required for a bachelor of science degree in dental hygiene. The student's individual course of study may include a mandatory clinical component if the associate degree was awarded more than ten years ago. If there appears to be an area of clinical deficiency, due to time away from clinical practice or the introduction of new technology and knowledge into the practice of dental hygiene, a clinical dental hygiene course may be required.

Curriculum Requirements for Bachelor of Science- Dental Hygiene

Course Descriptions

| Program/Degree Area | Credits |
|---|-----------|
| University Core Requirements | 57 |
| BIO 208 - Anatomy and Physiology I* | 4 |
| BIO 209 - Anatomy and Physiology II* | 4 |
| BIO 226 - Microbiology* | 4 |
| LIL 211A- Human Traditions I | 3 |
| LIL 211B - Human Traditions II | 3 |
| CHE 130 - Principles of Chemistry* | 4 |
| CIT 400 - Citizenship Seminar | 1 |
| Creative Arts Experience | 3 |
| ENG 110 - English Composition | 4 |
| ENV 104 - Introduction to Environmental Issues | 3 |
| Humanities Exploration | 3 |
| SPC 100 - Speech-Exploration | 3 |
| Advanced Humanities (2 courses) | 6 |
| MAT 120 - Statistics | 3 |
| PSY 220 - Sociocultural Context of Human Devel I | 3 |
| PSY 270 - Sociocultural Context of Human Devel II | 3 |
| General Elective | 3 |
| <i>*A minimum grade of C- is required in these courses prior to graduation and a C- must be achieved in all prerequisites to these courses.</i> | |
| Major Courses | 63 |
| DEN 101 - Dental Anat, Oral Histology, and Embryology | 3 |
| DEN 102 - Head and Neck Anatomy | 3 |
| DEN 210 - Nutrition | 3 |
| DEN 211 - Clinical Dental Hygiene I | 4 |
| DEN 212 - Clinical Dental Hygiene II | 4 |
| DEN 213 - Radiology | 3 |
| DEN 217 - Preservation of Tooth Structure | 3 |
| DEN 221 - Concepts of Community Health | 3 |
| DEN 301 - Advanced Clinical Dental Hygiene I | 5 |
| DEN 302 - Advanced Clinical Dental Hygiene II | 5 |
| DEN 305 - General and Oral Pathology | 3 |
| DEN 308 - Dental Pharmacology | 3 |
| DEN 330 - Periodontology | 3 |
| DEN 340 - Clinical Periodontology for Dent Hygienists | 3 |

| | |
|---|---|
| DEN 436 - Seminar: Curr Concepts in Dental Hygiene I | 3 |
| DEN 437 - Seminar: Curr Concepts in Dental Hygiene II | 3 |
| DEN 470 - Dental Hygiene Internship | 3 |
| Professional Electives | 3 |
| Integrated, Interdisciplinary Health and Healing Course | 3 |

Students select two or more upper division, 300/400 level, courses as professional electives. Selection of courses to fulfill the professional elective requirement may be from a broad range of courses in almost any discipline as long as the specific selection is approved by the faculty advisor and program director.

A minimum grade of "C-" is required in all dental hygiene courses and a "C-" must be achieved in all prerequisites.

Notice and Responsibilities Regarding this Catalog

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While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.

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Department of Education

[Department Website](#)

College of Arts and Sciences

Bacheller, Dorathy

(Director of Clinical and Field Experiences)

Ph.D., Kennedy Western University and The State University of New York (Empire State Program); M.A., University of New Hampshire - Clinical Psychology; M.Ed., State University of New York at Albany - Educational Administration; M.A., State University of New York at Oneonta - History; B.A., Hartwick College - Psychology and History and Secondary Education certification.

Clinical Assistant
Professor

Beaudoin, Michael

Ed.D., University of Massachusetts, Amherst; M.A. The American University School for International Service; B.S., University of Maine - Sociology.

Professor

Christman, Gwendolyn

M.Ed., Notre Dame College (Manchester, NH) - Curriculum and Instruction; M.Ed., Lesley College (Cambridge, MA) - Technology in Education; University of New England - Teacher Certification Program (TCP); B.S. University of Southern Maine - Communications; A.S. University of Southern Maine - Business Administration and Management; A.S. Westbrook College - Fashion Merchandising/Retailing.

Regional Coordinator,
Project Seed

Hylton, Jaime

Ph.D., University of Virginia—English Education; M.A., University of Virginia—English; M.S.Ed., University of Nevada—Reading/English; B.S.Ed., Northern Arizona University—English.

Professor

Juniewicz, Kit

Ed.D. University of Maine - Educational Administration; M.Ed. - University of New Hampshire - Administration and Supervision; M.S.Ed. University of Southern Maine - Counseling; B.S. University of Southern Maine - Elementary Education.

Assistant Professor

Knapp, Robert

Ph.D., University of St. Thomas (Rome, Italy)-Theology; M.S. Fordham University-Education; B.A. St. John's University, Boston-Philosophy.

Director, Master of
Science Education
through Distance
Learning

Robinson, Brenda

Ed.D., University of Massachusetts - Higher Education Administration; M.Ed., Fitchburg State College - Counseling; B.S., Fitchburg State College - Special Education, Psychology.

Director, Certificate of
Advanced Graduate Study
in Educational Leadership
Program

Scarano, Grace Hotchkiss

Ph.D., M.S.Ed., Cornell University-Curriculum and Instruction; B.A., University of Massachusetts at Lowell-Music.

Assistant Professor

Scudiere, Paul J.

Assistant Professor

Ed.D., State University of New York – Higher Education Administration; M.A., St. John's University – History; B.A., Adelphi University – American History and Government.

Mission of the Department of Education

The mission of the Department of Education is to advance the quality of life through developing reflective and resourceful teachers and school leaders who are competent, caring, and qualified. The department provides initial and continuing professional education for aspiring and practicing teachers who improve the quality of life for youngsters in schools, institutions, and other clinical settings.



The Department of Education offers five programs: (1) the undergraduate Elementary Education Program in which students complete a four-year curriculum leading to a bachelor of science degree with a major in elementary education and earn Maine certification to teach in grades K - 8; (2) the post-baccalaureate Teacher Certification Program for individuals who already hold the baccalaureate degree and complete the necessary professional education courses to be eligible for state certification in grades K-8, or secondary certification (grades 7-12) in selected subject areas; (3) the Master of Science in Education through Distance Learning Program for experienced teachers; (4) the Certificate of Advanced Graduate Study (CAGS) Degree Program in Educational Leadership; and (5) graduate level professional development courses through distance learning in the Instructional Video Courses Program (IVC). For further details on the graduate programs, please consult the [graduate section](#) of this catalog.

Undergraduates from Other Departments

Undergraduates in other departments are eligible to take courses toward teacher certification upon application to the Department of Education. Students may wish to pursue study in secondary education (physical sciences, life sciences, social studies, mathematics, business, social studies and English) or elementary education (grades K-8). Upon acceptance, students will be assigned an advisor in the Department of Education in addition to their regular faculty advisor. Due to course requirements in the major field of study and the University core requirements, as well as requirements in professional education, an additional semester or summer session may be required. Many undergraduate students who pursue concurrent teacher certification complete as much of the course work as possible as a part of the bachelor's degree and then return to UNE in the post-baccalaureate Teacher Certification Program (TCP). Information is available by contacting the chair of the Department of Education.

Continuous Discovery

The faculty in the department are committed to providing a sound professional education through course work and classroom experiences to prepare individuals to become competent citizens and effective professionals. Our program is based on the belief that to be effective in working with children, one must be in the process of continuous discovery as a professional educator. We believe all individuals develop best in an environment which is supportive yet challenging, structured yet flexible, and organized yet creative, where learning is personal and experiential. Students in programs in education are expected to develop competencies based upon the ten standards for Maine teacher certification. Additionally, all graduates of UNE's education programs will demonstrate the ability to help students achieve the Maine Learning Results.

Specific Protocol That Applies to All Education Department Students

Certification

Students who successfully complete our undergraduate Elementary Education Program and receive a passing score on the Pre-Professional Skills Tests (PPST) are automatically recommended for Maine certification for grades kindergarten through eight and are eligible for certification in 35 states through the Interstate Certification Compact. Post-baccalaureate students are eligible for the appropriate elementary or secondary certification.

Suitability for Teaching

Since programs in the Department of Education are aligned with state and national standards and ultimately lead to teacher certification, only individuals who demonstrate that they possess the

knowledge, skills, professional attitude, and commitment to future students will be recommended by the institution for certification. The goal of the Department of Education and the University is to graduate teachers who are caring, competent, and qualified.

Students admitted to UNE's teacher education programs are reviewed periodically for the purpose of determining their professionalism and suitability for teaching. Students complete self-assessment questionnaires and are evaluated by faculty. These reviews ordinarily are done at the beginning of the student's professional education sequence and at midpoint, then culminate with the Professional Review Board (referenced later in this section of the catalog). Factors for review include professional attitude, sincerity, commitment to young people, grade-point average, verbal and written communication skills, recommendations of faculty and others, and test scores. Additionally, students may be required to participate in a personal interview in order to ascertain overall suitability for teaching. Individuals whose suitability for teaching is in doubt may continue only at the discretion of the faculty and only with a professional development plan, which will be evaluated at the end of the subsequent semester's work. Students who are deemed to be unsuitable for teaching will be dismissed from the program.

Experiential Learning and Observation Requirement

The faculty in the Department of Education are committed to ongoing and frequent observation and involvement in schools. The teacher education programs at UNE have a specific competency-based focus to meet the ten Maine standards for teacher education. All students engaged in teacher preparation should expect to spend anywhere from 1 - 5 hours per week in a school setting in each of the semesters for which they are registered for professional education courses (with an EDU prefix) above the 100 level. Involvement in the schools will be connected to specific, course-related tasks (e.g., observation, the teaching of lessons, conducting of experiments, administration of assessments, etc.) The actual number of hours spent in the school setting will depend upon the number and nature of the courses in which students are involved. Transportation to and from schools is the responsibility of the student.

Practicum and Clinical Experiences

The UNE program provides opportunities for extensive field experience in school settings that promote reflective practice and the development of skills necessary for effective teaching. Students work directly and actively in classrooms with professional teachers throughout the program, with ongoing supervision and support from both the cooperating teacher(s) and UNE faculty.

The gradual introduction of the student into a variety of classroom activities and settings begins in the fall of the first year. Opportunities for students to observe a variety of teaching techniques and styles, levels, and settings continues throughout program.

All students participate in regular and ongoing field experiences. Students must arrange their own transportation or arrange to share transportation with other students. All transportation costs associated with required clinical and observation experiences are the responsibility of the student. Faculty teaching the courses will provide opportunity for discussion of transportation options during the first class period.

Eligibility for and Admission to the Internship (all programs)

Admission to the internship is not guaranteed. In order to be considered for the internship, a minimum cumulative grade point average of 2.75 for all professional education courses must be earned.

Admission is achieved by demonstrating a knowledge of and basic competency in the Standards for Initial Certification and that the candidate has:

1. Sufficient knowledge regarding the components of effective instruction.
2. Sufficient knowledge of appropriate grade-level content and teaching methods.
3. Sufficient knowledge of the developmental needs of students.
4. Sufficient knowledge of how to establish and maintain effective cooperative relationships with school personnel, students, and parents.
5. Understanding of and empathy for working with students.

All courses in the content teaching area and all professional education courses must be successfully completed prior to being admitted to the internship, and no other courses may be taken during the internship semester.

Placement in the Internship

The selection of individual internship sites will be made by the Director of Clinical and Field Experiences. Geographical location relative to UNE is a consideration. UNE has a collaborative relationship with many districts and selects both schools and teachers based on their interest in and ability to assist interns in demonstrating mastery of the Initial Certification standards.

Placement in an internship is not guaranteed. The Department of Education, through its Director of Clinical and Field Experiences, will make a good faith effort to negotiate an appropriate placement. Schools have the right to refuse placement requests. Difficulty in finding a placement is typically a result of poor academic performance in the subject matter area in which students are seeking certification; poor interview techniques; poor match between the intern and the teacher and/or school.

The University, at its discretion, will not place students in internship settings (1) where an intern's children or relatives are enrolled; (2) in which the intern was enrolled or from which the intern graduated; (3) where a spouse or relative of an intern is currently employed, or (4) where the intern has been employed.

Additionally, the intern will need to present evidence of having taken and passed the reading, writing, and math sections of the Praxis I Pre-professional Skills Tests (PPST).

Professional Educator Review Board (PERB)

All undergraduate students enrolled in the internship and students completing the post-baccalaureate Teacher Certification Program (TCP) must demonstrate their competence and understanding of Maine's Ten Standards for Initial Certification before the Professional Educator Review Board (PERB). The Board is comprised of professional educators from area schools, as well as UNE faculty.

End-of-Program Celebration Ceremony

Individuals who have completed all course work in the undergraduate or post-baccalaureate Teacher Certification Program and who have completed a supervised internship (or one full year of teaching) are eligible for participation in the December or May Teacher Education Celebration Ceremony.

Professional Development Courses

Educators who are seeking graduate-level professional development opportunities are eligible to register for Instructional Video Courses (IVC). These high-quality courses provide for individual study through distance learning. Further information may be obtained from the director, Master of Science in Education Through Distance Learning Program.

[Mission/General Requirements](#)

[Bachelor of Science Program in Elementary Education](#)

[Secondary Certification \(To teach in grades 7-12\)](#)

[Post Baccalaureate Teacher Certification Program \(TCP\)](#)

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Department of Education

[Department Website](#)

Bachelor of Science Program in Elementary Education

This program for undergraduate students has several unique features designed to insure excellence in content, learning processes, and classroom performance.

Excellence demands solid subject matter expertise; thus, students are required to develop a strong liberal arts, mathematics, and science background to prepare them for the subjects they ultimately will teach. At least half of the undergraduate program (60 credits) must be in the liberal arts and sciences.

Excellence demands a thorough understanding of human development and the learning process; consequently, the curriculum includes courses examining all aspects of physical, cognitive, psychosocial, and moral development and their relationship to the learning process.

Excellence demands an ability to integrate academic course work and experience in classrooms; therefore, we begin field experience early in the professional cycle and link it with academic course work.



This commitment to excellence results in the development of a sound pedagogical and content knowledge base as well as the opportunity for practical application. The preparation culminates in a semester-long student-teaching internship during which the knowledge, skills, and dispositions gained through the course work and field experiences are practiced on a full time basis.

**Note: Courses are generally offered on both the University Campus in Biddeford and the Westbrook College Campus in Portland in alternating semesters.*

Program Approval

The Elementary Education Program and the post-baccalaureate Teacher Certification Program (TCP) are approved by the Maine Department of Education and meet documented state standards for educational personnel preparation programs. The aggregate pass rate on the state-required basic skills test for students completing teacher preparation programs at UNE is 86%.

**Note: State requirements can change over time, which can affect curriculum requirements of students.*

Curriculum Requirements for Bachelor of Science - Elementary Education

[Course Descriptions](#)

| Program/Degree Area | Credits |
|--|--------------|
| University Core Requirements Professional Core Requirements | 42-43 |

| Education Courses | 60-67 |
|--|--------------|
| EDU 105 - Introduction to Schools* | 2 |
| EDU 133 - American Education | 3 |
| EDU 200 - Designs for Effective Learning | 3 |
| EDU 209 - Creative Arts in Learning* | 3 |
| EDU 217 - Teaching Reading* | 3 |
| EDU 220 - Exceptionality in the Classroom | 3 |
| EDU 320 - Language Arts* | 3 |
| EDU 321 - Children's Literature* | 3 |
| EDU 330 - Educational Psychology and Developmentally Appropriate Practices | 3 |
| EDU 345 - Technology in the Classroom | 3 |
| EDU 361 - Teaching Social Studies in Elementary School* | 3 |
| EDU 367 - Teaching Science in Elementary School* | 3 |
| EDU 373 - Teaching Elementary School Mathematics* | 3 |
| EDU 440 - Educational Assessment and Evaluation | 3 |
| EDU 480 - Working with Families and Communities* | 2 |
| EDU 487 - Practicum* | 2-9 |
| EDU 490 - Elementary Education Internship and Seminar* | 15 |

Mathematics

Two college-level mathematics courses (above the 100 level), one of which may be MAT 130 - Math for Elementary School Teachers 6-8

Social Sciences:

PSY 105 - Introduction to Psychology 3

PSY 220 - Socio-cultural Context of Human Dev I 3

SOC 150 - Introduction to Sociology 3

Electives

Elective Credit Sufficient for Minimum Total 120

Note: Courses in which an asterisk () follows the title indicates a [field experience requirement](#).*

Suggested Professional Education

Courses Sequence

For directed study see EDU course description section.

First Year

EDU 105 - Introduction to Schools*

EDU 133 - American Education

Second Year

EDU 200 - Designs for Effective Learning

EDU 220 - Exceptionality in the Classroom

EDU 217 - Teaching Reading*

EDU 330 - Educational Psychology and Developmentally Appropriate Practices

EDU 209 - Creative Arts in Learning* **or** MAT 130 - Mathematics for Elementary Teachers

Third Year

EDU 209 - Creative Arts in Learning* **or** MAT 130 - Mathematics for Elementary Teachers

EDU 480 - Working with Families and Communities* **or** EDU 321 - Children's Literature*

EDU 345 - Technology in the Classroom

EDU 320 - Language Arts* **or** Elective (See Below)

Elective

EDU 367 - Teaching Science in Elementary Schools*

EDU 360 - Teaching Social Studies in Elementary Schools*

Fourth Year

EDU 487 - Practicum*

EDU 480 - Working with Families and Communities* **or** EDU 321 - Children's Literature***Elective**

EDU 373 - Teaching Elementary School Mathematics*

EDU 430 - Educational Assessment and Evaluation

EDU 490- Elementary Education Internship and Seminar*

Note: Courses in which an asterisk () follows the title indicates a [field experience requirement](#).*

B.S. Degree in Educational Studies

A student in the undergraduate program in elementary or secondary education who is not admitted to the internship, is unable to complete the internship, or who elects not to do an internship may qualify for a baccalaureate degree in educational studies but will not be eligible for Maine teacher certification.

Secondary Certification (To teach in grades 7-12)

Teacher certification in Maine is available in the following subject areas: life sciences, physical sciences, English/language arts, social studies, art, mathematics** and foreign language.** Undergraduates seeking teacher certification should consult first with their major advisor and next with the coordinator of secondary education in the UNE Department of Education.

Candidates for secondary teacher certification are required to meet the core requirements of the College of Arts and Sciences and the requirements for the subject in which they have declared a major. In addition, those seeking secondary certification must complete a core of professional education courses (described below). Students also may be required to take additional content courses to meet state certification rules in existence at the time certification is sought.

**Students seeking certification in mathematics or foreign language education may need to take some courses at other institutions, as the University does not currently offer all of the content courses required for state certification in these areas. UNE students are eligible to take courses nearby under the Greater Portland Alliance of Colleges and Universities (described elsewhere in this catalog).

Admission to the Secondary Certification Program

Undergraduate students seeking certification in Maine to teach in grades 7 through 12 must make formal application to the Department of Education. Application forms may be obtained from the major advisor or from the coordinator of secondary education. At the time of admission, an applicant must have a minimum cumulative grade point average of 2.5 and a content teaching field cumulative average of 3.0. All courses counted in the content teaching field must be passed with a "B" or better. Once accepted into the Secondary Certification Program, candidates must maintain a 2.75 professional education cumulative grade point average and a 3.0 content teaching field grade point average to remain in the program. Candidates must pass all professional education courses with a "C" or better. Only elective courses not required as part of the core may be taken on a pass/fail basis.

Professional Education Curriculum Requirements Secondary Certification (Undergraduate students)[Course Descriptions](#)

| Department Courses (Education) | 40 |
|---|-----------|
| EDU 105 - Introduction to Schools* | 2 |
| PSY 270 - Socio-cultural Context of Human Development II or EDU 330 - Educational Psychology and Developmentally Appropriate Practices | 3 |
| EDU 133 - American Education | 3 |
| EDU 200 - Designs for Effective Learning | 3 |
| EDU 220 - Exceptionality in the Classroom | 3 |
| EDU 345 - Technology in the Classroom | 3 |
| EDU 430 - Educational Assessment and Evaluation | 3 |
| EDU 487 - Practicum | 2-9 |
| <i>The appropriate one of the following:</i> | 3 |
| EDU 441 - Art Education Methods* or | |
| EDU 435 - Foreign Language Methods* | |
| EDU 436 - Methods Teaching Secondary Ed: English*/Language Arts or | |
| EDU 437 - Methods Teaching Secondary Ed: Science* or | |
| EDU 438 - Methods Teaching Sec Ed: Social Studies* or | |
| EDU 439 - Methods Teaching Sec. Ed: Mathematics* or | |
| EDU 492 - Secondary Internship and Seminar* | 15 |

Note: Courses in which an asterisk () follows the title indicates a [field experience requirement](#).*

Admission to Advanced Standing

Undergraduate students wishing to pursue teacher certification will be reviewed for admission to advanced standing by a teacher education committee when s/he has completed approximately 60 credit hours. Advanced standing is earned by achieving minimums of a 2.75 cumulative grade point average in professional education courses and a 2.5 cumulative grade point average in all courses. Grade point averages will be calculated using only courses taken at UNE (the cumulative grade point average) and using transfer courses if accepted as a part of the professional program (the cumulative professional grade point average). Only elective courses not required as a part of the core may be taken pass/fail.

Students must take the Praxis I Pre-professional Skills Tests (PPST) and pass with state of Maine minimum scores. Beginning in the Fall of 2001, all freshman and transfer students must take and pass all three sections (reading, writing, math) of the Praxis I Pre-professional Skills Test (PPST) during their first semester at UNE. Students who do not pass one or more sections of the test must retake the failed section or sections during the second semester. Students who do not pass all three parts of the PPST may not continue in Education courses.

Students may obtain additional information from the Department of Education office or from the [Educational Testing Service website](#).

Students must achieve the above criteria in order to take professional education courses. For example, students whose grade-point average is below the designated minimums must improve their grade-point average before continuing in education courses. Likewise, students who have not passed the reading, writing, and math sections of the Praxis I Pre-professional Skills Tests (PPST) must attain passing scores before moving ahead with education courses. Information about the PPST can be obtained from the UNE Department of Education or from the [Educational Testing Service website](#).

Transfer Policies

Undergraduate students electing to transfer to the University of New England Department of Education must demonstrate a potential for meeting the academic and field-based requirements of the program. This is done principally by earning a 2.50 cumulative GPA in all courses taken. Students not meeting this requirement may be conditionally admitted. Transfer courses being used to satisfy professional education requirements must have been completed with a "B" grade or better. Courses considered part of the professional program are listed elsewhere in the department description.

At the discretion of the Department of Education, professional education courses greater than five

years old which transfer from other institutions might transfer as elective credit, but may not necessarily be applied towards professional course requirements.

[Mission/General Requirements](#)

[Bachelor of Science Program in Elementary Education](#)

[Secondary Certification \(To teach in grades 7-12\)](#)

[Post Baccalaureate Teacher Certification Program \(TCP\)](#)

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Department of Education

[Department Website](#)

Post-Baccalaureate Teacher Certification Program (TCP)

This self-paced program is for individuals who hold a baccalaureate degree and are interested in a career in teaching. Through course work designed to satisfy department and state requirements, certification in areas of elementary or secondary education can be obtained. Courses provide pedagogical and content knowledge as well as extensive experience in public school classrooms. Course sessions are generally held in the late afternoon or evening on both campuses, accommodating either a part-time or full-time schedule. Admission to the program is based on the quality of a candidate's previous work and potential for success. Once accepted into the program, students are assigned an advisor. An individualized program of study will be developed to meet state and department requirements for certification.

Additional information and an application may be obtained by contacting the chair of the Department of Education or Admissions Office.

Eligibility Requirements for Admission to the TCP Program

1. A completed application form; letters of reference; personal essay; and official transcripts from all institutions (including UNE) indicating capacity for course work and potential for teaching.
2. A completed transcript analysis from the Maine Department of Education.
3. A minimum cumulative grade point average of 2.5 and a minimum cumulative grade point average of 2.5 in the secondary level teaching content area.

Post Admission Performance Expectations

1. Students must complete all course work at UNE with a grade of B or better.
2. All students will be required to take EDU 200, Designs for Effective Learning, and one UNE professional education methods course, regardless of previous course work in education at another institution.
3. All content major and professional education course work must be completed prior to the internship.
4. No professional courses may be taken Pass/Fail.
5. During the first semester following formal acceptance into the Teacher Certification Program, students must take and pass all three sections (reading, writing, math) of the Praxis I Pre-professional Skills Test (PPST) or the Praxis I Computer-Based Test (CBT). Students may obtain additional information from the Department of Education office or from the [Educational Testing Service](#). No student will be registered for the student teaching internship until this requirement is met.

All elementary and secondary content area methods courses require some field experiences. The course, Designs for Effective Learning, requires observation time in the public schools.

The Student Teaching Internship and Seminar

The internship is a 15-week, full-time experience that includes a weekly afternoon seminar on campus. The internship is 15 credits. It is not recommended that students undertake significant additional responsibilities during this time period. Additionally, an application for internship is required in the semester prior to the internship. Notice of the calendar of deadlines for paperwork and registration is available from your advisor and posted on bulletin boards on both campuses. Announcements regarding the student teaching internship will be made in education classes at the beginning of each semester.

Eligibility for Admission to the Internship Semester

1. Unconditional admission to the Post-Baccalaureate Teacher Certification Program.
2. All course work satisfactorily completed. A minimum cumulative grade point average of 2.75 for all professional education courses and a minimum cumulative grade point average of 2.5 in the subject matter teaching field (secondary certification only). All content and professional education courses must be successfully completed prior to being admitted to the internship and no other courses may be taken during the internship semester.
3. Passing scores on all three sections (reading, writing, math) of the Praxis I Pre-professional Skills Test (PPST) or Praxis I Computer-Based Test (CBT). Students may obtain additional information from the Department of Education office or from the Educational Testing Service website: www.ets.org.

Protocol describing the requirements for admission to the internship semester and placement in the internship are the same as for the undergraduate program and can be found in [Mission/General Requirements](#).

Curriculum for Elementary Certification 45 Credits

| Content Area/Course | Course Descriptions Credits |
|---|--------------------------------|
| <i>Knowledge of learner and learning process</i> | 3 |
| PSY 220 - Sociocultural Context of Human Development I or EDU 330 - Educational Psychology and Developmentally Appropriate Practices | |
| <i>Teaching exceptional students in the regular classroom</i> | 3 |
| EDU 220, 510 - Exceptionality in the Classroom | |
| <i>Content area methods</i> | |
| EDU 373, 573 - Teach Elementary School Mathematics* | 3 |
| EDU 217, 517 - Teaching Reading* | 3 |
| EDU 367, 567 - Teaching Science in Elementary School* | 3 |
| EDU 361, 561 - Teach Social Studies in Elementary School* | 3 |
| <i>Content area methods</i> | |
| <i>Select One</i> | 3 |
| EDU 320, 520 - Language Arts* | |
| EDU 321, 521 - Children's Literature* | |
| EDU 425, 525 - Whole Language: Finding Balance in Literacy | |
| <i>Curriculum design and methods of evaluation</i> | |
| EDU 200, 500 - Designs for Effective Learning | 3 |
| EDU 430, 530 - Educational Assessment and Evaluation | 3 |
| <i>Computer literacy and application in the classroom</i> | |
| EDU 345, 545 - Technology in the Classroom | 3 |
| <i>Student teaching</i> | |
| EDU 490, 591 - Elementary Ed Internship and Seminar* | 15 |

Note: Courses in which an asterisk () follows the title indicates a [field experience requirement](#).*

Curriculum for Secondary Certification 36 Credits

Course Descriptions

| Content Area/Course | Credits |
|--|---------|
| <i>Knowledge of the learning process</i> | |
| EDU 133, 533 - American Education | 3 |
| <i>Knowledge of the learner</i> | |
| Select One | 3 |
| PSY 270 - Sociocultural Context Human Development II | |
| EDU 330 - Educational Psychology and Developmentally Appropriate Practices | |
| <i>Content area methods</i> | |
| Select One | 3 |
| EDU 434, 534 - Art Education Methods* | |
| EDU 435, 535 - Foreign Language Methods* | |
| EDU 436, 536 - Methods Teaching Sec Education: English*/Language Arts | |
| EDU 437, 537 - Methods Teaching Sec Education: Science* | |
| EDU 438, 538 - Methods Teaching Sec Education: Social Studies* | |
| EDU 439, 539 - Methods Teaching Sec Education: Mathematics* | |
| <i>Curriculum design/methods of evaluation</i> | |
| EDU 200 - Designs for Effective Learning | 3 |
| <i>Methods of Evaluation</i> | |
| EDU 430, 530 - Education Assessment and Evaluation | 3 |
| <i>Teaching exceptional students in the regular classroom</i> | |
| EDU 220 - Exceptionality in the Classroom | 3 |
| <i>Technology in Education</i> | |
| EDU 345, 545 - Technology in the Classroom | 3 |
| <i>Student teaching</i> | |
| EDU 492 - Secondary Internship and Seminar* | 15 |

Students Wishing to Combine Graduate Study With Their Teacher Certification Program

Students who are matriculated in the post-baccalaureate Teacher Certification Program (TCP) and who would like to continue at UNE to pursue the Master of Science in Education (M.S.Ed.) degree may wish to take some of their course work for graduate credit. A maximum of nine (9) graduate credits taken at UNE may be accepted toward the master's degree as follows:

1. Courses must be at the graduate (500 or higher) level.
2. Courses already taken at the baccalaureate or post-baccalaureate level (and for which undergraduate credit was awarded) cannot be retroactively assigned graduate credit.
3. Selected required courses in the Master of Science in Education program for which there are equivalents in the UNE Teacher Certification Program (TCP) may be waived at the discretion of the program director or department chair. In these instances, candidates for the master's degree may select from among other electives in order to complete the minimum thirty-three credits (33) required for receipt of the degree.

[Mission/General Requirements](#)

[Bachelor of Science Program in Elementary Education](#)

[Secondary Certification \(To teach in grades 7-12\)](#)

[Post Baccalaureate Teacher Certification Program \(TCP\)](#)

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Department of English

[Department Website](#)

College of Arts and Sciences

| | |
|---|---------------------|
| Majid, Anouar (Chair) Ph.D., Syracuse University—English; M.A., City University of New York—English; B.A., University of Fez, Morocco—English. | Professor |
| Anderson, Matthew Ph.D., Yale University—Comparative Literature; M. Phil., Yale University—Comparative Literature; B.A., Colorado College. | Assistant Professor |
| Mahoney, Joseph Ph.D., Pennsylvania State University—English; M.A., Northeastern University—English; B.A., Boston College—English. | Associate Professor |
| McHugh, Susan Ph.D.-English-Purdue University; M.A.-English-University of Massachusetts; B.A.-English-University of Massachusetts | Assistant Professor |
| Tuttle, Jennifer Ph.D., University of California, San Diego—Literature; M.A., University of California, San Diego—English and American Literature; B.A., University of California, Irvine—English. | Assistant Professor |

The Department of English introduces students to significant global literary works and trains them in the careful analysis of texts, ranging from traditional novels to film and emerging electronic communication. The English major doesn't limit itself to works originally written in English language but, relying on the art of translation, crosses national and language boundaries to include the entire global literary and textual experience. Through a variety of theoretical approaches, students will learn how to analyze the heavily textualized world around them and prepare themselves for numerous occupations in their professional careers.

The Department of English actively participates in the delivery of the Core Curriculum and promotes a culture of good communications skills. It offers English Composition and elective workshops in newspaper writing.

Bachelor of Arts in English

[Course Descriptions](#)

| Program/Degree Area | Credits |
|---|--------------|
| Core Curriculum Requirements | 42-43 |
| English Major Requirements | 24 |
| ENG 115 - British Literature I | 3 |
| ENG 116 - British Literature II | 3 |
| ENG 206 - Introduction to Literary Theory and Criticism | 3 |
| ENG 200 - American Literature I | 3 |
| ENG 201 - American Literature II | 3 |

| | |
|---|------------|
| ENG 329 - Topics in World Literature | 3 |
| ENG 405 - Topics in Postcolonial Literature | 3 |
| ENG 490-Capstone Independent Study | 3 |
| Major Electives Required | 12 |
| Elective Courses | |
| Elective Credit Sufficient for Minimum Total | 120 |

Minor in English

A student in another department may, with the permission of the Department of English, take a minor within the department upon the completion of 18 hours of course work in the appropriate field.

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Department of Environmental Studies

College of Arts and Sciences

[Department Website](#)

Saboski, Eleanor (Chair)

Associate Professor

Ph.D., University of Hawaii-Botanical Sciences; M.S., B.S., State University of New York at Albany-Biology.

Carter, Jacque (Dean, College of Arts and Sciences)

Professor

Ph.D., College of William and Mary-Marine Science; M.S., B.S., Northern Illinois University-Biology.

Feurt-Bauman, Christine

Coordinator, Center for Sustainable Communities

M.A., College of William and Mary-Biology; B.S., University of Maryland-Zoology.

Grumbling, Vernon Owen

Professor

Ph.D., University of New Hampshire-British Romantic Literature; M.A., Northeastern University-British and American Literature; B.A., St. Vincent College-English.

Lemons, John

Professor

Ph.D., M.S., University of Wyoming-Zoology and Physiology; B.S., California State University at Long Beach- Zoology.

Morgan, Pamela

Associate Professor

Ph.D., University of New Hampshire-Natural Resource Conservation; M.S., University of Maine-Botany, Plant Pathology; B.S., Lafayette College-Biology.

Peterson, Richard

Assistant Professor

Ph.D., University of Wisconsin-Madison-Environmental Studies; M.S., University of Wisconsin-Madison-Environmental Studies; B.A., Michigan State University-International Studies.

Simon, Cynthia

Internship Coordinator

M.S., Lesley University-Environmental Education; B.S. Northeastern University-Business Marketing.

Department of Environmental Studies (DES) Mission Statement

It is our goal to increase awareness and appreciation of human connections with the rest of the natural world, and to stimulate advocacy for harmonious behaviors. The liberal arts curriculum stresses sound interdisciplinary understanding of the natural sciences, social sciences, and humanities in order to explore past, present, and potential ways of living on the earth. We are concerned with environmental issues at local, regional, national, and global levels, and we especially desire to help communities practice sustainable living by means of our teaching, research and service. Faculty and students collaborate in active and critical learning through community discourse, personal inquiry, and experiential learning. We intend that our students

develop a personal, aesthetic awareness of the earth, and that they engage in the inquiry, discovery, critical thinking, and debate that characterizes the study of environmental issues in the world.

Introduction to the Programs

In this complex world, it is increasingly obvious that the solutions to international, national and even personal problems require knowledge and expertise in many fields of study. Environmental problems are a prime example. In order to fully understand environmental issues knowledge is required from physical and biological sciences along with mathematics; from social sciences such as economics and sociology; and from value-based humanities disciplines such as history and literature and philosophy.

Professionals who tackle these problems also need skills in computer science and writing and oral communication in order to explain problems and their solutions to a wider audience. The fields of environmental science and environmental studies require the use of this knowledge and these skills perhaps more than any other field of study. It is our objective to train students to become adept in these areas so that they will become critical thinkers and problem solvers in their personal lives as well as in their chosen careers.

The means by which we achieve these educational objectives is through our core of environmental courses and through courses that help each of our students develop a personal philosophy as well as prepare for their career goals.

Within our environmental core are four levels of development. The first level emphasizes a thorough understanding of the basic scientific and nonscientific knowledge needed to solve environmental problems. We then build on this in the second year as students learn field research and communication skills that they apply to specific environmental issues. The third level of development focuses on critical thinking and problem solving, and the fourth on the application of each of these levels to the study of real-world problems through case studies, impact assessment and internships. This hands-on approach not only helps students gain confidence in their own abilities, but it also benefits the wider community. The problems addressed are diverse and wide ranging, and may include how best to preserve a natural area or species, how to restore a native ecosystem, how to plan for future development, and even how to evaluate and mitigate the effects of global climate change.

Internships provide students with another opportunity to practice these newly developed skills and also help to establish professional networks that often lead to career opportunities upon graduation. The variety of professions that are occupied directly by our graduates reflect the interdisciplinary nature of environmental careers. Our graduates work in air and water resource management, ecological restoration, education, journalism, toxicology, field research, environmental impact assessment, law and environmental health. Other graduates have entered both masters- and Ph.D.-level programs in those same fields. Every environmental issue that emerges reinforces our commitment to train our students to handle those issues with skill and confidence.

Learning Communities

DES is involved with four types of "learning communities" - each of which links courses in environmental studies with other courses:

1. For All First-Year Environmental Majors

All entering first-year environmental students participate in a two-semester-long learning community focused on the fundamental themes of environmental science and biology: change, constancy, and interdependence. The learning community reflects an interdisciplinary approach to education and awards 8 credits for biology, 3 credits for literature, 3 credits for environmental studies and 2 credits for an integrating seminar experience for a total of 16 credits over two semesters. This integrative approach enables students to more clearly understand the relationships between environmental issues, biology and humanities in a way that improves their communication, critical thinking and writing skills. A variety of experiential learning activities are planned. Students will have



the opportunity to work with instructors in determining some course content and methods of instruction. The learning community fulfills requirements for Biology I and II (BIO 100/101), Introduction to Environmental Issues (ENV 100/101), Literature, Nature and Biology (LIT 121/122), and Introduction to Environmental Studies I and II (ENV 150/151). Offered yearly.

2. **For All First-Year Biology Majors**

All entering first-year biology majors participate in a learning community that reflects an interdisciplinary approach to education and awards 8 credits for biology and 3 credits for environmental studies for a total of 11 credits over two semesters. This integrative approach enables students to more clearly understand the relationships between environmental issues, biology in a way that improves their communication, critical thinking and writing skills. Students will have the opportunity to work with instructors in determining some course content and methods of instruction. The learning community fulfills requirements for Biology I and II (BIO 100/101) and Introduction to Environmental Issues (ENV 100A). Offered yearly.

3. **For All First-Year Non-DBS and Non-DES Majors**

All entering first-year Non-DBS and Non-DES majors participate in a one-semester-long learning community that reflects an interdisciplinary approach to education and awards 4 credits for biology and 3 credits for environmental studies for a total of 7 credits. This integrative approach enables students to more clearly understand the relationships between environmental issues and biology in a way that improves their communication, critical thinking and writing skills. A variety of experiential learning activities are planned. The learning community fulfills graduation requirements for a laboratory science and a course to increase environmental awareness. Offered each semester.

4. **For All Second-Year Environmental Majors**

In their second year, all environmental majors will take a sequence of three courses plus a lab, which form a foundation of understanding of environmental issues. In addition to the courses, Population, Pollution, and Conservation and Preservation, students will continue to develop their research and communication skills both in the sequence and in an associated lab on Conservation and Preservation. Total of 11 credits offered yearly.

Internships

Each environmental major pursues an internship either at the regional, national or global level (ENV 395 or 495A) or at the local level through DES' Center for Sustainable Communities (ENV 495B). Internships provide students the opportunity to explore a career with a specific environmental agency under the guidance of DES' internship coordinators.

Honors Program

The Department of Environmental Studies (DES) and the Department of Biological Sciences (DBS) give selected students the opportunity to do independent study and research in their major, ultimately leading to a bachelor's degree "with honors." Incoming DES and DBS students with outstanding high school academic records, high SAT or ACT scores, and satisfactory performance on UNE standardized math and writing exams, will be invited to participate in this program in their second year. Details are available under the DBS section of this catalog ("[Honors Program](#)").

Major Programs

The two majors - environmental science and environmental studies - share a common core experience to which is added courses appropriate for each program of study. For both majors, the following core of courses must be completed successfully:

Bachelor of Science - Environmental Studies or Environmental Science [Course Descriptions](#)

| Program/Degree Area | Credits |
|--------------------------------|----------------|
| University Core Requirements | 42-43 |
| Required Environmental Courses | minimum 32 |

Environmental Core

| | |
|--|-----|
| ENV 100, 101 - Introduction to Environmental Issues | 3 |
| ENV 150, 151 - Introduction to Environmental Studies | 2 |
| ENV 200 - Population and the Environment | 3 |
| ENV 210 - Pollution and the Environment | 3 |
| ENV 220 - Conservation and Preservation | 3 |
| ENV 220L - Conservation and Preservation Lab | 2 |
| ENV 230 - Environmental Geology with Lab | 4 |
| ENV 300 - Environmental Ethics | 3 |
| ENV 380 - Environmental Case Studies -or- ENV 375 - Environmental Impacts | 4 |
| ENV 395 or ENV 495 - Internship | 3-9 |
| ENV 399 - Advanced Topics in Environmental Issues | 3-4 |

Required Science and Mathematics Courses**26**

Biology

| | |
|----------------------|---|
| BIO 100 - Biology I | 4 |
| BIO 101 - Biology II | 4 |
| BIO 350 - Ecology | 4 |

Chemistry

| | |
|--------------------------------|---|
| CHE 110 - General Chemistry I | 4 |
| CHE 111 - General Chemistry II | 4 |

Mathematics

| | |
|--|---|
| MAT 150 - Statistics for Life Sciences | 3 |
|--|---|

Required Humanities Exploration

| | |
|---|----|
| LIT 121, 122 - Exploration: Literature, Nature and Biology | 3 |
| Environmental Science Major - additional requirements or | 12 |
| Environmental Studies Major - additional requirements | 15 |

Elective Credit Sufficient for Minimum Total**120****Environmental Science Major**

This major is designed for students who prefer to emphasize the scientific aspects of natural resources and environmental issues. It emphasizes proficiency in the sciences, but also provides students with an understanding and awareness of relationships between environmental problems and socio-political traditions and policies. To complete this major, students will finish the above core of courses and, in consultation with their advisors, will select at least four additional courses in biology, chemistry, environmental science and/or physics. In addition, it is possible for the environmental science major to add a defined minor in the following areas: biology, chemistry, marine biology, animal studies, and environmental health.

Environmental Studies Major

This major is designed for students primarily interested in the humanistic and socio-political aspects of natural resource and environmental issues, while at the same time providing a foundation in the sciences. In addition to the environmental core requirements, this major requires at least five courses (exclusive of college core requirements) in areas outside of the physical, chemical and biological sciences. Choices might include courses in environmental literature, philosophy, history, education*, sociology or economics, for example. The choice of courses will be based on an analysis of the personal and professional goals of the student by the team of student and advisor.

Teaching Certification

*DES and the Department of Education (DE) jointly offer environmental majors interested in teaching the opportunity to acquire their secondary science teaching credentials so that they are qualified to teach in private and public schools upon graduation. See specific credential requirements under the section designated for the [Department of Education](#).

Environmental Minors

Two minors are offered through DES and are described below. Students wishing to obtain a minor in DES must have a faculty advisor and DES approval.

Environmental Health Minor

Environmental health is a disciplinary branch of public health in which the environment of humans is studied in order to reach an understanding of the health condition of humans. One goal of this minor is to prepare students for employment or graduate study in environmental health. To help accomplish this goal, students must complete the core of environmental courses listed below, as well as 3 additional health-related courses that are selected in consultation with an advisor and that help to prepare them for an internship of up to nine credits with an institution or company that will provide training in practical methods and tools in solving environmental health problems. The Graduate Certificate in Public Health offered at UNE affords undergraduate students the opportunity to take a graduate-level course if they meet the GPA requirement and seats are available.

Environmental Studies Minor

Any student may achieve a minor in environmental studies by accumulating a minimum of 18 or 19 credit hours in the following courses:

| Program/Degree Area | Credits |
|--|----------------|
| ENV 100 - Introduction to Environmental Issues | 3 |
| ENV 200 - Population and the Environment | 3 |
| ENV 210 - Pollution and the Environment | 3 |
| ENV 220 - Conservation and Preservation | 3 |
| ENV 300 - Environmental Ethics | 3 |
| ENV 380 - Environmental Case Studies -or- ENV 375 - Environmental Impacts | 4 |

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Department of Exercise and Sport Performance

[Department Website](#)

College of Arts and Sciences

| | |
|---|---|
| LaRue, Richard J. (Chair) D.P.E., Springfield College; M.S., Springfield College-Movement Sciences; B.A., University of Northern Iowa-Teaching: Physical Education and Health. | Associate Professor |
| Bachelder, Brian (Director of Athletic Training Education Program) M.S., University of Maine at Orono-Exercise Science; B.S., University of Maine at Orono-Physical Education; Athletic Trainer Certified. | Assistant Professor |
| Garbe, Kathie (Coordinator of Exercise and Health Promotion Program) Ph.D., Texas Woman's University-Health Sciences; M.S., Illinois State University-Health Education; B.S. University of Wisconsin, Lacrosse-Physical Education and Health Education; Certified Health Education Specialist. | Assistant Professor |
| Lamarre, Wayne (Clinical Education Coordinator, Athletic Training Education) M.Ed., Vermont College of Norwich University-Curriculum and Instruction in Higher Education; B.S., Central Connecticut State University; Athletic Trainer Certified. | Assistant Professor |
| Richards, Matthew N. M.A. University of Northern Colorado-Sport Administration; B.S., Colby-Sawyer College-Sport Management. | EHP and SMG Fieldwork Coordinator |
| Spigelman, Tracy M.Ed, Temple University-Education; B.S.; University of Vermont-Education: Athletic Training; Athletic Trainer Certified. | Clinical Educator/Assistant Athletic Trainer |
| Towne, Benjamin M. M.A., Western Michigan University-Physical Education: Athletic Training; B.S. Lyndon State College-Ahtletic Training; Athletic Trainer Certified. | Clinical Educator/Assistant Athletic Trainer |
| Approved Clinical Instructors | |
| Cook, Matt B.S., University of New England-Health Science; Certified National Athletic Trainer. | Head Athletic Trainer at Thornton Academy |
| McKenzie, Audrey B.S. Marietta College, Athletic Training; Athletic Trainer Certified. | Head Athletic Trainer at Portland High School |
| Rizzo, Christopher S. M.S. Indiana State University- Athletic Training; B.A. Hartwick- | Head Athletic Trainer at UNE |

Psychology; Athletic Trainer Certified; Certified Strength and Conditioning Specialist.

Program Goals

The programs in the Department of Exercise and Sport Performance are designed to prepare graduates for progressively responsible positions in a variety of organizational settings dealing specifically with exercise and human performance in sport and physical activity. By incorporating an emphasis on oral and written communication abilities, and a values-based curriculum that emphasizes the importance of diversity in the workplace and on teams, students completing the requirements in any of the department's degree programs are ideally situated for positions in today's rapidly changing environments in a variety of settings including hospitals, sports medicine clinics, schools, corporations, and with sports and/or fitness organizations.



Curriculum Goals

The Department of Exercise and Sport Performance, in its commitment to the College of Arts and Sciences core curriculum, has designed departmental degree curricula that reinforce the College of Arts and Sciences core values of discovery, creativity, problem-solving, decision-making and critical thinking. The department further embraces the educational philosophy of physical education and sport: the development of the whole person through knowledge acquisition and experience that stress cognitive, affective and psychomotor outcomes. These outcomes are accomplished at UNE through a series of learning experiences that form a foundation of professional knowledge and skills.

Additionally, all students in the Department of Exercise and Sport Performance are required to complete a series of clinical experiences or internships (depending upon the degree program) that are designed for further applied learning and professional development. These closely managed experiences are an integral part of the curricula and provide opportunities for the development and reinforcement of effective interpersonal, team, and organizational skills, along with the specific skills of the degree program.

The Supporting Faculty

The faculty in the Department of Exercise and Sport Performance of the University of New England bring a particular strength to the programs: they all have sound academic preparation and have strong professional and applied experience in their fields of specialization. The department's faculty members have worked in multiple settings, including (but not limited to): college/university athletic programs, public school athletic programs, YMCAs programs, day and residential sport and recreational camps, club sport programs, corporate fitness programs, and teaching/consulting in domestic and international educational programs. They pride themselves on bringing over 90 years of both teaching and work experience to the learning environment, thereby facilitating the application of curriculum content to actual individual, team, and organizational settings.

The Degree Programs

The Department of Exercise and Sport Performance curricula focus on individual, team and organizational performance, through the following degree programs:

- I. Bachelor of Science in Athletic Training Education
- II. Bachelor of Science in Exercise and Health Promotion
- III. Bachelor of Science in Sport Management

All degree curricula for the above majors consist of three parts: (1) arts and sciences core

requirements; (2) science or business foundation requirements; (3) major requirements.

[Bachelor of Science in Athletic Training Education](#)

[Bachelor of Science in Exercise and Health Promotion](#)

[Bachelor of Science in Sport Management](#)

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I. Bachelor of Science in Athletic Training Education

This degree program is designed for individuals who want to work to improve individual and team wellness and health. The curriculum in this program combines the study of anatomy and other health-related sciences with study in the management of fitness and sports performance. In providing students with a thorough understanding of the effects of sports and sports injuries on the individual performer, students are taught both preventive and prescriptive techniques and apply them in a series of six clinical placements.

The curriculum for athletic training education is provided below:

[Course Descriptions](#)

| Program/Degree Area | Credits |
|---|----------------|
| College of Arts and Sciences Core Requirements | 42-43 |
| includes MAT 120 or MAT 150* - Statistics | 3 |
| <i>*prerequisite for SPT 420 Research Methods</i> | |
| Major Requirements (Science Foundation) | 23 |
| BIO 245 - Gen. Prin. Anat., Phys and Patho. I | 4 |
| BIO 345 - Gen. Prin. Anat., Phys and Patho. II | 5 |
| CHE 130 - Principles of Chemistry | 4 |
| PHY 200 - General Physics I | 4 |
| PSY 105 - Introduction to Psychology | 3 |
| MAT 180 - Precalculus** | 3 |
| <i>**Prerequisite for PHY 200 - Physics I</i> | |
| Athletic Training Education Major Requirements | 60 |
| SPT 101 - Sport and Fitness in Society | 3 |
| SPT 120 - Personal Health and Wellness | 3 |
| SPT 420 - Research Methods | 3 |
| EXS 130 - Motor Development | 3 |
| EXS 210 - Fundamentals of Nutrition and Exercise | 3 |
| EXS 310 - Kinesiology and Biomechanics | 3 |
| EXS 320 - Exercise Physiology | 3 |
| ATC 100 - Introduction to Athletic Training | 1 |
| ATC 101 - Injury Prevention and Risk Management | 3 |
| ATC 150 - Acute Care of Injury and Illness | 2 |
| ATC 299A/B - Clinical Experiences 1 and 2 | 4 |
| ATC 399A/B - Clinical Experiences 3 and 4 | 4 |
| ATC 499A/B - Clinical Experiences 5 and 6 | 4 |
| ATC 302 - Assessment of Athletic Injury I | 3 |
| ATC 304 - Assessment of Athletic Injury II | 3 |
| ATC 333 - Gross Anatomy | 3 |
| ATC 430 - Therapeutic Modalities | 3 |

| | |
|---|---|
| ATC 440 - Therapeutic Exercise | 3 |
| ATC 450 - Medical Aspects of Sport | 3 |
| ATC 480 - Admin of Athletic Training Programs | 3 |

Elective Credit Sufficient for Minimum Total 125

Athletic Training Education: Professional Component Academic Policies

The professional portion of the Athletic Training Education Program covers the last six semesters of the program. The curriculum in this program combines the study of human anatomy and other sciences with study in managing fitness and sports performance. Classroom, laboratory, and clinical experiences are provided. The clinical education sites are selected to provide a broad base of experience in a variety of allied health care settings.

Athletic Training Education - Admission Requirements-Professional Program

Athletic training education accreditation standards mandate that admission to the professional portion of the program be criteria-based. Therefore, meeting the coursework requirements does not guarantee a student admission into the professional portion of the athletic training education major. Please contact the program director for additional information.

The following criteria must be met for a student to be eligible for admission into the professional portion of the athletic training major:

1. Minimum cumulative UNE GPA of 2.0.
2. Completion of ATC 100, and ATC 150 with a minimum grade point of 2.0.
3. Completion of a minimum of 30 observational clinical hours (ATC 100) under the direct supervision of a UNE clinical educator or instructor.
4. Successful completion of OSHA-required safety training.
5. Regular attendance at Athletic Training Program meetings and presentations.
6. Completion of the program application and formal interview with the program director of athletic training education and faculty.
7. Compliance with the Technical Standards of the Athletic Training Education Program (see below).
8. Fulfillment of the health requirements as outlined in the Athletic Training Student Handbook. This includes the completion of the University Immunization Questionnaire, physical exam, health history, and submission to UNE of proof of health insurance.
9. All students transferring into the athletic training education major must complete the ATEP admission requirements and complete the entire professional portion of the program.

Athletic Training Education Program: Technical Standards for Admission - Professional Program

The Athletic Training Educational Program at the University of New England is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Educational Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Allied Health Education Programs [CAAHEP]). The following abilities and expectations must be met by all students admitted to the Athletic Training Educational Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the NATABOC certification exam.

Candidates for selection to the Athletic Training Educational Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem

solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situation.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the athletic training educational program will be required to certify that they have read, understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. Please see the [Office of Students with Disabilities](#) for more information.

Athletic Training Education - Retention and Progression Requirements:

Students will be retained within the athletic training major providing the following criteria are maintained throughout the undergraduate experience:

1. Minimum cumulative UNE GPA of 2.0.
2. Minimum cumulative GPA of 2.0 in the science foundation of the athletic training education major requirements.
3. Grade point of 2.0 or better in each athletic training education major required course with the ATC, EXS, or SPT prefix.

Students who receive a grade point below a 2.0 in an athletic training education major required course with an ATC, EXS, or SPT prefix will be placed on clinical education suspension. They must repeat the course and earn a grade point of 2.0 or higher the next time the course is offered. A course may be repeated only once.

4. Minimum cumulative GPA of 2.5 in athletic training education required courses (ATC/EXS/SPT prefix).
5. Proof of successful progress toward the completion of both clinical proficiencies and field experience rotations (see: Athletic Training Student Handbook for definition of successful progress), in compliance with the requirements and guidelines of the National Athletic Trainers' Association Board of Certification.
6. Students who fail to demonstrate appropriate professional abilities and attributes will be subject to clinical education suspension. (See Student Program Handbook for details.)
Clinical education rotation suspension status: Students failing to fulfill any of the above requirements will be removed from the clinical education rotation portion of the program until the deficiency is remedied. The student shall receive written notice of the suspension and possible methods of remediation from the program director. Upon successful completion of remediation the student will be notified by the program director in writing and removed from suspension.
7. Any student appealing a decision, or requesting a waiver or exception, should appeal to the program director. If a solution is not reached that is satisfactory to both parties, the student or other party should contact the chairperson of the Department of Exercise and Sport Performance to request a formal review.
8. Other appeals should follow the process outlined in the UNE Student Handbook.

** Academic dishonesty (outlined in the University Student Handbook) will not be tolerated.*

[Bachelor of Science in Athletic Training Education](#)

[Bachelor of Science in Exercise and Health Promotion](#)

[Bachelor of Science in Sport Management](#)

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II. Bachelor of Science in Exercise and Health Promotion

Exercise and health promotion majors graduate with the knowledge and skills necessary to prescribe exercise and health programs for healthy and health-limited populations; to counsel athletes, fitness enthusiasts, and health-compromised participants in safe exercise; and, to develop health promotion programming which leads people into lives of optimal health and wellness. Whether working with large medical centers, in research laboratories, the field of athletics and conditioning, sports medicine, or corporate fitness exercise and health promotion graduates are on the cutting edge of medicine, health, and fitness. With a combination of science, health, and fitness courses, these individuals are prepared for career opportunities involving physical activity programs in hospitals, industry, fitness facilities, and communities.



The curriculum for exercise and health promotion is provided below:

| Program/Degree Area | Course Descriptions Credits |
|---|---|
| College of Arts and Sciences Core Requirements | 42-43 |
| MAT 120 or MAT 150* - Statistics | 3 |
| *prerequisite for SPT 420 Research Methods | |
| Major Requirements (Science Foundation) | 23 |
| BIO 245 - Gen. Prin. Anat., Phys and Patho. I | 4 |
| BIO 345 - Gen. Prin. Anat., Phys and Patho. II | 5 |
| CHE 130 - Principles of Chemistry | 4 |
| PHY 200 - General Physics I | 4 |
| PSY 105 - Introduction to Psychology | 3 |
| MAT 180 - Precalculus** | 3 |
| **Prerequisite for PHY 200 - Physics I | |
| Exercise and Health Promotion Major Requirements | 56 |
| SPT 101 - Sport and Fitness in Society | 3 |
| SPT 120 - Personal Health and Wellness | 3 |
| EXS 130 - Motor Development | 3 |
| EXS 160 - Introduction to EHP | 3 |
| EXS 210 - Fundamentals of Nutrition and Exercise | 3 |
| EXS 280 - Health Promotion and Wellness Prg | 3 |
| EXS 310 - Kinesiology and Biomechanics | 3 |
| EXS 320 - Exercise Physiology | 3 |
| EXS 330 - Fitness Evaluation and Prescription | 3 |
| SPT 340 - Program and Facilities Management | 3 |

| | |
|---|---|
| SPT 420 - Research Methods | 3 |
| ATC 101 - Injury Prevention and Risk Management | 3 |
| ATC 150 - Acute Care of Injury and Illness | 2 |
| ATC 333 - Gross Anatomy | 3 |
| MGT 301 - Organizational Behavior | 3 |
| MGT 360 - Leadership | 3 |
| EXS 399 - Clinical Experience | 3 |
| EXS 499 - Clinical Experiences | 6 |

Electives Courses

Elective Credit Sufficient for Minimum Total

121-122

Clinical Experiences

All students in exercise and health promotion complete a series of clinical experiences designed to expose them to the fields of exercise and health and to give them progressively responsible experiences working with specialists in the field. As students move through the clinical experiences (nine credits total), they experience the application of knowledge in the clinical setting under departmental supervision.

Exercise and Health Promotion - Retention and Progression Requirements

Students will be retained within the exercise and health promotion major providing the following criteria are maintained throughout the undergraduate experience:

1. Minimum cumulative UNE GPA of 2.0.
2. Minimum cumulative GPA of 2.0 in the science foundation of the exercise and health promotion major requirements.
3. Grade point of 2.0 or better in each exercise and health promotion major required course with the ATC, EXS, or SPT prefix.

Students who receive a grade point below a 2.0 in an exercise and health promotion major required course with an ATC, EXS, or SPT prefix will be required to repeat the course and earn a grade point of 2.0 or higher the next time the course is offered. A course may be repeated only once.

4. Minimum cumulative GPA of 2.5 in exercise and health promotion required courses (ATC/EXS/SPT prefix). If this GPA falls below the 2.5 in the required coursework, the student may not be allowed to begin additional coursework or clinical experiences.

[Bachelor of Science in Athletic Training Education](#)

[Bachelor of Science in Exercise and Health Promotion](#)

[Bachelor of Science in Sport Management](#)

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III. Bachelor of Science in Sport Management

A sport management graduate of the University of New England is uniquely qualified to work in the areas of recreational and competitive sports, and exercise and sport programs; as a management professional pursuing the activities associated with administration, supervision, and leadership. During four years of study, students learn the foundations of organizational performance, and its specific application to all areas of sport; and, they apply the latest knowledge, skills and technology to facilities and program management. With the increased emphasis on maintaining healthy and active lifestyles, the evolution of sport as an integral part of American culture, the UNE sport management graduates are effective leaders prepared to improve the quality of life needed for all people in the twenty-first century.



The curriculum for sport management is provided below:

| Program/Degree Area | Credits |
|--|----------------|
| College of Arts and Sciences Core Requirements | 42-43 |
| includes MAT 120 or MAT 150* - Statistics | 3 |
| <i>*prerequisite for SPT 420 Research Methods</i> | |
| Major Requirements (Business Foundation) | 27 |
| ACC 201 - Financial Accounting | 3 |
| ECO 203 - Macroeconomics | 3 |
| MGT 101 - Introduction to Management | 3 |
| MGT 210 - Communication Dynamics in Organizations | 3 |
| MGT 301 - Organizational Behavior | 3 |
| MGT 302 - Human Resource Management | 3 |
| MGT 315 - Financial Management | 3 |
| MGT 325 - Legal Environment of Business | 3 |
| MKT 101 - Introduction to Marketing | 3 |
| Sport Management Major Requirements | 36 |
| SPT 101 - Sport and Fitness in Society | 3 |
| SPT 120 - Personal Health and Wellness | 3 |
| SPT 160 - Introduction to Sport Management | 3 |
| SPT 325/MKT 325 - Sport Marketing | 3 |
| SPT 340 - Program and Facilities Management | 3 |
| SPT 360 - Leadership | 3 |
| SPT 370 - Legal and Ethical Issues in Sport Management | 3 |
| SPT 395 - Internship (120 hours minimum) | 3 |
| SPT 401 - Seminar in Sport Management | 3 |

| | |
|---|------------|
| SPT 420 - Research Methods | 3 |
| SPT 495 - Internship (240 hours minimum) | 6 |
| Electives Courses | 15 |
| Elective Credit Sufficient for Minimum Total | 120 |

Internship Experiences

All students in sport management complete a series of internship experiences designed to expose them to the fields of sport and business and to give them progressively responsible experiences working with specialists in the field. As students move through the internships (nine credits total), they experience the application of knowledge in the internship under departmental supervision.

Sport Management - Retention and Progression Requirements

Students will be retained within the sport management major providing the following criteria are maintained throughout the undergraduate experience:

1. Minimum cumulative UNE GPA of 2.0.
2. Minimum cumulative GPA of 2.0 in the business foundation of the sport management major requirements.
3. Grade point of 2.0 or better in each sport management major required course with the SPT prefix.

Students who receive a grade point below a 2.0 in a sport management major required course with an SPT prefix will be required to repeat the course and earn a grade point of 2.0 or higher the next time the course is offered. A course may be repeated only once.

4. Minimum cumulative GPA of 2.5 in sport management required courses (SPT prefix). If this GPA falls below the 2.5 in the required coursework, the student may not be allowed to begin additional coursework or internships.
5. Sport management students must hold current certification in first aid and CPR prior to enrollment in internships. (Successful completion of ATC 150 will satisfy this requirement.)

[Bachelor of Science in Athletic Training Education](#)

[Bachelor of Science in Exercise and Health Promotion](#)

[Bachelor of Science in Sport Management](#)

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Department of History

[Department Website](#)

College of Arts and Sciences

| | |
|--|---------------------|
| Burlin, Paul (Chair) Ph.D., Rutgers University-American History; A.B., Heidelberg College-Philosophy. | Associate Professor |
| DeWolfe, Elizabeth Ph.D., Boston University-American and New England Studies; M.A., SUNY at Albany, Anthropology; A.B., Colgate University-Social Science. | Associate Professor |
| DiPadova, Theodore Ph.D., City University of New York, European History; M.A., Brooklyn College of the City of New York, History; B.A., The College of Wooster, History and French. | Associate Professor |
| Downs, Jacque Ph.D., Georgetown University, American History; M.A., University of California at Berkeley, American History; B.A., University of California at Berkeley, History. | Professor Emeritus |

The objectives of the Department of History are to bring the study of the past to bear on the parochialism of the present and, in the process, to demonstrate the qualified and contingent nature of all human knowledge and experience; to expose students to a variety of cultures in historical context; to assist students to develop research and writing skills; to enrich students' appreciation and enjoyment of the richness of human endeavors; and to prepare students for a productive and rewarding professional life following the completion of their studies.

Minor

A student in another department may, with the permission of the Department of History, take a minor within the department upon the completion of 18 hours of course work.

Curriculum Requirements for Bachelor of Arts - History

[Course Descriptions](#)

| Program/Degree Area | Credits |
|-------------------------------------|--------------|
| University Core Requirements | 42-43 |
| History Major Requirements | 33 |

Two of the following Three Options:

Option I

| | |
|---|---|
| HIS 222 - US History: Contact through the Civil War | 3 |
| HIS 223 - US History: Reconstruction to Present | 3 |

Option II

| | |
|---|---|
| HIS 230 - Continuity/Change from Ancient to Renaissance | 3 |
|---|---|

| | |
|---|------------|
| HIS 231 - Continuity/Change in Modern Europe | 3 |
| <i>Option III</i> | |
| HIS 240 - Colonial Latin America | 3 |
| HIS 241 - Modern Latin America | 3 |
| <i>Each of the Following:</i> | |
| HIS 335 - History and Historians | 3 |
| HIS 450 - Senior Thesis | 3 |
| History Electives | 15 |
| Elective Credit Sufficient for Minimum Total | 120 |

Curriculum List

Department of History

Following is a list of courses offered through the Department of History

| Subject Area | Credits |
|---|---------|
| History | |
| HIS 200 - Theodore Roosevelt, Woodrow Wilson and the Dawn of the American Century | 3 |
| HIS 202 - American Identity and History | 3 |
| HIS 204 - Growing Up Female: A History of Girls in America | 3 |
| HIS 206 - Diaries, Journals and Letters | 3 |
| HIS 208 - Readers and Readings in American History | 3 |
| HIS 210 - Race and Ethnicity in Latin America | 3 |
| HIS 212 - Cultures of Imperialism: Latin America and the United States | 3 |
| HIS 214 - Contemporary History | 3 |
| HIS 222 - United States History: Contact through the Civil War | 3 |
| HIS 223 - United States History: Reconstruction to the Present | 3 |
| HIS 230 - Continuity and Change from Ancient to Renaissance Europe | 3 |
| HIS 231 - Continuity and Change in Modern Europe | 3 |
| HIS 240 - Colonial Latin America | 3 |
| HIS 241 - Modern Latin America | 3 |
| HIS 309 - American Material Culture | 3 |
| HIS 315 - Topics in American Studies | 3 |
| HIS 320 - The European Enlightenment and Its Historical Consequences | 3 |
| HIS 322 - French Revolution and Napoleon | 3 |
| HIS 330 - Politics and Political Change in Modern Latin America | 3 |
| HIS 331 - Revolution and Social Protest in Mexico | 3 |
| HIS 333 - State and Society in Brazil | 3 |
| HIS 334 - Historical Geography | 3 |
| HIS 335 - Historians and History | 3 |
| HIS 336 - Women and the American Experience | 3 |
| HIS 338 - American Communal Experiments | 3 |
| HIS 340 - The United States and the World | 3 |
| HIS 380 - Slavery and Race Relations in the United States and Brazil | 3 |
| HIS 390 - American Identity and World Order | 3 |
| HIS 400 - Topics in History | 3 |
| HIS 404 - Directed Readings in History | 3 |
| HIS 420/1 Internship | 3 |
| HIS 450 - Fourth-Year (Senior) Thesis | 3 |

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Interdisciplinary Majors

The College of Arts and Sciences offers a number of interdisciplinary majors. Interdisciplinary majors are designed to provide students with a broad academic experience that integrates various disciplinary perspectives focused on specific topics or themes. Students may choose from American Studies, Liberal Studies, and Psychology and Social Relations Programs.

[Bachelor of Arts in American Studies](#)

[Minor in American Studies](#)

[Bachelor of Arts in Psychology and Social Relations](#)

[Minor in Psychology and Social Relations](#)

[Bachelor of Arts in Liberal Studies](#)

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Interdisciplinary Majors

[Department Website](#)

I. American Studies

DeWolfe, Elizabeth (American Studies Coordinator)
Ph.D., Boston University-American and New England Studies; M.A.,
State University of New York-Albany-Anthropology; A.B., Colgate
University-Social Science.

Associate Professor

The American studies major introduces students to analytical techniques and critical theories from history, anthropology, literary studies and other liberal arts and sciences, and allows students to apply these methods in a detailed examination of American culture and institutions.

The interdisciplinary focus of the major trains students to read and analyze difficult material from a variety of academic disciplines, to communicate skillfully in written and oral fashion, and to conduct independent research. The major therefore develops skills that are essential for a successful career in business, education, social service, government service, journalism, publishing, or for further graduate school study (including law). Internship options in business, government, museums, newspapers and publishers are tailored to the career interests of students.

[Course Descriptions](#)

| Program/Degree Area | Credits |
|---|----------------|
| University Core Requirements | 42-43 |
| Major Courses | 36 |
| ANT 102-Cultural Anthropology or SOC 150- Introduction to Sociology | 3 |
| AMS - 100 or 200 level course | 3 |
| HIS 222 - U.S. History: Contact through the Civil War | 3 |
| HIS 223 - U.S. History: Reconstruction to the present | 3 |
| ENG 200 - American Literature I | 3 |
| ENG 200 - American Literature II | 3 |
| AMS 400 - Senior Seminar | 3 |
| Major Electives | 15 |
| <i>Five upper level (300,400) courses. At least 2 with AMS prefix, remaining 3 in at least two different applicable disciplines. Each course has a focus on some aspect of American culture, history or society either in total or in comparison with other culture(s).</i> | |
| Elective Credits | |
| Elective Credit Sufficient for Minimum Total | 120 |

Minor in American Studies

A student may, with the permission of the program coordinator, take a minor in American studies upon completion of 18 credits as described below.

The minor consists of:

AMS 100 or 200 level course - 3 credits
Electives - 15 credits

Of the five electives, one course must have the AMS prefix. At least two of the remaining four courses should represent at least two different disciplines (other than American studies), with course content focused on some aspect of American society, history, or culture in total or in comparison. At least two of the minor courses must be at the 300 or 400 level. Directed studies are available to meet particular interests when needed.

Ideally, the sequence of courses would revolve around a particular focus such as an historical or a particular topic. The possibilities are many, but might include focused study of the twentieth century, women's studies, the environment or health. Courses will be selected in consultation with the AMS program coordinator. For more information on an American studies minor, see the program coordinator.

Curriculum List

Following is a partial list of courses offered for the American studies major and minor. Students may select courses from other disciplines as appropriate in consultation with the program coordinator.

AMS 105 - Intro to American Studies
AMS 202/HIS 202 - American Identity and History
AMS 204/HIS 204 - Growing up Female: A History of Girls in America
AMS 206/HIS 206 - Diaries, Journals and Letters
AMS 208/HIS 208 - Readers and Readings in American History
AMS 309/HIS 309 - American Material Culture
AMS 315/HIS 315 - Topics in American Studies
AMS 336/HIS 336 - Women and the American Experience
AMS 338/HIS 338 - American Communal Experiments
AMS 390/HIS 390 - American Identity and World Order
AMS 400 - Fourth - Year Seminar
AMS 470, 480 - Internship I, II

Interdisciplinary Majors

[Bachelor of Arts in American Studies](#)

[Minor in American Studies](#)

[Bachelor of Arts in Psychology and Social Relations](#)

[Minor in Psychology and Social Relations](#)

[Bachelor of Arts in Liberal Studies](#)

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Interdisciplinary Majors

II. Liberal Studies

Sartorelli, Linda (Liberal Studies Coordinator) Professor
Ph.D., M.A., Indiana University-History and Philosophy of Science; A.B.,
Barnard College, Columbia University-Mathematics.

Liberal Studies is a multidisciplinary major in the humanities - history, philosophy, literature, political science, religion, languages, and American studies. It is designed for students who are interested in more than one discipline or in some broad topic or theme. Students majoring in liberal studies have primary responsibility for designing their own college education. They investigate ideas through the process of discovery, and discovery is best begun at the point of their own interests and goals. In the absence of restrictive course requirements, but in close concert with a faculty advisor, liberal studies students plan their own broad-based program.

The liberal studies major challenges students to understand and evaluate human values, cultures and ideas as they are expressed in the various humanities disciplines. In addition, the major invites students to make connections across academic disciplines, historical periods, and diverse cultures. Our faculty believe that the ability to make these connections is the mark of a truly educated person.

During the third and fourth years, the focus turns towards creating a cohesive cluster of courses dealing with a theme, culture, or period. Students may concentrate, for instance, on humanistic views of science and take courses such as science and religion, literature of the sea, and bioethics. There are many possibilities in this flexible major.

The bachelor of arts in liberal studies prepares the graduate for a broad spectrum of career choices in communications, publishing, government, sales, advertising, public affairs, research, and information management. Moreover it is sound training for law school and graduate work in the humanities. The liberal studies major provides truly practical preparation for a rapidly changing world by developing independence of mind, self-direction, analytic skills, and a continuing desire to learn.

All UNE students take the University Core Curriculum. In addition to the Core requirements, liberal studies candidates in consultation with their advisors will take a minimum of 33 credits in the humanities (history, philosophy, literature, political science, religion, languages, and American studies). At least five courses should be upper level. All students will take at least one methodology course in the humanities such as ENG 206 Literary Theory and Criticism, ENG 207 Introduction to Cultural Theory, HIS 335 Historians and History, AMS 105 Introduction to American Studies. Majors are also encouraged to take relevant elective courses in the social sciences. Depending upon their career interests, students may take courses in other UNE majors such as business, creative arts, science, or education. The Liberal Studies Program is an excellent major for those students wishing also to enroll in the Pre-Law Program.

In addition, students will enroll in LIL 420. All students are encouraged to take LIL 495.

[Course Descriptions](#)

Program/Degree Area

Credits

University Core Requirements

42-43

| | |
|---|------------|
| Liberal Studies Course Requirements* | 33 |
| LIL 420-Senior Thesis/Project | 3 |
| *At least five courses at 300 or 400 level and one methodology course in the Humanities | |
| Elective Credits | |
| Elective Credit Sufficient for Minimum Total | 120 |

Curriculum List

Liberal Studies

Following is a list of courses offered specifically for the Liberal Studies major:

LIL 420 - Senior Thesis/Project 3 Credits
LIL 495 - Internship in Liberal Studies 3-9 Credits

Interdisciplinary Majors

| | |
|---|--|
| Bachelor of Arts in American Studies | Minor in American Studies |
| Bachelor of Arts in Psychology and Social Relations | Minor in Psychology and Social Relations |
| Bachelor of Arts in Liberal Studies | |

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Interdisciplinary Majors

III. Psychology and Social Relations

Corsello, Maryann (Coordinator) Ph.D., University of New Hampshire- Developmental Psychology; M.S., Tufts University-Experimental Psychology; B.S., Northeastern University-Psychology/Speech and Hearing Science. Associate Professor

McReynolds, Samuel A. (Coordinator) Associate Professor
Ph.D., Cornell University - Rural Sociology; M.A., University of Vermont- History; B.A., University of Virginia-Government and History.

Psychology and Social Relations Major

The bachelor of arts in psychology and social relations (PSR) is a unique integration of course work from psychology, sociology, and anthropology. It emphasizes methods, the human life span, global perspectives, and student initiative in program development. This major prepares students for entry level positions in the mental health and human services field, or for graduate study in psychology, sociology, social work, human services, and related fields.

Upon acceptance to the University, students are provisionally admitted as a major in psychology and social relations. Upon completion of 60 credit hours (approximately the end of the second year of full-time work), student progress is evaluated by department faculty. A grade point average of 2.75 in major courses is necessary in order to be fully admitted as psychology and social relations majors. PSR majors must complete Statistics (MAT 120) before the beginning of the second year. Psychology Statistics (PSY 225) must be completed before the end of the second year.

All students in the PSR major must complete the University of New England Core Curriculum (This is described elsewhere in this catalog). Majors must also complete a core of courses in psychology and sociology. These are designed to develop basic research and thinking skills as well as to expose students to critical areas within the disciplines.

All students must complete two internship experiences for a total of six credits. Three credits of internship are taken within the core and three credits of internship are taken within the students selected area of specialization. Internships are ordinarily taken in the third and fourth years. The first internship helps the student to learn experientially. It also gives them a chance to explore areas of professional, personal or academic interest in an applied setting. The second internship is completed in a setting related to the student's career or graduate study plans.

In addition to the University and major core curricula, PSR students must complete an additional three psychology courses and three sociology courses at the 200 level or above. The courses are selected in conjunction with the students advisor to determine the best sequence to reach specific academic and professional proficiencies.

Bachelor of Arts in Psychology and Social Relations

[Course Descriptions](#)

Program/Degree Area

Credits

University Core Requirements

42-43

| | |
|--|------------|
| Psychology and Social Relations Core | 39 |
| ANT 102 - Cultural Anthropology | 3 |
| PSY 105 - Introduction to Psychology | 3 |
| PSY 205 - Abnormal Psychology | 3 |
| PSY 225 - Psychology Statistics or SOC 225 - Statistics for Social and Behavioral Science | 3 |
| PSY 255 - Social Psychology | 3 |
| PSY 285 - Research Methods | 3 |
| PSY/SOC 300 - Internship | 3 |
| PSY 355 - History and Systems | 3 |
| PSY/SOC 495 - Internship | 3 |
| SOC 150 - Introduction to Sociology | 3 |
| SOC 270 - Classical Sociological Theory or SOC 280 - Contemporary Sociological Theory | 3 |
| SOC 350 - Deviance | 3 |
| SOC 355 - Qualitative Social Methods | 3 |
| Major Electives | 9 |
| One course of Psychology at the 200 level or above | 3 |
| One Sociology course from each of the following areas: | |
| SOC Elective 1: Social Global Studies Course | 3 |
| SOC Elective 2: Social Cultural Studies Course | 3 |
| Total Credits in PSR Major | 48 |
| Elective Credit Sufficient for Minimum Total | 120 |

Psychology and Social Relations Minor

Total Credits 18

Introduction to Psychology, Introduction to Sociology, two additional psychology courses, not including PSY 220, 270, 225, 285, 300, SOC 300 and two additional sociology courses at the 200 level or higher, not including SOC 300.

Interdisciplinary Majors

[Bachelor of Arts in American Studies](#)

[Minor in American Studies](#)

[Bachelor of Arts in Psychology and Social Relations](#)

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[Bachelor of Arts in Liberal Studies](#)

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Learning Assistance Services

[Department Website](#)

Department of Student Support Services

| | |
|-------------------------|---|
| Daugherty, John, M.A. | Adjunct Instructor |
| DeFazio, Mark, M.S.Ed. | Adjunct Instructor |
| John R. Langevin, Ph.D. | Assistant Dean of Students for Student Support Services |
| Griffin, John, M.S. | Learning Specialist/ Mathematics |
| Hancock, Barbara, M.Ed. | Learning Specialist |
| O'Connor, Maura, M.A. | Coordinator of Learning Assistance Services/ Tutor Supervisor |
| Pickford, Susan, M.Ed. | Adjunct Instructor |
| Power, Lori, M.A. | Learning Specialist/ WCC |
| Taylor, Frederick, M.S. | Mathematics Instructor |

Learning Assistance Services (LAS), a department within Student Support Services, provide a comprehensive array of academic support services, including courses, workshops, individual and group tutoring, and advising. The goal of Learning Assistance Services is to assist students to become more independent and efficient learners, so that they are able to meet the University's academic standards and attain their personal educational goals.

Placement Testing

During orientation, all new undergraduate and transfer students are assessed for competence in writing and mathematics. Placement scores, SAT scores and a review of each incoming student's previous coursework are considered.

Those students who do not meet the University's predetermined criteria are placed into an appropriate developmental mathematics course, Writing Tutorial Course (LAC 010), or both.

Students are assigned a mathematics placement level as follows:

- L1: Placement into Basic Mathematics and Algebra (LAC 020)
- L2: Placement into Introduction to Algebra and Problem Solving (LAC 021)
- L3: Placement into Advanced Algebra and Problem Solving (LAC 022), Quantitative Reasoning (MAT 110), Statistics (MAT 120)
- L4: Placement into Mathematics for Elementary School Teachers (MAT 130), Statistics for

the Life Sciences (MAT 150), Statistics and Research Methods for Physical Therapists (MAT 155), Precalculus (MAT 180), or Statistics and Probability for Citizenship (MAT 325)

L5: Placement into Discrete Mathematics (MAT 185), Calculus I (MAT 190), Geometry (MAT 240), The History of Mathematics (MAT 250), or Mathematical Modeling (MAT 270)

Tutoring

Learning Assistance Services offers faculty, professional and peer tutoring to support students in their coursework. Additionally, writing support is available to students on an as-needed basis. Peer tutors receive specialized training and many of them are certified by the College Reading and Learning Association. Tutors' regularly scheduled hours are posted in the LAS office, other locations on campus, and on the [LAS website](#).

English as a Second Language (ESL)

Students who come to UNE with English as a second language are provided academic guidance and support, including ESL courses. Students should contact the LAS office (extension 2443) for more information.

Individual Consultation

Learning specialists are available (by appointment) to meet with students seeking assistance with their specific course demands. Consultation regarding learning styles, note-taking skills, active reading skills, time management skills, and test-taking skills is also available.

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Department of Mathematical Sciences

[Department Website](#)

College of Arts and Sciences

Gray, Susan (Chair)

Associate Professor

Ed.D., Boston University-Mathematics Education; M.A.T., University of Pittsburgh-Science Education; B.S. Pennsylvania State University-Medical Technology/Biology.

Greenleaf, Scott

Assistant Professor

Ph.D., SUNY Stony Brook – Mathematics; BS, Bates College – Mathematics.

Gutmann, Timothy

Assistant Professor

Ph.D., University of New Hampshire - Mathematics Education; M.A., Pennsylvania State University – Mathematics; B.A., Bowdoin College - Mathematics and German.

Snyder, C. William

Assistant Professor

D.D.S., State University of New York; Ph.D., University of Denver-Mathematics; M.S., University of New Hampshire-Mathematics; B.S., Clarkson University-Mathematics.

St. Ours, Paulette

Associate Dean,
College of Arts and
Sciences

M.S., University of Southern Maine-Statistics; M.A., Boston College-Mathematics; B.A. St. Joseph's College-Mathematics.

Mathematics

Mathematics is central to effective communication, critical thinking, and decision-making. Its study enhances a liberal arts education by exposing students to the methods and philosophies of quantitative analysis and the role mathematics plays in the modern world. The Department of Mathematical Sciences offers courses and opportunities supporting students and faculty to pursue quantitative inquiries.

Students majoring in mathematics or working toward secondary mathematics teacher certification will find model instruction preparing them for careers in mathematics and statistics, for careers teaching mathematics at the secondary level, and for future advanced study in mathematics, statistics, and other fields.

Students in all other majors will find courses to develop their skills and increase their confidence in the use of mathematics and their appreciation of its value for solving problems and thinking about social issues. Moreover, courses in mathematics provide students stimulating ideas and tools essential to study in many academic disciplines. The curriculum integrates computer and other technology-based approaches to demonstrate the modern practice and pedagogy of mathematics. The department supports University faculty members in their efforts to research mathematics, to study the teaching and learning of mathematics, to collaborate with professionals, and to develop as teacher scholars.



Transfer Credits for Mathematics

Students who have received posted transfer credit in mathematics at the University of New England are eligible for any equivalent- or higher-level CAS mathematics course, provided the course prerequisites have been met and a period of no more than five years has passed since their enrollment in the transfer course(s).

Minor in Mathematics

Students may take a minor in mathematics by completing 18 credits of mathematics coursework with grades of C or higher and a 2.75 cumulative grade point average in all courses applying to the minor. Specific courses for a minor will be determined in consultation with a mathematics faculty advisor and approved by the Department of Mathematical Sciences faculty. The required form for declaring a minor is available in the Registrar's Office.

Mathematics Placement Testing

Refer to [Learning Assistance Services \(LAS\)](#) for guidelines about mathematics placement.

Core Requirements: All mathematics courses meet core curriculum requirement, except MAT 130 and MAT 470.

Degree Programs

The bachelor of science in mathematics provides students with a strong theoretical grounding in the major branches of mathematics and exposure to a variety of applications in mathematics and other disciplines. Mathematics majors engage in research in an area of interest during the senior year. The secondary teacher certification option includes mathematics and education courses required for teacher certification in Maine and approximately twenty-eight other states. Students choosing this option participate in a mathematics education research seminar. The College of Arts and Sciences core curriculum adds a strong liberal arts foundation to the major. Required courses for the two programs are listed below.

Bachelor of Science in Mathematics

[Course Descriptions](#)

| Program/Degree Area | Credits |
|---|----------------|
| University Core Requirements (Excluding Mathematics) | 39 |
| Required Mathematics Courses | 45 |
| MAT 185 - Discrete Mathematics | 3 |
| MAT 190 - Calculus I | 4 |
| MAT 195 - Calculus II | 4 |
| MAT 200 - Calculus III | 4 |
| MAT 210 - Differential Equations | 3 |
| MAT 220 - Linear Algebra | 3 |
| MAT 230 - Foundations of Mathematics | 3 |
| MAT 240 - Geometry | 3 |
| MAT 310 - Abstract Algebra | 3 |
| MAT 320 - Probability | 3 |
| MAT 322 - Mathematical Statistics * | 3 |
| MAT 400 - Real Analysis | 3 |
| MAT 410 - Complex Analysis | 3 |
| MAT 480 - Mathematics Research Seminar | 3 |
| Mathematics Electives (optional): MAT 250, 270, 420, 490 | |
| Science Electives | 6-8 |
| Elective Credit Sufficient for Minimum Total | 120-122 |

**Designated Critical Thinking course in the major.*

Bachelor of Science in Mathematics with Secondary Mathematics Teacher Certification

| Program/Degree Area | Credits |
|--|----------------|
| University Core (Excluding Mathematics) | 39 |
| Required Mathematics Courses | 35 |
| MAT 185 - Discrete Mathematics | 3 |
| MAT 190 - Calculus I | 4 |
| MAT 195 - Calculus II | 4 |
| MAT 220 - Linear Algebra | 3 |
| MAT 230 - Foundations of Mathematics | 3 |
| MAT 240 - Geometry | 3 |
| MAT 250 - History of Mathematics | 3 |
| MAT 270 - Mathematical Modeling | 3 |
| MAT 310 - Abstract Algebra | 3 |
| MAT 325 -Probability/Statistics for Citizenship* | 3 |
| MAT 470 - Math. Ed. Research Seminar | 3 |
| Mathematics Electives | 6 |
| Two courses from: MAT 200, 210, 320, 322, 400, 410, 420, or 490 | |
| Required Education Courses | 37-44 |
| EDU 105 - Intro. to Schools | 2 |
| EDU 133 - American Education | 3 |
| EDU 200 - Designs for Effective Learning | 3 |
| EDU 220 - Exceptionality in the Classroom | 3 |
| EDU 345 - Technology in the Classroom | 3 |
| EDU 430 - Educational Assessment and Evaluation | 3 |
| EDU 439 - Teaching Secondary Mathematics | 3 |
| EDU 487 - Practicum | 2-9 |
| EDU 492 - Internship | 15 |
| <i>Note: Core Course PSY 270 fills education requirement for "Knowledge of the Learner."</i> | |
| Science Electives | 3-4 |
| General Electives | 6 |
| Elective Credit Sufficient for Minimum Total | 126-128 |

**Designated Critical Thinking course in the major.*

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Department of Nursing and Health Services Management

College of Health Professions

[Department Website](#)

Faculty teach on the Westbrook College Campus and at the branch campus in Israel.

| | |
|--|---|
| Dyer, Jean (Director) MSN Salem State College, BSN Adelphi University . | Assistant Professor |
| Adams, Karen M.S. Nursing, University of Phoenix; B.S. N., College of Lifelong Learning; M.A., Northeastern University. | Instructor |
| Aube, Marguerite MS Nursing, Boston University; BS Nursing, D'Youville College. | Assistant Professor |
| Briggs, Ann Marie M.S.N., Loyola University; BS Nursing, Xavier University. | Instructor |
| Davis, Bonnie Ph.D., Nursing, Rutgers State University of NJ; MS Community Nursing, Rutgers State University of NJ; BS, R.N. Nursing, Rutgers State University of NJ. | Instructor |
| Elliott, J. Carol M.S.N., University of Akron; RN Fitzgerald Mercy Hospital School of Nursing. | Assistant Professor |
| Ford, Charles Ph.D. SUNY at Buffalo-Organization and Administration; M.Ed., Pennsylvania State University-Communication; BS, Pennsylvania State University-Mathematics and English; B.A., Taylor University-Natural Sciences. | Professor |
| Gorman, Enid MS, University of Southern Maine; B.S.N., Texas Woman's University. | Assistant Professor |
| Haas, Barbara Ph.D., Union Institute; MA, B.S.N., New York University. | Associate Professor |
| Hewitt, Michael N.D., Case Western University; BA, City University of New York. | Assistant Professor |
| Joly, Brenda M. Ph.D., University of South Florida-Public Health; M.P.H., University of South Florida; BS, University of New Hampshire-Health Management and Policy. | Adjunct Professor Education Coordinator/Turning Point Director-Maine Center for Public Health |
| Lippmann, Amy | Instructor |

M.Sc., Clark University; B.Sc. University of New England.

| | |
|--|---------------------|
| Mackey, Jo Ann Ed.D., Nova Southeastern University, M.S.N., University of California at Los Angeles, RN, Binghamton General Hospital School of Nursing. | Instructor |
| Maloney, Barbara MS Gerontology, University of Massachusetts; MS Nursing, University of Lowell. | Assistant Professor |
| Morgan, Patricia M.S.N., University of New Hampshire; B.S.N., University of Rhode Island. | Assistant Professor |
| Morris, Cynthia MS, University of Southern Maine; B.S.N., University of Southern Maine; BA, University of New Hampshire; A.A. Green Mountain College. | Assistant Professor |
| Pardue, Karen MS, B.S.N., C., Russell Sage College. | Assistant Professor |
| Sheehan, Judith J.D. Degree, University of Bridgeport School of Law; Ed.M. Nursing, Columbia University; B.S.N., P.H.N., Nazareth College | Assistant Professor |
| Simpson, Nancy MS, University of Southern Maine; B.S.N., University of Maine | Assistant Professor |
| Spear, Nona MS, Boston University; B.S.N., St. Joseph College. | Assistant Professor |
| Stone, JO Ann Ed.D., Nova Southeastern University; MS, Boston University; B.S.N., Hunter College. | Assistant Professor |
| Tausch, Judith Ed.D., Vanderbilt University; M.Ed., Rivier College; M.S.N., B.S.N., University of Massachusetts at Lowell. | Assistant Professor |
| Wallner, Pauline M.B.A., Sacred Heart Univerisity; BS, Sacred Heart University. | Instructor |

Overview

In keeping with current trends in professional nursing, the department offers several educational options in order to provide a continuum of nursing education to better meet varying student career aspirations. The baccalaureate level of nursing education is a fully articulated program consisting of technical nursing courses in the first two years and upper level nursing courses in the third and fourth years.

The Nursing Program at the University of New England is uniquely designed to facilitate student growth and entry into the profession of nursing. The program utilizes Patricia Benner's theoretical concepts of caring and the delivery of nursing care within the seven domains of nursing practice as the curricular framework. Utilization of this model provides for a strong relationship between nursing theory and practice. In addition, foundational courses within the program employ Maslow as a conceptual basis for care planning and problem solving.

The freshman and sophomore years (year 1 and year 2) provide a course of study, which is heavily concentrated in the nursing major. Extensive nursing classroom and clinical experiences define these first two years. Selected University Core Curriculum courses and electives are also incorporated during this time.



Upon completion of the sophomore year, the student has fulfilled adequate study in the major to be awarded an associate of science degree in nursing (A.D.N.). This enables the student to sit for the Registered Nurse (RN) license examination.

Students who have successfully completed the first two years of study are prepared as registered nurses to participate in the health care delivery system in the role of provider of direct care, manager of patient care, teacher, client advocate and member within the discipline of nursing. In addition, this academic preparation enables the individual to delegate to and supervise for work of lesser prepared health care workers.

The junior and senior years (year 3 and year 4) are designed for registered nurses who embrace the opportunity to broaden and enhance current knowledge and skills, acquire knowledge in the theory and practice of nursing, increase career opportunities and provide the credentials necessary for graduate education. Delivered through both didactic and clinical components, the curriculum includes advanced courses leading to competencies in the areas of nursing theory, research, assessment, critical thinking, clinical theory and practice, health care of groups and communities, leadership and management, and teaching and learning.

During this time, nursing course work meets on a compressed schedule, generally one day per week. This format allows the student to continue practicing as a registered nurse and encourages the individual to apply concepts presented in the classroom to actual clinical practice.

Upon completion of the program, the student is awarded the baccalaureate of science in nursing (B.S.N.) degree. Graduates of the program are prepared to participate in the health care delivery system in the role of direct care provider to groups and communities, researcher, manager and leader, community health educator, change agent and interdisciplinary collaborator and coordinator.

Throughout the program, the following concepts are consistent threads in all nursing courses:

| | |
|----------------|-------------------|
| Holism | Nursing Roles |
| Caring | Critical Thinking |
| Education | Research |
| Nursing Theory | |

This unique four-year nursing program represents an opportunity for students to obtain and enhance knowledge and skills, acquire new knowledge in the theory and practice of nursing, and increase career opportunities. The program provides the student with both classroom and experiential learning opportunities and includes a balance between professional study and study in the arts and sciences. In keeping with the University of New England philosophy of general education, which values an interdisciplinary conceptual and integrated approach to the educational process, the student in the last two years of study is exposed to different ways of knowing through further study and exploration of social sciences, natural sciences and the humanities.

Students who successfully complete the baccalaureate nursing degree are well prepared to enter any master's degree nursing program, including the Master of Science - Nurse Anesthesia Program, offered at the University of New England.

The Nurse Anesthesia Program at UNE is designed for registered nurses who currently have a baccalaureate degree. Nurses with at least one year of clinical experience in acute care may continue their educational progress toward a master's degree as a nurse anesthetist.

The Master's in Nurse Anesthesia Program offers education and training of the highest quality to a select group of graduate-level professional nurses. Upon successful completion of the 27-month

program, students are awarded a master of science degree in nurse anesthesia. Graduates are then eligible to take the National Certifying Examination, successful completion enables the individual to practice as a nurse anesthetist in all fifty states.

Master of Science in Nurse Anesthesia

Students completing the third year of the undergraduate baccalaureate nursing program at the University of New England may apply for admission into the Master of Science in Nurse Anesthesia (MSNA) Program. Students must be working in the acute care setting and maintain a GPA of 3.0 to be accepted into the program. GRE requirements will be waived and students may enter the program in the fall semester immediately following graduation from the baccalaureate level nursing program. Please refer to the University of New England website for further details.

Accreditation

The fully articulated baccalaureate nursing program at UNE is accredited by the National League of Nursing Accrediting Commission, 61 Broadway, New York, NY 10006. 1-800-669-9656 and approved by The Maine State Board of Nursing.

The Master's in Nurse Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.

Philosophy

The philosophy of the Department of Nursing is consistent with the mission and goals of the University of New England and based on faculty maintained values and beliefs.

Nursing, a caring art and science, encompasses the diagnosis and treatment of human responses to health and illness. The faculty believes that nursing not only involves using a problem solving process to guide people in identifying their own health care needs but also involves supporting people in the decisions they make about their health. Nurses assume many roles as they work collaboratively with clients, families, and other health care professionals in providing care. These multiple roles include being an advocate, a teacher, a caregiver, a counselor, a case manager, a leader, a change agent, and a researcher. As a health care resource, nurses are available to people to assist them in attaining and maintaining health. Since the health care environment in which nurses' function is rapidly changing, and technologically oriented, nurses use knowledge gained from theory, research and clinical experience to guide their practice.

The faculty believes the practice of nursing must be in accordance with established standards of clinical nursing practice and the American Nurses Association Code of Ethics. The outcomes of nursing practice include the prevention of illness; the promotion, support, and restoration of health; and the preparation for a dignified death incorporating independent, interdependent, and dependent care models.

We believe that clients, as partners in their care, may be individuals, families, groups, or communities. As such, we value the uniqueness, worth and integrity of all people and believe that each human being is a dynamic holistic system. Holism is viewed as the integration of spiritual, physical, emotional, social, cultural, and cognitive dimensions. As people grow and develop they strive to meet the needs of these interconnected dimensions to achieve a sense of harmony and balance between self and environment. The environment is a dynamic set of internal and external systems.

The faculty view health as a personally perceived state of well being. Health is an ever-changing interplay among the spiritual, physical, social, cultural, and emotional dimensions of people. As a concept, health applies to individuals, families, groups, communities, and all of society.

The essence of professional nursing education lies in the academic experience, which provides the foundation for intellectual inquiry. The process of learning is a continuous one wherein the student develops a unique understanding of theories and concepts from the natural and behavioral sciences as well as the liberal arts. The acquisition of this knowledge moves from simple to more complex and is evidenced by the student's integration of theory into practice at all levels. The faculty, committed to liberal arts education as fundamental for the development of critical thinking, decision making, and communication skills, strives for a balance between arts,

sciences, humanities, and professional studies. Optimal learning occurs in a supportive, caring and interactive environment, which takes into account the diversity of culture and experience that students bring to the learning situation. We believe that education is a partnership between student and teacher, where the teacher serves as a facilitator and guide. Student learning is a collaborative one whereby students learn from clients, peers, mentors, preceptors, as well as faculty. Faculty is receptive to individual student needs, flexible to individual learning styles, and committed to a continuum of nursing education, which begins with the associate degree and culminates with the doctoral degree.

The faculty believes that the availability of multiple entry and exit points in professional education is critical for students to meet varied career aspirations. The nursing programs of the University of New England provide the foundation for students to move from novice toward expert practice within the profession and allows students to explore expanded professional role opportunities.

Transportation

Nursing students are responsible for their own transportation to clinical facilities throughout the program.

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Department of Nursing and Health Services Management

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Associate Degree in Applied Science

ADN Option: Year 1 and Year 2

* The ADN Option is offered in day or evening sections.

Outcomes

1. Apply critical thinking skills and problem solving techniques to the implementation of the nursing process: assessment, analysis, planning, implementation and evaluation of patient care.
2. Interact as a member of the interdisciplinary team.
3. Provide competent skilled nursing care within Benner's domains of practice.
4. Organize the delivery of health care.
5. Integrate professional values that reflect understanding of the moral, legal, and ethical implications of nursing practice.
6. Demonstrate through practice an awareness of the unique role of the discipline of nursing in a health care system with a changing society.
7. Synthesize knowledge from the humanities, arts, and sciences into professional practice.

Admission Requirements

1. General admission requirements of the University.
2. High school diploma or GED.
3. Four years of high school English.
4. A minimum of 2 years of high school or equivalent math including Algebra I.
5. A minimum of 2 years of science including chemistry and biology with lab.
6. SAT scores (see UNE Admissions policy).
7. Overall High school and Math/Science GPA of 2.5 or better.
8. Post acceptance advising session with nursing faculty.

**State licensure application could be in jeopardy if the student has been convicted of a felony.*

Challenge Exam for LPNs

Licensed Practical Nurses (LPN) who are graduates of an accredited LPN program, and who are an accepted, deposited student in the nursing program, may challenge NSG 100 - Fundamentals of Nursing, by successfully completing the following components:

1. Written exam.
2. Clinical simulation in nursing lab.

**Note: A test fee is required.*

Transfer Credits

College credits obtained at other nationally accredited institutions of higher education may be transferable upon admission based on the following conditions:

1. A grade of "C" or better was earned.
2. The content is parallel to UNE/ADN courses.
3. Transfer credit for nursing credits may be given after review of course syllabus evaluation of comparable content in selected courses.
4. Students transferring nursing credits or reentering after a hiatus will be required to audit the semester prior to entry into the nursing program;
5. Selected CLEP credits will be accepted upon admission.

Progression Requirements

1. The nursing courses are given in sequence and each course has a minimum grade requirement of "C."
2. The student must also satisfactorily complete the clinical component of each course.
3. A nursing student may repeat a nursing course only once, at the discretion of the nursing faculty.
4. The student must obtain a minimum grade of "C" in all required science courses.
5. The student must maintain a minimum grade point average (GPA) of 2.0. Failure to maintain a GPA of 2.0 may interfere with progression.
6. The student must follow all policies outlined in the Nursing Department Student Handbook.

Dismissal

A student may be dismissed from the nursing program for any of the following reasons:

1. Failure to comply with attendance requirements.
2. Failure to comply with policies stated in UNE Student Handbook or Nursing Department Student Handbook.
3. Failure to obtain a grade of "C" or better in a nursing course.
4. Failure to satisfactorily complete the clinical component of a nursing course.

5. Failure to perform in the clinical area in a manner that is deemed safe by the faculty.
6. Failure to obtain a grade of "C" or better in a required science course.

Health

All first-year nursing students must have:

1. A physical examination before entering the nursing program.
2. Proof of tuberculin testing yearly, measles/rubella and varicella* immunity, and Hepatitis B vaccine or titer.
3. One copy of the immunization record is to be submitted to the Nursing Department.
4. Proof of health insurance coverage.
5. CPR Certification for Health Providers.

* *varicella immunity is required prior to clinical assignments in maternity nursing*

Special Expenses

1. Malpractice insurance (students without this coverage will be required to purchase it through the group plan at UNE).
2. Uniforms and lab jacket.
3. Name tag.
4. Bandage scissors.
5. Watch indicating seconds.
6. Stethoscope.

Graduation Requirements

A total of 68 hours of credit with a 2.0 GPA or above is required for the associate in applied science degree in nursing. The credits are distributed as follows:

| | |
|-------------------|------------|
| General Education | 31 credits |
| Nursing | 37 credits |

A minimum of one academic year of Nursing from UNE is required.

Associate Degree in Applied Science Curriculum

[Course Descriptions](#)

Day ADN Option: Year 1 and Year 2

| Suggested Course Sequence | Credits |
|------------------------------------|---------|
| Fall Year 1 | |
| ENG 110 - English Composition | 4 |
| BIO 208 - Anatomy and Physiology I | 4 |

| | |
|--------------------------------------|-----------|
| PSY 105 – Introduction to Psychology | 3 |
| NSG 100 - Fundamentals of Nursing | 6 |
| Total | 17 |

Spring Year 1

| | |
|--|-----------|
| PSY 220 - Sociocultural Context of Human Dev I | 3 |
| BIO 209 - Anatomy and Physiology II | 4 |
| NSG 101 - Nursing I Medical/Surgical Nursing | 9 |
| Total | 16 |

Fall Year 2

| | |
|---|-----------|
| PSY 270 - Sociocultural Context of Human Dev II | 3 |
| BIO 226 - Microbiology | 4 |
| NSG 201 - Nursing II Medical/Surgical Nursing | 10 |
| Total | 17 |

Spring Year 2

| | |
|---|-----------|
| 2 Electives (one of which is humanities) | 6 |
| NSG 211- Dimensions Professional Nursing | 3 |
| NSG 203A - Nursing III -Maternal/Infant Nursing | 3 |
| NSG 203B - Nursing III - Psychiatric Nursing | 3 |
| NSG 203C - Nursing III - Pediatric Nursing | 3 |
| Total | 18 |

Evening ADN Option: Year 1 and Year 2

| | |
|--------------------------------------|---------|
| Summer First Session Year I | Credits |
| LAC 010 – Writing Tutorial | 0 |
| BIO 208 – Anatomy and Physiology 1 | 4 |
| PSY 105 – Introduction to Psychology | 3 |

Summer Second Session Year I

| | |
|--|---|
| ENG 110 – English Composition | 4 |
| PSY 220 – Sociocultural Context of Human Development | 3 |
| BIO 209 – Anatomy and Physiology II | 4 |

Fall Year I

| | |
|-----------------------------------|---|
| NSG 100 – Fundamentals of Nursing | 6 |
|-----------------------------------|---|

Spring Year I

| | |
|--|---|
| NSG 101 – Nursing 1 – Medical/Surgical Nursing | 9 |
|--|---|

Summer First Session Year II

| | |
|---|---|
| PSY 270 – Sociocultural Context of Human Development II | 3 |
| BIO 226 – Microbiology | 4 |

Summer Second Session Year II

| | |
|------------------------|---|
| Humanities Exploration | 3 |
| Elective | 3 |

Fall Year II

| | |
|---|----|
| NSG 201 – Nursing II – Medical/Surgical Nursing | 10 |
|---|----|

Spring Year II

| | |
|--|---|
| NSG 211 – Dimensions of Professional Nursing | 3 |
| NSG 203A – Nursing III – Maternal/Infant Nursing | 3 |
| NSG 203B – Psychiatric Nursing | 3 |
| NSG 203C – Pediatric Nursing | 3 |

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Bachelor of Science in Nursing

RN-to-BSN Option: Year 3 and Year 4

RN-to-BSN Completion Program

Outcomes

1. Discuss nursing theory with a focus on Patricia Benner's model as it relates to nursing practice, education and research.
2. Integrate nursing, the physical and behavioral sciences with the humanities to formulate professional, personal, organizational, and community concepts of health and wellness.
3. Participate in the scholarly research process at Benner's novice level of practice from the perspective of consumer to researcher.
4. Develop reflective use of creative and critical thinking skills, strategies, and processes in professional, personal, scholarly, and community life.
5. Demonstrate a critical understanding of diversity and its effect upon the human experience.
6. Demonstrate effective communication skills, which enhance personal, professional and scholarly life.
7. Operationalize the nursing process within the parameters of Benner's definition of health for individuals, families, groups, and communities.
8. Apply concepts and principles of teaching, learning, and health promotion within Benner's domain of teaching-coaching to designated populations.
9. Participate in the leadership/management process within Benner's organizational/work role domain of practice.
10. Develop knowledge of self in order to make ethical and therapeutic decisions as a baccalaureate prepared professional.
11. Collaborate effectively with other disciplines in structured and semi-structured health care settings.

Admission Requirements

1. Meet all the general admission requirements of UNE.
2. Graduation from an NLN-accredited associate degree or diploma program or the equivalent or advancement from the UNE first two years after successfully passing the national nursing licensure examination.

3. Graduation from a nursing curriculum approved by the Council of Higher Education if applying to the program offered at the branch campus in Israel.
4. Licensure as a registered nurse.
5. Minimum GPA of 2.50.
6. Post-acceptance advising session with nursing faculty.

Copies of the following must be submitted to the Nursing Department:

1. Current CPR certification (CPR for Health Professionals).
2. Completed health form, with proof of tuberculin testing, measles/rubella immunity, and Hepatitis B vaccine or titer (if not presently on file).
3. Professional liability (malpractice) insurance (\$1,000,000 - \$3,000,000 coverage is required).
4. Current RN License.

Required Documents for Foreign Students, If Taking Courses in the United States

1. I-20
2. Copy of passport

Transfer Credits

1. ADN and Israeli RN candidates for the BSN Completion Program will be given full credit for their prior course work, up to a maximum of 60 credits.
2. Academic credits are transferable if a grade of "C" or better was earned.
3. Diploma-based candidates, not actively participating in the practice of nursing, submit a portfolio for transfer of nursing credits upon completion of the Health Assessment course in the fall semester. An alternative mechanism for transfer of nursing credit is to take the NLN Mobility II exam, if not active in practice.
4. Diploma-based candidates who are active in the practice of nursing will be awarded 30 credits for nursing courses.

Progression Requirements

1. Developmental course work provides advanced nursing content, which builds upon basic nursing knowledge. Each course has a minimum grade requirement of "C."
2. The student must also satisfactorily complete the clinical-based experiential components of each course.
3. The student must obtain a minimum grade of "C" in all required science courses.
4. The student must maintain a minimum GPA of 2.0. Failure to maintain a GPA of 2.0 may interfere with progression.
5. Passage of English qualifying examinations (when appropriate).

Dismissal

A student may be dismissed from the nursing program for any of the following reasons:

1. Failure to comply with attendance requirements.
2. Failure to comply with policies stated in UNE Catalog or Nursing Department Student Handbook.
3. Failure to obtain a grade of "C" or better in a nursing course.
4. Failure to satisfactorily complete the clinical-based component of a nursing course.
5. Failure to perform in the clinical area in a manner that is deemed safe by the faculty.
6. Failure to obtain a grade of "C" or better in a required science course.

Graduation Requirements

A total of 123 hours of credit with a 2.0 GPA or above is required for the bachelor of science degree in nursing. The credits are distributed as follows:

| | |
|--|------------|
| Transfer Credits | 60 credits |
| General Education | 27 credits |
| Nursing Major | 36 credits |
| <i>A minimum of 36 credits from UNE nursing is required to receive a Baccalaureate in Nursing degree from UNE.</i> | |

Bachelor of Science in Nursing Curriculum

[Course Descriptions](#)

RN to BSN Option: Year 3 and Year 4 (4 Semesters)

Suggested Course of Study: (full-time)

Semester, Course

Credits

Fall, Year 3 (Semester 1)

| | |
|---|-----------|
| NSG 301 - Nursing Theory | 3 |
| NSG 302 - Health Assessment | 3 |
| NSG 303 - Managing the Challenges of Disability | 3 |
| General Education/Humanities Requirement | 3 |
| Nursing Elective | 3 |
| Total | 15 |

Spring, Year 3 (Semester 2)

| | |
|---|-----------|
| NSG 304 - Families in Crisis | 3 |
| NSG 305 - Health Education in the Community | 3 |
| MAT 120 -Statistics | 3 |
| General Education/Humanities Requirement | 3 |
| General Elective (not required for students studying in Israel) | 3 |
| Nursing Elective | 3 |
| Total | 18 |
| Total First Year | 33 |

Fall, Year 4 (Semester 3)

| | |
|------------------------------------|---|
| NSG 401 - Nursing Research Methods | 3 |
|------------------------------------|---|

| | |
|--|-----------|
| NSG 402 - Community Health Nursing (Theory and Practice) | 6 |
| General Education/Humanities Requirement | 3 |
| Economics or Political Science course | 3 |
| Total | 15 |

Spring, Year 4 (Semester 4)

| | |
|--|-----------|
| NSG 403 - Leadership and Management Nursing Theory and Practice) | 6 |
| General Education/Humanities Requirement | 3 |
| Pathophysiology | 3 |
| General Elective | 3 |
| Total | 15 |
| Total Second Year | 30 |

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Health Services Management Baccalaureate Degree Completion Program

This program offered by the Department of Nursing and Health Services Management is a two-year/four-semester B.S.-degree completion program. The program focuses on preparing students for increasingly responsible leadership positions in a variety of health care settings. The program allows students to take full advantage of prior academic and professional work by using it as a foundation for further study in health services management.

A total of 120 credits are required for this degree completion program and a student may apply to transfer up to 60 credits of prior academic and professional work completed through an accredited two or four-year college/university or through a specialized degree/licensing program (e.g., registered nurse, radiology technician, biotechnologist, dental hygienist, etc.).

The Health Services Field

Health Services Management is an exciting and challenging field. It involves the application of management skills to the delivery of a full range of health services. The curriculum is based upon a solid foundation of knowledge of the design and delivery of health services. Students are prepared for a wide variety of positions in health services settings, including general management or specialized careers in insurance, health maintenance organizations, hospitals, physician practices, long-term care and rehabilitation facilities, government policy offices, research organizations, and human resource departments. Health services continue to grow and employment opportunities in this field are many. Starting salaries usually exceed average baccalaureate graduates.

Program Focus

The degree completion program in health services management is a rigorous, problem-solving focused curriculum designed to prepare health care professionals for ever-expanding leadership positions in the rapidly changing health services delivery environment. Upon completion students will:

Possess an increased awareness of various health service delivery systems and the effect of economic, sociological, psychological and political factors on the design and delivery of services.

Recognize the individual, social, and environmental determinants of health, disease, and disability, and their influence on health service delivery systems.

Possess the management and administrative skills necessary to effectively and efficiently design, implement and manage health services in a variety of settings.

Analyze ethical and legal issues related to the design and delivery of health services.

Work effectively as a member of a interdisciplinary health care team.

Analyze health policy, applying it to the design and management of health service and health delivery systems.

Use data from a variety of sources, both primary and secondary, for health service management decision-making.

Evaluate the availability of health service and delivery systems, using a variety of quality assurance and quality improvement tools and processes.

Discuss the evolution of governance, financial structure and organization.

Identify current issues in health service delivery as they effect health service organizations, policy, and professionals.

Advocate for continuing professional development in management.

Baccalaureate Degree Completion Program in Health Services Management

The curriculum is designed as a degree completion program that reinforces the learning experience required of all University of New England students. These themes reinforce the University's core values of discovery, creativity, problem-solving, decision-making and critical thinking. The competencies are accomplished through a series of learning experiences that form a foundation of knowledge that provides students both theory and practice.

Students in the Baccalaureate Degree Completion Program participate in a field experience during their final semester of study, where they work closely with a manager in a health care setting to develop their managerial skills. This closely monitored experience is an integral part of the curriculum that provides opportunities for the development and reinforcement of effective interpersonal, team, and organizational skills.

The Health Services Management Program is offered on the Westbrook College Campus and at our Branch Campus in Israel, one day a week for part-time study, or at St. Mary's Regional Medical Center in Lewiston, Maine.

Admission Requirements

1. Meets all the general admission requirements of UNE.
2. Associate degree with health-related focus or three years of health care employment; an associate degree in another field, or approval of department director, or prior academic and professional work completed through an accredited two- or four-year college/university or through a specialized degree/licensing program (e.g., registered nurse, radiology technician, biotechnologist, dental hygienist, etc).
3. Minimum of a GPA of 2.00.

Required Documents for Foreign Students Taking Courses in the United States

1. I-20
2. Copy of passport

Transfer Credits

1. Applicants from an associate degree program or its equivalent or prior academic and professional work completed through an accredited two or four-year college/university or through a specialized degree/licensing program (e.g., registered nurse, radiology technician, biotechnologist, dental hygienist, etc).
2. Academic credits are transferable if a grade of "C" or better was earned.

Progression Requirements

1. Developmental course work provided advanced content, which builds upon basic knowledge. Each core course requires a minimum grade of "C" to progress.

2. The student must maintain a minimum GPA of 2.0. Failure to maintain a GPA of 2.0 may interfere with progression.
3. Passage of English-qualifying examinations (when appropriate).

Dismissal

A student may be dismissed from the Health Services Management Program for any of the following reasons:

1. Failure to comply with attendance requirements.
2. Failure to comply with policies stated in the UNE Catalog.
3. Failure to comply with the University Code of Conduct.
4. Failure to maintain a GPA of 2.0.

Graduation Requirements

A total of 120 hours of credit with a 2.0 GPA or above is required for the Bachelor of Arts Degree. The credits are distributed as follows:

| | |
|-------------------|--------------------|
| Transfer Credits | 60 credits |
| General Education | 24 credits |
| HSM Major | 36 credits |
| Total | 120 credits |

HSM Curriculum for the Degree Completion Program

[Course Descriptions](#)

Suggested course of part-time study for students enrolled in the United States who elect to take summer courses.

| Semester, Course | Credits |
|---|----------------|
| Semester 1 | |
| HSM 300 - Intro to Management of Health Services Organization | 3 |
| HSM 301 - Leadership and Organizational Behavior | 3 |
| HSM 302 - Health Services Delivery Systems | 3 |
| Semester 2 | |
| HSM 303 - Health Care Economics | 3 |
| HSM 310- Health Care Finance and Accounting | 3 |
| HSM 370 - Law and Ethics of Health Care | 3 |
| Summer Section 1 | |
| Humanities Requirement | 3 |
| General Education | 3 |
| Summer Section 2 | |
| Statistics | 3 |
| HSM Elective | 3 |
| Total credits 1st year | 30 |
| Semester 3 | |

| | |
|---|---|
| HSM 401 - Health Care Policy and Planning | 3 |
| HSM 403 - Human Resources Management | 3 |
| HSM 405 - Marketing of Health Services | 3 |

Semester 4

| | |
|--|---|
| HSM 415 - Public, Private, and Community Health Care Organizations | 3 |
| HSM 495 - Field Practicum Health Services Management | 6 |

| | | |
|-------------------------|------------------|---|
| Summer Section 1 | Research Methods | 3 |
| | General Elective | 3 |

| | | |
|-------------------------|------------------|---|
| Summer Section 2 | General Elective | 3 |
| | Humanities | 3 |

| | |
|--|-----------|
| Total Credits 2nd year | 30 |
| Total HSM courses and electives | 60 |

HSM Minor

Health services management is an exciting and challenging field and is rapidly growing and ever expanding career opportunities. For those students studying in other majors, or the health professions or in the liberal arts and sciences, a minor in health services management offers the opportunity to develop skills in leadership and management, and to study their application to the health care environment. Students wishing to pursue a minor in health services management must have an advisor in the program and approval from the program director. Each student works with the faculty advisor to design a minor consisting of 6 courses (18 credits) that must support the student's interests, using these guidelines:

| | |
|---|------------------|
| Required of all students: | 9 credits |
| HSM 300 - Intro to Management of Health Services Organization | 3 |
| HSM 301 - Leadership and Organizational Behavior | 3 |
| HSM 302 - Health Services Delivery Systems | 3 |

9 credits from the following courses:

| | |
|--|---|
| HSM 303 - Health Care Economics | 3 |
| HSM 310 - Health Care Finance and Accounting | 3 |
| HSM 370 - Law and Ethics of Health Care | 3 |
| HSM 401 - Health Care Policy and Planning | 3 |
| HSM 403 - Human Resources Management | 3 |
| HSM 405 - Marketing of Health Services | 3 |
| HSM 415 - Public, Private, and Community Health Care Organizations | 3 |

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| | |
|---|--------------------------------|
| MacRae, Nancy (Chair) M.S., University of Southern Maine-Adult Education; B.S., University of New Hampshire-Occupational Therapy. | Associate Professor |
| Arnold, Molly Coordinator of Community OT Clinic M.S., Sargent College of Allied Health Professions, Boston University; B.S., Sargent College of Allied Health Professions, Boston University-Occupational Therapy. | Clinical Assistant Professor |
| Croninger, William M.A., Adams State College-Guidance and Counseling; B.A., Adams State College-Psychology; B.S., University of New England-Occupational Therapy. | Associate Professor |
| DeBrakeleer, Betsy A.A.H.S., New Hampshire Vocational Technical College-Occupational Therapy Assistant. | Clinical Fieldwork Coordinator |
| Froehlich, Jeanette M.S.O.T., Sargent College of Allied Health Professions, Boston University-Occupational Therapy; B.S., University of New Hampshire-Physical Education, PrePhysical Therapy and Psychology. | Associate Professor |
| Kimball, Judith Ph.D., Syracuse University-School Psychology; M.S., Syracuse University-Special Education; B.S., Boston University-Occupational Therapy. | Professor |
| Loukas, Kathryn M.S.O.T. Western Michigan University-Occupational Therapy; B.S., University of Colorado-Recreation. | Assistant Professor |
| Moyer, Elizabeth M.S., Virginia Commonwealth University-Occupational Therapy; B.S., University of Iowa-Psychology. | Assistant Professor |
| Nesbit, Susan M.S., Columbia University - Occupational Therapy; B.S., Ohio State University - Child Development. | Assistant Professor |
| O'Brien, Jane Clifford University of South Carolina-Exercise Science/Concentration in Motor Control; M.S.O.T., Sargent College of Allied Health-Boston University, B.A., University of Maine at Orono, University of Salzburg-Advanced Standing. | Assistant Professor |

Perry, Katherine Clinical

Assistant Professor

M.A., New York University - Occupational Therapy; B.S., University of New Hampshire - Occupational Therapy; B.A., University of New Hampshire - Theater/Communications.

Robnett, Regula

Associate Professor

M.S., Colorado State University-Occupational Therapy; M. Ed., Colorado State University-Guidance and Counseling; B.S., Colorado State University-Psychology, German.

Vroman, Kerryellen

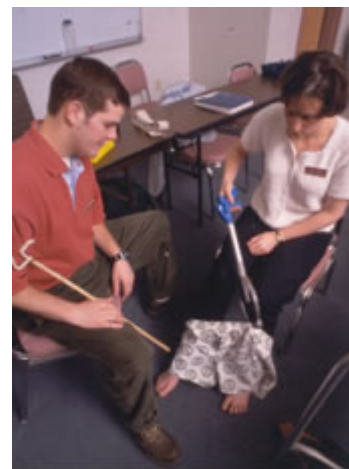
Associate Professor

M. H. Sc., McMaster University, Canada-Health Sciences; B.A., Massey University, New Zealand-Social Sciences; Diploma of Occupational Therapy, Central Institute of Technology, New Zealand.

Overview

Occupational therapy is a health profession whose practitioners provide preventative and rehabilitative services for individuals whose lives have been disrupted by physical injury or illness, developmental problems, social or psychological difficulties, or the aging process. Occupational therapists, relying on a diversified knowledge of the social, behavioral and life sciences, evaluate capacities and skills and create programs designed to allow clients to achieve the highest level of function possible in their occupational roles.

There are opportunities for men and women in the profession to work with children and adults with physical and emotional disabilities to assist them in performing self-care, leisure, and work activities. The occupational therapist may work in a hospital, clinic, school, rehabilitation center, home care program, community health center, day care center, psychiatric facility, nursing home, or community based program. With experience, the therapist might function in private practice, as a university faculty member, as an administrator, or as a consultant.



Accreditation

The Occupational Therapy Program was first awarded accreditation in January 1985. The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduates of the program will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Eligibility for Certification and Licensure

Eligibility for the National Certification Examination requires:

1. A bachelor's degree or a professional (basic) master's degree;
2. Successful completion of an accredited Occupational Therapy curriculum; and
3. Successful completion of a minimum of six months of supervised fieldwork.

Curriculum

[Course Descriptions](#)

The five-year curriculum combines a pre-professional core program followed by third- and fourth-year professional courses and a fifth master's year, which includes fieldwork experience at clinical sites in the U.S. and Canada. Students admitted to the program begin as pre-occupational therapy majors; after the second year, qualified students are granted admission into the upper-level major program (professional portion).

The professional curriculum covers the third, fourth and fifth years (including the fieldwork during the master's year) leading to a master of science degree with a major in occupational therapy.

Occupational therapy students in the five-year master's program will be eligible to receive a bachelor of science degree, with a major in health sciences, upon successful completion of their fourth year of study. They then continue on in their fifth year to pursue a master of science in occupational therapy degree. Only those who complete the fifth year will be considered to graduate with an occupational therapy degree.

The OT faculty support the view that all life activities (vocational, avocational, self-care, leisure, etc.) may be described as "occupations": humans are occupational by nature and occupations facilitate health and well-being. Occupational therapy as taught at the University of New England is a holistic science that emphasizes the health of the individual in terms of his/her productive participation in society. Consistent with the overall University of New England mission, occupational therapy students study not only medical interventions, but also all the complex psychological and sociocultural aspects that contribute to maintenance of health.

Problems, impediments, or disruptions in people's health interfere with their ability to perform any of their occupations and their relationship to others around them. The occupational therapist is viewed as a facilitator or catalyst who helps maximize the quality of a person's health through improving occupational choices within complex biological, psychological, and sociocultural systems.

In the program the student is exposed to:

1. Normal human development, functions, structure, and systems and how these interact to influence health maintenance.
2. Biological, psychological, environmental, and sociocultural conditions that may contribute to or interfere with optimum functioning.
3. Medical, psychosocial, and holistic interventions, which may be used to treat these conditions.
4. Occupational therapy procedures and activities, which may be used to help the individual attain maximal functioning in occupational behavioral ability, choice, and satisfaction.
5. Basic research procedures, supervisory and administrative strategies, and health care delivery systems.
6. Occupational therapy practice. A major strength of the occupational therapy curriculum is its field base. Students are involved in the clinical application of learning each semester of the professional curriculum.

Pre-Occupational Therapy Requirements:

| Program/Degree Area | Credits |
|---|----------------|
| Life Sciences | 42-43 |
| BIO 104 - General Biology | 4 |
| BIO 245 - Gen Prin Human Anat, Phys, and Path I | 4 |
| BIO 345 - Gen Prin Human Anat, Phys, and Path II | 5 |
| CHE 125 - Intro to Chem and Physics (Spring Only) | 4 |
| ENV 104 - Intro to Environmental Issues | 3 |
| Humanities | |
| ENG 110 - English Composition | 4 |
| *Humanities Exploration course | 3 |
| Applied Creative Arts | 3 |
| LIL 211A - Human Traditions | 3 |
| LIL 211B - Human Traditions | 3 |
| Mathematics | |
| Mat 120 - Statistics | 3 |

Social and Behavioral Sciences

| | |
|---|---|
| PSY 105 - Introduction to Psychology | 3 |
| PSY 205 - Abnormal Psychology | 3 |
| PSY 220 - Social/Cultural Context of Human Devel I | 3 |
| PSY 270 - Social/Cultural Context of Human Devel II | 3 |
| *SOC 150 - Intro Sociology -or- Social Explorations | 3 |

Other PreProfessional Core

| | |
|--|---|
| OTR 201 - Introduction to Occupational Therapy | 2 |
| OTR 250 - Intro to Communication | 1 |
| OTR 316 - Research Methods | 3 |

Total **60**

*Students must take six credits of explorations courses, three of which must be in humanities. During the professional program, two advanced humanities (6 credits), one of which must be Ethics, and CIT 400 - Citizenship (1 credit), are taken in the fourth year.

Occupational Therapy: Professional Curriculum**

| Program/Degree Area | Credits |
|--|----------------|
| Fall of Third Year - 15-Week Semester (September - December) | 42-43 |
| BIO 302 - Gross Anatomy | 6 |
| OTR 301- Foundation of OT | 3 |
| OTR 302 - Analysis of Occupational Performance | 3 |
| OTR 303 - Biopsychosocial Dimensions of Elders | 2 |
| OTR 304 - Biopsychosocial Dimensions of Occ Perf | 2 |
| OTR 350 - Community Practicum I | 1 |
| OTR 352 - Group Process/Leadership | 1 |
| Credits | 18 |
| Fall of Third Year - 15-Week Semester (September - December) | |
| BIO 302 - Gross Anatomy | 6 |
| OTR 301- Foundation of OT | 3 |
| OTR 302 - Analysis of Occupational Performance | 3 |
| OTR 303 - Biopsychosocial Dimensions of Elders | 2 |
| OTR 304 - Biopsychosocial Dimensions of Occ Perf | 2 |
| OTR 350 - Community Practicum I | 1 |
| Credits | 18 |
| Spring of Third Year - 15-Week Semester (January - May) | |
| BIO 404 - Neuroscience | 4 |
| OTR 310 - Kinesiology | 2 |
| OTR 310L - Kinesiology Lab | 0 |
| OTR 311 - Biopsychosocial Dimensions of Adulthood | 3 |
| OTR 312 - Occupational Performance in Adulthood | 4 |
| OTR 351 - Community Practicum II | 2 |
| OTR 353 - Intro to Problem Based Learning | 1 |
| Citizenship (or take senior year) | 1 |
| Credits | 16 (17) |

Fall of Fourth Year - 15-Week Semester

(September - December)

| | |
|---|----|
| OTR 401 - Biopsychosocial Dimensions of Adolescence and Young Adulthood | 3 |
| OTR 402 - Occupational Performance in Adolescence and Young Adulthood | 4 |
| IHH 402/502 Ethics or PHI 315/CHP 402 | 3 |
| OTR 452 - PBL: OT for Young Adults | 2 |
| OTR 450 - Community Practicum III | 2 |
| OTR 516 - Research Design | 2 |
| Elective: Advanced Humanities | 3 |
| Credits | 19 |

Spring of Fourth Year - 15-Week Semester

(January - May)

| | |
|---|--------|
| OTR 411 - Biopsychosocial Dimensions of Childhood | 3 |
| OTR 412 - Occupational Performance in Children | 5 |
| OTR 421 - Health Care Mgt and Delivery | 3 |
| OTR 451 - Community Practicum IV | 2 |
| OTR 453 - PBL:OT for Children | 2 |
| OTR 517 - Research Project II | 3 |
| Citizenship (or take Junior year) | 1 |
| Credits | 18(19) |

Fifth Year-Summer/Fall - 24 Weeks

(July - December)

| | |
|-------------------------|----|
| OTR 500 - Fieldwork IIA | 6 |
| OTR 501 - Fieldwork IIB | 6 |
| Credits | 12 |

January - April

| | |
|--|--------|
| OTR 505 - Advanced Practice Seminar | 4 |
| OTR 518 - Research Seminar | 1 |
| OTR 519 - Evidence-Based Research Seminar | 3 |
| Elective | 3-4 |
| OTR 550 - Delivery Sys - Realities of Practice | 4 |
| Credits | 15(16) |

May

| | |
|--|---|
| OTR 530 - Professional Electives (Includes 1 cr. Integrating Seminar) | 4 |
| Credits | 4 |

Total **60**

*** The Occupational Therapy Program faculty reserve the right to change courses or sequences*

| | |
|--|-----|
| Pre-Professional Credits | 60 |
| Credits of Professional Core | 67 |
| Total Credits for BS Degree | 127 |
| . Credits for MS Degree (Including Sr Research and FW) | 36 |
| Total Credits for Master of Science Occupational Therapy | 163 |

Clinical Experience

Students should be prepared for the added expense of weekly travel during Community Practicums I and II, and more extensive travel for two-week time periods during Community

Practicums III and IV. In addition, two three-month full-time Fieldwork II clinical placements are required. All Fieldwork II must be completed within 24 months following commencement exercises. A third three-month internship may be recommended for some students or a specialty internship may be elected. This would have to be completed after the master's year (please see note under curriculum). The expenses incurred for room and board during these internships, and travel to and from them are the responsibility of each individual student. Students should be prepared for the possibility of a fieldwork assignment anywhere in the United States. Due to the limited number of fieldwork sites available, a lottery system is used for assignment of mental health or pediatric fieldwork and a limited preference selection is used for the second placement in physical disabilities. While it is planned that students will participate in Fieldwork II placements before returning to campus for the master's courses, scarcity of fieldwork sites means this will not be possible for all students. All master's students must successfully complete at least one Fieldwork II placement before returning for master's courses. Those who do not complete both full-time fieldwork before master's year courses must complete the second one after the master's year May term.

Admission Requirements

Pre-Occupational Therapy Program

For entrance into the Pre-Occupational Therapy Program, students must meet the following requirements:

1. Students seeking admission to the Pre-Occupational Therapy Program should have completed high school courses in chemistry, biology, and two to three years of mathematics including Algebra II. They should emphasize communication skills and course work and activities that give them a feel for the developmental sequences that characterize human life from infancy to old age. Students should be in excellent health to be able to handle the rigors of the program and the professional demands that come after graduation.
2. Applicants to the Department of Occupational Therapy should submit their application materials to the Admissions Office during the fall of the year prior to matriculation. Decisions on applicants will be made on a rolling basis. Qualified students who apply after the fall will be admitted on a space-available basis.
3. A student in the pre-professional phase of the Occupational Therapy Program is encouraged to be a full-time student at the University of New England for his or her first academic year, taking a minimum of 12 credit hours in each semester.
4. A student in the pre-professional phase of the Occupational Therapy Program who will complete all prerequisite course work by the end of the fall semester of the student's second academic year at UNE may be granted a leave of absence without losing his/her space in the professional program. All requests for leave of absence will be considered on an individual basis and must go through the Admissions Office.
5. Before entering the professional program, a student must have completed a 20-hour volunteer experience and Intro to OT (OTR201).

Professional Occupational Therapy

Program and Policies

To be accepted in the professional program, a student must meet the following requirements:

1. All students who are admitted to the pre-professional OT program as first-year students by the Office of Admissions are guaranteed a spot in the professional program if they then meet the professional program admission requirements.
2. A student admitted into the pre-professional phase of the Occupational Therapy Program must have a 2.5 UNE GPA at the end of the spring semester of the student's first academic year at UNE. A student who does not achieve this GPA will be dismissed from the preprofessional program.
3. A student who receives a 3.0 UNE GPA at the end of spring semester of his/her second year and is in good standing is guaranteed a place in the professional program. OT pre-professional students who have a UNE GPA between 2.75 and 3.0 will compete with transfer students, both internal and external, for the remaining seats.
4. All students must pass all professional courses with a "C-" or better. If a student receives

an "F," he/she will be dismissed from the program. A student who receives two "D's will be dismissed with the right to take a year's leave of absence (LOA). He/she must petition to re-enter the following year and complete a remediation plan. A student who receives one "D," or withdraws from a professional level course, must retake that course and pass with a "C-" or better.

5. The faculty reserve the right to deny enrollment in the professional program to any student who demonstrates behaviors deemed inappropriate for the profession.
6. The Admissions Office will assume primary responsibility for admission to both phases of the Occupational Therapy Program
7. Level II Fieldwork must be completed within 24 months of the completion of the didactic course work of the Occupational Therapy Program.

Special Expenses for Occupational Therapy

Students who are admitted into the Occupational Therapy Degree Program must be prepared to travel to facilities throughout the United States to complete the community practicum and Fieldwork II requirements. Fieldwork and travel expenses are estimated. Actual expenses are dependent on the location and requirements of the clinical center. Students will have limited preference options in selection of their clinical placements, and final decisions will be made by the occupational therapy academic fieldwork coordinator.

Tuition for 12 credits of fieldwork is included in the fifth-year tuition. Fieldwork is a prerequisite for the National Certification Exam, which is required in order to practice as an Occupational Therapist Registered. A third, optional fieldwork experience may be elected after the fifth year at continuing education rates.

Financial assistance for these additional expenses cannot be guaranteed, although every effort will be made to assist students with major financial problems.

| Estimated Expenses | 3rd Yr | 4th Yr | 5th Yr |
|---------------------------|---------------|---------------|---------------|
| Books and Supplies | \$800 | \$800 | \$600 |
| Uniforms | 50 | 50 | - |
| Fieldwork Travel | 400 | 400 | 2,000* |
| Fieldwork Housing | - | - | 3,600* |
| Student Malpractice Ins | 70 | 70 | 70 |
| Totals | \$1,270 | \$1,270 | \$6,220 |

*includes 6 months Fieldwork II

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Department of Philosophy and Religious Studies

College of Arts and Sciences

Sartorelli, Linda (Chair) Professor
Ph.D., M.A., Indiana University-History and Philosophy of Science; A.B.,
Barnard College, Columbia University-Mathematics.

Morrison, Ronald P. Professor
Ph.D., M.A., Emory University; B.A., University of Maine-Philosophy.

Philosophy and Religious Studies

Philosophy asks the big questions: Who am I? What is there? What can be known? How should I live? These lead to other questions about the relationship between the mind and the body, appearance and reality, truth and opinion, right and wrong, freedom and determinism, the individual and society, human beings and nature, God and the world. To ask these questions is to examine our most basic beliefs about human existence and the world we live in. At the same time, philosophy does not provide pat answers, but believes with Socrates that the goal is to live "the examined life." For this reason, the study of philosophy cultivates the skills of clear thinking and effective argumentation.

Religious studies provides an historical and comparative understanding of the world's religious traditions. It examines spiritual beliefs, practices, and rituals in order to understand the importance of religious faith in providing a source of human value and meaning.

The Department of Philosophy and Religious Studies offers courses that satisfy the "Explorations" and "Advanced Humanities" requirements of the core curriculum and that complement and enhance any field of study at the University. Courses at the 100/200 level fulfill the Explorations core requirement. Courses at the 300/400 level satisfy the Advanced Humanities core requirement.

Minor

The department offers a minor in philosophy. Students wishing to minor in philosophy should consult with a faculty member.

The following is a list of courses offered in the Department of Philosophy and Religious Studies.

[Course Descriptions](#)

| Subject Area | Credits |
|--|---------|
| Philosophy | |
| PHI 100 - Problems of Philosophy | 3 |
| PHI 120 - Living the Good Life | 3 |
| PHI 125 - Friendship, Love, Marriage, and Sex | 3 |
| PHI 150 - Critical Thinking | 3 |
| PHI 160 - Science, Pseudo Science, and Weird Ideas | 3 |
| PHI 220 - Individual and Society | 3 |
| PHI 240 - Mind, Body, and Death | 3 |

| | |
|---|---|
| PHI 304 - Social and Political Philosophy | 3 |
| PHI 307 - Problems in Metaphysics | 3 |
| PHI 310 - Thinking Critically About Moral Problems | 3 |
| PHI 315 - Health Care Ethics | 3 |
| PHI 320 - Readings in History and Philosophy of Science | 3 |
| PHI 325 - Topics in Philosophy | 3 |
| PHI 330 - Environmental Philosophy | 3 |
| Religious Studies | |
| REL 200 - World Religions | 3 |
| REL 250 - The Bible | 3 |

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Department of Political Science

[Department Website](#)

College of Arts and Sciences

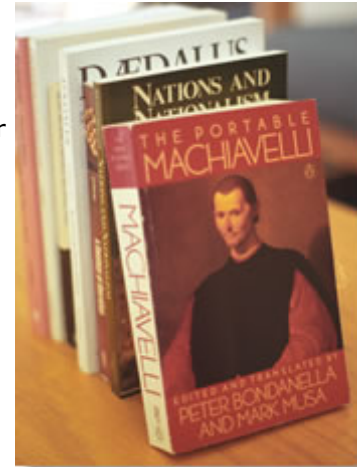
Ahmida, Ali Abdullatif (Chair)
Ph.D., University of Washington-Political Science; M.A., University of Washington-Political Science.

Professor

Featherman, Sandra
Ph.D., University of Pennsylvania-City and Regional Planning; M.A., University of Pennsylvania-City and Regional Planning; B.A., University of Pennsylvania.

Professor

Political science is the study of government, individual and institutional behavior in the public sector, relations among nation-states, and theories of politics. Political science addresses the fundamental issues confronting modern society - globalization, war, inequality, poverty, the environment - and seeks to evaluate the processes, policies, and theories that have been devised to deal with them. The Political Science Program provides basic courses in theory, methods and case studies within the four sub-fields of political theory, comparative politics, international relations and American politics.



Minor

A student in another department may, with the permission of the Department of Political Science, take a minor within the department upon the completion of 18 hours of coursework in the appropriate field.

Pre-Law Emphasis

The pre-law emphasis allows students interested in studying law to receive special advising and to develop a liberal arts program of study appropriate as preparation for admission to law school and success in the legal profession.

The study of law involves many aspects of social life and integrates many fields of study. Judges and lawyers are expected to handle different litigations, ranging from social, to medical, environmental and other applications. Thus, law schools encourage students to have diverse undergraduate majors. UNE students who are majoring in any department can take advantage of the pre-law program.

Although the choice of major is open, law schools expect students to have acquired skills that enable them to think critically, reason logically, and speak and write effectively. The Pre-law Advising Committee will help students build their interdisciplinary program of study that includes not only humanities courses, but also courses in biology, environmental studies, psychology, and management.

Bachelor of Arts - Political Science

[Course Descriptions](#)

Program/Degree Area

Credits

| | |
|---|--------------|
| University Core Requirements | 42-43 |
| Political Science Requirements | 37 |
| One of the following: | |
| PSC 105 - Intro to Political Science: The Politics of Power or | 3 |
| PSC 202 - Politics as Social Science or | |
| MAT 120 - Intro to Statistics | |
| Three courses (200-level) from the following fields: | 9 |
| PSC 200 - Intro to Political Theory | |
| PSC 201 - Intro to International Relations | |
| PSC 204 - Intro to Comparative Politics | |
| PSC 207 - American Political Theory | |
| One course (300/400 level) in each field: | 12 |
| Political Theory | |
| Comparative Politics | |
| American Politics | |
| International Relations | |
| Political Science Electives | 9 |
| Senior Seminar | 3 |
| Integrative Essay | 1 |
| Elective Credit Sufficient for Minimum Total | 120 |

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Department of Psychology

[Department Website](#)

College of Arts and Sciences

| | |
|---|---------------------|
| Corsello, Maryann (Chair) Ph.D., University of New Hampshire-Developmental Psychology; M.S., Tufts University-Experimental Psychology; B.S., Northeastern University-Psychology/Speech and Hearing Science. | Associate Professor |
| Glasier, Marylou M. Ph.D., Rutgers University-Behavioral Neuroscience; M.S. University of Massachusetts-Biochemistry; B.S. Georgian Court College-Biochemistry. | Assistant Professor |
| Haskell, Robert (Associate Director-New England Institute) Ph.D., Pennsylvania State University-Psychology and Social Relations; M.A., San Francisco State University-Psychology/Sociology; B.A., San Francisco State University-Psychology/Sociology. | Professor |
| Morrison, Linda Ph.D., M.A., The Ohio State University-Counseling Psychology; B.A., Alfred University-Applied Clinical Psychology. | Associate Professor |
| Rankin, Nancy M.A., University of Vermont-Counseling Psychology; B.A., S.U.N.Y. at Buffalo-Speech Communication. | Assistant Professor |
| Wieselquist, Jennifer Ph.D., M.A., University of North Carolina Chapel Hill-Social Psychology; B.A., College of William and Mary-Psychology. | Assistant Professor |

Mission Statement

The Department of Psychology offers students a broad-based liberal arts education with an emphasis on community, social, and individual approaches to understanding human behavior. Students are thus exposed to a combination of theoretical, scientific, and practical approaches to solving human problems. Issues of gender, race, class, and culture are emphasized in courses throughout the curriculum. As a result of required course work and internship experiences, the department graduates students with marketable skills that prepare them for entry-level positions in social services or for graduate study in related areas. As part of this mission, the Department of Psychology offers three majors: psychology, psychobiology, and psychology and social relations.

Psychology Major

Upon acceptance to the University, students are provisionally admitted as a major in psychology. Upon completion of 60 credit hours (approximately the end of the second year of full-time work), student progress is evaluated by department faculty. A grade point average of 2.75 in major courses is necessary to be fully admitted as psychology majors. Students must also complete the University Core mathematics requirement by the end of the first year.

The psychology major blends interdisciplinary work with intensive training in psychology to

prepare the student for a wide range of professional and academic experiences beyond college. The major draws on the extensive experience of our faculty in the areas of human development and clinical psychology. In addition, the student will be exposed to areas such as social psychology, learning and cognition, and personality theory.

Another theme of the program is research and statistics. Faculty provide a supportive environment in which students learn the thinking skills important to reading and conducting research. Students support each other as well, working in groups on research projects that often are useful to the UNE community. For example, students have engaged in a survey and study of student satisfaction with services on campus and have examined the faculty's awareness of and involvement in learning disabilities of college students.

The core of this major also includes the internship or field experience courses. The internship is a critical part of our students' learning. It is typically started in the third year and must be taken for an equivalent of two courses or six credits. These are divided into an introductory and advanced internship. These experiences provide the student the opportunity to learn experientially and to explore different career directions or different situations within a career area. The internships are also a critical way in which students are exposed to clinical experiences and supervision. Overall, the internship is an important educational experience and it often leads to the first job after graduation for our students.

Bachelor of Arts in Psychology

[Course Descriptions](#)

| Program/Degree Area | Credits |
|--|----------------|
| University Core Requirements | 42-43 |
| Major Courses | 45 |
| PSY 105 - Introduction to Psychology | 3 |
| PSY 205 - Abnormal Psychology | 3 |
| PSY 225 - Psychology Statistics | 3 |
| PSY 255 - Social Psychology | 3 |
| PSY 285 - Research Methods | 3 |
| PSY 300 - Psychology Internship I | 3 |
| PSY 350 - Theories of Personality | 3 |
| PSY 355 - History and Systems | 3 |
| PSY 365 - Biological Basis of Behavior | 3 |
| PSY 495 - Psychology Internship II | 3 |
| SOC 150 - Introduction to Sociology | 3 |
| Psychology Electives | |
| Four courses at the 200 level or higher (Includes all PSY and selected SOC courses) | 12 |
| Elective Credit Sufficient for Minimum Total | 120 |

Minor in Psychology

Total Credits 18

Consists of Introduction to Psychology, Introduction to Sociology, and an additional four psychology courses at the 200 level or above, not including PSY 220, 270, 225, 285 or 300.

Programs:

[Bachelor of Arts in Psychology](#)

[Minor in Psychology](#)

[Bachelor of Science in Psychobiology](#)

[Minor in Psychobiology](#)

[Bachelor of Arts in Psychology and Social Relations](#)

[Minor in Social Relations](#)

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Department of Sociology

[Department Website](#)

College of Arts and Sciences

McReynolds, Samuel A. (Chair)

Associate Professor

Ph.D., Cornell University - Rural Sociology; M.A., University of Vermont-History; B.A., University of Virginia-Government and History.

Campbell, Alex

Assistant Professor

Ph.D., M.Phil., University of Cambridge-Criminology; B.A., York St. John-Cultural Studies.

See, Joel

Professor

Ph.D., M.A., Florida State University-Sociology; B.A., St. John's University-Sociology/Psychology.

Mission Statement

The Department of Sociology offers students a broad-based liberal arts education with an emphasis on group, social, and community dynamics to understanding human behavior. The faculty are committed to the integration of psychological, and anthropological as well as sociological perspectives, and the curriculum is a reflection of this integration. Students are thus exposed to a combination of theoretical, scientific, and practical approaches to understanding and solving human problems. Issues of gender, race, class, and culture are emphasized in courses throughout the curriculum. As a result of required course work and internship experiences, the department graduates students with marketable skills that prepare them for entry-level positions in social services or for graduate study in related areas.

Sociology Major

The major in sociology will provide the student with a broad-base exposure to theories and methods, as well as a wide range of current social issues. The student will also receive extensive interdisciplinary work in the fields of anthropology and psychology. These strong academic foundations will prepare the student for a wide range of academic and professional opportunities. Students from this major may choose to continue their education in a wide range of fields including, sociology, social work, law, economics, and environmental studies. Or, they may go directly to work in areas dealing with social deviance and other areas of social service.

In addition to the more traditional approaches to sociology, there are two unique elements to this program. First, students will complete an internship. This will help students explore experiential learning, applications of sociology to the real world, and undertake career explorations. Second, students will participate in a semester long applied sociology experience. With this experience a student can choose to study abroad, study with the SALT documentary field studies program in Maine, work in a social service agency, or complete an intensive research project.

Overall, this program will provide students with a strong foundation for understanding today's social issues and problems. The student will also have a wide range of skills and experiences that will enhance their future educational and career opportunities as well as encourage them to be a more active and aware citizen.

Bachelor of Arts in Sociology

Course Descriptions

| Program/Degree Area | Credits |
|---|----------------|
| University Core Requirements | 42-43 |
| Sociology Core | 24 |
| PSY 105 - Introduction to Psychology | 3 |
| SOC 150 - Introduction to Sociology | 3 |
| SOC 225 - Statistics for Social and Behavioral Science | 3 |
| SOC 270 - Classical Social Theory | 3 |
| SOC 280 - Contemporary Social Theory | 3 |
| SOC 285 - Research Methods | 3 |
| SOC 300 - Internship | 3 |
| SOC 355 - Medical Sociology | 3 |
| Sociology Electives | 9 |
| Elective 1 -Social Global Studies Course | 3 |
| Elective 2 - Social Cultural Studies Course | 3 |
| Elective 3 - 300 or 400 level elective | 3 |
| Applied Sociological Experience | |
| Option 1 - Study Abroad (Choose One) | 15 |
| A. Mexico | |
| B. Central America | |
| C. Namibia/South Africa | |
| Option 2 - SALT Institute (Includes all the following) | 15 |
| A. Approaches to Fieldwork: Social Sciences, Documentary and the Research Process | |
| B. Independent Field Research. | |
| C. Field Techniques | |
| D. Advanced Documentary Skills Courses | |
| Option 3 - Internship | 9-15 |
| Option 4 - Capstone Thesis | 9-15 |
| Total Credits in Major | 42-48 |
| Elective Credit Sufficient for Minimum Total | 120 |

Note: Requirements for the major may change slightly over time. All students should check with their advisors for the most up-to-date list of courses required.

The UNE Undergraduate Experience at SALT

The Undergraduate Program at Salt can be thought of as a domestic "study abroad" program. Like semester programs in other countries, the Salt Semester serves to complement an undergraduate's campus-based education. It does so by providing the opportunity to spend a semester of study actively engaged in field research and the opportunity to focus for that semester on one of three mediums of documentary expression: nonfiction writing, documentary photography, or documentary radio. The undergraduate program operates within the framework of Salt's graduate program, at a level that allows advanced, qualified undergraduate level students the chance to participate successfully.

Most undergraduates enroll in their junior or senior year at college. They request a range of majors - English, photography, art, sociology, anthropology, history, journalism. Students are able to build significantly upon and extend their campus studies with single-minded focus, undistracted by courses they might otherwise be required to take. For anthropology and sociology

majors, the Salt Semester represents the chance to test and challenge their classroom studies with extended fieldwork. For English, photography, and art majors, the Salt Semester serves to provide an extended practice of heightening one's craft pushed by the twin demands and publication. For journalism majors, the Salt Semester offers an expansion of standard journalism models, allowing students to employ literary and social sciences techniques in an extended study. For other majors, the Salt Semester is an opportunity to explore the practical world of oral history and documentary studies.

Fifteen undergraduate credits are earned in the Salt Semester. They are awarded directly by the University of New England. Three interdisciplinary courses are taken simultaneously. All are aimed at taking students successfully through the steps of collecting field materials and shaping them as documentary work.

1. **Approaches and Issues in Documentary Studies** - This course introduces students to the central techniques and issues of documentary fieldwork. Students will acquire these skills and the associated critical perspective through attending lectures, critically reading a selection of sociology articles and books, viewing films, participating in class discussions, engaging in field exercises, and writing a mid-stream paper. Students explore the intellectual and moral challenges posed by the research relationship as they learn the basic techniques of collecting and interpreting information; focused participant observation; in-depth interviewing, and assessment of the meanings of local environment (material and natural cultures). The course will also explore ways through which documentaries can strengthen their research skill conceptually; these involve developing bibliographic search and evaluation skills, and utilizing comparison as a technique for enriching the case study method.
2. **Independent Field Research** - In consultation with faculty, students develop their own research topic early in the semester based upon their interests and the viability of pursuing this topic in the context of Maine social life. Students are expected to enter the field as research teams and research their topics through the methodologies of oral history, participant observation, documentary photography, and documentary radio. Students are expected to uphold the highest standards of ethical behavior with their subjects in the field and develop a solid, collaborative working relationship with their research partner throughout all phases of the project. Students present the status of their field research on a weekly basis and discuss their goals and challenges with fellow students and faculty. The Field Research course is fundamentally integrated with the Advanced Documentary Skills course which culminates with final projects that are specific to each of the three tracks of writing, photography, and radio.
3. **Field Techniques** - Students learn the practical technical skills they need to be effective in collecting field materials. Critical analysis of field technique, the collection of radio quality sound, cross-disciplinary analysis of successful interviewing techniques and archival processes are stressed.
4. **Advanced Documentary Skills** - Students enroll in one of the following three tracks in Advanced Documentary Skills:
 - a. **Documentary Radio: Telling Stories with Sound** - Through a variety of hands on applications, students involved with the radio course at Salt learn an assortment of radio production skills: field recording, interviewing technique, writing for radio, digital audio production, and more. During the semester, students listen to many professional productions to develop critical listening skills. Students produce a vox pop (man on the street) and three features, two of which are thematically related. Graduates of the radio program leave Salt with a CD portfolio of their work and a comprehensive understanding of how to tell stories with sound.
 - b. **Advanced Non-Fiction Writing and Editing** - Using Maine subjects, students practice a genre called the "literature of fact" by one of it's masters, John McPhee. Combining techniques of field collection and literary interpretation of real subjects, writers create stories about the everyday fabric life and events through careful observation and listening. Structure, voice, organizations, and depth of material, redrafting and editing skills are highly emphasized. Students are expected to produce a finished article of publishable quality involving Maine people and places based on their independent field research. This article is submitted to the Salt Magazine and the Salt website for review. A select few will

be published. All students must also glean their article for an exhibit that will accompany photographs in a student exhibit in the Salt Gallery.

- c. **Advanced Documentary Photography** - Students who have mastered basic photographic and darkroom skills are challenged to move towards meaningful documentary, in-depth coverage of their subject matter. They work to acquire both techniques and a sensibility to subjects in their environment. Each student is expected to complete two major photographic narratives. At least one of these projects is completed in partnership with a writer and/or a radio documentation; the second narrative is either completed independently or in another partnership upon the level of the photographer. These photo-essays are primarily visual bodies of work with captions or other explanatory materials. Students also are expected to produce a portfolio of work completed at Salt that demonstrates significant growth over work submitted for admission.

Minor in Sociology

Sociology Minor

Total Credits 18

Introduction to Sociology, Demography, and four additional courses in sociology at the 200 level or higher.

Bachelor of Arts in Psychology and Social Relations

The Bachelor of Arts in Psychology and Social Relations (PSR) is a unique integration of course work from psychology, sociology, and anthropology. It emphasizes methods, the human life span, global perspectives, and student initiative in program development. This major prepares students for entry level positions in the mental health and human services field, or for graduate study in psychology, sociology, social work, human services, and related fields.

Psychology and Social Relations Minor

Total Credits 18

Introduction to Psychology, Introduction to Sociology, two additional psychology courses, not including PSY 220, 270, 225, 285 or 300, and two additional sociology courses at the 200 level or higher, not including SOC 300.

See [PSR program details and curriculum](#).

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Bachelor of Science in Psychobiology

[Department Website](#)

Psychobiology Major

The Department of Psychology in conjunction with the Department of Biological Sciences offers a major in psychobiology. This course of study focuses on the behavior of animals. Courses in the major will be taught by members of both departments and will explore both the biological and psychological bases of animal and human behavior. The major offers a choice of focus of comparative/ethology or behavioral neuroscience.

Comparative/Ethology - this major is designed to be an observational/behavioral concept. Students will learn to collect data as to the actions of organisms, and to evaluate this data from a behavioral/ecological/ethological/evolutionary perspective. A comparative/ethology psychobiology major can lead to employment in aquariums or zoos, education, wildlife conservation, research laboratories, or to further graduate training.

-or-

Behavioral Neuroscience - this major is designed as a physiological/behavioral concept. Students will learn to collect data as to the actions of organisms and to evaluate this data as to the correlates between behavior and physiological mechanisms. A behavioral neuroscience psychobiology major can lead to employment in pharmaceutical labs, biotechnology, zoos, aquariums, industry, education, medical or veterinary training, or to further graduate training.

Curriculum

[Course Descriptions](#)

The basic core requirements will be centered on the following for both the C/E and BN specialties with only the chemistry requirement differing. The divergence will occur in differences in further core requirements and choice of electives.

The following are the credit and course specifications for a Psychobiology major.

| Program/Degree Area | Credits |
|--|--------------|
| University Core Requirements | 42-43 |
| Basic Core Courses | 33-40 |
| PSY 105 - Introduction to Psychology | 3 |
| BIO 100 - Biology I | 4 |
| BIO 101 - Biology II | 4 |
| PSY 225 - Psychology Statistics | 3 |
| PSY 285 - Research Methods | 3 |
| BIO 322 - Comp. Animal Physiology | 4 |
| or BIO 245 - GenPrinAnat/Phys/Pathophys | 4 |
| or BIO 345 - GenPrinAnat/Phys/Pathophys | 5 |
| PSY 365 - Biological Basis of Behavior | 3 |
| BIO 335 - Animal Behavior/Behavioral Ecology | 4 |
| or PSY 335 - Comparative Animal Behavior | 3 |

| | |
|--|-----|
| PSY 425 - Advanced Experimental lab course | 3 |
| PSY 495 - Psychobiology Internship/Research or BIO 495 - Advanced Biological Internship Major Requirements in Focus Area (see below) | 3-8 |

| | |
|--|--------------|
| Psychobiology Focus Areas (select C/E or BN): | C/E |
| Comparative/Ethology (C/E) | 19-26 |
| BIO xxx - Organismal Topic* | 3-4 |
| CHE 130 - Principles of Chemistry | 4 |
| PSY 380 - Learning and Memory | 3 |
| PSY 381 - Cognition | 3 |
| PBO electives (see below) | 6-12 |

**Organismal Topics Include: BIO 250 Marine Biology; BIO 252 Natural History of Marine Mammals; BIO 319 Ornithology; BIO 330 Comparative Vertebrate Anatomy; BIO 331 Biology of Fishes, BIO 355 Biology of Marine Mammals; PSY 402 Spec Topics Psychobiology.*

| | |
|-------------------------------------|--------------|
| Behavioral Neuroscience (BN) | BN |
| | 25-26 |
| CHE 110 - General Chemistry I | 4 |
| CHE 111 - General Chemistry II | 4 |
| CHE 210 - Organic Chemistry | 5 |
| CHE 310 - Biochemistry | 5 |
| PSY 490 - Behavioral Neuroscience | 4 |
| PBO electives (see below) | 3-4 |

Elective Credit Sufficient for Minimum Total **120**

The choice of a specialty, within the psychobiology major, of either (a) comparative/ethology or (b) behavioral neuroscience is governed by the core requirements and by the choice of psychobiology electives. Three electives are required for the comparative/ethology focus if the internship is 3-4 credits. If the internship is 5-8 credits, then only 2 electives are required. For behavioral neuroscience, the requirement is 1 elective. Any courses listed that are part of the core requirements for one focus are then electives for the other focus. Further organismal topics may also be used as electives. Other courses may be applied as electives with the approval of the psychobiology program coordinator.

Electives within Psychobiology (recommended for C/E/ ***recommended for BN)**

| | |
|---|-----|
| BIO 200 - Genetics *** | 5 |
| BIO 295 - Biological Internship ** *** | 3-4 |
| PSY 440 - Sensation and Perception ** *** | 3 |
| PHY 200/PHY 201 - Physics *** | 4-8 |
| ANT 101 - Anthropology ** *** | 3 |
| PSY 406 - Spec Topics in Psychobiology ** | 3 |
| BIO 333 - Evolution ** *** | 3 |
| PSY 245 - Evolutionary Psychology ** *** | 3 |

Minor is Psychobiology

| | |
|--------------------------------------|----------------|
| Minor in Psychobiology | Credits |
| Minor | 18-21 |
| PSY 105 - Introduction to Psychology | |

| | |
|--|-----|
| | 3 |
| PSY 365 - Biological Bases of Behavior | 3 |
| BIO 335 - Animal Behavior/Behavioral Ecology or | 4 |
| PSY 420 - Comparative Animal Behavior | 3 |
| BIO xxx - One Organismal Topic (see above) | 3-4 |
| Psychobiology Elective (see above) | 3-4 |
| PSY 380 - Learning and Memory | 3 |

Programs:

| | |
|---|---|
| Bachelor of Arts in Psychology | Minor in Psychology |
| Bachelor of Science in Psychobiology | Minor in Psychobiology |
| Bachelor of Arts in Psychology and Social Relations | Minor in Social Relations |

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Bachelor of Arts in Psychology and Social Relations

[Department Website](#)

The bachelor of arts in psychology and social relations (PSR) is a unique integration of course work from psychology, sociology, and anthropology. It emphasizes methods, the human life span, global perspectives, and student initiative in program development. This major prepares students for entry-level positions in the mental health and human services field, or for graduate study in psychology, sociology, social work, human services, and related fields.

See program details and curriculum as outlined under [Interdisciplinary Majors](#).

Note: Requirements for all majors may change slightly over time. All students should check with their advisors for the most up-to-date list of courses required.

Minors in Social Relations

Total Credits 18

Introduction to Psychology, Introduction to Sociology, two additional psychology courses, not including PSY 220, 270, 225, 285 or 300, and two additional sociology courses at the 200 level or higher, not including SOC 300.

Programs:

[Bachelor of Arts in Psychology](#)

[Minor in Psychology](#)

[Bachelor of Science in Psychobiology](#)

[Minor in Psychobiology](#)

[Bachelor of Arts in Psychology and Social Relations](#)

[Minor in Social Relations](#)

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Graduate Programs Administrative Services and Policies

Graduate Programs

The graduate faculty and the Graduate Council are responsible for the maintenance of appropriate standards for graduate degrees and certificates. The graduate dean reports to the vice president for academic affairs and provides coordination and support for all departments engaged in graduate instruction.

Graduate Programs Offered:

Masters:

[Master of Science in Education](#), College of Arts and Sciences
[Master of Science-Nurse Anesthesia](#), College of Health Professions
[Master of Science-Occupational Therapy](#), College of Health Professions
[Master of Physical Therapy](#), College of Health Professions
[Master of Science-Physician Assistant](#), College of Health Professions
[Master of Social Work](#), College of Health Professions

Certificates:

[Post-Baccalaureate Certificate Programs](#), College of Health Professions
[Addictions Counseling](#)
[Gerontology](#)

[College of Health Professions/College of Osteopathic Medicine](#)
[Certificate of Advanced Graduate Study in Public Health](#)

[Post-Master's Certificate Program](#), College of Arts and Sciences
[Certificate of Advanced Graduate Study in Education Leadership](#)

Professional:

[Doctor of Osteopathic Medicine](#), College of Osteopathic Medicine
(Information for students enrolled in the College of Osteopathic Medicine can be found in the College of Osteopathic Medicine Catalog)

Admissions

Admissions to Graduate Programs

For graduate admissions requirements and information please refer to the specific graduate program section of this catalog.

International Students

The University welcomes applications from qualified international students to the undergraduate and graduate programs. We encourage diversity and global awareness on campus. International applicants need to do the following:

Students must send all academic transcripts with a translation and equivalency evaluation. It is preferred that applicants use:

World Education Services, Inc.
P.O. Box 745
Old Chelsea Station
New York, NY 10113-0745
Email: info@wes.org; Telephone: 212-966-6311
FAX: 212-966-6395

For further graduate admissions requirements and information please refer to the specific graduate program section of this catalog.

Veterans

Programs of the University of New England have been approved for persons eligible for Veterans Administration Benefits by the Maine State Approving Agency for Veterans' Education Programs. The University encourages active and retired military, National Guard and reservists, as well as veterans, to become matriculated students. For further information concerning veterans admissions and benefits, please contact the University Registrar.

Applicants with military service should send a copy of an Army/ACE Registry Transcript Service (AARTS) or an Application for the Evaluation of Educational Experiences During Military Service (DD Form 295) to the University Registrar for credit evaluation.

Veteran students can receive application and maintenance assistance on VA benefit issues from either the Financial Aid Office, the Office of the Registrar, or from the Student Administrative Services Center at the Westbrook College Campus.

The University of New England classifies student load status for purposes of financial aid (FA), loan deferments, and/or Veterans Administration (VA) educational benefits. Please refer to the [Student Enrollment Status](#) section to determine how the University applies credit hour enrollment to full-time, three-quarters time, or half-time status.

Links

[Graduate Admissions](#)

[Graduate Student Affairs](#)

[Graduate Financial Information](#)

[Graduate Student Records and Transcripts](#)

[Graduate Financial Aid](#)

[Graduate Academic Regulations](#)

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Graduate Programs Administrative Services and Policies

Student Affairs

Mission Statement - The Division of Student Affairs at the University of New England provides quality programs and services that enhance the academic experience, enrich student life, and encourage personal growth. Students are afforded the opportunity to achieve their optimum potential as scholars, individuals, and as members of the global community through participation in intellectual, social, cultural, recreational, spiritual, leadership, and governance programs. With commitment to the development of community, the staff of the Student Affairs Division reflects the values of integrity, inquiry, service, perseverance, and caring.

The Division of Student Affairs consists of a wide variety of services for students in all colleges on both campuses including: athletics (men and women) and recreation; Campus Center, Finley Center and respective fitness programs; Counseling, Career, Disability, and Multicultural Services; Learning Assistance Service; Proctor Center; Housing and Residence Life; Safety and Security; Student Activities; and the Judicial System. In addition, Student Affairs serves as an over-all campus resource and liaison to other services including, Dining Services, University Health Care, and campus spiritual and cultural life. Programs and services for graduate students are coordinated by Student Affairs Offices on both the University Campus and the Westbrook College Campus.

Graduate students are strongly encouraged to be involved in the University Community. Students may choose from an array of opportunities to interact with other students, faculty and administrators. Involvement opportunities include volunteering, becoming a member of a University-wide or academic program committee, participating in student government, joining a student club or organization, or simply attending a program or lecture on campus. You are invited to visit the [Student Life website](#) where you will find additional information about life outside of the classroom at the University of New England.

Student Affairs – Westbrook College Campus

The Office of Student Affairs in Hersey Hall on the Westbrook College Campus takes the lead in coordinating programs and support services for graduate and undergraduate students based on that campus. The assistant dean of students and the Student Affairs staff can provide a wealth of information about available resources, activities, and programs.

Graduate Student Orientation

An orientation session to assist incoming graduate students with their transition to the University is coordinated through the Office of Student Affairs on the WCC for programs based on that campus. With a goal of preparing students for a successful career at UNE, the orientation programs focus on the academic experience, support services, and financial aid. This is a good time, but certainly not the only time, to have questions answered and concerns addressed. Another element of these programs is to introduce students to faculty, administrators, and other new students.

Student Governance and Graduate Student Government (GSG)

There are four student governments within UNE: Student Government Association (SGA - undergraduate) on the Westbrook College Campus; the Undergraduate Student Government (USG) on the University Campus; the Student Government Association (SGA – COM) of the

College of Osteopathic Medicine; and the Graduate Student Government.

The Graduate Student Government is comprised of representatives from each of the graduate programs (Nurse Anesthesia, Physician Assistant, Social Work, Physical Therapy and Occupational Therapy, Education and the CAGS Program). All students enrolled in a graduate program are automatically members of this organization. The GSG has multiple purposes and objectives:

1. To provide a forum for discussion of issues internal and external of concern to graduate students.
2. To represent the graduate student interests before the UNE faculty and administration.
3. To participate in the formation of policies and practices regarding graduate students.
4. To foster a broad sense of community among students in graduate programs.
5. To gather and disseminate information of interest to students in graduate programs.
6. To serve as a voice and represent the views of graduate students to the University community and the community at large.
7. To conduct activities that promote the general welfare of graduate students.
8. To represent the views of graduate students to the University Community and the community at large.
9. To provide support and assistance to graduate student organizations.

The Representative Committee

The Representative Committee is a collaborative group which bridges all student levels (undergraduate, graduate, and medical) and Student Government units within the University of New England. It is made up of the president of each unit of Student Government plus one representative from each, and is chaired by the student trustee.

Student Trustee and Student Trustee-Elect Positions

The position of student trustee was created by students and approved by the Board of Trustees in 1996. Subsequently, in order to create an equally accessible resource for student populations on both campuses, the Board approved the addition of a second student trustee position starting in 2004. The positions serve as the means by which students play an integral part in the decision making process at the University of New England. The students holding these positions serve as: 1) full-voting trustees representing the entire student body; 2) communicators of University-wide information to students from the trustees; and 3) community builders, bridging all students from all three colleges.

In addition to the student trustee positions, student trustee-elect positions were created. The student trustee-elects will become familiar with the roles and responsibilities of the student trustees in preparation for assuming that position.

Co-Curricular Activities and Cultural Affairs

Campus activities play an important part in the total education of the student at the University of New England. All members of the University community are encouraged to involve themselves in a variety of activities.

Co-curricular activities are planned and sponsored by a wide range of campus constituencies including administrative, departmental, student government, student programming boards, residence halls, clubs, sports teams, and others. Activities range from educationally-based programs and lectures, performing arts, and discussions on current issues to social opportunities, recreation and fitness programs, and concerts. Programs and services are open to students on both campuses; each campus sponsors its own unique traditions such as Charter Day and the annual Spring Variety Show.

The Westbrook College Campus supports long-established and respected art and cultural series and collections. The annual Richard F. Bond Enrichment Series offers concerts, classic and contemporary films, readings, dance programs, and exhibitions from both local and national artists and experts. The Crosley Lecture Series is an annual endowed series addressing ethical concerns in contemporary life. The Maine Women Writers Collection, housed in a special wing of the Abplanalp Library, is a special assemblage of literary, cultural, and social history sources by

and about women authors, either natives or residents of Maine. These sources document and illustrate the times, circumstances and experiences of Maine women writers, revealing their public actions and private thoughts. The Westbrook College Campus Art Gallery, opened in 1977, highlights specific aspects of the visual arts: painting, sculpture, printmaking, photography, drawing, and architecture. The gallery is a venue for special exhibits, and is open to the University community and the public.

Due to the close proximity of both the Portland and Boston areas, many students, either on their own or on college-sponsored group trips, take advantage of the opportunity to attend concerts, plays, museums, sporting events and other activities.

Housing and Residence Life

The Offices of Housing and Residence Life on both campuses are a resource for graduate students. There is limited on-campus housing available for graduate level students on both the University Campus in Biddeford and the Westbrook College Campus in Portland. In addition, the Housing Office of the University Campus solicits rental listings from property owners and landlords within commuting distance, and makes those listings available to students. Listings are posted on the Student Life/Housing and Residence Life section of the UNE Website <http://www.une.edu/studentlife/housing/> and updated on a regular basis from January through the summer. Because southern coastal Maine is an active tourism area, students looking in the Biddeford and/or coastal areas should be aware that many rentals are available only on a seasonal basis, typically September to May or June, although year-round or flexible listings are also submitted. There is also a process to register roommate requests through both the University Campus and Westbrook College Campus Housing Offices. Students entering graduate programs will receive by mail, prior to the start of the program year, information about housing options and procedures.

Student Support Services Division of Student Affairs

John R. Langevin, Ph.D.
Assistant Dean of Students
for Student Support Services
UC: Decary 109, ext. 2549
jlangevin@une.edu

Offices within Student Support Services:

- Counseling Services
- Career Services
- Disability Services
- Learning Assistance Services
- Multicultural/GLBTQ Services

Mission Statement

Student Support Services provide a wide-range of services in a convenient "one-stop shopping" environment. Our seamless collection of resources assists students with psychological and emotional health, academic support, educational and career planning, and equal opportunities during their academic experience. We take an active role in meeting the ever-changing and diverse needs of our sophisticated student population.

Our multi-dimensional outreach programming is designed to meet the needs of students and the overall campus community. These programs address preventative, developmental, social, psychological, career, and academic issues. We consult with students, faculty, staff, administrators, parents, and alumni, as well as collaborate with other campus and community organizations. We recognize that our ability to be a responsive service is based on a commitment to organizational integrity, professional ethics, and personal growth and development. Our services are an integral part of the educational process that is the central mission of the Student Affairs Division and the University of New England.

Counseling Services

UC: Decary 109, ext. 2549
Jane Ann McCabe, Clinical Coordinator
jmccabe@une.edu

WCC: Proctor 320, ext. 4550
Cali Williamson, Coord. of Counseling Services/WCC
cwilliamson@une.edu

Counseling Services provide a variety of services which address the psychological and emotional health of the graduate and undergraduate student population. Individual, group, or couples counseling is available. In keeping with UNE's focus on health promotion and maintenance, services such as workshops, special issues groups, informational sessions, developmental programming and consultation are designed to address the on-going needs of UNE's population.

The counseling relationship is completely confidential within the legal and professional guidelines of the State of Maine and the American Counseling Association. No information shared with us can be released to anyone without written consent. Homicide, suicide, child abuse, elder abuse, or abuse of any incapacitated person are exceptions to confidentiality and will be reported to the appropriate persons.

There is no fee for students to use counseling services.

Career Services

UC: Decary 102, ext. 2817
Judy Bellante, Coordinator
jbellante@une.edu

WCC: Proctor 102, ext. 4237
Judy McManamy, Coordinator
jmcmanamy@une.edu

Career Services help students with career and life planning. Career advising and assistance are available for students who need help choosing a major, learning about career options, identifying/clarifying skills, interests and career goals, applying to graduate school, and developing job search strategies. Special topic outreach programs are presented throughout the academic year.

Disability Services

UC: Stella Maris 128, ext. 2815
WCC: Proctor 318, ext. 4418
Susan Church, Coordinator
schurch@une.edu

Disability Services exist to provide the qualified student with a documented disability, equivalent access to, and equal opportunity in, the educational environment. A major goal of Disability Services is to assist the student to achieve maximum independence. The University will make a good faith effort to provide an effective accommodation to the student with a documented disability.

Learning Assistance Services

UC: Learning Assistance Building, ext. 2443
Maura O'Connor, Coordinator
moconnor@une.edu

WCC: Proctor Center, ext. 4247
Lori Power, Learning Specialist/WCC
lpower@une.edu

Learning Assistance Services (LAS) provides a comprehensive array of academic support services, including courses, workshops, individual and group tutoring, and advising. The goal of Learning Assistance Services is to assist students to become more independent and efficient learners, so that they are able to meet the University's academic standards and attain their personal

educational goals. [Website](#)

Placement Testing

During orientation, all new undergraduate and transfer students are assessed for competence in writing and mathematics. Placement scores, SAT scores and a review of each incoming student's previous coursework are considered.

Those students who do not meet the University's predetermined criteria are placed into an appropriate developmental mathematics course, Writing Tutorial Course (LAC 010), or both.

Tutoring

Learning Assistance Services offers faculty, professional and peer tutoring to support students in their coursework. Additionally, writing support is available to students on an as-needed basis. Peer tutors receive specialized training and many of them are certified by the College Reading and Learning Association. Tutors' regularly scheduled hours are posted in the LAS office, other locations on campus, and on the LAS website.

English as a Second Language (ESL)

Students who come to UNE with English as a second language are provided academic guidance and support, including ESL courses. Students should contact the LAS office (Ext. 2443) for more information.

Individual Consultation

Learning specialists are available (by appointment) to meet with students seeking assistance with their specific course demands. Consultation regarding learning styles, note-taking skills, active reading skills, time management skills, and test-taking skills is also available.

Multicultural/GLBTQ Services

U C: Decary 102, ext. 2461 (WCC - call same ext.)
Colleen Rost-Banik, Multicultural Affairs Advisor
crostbanik@une.edu

UC: Decary 102, ext. 2509 (WCC - call same ext.)
Amy Quinn, GLBTQ Affairs Advisor
aquinn@une.edu

Multicultural/GLBTQ Services provide support, programs, services, and activities which address racial and cultural diversity throughout the campus community. In addition, these services support gay, lesbian, bisexual, transgender, and questioning individuals. The goal of the department is to enhance UNE's philosophy of providing a safe, welcoming community for all students, regardless of race, culture, religious perspective, or sexual identity.

Student Support Services

Academic Advising

Students who are conditionally accepted to the University are assigned an academic advisor from Student Support Services. The academic advisor works closely with individual students, assisting them in their transition to college level work and guiding them toward appropriate course offerings and selection of a major field of study.

Classroom Presentations and Workshops

Student Support Services (SSS) faculty and staff are frequently asked by course instructors to present to their classes. Examples of presentations and workshop topics include the following:

- Test-taking Strategies
- Study Strategies
- Writing Critical Essays
- Technical Writing
- Writing Research Papers

Discipline Specific Writing
 Methods of Citing Work
 Understanding Your Learning Style
 Active Listening
 Note-taking
 Reading Textbooks
 Resume and Cover Letter Writing
 Interviewing Skills
 Job Search Strategies
 Marketing Your Skills
 Test Anxiety Management
 Body Image
 Assertion Training
 Stress Management/ Self-Care
 Crisis Intervention/Consulting/Referral
 Disability Awareness
 PRAXIS preparation
 MCAT preparation
 CCNA preparation
 NCLEX preparation
 National Board Exam preparation

Campus Center - University Campus

The Campus Center is a 56,000-square-foot facility that encompasses a student union and a sports complex. The sports complex houses a 25-yard/6-lane handicapped-accessible swimming pool; a ten-person hot tub; a fitness center that includes 15 "state-of-the-art" Cybex weight machines, free weights, exercise bikes, rowing machines, stair masters and recumbent cycles, two racquetball courts; and a 12,000 square feet of gymnasium space with a tenth-of-a-mile indoor track. The front section of the building features a large lobby meeting area, the Campus Bookstore, Snack Bar (The Hang) and Multipurpose Rooms. Outdoor facilities offer jogging and cross country trails, and an outdoor volleyball court. Aerobics and the community fitness program called BodyWISE Center for Health and Fitness are available to matriculating students enrolled in non-distance learning programs. In addition, the Campus Center is the largest student employer on the University campus. Visit the Campus Center website at </studentlife/campuscenter/default.asp>

Finley Center- Westbrook College Campus

The Beverly Burpee Finley Recreation Center includes 11,000 square feet of gymnasium, a fitness center, multi-purpose room and locker room facilities. A wide array of recreation, wellness, and sporting events are held in the facility. Recreational activities include basketball, volleyball, baseball, softball, indoor tennis, floor hockey, wiffle ball and roller hockey. The gymnasium also hosts several community events, including local high school and AAU basketball games, craft fairs, art fairs, blood drives, AIDS quilt display, and community recreational sporting events.

The 1,500-square-foot fitness center is located on the second floor of the facility, overlooking the gymnasium. The fitness center is equipped with a complete circuit of Cybex strength training equipment, treadmills, stair climbers, hip sled, stationary cycles, rowing machine, and stretching mats. Fitness challenges are offered at the beginning of each semester. Other services available by appointment include fitness prescriptions, body composition testing, blood pressure screening and equipment orientations.

The 1,500-square-foot multi-purpose room is the site for wellness and special classes. Located on the lower level of the facility, classes include: self-defense, tai chi, yoga, Irish dance, CPR and first aid. Classes are offered during the academic year.

All activities and classes are open to all men and women, no matter what skill level or ability. Most classes and programs are FREE for UNE students, staff and faculty. A minimal cost is charged to non-UNE affiliated community members, family alumni, and guest members. Visit the Finley Center website at </studentlife/finley/default.asp>

Recreational Sports – University Campus

The mission of the Recreational Sports program is to provide fun and safe activities for the entire UNE community. There are both competitive and noncompetitive sports events, as well as recreational activities for everyone. It is the philosophy of the Recreational Sports Office that programs are inclusive of all individuals, no matter what skill level or ability one possesses.

Recreation programs offer undergraduate and graduate students, faculty, staff, and administration an opportunity to engage in a wide variety of recreational activities. These activities are open to all men and women, and include both team and individual sporting events.

The Recreational Sports programs change in response to demand and may include: intramural sports; leagues and tournaments; extramural sports; competitive club sports teams, which may include: men's volleyball, dance team, ski team, tennis, in-line hockey, men's basketball, karate, and swim.

In addition, we capitalize on the University Campus' proximity to the Saco River and the ocean and offer waterfront activities.

All club sports are sponsored by the Undergraduate Student Government and the Club Sport Council. The Club Sports Council consists of individuals who participate in the club sports program. They act as the governing body to all the club sport teams. The Council works directly with the director of recreational sports to offer an extensive club sport program.

Student Discipline

As in any community, it is necessary for each member of the University community to maintain a constant awareness of the rights of the other person and the majority. When it becomes evident that an individual cannot or will not accept the responsibility for community life necessary for the good of its members and the University, disciplinary action becomes necessary.

Disciplinary (non-academic) action is normally administered under the supervision of the Dean of Students. The process is based on an educational philosophy and is designed to safeguard both the interests of the students and the University community. A full explanation of the University Judicial Process can be found in the Student Handbook on the UNE website, www.une.edu.

Health Services

University Health Care is comprised of the Sanford Petts Health Center and Alford Center (Manipulative Medicine) on the University Campus, and the Student Health Center on the Westbrook College Campus. In all, the University operates 12 Health Care sites, both on and off campus, which include family medicine, manipulative medicine, gastroenterology, and others. As a health care system, our goal is to provide high quality health care services to the public and to the entire UNE community, including students, student dependents, faculty, staff and their dependents. Under the direction of an osteopathic physician, the centers feature three residency programs and operate as model ambulatory-care facilities providing an integrated approach to the following services:

- * Family Practice
- * Physical Therapy
- * Internal Medicine
- * Orthopedics
- * Pediatrics
- * Individual Counseling
- * Gynecology
- * Sports Medicine
- * Gastroenterology
- * Osteopathic Manipulative Medicine
- * Laboratory, X-ray and Ultrasound services

Students needing specialized care are referred to Mercy Hospital or Maine Medical Center in Portland and Southern Maine Medical Center in Biddeford. All full-time students may use the services of University Health Care: please note that certain specialty services, including laboratory, are billable to your insurance.

Note: The University of New England offers a student health insurance plan which may be purchased. All students must have insurance coverage at least comparable to the University

coverage, and will be required to provide proof of coverage if not purchasing the University-offered plan.

University Health Care also takes an active role in the health maintenance of an individual and establishes these goals:

- a. Promotion of health through campus-wide programs.
- b. Informed individual participation in health decisions.
- c. Prompt and effective attention to all health care needs.

Appointments are required for routine office visits and non-emergency procedures. Urgent problems will be evaluated, treated, or referred based on their severity.

Immunizations

All incoming (new) matriculating students, and returning students entering certain health-related programs, are required by Maine state law and/or University mandate to show proof of immunization. Specific information regarding required immunizations is distributed by Admissions and/or your academic program department. All students on either campus (undergraduate, graduate, and medical) must submit their immunization documentation to University Health Care on the Westbrook College Campus (716 Stevens Ave., Portland, ME 040103.) Questions about receipt of forms and compliance with state immunization mandates, titers, acceptability, etc., may be directed to University Health Care, extension 2358. If immunizations or examinations are required by your academic program, please contact your academic program office. ***If state-mandated immunizations are not completed with five business days after the beginning of classes, students may be disenrolled from courses at UNE.***

Westbrook College Campus Community Dental Hygiene Clinic

Another component of health care services at UNE is the Westbrook College Campus Dental Hygiene Clinic, which serves as both a teaching and community service facility. Westbrook Dental Hygiene Clinic, which serves as both a teaching and community service facility. Westbrook dental hygiene students gain their first practical experience working with the public in this modern, 32-chair clinic. The public enjoys a variety of dental hygiene services at a greatly reduced cost. UNE Students are provided treatment at a nominal charge.

Services include oral inspections, scaling, x-rays, fluoride treatments, sealant application and counseling for oral care. The clinic operates during the academic year and accepts patients by appointment. Since this is part of a student's educational experience, patients should expect extended appointments approximately two hours in length. For additional information or to schedule an appointment contact the Dental Hygiene Office at extension 4900 or visit the clinic's website </chp/dental/clinic.html>

Food Services

The University Dining Service Program provides flexible dining plan options for students on both campuses. Commuters are welcome to participate in a convenient declining balance program where money is "applied" to a student ID card. Monday through Friday during the traditional school year, three meals a day are served in the dining hall on each campus; brunch and dinner are available on weekends. A wide variety of entrees, pasta selections, fresh salad bar, sandwich bar, dessert and beverages are offered. Students with special dietary or scheduling concerns are encouraged to work with Dining Service Management. On the University Campus, meals and snacks are also available during most of the year at "The Hang" in the Campus Center, and/or in the cafe in Alford Center for Health Sciences. Details about campus dining are available from Dining Services or Student Affairs.

UNE Library and Information Resources

Libraries

The Jack S. Ketchum Library on the University Campus (UC) in Biddeford and the Josephine S. Abplanalp '45 Library on the Westbrook College Campus (WCC) in Portland provide all University of New England students, faculty and staff with these services:

- [Libraries homepage](#)
- Web access databases
- e-books, e-journals, e-newspapers, e-forms
- Public access computers
- Data jacks and wireless access for individual laptops
- Remote access to databases and online catalog
- More than 150,000 volumes
- More than 16,000 print and electronic full text journal titles
- Videos, compact discs, CD-ROMs, and audio cassettes
- Reference, research, and literature search assistance
- Individual and course-related library research instruction
- Circulation and reserves
- Interlibrary loan and intercampus loan
- Maine InfoNet and WorldCat
- Photocopiers and microfilm reader/printers
- Group and individual study space
- A current UNE ID also serves as a UNE Libraries ID

The Ketchum Library was built in 1970 and renovated and enlarged in 1991. The lower level includes the Media Services department, study rooms with data jacks, and the St. Francis Room that is a general purpose meeting room furnished and designed to hold approximately 90 people. Clusters of public access computers, reference and circulating books, reserve materials, and library offices are located on the main level. Journals, circulating books, and study areas are on the upper level. Wireless network access is available throughout the UC library building.

The Abplanalp Library was renovated in 2001. Journals are located on the lower level. Public access computers are available for use on the main level of the Library and in the 24/7 lab that is located within the library. Reference materials are located on the main level, and the circulating collection and study areas are located on the upper level. The library also houses the Maine Women Writers Collection, a special collection containing literary, cultural, social, and health and medical history sources representing more than 500 Maine women writers. Wireless network access is available throughout the WCC library building as well.

The Libraries' staff includes ten professional librarians and six library technical assistants. In addition, undergraduate and graduate students are hired to assist. Students are welcome to utilize either Library. The UNE Libraries' online catalog, electronic databases, and full-text electronic journals and books are accessible via the Web from on-campus and from off-campus. Remote access is beneficial to all students and faculty, and of particular benefit to distance education students and students on clinical rotations.

The UNE Libraries are institutional members of the following local, state and national organizations:

- American Library Association (ALA)
- Association of College and Research Libraries (ACRL)
- EDUCAUSE, the Association for managing and using information sources in higher education
- Greater Portland Alliance of Colleges and Universities (GPACU)
- Health Science Libraries and Information Consortium (HSLIC)
- Medical Library Association (MLA)
- National Network of Libraries of Medicine/New England Region (NNLM/NER)
- New England Library Information Network (NELINET)
- North Atlantic Health Science Libraries (NAHSL)
- Southern Maine Library District (SMLD)

Media Services

Media Services (MS) advises and assists UNE faculty, students, and staff in the development and presentation of media projects. The department supports both linear- and digital-editing systems. The University has video-conferencing units to communicate between campuses and with other

schools and hospitals with such equipment. Department facilities include: live studio production, video, audio, layout, graphics, photo and slide production.

Information Technology Services

Information Technology Services (ITS) serves as the University's information technology leader. It provides resources for both academic and administrative computing, including technical, instructional, and informational support to students, faculty, and staff.

Information Technology Services continuously monitors computer industry developments and the needs of the UNE community in order to create an effective and exciting environment for teaching, learning, and scholarship. The University computer network ranges through classrooms, offices, and computer labs. An integrated University-wide information system handles all administrative functions, including registration, financial aid, etc.

UNE is committed to the goal of preparing its students for the computing and communications challenges of the new century. Future plans include augmented information-processing capabilities such as on-line registration, and expansion of multimedia capabilities.

All students attending the University who hold a valid UNE photo ID card have access to the Internet in the computer labs and the libraries on both campuses. Students can access the Internet via wireless or hardwire connections from their laptop computers throughout both campuses.

Web-based email accounts, available through the UNE student web portal system called Campus Pipeline, are assigned to all matriculating students at the University as part of their technology fee. This e-mail account can be accessed from any computer on or off campus that has Internet access.

Each campus has a central computing area dedicated to use by students in all disciplines, seven days a week. The computer labs and classrooms are open year round and hours are posted outside each facility and can be accessed on the web. UNE computer labs are open for UNE students on a first-come-first-served basis, and are staffed by students when available. Assistance is provided to users of educational, scientific, graphics, business, and Internet software. Laser printing is available in each computing area; there is no per-page charge at this time.

The UNE Computer Store located in Decary Hall on the UC provides information and pricing for the microcomputer needs of students, staff, and faculty. The University has been able to obtain academic pricing on systems through premium computer manufacturers.

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Notice and Responsibilities Regarding this Catalog

The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.

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Graduate Programs Administrative Services and Policies

Financial Information

Graduate Tuition and Fee Rates

See School/Program for specific information.

Student Malpractice Insurance

A group insurance policy is purchased and provided by the University of New England for those students involved in clinical training rotations in the amount of \$1,000,000/\$3,000,000. See School/Program for specific fee amount.

Laboratory Fees

Fees are charged to students who enroll in designated courses. The fee is listed in the official course schedule published at the time of registration.

General Services Fee

This mandatory fee is billed to graduate students and provides the following services.

1. Graduation activities including cost of banquet, speakers, and diplomas.
 2. Student Senate (Government) activities including support for clubs, programs, cultural events, etc.
 3. Orientation activities.
 4. University Health Care services.
 5. Finley Center gymnasium.
 6. Athletic events including intramural programs and all intercollegiate home games.
 7. Transcripts available at no charge.
- See School/Program for specific amount.

Health Insurance

Graduate students are required to enroll in UNE's Student Medical Insurance Plan unless proof of comparable insurance can be demonstrated. Please refer to the insurance brochure for additional information.

Late Registration Fee

Students who register after the published deadline will be required to pay a \$75 late registration fee.

Parking Fee

Students wishing to park a vehicle on campus must purchase a parking permit at the cost of \$50. Unregistered vehicles will result in a fine of \$25 per incident.

Payment Options

Students may pay the college charges as they fall due each semester or in accordance with UNE's Monthly Payment Plan. They may also arrange to pay the total due by using a mixture of these payment arrangements.

The payment dates in the UNE sponsored payment plans cannot be deferred for the convenience of students using guaranteed student loans, or other tuition payment programs. Both long and short-term financial arrangements should be made far enough in advance to assure payment on the required dates. Special problems or emergency situations can be discussed with the Student Accounts Office at any time.

Option I: Payment by Semester

Approximately six weeks prior to the start of a semester, bills will be sent for the tuition, room and board, and fees. Payment of this bill is due prior to the start of the semester. The payment due is the total of all the semester charges less any previous payments or financial aid credits.

Option II: Monthly Payment Plans

The UNE Ten-Pay Payment Plan spreads the full year charges over ten months beginning June 1st. This plan is designed to relieve the pressure of "lump sum" payments by spreading the cost over 10 months. There is an application fee. There are no interest charges.

In addition to these options for payment, UNE accepts Mastercard, VISA, Discover and American Express.

Applicants are urged to apply by May 15th. Applications made after the start of the program (June 1st) must be accompanied by an initial payment sufficient to become current with the regular 10-month payment schedule. Applications for the 10-month plan will not be accepted after August 15th.

Late Payment Charge

The balance due each semester will be considered overdue if not paid by the specified date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month. Students with unpaid bills will not be placed on the official school roster nor can they attend classes until they have received clearance from the Business Office. Students with overdue account are not eligible for academic credit, transcripts, or degrees.

University Withdrawal

Matriculated students who intend to withdraw from the University must complete official forms available from the program director, Student Affairs Office, Student Registration and Financial Services Center (WCC), or the Office of the Registrar (UC). Documentation must be signed by designated academic and administrative officers authorities. Student responsibilities include: a) knowledge of the University's policies regarding refund of tuition and/or fees as stated in this catalog; b) return of University identification (ID) card to the Office of Student Affairs; c) return of any University keys to the appropriate departments. The University reserves the right to withhold the issuance of refunds and transcripts until the process has been completed. Following withdrawal, any student wishing to re-enroll at the University of New England must apply through the Office of Admissions (see below).

For purposes of computing refunds, the date of withdrawal recorded by the academic dean's office upon receipt of the withdrawal notice from the student, shall be considered official and will be used to compute refunds, if any, due to the student.

Refunds for matriculated students leaving the University during a semester will be made as follows after deducting reservation/admission deposits:

Fall\Spring\Summer Tuition Refunds

| | |
|------------------------|-----|
| During first two weeks | 80% |
| During third week | 60% |
| During fourth week | 40% |

Over four weeks

No refunds

Short-Term Courses (3-8 weeks)

Fall\Spring\Summer Tuition Refunds

During first week

40%

During second week

20%

Over two weeks

No refunds

Loan/Grant/Scholarship Adjustments

Adjustments to scholarships, grants and loan programs will be made in accordance with respective program regulations and University policy before a refund to the student is calculated. In cases where a refund may be due and the student has received funds through the Guaranteed Student Loan Program, it is our policy to refund those funds directly to the bank which made the loan. Refunds will not be made in the case of absence, dismissal or suspension.

Leave of Absence

A leave of absence for a specified period of time, not to exceed one academic year, may be granted to a matriculated student with the authorization of the academic dean, program director or designate upon completion of [Request for Leave of Absence form](#) available from the program office, Student Affairs Office, Student Registration and Financial Services Center (WCC), or the Office of the Registrar (UC). Application for readmission is not necessary if the student returns as planned; however, the student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. Tuition refunds will be subject to withdrawal policy.

It is the responsibility of the student to contact the office of the program director to indicate change of plans.

A student in the military reserves that is called up to active duty will be granted a full leave of absence tuition credit.

Refunds - Other Fees

After registration there shall be no refund of fees.

Important Notes

1. Students should expect annual increases in the cost of attending UNE since the University is subject to the same inflationary pressures that affect the rest of society.
2. The Board of Trustees, however, reserves the right to make changes in tuition and fees at any time.
3. For their own protection while at the University, it is recommended that students carry their own local checking accounts to provide funds for incidental expenses and emergencies. People's Heritage Bank (PHB), which is our preferred bank, provides a full-service ATM machine located in the Campus Center on the University Campus. For those students who have PHB checking accounts, ATM transactions are free of charge. Checks may also be cashed daily (\$75 maximum) at the Student Accounts Office on the University Campus.
4. The University offers direct deposit to its students. Students with credit balances can have the excess funds directly deposited in the bank of their choice. The sign-up form is available on the Web at www.une.edu/hr/pdf/directdeposit.pdf.
5. The University will not be responsible for the loss of property on or off campus although it strives to safeguard students' property on campus.
6. Students are expected to pay for textbooks at the beginning of the semester. Books, supplies and other items available at the University Bookstore may be paid for with cash, check, Master Card, VISA, Discover, and American Express.

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Student Records and Transcripts

Academic Records

Complete records and related documents are maintained in the Office of the University Registrar, Decary Hall. Under the terms of the Buckley/Pell Amendment to the Family Educational and Privacy Act (FERPA), students have the right to review and inspect all official records, files, and data, including all material that is incorporated into each student's cumulative record folder. However, the Department of Health and Human Services has said that clarifying amendments provide that letters of recommendation submitted on the basis of a pledge of confidentiality prior to January 1, 1975 need not be shown to students, and that a student may be allowed but not required to waive his/her right of access to letters of recommendation received after that date. Under the terms of the Buckley/Pell Amendment, post-secondary institutions must provide students not only access to official records directly related to them, but also an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. It is the right of students to file a complaint with the Department of Health and Human Services concerning an alleged failure by an educational agency or institution to comply with section 438 of the Act that guarantees such rights.

University students wishing to review their records may do so by providing a written request to the Office of the University Registrar at least 48 hours in advance of the desired appointment.

Student Conduct Records

Student Conduct Records and related files are maintained by the Dean of Students in the Student Affairs offices on each campus. Student conduct records/files are maintained under the Family Educational Rights and Privacy Act (FERPA).

1. All student conduct and related files are maintained by the Office of the Dean of Students for a period of no less than four years after separation from the University. Records may be destroyed at that time. Disciplinary records may be retained for longer periods of time or permanently if specified in the terms of disciplinary sanctions.
2. Disciplinary records may be voided by the Dean of Students Office with the concurrence of an Appeals Committee for good cause based upon written petition by student(s).
3. Denials of petitions to void disciplinary records may be appealed to the vice president of academic affairs.

Student Access and Annual Notification

FERPA (see above) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. The student should submit to the Office of the Registrar (at the University Campus) or the Student Registration and Financial Services Center (at the Westbrook College Campus) a written request that identifies the records which they wish to inspect. The office will notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student

believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University Registrar, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If it is determined not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will accompany this notification.

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her task; or the Veterans Administration for students registered for various GI Bill programs. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failure(s) by the University of New England to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605**

Directory Information and Disclosure

The University normally will not supply non-related organizations with personally identifiable student information, including "directory information." One exception to this policy is the result of a federal law known as the "Solomon Amendment" which requires the University to release directory information to military recruiters upon request. For this purpose, directory information is defined as: name, address, telephone listing, date and place of birth, level of education, academic major, degrees received, and educational institution in which a student most recently was enrolled. Information not required or permitted by the Solomon Amendment and not considered directory information under FERPA will not be released without written permission of the student.

Active students who wish to have directory information withheld from release must do so in writing on a "per-academic-year" basis. Request forms are available in the Office of the Registrar (University Campus), Student Registration and Financial Services Center (Westbrook College Campus) or Student Affairs Offices at either campus. Requests must be submitted prior to September 30th (if first-time enrollment for academic year is fall semester) or January 30th (if first-time enrollment for academic year is spring semester) to affect a "withhold" status.

Please remember: active students must renew a request for non-disclosure each year to keep such requests in effect. The University may disclose directory information about former students without meeting notification requirements; however, at the last opportunity as a student (just prior to departure from the University), written requests for non-disclosure will remain in effect until a written request to change non-disclosure status is made by the student.

Response Time and End-of-Term Processing

Due to production demands in registration services offices (both campuses), requests for student records services cannot be processed on demand. Students are advised to plan on a three-to-five day turn around for their requests.

At the end of each fall and spring semester, registration offices must process significant volumes of grades, completions, and verifications after all final grades are submitted by instructors. This "end-of-term" processing is not finished for a minimum of two weeks after the last final exam. After end-of-term processing is finished, grade mailers are sent automatically to each student. Grades cannot be provided to student until end-of-term processing is completed.

For students who graduate spring semester: degree verification, posting, and diploma mailing must be done after end-of-term grades are processed. Diplomas are not normally mailed for a minimum of four weeks after the last final exam. Students are advised to anticipate waiting these periods of time, and should plan ahead when working with employers, graduate schools, agencies, or licensing bureaus when ordering transcripts, grade reports, or degree verifications.

Transcripts

The following are the policies and regulations concerning transcripts:

No official transcript will be issued until all financial obligations have been met.

Transcripts are issued only at the written and signed request of the student. The purpose of this policy is to protect the privacy of the individual concerned and to minimize the possibility of the use of another's transcripts by an imposter.

Official transcripts are normally issued directly to other educational institutions or prospective employers designated by the student. Official transcripts issued to the student. Official transcripts issued to the student for purposes of transport to another party can be provided in a sealed envelope but will be considered unofficial if opened by the student. Unsealed transcripts issued directly to students are considered unofficial and are stamped "Issued to Student".

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Graduate Programs Administrative Services and Policies

Financial Aid

The Financial Aid Office is committed to assisting students in finding the financial means necessary to achieve their educational goals.

The following sections provide a brief overview of the programs and procedures. Students looking for more complete information should visit the Financial Aid Web Site at: www.une.edu/financialaid.

Types of Financial Aid

Grant/Scholarship Programs

University - and Federally-funded programs with varying amounts depending upon a student's eligibility. Some specific programs are noted below:

Professional Nurse Traineeship Grants - These federal grants are awarded to all first-year nurse anesthesia students, regardless of financial need.

Nurse Anesthesia Traineeship Grants - These federal grants are awarded to second-year nurse anesthesia students with the University of New England clinical affiliation, regardless of financial need.

Master of Social Work Scholarships - These scholarships are awarded to new and returning students in the Master of Social Work Program. The School of Social Work determines award selection criteria and award amounts. Interested students should contact the School of Social Work for more information.

Federal Student Loan Programs

Student loan programs are in the form of long-term, low-interest loans that require a student to begin repayment no earlier than six months after they leave school, or drop below half-time enrollment (unless otherwise noted). Depending upon the total amount borrowed, students may have up to 10 years to repay the loan. Loans are available to eligible students enrolled at least half-time through the Federal Perkins Loan, Federal Subsidized Stafford Loan, and the Federal Unsubsidized Stafford Loan.

Alternative Loan Programs

Privately-funded alternative loan programs are available to graduate students who have a satisfactory credit history. Alternative loans should be used only after all other types of financial assistance have been explored, as they generally are more expensive than other types of student loans. The Financial Aid Office maintains a listing of recommended alternative loan programs; this list is mailed to students with their Financial Aid Award Letter.

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Graduate Programs Administrative Services and Policies

General Academic Regulations

Other academic regulations apply within specific programs. See School/Program section for specific information.

Registration

All students will register on the specified days as stated in the University Calendar unless necessary adjustments are made to the calendar. Late registration requires permission of the University Registrar and payment of a late registration fee. On-campus students must confirm their registration (and attendance) at the beginning of each semester by picking up their final course schedule within identified time lines. Instructions regarding enrollment confirmation are mailed to each student. Students who do not confirm their enrollment within the announced time limits are subject to a \$75 late confirmation fee.

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Certificate of Advanced Graduate Study in Educational Leadership

[Department Website](#)

College of Arts and Sciences

| | |
|--|---|
| Robinson, Brenda Ed.D., University of Massachusetts-Higher Education Administration; M.Ed., Fitchburg State College-Counseling; B.S., Fitchburg State College-Special Education, Psychology. | Director, Certificate of Advanced Graduate Study in Educational Leadership |
| Clockedile, Gerald Ed.D., Nova University – Educational Leadership; Certificate of Advanced Study in Superintendency; M.S., University of Maine – Principalship; B.S., Aroostook State Teachers College. | Faculty Mentor |
| Hatch, Sherrilyn K. Ed.D., Boston College - Curriculum and Supervision; M.S., Southeast Missouri State University - Special Education/ Language Therapy. | Faculty Mentor |
| Murphy, David Ed.D., NOVA Southeastern University – Educational Leadership; M.S., Bridgewater State College – School Administration; B.A., Stonehill College – Elementary Education. | Faculty Mentor |
| Prince, Sanford M.S., University of Southern Maine – Professional Teacher/Exceptionality; B.S., University of Maine – Elementary Education. | Faculty Mentor |
| Redfield, Sarah LL.M., Harvard Law School; J.D., Northeastern University School of Law; B.A., Mount Holyoke College. | Faculty Mentor |
| Scarano, Grace Ph.D., Cornell University – Curriculum and Instruction; M.S.Ed., Cornell University; B.A., University of Massachusetts at Lowell – Music. | Assistant Professor |
| Stirling, Lee Anna Ed.D., Columbia University – Staff/Organizations; M.S., Lesley College – Learning Disabilities/Special Needs; B.S., Syracuse University – Elementary Education. | Faculty Mentor |
| Shuttleworth, William Ed.D., Nova University – Educational Leadership; Certificate of Advanced Studies in Educational Administration, University of Maine; M.S., Troy State University – Psychology; M.S., SUNY at Geneseo – Education; B.S., SUNY at Geneseo – Education. | Faculty Mentor |

Overview

The Certificate of Advanced Graduate Study (CAGS) in Educational Leadership is a post-master's

program of study leading to an educational administrative credential. The program requires completion of ten post-master's courses (30 credits). Emphasis is on developing the knowledge and skills needed by school administrators and other educators who wish to assume significant leadership roles in their schools, educational institutions, and communities. In February 2002, the program revised its courses and professional experiences to meet the Interstate School Leadership Licensure Consortium (ISLLC) standards.

This program has been designed to offer high-quality, cost-effective, and innovative curricula delivered through an online, Internet format. Each student who matriculates in the program is assigned a UNE faculty mentor to guide/monitor academic progress.

Mission

The mission of the CAGS program is succinct: 'Providing knowledge, skills, and practice for future educational leaders of the world – on your time, on your terms, online.

Goals

The goals of the CAGS program are to prepare students to:

- Administer schools in a humanistic, caring manner.
- Instill in students a sense of responsibility and ethical decision-making.
- Meet the Interstate Leadership by acquiring the knowledge, skills and applied practice and enable them to obtain administrative certification nationwide.

Program Objective/Outcomes

The CAGS program is designed to:

- Meet the need for preparing more educators who will assume leadership roles in schools and communities throughout the U.S.
- Provide opportunity to learn policies, procedures, and processes of educational leadership and administration, and apply this knowledge in existing settings.
- Increase participants' understanding of technology in education as a means of meeting their own goals as well as those of their students.
- Provide experienced educators with a renewed interest and commitment to their profession and to enhancing the quality of learning in their respective settings.
- Help learners identify and cultivate meaningful new roles they can play in advancing educational goals.
- Expose learners to new ideas and strategies that can impact school reform efforts in which they are involved, and to enable them to contribute more effectively to the process.
- Enhance learners' ability to apply concepts through professional field experiences.

Program Completion

To complete the program and receive a Certificate of Advanced Graduate Study in Educational Leadership, you must:

- Satisfactorily complete a minimum of ten 3-credit courses (9 online courses and the residential summer seminar).
- Attend the one-week summer seminar, in residence, at the University of New England

campus or other regional location.

- Maintain a minimum GPA of 3.0.
- Pay all tuition and fees when due.

Accreditation

The CAGS program is authorized by the Maine Department of Education. As are all programs at the University of New England, the CAGS program is accredited by NEASC.

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Certificate of Advanced Graduate Study in Educational Leadership

College of Arts and Sciences

Tuition

Tuition and Fees

| | |
|--|-------|
| Application Fee (non-refundable) | \$40 |
| General Services Fee (<i>one-time, non-refundable</i>) | \$75 |
| Tuition per credit hour* | \$380 |

**Tuition is charged per course and is payable in full at the beginning of each semester.*

CAGS students who drop a course after registration will be assessed an additional processing fee of \$35 which will be deducted from their eligible refund. Additional costs will be incurred for accommodation, board, and general services related to EDU 705, Leadership, Professional Responsibilities and Ethics Seminar. The cost for accommodation and board are determined annually.

Financial Aid

Financial aid may be available in the form of Federal Student Loans. Students should contact the Office of Financial Aid for further information, by calling (207) 283-0170, extension 2342 or emailing finaid@une.edu.

Grading Policies

Faculty establish the grading criteria and grading scale in courses which they teach.

Students must maintain a minimum cumulative GPA of 3.0 ("B"). Failure to do so will result in academic probation and possible termination from the program. Students receiving a grade of "F" in any course will be immediately placed on academic probation. A student receiving an "F" must register and pass the failed course with a grade of "C" or better before registering for any additional credits.

Students are expected to complete all coursework on the appointed date of the term. In extenuating circumstances, students may petition the faculty mentor in writing for an incomplete grade ("I"). The petition must indicate a reason for requesting an incomplete and must include an expected date of course completion, not to exceed four weeks following the end of the term. All requests for an incomplete grade must be reviewed and signed by the program director.

Each participant's cumulative academic record will be reviewed after 12 credits have been completed and/or before attendance at the Leadership, Professional Responsibilities, and Ethics Seminar held on-campus in the summer. If the quality of work completed at that point is inadequate and leads the Academic Review Committee to conclude that the participant is unlikely to satisfactorily complete the program, the student will be counseled to terminate studies in this program.

Academic Honesty

The University of New England regards academic integrity as an essential component to the educational process. Charges of academic dishonesty will be handled through the dean of the appropriate college. Academic dishonesty includes, but is not limited to:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information.
2. Fabrication or falsification of data, results, or sources for papers or reports.
3. Action that destroys or alters the work of another student.
4. Multiple submission of the same paper or report for assignments in more than one course without permission of each instructor.
5. Plagiarism, the appropriation of records, research materials, ideas, or the language of other persons or writers and the submission of them as one's own.

It is expected that students will accurately and correctly document all academic resources. APA format is the preferred style for citing sources and establishing a bibliography. If you are unfamiliar with what constitutes plagiarism, please do an online search to acquaint yourself with all of the components of plagiarism. You may also check the [Georgetown University Honor Council](#) for a plagiarism description.

Documented instances of academic dishonesty will be reviewed by UNE administrators. Violation of the academic honesty policy will result in a grade of F' being issued for the course involved. A student who has violated the academic honesty policy may also be dismissed from the CAGS program and UNE.

For your information, CAGS faculty and administrators have access to a number of online plagiarism sources and are able to check out written material sources quite quickly.

Change of Address, Name, or Phone

Students are responsible for notifying the University of New England CAGS Office and Registrar's Office of name, address, phone, and email changes through the [Change of Address, Name, or Phone Form](#).

Students With Disabilities

Students with disabilities who require accommodations or modifications should communicate their needs to the Director, Office of Students With Disabilities, University of New England, 11 Hills Beach Road, Biddeford, ME 04005.

Technical Support

Students who require assistance with access to online course materials and information should address their computer access questions/problems to the staff at eCollege.com. A technical support telephone number will be provided to students who matriculate in the online CAGS degree program.

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Certificate of Advanced Graduate Study in Educational Leadership

College of Arts and Sciences

Website

Admission

Application Prerequisites and Procedures

Prerequisites to participating in the Educational Leadership Program include:

1. A sincere interest in continuing professional development as an educational leader.
2. The potential to improve practice through application of new knowledge and skills.
3. Current employment in an educational setting where you have regular access to an environment in which you can apply course concepts and strategies.
4. Experience in a leadership capacity (i.e. team leader, committee chair, department leader, subject-matter coordinator or other relevant leadership role in an educational setting).
5. The ability to pursue rigorous online graduate study.
6. Sufficient computer skills to navigate the worldwide web.
7. Owning or having regular access to a computer with internet connection, with the following minimum capabilities [Hardware and software requirements are described on the CAGS webpage. <http://uneonline.org>].
8. Ability to be a positive change agent, maintaining professional ethics and supportive management strategies.
9. Master's degree from a regionally accredited college or university, or recognized master's degree or equivalent from recognized university in an overseas nation.
10. Have a minimum of three years' teaching experience in an accredited public or private school.

Application Procedures for Admission as a Matriculated Student

Applications for admissions into the Educational Leadership Program are considered as they are received. A new cohort will begin online every term. Applicants are encouraged to prepare application materials carefully and completely in order to ensure timely action by the Admissions Committee.

The application process to be admitted to the program consists of the following steps:

1. Complete the Certificate of Advanced Graduate Study in Educational Leadership application forms (available in paper or online) and submit to UNE no later than 45 days prior to the start of the term (i.e., August 15, December 15, and April 15).

2. Submit the non-refundable application fee of \$40. The fee must be in U.S. funds and may be submitted by check, money order, or credit card.
3. Submit official transcripts of all post-secondary attendance. International students must submit officially evaluated transcripts that have been reviewed by World Education Service in New York City.
4. Write a personal goal statement that addresses the following:
 - a. Your experience as a teacher and/or administrator.
 - b. Your experience in leadership roles, including your personal style of leadership.
 - c. Your interest in further graduate study.
 - d. Your capacity to succeed in a distance learning format.
 - e. Your post-CAGS professional goals.
5. Arrange to have three letters of recommendation from professional educational colleagues, written on institution/organization letterhead, with accompanying recommendation forms sent to the CAGS Office (letters should substantially address the applicant's qualifications for CAGS study; one letter must be from a supervisor). *
6. Provide evidence of at least three years of teaching or administrative experience in an educational institution.

*** Letters of recommendation (and the accompanying forms) are very important components to your application.** You may wish to select your references carefully and discuss with each one of them the importance of providing substantive recommendations that address the criteria. References from friends, family members, government officials, religious leaders, and community volunteers are not appropriate for the CAGS program.

International students must supply an official TOEFL Score of 550 or higher or an official minimum Cambridge Test score at level 6. You must also have all of your post-secondary transcripts translated into English (if needed) and officially evaluated by the World Education Service in New York City. These materials are part of your application packet and must be submitted before your application can be considered for admission.

Evaluation Criteria for Admissions

The Admissions Committee reviews all materials and correspondence in its evaluation of applications. The following criteria will be used to evaluate your personal goal statement and letters of recommendation.

1. There are indications of leadership potential.
2. There are indications of a desire for professional improvement and growth.
3. The writing conveys excitement of learning and leading.
4. There is evidence of compatibility with the distance-learning format.
5. There is evidence that the writer has an excellent command of the English language.
6. The writing is organized, cohesive, and cogent.
7. There is evidence of thoughtfulness, creativity, and innovation.
8. There is evidence that the applicant is willing to apply new ideas and techniques.

Application Procedures for Admission as a Non-Matriculated Student

Students who do not wish to seek the Certificate of Advanced Graduate Study may enroll in an individual course. Students may take up to four courses as a non-matriculant. There is no application fee.

To seek enrollment as a non-matriculated student, please make sure to do the following:

1. Submit a transcript from the institution, which granted your bachelor's and master's degrees.
2. Submit a personal/professional goal statement indicating: your reasons for enrolling in CAGS courses; your ability to succeed in an online format; and your professional goals.
3. Complete the Application form.

Admission Deadlines

Application forms (available in paper or online at <<http://uneonline.org>>) for the Educational Leadership Program must be submitted to UNE no later than 45 days prior to start of the term in which you wish to enroll.

| Term | Application Deadline | Beginning of Term |
|-------------|-----------------------------|--------------------------|
| Fall Term | August 15 | October 1 |
| Spring Term | December 15 | February 1 |
| Summer Term | April 15 | June 1 |

* An application/information packet can be obtained by mail from:

CAGS in Educational Leadership
University of New England
11 Hills Beach Road
Biddeford, ME 04005

Interviews

Interviews are not required to gain admission into the CAGS program.

Advanced Placement

Advanced placement is not an option in the CAGS program.

Immunization

University policy and Maine state law require that immunization documentation be submitted prior to your matriculation. The CAGS staff realizes that this law appears to have no relevance to an online program. However, all CAGS students will be on campus during their program of study and the law requires that the form be on file before you start classes. UNE is working to change the law, but for now we must abide by state legislation. Please help us by completing and returning the form immediately.

This process requires that you take the Confidential Immunization Questionnaire form to your own primary health care provider for completion and a signature, and return the form to Graduate/Medical Student Affairs prior to matriculation. Please note that the Confidential Immunization Questionnaire is the only form on which the required information may be submitted.

The immunization information requested will only be used to document the University of New England's compliance with state law and University program requisites. Information submitted regarding your health status will not be released without your informed consent.

On the form, list immunization records. This is required of all students regardless of the program for which you have been accepted. Two doses of the MMR vaccine may be substituted for the individual measles, mumps, and rubella vaccine. Proof of immunity on the basis of having had the disease requires a titer for all students born after 1956. Immunization dates must include both month and year and each titer result must be reported in the same date format and verified for accuracy by the health care provider signing the attestation statement on your form.

Please be certain that your primary health care provider signs the completed form including the statement of health. By signing this form, your health care provider is officially verifying the accuracy of the information from available records as stated on the form. A health care provider's signature does not indicate that he/she personally administered any vaccines except where deficiencies existed in comparison to the stated requirements.

University policy and State of Maine law states that students attending a postsecondary school as a candidate for a degree, diploma, or a graduate certificate cannot be enrolled in or attend school without required proof of immunity. Only two situations warrant exception to this policy:

1. The student or the parent of a minor student presents the school with a letter from a physician on his or her letterhead stating that an immunization against one or more of these diseases is medically inadvisable.
2. The student or parent of a minor student states in writing an opposition based on a sincere religious belief or for strong moral, philosophical, or other personal reasons.
In either of the above cases, the Immunization Waiver Form should be completed and returned to Graduate/Medical Student Affairs in lieu of the immunization form.

Credit Transfer

Upon acceptance to the CAGS program, you may apply to transfer up to two 3-credit graduate level courses (maximum of 6 credits) into the Post-Master's Certificate in Educational Leadership Program. The courses for which you are requesting transfer credit must meet the following criteria:

- a. Must be graduate-level courses taken after the receipt of your master's degree.
- b. Must have been taken within the last five years.
- c. Must have been taken at an accredited college or university.
- d. Must have a grade of B' or higher.
- e. Must be equivalent to courses required in the CAGS program.

To request consideration for transfer credit, you must provide an official transcript, a course syllabus and outline, and a succinct statement justifying the course equivalency of the course (or courses) for which you are requesting transfer credit. Materials will be reviewed by CAGS faculty. Transfer credit is awarded at the discretion of the faculty and the Admissions Committee.

Individuals who have completed UNE's School Leadership Program prior to matriculating into the CAGS program and who already have obtained certification as school administrators and who have completed a minimum of twelve credits in a core body of knowledge equivalent to those in the CAGS program, may complete the balance of their certificate enrolling in approved UNE graduate courses. While SLP recipients may transfer in 12 credits, six of these credits must be replaced by elective courses. All students must complete a minimum of 24 credits of the 30 required credits within the CAGS program.

The Leadership, Professional Responsibilities, and Ethics Seminar cannot be satisfied through transfer credit, and no credit for experiential learning is given in the CAGS program.

Re-enrollment in the CAGS Program

Students who have withdrawn from the CAGS program, either self-initiated or administrative withdrawal, must reapply to the program if they wish to continue their studies. The application procedures, academic policies, and program requirements that are in effect upon re-enrollment will apply to the student's program upon re-enrollment.

Students who re-enroll following withdrawal will have their previous coursework evaluated for applicability to the existing academic requirements. Coursework that is more than five years old will not be accepted for credit in the CAGS program.

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Certificate of Advanced Graduate Study in Educational Leadership

College of Arts and Sciences

Curriculum Leads to Professional Credential

[Course Descriptions](#)

The Certificate of Advanced Graduate Study in Educational Leadership curriculum consists of nine 3-credit online courses and a one-week residential summer seminar. Eight courses are required. Two courses will be selected as electives. A minimum of ten 3-credit courses must be taken to be awarded the certificate. The particular program of study you choose depends upon what requirements exist in the state where you work or seek certification as an educational administrator.

The University of New England's Certificate in Educational Leadership curriculum is designed to apply as broadly as possible to requirements throughout the country, meeting basic ISLLC (Interstate School Leadership Licensure Consortium) standards. However, it is the responsibility of the candidate to confirm what course content is needed in the state in which certification is sought.

UNE's CAGS program requirements are:

- EDU 701 - Educational Leadership
- EDU 702 - School Law
- EDU 703 - Educational Change/School Reform
- EDU 704 - Supervision and Evaluation
- EDU 705 - Leadership, Professional Responsibilities, and Ethics Seminar
- EDU 707 - Instructional Leadership
- EDU 711 - Internship I
- EDU 715 - Organizational Theory and Strategic Planning
- Two 3-credit elective courses at 700 level

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Certificate of Advanced Graduate Study in Public Health

College of Osteopathic Medicine/College of Health Professions

[Department Website](#)

| | |
|---|---|
| Tipton, Meredith L., Director Ph.D., Lasalle University, M.P.H., University of Michigan; B.S. University of San Francisco. | Associate Dean, Division of Community Programs, COM |
| Beaulieu, Ellen Ed.D., Nova Southeastern University; M.P.H., B.A., University of Hawaii | Associate Dean, CHP |
| Most, Ivan Sc.D, University of Massachusetts Lowell; P.E., Registered Professional Engineer; M.S.M.E., Rensselaer Polytechnic Institute; B.S.M.E., University of Massachusetts | Course Coordinator |
| Prue, Christine Ph.D., University of Maryland, College of Health and Human Performance; M.S.P.H., University of Massachusetts; B.S., University of Maine at Orono | Course Coordinator |
| Snyder, C. William D.D.S., State University of New York School of Dental Medicine; Ph.D., University of Denver; M.S. University of New Hampshire; B.S. Clarkson University | Assistant Professor/CAS |
| Sonnenfeld, Nancy Ph.D., University of North Carolina at Chapel Hill; M.S.P.H., University of North Carolina at Chapel Hill; B.A., University of Chicago | Assistant Professor/COM |

Overview

The Certificate of Advanced Graduate Study (CAGS) in Public Health is an 18-credit-hour program offered by the University of New England with emphasis on the core courses for public health study. The Certificate of Advanced Graduate Study in Public Health is designed to provide graduate-level education in the disciplines associated with public health to working adults, traditional students, health professionals and medical students. The format includes distance learning, part-time capability, summer-intensive course, and other aspects to make the program both flexible and useful to students interested in graduate-level education in public health.

A key element of the program is that students, who complete the CAGS in Public Health in good standing, may choose to articulate to a full MPH program at either A.T. Still University or the University of New Hampshire.

The CAGS in Public Health is an 18-credit certificate program that includes the following required courses:

1. Public Health Administration: A Systems Approach (3 credits)
2. Biostatistics (3 credits)

3. Principles of Epidemiology (3 credits)
4. Social and Behavioral Health (3 credits)
5. Introduction to Environmental Health (3 credits)
6. Integrating Public Health Practicum (3 credits)

Mission Statement

The Division of Community Programs is an interface between the communities that we serve at the local, state, regional and national levels and the College of Osteopathic Medicine. Our mission is to ensure the delivery of the highest quality academic education, research, advocacy, and service to improve the health of populations.

Vision Statement

The Division of Community Programs will be a state, regional, and national leader by improving the quality of life through the delivery of innovative graduate public health education, research and community health programming.

Goals

1. Provide students with an introduction to the basic knowledge skills and values necessary for individuals engaged in professions related to public health.
2. Provide a program that is: population-based, community-oriented, based on a concept of social justice, provides a multi-cultural perspective, is multi-disciplinary, highlights public/private linkages, and is based on the attainment of defined student competencies.
3. Provide a program that is a value-added degree to health professional students and graduates.
4. Provide a program that meets the needs of professionals working in public health-related areas seeking advanced training and credentials.
5. Provide a program that is convenient in its delivery and accessibility.

Accreditation

The Certificate of Advanced Graduate Study in Public Health is an accredited program approved by the Maine State Board of Education and the New England Association of Schools and Colleges.

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Certificate of Advanced Graduate Study in Public Health

Tuition and Fees

[Department Website](#)

Tuition and fees for subsequent years may vary. Other expenses include books and housing.

Applicants are encouraged to review their financial resources carefully and anticipate them realistically.

Tuition and Fees

| | |
|----------------------------------|-------|
| Application Fee (non-refundable) | \$40 |
| General Services Fee (annual) | \$150 |
| Tuition per credit hour* | \$420 |
| Materials Fee/per course | TBD |

**Tuition is charged per course and is payable in full at the beginning of each semester along with fees.*

For more information regarding tuition and fees, please consult the [Financial Information](#) Section of this catalog.

Financial Aid

Matriculated students in the CAGS in Public Health program who are enrolled for at least 3 credits per semester may be eligible to receive financial assistance in the form of federal student loans. These loans may be used to pay the student's institutional charges each semester. For additional information, please contact the Financial Aid Office at (207)283-0170 extension 2342 or visit the [Financial Aid Office website](#).

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Admission

Applications for admissions into the CAGS in Public Health are considered as received, and course work can begin following admission. Applicants are encouraged to prepare application materials carefully and completely to ensure timely action by the Admissions Committee.

Admission Prerequisites

Prerequisites to participating in the CAGS in Public Health include, but are not limited to:

- A sincere interest in continuing professional development and a role in public health.
- The potential to improve practice through application of new knowledge and skills.
- Current employment in a setting conducive to applying course concepts and strategies.
- The ability to pursue rigorous graduate study.

Admission criteria for the CAGS in Public Health Program

- Bachelor's degree from a regionally accredited undergraduate institution or international college or university with a major that is relevant to the student's professional goals.
- Undergraduate overall GPA of 3.0.
- College-level courses in mathematics and science (either biology, chemistry or physics). Students may transmit GRE subject test scores in mathematics, biology, chemistry, physics or the GRE quantitative ability score in lieu of college-level courses in either.
- Potential to improve practice through application of new knowledge and skills.
- Technology Requirements: Students are expected to be proficient in the programs within the Microsoft Office Suite (including but not limited to Word, Excel, and PowerPoint) and have access to the Internet. Courses in the CAGS in Public Health program are delivered via video-conferencing, WEBCT (online format), and face-to-face.

Application Procedures

Application procedures to be admitted to the program consists of the following steps:

1. Complete the CAGS in Public Health application forms and submit to CAGS in Public Health Program Office. Applications are reviewed on a rolling basis once all materials have been submitted.
2. Submit the non-refundable application fee of \$40. The fee must be in U.S. funds and may be submitted by check, money order, or cash.
3. Submit official transcripts of all post-secondary attendance. International students must submit officially evaluated transcripts that have been reviewed by World Education Service in New York City.
4. Goal statement (500-700 words) that describes: personal development and future professional goals, relevant professional experience, and interest in graduate study in public health.
5. Arrange to have three letters of recommendation and accompanying recommendation forms sent to the CAGS in Public Health Program Office (one must be from a supervisor),

substantially addressing the applicant's qualifications for CAGS in public health study.

International students must provide an official TOEFL Score of 550 or higher, paper test; 213 or higher, computer; or an official minimum Cambridge Test score at level 6. Also required are official post-secondary transcripts, translated into English (if necessary). It is recommended this evaluation be conducted and sent by World Education Services, Inc., of New York City. These materials must be submitted before applications can be considered for admission.

An application/information packet can be obtained by mail from:

CAGS in Public Health Program Office
University of New England
11 Hills Beach Road
Biddeford, ME 04005

Non-Matriculated Student

Students who do not wish to seek the CAGS in Public Health may enroll in individual courses. Students may take up to a maximum of two courses as a non-matriculant. Students wishing to take more than two courses in the CAGS in Public Health program must apply to UNE and be accepted into the CAGS in Public Health program prior to enrolling for the third course.

To enroll as a non-matriculated student an abbreviated application is all that is required. This enrollment form enables students to enroll in a single course without formal admission to the University of New England.

There is no application fee; however, students admitted under this status will pay an additional program fee of \$25 per term. Non-matriculated students must:

1. Meet the same CAGS in Public Health admission requirements.
2. Complete the CAGS in Public Health Application for Non-Matriculated Student.
3. Matriculated students will be given priority over non-matriculated students in cases where courses are filled to capacity.

UNE undergraduate students (must be a senior in good standing) may, with permission of their faculty advisor and the CAGS in Public Health program director enroll in one course prior to applying to the CAGS in Public Health Program. Student must meet the admissions criteria when applying (see above).

Immunization Policy

University policy and Maine State law requires that immunization documentation be submitted upon acceptance into the CAGS in Public Health Program. A Confidential Immunization Questionnaire will be sent to students once admitted. The completed questionnaire must be returned prior to attending class.

Transfer Credit

Upon acceptance to the Certificate of Advanced Graduate Study in Public Health Program, students may apply to transfer up to two, 3-credit graduate-level courses (a maximum of six credits) into the program. Transfer courses must:

- a. Be classified as graduate-level.
- b. Have been taken within five years of application.
- c. Be from a regionally accredited institution.
- d. Have a grade of B or better.
- e. Be equivalent to required program courses.

To request consideration for transfer credit, the student must provide an official transcript, a course syllabus, and a succinct statement proposing justification of equivalency for the course (or courses). Materials will be reviewed for equivalency recommendation by CAGS in

Public Health faculty. Transfer credit is awarded at the discretion of the CAGS in Public Health program director or designee.

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Certificate of Advanced Graduate Study in Public Health

Grading Policies

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Students must maintain a cumulative grade-point-average (GPA) of 3.0 (B) or better. Failure to do so will result in academic probation and possible termination from the program.

Students receiving a grade below B- (80 pts) in any course will be immediately placed on academic probation in the CAGS in Public Health program. A student receiving a grade below B- (80 pts) has the option to re-enroll and repeat the course to achieve a grade of B- (80 pts) or better.

CAGS in Public Health Course Grading Scale

| | | |
|----|-------------|--------------------------------------|
| A | 94-100 pts. | Outstanding |
| A- | 90-93 pts. | Excellent |
| B+ | 87-89 pts | Competency achieved to high standard |
| B | 84-86 pts. | Competency achieved |
| B- | 80-83 pts. | Satisfactory competency |

Grades of below B-/80 pts. are considered marginal and a failing grade.

Incomplete Policy

Students are expected to complete all course work by the appointed end date of the term or course. Under extenuating circumstances, a student may petition the course instructor and program director or designee, in writing, for a temporarily-assigned Incomplete (I) grade. The petition must include an expected date of course completion, not to exceed four weeks following the end of the term and/or course. The I grade must be changed within the time limit imposed by the course instructor, and may not exceed four weeks following the end of the semester or four weeks following the end of an eight – or ten-week course. The I grade defers computation of credits for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative F grade for the course.

Repeat Course Policy

Courses in the CAGS in Public Health Program are offered once per year. If a student fails to meet the minimum required grade (B-), s/he is allowed to repeat the course: however, s/he must wait until the next time that course is offered in the CAGS in Public Health Program schedule. Students may not enroll in the Integrated Public Health Practicum until the five core courses have been successfully completed.

Upon completion of a repeated course, a new listing and assigned grade are placed on the student's transcript. The original course listing and grade remain on the student's transcript. All courses are listed chronologically on the transcript by semester and academic period in which they are enrolled.

Audit Policy

A student may, with prior consent of the instructor and the CAGS in Public Health program director or designee, enroll in a course for an Audit grade (AU). This must be done at the time of registration for the course and must be accompanied by signed approval of the instructor and CAGS in Public Health program director or designee. This applies to both matriculated and non-matriculated students. Reversal or change of an Audit grade is not possible. Once enrolled for AU the grade becomes permanent on a student's academic record. The student who wishes later to be graded for such a course must re-enroll in and pay for graded credit. In auditing a course, the student is expected to attend classes regularly but is not permitted to submit course work for evaluation, take examinations, receive grades, or earn credit. Auditing a course does not count toward enrollment status (i.e., part-time, full-time, etc.) and therefore cannot be considered for financial aid purposes, veteran's benefits, etc.

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Program Objectives

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The UNE/CAGS in Public Health curriculum competencies are founded upon core competencies proposed in 1997 by the Council on Linkages Between Academia and Public Health Practice to guide educational institutions in developing their curricula for graduate education in public health. The UNE/CAGS in Public Health Program competencies are:

1. **Analytical Skills: Developed through Principles of Epidemiology and Biostatistics courses along with other learning experiences throughout the curriculum.**
 - a. Define a problem.
 - b. Determine the appropriate use of data and statistical methods.
 - c. Select and define variables relevant to defined public health problems.
 - d. Evaluate the integrity and comparability of data and identify gaps in data sources.
 - e. Understand how data illuminate ethical, political, scientific, economical, and overall public health issues.
 - f. Understand basic research designs used in public health.
2. **Communication Skills: Developed via term papers, written projects, class presentations, group projects, and core course work along with other learning experiences throughout the curriculum.**
 - a. Communicate effectively both verbally and in writing.
 - b. Present demographic, statistical, programmatic, and scientific information accurately and effectively.
 - c. Solicit input from individuals and organizations.
 - d. Lead and participate in groups to address specific issues.
3. **Population Development/Program Planning Skills: Developed through Public Health Administration: A Systems Approach, and Integrating Public Health Practicum courses along with other learning experiences throughout the curriculum.**
 - a. Collect and summarize data relevant to an issue.
 - b. State policy.
 - c. Articulate the health, fiscal, administrative, legal, social, and political implications of policy options.
 - d. State feasibility and expected outcomes of policy options.
 - e. Decide on the appropriate course of action.
 - f. Write a clear and concise policy statement.
 - g. Develop a plan to implement the policy, including goals, outcome and process objectives, and implementation steps.
 - h. Translate policy into organizational plans, structures, and programs.
 - i. Identify public health laws, regulations, and policies related to specific programs.
 - j. Develop mechanisms to monitor and evaluate programs for their effectiveness and quality.
4. **Cultural Skills: Developed through Principles of Epidemiology, Social and Behavioral Health, and Integrating Public Health Practicum courses along with other learning experiences throughout the curriculum.**

- a. Identify the role of cultural, social and behavioral factors in determining disease, disease prevention, health promoting behavior, and medical service organization and delivery.
5. **Basic Public Health Science Skills: Developed through Public Health Administration: A Systems Approach, Epidemiology, Social and Behavioral Health, Introduction to Environmental Health, Biostatistics, and Integrating Public Health Practicum courses along with other learning experiences throughout the curriculum.**
 - a. Define, assess and understand the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services.
 - b. Understand research methods in basic public health science.
 - c. Apply the basic public health sciences including both behavioral and social sciences, Biostatistics, and Epidemiology, environmental public health and prevention of chronic and infectious diseases and injuries.
 - d. Understand the historical development and structure of federal, state, and local public health agencies.
 6. **Financial Planning and Management: Developed through Public Health Administration: A Systems Approach, and Integrating Public Health Practicum courses along with other learning experiences throughout the curriculum.**
 - a. Develop strategies for determining budget priorities.
 - b. Analyze proposals for external funding.
 - c. Monitor program performance.
 - d. Apply basic human relations skills to the management and organizations and the resolution of conflicts.
 - e. Understand the theory of organizational structure and it's relationship to professional practice.
 7. **Ecological Health Skills: Developed through Introduction to Environmental Health and Principles of Epidemiology courses along with other learning experiences throughout the curriculum.**
 - a. Understand the dynamic forces contributing to ecological health, including climate, poverty, and development at the local, regional and global scales.
 - b. Understand the epidemiological significance of ecological health and the interdependence of human societies with the rest of nature.
 - c. Understand the wide range of temporal and spatial scales relevant to the direct and indirect effects of ecological changes to human health.
 - d. Understand the magnitude of scientific uncertainty regarding the causes and effects of global and regional climate change, biodiversity and chemical pollution and the understanding and ability to invoke the precautionary principle to protect public health.
 - e. Identify the role of change in ecology, such as those related to changes in land use, demography, social relations and technology (including biotechnology), in determining disease, prevention, health promoting behavior, and health services organizations delivery.
 - f. Understand and be able to identify the hazards that exist in the environment that affect the health of the individual. This will include the ability to recognize these issues in the occupational setting and propose the controls that limit exposure and risk.

Practicum

Students employed in applicable public health settings are encouraged to use their own worksite for field placements. Additionally, a variety of organizations have indicated support for this program and a desire to serve in this capacity. The City of Portland Public Health Division, Healthy Community Coalitions, Maine Center for Public Health, Anthem Blue Cross Blue Shield and the Maine Bureau of Health, Divisions of Community Health and Family Health have offered to be field placement sites

Sample Projects in Which CAGS in Public Health Students Could Engage

1. Work on background and need sections of major federal grant proposal.
2. Development of program website.

3. Strategic identification of partners and locations for distribution of outreach materials targeting at risk population.
4. Development of county-specific data highlights.
5. Focus groups of women for women's health plans
6. Analysis of sources of primary and secondary health data.
7. Development of adolescent health surveillance system.
8. Analysis of sources of data on older women's health; recommendations of joint projects to improve health status of older women.
9. Research and analysis for policy statements, legislative drafts and position papers.
10. Design of surveillance system.
11. External reviewer for public health programs.
12. Program evaluation design and analysis.
13. Technical writing.
14. E-health projects.

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Certificate of Advanced Graduate Study in Public Health

Academic Policies

[Department Website](#)

In general, policies and procedures that have been developed for graduate and professional programs apply to the University of New England CAGS in Public Health Program. Students taking courses are expected to follow these policies and requirements in regard to registration and matriculation.

Academic Regulations

The University of New England regards academic integrity as an essential component to the educational process. Charges of academic dishonesty will be handled through the dean of the appropriate College. Academic dishonesty includes, but is not limited to:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information.
2. Fabrication or falsification of data, results, or sources for papers or reports.
3. Action which destroys or alters the work of another student.
4. Multiple submission of the same paper or report for assignments in more than one course without permission of each instructor.
5. Plagiarism, the appropriation of records, research, materials, ideas, or the language of other persons or writers and the submission of them as one's own.

Students with Disabilities

See the [Administrative Services and Policies](#) section of the catalog for specific information.

Program Completion

To qualify for completion of the program and receive the Certificate of Advanced Graduate Study in Public Health students must:

- Satisfactorily complete 18 credits of specified course work.
- Maintain a minimum GPA of 3.0.
- Have been recommended by the CAGS in Public Health faculty for graduation.
- Completed the required 18 credits within four consecutive years.
- Have no outstanding financial obligations to the University.

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Certificate Programs in Addictions Counseling and Gerontology

College of Health Professions

[Department Website](#)

Purpose

The College of Health Professions is committed to providing its graduates with dynamic experiences based on respect for diversity, a sound liberal education, a belief in lifelong learning, a desire to develop leaders for society, and a commitment to advancing the quality of life and the environment. The College prepares graduates to assume entry and advanced professional positions in the ever-changing health environment.

[Addictions Counseling Certificate Program](#)

[Gerontology Certificate Program](#)

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Addictions Counseling Certificate Program (ACCP)

College of Health Professions

[Department Website](#)

Faculty

Courses are taught by faculty with expertise in addictions and by licensed practitioners from area agencies, organizations, and private practice. These professionals share their expertise, recent developments in addictions theory, and clinical methods.

Pamela Arnsberger, Ph.D.

Marcia Cohen, Ph.D.

Kate DeLois, Ph.D.

Clay Graybeal, Ph.D.

David Johnson, Ph.D.

David Mokler, Ph.D.

David Prichard, Ph.D.

Joanne Thompson, Ph.D.

Program Overview

The School of Social Work (SSW) offers a Certificate of Graduate Study (CGS) in its Addictions Counseling Certificate Program (ACCP). Matriculation in the Master's of Social Work (MSW) Program is not required for the ACCP. Students enrolled in both the MSW program and the ACCP program may receive the MSW degree and a CGS in Addictions Counseling. CEUs are available.

As an extension of the MSW program, the ACCP focuses on developing expertise in addictions counseling and leads to the Certificate of Graduate Study (CGS) in Addictions Counseling. It builds on elective courses in the MSW program and incorporates a clinical component.

This certificate is aimed at MSW students, alumni, and other professionals seeking to expand their clinical expertise, as well as individuals seeking to develop careers focused on addictions counseling. Students develop their clinical practice skills through case conferences, case discussions, and role playing. Both descriptive and prescriptive theories, diagnostic classification systems, and agency treatment models are examined from a critical perspective. Students are provided with on-going opportunities to process course material and to critically reflect on their practice.

The curriculum is designed so that the certificate can be completed within one year and within the MSW course of study. The certificate requires 18 credits, but with careful selection of existing School of Social Work elective courses, MSW students can complete the program within the MSW curriculum. Credit for previous course work is evaluated on an individual basis. MSW students enrolled in the ACCP may plan for a portion of their field experience to be addictions related and supervised by an addictions professional.

The Addiction Counseling Certificate curriculum is designed to meet the educational requirements for licensure as Alcohol and Drug Counselors (LADC) in the State of Maine. Students completing the certificate also meet the academic requirements of the International Certification Reciprocity Consortium (ICRC), of which Maine is a member. ICRC is a reciprocal license recognized in all states and countries that are members.

Program Objectives/Outcomes

1. To prepare students to practice in the field of addictions to carry out professional roles and responsibilities consistent with the values and ethics of addictions-based practice.
2. To prepare students to understand the interactive and multiple historical and contextual factors that shape the addictions field, policies and programs, and their impact on different client systems.
3. To provide students with the knowledge and skills in addictions assessment and treatment to identify and build upon the strengths of client systems at multiple levels.
4. To provide students with the knowledge and skills in addictions necessary to produce effective interventions with people from diverse backgrounds, experiencing different kinds of addictions-related problems, across different settings.
5. To help students develop and implement professional addictions practice relationships based upon empowerment and connection to enhance social functioning and social change consistent with the values of human dignity, individual and cultural diversity, self-determination, and social justice.
6. To help students use critical self-reflection and research to enhance professional addictions-based practice.

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Addictions Counseling Certificate Program (ACCP)

College of Health Professions

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Admissions Requirements

The Addictions Counseling Certificate Program is offered at the post-baccalaureate level and awards the certificate of graduate study upon successful completion of the 18-credit hour curriculum. Students are required to hold a bachelor's degree from an accredited institution. A complete admissions application contains the following materials:

1. A completed application form.
2. If not a current UNE student, transcript(s) indicating completion of degree(s), both undergraduate and graduate, if applicable, from accredited college(s) or university(ies).
3. If not a current UNE student, an application fee of \$40.

Admissions Information

Students may enroll in one or two courses (maximum of six credits) prior to applying to the program on a space available basis. Individuals may be admitted into the ACCP throughout the academic year and summer.

Transfer of Credit

Applicants can request a transfer of credit applied to required courses. Transfer of credit only occurs for graduate courses taken at an accredited institution, under the following conditions:

1. The request for transfer of credit must be initiated at the time of application to the certificate programs. In no event will a request for transfer of credit be considered when made by students already admitted to the certificate programs.
2. The transferred credit must have been earned at the appropriate level at an accredited university or college within five years preceding the request for transfer.
3. The transferred credit must be accepted by certificate program faculty in order to waive a specific course in the certificate program curricula. A maximum of six credit hours can be transferred toward required courses in any certificate program.
4. All transferred credits must carry a minimum grade of B. Grades earned at other institutions are not included in the computation of a grade point average (GPA) at the University of New England.
5. Procedure: Applicants wishing to apply for transfer of credit must provide the Addictions Counseling or Gerontology Certificate Program coordinator or designee with a written petition for the transfer, along with the following documents: an official transcript showing that the course(s) were taken; a copy of the university or college bulletin in which the course is described; a course syllabus; and, if applicable, clinical practicum evaluations.

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Addictions Counseling Certificate Program (ACCP)

College of Health Professions

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Course Schedule

Each course is three credits unless otherwise designated and may be offered on the Westbrook College Campus (WCC) in Portland or the University Campus (UC) in Biddeford. During the academic year courses are offered one evening per week. [Course Descriptions](#)

Tuition and Fees

The following tuition rate applies to students enrolled in the ACP or MSW students who elect to enroll in ACP course work beyond the 64 required credits for the MSW degree. Tuition and fees for subsequent years may vary. Other expenses include books and housing.

Tuition and Fees

| | |
|----------------------------------|-------|
| Application Fee (non-refundable) | \$40 |
| General Services Fee | \$150 |
| Tuition per credit hour* | \$350 |
| Parking Fee | \$50 |
| Materials Fee/per course | TBD |

**Tuition is charged per course and is payable in full at the beginning of each semester along with the course textbook and any materials fee.*

For more information regarding tuition and fees, please consult the Certificate Student Handbook.

Grading

Course grades are determined by the student's performance in that course and expressed as a pass or fail grade. A passing grade is considered to be a "B" or better. Letter grades may be requested from the instructor. The request must be made in writing and at the first session of class. Other details of the grading process, as well as general rules and regulations are detailed in the UNE School of Social Work Student Handbook.

Incomplete Policy

An incomplete (I) grade is given to a student who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The "I" grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or 30 days following the end of an eight-week session. The "I" grade defers computation of credits for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative "F" grade for the course.

Program Completion

The curriculum is designed so that the Addictions Counseling Certificate may be completed in one year. MSW students must successfully complete the 18 credits listed. Non-MSW students must successfully complete the 18-credit-hour curriculum to receive the certificate of graduate study. Previous course work will be evaluated on an individual basis to determine if credit might be given (see [Transfer of Credit and Credit for Prior Learning](#)).

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Gerontology Certificate Program (GCP)

[Department Website](#)

College of Health Professions

Courses are taught by experienced academic faculty who have expertise in the field of aging and by community practitioners. These professionals instruct as well as mentor students utilizing scholarship, research, and clinical methods.

Faculty

| | |
|--------------------------|----------------------------|
| Pam Arnsberger, Ph.D. | Betsy Gray, MSW |
| Marilyn Gugliucci, Ph.D. | David Johnson, Ph.D. |
| David Mokler, Ph.D. | Donna McNelly, MS, BSN, RN |
| Joanne Thompson, Ph.D. | |

Overview

The University of New England's post-baccalaureate Gerontology Certificate Program (GCP) is designed for individuals who wish to attain an academic credential in the area of gerontology. Successful completion of the 18-hour GCP will result in a certificate of graduate study (CGS). Courses are designed for practicing professionals seeking to maintain currency in their fields, and for non-professionals wanting to explore the field of gerontology and the issues of aging.

The program integrates knowledge and skills from multiple health-related disciplines. Courses are designed to assist students in understanding the field of gerontology and aging through an interdisciplinary approach that emphasizes the acquisition of specific skills needed by health care and mental health professionals who are working with older clients, patients and consumers of health care.

The focus of the Gerontology Certificate Program (GCP) is service. Students who complete the program have the ability to apply their knowledge in the delivery, implementation, improvement, and evaluation of services for older people.

Program Objectives/Outcomes

1. To prepare students to practice in the field of gerontology - to carry out professional roles and responsibilities consistent with the values and ethics of specific professions as they relate to work with the elderly.
2. To help students develop an understanding of health, wellness and maintenance of functional abilities as it relates to aging.
3. To prepare students to understand the psychological and social context of aging within the parameters of practice in a health care or mental health setting.
4. To provide students with an interdisciplinary classroom experience where they are able to

learn new skills both from their own professional perspective as well as that of other health care professionals.

5. To help students develop and implement professional gerontology practice relationships based upon empowerment and connection to enhance social functioning and social change consistent with the values of human dignity, individual and cultural diversity, self-determination, and social justice.

Transfer of Credit

Applicants can request a transfer of credit applied to required courses. Transfer of credit only occurs for graduate courses taken at an accredited institution, under the following conditions:

1. The request for transfer of credit must be initiated at the time of application to the certificate programs. In no event will a request for transfer of credit be considered when made by students already admitted to the certificate programs.
2. The transferred credit must have been earned at the appropriate level at an accredited university or college within five years preceding the request for transfer.
3. The transferred credit must be accepted by certificate program faculty in order to waive a specific course in the certificate program curricula. A maximum of six credit hours can be transferred toward required courses in any certificate program.
4. All transferred credits must carry a minimum grade of B. Grades earned at other institutions are not included in the computation of a grade point average (GPA) at the University of New England.
5. Procedure: Applicants wishing to apply for transfer of credit must provide the Addictions Counseling or Gerontology Certificate Program coordinator or designee with a written petition for the transfer, along with the following documents: an official transcript showing that the course(s) were taken; a copy of the university or college bulletin in which the course is described; a course syllabus; and, if applicable, clinical practicum evaluations.

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Gerontology Certificate Program (GCP)

[Department Website](#)

College of Health Professions

Admissions Requirements

The Gerontology Certificate Program is offered at the post-baccalaureate level and awards the certificate of graduate study upon successful completion of the 18-credit-hour curriculum. Students are required to hold a bachelor's degree from an accredited institution with the exception of Registered Nurses with an associate's degree.

A complete admissions application contains the following materials:

1. A completed application form.
2. If not a current UNE student, transcript(s) indicating completion of degree(s), both undergraduate and graduate, if applicable, from accredited college(s) or university(ies).
3. If not a current UNE student, an application fee of \$40.

Admissions Information

Students may enroll in one or two courses (maximum of six credits) prior to applying to the program on a space available basis. However, in order to attain a certificate of graduate study, an individual must be admitted to the Gerontology Program. Individuals may be admitted into the program in September, January, and May. Recent graduates (within the past five years) from a health professions program, may transfer up to six credits of prior gerontological/geriatric study towards the 18-credit requirement.

Curriculum

[Course Descriptions](#)

The certificate requires 18 credits, but with careful selection of existing courses students can complete the certificate with a minimum of nine elective credits in gerontology. Students in the Gerontology Certificate Program should plan for a portion of their field experience to be aging-related and supervised by a professional in the field of gerontology/geriatrics.

Tuition and Fees

The following tuition rate applies to students enrolled in the ACP or MSW students who elect to enroll in ACP course work beyond the 64 required credits for the MSW degree. Tuition and fees for subsequent years may vary. Other expenses include books and housing.

Tuition and Fees

| | |
|----------------------------------|-------|
| Application Fee (non-refundable) | \$40 |
| General Services Fee | \$150 |
| Tuition per credit hour* | \$350 |
| Parking Fee | \$50 |
| Materials Fee/per course | TBD |

**Tuition is charged per course and is payable in full at the beginning of each semester along with the course textbook and any materials fee.*

For more information regarding tuition and fees, please consult the Certificate Student Handbook.

Grading

Course grades are determined by the student's performance in that course and expressed as a pass or fail grade. A passing grade is considered to be a "B" or better. Letter grades may be requested from the instructor. The request must be made in writing and at the first session of class. Other details of the grading process, as well as general rules and regulations are detailed in the UNE School of Social Work Student Handbook.

Incomplete Policy

An incomplete (I) grade is given to a student who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The "I" grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or thirty days following the end of an eight-week session. The "I" grade defers computation of credits for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative "F" grade for the course.

Program Completion

The full 18-credit Gerontology Certificate Program is designed as an interdisciplinary set of course work for students who are not currently enrolled in a UNE health care graduate degree program. Nurses, social workers, occupational and physical therapists, psychologists and licensed counselors, physician assistants and nursing home administrators are among those who would be in this category.

The curriculum is also designed so that currently enrolled students in health care professions can complete certificate requirements within one year and within their current course of study. The certificate requires 18 credits, but with careful selection of existing courses students can complete the certificate with a minimum of nine elective credits in gerontology. Students in the Gerontology Certificate Program should plan for a portion of their field experience to be aging related and supervised by a professional in the field of gerontology/geriatrics.

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College of Osteopathic Medicine

The Osteopathic Oath

I do hereby affirm my loyalty to the profession I am about to enter.

I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatments consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.

I will be ever vigilant in aiding the general welfare of the community sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for deadly purposes to any person, though it may be asked of me.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation, and never by word or by act cast imputations upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art.

To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me.

I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of Osteopathy which were first enunciated by Andrew Taylor Still.

In the presence of this gathering I bind myself to my oath.

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Rules and regulations in this catalog and other relevant university and college documents apply to all students of the College of Osteopathic Medicine. It should be noted that the courses, requirements, policies, and procedures described in this catalog are being continually reviewed by the faculty and administration, and are subject to change without notice.

The College may refuse further registration to any student whom the faculty or staff deems incompetent or unfit to continue in the course of study. Students accepted for admission pledge themselves to observe and abide by the existing regulations and standards of conduct of the College put forth in this catalog.

The University of New England does not discriminate in admission or access to, or treatment of employment in, its programs and activities on the basis of race, ethnicity, national origin, gender, sexual orientation, religion, age, veteran status or disabling condition in violation of Federal or state civil rights laws of Section 504 of the Rehabilitation Act of 1973. Inquiries or concerns may be addressed to [Michael Miles](#), Director of Affirmative Action.

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About the University of New England

The University of New England is an independent, coeducational university on the southern coast of Maine, with degree programs focused on the health and life sciences, osteopathic medicine, human services, education, and management. Founded in 1978 by the combination of the New England College of Osteopathic Medicine with St. Francis College, the University places emphasis on the quality of instruction, respect for the individual, and on the practical application of academic material.

In August of 1996, the University merged with Westbrook College in Portland, Maine, and is now a university of two distinct campuses. The University Campus is distinguished by its beautiful seaside setting in a semi-rural area near Biddeford, Maine, while the Westbrook College Campus is a suburban New England campus distinguished as a national historic site. The University now recognizes Westbrook College's 1831 Charter as the institution's founding date. Blending a long, rich educational history with youthful energy and enthusiasm has further raised the reputation afforded the University of New England as an institution of outstanding undergraduate and graduate degree programs. With its presence both on the Saco River and in Maine's largest city, UNE's future burns brighter than ever.

University Mission Statement

The University of New England is an independent, entrepreneurial institution committed to academic excellence and the enhancement of the quality of life for the people, organizations, and communities it serves. The purpose of the University is to prepare students for meaningful and rewarding careers, lifelong learning, and enlightened lives. The University fosters critical inquiry through a student-centered, academic environment rich in research, scholarship, creative activity, and service while providing opportunities for acquiring and applying knowledge in selected clinical, professional, and community settings.

The College of Osteopathic Medicine

The medical college of the University, known as the University of New England College of Osteopathic Medicine (UNECOM), prepares students to become osteopathic physicians. About two-thirds of recent graduates pursue careers in primary care. Graduates receive the doctor of osteopathic medicine (D.O.) degree.

The College of Arts and Sciences

The College of Arts and Sciences (CAS) offers preparation for the undergraduate degrees of bachelor of arts, bachelor of science, and an associate in applied science. CAS also offers master of science degrees in education, occupational therapy and physical therapy. CAS offers programs of study at both the University Campus and Westbrook College Campus. For more information consult the [Undergraduate and Graduate Programs catalogs](#).

The College of Health Professions

The College of Health Professions prepares graduates to assume entry and advanced professional positions in the ever changing health arena. The College of Health Professions (CHP) offers associate and bachelor degrees through the Dental Hygiene and Nursing programs, master degrees through the Nursing, Nurse Anesthesia, Physician Assistant, and Social Work programs, and graduate certification in gerontology and substance abuse counseling. The College of Health

Professions offers programs of study at both the University Campus and the Westbrook College Campus. For more information please consult the [Undergraduate and Graduate Programs catalog](#).

Office of Continuing Education

The Office of Continuing Education arranges courses and services for individuals seeking to meet their educational goals on a part-time basis. University courses and programs are designed and offered in a variety of flexible formats to accommodate students seeking to balance work, family, and other responsibilities.

Accreditation, Memberships, and Other Notices

The University of New England is accredited by the New England Association of Schools and Colleges, Inc., which accredits schools and colleges in the six New England states. Accreditation by the Association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators. The education program leading to elementary certification is approved by the State of Maine Department of Education. The physical therapy educational program is accredited by the American Physical Therapy Association. The occupational therapy educational program is accredited by the American Occupational Therapy Association. Nursing programs are accredited by the National League of Nursing. Dental hygiene programs are accredited by the American Dental Association Commission on Dental Accreditation. The social work program is accredited by the Commission on Accreditation on the Council of Social Work Education. The School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, a specialized accrediting body recognized by the Council on Post-secondary Accreditation and the U.S. Department of Education. The Physician Assistant Program is accredited by the Commission on Accreditation of Allied Health Education Programs. The College of Osteopathic Medicine is accredited by the Bureau of Professional Education of the American Osteopathic Association.

Most programs offered at the University of New England have been approved for the training of veterans under the auspices of the Veterans Administration, and graduates of the University meet the educational requirements for officer candidacy in all branches of the armed forces.

The University is authorized under Federal law to enroll non-immigrant alien students. The University holds, among others, membership in: the New England Association of Schools and Colleges, the Maine Consortium of Health Professionals, the Council of Independent Colleges and Universities, the National Association of College Auxiliary Services, the College Entrance Examination Board, the National Collegiate Athletic Association, the National Association of College Admissions Counselors, the New England Association of College Admissions Counselors, the American Association of Collegiate Registrars and Admissions Officers, the National Association of College and University Business Officers, the American Association of Colleges of Osteopathic Medicine, and the Greater Portland Alliance of Colleges and Universities. The financial requirements of the University, changing costs and other matters may require an adjustment of charges and expenses listed herein. The University reserves the right to make such adjustments to charges and expenses as may from time to time be necessary in the opinion of the Board of Trustees, up to the date of registration for a given academic term. The applicant acknowledges this reservation by the submission of an application for admission or by registration.

The University of New England reserves the right in its sole judgement to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.

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The University of New England does not discriminate in admission or access to, or treatment of employment in, its programs and activities on the basis of race, ethnicity, national origin, gender, sexual orientation, religion, age, veteran status or disabling condition in violation of Federal or state civil rights laws of Section 504 of the Rehabilitation Act of 1973. Inquiries or concerns may be addressed to [Michael Miles](#), Director of Affirmative Action.

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About The College of Osteopathic Medicine

College Mission Statement

The mission of the University of New England College of Osteopathic Medicine is to provide for the education of osteopathic physicians and other health professionals. The College is dedicated to the improvement of life through education, research, and service, emphasizing health, healing, and primary care for the people of New England and the nation.

History and Philosophy of the Osteopathic Profession

Osteopathic medicine was conceived by a frontier American doctor, Andrew Taylor Still, who recognized the limitations in the medical care of his day and approached the treatment of the patient from an aspect of complete unity. That is, man is the unified whole of all his components which interrelate inseparably in physical and psychological functions. He articulated a set of principles that have continued to guide the profession into its second century. These are:

1. The body is an integral unit, a whole. The structure of the body and its functions work together interdependently.
2. The body systems have built-in repair processes that are self-regulating and self-healing in the face of disease.
3. The circulatory system with its distributive channels throughout the body, along with the nervous system, provide the integrating functions for the rest of the body.
4. The contribution of the musculoskeletal system to a person's health is much more than providing framework and support. The musculoskeletal system and disorders of the musculoskeletal system may affect the functioning of other body systems.
5. While disease may be manifested in specific parts of the body, other body parts may contribute to restoration or correction of the disease.

The first school of osteopathic medicine was founded by Dr. Still in 1892 in Kirksville, Missouri (now the Kirksville College of Osteopathic Medicine). There are current 19 colleges of osteopathic medicine, and graduates are privileged and credentialed in hospitals throughout the country.

The degree of doctor of osteopathic medicine (D.O.) is granted to graduates of osteopathic medical schools to indicate to the public that these physicians have received an education that is distinctive from allopathic (M.D.) physicians.

Consistent with the philosophy and training programs of the osteopathic profession, the majority of osteopathic physicians practice primary care medicine. Their interest in holistic medicine, one of the basic tenets of their osteopathic heritage, encourages them to provide both preventive and curative services to their patients on a comprehensive and continuing basis.

To serve the total needs of osteopathic family physicians and their patients, the profession has developed training programs and certifying boards in the various established specialties. Osteopathic specialists adhere to the same basic philosophy of medicine as their family practice colleagues. Osteopathic specialists are required to follow the same educational program, which

includes a 12-month rotating internship, as the basis for entry into post-doctoral specialty training. Today, licensed osteopathic physicians practice all branches of medicine and surgery in all fifty states.

In 1972, a group of New England osteopathic physicians met informally to discuss their concern about the aging population of D.O.s in the New England area and the difficulty of New England students in securing admission to osteopathic colleges. Osteopathic physicians comprised the majority of physicians available in numerous rural and urban areas. Failure to replace them would cause not only a marked loss to the profession but, more important, to the patients who had come to depend on osteopathic medical care. The group discussed ways of dealing with this problem and moved to establish an osteopathic college in New England.

The New England Foundation for Osteopathic Medicine (NEFOM) was incorporated in 1973 in the Commonwealth of Massachusetts. Since its inception, the purpose of this nonprofit tax-exempt organization was "to operate and maintain a foundation for the promotion of osteopathic medical education, osteopathic medical research, and the improvement of health care in osteopathic medical hospitals and related institutions." These goals were established as a response to the needs recognized by the profession, which later became documented in studies supported by the Bureau of Health Manpower of the then U.S. Department of Health, Education and Welfare. The establishment of NEFOM, as well as the planning for the creation of a college of osteopathic medicine, was based on regionalism: the development of one osteopathic medical school to serve the six New England states was looked upon as an efficient and economical use of the region's resources.

The University of New England College of Osteopathic Medicine opened its doors in the fall of 1978 with an entering class of 36 students. This momentous achievement was largely due to the financial support and hard work of individual osteopathic physicians, their state societies, the region's osteopathic hospitals, and grateful patients. Following four years of continued effort and financial support from the profession and its friends, the College graduated its first class in June of 1982.

The purposes of this College are consistent with those established for all accredited colleges of osteopathic medicine by the Committee on Colleges of the American Osteopathic Association. According to these guidelines, the primary purpose of all accredited colleges of osteopathic medicine is to educate competent osteopathic physicians. In addition, the colleges should contribute to the advancement of knowledge and the development of the osteopathic contribution to medicine through research. The colleges are also responsible for the creation of opportunities for continued study for teachers, investigators, and physicians. In the area of public service, the colleges are expected to provide quality osteopathic health care to their respective communities.

As the only college of osteopathic medicine in New England, the following are UNECOM's distinctive purposes:

1. To develop physicians who understand in depth and will utilize the premises of osteopathic medicine and the holistic approach to health care, thus providing New England with health care that is distinctly osteopathic in philosophy and orientation.
2. To develop osteopathic physicians who realistically perceive their potentials and limitations as physicians and human beings, and whose primary focus is people and health rather than disease.
3. To educate physicians who are well qualified to practice family medicine and thereby increase the number of qualified primary care physicians in the New England region.
4. To develop physicians who will practice medicine in the underserved rural and urban areas of New England.
5. To provide health care training at an overall lower cost to society than alternate models.
6. To continue New England's tradition of leadership in the development of new health care concepts and techniques.

As these goals indicate, the educational program is oriented toward the training of osteopathic primary care physicians. This is not an empty set of words reflecting the current interest of the federal government and society on holistic health care and family medicine. Both the didactic curriculum and the clinical training programs emphasize the knowledge and skills basic to osteopathic family practice.

What is an osteopathic family practitioner? The family practice physician assumes responsibility for comprehensive and continuous health care for families and patients of all ages, evaluating their total health needs and providing long-term medical care. When referral of a patient to a specialist is indicated, the family practice physician makes the referral and then acts as the coordinator of the team providing specialized health services while still preserving the continuity of care. In short, the osteopathic family practitioner provides and coordinates comprehensive health care for a group of patients of all ages over an extended period of time.

While the College has chosen family practice as the focus of its educational program, it does not expect all of its graduates to enter family practice. However, regardless of a student's eventual field of practice, the orientation to family practice provides a good foundation upon which to build: the knowledge and skills of family practice medicine are fundamental to all medical practices and the philosophy of comprehensive care can prevent some of the negative effects of overspecialization that can result from early specialty training. For graduates who elect to enter a specialty, the profession has specialty residency training programs.

Clinical Affiliations

Consistent with the college's emphasis on primary care, its clinical training programs include community hospitals and health centers. Such community hospitals are similar to the facilities where many of the college's graduates will eventually practice. While community hospitals form the core of the clinical clerkships, affiliations have been arranged to provide a variety and range of clinical experiences. Students are required to complete core clerkships in the assigned disciplines at sites selected by the college during the third year, and selective and elective training at approved programs during the fourth year. It is frequently necessary for the student to leave the New England area for part or all of the core clerkship training period.

The college has formulated the concept of community-based Clerkship Training Centers (CTCs) which it began to phase into the academic schedule in 1997. The CTC is a community-based education site of one or more training institutions within geographic proximity that allow a coordinated delivery of the third-year Core academic training experience. These coordinated sites will provide the patient base, the didactic and experiential opportunities, the supervisory infrastructure and the longitudinal evaluation necessary for the accomplishment of the educational goals of the core clerkships. Please see [Core predoctoral clinical clerkship affiliates](#) for more information .

The UNECOM enjoys an educational affiliation with a number of postgraduate internship and residency programs. Serving as a sponsor for these independent programs, the college provides liaison services to the American Osteopathic Association for the purpose of assuring AOA approval for the training programs. Graduates can apply to these and other postgraduate programs for internship and residency for postdoctoral training. The college believes these affiliations exemplify the breadth and depth that these collaborative arrangements offer our graduates for postgraduate training. Please see [postgraduate affiliates](#) for more information.

For ambulatory-based programs, the College uses the offices of clinical faculty members throughout New England as well as a number of community health programs. The ambulatory programs train students in office practice and teach students about the collaborative roles and skills of non-physician health care providers. In addition, the College operates University Health Care which has established model primary care facilities. Through rotations at the centers, the College is able to demonstrate the type of medicine it would like its students to practice.

UNECOM Accreditation

The University of New England College of Osteopathic Medicine is accredited by the Bureau of Professional Education of the American Osteopathic Association, which is the accrediting agency recognized by the U.S. Department of Education for the approval of colleges preparing osteopathic physicians and surgeons.

Some Campus Features

The Harold Alfond Center for Health Sciences

The Harold Alfond Center for Health Sciences provides a significant focus for the University. Located at the center of campus, this three-story building houses numerous laboratories and lecture halls, many used by the College of Osteopathic Medicine. This center brings the University to the national forefront of health and life sciences education.

Stella Maris Hall

Stella Maris Hall houses faculty research laboratories and classrooms, as well as faculty and administrative offices and conference rooms.

Sanford F. Petts University Health Center

The Sanford F. Petts University Health Center is the base clinical facility for University Health Care. At that location clinical faculty and staff provide expanded health and preventive care services to the University's students, faculty, staff, and their dependents, as well as the community at large. It is a focal point for collaboration among the different health care disciplines on campus including: osteopathic medicine, nursing, social work, occupational therapy, physical therapy, and the physician assistant program.

UNE Library and Information Resources

Libraries

The Jack S. Ketchum Library on the University Campus (UC) in Biddeford and the Josephine S. Abplanalp '45 Library on the Westbrook College Campus (WCC) in Portland provide all University of New England students, faculty and staff with these services:

- [UNE Libraries](#)
- Web access databases
- e-books, e-journals, e-newspapers, e-forms
- Public access computers
- Data jacks and wireless access for individual laptops
- Remote access to databases and online catalog
- More than 150,000 volumes
- More than 16,000 print and electronic full text journal titles
- Videos, compact discs, CD-ROMs, and audio cassettes
- Reference, research, and literature search assistance
- Individual and course-related library research instruction
- Circulation and reserves
- Interlibrary loan and intercampus loan
- Maine InfoNet and WorldCat
- Photocopiers and microfilm reader/printers
- Group and individual study space
- A current UNE ID also serves as a UNE Libraries ID

The Ketchum Library was built in 1970 and renovated and enlarged in 1991. The lower level includes the Media Services department, study rooms with data jacks, and the St. Francis Room that is a general purpose meeting room furnished and designed to hold approximately 90 people. Clusters of public access computers, reference and circulating books, reserve materials, and library offices are located on the main level. Journals, circulating books, and study areas are on the upper level. Wireless network access is available throughout the UC Library building.

The Abplanalp Library was renovated in 2001. Journals are located on the lower level. Public access computers are available for use on the main level of the Library and in the 24/7 lab that is located within the Library. Reference materials are located on the main level, and the circulating collection and study areas are located on the upper level. The Library also houses the Maine Women Writers Collection, a special collection containing literary, cultural, social, and health and medical history sources representing more than 500 Maine women writers. Wireless network

access is available throughout the WCC Library building as well.

The Libraries' staff includes ten professional librarians and six library technical assistants. In addition, undergraduate and graduate students are hired to assist. Students are welcome to utilize either Library. The UNE Libraries' online catalog, electronic databases, and full-text electronic journals and books are accessible via the Web from on-campus and from off-campus. Remote access is beneficial to all students and faculty, and of particular benefit to distance education students and students on clinical rotations.

The UNE Libraries are institutional members of the following local, state and national organizations:

- American Library Association (ALA)
- Association of College and Research Libraries (ACRL)
- EDUCAUSE, the Association for managing and using information sources in higher education
- Greater Portland Alliance of Colleges and Universities (GPACU)
- Health Science Libraries and Information Consortium (HSLIC)
- Medical Library Association (MLA)
- National Network of Libraries of Medicine/New England Region (NNLM/NER)
- New England Library Information Network (NELINET)
- North Atlantic Health Science Libraries (NAHSL)
- Southern Maine Library District (SMLD)

Media Services

Media Services (MS) advises and assists UNE faculty, students, and staff in the development and presentation of media projects. The department supports both linear and digital editing systems. The University has video conferencing units to communicate between campuses and with other schools and hospitals with such equipment. Department facilities include: live studio production, video, audio, layout, graphics, photo and slide production.

Information Technology Services

Information Technology Services (ITS) serves as the University's information technology leader. It provides resources for both academic and administrative computing, including technical, instructional, and informational support to students, faculty, and staff.

Information Technology Services continuously monitors computer industry developments and the needs of the UNE community in order to create an effective and exciting environment for teaching, learning, and scholarship. The University computer network ranges through classrooms, offices, and computer labs. An integrated University-wide information system handles all administrative functions, including registration, financial aid, etc.

UNE is committed to the goal of preparing its students for the computing and communications challenges of the new century. Future plans include augmented information-processing capabilities such as on-line registration, and expansion of multimedia capabilities.

All students attending the University who hold a valid UNE photo ID card have access to the Internet in the computer labs and the libraries on both campuses. Students can access the Internet via wireless or hardwire connections from their laptop computers throughout both campuses.

Web-based email accounts, available through the UNE student Web portal system called Campus Pipeline, are assigned to all matriculating students at the University as part of their Technology

Fee. This email account can be accessed from any computer on or off campus that has Internet access.

Each campus has a central computing area dedicated to use by students in all disciplines, seven days a week. The computer labs and classrooms are open year round and hours are posted outside each facility and can be accessed on the web. UNE computer labs are open for UNE students on a first-come-first-served basis, and are staffed by students when available. Assistance is provided to users of educational, scientific, graphics, business, and Internet software. Laser printing is available in each computing area; there is no per-page charge at this time.

The UNE Computer Store located in Decary Hall on the UC provides information and pricing for the microcomputer needs of students, staff, and faculty. The University has been able to obtain academic pricing on systems through premium computer manufacturers.

Campus Center

The Campus Center is a 56,000-square-foot facility that encompasses a student union and a sports complex. The sports complex houses a 25-yard/6-lane handicapped accessible swimming pool; a ten-person hot tub; a fitness center that includes 15 state-of-the-art Cybex weight machines, free weights, exercise bikes, rowing machines, stair masters and recumbent cycles, two racquetball courts; and 12,000 square feet of gymnasium space with a tenth-of-a-mile indoor track. The Campus Bookstore, Snack Bar and Multipurpose Rooms are located in the Campus Center as well. Outdoor facilities offer jogging and cross country trails, and an outdoor volleyball court. Aerobics and the Bodywise Center for Health and Fitness program are available to students.

Other Campus Buildings

There are other academic buildings on the UNE campus as well. Marcil Hall is a three story building primarily for class and conference rooms. Decary Hall, which houses the College of Arts and Sciences and the College of Professional and Continuing Studies, and classrooms, labs, faculty/administrative offices, facilities maintenance shops, and the cafeteria. Five undergraduate residence halls, a security building, some portable classroom and office space, and the graduate housing park are also on campus. The University's admissions office is located across Highway 9 in its own building.

Westbrook College Campus

The Westbrook College Campus, designated a national historic district, is quintessential New England: a central green surrounded by classic brick buildings set on 40 acres in a quiet residential setting in Portland.

The Maine Women Writers Collection in the Westbrook College Campus Abplanalp Library is a pre-eminent special collection of literary, cultural and social history sources by and about women authors, either natives or residents of Maine. It was recently selected as a national literary landmark.

The Westbrook College Gallery houses a permanent collection of paintings, sculptures, drawings and photography by nationally and internationally famous artists. The Gallery also serves as a venue for the exhibition of works by outstanding regional artists.

The University Campus Community

Biddeford is a small city with a population of just under 20,000. In the center of town are mills, industrial parks, and small businesses. The section of town where the University is located is known as Hills Beach. This area is commercially undeveloped and is primarily a summer resort area.

Neighboring towns include Saco, Old Orchard Beach, Kennebunk, Kennebunkport, and Wells. Portland, the largest city in Maine, is a 25-minute drive from Biddeford. This growing metropolis is justifiably proud of its fine symphony orchestra, active theater groups, and numerous quality restaurants and shops. Portsmouth, New Hampshire, a 35-minute drive from campus, affords the curious an opportunity for exposure to a seaport steeped in North American history. In addition,

the historical and cultural riches of Boston are a 90-minute drive from the campus. Located off Exit 4 of the Maine Turnpike (Route I-95), Biddeford is within easy reach of most major Eastern cities.

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College of Osteopathic Medicine Curriculum

Fall

Winter

Spring

Year I

Gross Anatomy
Histology
Human Function
Immunology
Embryology

Human Function
Virology
Parasitology
Bacteriology
Prin. of Population Health
Pharmacology

Human Function
Pathology
Medical Jurisprudence
Basic Life Support-Health
Care Provider (CPR)
Dermatology System
Nutrition

Foundations of Doctoring; Osteopathic Principles & Practice I

Year II

Neuroanatomy
Nervous System
Psychiatry System
Musculoskeletal System
Respiratory System
Hematology System

Cardiovascular System
Gastrointestinal System
Renal System

Reproductive System
Endocrine System
Complex Level I Exam
Emergency Medicine
Clinical Decision Making
Advanced Cardiac Life Support (ACLS)

Experiences in Doctoring; Osteopathic Principles & Practice II; Pharmacology and Therapeutics

Curriculum Objectives

The curriculum is designed to educate osteopathic primary care physicians who are skilled in health promotion and illness prevention as well as the delivery of illness care.

To educate this type of physician, the basic and clinical science foundations of the curriculum are augmented by a strong program in human behavior and community medicine in the Foundations of Doctoring and Experiences in Doctoring courses. Hospital clerkships continue to emphasize these same concepts in the setting of inpatient care with its attendant special needs and requirements.

Curriculum Outline

The curriculum of the Medical College is under the direct supervision of the dean via the Academic Affairs Committee and the Faculty Assembly. The curriculum is divided into two sections: The On-campus Basic and Clinical Sciences Curriculum and the Clerkship Training Curriculum.

On-campus Basic and Clinical Sciences Curriculum

The first year of the medical curriculum contains a variety of basic science courses and the beginning of the organ systems courses with Dermatology. The first-year courses include: Anatomy, Biochemistry, Nutrition, Physiology, Pathology, Parasitology, Virology, Immunology, Bacteriology, Pharmacology, Principles of Population Health, Medical Jurisprudence, Embryology,

and Histology.

The second year is organized into a Neuroanatomy course and Experiences in Doctoring course plus a series of ten systems representing related organ-groupings of the body; namely, Nervous, Psychiatry, Musculoskeletal, Respiratory, Hematology, Cardiovascular, Renal, Gastrointestinal, Endocrine and Reproductive Systems. All systems are presented from a multi-disciplinary approach integrating lectures on basic science, internal medicine, pathology, surgery, radiology, pediatrics and family medicine. Near the completion of the second year, students encounter Emergency Medicine and the Clinical Decision Making course designed to prepare students for the transition into the following two years of clinical training experiences.

The knowledge to conduct a good history and physical exam is perhaps the most important information acquired in the four years of medical training. At UNECOM, this skill is developed during the Foundations of Doctoring, Experiences in Doctoring and the Clinical Decision Making courses, and encompasses:

Socio-psychological aspect of the patient interview

Motor Skills

History and Physical (H&P) Format; and Initial Differential Diagnosis

The precepts and concepts learned in these courses and systems along with Behavioral Medicine and Medical Humanities are applied in the clinical clerkships of the third and fourth year. Interwoven throughout both didactic phases of the curriculum is the course on Osteopathic Principles and Practice. An attempt is made, where possible, to vertically integrate the material in this course with that of the ongoing systems of the second year. The courses and systems taught each year are as follows. Medical Curriculum for Pre-Clinical Phase

First-Year Curriculum Outline

August to December

| No. | Title | Credit Hrs |
|-----|---|------------|
| 501 | Medical Gross Anatomy | 9 |
| 503 | Medical Histology | 5 |
| 505 | Medical Embryology | 2 |
| 511 | Human Function: Biochemistry and Cell Biology | 5 |
| 523 | Medical Immunology | 2 |
| 587 | Foundations of Doctoring | 5 |

January to March

"Ctd." represents a continuation of course work from a prior term.

| | | |
|-----|--|------|
| 512 | Human Function: Biochem & Cell Biology (5) | Ctd. |
| 524 | Medical Virology | 1 |
| 530 | Medical Parasitology | 1 |
| 532 | Human Function: Cellular & Organ System Physiology | 5 |
| 542 | Medical Pharmacology | 2 |
| 586 | Basic Life Support - Health Care Provider | 0 |
| 587 | Foundations of Doctoring | Ctd. |
| 591 | Osteopathic Principles & Practice I (5) | Ctd. |

April to June

"Ctd." represents a continuation of course work from a prior term.

| | | |
|-----|--|------|
| 514 | Nutrition | 1 |
| 526 | Medical Bacteriology | 3 |
| 532 | Human Function: Cellular & Organ System Physiology (5) | Ctd. |
| 542 | Medical Pharmacology (2) | Ctd. |
| 552 | Introduction to Pathology | 3 |
| 558 | Dermatological System | 2 |
| 568 | Medical Jurisprudence | 1 |
| 587 | Foundations of Doctoring | Ctd. |
| 591 | Osteopathic Principles & Practice I (5) | Ctd. |
| 598 | Principles of Population Health | 2 |

Second-Year Curriculum Outline

August to December

| No. | Title | Credit Hrs |
|-----|--------------------------------------|------------|
| 601 | Nervous System | 6 |
| 603 | Medical Neuroanatomy | 2 |
| 605 | Psychiatry System | 2 |
| 611 | Musculoskeletal System | 4 |
| 623 | Respiratory System | 3 |
| 633 | Hematology System | 3 |
| 673 | Experiences in Doctoring | 5 |
| 687 | Pharmacology and Therapeutics | 2 |
| 691 | Osteopathic Principles & Practice II | 5 |

January to March

"Ctd." represents a continuation of course work from a prior term.

| | | |
|-----|--|------|
| 642 | Cardiovascular System | 5 |
| 652 | Renal System | 3 |
| 662 | Gastrointestinal System | 3 |
| 673 | Experiences in Doctoring | Ctd. |
| 688 | Pharmacology and Therapeutics | 2 |
| 691 | Osteopathic Principles & Practice II (5) | Ctd. |

March to June

"Ctd." represents a continuation of course work from a prior term.

| | | |
|-----|--|------|
| 660 | Endocrine System | 1 |
| 664 | Reproductive System | 5 |
| 668 | Advanced Cardiac Life Support (ACLS) | 1 |
| 670 | Emergency Medicine | 1 |
| 673 | Experiences in Doctoring | Ctd. |
| 688 | Pharmacology and Therapeutics (2) | Ctd. |
| 691 | Osteopathic Principles & Practice II (5) | Ctd. |
| 693 | Clinical Decision Making | 2 |

Curriculum Review

The UNECOM has undertaken a curriculum review aimed at improving its educational experience. The goal of that review is to make changes reflecting the needs of osteopathic physicians for the 21st century. This is reflected in the following list of competencies adopted by the UNECOM faculty for use as guiding principles in the review process.

UNECOM Graduate Competencies for the Twenty-First Century Graduates will have the knowledge, skills, and professional perspective to:

1. Integrate Osteopathic philosophy in all aspects of their professional activities, including:
Using Osteopathic principles to guide health care delivery.
Using Osteopathic manipulative medicine in therapeutic management.
2. Understand health and illness in the context of the interrelationships of the structure and function of the mind and body, by:
Mastering a core of basic and clinical sciences.
Understanding the etiology, natural history, and prevention of core diseases.
Using this knowledge in the provision of health care.
3. Prevent illness; diagnose and manage acute and chronic illness; and maintain health.
4. Gather and interpret patient information, including history and physical examinations and diagnostic testing.
5. Incorporate the practice of health promotion and disease prevention in the care of

patients, families and communities.

6. Use the principles of scientific inquiry in:
Understanding the design and conduct of clinical research.
Interpreting and critically evaluating research literature.
Evaluating practice guidelines.
7. Use scientific, economic, and ethical principles in managing cost-effective and quality care to patients, families and populations - including the use and evidence-based selection of:
Diagnostic testing.
Treatment modalities.
Preventive techniques.
8. Understand the influence of the physical and social environment on the health of individuals, families, and communities.
9. Effectively teach patients, students, colleagues, and others.
10. Apply the principles of patient-centered care, including:
Understanding the patient's experience of health and illness.
Communicating effectively - listening, informing and educating.
Enhancing patient self-care competence.
Honoring individual and community values, beliefs, ability and preferences.
11. Critically appraise non-traditional healing modalities and provide guidance to patients in their use.
12. Recognize and discuss with patients, families and colleagues the ethical and legal issues involved in clinical and preventive care.
13. Pursue continuous professional development and competency through study, consultation, and personal reflection.
14. Use information technology to search out, organize and analyze information to guide clinical decision-making and quality care management.
15. Function in an integrated health care system, either as an independent practitioner or as a member of a multidisciplinary team.
16. Recognize the economic and political environment in which health care occurs and its effect on the organization and business climate in which health care is provided.

Curricular changes and modifications should be expected as part of the UNECOM's ongoing process of continuing curricular review and improvement.

Clinical Clerkship Program Descriptions

The UNECOM student rotates through the clinical clerkships during the final phase of his/her predoctoral education. The clinical clerkship experience has a broad and specific goal to provide a module of osteopathic medical education preparing the student to enter a general rotating internship. Students are trained to effectively render service and to benefit from the clinical experience available in the internship setting. The clerkship is designed to fulfill a necessary step in the evolution of the UNECOM student to competency for general practice as a primary care physician. Cognitive, manual and psychomotor objectives are directed toward developing physician skills and attitudes of the student in preparation for internship. Also during this time, the student is expected to complete the transition to adult learner, asking questions and independently seeking and synthesizing information.

A part of this goal is the expectation that the future physician will consistently adhere to the osteopathic philosophy and concept in the practical management of persons for maintenance of health and for the treatment of disease, acute and chronic. Further, the student will develop the ethical character expected of future physicians as a caring person skilled in problem solving, therapeutic management and interpersonal relations and with a social sense of fiscal

accountability and responsibility toward health management.

During those months, clinical services are arranged to meet core and elective requirements of the clinical practicum. Utilizing the clerkship training centers, affiliate hospitals, ambulatory care sites, and other clinical settings, students gain exposure to a scope and variety of clinical experiences appropriate to the preparation of the general practitioner. Students travel to a number of sites in the Eastern United States, experiencing health care delivery from the rural private practitioner to the inner city, tertiary care facility. Students may be required to travel or relocate to affiliate regions to complete this segment of training.

Core rotations, as determined by the Academic Affairs Committee, are assigned by the Office of Clinical Affairs from a list of affiliate sites. The core rotations include Internal Medicine, Surgery, Obstetrics/Gynecology, Pediatrics, Family Practice and Psychiatry. Required Selective rotations include Internal Medicine, Surgery, Emergency Medicine, Osteopathic Manipulative Medicine, and Rural Health Care (AHEC). With the exception of OMM, the student selects the sites, subject to Clinical Affairs Office approval, at which these clerkships will be done. Elective months are scheduled by the student with the approval of the Office of Clinical Affairs.

Documentation of immunization and/or a criminal background check may be required by specific affiliates or elective sites.

To graduate, the student must successfully complete all required core, selective and elective clerkship assignments as specified in the clerkship manual and syllabi. Integral to this success is the maintenance of the highest levels of academic and professional behavior standards.

Family Practice

Students are required to complete one core clerkship in Family Practice. The Core Family Practice clerkship is a hospital and/or ambulatory care experience where the student will apply basic concepts and skills presented during the preclinical years. By basing the experience in a community setting, the student is exposed to clinical resources united in a continuum of care, thus developing within the student an awareness of the physician's role in the total health care team. Emphasis is on the patient's reaction to illness, the physician/patient relationship, family dynamics in illness and health, and the careful and economical use of medical therapeutics, technology consultations, clinical laboratory investigation and hospitalization. Special attention is given to the patient interview, directed physical examination and patient education in the therapeutic use of the physician. In addition to training in the hospital setting, the student is likely to spend time in various clinics and the offices of individual physicians. Students may schedule additional family practice experiences during their elective months with the approval of the Office of Clinical Affairs.

Internal Medicine

Students are required to complete two core clerkship and one selective clerkship in Internal Medicine. Internal Medicine clerkships are conducted as predominantly hospital-based experiences. The Core clerkships are completed at a clerkship training center or other affiliate site. For the selective Clerkship, an additional medicine service is selected by the student in a field of interest. The clerkships are intended to provide practical clinical exposure and learning designed for the application of concepts and principles presented during the preclinical years. Additional knowledge and practical experience are emphasized to identify the range of normal functioning, to identify, diagnose and manage patients with pathologic functioning and to predict the natural course of health and disease.

Students may schedule additional general or subspecialty internal medicine experiences during their elective months with the approval of the Office of Clinical Affairs.

Surgery

Students are required to complete one core clerkship and one selective clerkship in Surgery. Surgical clerkships are conducted as hospital and/or ambulatory-based experiences. Successful completion of two services is required for graduation. For the Core rotation, students will be assigned to a clerkship training center or other affiliate site for general and/or specialty surgical services. The selective rotation may be scheduled at a site chosen by the student, with the

approval of the Office of Clinical Affairs. The major goal of these clerkships is to provide an appreciation of the principles of surgical practice by expanding on the precepts of the classroom in a practical experience in clinical medicine. It is intended that emphasis be placed on the totality of care from the presurgical visit through the surgical encounter and the postoperative recovery.

Students may elect additional surgical clerkship time during their elective months with the approval of the Office of Clinical Affairs.

Obstetrics/Gynecology

Students are required to complete one Core clerkship in Obstetrics and Gynecology. This clerkship is intended to provide practical clinical exposure in the diagnosis and management of the female patient with normal and pathologic obstetric and gynecologic processes. Gynecologic surgery, labor and delivery, preoperative evaluations and postoperative care are emphasized. Students are encouraged to participate in ambulatory care where appropriate.

Students may schedule additional obstetrical and/or gynecologic clerkships during their elective months with the approval of the Office of Clinical Affairs.

Psychiatry

Students must complete successfully one Psychiatry clerkship to meet Core clinical requirements. This Core assignment is intended to apply the concepts of diagnosis and management presented during the preclinical course work. The recognition of key target symptoms of common mental illnesses is emphasized with the mental status examination providing a basis of differential diagnosis and therapy. The student will be given additional exposure in cognitive, psychomotor and affective development.

Students may schedule additional clerkships in mental health and psychiatry during their elective months with the approval of the Office of Clinical Affairs.

Pediatrics

Students are required to complete one core clerkship in Pediatrics. The required Core clerkship in Pediatrics allows the student to extend the concepts and principles developed during the preclinical years through clinical work in a hospital, clinic, and/or office setting as designed by the Clinical Training site. Students will learn observational and interviewing skills related to parent and child and engage individual patients and families across cultural and social boundaries. Their scientific and clinical understanding of normal growth and development will prepare them to engage parents and caregivers in health promotion. Students will gain clinical experience in the diagnosis and management of primary care pediatric patients with normal or pathologic functioning as well as an understanding of the natural course of diseases and preventive care. Their direct experiences will help them become aware of the unique vulnerabilities of infants and children that may require special attention, consultation, and/or referral. During this clerkship, students will have the opportunity to demonstrate an investigatory and analytic thinking approach to clinical situations. Further, they will use published evidence to evaluate clinical practice guidelines as they apply in multiple patient care environments.

Students will have some exposure to intensive care and pediatric subspecialties, but the emphasis is on primary care of the newborn to the adolescent. Students are encouraged to design an additional Pediatric elective based on their own learning goals in either inpatient or ambulatory care settings, scheduled with the approval of the Office of Clinical Affairs.

AHEC

The Area Health Education Center was developed at UNECOM through funding by the federal government to: 1) provide educational experiences in rural Maine; 2) recruit qualified students from rural Maine; and 3) provide educational support for health professionals in rural Maine.

As part of this program, students from UNECOM are required to perform a selective rural health clerkship as part of their clinical requirements. Emphasizing, but not limited to, primary ambulatory care, students are assigned to a preceptor location in rural Maine to apply basic concepts and principles of medical care. The service is designed to develop an appreciation for the philosophy and style of rural practice by involvement with the community, physician and patient.

Involvement in patient diagnosis protocols, health screening, preventive medicine and patient education are utilized.

Successful completion of one service is required for graduation. Assignment is conducted by the AHEC Office, in coordination with the Office of Clinical Affairs.

Emergency Medicine

An Emergency Medicine clerkship is a required selective hospital experience where the UNECOM student will apply the concepts of diagnosis and management of patient problems presented during the preclinical years. Students are expected to be ACLS (Advanced Cardiac Life Support) certified prior to this service. ACLS is offered during the second-year curriculum. The practical experience of recognition, differential diagnosis and therapeutic management of the patient with surgical, medical or psychiatric problems requiring urgent care is emphasized in this requirement. The student will apply psychomotor skills in musculoskeletal injuries, vascular access, wound management and cardiovascular resuscitation while demonstrating concepts of patient evaluation and management.

Students may schedule additional emergency medicine services during their elective time with the approval of the Office of Clinical Affairs.

Osteopathic Manipulative Medicine

The OMM rotation is a mandatory selective designed to provide hospital inpatient, nursing home &/or assisted living community, and outpatient practical (hands on) experiences. In addition, there will be the opportunity for attendance at family practice and OMM didactics.

Electives

Students are afforded elective time during their clerkship training. With the approval and counseling of the Office of Clinical Affairs, students may pursue areas of special interest to complement the required core and selective services. International elective clerkships are available, with approval of the Office of Clinical Affairs. Students are encouraged to explore a wide range of options with an emphasis on the broad preparation of the general practice physician. Students are urged to pursue a course which will not narrow their career path but provide for a wider appreciation of the diversity of medicine. Specific specialty tracking during clerkships is not in keeping with the mission of UNECOM. This general preparation will provide a firm foundation for entry to internship and residency level training.

Clinical Skills Assessment (CSA)

This program uses trained actors/evaluators as surrogate patients to test students' assessment skills and to provide feedback for students' future benefit. Each student sees several "patients" in established scenarios. Specific tasks are assigned for each scenario and may include interview, patient communication, physical assessment, ethical issue, interpretation of lab results, EKG or X-ray or any combination. Upon concluding the task, the student completes whatever paperwork is appropriate, e.g., listing of differential diagnosis, providing answers to multiple choice questions or writing a progress note.

Affiliate Hospitals

The following are major affiliate hospitals of the College. They play a significant role in the clinical experience of our students. We appreciate the dedication of those physicians who provide their time and expertise for the education of those osteopathic physicians who follow them. In addition, they are staffed by dedicated physicians who provide their time and expertise to educate a new generation of osteopathic physicians.

Core Predoctoral Educational Affiliates

UNECOM/Lehigh Area Clinical Training Center

St. Luke's Hospital - Allentown & Bethlehem Campuses *Allentown & Bethlehem, Pennsylvania*

Warren Hospital *Phillipsburg, New Jersey*

UNECOM/Newark Clinical Training Center**St. Michael's Medical Center** *Newark, New Jersey***St. Joseph's Hospital & Medical Center** *Paterson, New Jersey***UNECOM/Rhode Island Clinical Training Center****Roger Williams Hospital** *Providence, Rhode Island***Kent Hospital** *Warwick, Rhode Island***UNECOM/Leather Stocking Clinical Training Center****Bassett Health Care** *Cooperstown, New York***St. Elizabeth Hospital** *Utica, New York***UNECOM/Keystone Clinical Training Center****Community Hospital of Lancaster** *Lancaster, Pennsylvania***St. Joseph Medical Center** *Reading, Pennsylvania***UNECOM/Maine Clinical Training Center****Central Maine Medical Center** *Lewiston, Maine***Eastern Maine Medical Center** *Bangor, Maine***Maine-Dartmouth FP** *Augusta, Maine***Maine Medical Center** *Portland, Maine***Mercy Hospital** *Portland, Maine***Southern Maine Medical Center** *Biddeford, Maine***St. Mary's Regional Medical Center** *Lewiston, Maine***Togus Veterans Administration Hospital** *Togus, Maine***UMDNJ/SOM Affiliate Hospitals** *Stratford, New Jersey***United Health Services Hospital** *Johnson City, New York***University Health Care** *Biddeford, Maine***University Health Care for Kids** *Portland, Maine***Postgraduate Educational Affiliations****AOA Internship in a Family Practice Residency****Eastern Maine Medical Center** *Bangor, Maine***Central Maine Medical Center** *Lewiston, Maine***Maine/Dartmouth** *Augusta, Maine***UMASS/Fitchburg** *Fitchburg, Massachusetts***Albany Medical Center** *Albany, New York***St. Clare's Hospital** *Schenectady, New York***St. Elizabeth's Hospital** *Utica, New York***AOA Internship in an Internal Medicine Residency****UMASS/Memorial Health Care** *Worcester, Massachusetts***UMASS/St. Vincent's Hospital** *Worcester, Massachusetts***University of Connecticut** *Farmington, Connecticut***St. Michael's Medical Center** *Newark, New Jersey***AOA Internship and AOA Internal Medicine Residency****UMASS/Berkshire Medical Center** *Pittsfield, Massachusetts***St. Luke's Hospital** *Bethlehem, Pennsylvania***AOA Internship and AOA FP Residency****Warren/Coventry FP Residency** *Phillipsburg, New Jersey***St. Luke's Hospital** *Bethlehem, Pennsylvania***Osteopathic Manipulative Medicine Residency and AOA Approved Family Practice Residency****University of New England** *Biddeford, Maine***Links**

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The College may refuse further registration to any student whom the faculty or staff deems incompetent or unfit to continue in the course of study. Students accepted for admission pledge themselves to observe and abide by the existing regulations and standards of conduct of the College put forth in this catalog.

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Master of Science in Education

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College of Arts and Sciences

Advancing the quality of life through developing reflective and resourceful teachers who are competent, caring and qualified.

Knapp, Robert

S.T.D., S.T.L., University of St. Thomas (Rome, Italy); M.S., Fordham University - Education; M. Div. B.A., St. John's College - Philosophy.

Director, Master of Science in Education through Distance Learning Program

Bald, Lisa

M.S., University of Southern Maine-Literacy Education; B.S., University of Southern Maine-Education

Faculty Mentor

Barnhart, David L.

Ed.D, Teacher's College, Columbia University - Administration of Special Education; M.A.Teacher's College, Columbia University - Mental Retardation; B.S. Bloomsburg State College - Elementary - Special Education.

Faculty Mentor

Beaudoin, Michael

Ed.D, University of Massachusetts, Amherst; M.A. The American University School for International Service; B.S., University of Maine - Sociology.

Professor

Binger, Diane

M.S., State University of New York - Counselor Education; B.S., State University of New York - Health Education.

Faculty Mentor

Blanchard, Peter

M.S., Bank Street College-Math Leadership; M.Ed., Xavier University-Elementary Education; B.S., Xavier University-Math/Science

Faculty Mentor

Bradburn, Deborah

M.S., University of New England; B.S., University of Maine-Elementary Education

Faculty Mentor

Cannan, Donald

Ed.D., Nova University-Educational Leadership; M.S., University of Maine-School Guidance and Counseling; B.S., Maine Maritime Academy-Marine Engineering

Faculty Mentor

Cressey, Susan

M.S., University of Southern Maine; B.A., University of Connecticut.

Faculty Mentor

Defazio, Mark

M.S.-University of Southern Maine-Literacy Education; B.S.-University of Southern Maine-English.

Faculty Mentor

Ford, Charles

Professor

Ph.D., SUNY at Buffalo - Organization and Administration; M.Ed., B.S., Pennsylvania State University- Communications; B.S., Pennsylvania State University - Mathematics and English; B.A., Taylor University- Natural Sciences.

Gosbee, Suzanne

Faculty Mentor

M.A., University of Maine - Mathematics; B.S., Southeastern Massachusetts University - Mathematics.

Hatch, Sherrilyn K.

Faculty Mentor

Ed.D., Boston College - Curriculum and Supervision; M.S., Southeast Missouri State University - Special Education/ Language Therapy.

Hylton, Jaime

Professor

Ph.D., University of Virginia—English Education; M.A., University of Virginia—English; M.S.Ed., University of Nevada—Reading/English; B.S.Ed., Northern Arizona University—English.

Iwanusa, Kathryn

Faculty Mentor

M.S.Ed., University of New England; B.S.Ed., University of Michigan- Music.

Lambert, Shawn

Faculty Mentor

M.Ed, University of Maine-Administration; B.A., Colby College-English

Marcotte, Carol

Faculty Mentor

Ph.D., Berne University; M.S., University of Southern Maine-Education; B.S., University of Southern Maine-Elementary Education

McCann, Joyce

Faculty Mentor

Ed.D., Boston University - Special Education; M.S., University of Southern Maine - Reading; B.A., St. Joseph's College - History / English.

Murphy, David

Faculty Mentor

Ed.D., NOVA Southeastern University - Educational Leadership; M.S., Bridgewater State College - School Administration; B.A., Stonehill College - Elementary Education.

Norbert, Mary

Faculty Mentor

M.S., University of New England; B.A., Boston College - Secondary Education / English.

O'Connor, Maura

Faculty Mentor

M.A., Fairfield University - Instructional Computer Science; B.A., Saint Joseph College- Special Education/ Child Study.

O'Neill, Patrick

Faculty Mentor

Ed.D., NOVA Southeastern University; M.S., Manhattan College- Administration and Clinical Supervision; B.A., Manhattan College- Teacher Preparation English/Reading, Special Education

Prince, Sanford J.

Faculty Mentor

M.S., University of Southern Maine - Professional Teacher / Exceptionality; B.S., University of Maine - Elementary Education.

Prince, Susan

Faculty Mentor

M.S., University of Southern Maine - Professional Teacher / Exceptionality; B.S., University of Maine - Early Childhood Education.

Scarano, Grace Hotchkiss

Assistant Professor

Ph.D., M.S.Ed., Cornell University-Curriculum and Instruction; B.A., University of Massachusetts at Lowell-Music.

Scudiere, Paul J.

Assistant Professor

Ed.D., State University of New York - Higher Education Administration;

M.A., St. John's University - History; B.A., Adelphi University - American History and Government.

Stirling, Lee Anna

Faculty Mentor

Ed.D., Columbia University - Staff / Organization; M.S., Lesley College - Learning Disabilities / Special Needs; B.S., Syracuse University - Elementary Education.

Trombley, Linda

Faculty Mentor

M.A., Smith College - Teaching/English; B.A., University of Massachusetts - English.

Witham, Kate

Faculty Mentor

Ed.D., Boston College-Curriculum, Instruction and Administration; M.S., Boston University-School Counselor; B.A., Regis College-English

Overview

Utilizing a distance learning format, the Master of Science in Education Program brings the University of New England to the learner. We have designed this program so that teaching professionals can have a high quality graduate education experience in the convenience of their home or school. The program offers experienced teachers the opportunity to study, reflect and practice skills based on the most recent educational research and instructional techniques that will enhance confidence and skill in the classroom.

The curriculum in this master's degree program is presented through multiple learning modalities. Each course includes videotaped presentations that feature nationally recognized experts in education. Specialized study guides facilitate application of the concepts presented in the video lessons; textbooks and selected articles provide additional information and understanding.

Courses are provided in a sequential format with content, which builds upon the previous courses to ensure that students are exposed to a comprehensive curriculum relevant to contemporary classroom teachers.

Students must register via U-Online. All materials, videos, study guides, texts, required readings, and assignments are sent to the student's home or school without additional charges for shipping except for those who reside outside the United States.

Features

- Offer an innovative curriculum that presents the latest educational theories and the practical skills necessary to maximize performance and competency as professional educators.
- Create a unique opportunity for teachers to work in a collegial manner with fellow teachers to produce teams that enhance and encourage ongoing professional development.
- Enable teachers to complete academic work and degree studies in a time/place flexible manner utilizing video materials featuring nationally known teacher educators.
- Establish a learning environment for teachers to become more reflective about their practice, and translate new insights into meaningful change.

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The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.

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Master of Science in Education

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Admissions Information

UNE carefully assesses M.S.Ed. applicants on the basis of evidence provided in all application materials submitted. Therefore, while a personal interview is not required, application materials submitted must be prepared thoroughly and thoughtfully for full consideration.

Student Requirements

To participate in this degree program, students are required to:

- Work as a participating member of a collegial study team.
- Have access to a video player, television and Internet.
- Have access to a classroom in which to apply the strategies that are taught.
- Participate in an Integrating Seminar on campus one week in one summer or the Option of a self-study, self-guided project with approval by the director.
- Submit all course assignments in a satisfactory and timely manner.

Criteria

- A bachelor's degree from an accredited institution.
- Minimum of one year teaching experience.
- Presently employed as a teacher or able to access a classroom on a regular basis over an extended period of time.
- Ability and discipline to pursue rigorous, self-paced graduate level studies.
- Interest in professional development and commitment to educational change.
- Potential to improve practice through application of new knowledge and skills.

Process

- Completed application form submitted to UNE. The program admits learners each of the three terms.
- \$40 non-refundable application fee.
- Goal Statement - A minimum of two (2) double-spaced typewritten pages including information about your experience as a teacher, your interest in graduate level study, your capacity to succeed in a distance education format, and your post-master's professional goals.
- Official transcript(s) from the accredited institution(s) from which you attained your

baccalaureate degree and have completed any graduate courses (must have official seal).

NOTE: Although there is no minimally acceptable average for admission, GPA will be considered as an additional indicator of potential success in the program.

- Teaching certificate or evidence of teaching experience.
- If you are not currently employed as a classroom teacher you will need the following: 1) a statement of your plan to access a classroom; 2) a letter of invitation from the teacher in whose classroom you propose to work on a weekly basis, over an extended period of time; and, 3) a letter from the principal who is responsible for the school's instructional program, accepting your plan for access.
- Applications will not be processed until all required items have been received by UNE. Completed applications with late materials will be reviewed for admission in the next semester.

Registration for Classes

Courses in the M.S.Ed. Program are scheduled in three terms: fall (October - January), spring (February - May), and summer (June - August). Upon acceptance into the program, students are sent registration materials. To register by mail, the new student sends the completed registration form and payment by check (make payable to "University of New England"), money order, MasterCard or VISA to the M.S.Ed. Department. M.S.Ed. student may take advantage of the Four-Payment Plan each term.

Orientation

All newly admitted students are required to take part in an orientation session by video. This session provides the opportunity to become familiar with UNE and its M.S.Ed. program prior to beginning degree studies.

At orientation, students will:

- Receive an introduction to the University of New England.
- Receive an overview of program content and format.
- Receive student support services information.
- Review video lectures, study guides and assignments.
- Receive information on developing a teaching portfolio and an action research project.

Transfer of Credit

A maximum of two 3-credit graduate level courses (grade B or better) may be transferred from an accredited institution and applied toward the 33-credit-hour M.S.Ed. curriculum. An official transcript, course description and syllabus must be submitted, accompanied by a statement explaining why the course is equivalent to the M.S.Ed. course for which a waiver is requested. The following courses cannot be satisfied through transfer credit: Collaborative Action Research (EDU- 560, 566, 572) and Integrating Seminar (EDU-558). Transfer credit requests and approvals can be made only after the applicant has been admitted as a degree candidate. No credit for experiential learning or other forms of advanced standing will be given, as we believe full participation in the M.S.Ed. curriculum is necessary to achieve the desired integration of theory and practice the program provides.

Past or present UNE Individual Video Course registrants (High-Performing Teacher, Succeeding With Difficult Students and Motivating Today's Learner (grade B or better) may apply to equivalent courses in the M.S.Ed. curriculum.

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Curriculum

[Course Descriptions](#)

The M.S.Ed. Degree Program requires 33 semester hours of course work for completion. Because all of the courses are designed to build upon previously learned information and skills, courses must be taken in a sequential manner.

The curriculum also prepares students to conduct collaborative action research. Each course is designed to present 1) a thorough understanding of current research in each content area presented; 2) practical strategies to apply the concepts presented in the classroom; and 3) evaluative skills necessary to critically analyze and implement concepts, to ensure maximum classroom success.

Course Titles and Sequence

EDU 550-The High-Performing Teacher
 EDU 551-Effective Classroom Management
 EDU 553-Strategies for Self-Directed Learning
 EDU 554-Instructional Strategies Part 1 -Motivating Today's Learner
 EDU 555-How to Use the Internet in Your Classroom
 EDU 556-Instructional Strategies Part 2 -Learning Styles and Multiple Intelligences
 EDU 558-Integrating Seminar (offered summers only) **or** EDU 558A - Guided Self-Study
 EDU 560-Collaborative Action Research - Part 1
 EDU 562-Instructional Strategies Part 3 - Models of Effective Teaching
 EDU 563 A-Teaching Reading in the Elementary Grades **or** EDU 563 B-Improving Reading in the Content Areas: Grades 6-12
 EDU 564-Curriculum Design and Authentic Assessment
 EDU 566-Collaborative Action Research - Part 2
 EDU 572-Collaborative Action Research - Part 3

Tuition and Fees

Tuition and Fees

| | |
|--|-------|
| Application Fee (non-refundable) | \$40 |
| General Services Fee (<i>one-time, non-refundable</i>) | \$75 |
| Tuition per credit hour* | \$250 |
| Materials Fee/per course | \$80 |
| Technology Fee, per semester | \$50 |

**Tuition is charged per course and is payable in full at the beginning of each semester along with any applicable fees.*

For more information regarding tuition and fees, please consult the M.S.Ed. Student Handbook.

UNE Four-Pay Payment Plan

UNE offers an affordable, interest-free alternative to lump sum payments. M.S.Ed. students can spread their semester payments over four months. The cost is \$20 per semester to enroll in the plan. For more information, call the UNE Student Accounts Office at 207-283-0170, extension

2357.

Technology Fee - MSED

A technology fee is required to help cover the costs of the Internet connections, student technology infrastructure, student web mail accounts and web mail administration for those students in the M.S.Ed. program. The e-mail account is the official means for University communication. As such, students are responsible for information that is distributed to them via e-mail. This web-based e-mail account allows students to pick up their e-mail from any computer connected to the Internet.

Financial Aid

Students in the M.S.Ed. program who are enrolled for at least three credits per semester may be eligible to receive financial assistance in the form of federal student loans. These loans may be used to pay the student's institutional charges each semester. For additional information, please contact the Financial Aid Office at (207) 283-0170 x2342 or visit the [Financial Aid Office web page](#).

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Satisfactory Academic Progress

Students must maintain a minimum GPA of 3.0 (B or better). Failure to do so will result in academic probation and possible termination from the program. Students receiving a grade of "F" in any course will be immediately placed on academic probation. This student must register and pass the failed course with grade of C or better before registering for any additional credits.

Each participant's cumulative academic record will be reviewed after 12 credits have been completed and/or before attendance at the Integrating Seminar held on-campus in the summer. If the quality of work completed at that point is inadequate and leads the Academic Review Committee to conclude that the participant is unlikely to satisfactorily complete the program, he or she will be counseled to terminate degree studies in this program.

Videotape Format

Videotaped presentations introduce students to nationally recognized experts in teacher education and well-known faculty from universities across the country. For several of the courses, the presenters on the videos are also the authors of the textbooks assigned for the course. Throughout the program, students have the opportunity to observe actual classroom lessons taught by master teachers, and hear them discuss their philosophy of teaching and how they use the techniques taught in the program in their own classrooms. Audio-visual materials are augmented by texts, assigned readings and a course study guide.

Each course contains approximately 15 instructional video segments. Contained throughout the videos are segments filmed in kindergarten through high school classrooms utilizing educators demonstrating the concepts presented. The video presentations are a key component of the content of each course. It is recommended that they be viewed, whenever possible, with your study partner or collegial study group. Videos and materials are produced for the University of New England by Canter and Associates, Inc., in consultation with UNE faculty.

Timeline for Program Completion

Students are able to complete this master's program at their convenience, but must follow the fixed sequence of courses. Courses must be completed within the semester when registration has occurred. Students may complete the program in five or six semesters (i.e. two years or less); students may "stop out" for one term if necessary, and take an additional term to complete the program. Students may also take a slightly reduced course load in any semester, if necessary, but this will require some additional study team arrangements.

Students may register for the Summer Integrating Seminar (EDU-558) after successfully completing six credits in the program.

Graduation Requirements

All M.S.Ed. degree candidates must fulfill the following academic requirements:

- Pursue degree studies with a collegial study team.
- Satisfactorily complete all required courses, readings, assignments and papers in a timely manner.

- Participate in the one week Summer Integrating Seminar on campus or the option of self-study project.
- Complete and submit an "action research project."
- Complete and submit a portfolio or a 15-page reflection paper.
- Abide by all University regulations applicable to M.S.Ed. students.
- Fulfill all financial obligations in a timely manner.

Graduation

Graduates are encouraged to participate in the commencement ceremonies held in mid-May. They are notified of times and dates when close to completing requirements for the degree.

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Masters of Science - Nurse Anesthesia

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College of Health Professions

| | |
|--|--|
| Deisering, Leon F. M.S.N., Catholic University; B.S.N., Marymount College of KansasC.R.N.A., Anesthesiology for Nurses, U.S. Army. ldeisering@une.edu | Director/Associate Professor of Nurse Anesthesia |
| Bilsky, Ed J. Ph.D., University of Arizona; M.S.,B.S., Rensselaer Polytechnic Institute. ebilsky@une.edu | Associate Professor of Pharmacology |
| Davidoff, Amy J. Ph.D., M.S., University of Rhode Island; B.A., Colby College | Associate Professor of Pharmacology |
| DiCarlo-Piccarrillo, Susan M.S., C.R.N.A., Columbia UniversityB.S.N., St. Joseph's College (Conn.)B.S.N., Southern Connecticut State University. | Faculty |
| Johnson, David W. Ph.D., Virginia Polytechnic Institute and State University; M.S., University of Massachusetts; B.S., University of Vermont; B.A., Castleton State College. djohnson@une.edu | Associate Professor of Physiology |
| Miree, Lucia F. Ph.D., M.S., Florida State University; M.P.H., Boston University; B.A., Auburn University. lmiree@une.edu | Associate Professor of Health Management |
| Misterovich, Ann M.S.N.A., Oakland University;B.S.N., University of Bridgeport. amisterovich@une.edu | Faculty/Clinical Training Coordinator |
| Mokler, Dave J. Ph.D., B.S., Michigan State University. dmokler@une.edu | Associate Professor of Pharmacology |
| Norton, James M. Ph.D., Dartmouth College;B.M.S., Dartmouth Medical School. | Professor of Physiology |
| Spirito, Carl P. Ph.D., University of Connecticut; B.S., Central Connecticut State University. cspirito@une.edu | Associate Professor of Physiology |
| Turcato, Nina M. University of New England; B.S.N., College of St. Teresa. nturcato@une.edu | Assistant Director/Assistant ProfessorM.S.N.A., |
| Winterson, Barbara J. Ph.D., B.S., University of Maryland. bwinterson@une.edu | Associate Professor of Physiology |

Overview

The University has been involved in nurse anesthesia education since 1984, serving as an academic affiliate for hospital-based certificate nurse anesthesia programs. In 1987, we initiated a program leading to the master of science in nurse anesthesia. In 1993, a fully-accredited School of Nurse Anesthesia was opened at the University. Upon successful completion of the 27-month program, the University awards the student a master of science degree in nurse anesthesia. The graduate is then eligible to take the National Certifying Examination.

Upon successful completion, the graduate becomes a Certified Registered Nurse Anesthetist capable of practicing in all 50 states. To date, 100 percent of our students pass the examination in their first year post-graduation.

In addition to our own integrated M.S.-Nurse Anesthesia Program, the University also serves as the academic center for St. Joseph's School of Anesthesia for Nurses, which is a hospital-based program. Under this arrangement, the University provides only the academic component and awards the academic M.S.-Nurse Anesthesia Degree, while the hospital-based program provides the clinical training leading to the Certificate of Clinical Anesthesia Education (which they award independently).

Mission Statement

The mission of the School of Nurse Anesthesia is to offer an educational experience of the highest quality, emphasizing an integrated and interdisciplinary perspective on health and healing, to a select group of graduate-level registered nurses in order to satisfy a growing societal need for competent nurse anesthetists.

Goal

Our goal is to provide the highest possible level of scientific knowledge to each individual student through formal and informal guidance, professional, didactic and clinical instruction, while preparing the graduate level nurse anesthetist for the lifelong study and practice of anesthesia.

Accreditation

The School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, a specialized accrediting body recognized by the Council on Post-secondary Accreditation and the U.S. Department of Education. The School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs through fall of 2010.

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Masters of Science - Nurse Anesthesia

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Admission

Application Procedures

For the UNE MSNA/CRNA program, applications may be obtained from the UNE Admissions Office or via the School of Nurse Anesthesia (Address: School of Nurse Anesthesia, University of New England, 716 Stevens Avenue, Portland, ME 04103 USA Telephone: (207) 283-0171 (extension 4516, Email:vauger@une.edu)

For the Hospital-Collaboration MSNA/CRNA Program with St. Joseph's Hospital (Providence, RI), applications must be obtained from the hospital-based school, and students are then admitted simultaneously to UNE and the hospital program. (Address: St. Joseph Hospital – School of Anesthesia for Nurses, 200 High Service Road, North providence, RI 02904)

Basic admission requirements for both programs are:

1. Graduation from an accredited baccalaureate or higher degree generic program in nursing or from an accredited associate degree/diploma program in nursing with an additional bachelor of science degree.
2. Proof of current licensure as a registered nurse in your own state is required at the time of application. Upon acceptance into the program, licensure in the state where clinical experience is obtained will be required.
3. Grade point average (GPA) of approximately 3.0 or better in the sciences and professional courses.
4. Applicants are required to have a minimum of one (1) year's experience as a registered nurse in an acute care area prior to applying to the program.
5. Current Advanced Cardiac Life Support (ACLS) Certification.
6. Current Pediatric Advanced Life Support (PALS) Certification.
7. Successful completion of the Graduate Record Exam (GRE).
8. Successful completion of an organic chemistry or biochemistry course within the last five years.

Application Deadline

The application deadline each year is February 1.

Interviews

The School has a rolling admissions policy. Interviews are conducted individually by the program's administration and faculty. They begin in November and end mid-February. Along that time continuum, candidates are selected at various points and offered a seat in the next class. Final

selection does not occur until mid-February.

Advanced Placement

Not applicable.

Immunization Policy

The following immunization records are required of all students: Vaccine dates and titers of hepatitis B, measles, rubella, and mumps and varicella (note: two doses of the MMR vaccine may be substituted for the individual measles, mumps, and rubella vaccines). The program also requires proof of the diphtheria/tetanus vaccine, varicella, polio, and a tuberculin test within one year of matriculation.

Transfer Credit

The School does not accept transfer students from other programs.

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Masters of Science - Nurse Anesthesia

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Curriculum

The MSNA curriculum is designed so that students are based on campus for the first eight months (two semesters) of the program. The majority of the basic science didactic courses are offered during this period. The remaining 19 months of the program are hospital-based, with an emphasis on advanced coursework, clinical training, and research. All students are required to complete the entire curriculum with passing grades and complete a research or teaching project.

[Course Descriptions](#)

FIRST YEAR

Hours Credits

Term 1-Fall (September-December)

| | | |
|--|------------|-----------|
| ANE-504 Pharmacology I | 45 | 3 |
| ANE-507 Chemistry/Physics | 45 | 3 |
| ANE-505 Anatomy for Nurse Anesthetists | 30 | 2 |
| ANE-601 Professional Aspects I | 30 | 2 |
| ANE-603 Physiology I | 75 | 5 |
| ANE-608 Integrating Seminar I | 15 | 1 |
| ANE-621 The Legal, Economic, and Ethical Context of Healthcare | 30 | 2 |
| Subtotal | 270 | 18 |

Term 2 - Spring (January-April)

| | | |
|--|------------|-----------|
| ANE-604 Physiology II | 75 | 5 |
| ANE-609 Research Methods Seminar | 45 | 3 |
| ANE-606 Pharmacology II | 60 | 4 |
| ANE-602 Anesthesia Principles I | 45 | 3 |
| ANE-622 Principles of Didactic Instruction | 15 | 1 |
| Subtotal | 240 | 16 |

SECOND YEAR

Term 1 - Summer (May-August)

| | | |
|----------------------------------|-----------|----------|
| ANE-623 Anesthesia Principles II | 45 | 3 |
| Subtotal | 45 | 3 |

Term II - Fall (September - December)

| | | |
|------------------------------------|-----------|----------|
| ANE- 624 Anesthesia Principles III | 45 | 3 |
| Subtotal | 45 | 3 |

Term 3 - Spring (January - April)

| | | |
|----------------------------------|-----------|----------|
| ANE-625 Anesthesia Principles IV | 60 | 4 |
| Subtotal | 60 | 4 |

THIRD YEAR

Term 1 - Summer (May-August)

| | | |
|---------------------------------|------------|-----------|
| ANE-626 Professional Aspects II | 30 | 2 |
| ANE-613 Research Practicum | 45 | 3 |
| Subtotal | 75 | 5 |
| | | |
| ANE-620 Clinical Review | 15 | 1 |
| Subtotal | 15 | 1 |
| | | |
| Program Total | 750 | 50 |

Clinical Training

Upon completion of the didactic portion of the program in April, the students move on to the 19-month hospital-based clinical portion of the curriculum. The primary focus is clinical anesthesia training. The clinical experience obtained will be of the width and breadth necessary for the student to achieve clinical competency in anesthesia. This is accomplished through affiliations at clinical sites throughout the New England area.

Each student will participate in at least 600 anesthesia cases. All of the surgical specialties are available, including hands-on training in regional anesthesia techniques. Specialty experiences (i.e. neuro-surgery, open-heart surgery, high-risk obstetrics) when not available at primary hospital affiliation sites will be obtained from short-term rotations at other medical facilities in the region.

All types of anesthesia techniques and the latest agents are available for student participation. Students are able to obtain experience in general anesthetics, intravenous agents, and regional anesthesia to include: spinal, epidural, axillary block, and Bier blocks.

The Council on Accreditation of Nurse Anesthesia Educational Programs has set minimum standards for clinical experience that each student must achieve prior to graduation from the program and in order to qualify for the National Certifying Examination.

Clinical Affiliates

Clinical sites currently utilized by the School of Nurse Anesthesia include:

Maine

- Cary Medical Center - Caribou
- Central Maine Medical Center - Lewiston
- Eastern Maine Medical Center - Bangor
- Goodall Hospital - Sanford
- Mercy Hospital - Portland
- Maine Medical Center - Portland
- Maine General Medical Center - Augusta
- Maine General Medical Center - Waterville
- Veterans Administration - Togus

Massachusetts

- Boston Medical Center - Boston

New Hampshire

- Catholic Medical Center - Manchester
- Concord Hospital - Concord
- Cottage Hospital - Woodsville
- Dartmouth - Hitchcock
- Elliot Hospital - Manchester

Vermont

Fletcher Allen Medical Center - Burlington

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Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the [Financial Information section](#) of this catalog.

Applicants are encouraged to review their financial resources carefully and anticipate them realistically.

Tuition and Fees

| | |
|--|---------------------|
| Application Fee (non-refundable) | \$40 |
| General Services Fee (annual) | \$325 |
| Tuition per credit hour | \$540 |
| Malpractice Insurance Fee, annual | \$320 |
| Parking Fee, annual | \$50 |
| Junior AANA Membership | \$20 |
| Ear Mold (approximately) | \$45 |
| Practice Qualifying Examination Fee | \$125 (optional) |
| Qualifying Examination Fee (paid at end of program to Council on Certification of Nurse Anesthetists) | \$575 \$50 |

Tuition and fees are payable in full at the beginning of each semester.

For more information regarding tuition and fees, please consult the [Financial Information section \(LINK\)](#) of this catalog.

Financial Aid

Detailed information and applications are available on request from the Financial Aid office at the University Campus. Call 207-283-0170, extension 2342.

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Grading

Course grades are determined by the student's performance in that course and are expressed as either a letter grade or a pass/fail grade. At the conclusion of the semester, the work of each student is reviewed jointly by the School's faculty and hospital clinical coordinator. Those who do not have a satisfactory record may be asked to withdraw.

The following grading system is in effect:

| | |
|----|-------------------|
| A | 4.00 |
| A- | 3.75 |
| B+ | 3.50 |
| B | 3.00 |
| B- | 2.75 |
| C+ | 2.50 |
| C | 2.00 |
| C- | 1.75 |
| F | 0.00 |
| W | Withdrawn |
| WP | Withdrawn Passing |
| WF | Withdrawn Failing |
| P | Passing |
| NP | Not Passing |
| I | Incomplete |

A grade of F received in any course will prevent the student from entering into the clinical phase of the program. Courses in the MSNA program are offered once per year. If a course is failed, the student is allowed to repeat it; however he or she must wait until the next time that course is offered in the MSNA program schedule. Until the course is offered again the student must apply for and remain on a leave of absence. Upon completion of a repeated course, a new listing and assigned grade are placed in the student's transcript. However, the original course listing and grade remain on the student's transcript. All courses are listed chronologically on the transcript by semester or academic period in which they are enrolled.

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Masters of Science - Nurse Anesthesia

[Department Website](#)

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See the [Administrative Services and Policies](#) section of the catalog for specific information.

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Department of Occupational Therapy

[Department Website](#)

College of Health Professions

| | |
|---|--------------------------------|
| MacRae, Nancy (Chair) M.S., University of Southern Maine-Adult Education; B.S., University of New Hampshire-Occupational Therapy. | Associate Professor |
| Arnold, Molly Coordinator of Community OT Clinic M.S., Sargent College of Allied Health Professions, Boston University; B.S., Sargent College of Allied Health Professions, Boston University-Occupational Therapy. | Clinical Assistant Professor |
| Croninger, William M.A., Adams State College-Guidance and Counseling; B.A., Adams State College-Psychology; B.S., University of New England-Occupational Therapy. | Associate Professor |
| DeBrakeleer, Betsy A.A.H.S., New Hampshire Vocational Technical College-Occupational Therapy Assistant. | Clinical Fieldwork Coordinator |
| Froehlich, Jeanette M.S.O.T., Sargent College of Allied Health Professions, Boston University-Occupational Therapy; B.S., University of New Hampshire-Physical Education, PrePhysical Therapy and Psychology. | Associate Professor |
| Kimball, Judith Ph.D., Syracuse University-School Psychology; M.S., Syracuse University-Special Education; B.S., Boston University-Occupational Therapy. | Professor |
| Loukas, Kathryn M.S.O.T. Western Michigan University-Occupational Therapy; B.S., University of Colorado-Recreation. | Assistant Professor |
| Moyer, Elizabeth M.S., Virginia Commonwealth University-Occupational Therapy; B.S., University of Iowa-Psychology. | Assistant Professor |
| Nesbit, Susan M.S., Columbia University - Occupational Therapy; B.S., Ohio State University - Child Development. | Assistant Professor |
| O'Brien, Jane Clifford University of South Carolina-Exercise Science/Concentration in Motor Control; M.S.O.T., Sargent College of Allied Health-Boston University, B.A., University of Maine at Orono, University of Salzburg-Advanced Standing. | Assistant Professor |

Perry, Katherine Clinical Assistant Professor
 M.A., New York University - Occupational Therapy; B.S., University of New Hampshire - Occupational Therapy; B.A., University of New Hampshire - Theater/Communications.

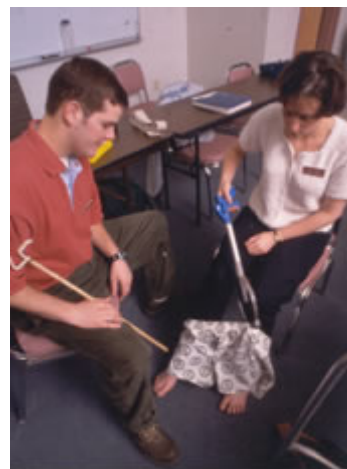
Robnett, Regula Associate Professor
 M.S., Colorado State University-Occupational Therapy; M. Ed., Colorado State University-Guidance and Counseling; B.S., Colorado State University-Psychology, German.

Vroman, Kerryellen Associate Professor
 M. H. Sc., McMaster University, Canada-Health Sciences; B.A., Massey University, New Zealand-Social Sciences; Diploma of Occupational Therapy, Central Institute of Technology, New Zealand.

Overview

Occupational therapy is a health profession whose practitioners provide preventative and rehabilitative services for individuals whose lives have been disrupted by physical injury or illness, developmental problems, social or psychological difficulties, or the aging process. Occupational therapists, relying on a diversified knowledge of the social, behavioral and life sciences, evaluate capacities and skills and create programs designed to allow clients to achieve the highest level of function possible in their occupational roles.

There are opportunities for men and women in the profession to work with children and adults with physical and emotional disabilities to assist them in performing self-care, leisure, and work activities. The occupational therapist may work in a hospital, clinic, school, rehabilitation center, home care program, community health center, day care center, psychiatric facility, nursing home, or community based program. With experience, the therapist might function in private practice, as a university faculty member, as an administrator, or as a consultant.



Accreditation

The Occupational Therapy Program was first awarded accreditation in January 1985. The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduates of the program will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Eligibility for Certification and Licensure

Eligibility for the National Certification Examination requires:

1. A bachelor's degree or a professional (basic) master's degree;
2. Successful completion of an accredited Occupational Therapy curriculum; and
3. Successful completion of a minimum of six months of supervised fieldwork.

Curriculum

[Course Descriptions](#)

The five-year curriculum combines a pre-professional core program followed by third- and fourth-year professional courses and a fifth master's year, which includes fieldwork experience at clinical sites in the U.S. and Canada. Students admitted to the program begin as pre-occupational therapy majors; after the second year, qualified students are granted admission into the upper-level major program (professional portion).

The professional curriculum covers the third, fourth and fifth years (including the fieldwork during the master's year) leading to a master of science degree with a major in occupational therapy.

Occupational therapy students in the five-year master's program will be eligible to receive a bachelor of science degree, with a major in health sciences, upon successful completion of their fourth year of study. They then continue on in their fifth year to pursue a master of science in occupational therapy degree. Only those who complete the fifth year will be considered to graduate with an occupational therapy degree.

The OT faculty support the view that all life activities (vocational, avocational, self-care, leisure, etc.) may be described as "occupations": humans are occupational by nature and occupations facilitate health and well-being. Occupational therapy as taught at the University of New England is a holistic science that emphasizes the health of the individual in terms of his/her productive participation in society. Consistent with the overall University of New England mission, occupational therapy students study not only medical interventions, but also all the complex psychological and sociocultural aspects that contribute to maintenance of health.

Problems, impediments, or disruptions in people's health interfere with their ability to perform any of their occupations and their relationship to others around them. The occupational therapist is viewed as a facilitator or catalyst who helps maximize the quality of a person's health through improving occupational choices within complex biological, psychological, and sociocultural systems.

In the program the student is exposed to:

1. Normal human development, functions, structure, and systems and how these interact to influence health maintenance.
2. Biological, psychological, environmental, and sociocultural conditions that may contribute to or interfere with optimum functioning.
3. Medical, psychosocial, and holistic interventions, which may be used to treat these conditions.
4. Occupational therapy procedures and activities, which may be used to help the individual attain maximal functioning in occupational behavioral ability, choice, and satisfaction.
5. Basic research procedures, supervisory and administrative strategies, and health care delivery systems.
6. Occupational therapy practice. A major strength of the occupational therapy curriculum is its field base. Students are involved in the clinical application of learning each semester of the professional curriculum.

Pre-Occupational Therapy Requirements:

| Program/Degree Area | Credits |
|---|----------------|
| Life Sciences | 42-43 |
| BIO 104 - General Biology | 4 |
| BIO 245 - Gen Prin Human Anat, Phys, and Path I | 4 |
| BIO 345 - Gen Prin Human Anat, Phys, and Path II | 5 |
| CHE 125 - Intro to Chem and Physics (Spring Only) | 4 |
| ENV 104 - Intro to Environmental Issues | 3 |
| Humanities | |
| ENG 110 - English Composition | 4 |
| *Humanities Exploration course | 3 |
| Applied Creative Arts | 3 |
| LIL 211A - Human Traditions | 3 |
| LIL 211B - Human Traditions | 3 |
| Mathematics | |
| Mat 120 - Statistics | 3 |

Social and Behavioral Sciences

| | |
|---|---|
| PSY 105 - Introduction to Psychology | 3 |
| PSY 205 - Abnormal Psychology | 3 |
| PSY 220 - Social/Cultural Context of Human Devel I | 3 |
| PSY 270 - Social/Cultural Context of Human Devel II | 3 |
| *SOC 150 - Intro Sociology -or- Social Explorations | 3 |

Other PreProfessional Core

| | |
|--|---|
| OTR 201 - Introduction to Occupational Therapy | 2 |
| OTR 250 - Intro to Communication | 1 |
| OTR 316 - Research Methods | 3 |

Total **60**

*Students must take six credits of explorations courses, three of which must be in humanities. During the professional program, two advanced humanities (6 credits), one of which must be Ethics, and CIT 400 - Citizenship (1 credit), are taken in the fourth year.

Occupational Therapy: Professional Curriculum**

| Program/Degree Area | Credits |
|--|----------------|
| Fall of Third Year - 15-Week Semester (September - December) | 42-43 |
| BIO 302 - Gross Anatomy | 6 |
| OTR 301- Foundation of OT | 3 |
| OTR 302 - Analysis of Occupational Performance | 3 |
| OTR 303 - Biopsychosocial Dimensions of Elders | 2 |
| OTR 304 - Biopsychosocial Dimensions of Occ Perf | 2 |
| OTR 350 - Community Practicum I | 1 |
| OTR 352 - Group Process/Leadership | 1 |
| Credits | 18 |
| Fall of Third Year - 15-Week Semester (September - December) | |
| BIO 302 - Gross Anatomy | 6 |
| OTR 301- Foundation of OT | 3 |
| OTR 302 - Analysis of Occupational Performance | 3 |
| OTR 303 - Biopsychosocial Dimensions of Elders | 2 |
| OTR 304 - Biopsychosocial Dimensions of Occ Perf | 2 |
| OTR 350 - Community Practicum I | 1 |
| Credits | 18 |
| Spring of Third Year - 15-Week Semester (January - May) | |
| BIO 404 - Neuroscience | 4 |
| OTR 310 - Kinesiology | 2 |
| OTR 310L - Kinesiology Lab | 0 |
| OTR 311 - Biopsychosocial Dimensions of Adulthood | 3 |
| OTR 312 - Occupational Performance in Adulthood | 4 |
| OTR 351 - Community Practicum II | 2 |
| OTR 353 - Intro to Problem Based Learning | 1 |
| Citizenship (or take senior year) | 1 |
| Credits | 16 (17) |

Fall of Fourth Year - 15-Week Semester

(September - December)

| | |
|---|----|
| OTR 401 - Biopsychosocial Dimensions of Adolescence and Young Adulthood | 3 |
| OTR 402 - Occupational Performance in Adolescence and Young Adulthood | 4 |
| IHH 402/502 Ethics or PHI 315/CHP 402 | 3 |
| OTR 452 - PBL: OT for Young Adults | 2 |
| OTR 450 - Community Practicum III | 2 |
| OTR 516 - Research Design | 2 |
| Elective: Advanced Humanities | 3 |
| Credits | 19 |

Spring of Fourth Year - 15-Week Semester

(January - May)

| | |
|---|--------|
| OTR 411 - Biopsychosocial Dimensions of Childhood | 3 |
| OTR 412 - Occupational Performance in Children | 5 |
| OTR 421 - Health Care Mgt and Delivery | 3 |
| OTR 451 - Community Practicum IV | 2 |
| OTR 453 - PBL:OT for Children | 2 |
| OTR 517 - Research Project II | 3 |
| Citizenship (or take Junior year) | 1 |
| Credits | 18(19) |

Fifth Year-Summer/Fall - 24 Weeks

(July - December)

| | |
|-------------------------|----|
| OTR 500 - Fieldwork IIA | 6 |
| OTR 501 - Fieldwork IIB | 6 |
| Credits | 12 |

January - April

| | |
|--|--------|
| OTR 505 - Advanced Practice Seminar | 4 |
| OTR 518 - Research Seminar | 1 |
| OTR 519 - Evidence-Based Research Seminar | 3 |
| Elective | 3-4 |
| OTR 550 - Delivery Sys - Realities of Practice | 4 |
| Credits | 15(16) |

May

| | |
|--|---|
| OTR 530 - Professional Electives (Includes 1 cr. Integrating Seminar) | 4 |
| Credits | 4 |

Total **60**

** *The Occupational Therapy Program faculty reserve the right to change courses or sequences*

| | |
|--|-----|
| Pre-Professional Credits | 60 |
| Credits of Professional Core | 67 |
| Total Credits for BS Degree | 127 |
| . Credits for MS Degree (Including Sr Research and FW) | 36 |
| Total Credits for Master of Science Occupational Therapy | 163 |

Clinical Experience

Students should be prepared for the added expense of weekly travel during Community Practicums I and II, and more extensive travel for two-week time periods during Community

Practicums III and IV. In addition, two three-month full-time Fieldwork II clinical placements are required. All Fieldwork II must be completed within 24 months following commencement exercises. A third three-month internship may be recommended for some students or a specialty internship may be elected. This would have to be completed after the master's year (please see note under curriculum). The expenses incurred for room and board during these internships, and travel to and from them are the responsibility of each individual student. Students should be prepared for the possibility of a fieldwork assignment anywhere in the United States. Due to the limited number of fieldwork sites available, a lottery system is used for assignment of mental health or pediatric fieldwork and a limited preference selection is used for the second placement in physical disabilities. While it is planned that students will participate in Fieldwork II placements before returning to campus for the master's courses, scarcity of fieldwork sites means this will not be possible for all students. All master's students must successfully complete at least one Fieldwork II placement before returning for master's courses. Those who do not complete both full-time fieldwork before master's year courses must complete the second one after the master's year May term.

Admission Requirements

Pre-Occupational Therapy Program

For entrance into the Pre-Occupational Therapy Program, students must meet the following requirements:

1. Students seeking admission to the Pre-Occupational Therapy Program should have completed high school courses in chemistry, biology, and two to three years of mathematics including Algebra II. They should emphasize communication skills and course work and activities that give them a feel for the developmental sequences that characterize human life from infancy to old age. Students should be in excellent health to be able to handle the rigors of the program and the professional demands that come after graduation.
2. Applicants to the Department of Occupational Therapy should submit their application materials to the Admissions Office during the fall of the year prior to matriculation. Decisions on applicants will be made on a rolling basis. Qualified students who apply after the fall will be admitted on a space-available basis.
3. A student in the pre-professional phase of the Occupational Therapy Program is encouraged to be a full-time student at the University of New England for his or her first academic year, taking a minimum of 12 credit hours in each semester.
4. A student in the pre-professional phase of the Occupational Therapy Program who will complete all prerequisite course work by the end of the fall semester of the student's second academic year at UNE may be granted a leave of absence without losing his/her space in the professional program. All requests for leave of absence will be considered on an individual basis and must go through the Admissions Office.
5. Before entering the professional program, a student must have completed a 20-hour volunteer experience and Intro to OT (OTR201).

Professional Occupational Therapy

Program and Policies

To be accepted in the professional program, a student must meet the following requirements:

1. All students who are admitted to the pre-professional OT program as first-year students by the Office of Admissions are guaranteed a spot in the professional program if they then meet the professional program admission requirements.
2. A student admitted into the pre-professional phase of the Occupational Therapy Program must have a 2.5 UNE GPA at the end of the spring semester of the student's first academic year at UNE. A student who does not achieve this GPA will be dismissed from the preprofessional program.
3. A student who receives a 3.0 UNE GPA at the end of spring semester of his/her second year and is in good standing is guaranteed a place in the professional program. OT pre-professional students who have a UNE GPA between 2.75 and 3.0 will compete with transfer students, both internal and external, for the remaining seats.
4. All students must pass all professional courses with a "C-" or better. If a student receives

an "F," he/she will be dismissed from the program. A student who receives two "D's" will be dismissed with the right to take a year's leave of absence (LOA). He/she must petition to re-enter the following year and complete a remediation plan. A student who receives one "D," or withdraws from a professional level course, must retake that course and pass with a "C-" or better.

5. The faculty reserve the right to deny enrollment in the professional program to any student who demonstrates behaviors deemed inappropriate for the profession.
6. The Admissions Office will assume primary responsibility for admission to both phases of the Occupational Therapy Program
7. Level II Fieldwork must be completed within 24 months of the completion of the didactic course work of the Occupational Therapy Program.

Special Expenses for Occupational Therapy

Students who are admitted into the Occupational Therapy Degree Program must be prepared to travel to facilities throughout the United States to complete the community practicum and Fieldwork II requirements. Fieldwork and travel expenses are estimated. Actual expenses are dependent on the location and requirements of the clinical center. Students will have limited preference options in selection of their clinical placements, and final decisions will be made by the occupational therapy academic fieldwork coordinator.

Tuition for 12 credits of fieldwork is included in the fifth-year tuition. Fieldwork is a prerequisite for the National Certification Exam, which is required in order to practice as an Occupational Therapist Registered. A third, optional fieldwork experience may be elected after the fifth year at continuing education rates.

Financial assistance for these additional expenses cannot be guaranteed, although every effort will be made to assist students with major financial problems.

| Estimated Expenses | 3rd Yr | 4th Yr | 5th Yr |
|---------------------------|---------------|---------------|---------------|
| Books and Supplies | \$800 | \$800 | \$600 |
| Uniforms | 50 | 50 | - |
| Fieldwork Travel | 400 | 400 | 2,000* |
| Fieldwork Housing | - | - | 3,600* |
| Student Malpractice Ins | 70 | 70 | 70 |
| Totals | \$1,270 | \$1,270 | \$6,220 |

*includes 6 months Fieldwork II

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Master of Science - Physician Assistant

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College of Health Professions

Marlin, Karen A. PA-C, MS
P.A., Yale University School of Medicine Physician Associate Program;
M.S., Finch University of Health Sciences/The Chicago Medical School;
B.S., University of New Haven - Public Administration; Certified -
National Commission on Certification of Physician Assistants.

Program
Director/Assistant
Professor

Enking, Patrick J. PA-C, MS, NCC
M.S., University of Southern Maine; B.S.P.A, University of Wisconsin-
Madison; Certified-National Commission on Certification of Physician
Assistants.

Clinical
Coordinator/Assistant
Professor

Fogg, Erich A. MMSc, PA-C.
MMSc. PA, Emory University School of Medicine; BS, Springfield College;
Certified-National Commission on Certification of Physician Assistants.

Clinical Coordinator

DiCarlo-Piccarrillo, Susan
M.S., C.R.N.A., Columbia University B.S.N., St. Joseph's College
(Conn.) B.S.N., Southern Connecticut State University.

Faculty

Handler, Jeffrey B. M.D.
Tufts University School of Medicine; B.A. Rutgers University; Residency
and Fellowship Naval Regional Medical Center-Board Certified in Internal
Medicine and Cardiovascular Disease.

Clinical Medicine
Instructor/Assistant
Professor

Hart, Elizabeth B. M.D.
Dartmouth Medical School; B.A., Harvard-Radcliffe College; Maine-
Dartmouth Family Practice Residency-Board Certified in Family Practice.

Medical
Director/Assistant
Professor

Moschella, Carla J. PA-C, MS, RD
M.S., Framingham State College; P.A., Yale University School of Medicine
Physician Associate Program; B.A., Purdue University; Certified-National
Commission on Certification of Physician Assistants.

Academic
Coordinator

Rousseau, Christy A. MSPA, PA-C.
MSPA, University of New England; BA, University of Southern Maine;
Certified-National Commission on Certification of Physician Assistants.

Clinical Coordinator

Overview

The Master of Science - Physician Assistant Program (MSPA) has been planned to effectively utilize faculty expertise from the University's three colleges. Some faculty hold joint appointments with responsibility for teaching medical and physician assistant students as well as other health profession matriculants. Similarly, physician assistant candidates will receive clinical supervision as part of an integrated team of health providers. It is our expectation that these collaborative strategies toward teaching and learning will ultimately result in high quality, cost-effective health care delivery, particularly in medically under-served regions of New England.

Upon successful completion of the Physician Assistant Program, the University of New England awards the master of science degree. The program operates on a twenty-four month full-time calendar, beginning in mid-June of each year with a new incoming class.

Mission Statement

The mission of the University of New England Physician Assistant Program is to prepare master's-level primary care physician assistants who will practice with physicians and other members of the health care team. Special emphasis is placed on educating clinicians who will provide healthcare to rural and urban underserved populations. The University of New England is committed to developing practitioners who are skilled in primary medical care, geriatrics, health promotion and public health practice.

The Physician Assistant Professional

Physician assistants (PAs) are health professionals licensed to practice medicine with physician supervision. Physician assistants are qualified by graduation from an accredited physician assistant educational program and/or certification by the National Commission on Certification of Physician Assistants. Within the physician/PA relationship, physician assistants exercise autonomy in medical decision-making and provide a broad range of diagnostic and therapeutic services under the general supervision of the physician.

Accreditation

The University of New England's Master of Science - Physician Assistant Program was designed according to the Essentials and Guidelines for an Accredited Educational Program for the Physician Assistant. The University of New England Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

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Master of Science - Physician Assistant

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Admission Requirements/Criteria

- At least 90 undergraduate credits from an accredited institution(s).
- At least eight credit hours in biology courses with labs, equivalent to two semester courses, or six credit hours of advanced biology.
- At least eight credit hours of general chemistry, equivalent to two semester courses consisting of lecture and laboratory.
- Either the biology or chemistry credits must have been completed within eight years of matriculation.
- Three credit hours of biochemistry, equivalent to one semester consisting of lecture and laboratory;
- Completion of six credits in English, including at least three credits in English composition.
- Completion of six credits in psychology/sociology or related behavioral sciences.
- Courses in statistics, physics, anatomy, physiology, and computer science are highly recommended.
- A minimum cumulative GPA of 2.75 in natural science courses and an overall minimum GPA of 2.50.
- Paid or volunteer experience in a health/human services setting with direct patient/client contact will be viewed as highly desirable.
- Computer experience strongly recommended.

The Admission Committee reserves the right to make exceptions to the above when it deems such a decision is appropriate

Note: Before matriculation, accepted applicants will need to obtain a physical exam with proof of up-to-date immunization status and a current Health Provider Basic Life Support course. This information must be presented upon registration.

Admissions Policies and Procedures

- Applications for admissions are accepted through the Central Application Service for Physician Assistant Programs (CASPA) at www.caspaonline.org beginning in July of each year. All admission decisions are completed in the early spring prior to the June start date.
- On-campus interviews are granted to qualified applicants upon invitation by the Admissions Committee, and are required for admission to the program.
- All admission policies and procedures are subject to continuous review by the Admissions Committee and may be changed without notice.
- Deadline for submission of a completed application with all supporting documents is **November 1st** of each year prior to the start of June classes.

Application materials may be obtained on the Internet from:

The Central Application Service for Physician Assistants (CASPA) www.caspaonline.org

Information sessions are held on the campus periodically. Please call: 1-800-477-4UNE or 207-283-0171, extension 2475 for further information.

Transfer Credit

Transfer credits may be awarded to students who transfer from another physician assistant program. The program director will award transfer credits on a case-by-case basis.

Advanced Placement

Admitted students who have taken basic science graduate or undergraduate courses may qualify for advanced placement (advanced standing). To obtain credit for a course, the student must request an Advanced Placement Form from the program. A request for advanced placement must be approved by the course director.

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Master of Science - Physician Assistant

[Department Website](#)

Curriculum

Phase I of the program of study consists of 54 credit hours in pre-clinical didactic course work. The fall, winter and spring terms include instruction in the fields of microbiology, clinical medicine, pharmacology, emergency medicine, anatomy, physiology, and research methodology. Twelve months of clinical rotations will take place upon completion of the didactic phase. The program is completed with a final week on campus, consisting of two credit hours, which provides a forum for the presentation of students' research project to peers and faculty; offers assistance in preparing the graduating students for certification; and gives physician assistant candidates an opportunity to integrate the didactic and clinical portions of their training.

| Course/Program Area | Credits |
|---|-----------|
| Summer I | |
| June - August (10 weeks) | |
| PAC 500 - Anatomy | 4 |
| PAC 503 - Clinical Assessment I | 2 |
| PAC 505 - Professional Seminar I | 1 |
| PAC 506 - Integrating Seminar I | 1 |
| PAC 507 - Pharmacology I | 1 |
| PAC 509 - Integrated Clinical Medicine I | 1 |
| PAC 520 - Behavioral Medicine | 2 |
| Semester total | 12 |
| Fall | |
| September - December (15 weeks) | |
| PAC 511 - Health Promotion and Disease Prevention | 2 |
| PAC 513 - Clinical Assessment II | 1 |
| PAC 514 - Application of Research in Clinical Practice I | 1 |
| PAC 516 - Integrating Seminar II | 1 |
| PAC 517 - Microbiology | 3 |
| PAC 518 - Pharmacology II | 3 |
| PAC 519 - Integrated Clinical Medicine II | 8 |
| PAC 522 - Integrated Geriatrics I | 1 |
| Semester total | 20 |
| Spring | |
| January - May (20 weeks) | |
| PAC 510 - Professional and Ethical Issues for Healthcare Provider: Interdisciplinary Perspectives | 2 |
| PAC 533 - Clinical Assessment III | 2 |
| PAC 534 - Application of Research in Clinical Practice II | 1 |

| | |
|--|-----------|
| PAC 536 - Integrating Seminar III | 1 |
| PAC 537 - Emergency Medicine and Surgery | 4 |
| PAC 538 - Pharmacology III | 1 |
| PAC 539 - Integrated Clinical Medicine III | 8 |
| PAC 540 - Integrated Geriatrics II | 1 |
| PAC 541 - Epidemiology | 1 |
| PAC 542 - Current topics in Nutrition | 1 |
| Semester total | 22 |

Spring II - Summer II

June - June (12 months)

Clinical Rotations

| | |
|---|-----------|
| PAC 600 - Internal Medicine (6 Weeks) | 6 |
| PAC 601 - Internal Medicine (6 Weeks) | 6 |
| PAC 602 - Emergency Medicine (6 Weeks) | 6 |
| PAC 603 - Surgery (6 Weeks) | 6 |
| PAC 607 - Family Medicine I (6 Weeks) | 6 |
| PAC 608 - Family Medicine II (6 Weeks) | 6 |
| PAC 610 - Elective | 3 |
| PAC 612 - Primary Care Selective | 6 |
| PAC 613 - Specialty Selective | 6 |
| PAC 611 - Rotation Seminars | 2 |
| PAC 620 - Preparation for Clinical Practice | 1 |
| PAC 624 - Application of Research in Clinical Practice II | 1 |
| Semester Total | 55 |

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Master of Science - Physician Assistant

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Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the [Financial Information](#) section of this catalog.

Applicants are encouraged to review their financial resources carefully and anticipate them realistically.

Tuition and Fees

| | |
|------------------------------------|----------|
| Application Fee (non-refundable) | \$40 |
| General Services Fee (annual) | \$325 |
| Tuition (annual)* | \$22,755 |
| PA Lab Fee (one-time only) | \$250 |
| Malpractice Insurance Fee (annual) | \$310 |
| Parking Fee , annual | \$50 |

* *Tuition for the 12 month academic year. Tuition and fees are payable in full at the beginning of each semester. For more information regarding tuition and fees, please consult the [Financial Information](#) section of this catalog.*

PA Lab Fee

A fee to cover the expenses for specific science courses (e.g., anatomy, microbiology), Objective Structured Clinical Examinations (OSCEs), and evaluative testing will be charged.

Equipment

Students in the didactic phase will be required to obtain certain medical equipment. A list of required equipment is included with pre-matriculation materials. During the first week of class, the program will bring vendors to the school to demonstrate various brands of equipment. The vendors will give the students a group discount, but students are not obligated to purchase the equipment from these vendors. Estimated cost to the student is \$550 - \$775. Price is dependent on type, brand and quality of equipment. The University assumes no financial responsibility for this equipment.

Books

Students in the didactic phase can plan on spending approximately \$1,200 to \$1,500 on required textbooks. Course syllabi and the program book list also include recommended books which students are not required to purchase, but may wish to have as important reference materials.

Other Expenses

Students are responsible for expenses involved with travel, parking, living expenses and meals at clinical sites.

Financial Aid

Students enrolled in the MSPA Program at the University of New England may seek financial assistance through a variety of sources such as Federal Subsidized and Unsubsidized Stafford Loans, as well as outside funding through alternative loan programs.

Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-283-0170, extension 2342.

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Grading

Upon completion of a course of study, the faculty member in charge of that course submits the number of hours taught and a grade for each student to the academic coordinator. The MSPA program uses a high pass/pass/fail grading system.

Incomplete Policy

An incomplete (I) grade is given to a student who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The I grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or thirty days following the end of an eight-week session. The I grade defers computation of credits for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative F grade for the course.

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Technical Standards

All students must be able to meet the following University of New England Physician Assistant Program technical standards to successfully complete the Physician Assistant Program.

A candidate for the Physician Assistant Program must have abilities and skills in five categories: observation, communication, motor, intellectual, and behavioral/social. Reasonable accommodation for persons with documented disabilities will be considered on an individual basis, but a candidate must be able to perform in an independent manner. The following skills are required, with or without accommodation:

Observation:

Candidates must have sufficient sensory capacity to observe in the lecture hall, the laboratory, the outpatient setting, and the patient's bedside. Sensory skills adequate to perform a physical examination are required. Functional vision, hearing and tactile sensation must be adequate to observe a patient's condition and to elicit information through procedures regularly required in a physical examination, such as inspection, auscultation and palpation.

Communication:

Candidates must be able to communicate effectively in both academic and health care settings. Candidates must show evidence of effective written and verbal communication skills.

Motor:

The ability to participate in basic diagnostic and therapeutic maneuvers and procedures (e.g. palpation, auscultation) is required. Candidates must have sufficient motor function to execute movements required to provide care to patients. Candidates must be able to negotiate patient care environments and must be able to move between settings, such as clinic, classroom building, and hospital.

Physical stamina sufficient to complete the rigorous course of didactic and clinical study is required. Long periods of sitting, standing, or moving are required in classroom laboratory, and clinical experiences.

Intellectual:

Candidates must be able to measure, calculate, reason, analyze and synthesize. Problem-solving, one of the critical skills demanded of physician assistants, requires all of these intellectual abilities. In addition, candidates should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. Candidates must be able to read and understand medical literature. In order to complete the Physician Assistant Program degree, candidates must be able to demonstrate mastery of these skills and the ability to use them together in a timely fashion in medical problem-solving and patient care.

Behavioral and Social Attributes:

Candidates must possess the emotional health required for full utilization of their intellectual

abilities, the exercise of good judgment, and the prompt completion of all academic and patient care responsibilities. The development of mature, sensitive and effective relationships with patients and other members of the health care team is essential. Flexibility, compassion, integrity, motivation, interpersonal skills and the ability to function in the face of uncertainties inherent in clinical practice are all required.

For more information on disabilities and accommodation, please contact the UNE [Office of Students With Disabilities](#) at (207) 283-0171, extension 2815.

Student Employment

The program discourages students from having outside employment while attending the PA Program. If a student feels that it is necessary to work while in the program, it is advisable that the student informs his/her academic advisor.

Course Add/Drop or Withdrawal Policy

Due to the standard curriculum sequence within the MSPA Program, students are not allowed to add or drop courses. Students may not withdraw from a MSPA course, to do so indicates a complete withdrawal from the MSPA Program.

Repeat Course Policy

Courses in the MSPA Program are offered once per year. If a course is failed the student is allowed to repeat it; however, s/he must wait until the next time that course is offered in the MSPA Program schedule. Until the course is offered again the student must apply for and remain on a leave of absence.

Upon completion of a repeated course, a new listing and assigned grade are placed on the student's transcript. The original course listing and grade remain on the student's transcript. All courses are listed chronologically on the transcript by semester or academic period in which they are enrolled.

Experiential Learning

No credit will be awarded to students for experiential learning.

Academic Program Standards

PA students must complete all MSPA Program requirements and receive a passing grade in all courses and clinical rotations to be eligible for graduation.

Graduation

To qualify for graduation from the Physician Assistant Program students must:

1. Have successfully received a minimum of a Passing grade in all didactic courses and all clinical rotations.
2. Completed all prescribed program requirements as outlined in course syllabi, and the Student Manual.
3. Have been recommended by the MSPA faculty for graduation.
4. Have no outstanding financial obligations to the University.
5. Follow all procedures and meet all requirements of the College as defined in the UNE Student Handbook.

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College of Health Professions

| | |
|---|--|
| Thompson, Joanne Ph.D., Rutgers University; M.S.W., University of Arkansas; B.A., LaGrange College. | Director, School of SocialWork/Professor |
| Arnsberger, Pamela Ph.D., M.S.W., University of California Berkley; A.B., University of California Santa Cruz. | Professor |
| Ayer, Nancy M.S.W., West Virginia; B.A., University of Southern Maine. | Clinical Associate Professor |
| Burke, Patricia M.S.W., Boston University, B.A., Brandeis University. | Assistant Professor |
| Coha, Amy M.S.W., University of Michigan; B.S. State University of New York at New Paltz. | Clinical Assistant Professor |
| Cohen, Marcia B. Ph.D., Brandeis University; M.S.W., Columbia University; B.A., Clark University. | Professor |
| Cummings, Robert E. Ph.D., Brandeis University; M.S.W., Boston College; B.A., Northeastern University. | Associate Professor |
| DeLois, Kathryn A. Ph.D., University of Washington; M.S.W., Boston College; B.A., Bowdoin College. | Assistant Professor |
| Dietz, Christine A. Ph.D., SUNY at Buffalo; M.S.W., University of Iowa; B.S., Iowa State University. | Associate Professor |
| Gray, Elizabeth A. M.S.W., University of Connecticut; B.A., Salve Regina College. | Clinical Associate Professor |
| Graybeal, Clay T. Ph.D., Rutgers University; M.S.W., Fordham University; B.A., Ohio University. | Professor |
| Lacey, Patricia M.S.W., University of New England; B.A., University of Maine at Fort Kent. | Clinical Instructor |
| McLaughlin, Tom M.S.W., University of New England; B.A. University of Southern Maine. | Assistant Professor |

| | |
|---|---------------------|
| Moore, Vernon L. Ed.D., Vanderbilt University; M.S.W., University of Louisville; B.A., University of Oklahoma. | Associate Professor |
| Prichard, David C. Ph.D., Virginia Commonwealth University; M.A., University of Maine; B.A., University of Maine. | Associate Professor |
| Rose, Stephen M. Ph.D., Brandeis University; M.S.S.A. (M.S.W.), Case Western Reserve University; B.A., Brandeis University. | Professor |

Overview

The School of Social Work prepares people for advanced professional practice and is accredited to offer the master of social work (MSW) degree by the Council on Social Work Education. MSW graduates learn to understand the potential for individual and collective human development when people live with dignity and social justice; to identify people's strengths across diverse populations and how to build upon them; to understand the multiple social, cultural, political and economic factors influencing the design, development and evaluation of social policies and programs; to develop the knowledge and skills necessary to carry out multiple social work interventions consistent with the School's mission and the profession's ethics; and to develop intervention strategies that empower individuals, families, groups, or communities.

The MSW degree offers graduates the opportunity to play active roles in health and mental health, alcohol and substance abuse, poverty and public welfare, women's and children's services, domestic violence, homelessness, and other emerging areas of service delivery. The program prepares graduates to work with individuals, families, groups, organizations, and communities in an array of settings and with diverse populations. The values and commitments embedded in the School's Mission Statement permeate our work in every area.

Mission Statement

The School of Social Work at the University of New England is committed to the values of human dignity, individual and cultural diversity, individual and collective self-determination, and social justice. We honor the uniqueness of the individual while simultaneously respecting people's membership in groups distinguished by class, race or ethnicity, gender or sexual orientation, culture, religion, age or ability. With a strengths perspective as our primary organizing theme, our efforts to promote social development demand a commitment to struggle against oppression including all forms of discrimination, social and economic injustice, and violence.

Professional social work knowledge and skills emanate from these values and form the basis for our educational program. We provide understanding of people's strengths individually and collectively. We focus on societal barriers to human dignity including thorough assessment of social, psychological, economic and organizational oppression, their impact on people's lives, and the strengths people have developed to endure, resist, and change. Our learning environment (1) facilitates and encourages self-examination and reflection; (2) provides respect for each student as both teacher/learner; and (3) demands that our own actions serve as models for operationalizing these values in the classroom, among colleagues, in our governance, and in the University and community.

We prepare our graduates as advanced social work practitioners firmly based in these values as the principles guiding their work. We provide students with the knowledge and skills to promote human relationships grounded in mutuality, compassion and dignity; to support and enhance individual and collective self-determination; and to influence social, economic and political systems to develop the human rights, resources and opportunities to achieve social justice.

Goals of the MSW Program

1. To prepare students for entry into advanced social work practice - to carry out professional roles and responsibilities consistent with social work ethics and the values embodied in the School's mission.

2. To prepare students to understand the interactive and multiple historical and contextual factors that shape and define the social work profession, social policies and programs, and their impact with different client systems.
3. To prepare students to understand structural, cultural and interpersonal oppression occurring in people's lives and its impact on individuals, families and communities.
4. To provide students with the knowledge and skills to identify and build upon the strengths of client systems at multiple levels.
5. To provide students with the knowledge and skills necessary to produce effective interventions with people from diverse backgrounds, experiencing different types of problems, across different settings.
6. To help students develop and implement professional practice relationships based upon empowerment and connection in order to enhance social functioning and social change consistent with the values of human dignity, individual and cultural diversity, self-determination, and social justice.
7. To help students build the knowledge and skills necessary to influence social, economic and political systems to provide adequate and appropriate resources that honor diversity, and to achieve social justice.
8. To help students use critical self-reflection, research and continuing knowledge building to enhance professional practice.
9. To prepare students to work in unserved and under served areas within our Region.

These goals are carefully specified as learning objectives and permeate our curriculum. Through their presence in courses, fieldwork internships, and internal School governance we try to bring our Mission Statement to life.

Accreditation

The School of Social Work at the University of New England is accredited by the Council on Social Work Education to offer the master's degree in social work.

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Admissions Information

The admissions process is intended to identify and select the most highly qualified applicants to the School of Social Work. An Admissions Committee oversees the selection process and recommends admissions policies to the School. A complete admissions application contains the following materials:

1. School of Social Work application.
2. Official transcripts of all undergraduate and graduate study indicating completion of an undergraduate degree from an accredited college or university. These transcripts must be mailed directly from the issuing institution to the Admissions Office. Student Copies are not acceptable.
3. Indication that the applicant has taken a distribution of liberal arts courses, including content in human biology.
4. Two letters of reference.
5. A personal statement which expresses the applicant's reasons for pursuing a graduate social work degree at this point in his or her life; assesses the applicant's prior formal and informal learning and social work-related experiences; and discusses the applicant's perception of the School's Mission Statement and its applicability to professional social work.

Evidence of relevant employment, volunteer, and/or client experiences in service systems or social programs and other learning experiences in addition to formal education are considered in the admissions evaluation process. Applicants whose formal academic or work/volunteer experiences are felt to be misrepresentations of their qualifications for admission are encouraged to address these issues in their personal statement and to ask their reference writers to do the same. For this reason, no specific GPA or standardized test score is required.

Application Procedures

Application materials may be obtained from the School of Social Work, University of New England, 716 Stevens Ave, Portland, Maine, 04103 or by calling 1-207-797-7688, extension 4513, or the Admissions Office at extension 4354. TDY 1-207-382-0167.

It is the applicant's responsibility to complete the application files which must include all of the following items:

1. School of Social Work application form.
2. Personal Statement.

Official Transcripts of all undergraduate and graduate study. These transcripts must be
3. mailed directly from the issuing institution to the Admissions Office. Student copies are not acceptable.

Two letters of reference. (Note: pursuant to the Family Educational Rights and Privacy Acts

4. of 1974, applicants should notify referents, including therapists, that no material can be held confidential).
5. Application fee of \$40.00.

When all materials are received, the applicant is notified that the application file is complete. If notification is not received from the School within a reasonable time, the applicant should assume that his or her application is not complete and follow-up accordingly.

Applicants from outside the United States should submit their applications together with a financial affidavit and TOEFL scores (if their primary language is not English) at an early date because additional time is required to process these applications.

If a student is admitted to the School of Social Work prior to the completion of his or her bachelor's degree, the admission is contingent upon the School's receipt of evidence of graduation and the supplemental transcript of any undergraduate or graduate work in progress at the time of acceptance.

Application Deadlines

All applicants are encouraged to apply to the graduate School of Social Work by January 15th of the year prior to their intended enrollment. The application deadline is March 31st of each year. Applications are considered for entry into the program in the fall semester only.

Full-time and Part-time Options

Students may undertake their graduate education in the School of Social Work on a full-time or part-time basis. Full-time students can complete the program in four semesters (two academic years or extended years, with 1-2 summer sessions) while part-time students have three academic years to successfully complete their studies. The School also offers a number of classes in the evenings and on weekends, and during the May-June summer session to permit students opportunities for distributing their requirements more evenly over the calendar year. In addition, the School of Social Work may offer advanced standing status to qualified graduates of accredited BSW programs ([See Advanced Standing](#)).

New- For those individuals residing in northern Maine and Canada, the School of Social Work also offers a part-time course of study in Presque Isle, Maine.

All students are required to complete 64 credit hours of graduate study divided between classroom and fieldwork education. Field placements, or internships, consist of four semesters of supervised practice in approved social work settings; each semester includes 300 hours of practice experience.

Each semester, the School offers two of its graduate foundation courses to non-matriculating students. If non-matriculating students in our courses are later accepted into the School, these courses are transferred and the requirements for them waived (assuming passing grades). Applications for non-matriculated classes are due by August.

Advanced Standing

Graduates of an accredited BSW program may be awarded up to 30 credits of advanced standing in the University of New England School of Social Work under the following conditions:

1. Have graduated from a program, accredited by CSWE to award the BSW degree, within five years of their application to the School of Social Work.
2. Maintained at least a 3.0 GPA for their last 60 undergraduate credit hours.
3. That a review by the Admissions Committee of course outlines/syllabi and field work evaluations indicates that the applicant has had the class and field experiences that parallel the University of New England School of Social Work Foundation year and received a minimum of a B (3.0) average on a four-point scale.

4. That the applicant has demonstrated experience in the field that would merit advanced standing.
5. Applicant may be required to take coursework in the summer preceding regular fall enrollment.
6. Students admitted to advanced standing will be required to enroll in summer courses prior to the fall semester (Human Behavior I - 3 credits; Introduction to Advanced Practice - 3 credits). Students not meeting the UNE foundation field requirements (600 hours) may be required to complete an additional field practicum (up to 3 credit hours).

Transfer of Credit

Transfer of credit, other than advanced standing, only occurs for graduate courses taken at another accredited institution, under the following conditions:

1. Transfer students with one full year of graduate social work education.
Students from other graduate schools of social work, accredited by the Council on Social Work Education, who desire admission to the second year of the UNE School of Social Work, must have completed a full year of graduate study with a B average and acceptable field work evaluations. Credit is not being given for graduate work that was completed more than five years prior to admission to UNE. A transfer student must satisfactorily complete a minimum of 30 credit hours at the School of Social Work in order to earn a degree from the University of New England.

Transfer students are required to adhere to the degree requirements in effect at the time of their admission. Individualized provisions may, at times, increase the total credit hours required beyond the above-mentioned minimum.
2. Transfer students with less than one full year of graduate education.
Applicants requesting a transfer of credit for courses amounting to less than one full year at another accredited graduate school of social work, or for graduate courses taken in another related discipline, shall meet the following requirements:
 - a. The request for transfer of credit should be initiated at the time of application to the School.
 - b. The transferred credit must have been earned as graduate credit at an accredited university or college within five years preceding the request for transfer.
 - c. The transferred credit must be accepted by designated faculty as having a direct relevance to the program of study at the School of Social Work. Most first-year foundation level courses taken from another accredited graduate school of social work are transferable, but may not meet the requirements to waive a given course taught in the University's social work curriculum. A maximum of nine credit hours for graduate credits earned in another discipline may be transferred toward elective or required courses in the School's program providing that these credits were not included in an earned graduate degree at another institution.
 - d. All transferred credits must carry a minimum grade of B.
3. Transfer credit earned from a completed graduate program of study in another discipline.
In no event will any credit be transferable from another program in which the student has been awarded the graduate degree of that program. Waivers of requirements, without award of credit, may be made under appropriate circumstances including faculty review of course syllabi.
4. Procedures. Applicants wishing to apply for a transfer of credit, whether to be applied toward elective credit or for waiver of required courses, shall provide the Admissions Committee with a written petition for the transfer along with the following documents: an official transcript showing that the course(s) were taken and passed with a grade of B or better; a copy of the course descriptions, syllabi, bibliographies, field work evaluations, and college bulletin in which the course is described.

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Master of Social Work

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Curriculum

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The curriculum is designed to provide an integrated foundation or knowledge base and advanced skills for social work practice within a concentration (individual, family, and group practice or organizational and community social work practice).

Foundation year courses emphasize an integrated social work perspective involving the social context and its impact on social policy, programs, and the social work profession. Courses include Human Behavior and the Social Environment I and II; Social Work Policy and Programs I and II; Social Work Practice I and II; and Research I and II; and Integrating Seminars I and II. In addition, students spend 600 hours in a field setting which permits students another learning mode through placements in social agencies and programs with structured on-site professional supervision.

Advanced year concentrations are offered in individual, family, and group practice, and organization and community social work practice. Two advanced year required courses and electives build upon foundation knowledge and prepare the student for advanced practice in specialized areas. Both the foundation and the advanced year build upon an expected grounding in liberal arts.

Two advanced year concentrations have been developed:

1. Individual, Family, and Group Practice
2. Organization and Community Social Work Practice

The individual, family, and group practice concentration prepares students with knowledge and skills for advanced practice primarily focused with individuals, families, and groups in multiple settings. Organization and community social work practice provides students with knowledge and skills in an array of advanced practice roles in the areas of program and policy development, administration, supervision, political advocacy, community practice, and evaluation. Organization and community social work practice is appropriate for students interested in the application of advanced skills in interventions across various system levels. Both concentrations hope to prepare graduates for professional leadership positions within their communities.

Certain advanced-level courses are taken by all students, regardless of the concentration selected. The School of Social Work believes that students in both concentrations are enriched by having a better understanding of the other's theories, methods, and practice issues. Required bridging courses between the concentrations make the School of Social Work curriculum unique and dynamic. Social Work With Groups and Evaluation of Practice represent this type of course. Students' learning is enriched by dialogue reflecting different practice emphases emanating from common professional values. Electives further enrich the foundation and required advanced year curriculum.

Further Information

Information sessions discussing the program and applicants concerns are held at regularly scheduled times during the year. Interested applicants should call the School to find out the times of these meetings.

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Grading System

The School of Social Work has a letter grading system (A, A-, B+, B, B-, C+, C and F). Students in the program are expected to maintain a "B" (3.0) average over the course of their study. Students who receive two or more C's in courses will undergo an educational review. Students who receive an F in the first semester of a two semester course may not take the second semester of that course until the first semester is repeated or the failing grade is otherwise resolved. Any student who fails two or more classes will be dismissed from the program.

Incomplete Policy

When a student has reason to believe she/he may be unable to complete the work for a given course by the end of the term, she/he may apply for an extension by discussing this with the instructor and filling out a Request for Incomplete Form (available in the SSW office). At the time of this meeting, a plan will be agreed upon for completion of the course work, including a date of completion, not to exceed four weeks following the end date of the course. This form must be completed by the last day of class for the given course. Any student who does not follow the above guidelines will receive an F for the course. In exceptional circumstances (death in family, significant illness, accident), an additional extension may be requested. Any such request must be reviewed and co-signed by the director of the program.

Course Add/Drop or Withdrawal

Course changes (add/drops) are allowed during the first five days of classes; tuition may be adjusted dependent upon number of hours enrolled. After the first week of classes no refunds are made for course changes.

In normal length semesters, a matriculated student may withdraw from a course without academic penalty (a grade of W is assigned) at any time during the first two-thirds of the semester. If withdrawal occurs after that date, the grade of WP (withdrew passing) or WF (withdrew failing) will be entered, subject to determination by the instructor. The grade of WF is computed in the grade point average. Short-term programs or courses may be subject to specific policy regarding add/drop or withdrawal. Consult with the instructor and/or program director regarding such policy.

Repeat Course Policy

MSW students may repeat a course in the event of a failing grade if that is the recommendation of the Educational Review Committee. However, only the second or last course will receive credit on the student's transcript.

Upon completion of a repeated course, a new listing and assigned grade are placed on the student's transcript. The original course listing and grade remain on the student's transcript. All courses are listed chronologically on the transcript by semester or academic period in which the student is enrolled.

Readmission

A student who has officially withdrawn can reapply through the Office of Admissions, with the approval of the director of the School of Social Work. Special consideration for students who leave

the School in good standing will be given if their application for readmission is received within two years of their departure from the MSW program. Applications for readmission received more than two years from withdrawal will be considered as new applications.

Returning Students

Students who leave the School in good standing prior to completion of the requirements for the MSW degree are given special consideration for readmission. Credit is not given, however, for graduate work completed more than five years prior to the student's readmission.

Graduation

Upon successful completion of 64 credit hours of graduate study divided between classroom and field work education, students are awarded the master of social work degree from the University of New England. Students with advanced standing must successfully complete a minimum of 37 credit hours of course and field work to qualify for graduation.

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Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the [Financial Information section](#) of this catalog.

Applicants are encouraged to review their financial resources carefully and anticipate them realistically.

Tuition and Fees

| | |
|----------------------------------|-------|
| Application Fee (non-refundable) | \$40 |
| General Services Fee (annual) | \$325 |
| Tuition per credit hour* | \$480 |
| Malpractice Insurance Fee | \$25 |
| Parking Fee | \$50 |

**Tuition is charged per course and is payable in full at the beginning of each semester along with any applicable fees.*

*For more information regarding tuition and fees, please consult the **Financial Information** section of this catalog.*

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College of Health Professions

| | |
|--|------------------------------------|
| Sheldon, Michael (Program Director) M.S., Duke University-Physical Therapy; M.S., University of Maine, Orono-Zoology; B.S., University of Rhode Island-Zoology. | Associate Professor |
| Brown, David Ph.D., MCP-Hahnemann University-Pediatric Physical Therapy; M.A., University of South Dakota-Special Education; B.S., University of Colorado Medical Center-Physical Therapy. American Board of Physical Therapy Specialties, Certified Specialist in Pediatric Physical Therapy. | Assistant Professor |
| Butler, Barry B.S., University of New England-Physical Therapy; B.S., Central Connecticut State University-Health, Physical Education and Recreation. American Board of Physical Therapy Specialties, Certified Specialist in Orthopedic Physical Therapy. | Clinical Instructor |
| Fecteau, Paul B.S Physical Therapy, University of New England; Certified Athletic Trainer, University of New England; Credentialed Clinical Instructor, American Physical Therapy Association, Alexandria,VA. | Clinical Instructor |
| Fillyaw, Michael M.S., University of Massachusetts-Exercise Science; B.S., University of Connecticut- Physical Therapy. | Associate Professor |
| Giles, Scott M.S.P.T., Springfield College-Physical Therapy; B.S., Springfield College. | Clinical Assistant Professor |
| Leighton, Dennis M.S.P.T., Boston University-Physical Therapy; M.A., University of North Carolina- Physical Education; B.S., Springfield College-Physical Education. American Board of Physical Therapy Specialties, Certified Specialist in Orthopedic Physical Therapy. | Assistant Professor |
| Potter, Kirsten M.S., University of Health Sciences, Chicago Medical School-Physical Therapy; B.S., State University of New York at Buffalo-Physical Therapy. American Board of Physical Therapy Specialties, Certified Specialist in Neurologic Physical Therapy. | Associate Professor |
| Quick, Nancy Ph.D., University of Kentucky-Exercise Science; M.A., University of North Colorado- Exercise Science; B.S., University of Colorado Health Science Center-Physical Therapy | Assistant Professor |
| Rich, Nancy Carol Ph.D., University of Massachusetts at Amherst-Exercise Science; M.S., Indiana University-Physical Education with Research Option; B.S., University of Illinois at Chicago-Physical Therapy; B.S., University of Maine at Presque Isle-Health, Physical Education and Recreation. | Associate Professor |

The Physical Therapy Program at the University of New England

The professional education program in physical therapy at the University of New England is transitioning from a five-year Master of Physical Therapy (MPT) Degree Program to a free-standing, three-year Doctor of Physical Therapy (DPT) Degree Program. The first class will be admitted to the new DPT program in fall 2004.

These changes at UNE reflect the rapid state of transition in physical therapy education throughout the nation. While it took nearly two decades for the educational model to change from baccalaureate to master's-level education, the transition to education at the level of the clinical doctorate is happening at a significantly accelerated pace. At this time, the majority physical therapist education programs in the nation already offer, are in various stages of developing, or have indicated interest in developing a DPT degree program.

You may ask, why is the physical therapy program at UNE moving to the clinical doctorate as the degree for entry-level practice? Central to the issue is that the scope of physical therapy practice is expanding in the areas of critical inquiry, clinical decision-making, and the differential physical therapy diagnosis of impairments, functional limitations and disabilities. This scope of practice is reflective of the direct access to physical therapy services in 37 states including Maine. In addition to direct patient/client care following an illness or injury, physical therapists are involved in prevention and wellness, health promotion, and health screening activities. Physical therapists also function as educators, consultants, scholars, and administrators. It is the overwhelming opinion of the program faculty that education at the level of the clinical doctorate will best prepare graduates to function in a dynamic health care delivery system and in a society with diverse health care needs.

The University of New England's Physical Therapy Program has always looked toward the future, and we are confident that our new doctor of physical therapy will prepare our graduates for the challenges and rewards of the profession in the 21st Century.

Department of Physical Therapy Mission Statement

To advance the profession of physical therapy by educating physical therapy graduate students for contemporary practice and by contributing to research, interdisciplinary collaboration, community and professional service, and clinical practice. We are committed to evidence-based, interdisciplinary, and life-span care for the diagnosis, prevention, and intervention of movement impairments, functional limitations and disabilities.

Program Goals

The ultimate goal of the program is to prepare students to enter practice in physical therapy. To achieve this final goal, the faculty have identified six general program goals that are compatible with the missions of the department, College, and University and attained through the curriculum and the activities of the students and faculty.

The goals are to:

1. Prepare students to be competent physical therapists and contributing members of society.
2. Develop creative and flexible curricular approaches to meet the rapidly changing demands of professional practice.
3. Contribute to the advancement of knowledge in physical therapy through scholarly inquiry.
4. Provide continuing education opportunities to clinicians.
5. Actively participate in and contribute to professional activities at the local, state, and national levels.
6. Interact with other disciplines within the University based upon areas of interest and expertise.

Educational Outcomes

The Department of Physical Therapy, the College of Health Professions, and the University of New England are committed to offering a quality physical therapist education program that complies with the evaluative criteria of the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. The program provides learning experiences to enable graduates to achieve the outcomes required for the practice of physical therapy. Please refer to the Department of Physical Therapy Student Handbook for further details regarding educational outcomes.

Accreditation

The Physical Therapist Education Program at the University of New England was granted accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE)¹ through 2012. The program has been an accredited program since its beginnings (first graduating class in 1984). The program, through its policies and procedures, is committed to assuring compliance with the evaluative criteria established by CAPTE.

¹ Commission on Accreditation in Physical Therapy Education
1111 North Fairfax Street
Alexandria, Virginia 22314
email: accreditation@apta.org
phone: (703)-684-2782 or (703)-706-3245

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Admissions Policies and Procedures

The faculty in the Department of Physical Therapy value a class comprised of students with diverse educational backgrounds and life experiences. Individuals with a bachelor's degree from any accredited institution are encouraged to apply for admission to the DPT program. To be considered for admission to the DPT program, the applicant must:

1. Have a distinguished record of excellence and achievement in college as established by GPA, extracurricular activities, community involvement, GRE scores, and letters of recommendation.
2. Successfully complete the following prerequisite courses¹:
 - 4 Credits of Biology²
 - 4 Credits of Anatomy^{2, 3}
 - 4 Credits of Physiology^{2, 3}
 - 8 Credits of Chemistry²
 - 8 Credits of Physics²
 - 6 Credits of Psychology (to include General/Intro)
 - 3 Credits in Statistics
3. Complete an interview with the faculty of the Department of Physical Therapy and be recommended for admission by the faculty. In the interview the applicant must demonstrate maturity, effective communication and interpersonal skills and knowledge of the physical therapy profession, which may have been gained through work or volunteer experiences.

Notes

1 Students may be conditionally admitted to the DPT program without having completed all prerequisite course work. Students must successfully complete all prerequisite courses before enrolling in any physical therapy course.

2 Courses must include a laboratory component and be taught from the science department of the institution. Survey courses taught in non-science departments will not satisfy the course requirements.

3 A two-semester sequence of anatomy and physiology will satisfy these requirements.

For those high school students interested in the graduate program in physical therapy, please contact the Office of Admissions and Enrollment Management for further information regarding the pre-physical therapy designation within various undergraduate programs at UNE.

Applicants are encouraged to submit their application materials to the Office of Admissions by March 1st of each year.

Health Information

Students are required to complete the Physical Therapy Health Information Form and demonstrate proof of cardiopulmonary resuscitation certification at least two months prior to all

scheduled clinical education experiences. Students are responsible for making sure they are in compliance with the requirements at their assigned clinical site. In some cases the actual requirements may exceed the program requirements. For example, a site may require a varicella titer, criminal background check or drug testing. Failure to complete the specified requirements in a timely manner may result in a student's experience being delayed or canceled. Expenses associated with the requirements are the responsibility of the student.

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Doctor of Physical Therapy Curriculum

The Doctor of Physical Therapy Program is three calendar years (8 semesters) in length and includes a combination of classroom course work, laboratory experiences, and clinical practicum experiences.

The professional education program in physical therapy is designed to provide all students with the fundamental elements of the patient/client management model necessary for entry-level practice as summarized in the Guide to Physical Therapist Practice, 2nd ed. (2001). The curriculum begins with the foundational sciences through which the student explores and studies normal human structure and function. From this critical underpinning, the student undertakes, through an integrated study of body systems, an evidence-based approach to the study of the various pathological conditions that interfere with function, the associated psychosocial impact, the relevant medical and surgical interventions, and the physical therapy tests, measures, and interventions utilized within the patient/client management model. In addition to the physical therapist's role in direct patient care, the student is introduced to the physical therapist's role in prevention and wellness, health promotion, education, consultation, scholarly inquiry, legislation and policy-making, and administration. The student is also provided with the opportunity to explore in depth an area of physical therapy practice through advanced topics and interdisciplinary elective courses. Moreover, a student may work under the mentorship of a faculty member to pursue their interest in scholarly inquiry in the research track.

Students complete three, full-time clinical practica, totaling 36 weeks of clinical experience. Some 240 clinical sites around the United States are available to provide a broad base of experiences in a variety of settings. The sites represent the continuum of health care practice settings including acute care hospitals, rehabilitation hospitals, outpatient private practices, ambulatory care centers, skilled nursing facilities, school/ preschool programs, and home health care. Full-time clinical practica experiences are integrated in the second and third professional years, enabling students to apply information learned in didactic courses to patients and clients. For detailed information regarding clinical education program, refer to the Department of Physical Therapy Student Handbook and Clinical Education Handbook.

The primary educational goal of the program is to prepare the graduate for autonomous practice wherein physical therapists are recognized by consumers and other health care professionals as the practitioners of choice...for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health. (American Physical Therapy Association Vision Statement 2020).

Teaching/Research Assistantships

The DPT program provides up to five graduate teaching/research assistantships to students in the 3rd year of the professional education program.

Part-Time Study

The DPT program also provides opportunities for part-time study for some components of the DPT curriculum.

Curriculum Requirements[Course Descriptions](#)

| Required Courses | Credits |
|---|----------------|
| Gross Anatomy | 6 |
| Neuroscience | 4 |
| Introduction to Pathology | 1 |
| Pathology and Medical Management – Cardiovascular System and Respiratory System | 1 |
| Pathology and Medical Management – Musculoskeletal System | 2 |
| Pathology and Medical Management – Nervous System | 2 |
| Pathology and Medical Management – Children | 1 |
| Pathology and Medical Management – Integumentary | 1 |
| Normal Development | 2 |
| Foundations of PT Practice | 3 |
| Kinesiology | 4 |
| Professional Issues 1 – Professional Socialization and Communication | 2 |
| Professional Issues 2 – Education | 3 |
| Professional Issues 3 – Administration | 2 |
| Professional Issues 4 – Legislative and Regulatory Issues | 2 |
| PT Evaluation and Management of Disorders of the Musculoskeletal System – Lower Quarter | 4 |
| PT Evaluation and Management of Disorders of the Musculoskeletal System – Upper Quarter | 4 |
| PT Evaluation and Management of Disorders of the Musculoskeletal System – Spine | 3 |
| PT Evaluation and Management of Disorders of the Cardiopulmonary System | 3 |
| PT Evaluation and Management of Disorders of the Integumentary System | 3 |
| PT Evaluation and Management of Disorders of the Neuromuscular System | 7 |
| Disease Prevention and Health Promotion | 3 |
| Pediatric Physical Therapy | 5 |
| Scientific Inquiry 1 | 2 |
| Scientific Inquiry 2 | 2 |
| Scientific Inquiry 3 | 2 |
| Clinical Practicum 1 | 8 |
| Clinical Practicum 2 | 8 |
| Clinical Practicum 3 | 8 |
| Total Required | 98 |
| | |
| Elective courses | |
| Advanced Topics | 1-6 |
| Research Proposal 1 | 2 |
| Research Proposal 2 | 2 |
| Research Project | 2 |

Curriculum is subject to change**Curriculum by Semester**[Course Descriptions](#)

| YEAR 1 | Credits |
|-------------------|----------------|
| AY1 – Fall | 16 |

| | |
|---|----------------|
| Gross Anatomy | 6 |
| Foundations of PT Practice | 3 |
| Kinesiology | 4 |
| Professional Issues 1 – Professional Socialization and Communication | 2 |
| Introduction to Pathology | 1 |
| AY1– Spring | 14 |
| Pathology and Medical Management – Musculoskeletal System | 2 |
| Normal Development | 2 |
| PT Evaluation and Management of Disorders of the Musculoskeletal System – Lower Quarter | 4 |
| PT Evaluation and Management of Disorders of the Musculoskeletal System – Upper Quarter | 4 |
| Scientific Inquiry 1 | 2 |
| YEAR 2 | |
| AY2 – Summer | 14 |
| Neuroscience | 4 |
| Pathology and Medical Management – Cardiovascular System and Respiratory System | 1 |
| PT Evaluation and Management of Disorders of the Cardiopulmonary System | 3 |
| PT Evaluation and Management of Disorders of the Musculoskeletal System – Spine | 3 |
| Professional Issues 2 – Education | 3 |
| AY2 – Fall | 10 |
| Clinical Practicum 1 | 8 |
| Scientific Inquiry 2 | 2 |
| AY2 – Spring | 15 – 17 |
| Pathology and Medical Management – Nervous System | 2 |
| Pathology and Medical Management – Children | 1 |
| Pediatric Physical Therapy | 5 |
| PT Evaluation and Management of Disorders of the Neuromuscular System | 7 |
| <i>Optional Courses</i> | |
| Research Proposal | 1 |
| Advanced Topics | 1-2 |
| YEAR 3 | |
| AY3 – Summer | 10-12 |
| Clinical Practicum 2 | 8 |
| Scientific Inquiry 3 | 2 |
| <i>Optional Courses</i> | |
| Research Proposal | 1 |
| Advanced Topics | 1-2 |
| AY3 – Fall | 9-11 |
| Pathology and Medical Management – Integumentary | 1 |
| PT Evaluation and Management of DisordersOf the Integumentary System | 3 |
| Disease Prevention and Health Promotion | 3 |
| Professional Issues 3 – Administration | 2 |
| <i>Optional Courses</i> | |
| Research Proposal | 1 |

| | |
|---|--------------|
| Advanced Topics | 1-2 |
| AY3 – Spring | 10-12 |
| Clinical Practicum 3 | 8 |
| Professional Issues 4 – Legislative and Regulatory Issues | 2 |
| <i>Optional Courses</i> | |
| Research Proposal | 1 |
| Advanced Topics | 1-2 |

Notes:

a Students may elect to do a research project with a faculty advisor. Students who select the research option must complete Research Proposal 1, Research Proposal 2, and Research Project, but do not take Scientific Inquiry 3.

b Students may elect any number of Advanced Topics courses.

Curriculum is subject to change**Links**

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Physical Therapy

Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing.

Applicants are encouraged to review their financial resources carefully and anticipate them realistically.

Tuition and Fees

Master's

| | |
|--|----------|
| Application Fee (non-refundable) | \$40 |
| General Services Fee, graduate (annual) | \$325 |
| General Services Fee, undergraduate (annual) | \$650 |
| Tuition, Fall and Spring Semester* | \$18,990 |
| Tuition, Summer* | \$7,600 |
| Malpractice Insurance Fee | \$70 |
| Parking Fee | \$50 |
| Materials Fee/per course | TBD |

Doctorate (beginning Fall 2004)

| | |
|---|-------|
| Application Fee (non-refundable) | \$40 |
| General Services Fee, graduate (annual) | \$325 |
| Tuition | TBD |
| Malpractice Insurance Fee | TBD |
| Parking Fee | \$50 |
| Materials Fee/per course | TBD |

**Tuition and fees are charged and payable in full at the beginning of each semester. For more information regarding tuition and fees, please consult the Financial Information section of this catalog.*

Financial Aid Information

Students in the DPT program may be eligible to receive funding through Federal Student Loan programs as well as Alternative/Supplemental Loan Programs. Please refer to the Financial Aid section of this catalog for detailed information or visit the [Financial Aid website](#).

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