# University Academic Catalog 2008-2009

## The University of New England

The University of New England is an independent, coeducational university with two distinctive campuses in southern Maine. The University is a combination of three institutions - St. Francis College, the New England College of Osteopathic Medicine and Westbrook College, which was founded in 1831 and is our charter institution.

UNE offers more than 40 undergraduate and graduate degree programs in the health sciences, natural sciences, osteopathic medicine, human services, liberal arts, education and business.

The University Campus is distinguished by its beautiful seaside setting in a semi-rural area near Biddeford, Maine. The Westbrook College Campus is a classic New England campus located in suburban Portland, Maine and designated as a national historic district.

## 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 UNE Athletic Training Program is an undergraduate program accredited by the Council on the Accreditation of Athletic Training Education (CAATE).
- The education programs leading to elementary and secondary certifications are 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.
- The Master of Science in Education and the Certificate of Advanced Graduate Study in Educational Leadership are programs approved by the State of Maine Department of Education.
- 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 the Human Resources Office.

## University Campus

Hills Beach Road
Biddeford, Maine 04005-9599

207-283-0171

## Westbrook College Campus

716 Stevens Avenue
Portland, Maine 04103-7225

207-797-7261

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# Administration

## University Officers

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

**Beaulieu, Ellen, G. – Associate Provost for Planning and Assessment**
Ed.D., Nova Southeastern University; M.P.H., University of Hawaii; B.A., University of Hawaii; A.S., Forsyth School for Dental Hygienists

**Allcorn, Seth - Vice President for Business and Finance**
Ph.D., University of Missouri, Columbia; M.A., University of Missouri, Columbia; B.S., Truman State University

**Cormier, John F. Dean, College of Pharmacy**
Pharm.D., Medical University of South Carolina; M.S., Northeastern University; B.S., Massachusetts College of Pharmacy

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Ph.D., University of Wales, Bangor; B.Sc. Sussex University

**Gimpel, John – Dean, College of Osteopathic Medicine & Vice President for Health Services**
M.Ed., LaSalle University, D.O., Philadelphia College of Osteopathic Medicine; B.A., LaSalle University

**Goldstein, Arthur - Dean, College of Arts and Sciences**
Ph.D., M.S., University of Massachusetts, B.S., Kent State University

**Hazard, Barbara - Vice President for Student Affairs and Dean of Students**
M.A., Bowling Green State; B.A., Ohio Wesleyan University

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Ed.D., Nova Southeastern University, M.A. University of Maine, Orono, B.S., University of Maine, Orono

**Ward, David M. - Dean, College of Health Professions**
Ph.D., Robert F. Wagner Graduate School of Public Service; M.P.A., Robert F. Wagner Graduate School of Public Service; B.A., Colgate University

## University Administrators

**Allen, Kimberly - Director, Athletics**
M.S. Springfield College; B.S. Douglass College-Rutgers University

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B.A., University of Maine

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Ph.D. ( A.B.D), Columbia University; M.S., Pace University; M.B.A, Alfred University

**Gato, Stacy – Director of Graduate Admissions**
B.A. Communications; B.A., English - St. Joeph's College of Maine

**Golub, Andrew – Dean of Library Services**
M.S., Simmons College; M.A., Miami University; B.A., Boston University

**Handy, Ray – Assistant Dean of Students – WCC**
CAGS Springfield College; M.S., Springfield College; B.S. Springfield College

**Johnson, David W. - Chief Information Officer**
M.S., Marshall University; B.A., University of Maine, Orono

**Langevin, John - Assistant Dean of Students, Director of Counseling**
Ph.D., Columbia Pacific University; M.A., Azusa Pacific University; B.A./B.S.W., California State University

**Nahorney, Mark J - Director, Campus Center and New Student Orientation**
M.S., Central Connecticut State University; B.S., Central Connecticut State University

**Roesler, Richard – Assistant Vice President for Human Resources**
M.Ed, University of Massachusetts / Boston; B.S. North Dakota State University

**Stanley, Kevin - University Registrar**
Ph.D., M.A. University of Maryland; B.A. Ball State University

**Taggersell, Kathleen - Director of Marketing and Communications**
B.S., Springfield College

## College of Arts and Sciences Administration

Goldstein, Arthur - Dean, College of Arts and Sciences
Ph.D., M.S. University of Massachusetts, B.S. Kent State University

St. Ours, Paulette - Associate Dean, College of Arts and Sciences
M.S., University of Southern Maine-Statistics; M.A., Boston College-Mathematics; B.A., Saint Joseph's College-Mathematics

Tumiel, John - Associate Dean, College of Arts and Sciences
M.A., University of Alabama in Birmingham-Educational Counseling; B.S., Empire State College, State University of New York-Community and Human Services-Developmental Disabilities; A.A.S., Erie Community College, State University of New York-Occupational Therapy Assistant

Ahmida, Ali - Chair - Department of Political Science
Ph.D., University of Washington-Political Science; M.A., University of Washington-Political Science; B.A., Cairo University-Political Science

Breyley, James - Chair - Department of Business Administration
Ph.D., Arizona State University - Business Administration

De Wolfe, Elizabeth - Chair-Department of History
Ph.D., Boston University - American and New England Studies; M.A., SUNY at Albany - Anthropology; A.B., Colgate University - Social Science

Corsello, Maryann - Chair-Department of Psychology
Ph.D., University of New Hampshire-Developmental Psychology; M.S., Tufts University-Experimental Psychology; B.S., Northeastern University-Psychology/Speech and Hearing Science

Brown, Stine - Chair - Department of Biological Sciences
Ph.D., University of Oregon; B.A., Bowdoin College

Gray, Susan - Chair - Department of Mathematical Sciences
Ph.D.-Boston University-Mathematics Education, M.A.T., University of Pittsburgh-Science Education; B.S., Pennsylvania State University-Medical Technology/Biology

Grumbling, Owen - Chair - Department of Environmental Studies
Ph.D., University of New Hampshire - Nineteenth-Century British Literature

Lynch, Douglas - Chair - Department of Education
Ph.D., University of Massachusetts

Breyley, James – Acting Chair-Department of Exercise & Sport Performance
Ph.D., Arizona State University - Business Administration

Majid, Anouar - Chair-Department of English
Ph.D., Syracuse University-English; M.A., City University of New York-English; B.A., University of Fez, Morocco-English

McReynolds, Samuel - Chair - Department of Sociology
Ph.D., Cornell University-Sociology; M.A., University of Vermont-History; B.S., University of Virginia-Government and History

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

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

Chair – Creative and Fine Arts - Vacant

Mason, Trisha – Director, Study Abroad and Summer School Programming
M.A., Muskie School of Public Service University of Southern Maine; B.A., Hamilton College

Yund, Philip – Director, Marine Science Center
Ph.D., M.Phil., Yale University; Sc.B., Brown University

College of Health Professions Administration

Ward, David M. - Dean, College of Health Professions
Ph.D., Robert F. Wagner Graduate School of Public Service; M.P.A., Robert F. Wagner Graduate School of Public Service; B.A., Colgate University

Graybeal, Clay T. – Associate Dean of Academic Affairs
Ph.D., Rutgers University; M.S.W., Fordham University; B.A., Ohio University

Askins, Jr., David G. - Program Director - Physician Assistant (Interim)
M.D., Graduate Medical College of South Carolina; B.S., Wofford College

Robnett, Regula H. – Program Director – Department of Occupational Therapy
Ph.D., University of Massachusetts; M.S., Colorado State University-Occupational Therapy; M.Ed., Colorado State University, B.S. Colorado State University

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

Pardue, Karen - Program Director - Department of Nursing and Health Services Management
M.S., Russell Sage College; B.S.N., Russell Sage College; C.N.E., National League for Nursing

Sheldon, Michael - Program Director - Department of Physical Therapy
Ph.D., University of Southern Maine; M.S., Duke University-Physical Therapy; M.S., University of Maine, Orono Zoology; B.S., University of Rhode Island -Zoology

Turcato, Nina M. - Program Director - Master of Nurse Anesthesia
D.N.P., Rush University College of Nursing; M.S.N., University of New England; B.S.N., College of St. Teresa

Wilson, Martha - Program Director - School of Social Work
Ph.D., University of Alabama

## College of Osteopathic Medicine Administration

Gimpel, John - Academic Dean and Vice President for Health Services
M.Ed., LaSalle University, D.O., Philadelphia College of Osteopathic Medicine; B.A., LaSalle University

Cawley, Jacquelyn, - Vice President for Clinical Affairs
D.O., University of New England College of Osteopathic Medicine; B.S., State University of New York, Buffalo

Johnson, Kenneth H. - Associate Dean for Clinical Affairs and Chief Academic Officer of Northeast Osteopathic Medical Education Network (OPTI)
D.O., University of New England College of Osteopathic Medicine; B.S. St. Michael's College

Vaughn, James - Curriculum Director
Ph.D., University of New Hampshire

Schwalenberg, Evelyn, FACP - Director of Faculty Development and Predoctoral Education
D.O., University of New England College of Osteopathic Medicine; B.A., Assumption College

Ruggiero, Mark – Director, Maine AHEC Network
M.H.S., Johns Hopkins School of Public Health; B.A., Temple University

Stableford, Sue, R.N., M.P.H. - Director, Health Literacy Institute
M.P.H. University of Michigan; M.S.B. Husson College

Manyan, David R. - Associate Dean, Basic Sciences
Ph.D., University of Rhode Island; M.S. University of Rhode Island; B.A. Bowdoin College

Ingraham, Leslie - MSN, RN, Director of Continuing Medical Education
M.S., University of Southern Maine; B.S., St. Joseph's College

Bates, Bruce P. - Chair, Department of Family Practice
D.O., KCOM

Okun-Langlais, Audrey - Director of Family Practice Residency
D.O., University of New England College of Osteopathic Medicine; B.S., University of Massachusetts, Amherst

Paolini, Charlotte – Medical Director, Division on Aging
D.O., University of New England College of Osteopathic Medicine

Bell, Rev. Rueben P., Director of Medical Humanities
D.O., Oklahoma State University College of Osteopathic Medicine; MDiv, Academy of New Church Theological School; MS University of Tulsa Graduate School; BS, University of Tulsa

Metcalf, Judy - Director Maine UNE Geriatric Education Center
APRN, Simmons College; M.S., Boston University; B.S., Salem State University

Newman, Doris - Director of Medical Education and Director of Neuromusculoskeletal (NMM) Residency
D.O., University of New England College of Osteopathic Medicine; B.S., Texas Women's University

Sanzone, Raymond - Executive Director of Northeast Osteopathic Medical Education Network (OPTI)
M.H.A., Columbia University; B.S., University of New Haven

Kelley, Patricia - Associate Dean of Students, Medical Student Affairs, Recruitment and Alumni Relations
M.S., University of Tennessee, Knoxville; B.A., University of Maine, Orono

Gaffney, James - Coordinator, Recruitment, Student and Alumni Services
M.A., Ball State University; B.A. The University of Akron

Lacroix-Lane, Lisa - Assistant Director, Medical Admissions
A.S., Westbrook College

Pezzulo, Christopher - Medical Director, University Health Care
D.O., University of New England College of Osteopathic Medicine; B.A., Stony Brook University

### College of Pharmacy

Cormier, John F. - Dean, College of Pharmacy
Pharm.D., Medical University of South Carolina; M.S., Northeastern University; B.S., Massachusetts College of Pharmacy

Cyr, Curt R. – Associate Dean, College of Pharmacy
Ph.D., New York University; M.S., New York University; B.S., University of Rhode Island College of Pharmacy

Kay, Douglas, H. - Executive Associate Dean, College of Pharmacy
Ph.D. , Massachusetts College of Pharmacy; M.S., Massachusetts of Pharmacy; B.S., Massachusetts College of Pharmacy

Barber, Roberta – Chair, Pharmacy Practice
Pharm.D., Albany College of Pharmacy; B.S., Albany College of Pharmacy

Polli, Mark – Director of Pharmacy Experiential Education
B.S., Massachusetts College of Pharmacy

Schloss, John V. – Chair, Pharmaceutical Sciences
Ph.D., University of Tennessee-Oak Ridge Graduate School; B.S., University of Tulsa

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# Four Colleges - One University

## 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 degrees in education and marine science, 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.

**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.

**Departments and Areas of Study**

Department of Biological Sciences
Department of Business and Communication
Department of Creative and Fine Arts
Department of Chemistry and Physics
Department of Education
Department of English
Department of Environmental Studies
Department of Exercise and Sport Performance
Department of History
Department of Interdisciplinary Studies Programs
Department of Liberal Studies
Department of Mathematics
Department of Philosophy & Religious Studies
Department of Political Science
Department of Psychology
Department of Sociology

## The College of Health Professions

The College of Health Professions (CHP) offers associate and bachelor degrees through the Dental Hygiene, Nursing & Health Service Management and Occupational Therapy programs, master degrees through the Nurse Anesthesia, Physician Assistant, Occupational Therapy, and Social Work programs, a doctor of physical therapy and certification in fields of addictions and gerontology. The College of Health Professions offers programs of study primarily on the Westbrook College Campus.

**College of Health Professions Mission**

The College of Health Professions provides students with dynamic educational experiences that emphasize an integrated and interdisciplinary perspective on health and healing, based on a comprehensive definition of health and well-being that incorporates biological, psychological, social and spiritual dimensions aimed at enhancing the quality of life for all members of society.

**Departments and Areas of Study**

Department of Dental Hygiene
Department of Health Sciences
Department of Nursing and Health Services Management
Department of Occupational Therapy
Department of Nurse Anesthesia
Department of Physician Assistant
Department of Physical Therapy
School of Social Work

## The College of Pharmacy

The College of Pharmacy is located on the Westbrook College Campus and grants the Doctor of Pharmacy degree (Pharm.D.). The College will enroll the first class in the Fall of 2009 and grant the first doctoral degrees in the Spring of 2013. The College of Pharmacy strives to be a nationally recognized program in pharmacy education and pharmaceutical research.

**College of Pharmacy Mission**

The mission of the College is to provide a suitable environment for the teaching-learning process to effectively deliver a contemporary pharmacy curriculum designed to graduate competent practitioners for the state of Maine and the nation. Additionally, the College will establish and maintain an active and productive research enterprise for the discovery of new knowledge in the laboratory and in the patient care setting. The College will cultivate and nurture in its students the value and need for a commitment to life-long learning.

**Departments and Areas of Study**

Department of Pharmaceutical Sciences
Department of Pharmacy Practice
Department of Social & Administrative Sciences

## 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. UNECOM also offers a master's degree in public health (M.P.H.) and a Certificate of Advanced Graduate Study in Public Health. The Office of Continuing Medical Education is also a part of UNECOM.

**College of Osteopathic Medicine Mission**

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.

**Departments and Areas of Study**

Anatomy
Biochemistry and Nutrition
Family Medicine
Alzheimer's Geriatric Evaluation Service (AGES)
Division on Aging
Division of Community Health/Preventive Med.
Division of Medical Humanities
Internal Medicine
Microbiology and Immunology
Obstetrics and Gynecology
Osteopathic Manipulative Medicine
Pathology
Pediatrics
Pharmacology
Physiology
Radiology
Surgery

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# Student Records and Administrative Policy

### Student Academic Records

Student academic (and related) records are kept in the Registrar's Office at the University Campus and at the Student Registration and Financial Services Office at the Westbrook College Campus.

Under the terms of the Buckley/Pell amendment to the Family Educational Rights 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, Department of Health, Education, and Welfare 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. The amendments also provide that a financial statement submitted by a parent need not be shown to the student.
Release of records is allowed only upon written student approval, with noted exceptions listed below.

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).

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.

### 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 OfficeUS Department of Education600 Independence Avenue, SWWashington, 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 nondisclosure will remain in effect until a written request to change non-disclosure status is made by the student.

### 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 | Submit the petition to graduate by June 30th |
| Fall Semester | Submit the petition to graduate by September 30th |
| Spring Semester | Submit the petition to graduate by:January 15th |

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

### 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.

### 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.

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. Students are advised to plan on a three-to-five-day turn-around on requests.

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".

## Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2008-2009 academic year. The information contained herein is accurate as of date of publication August 1, 2008.*

*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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# Faculty

**Note: Listing as of May, 2008. Updates will occur in September 2008.**

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## Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2008-2009 academic year. The information contained herein is accurate as of date of publication August 1, 2008.*

*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 Catalog 2008-2009

### General Studies

- Core Curriculum
- Interdisciplinary, Integrated Health and Healing
- Learning Assistance

### Majors - Associate Degree

- Dental Hygiene
- Nursing

### Majors - Bachelor Degree

- Applied Exercise Science
- Aquaculture and Aquarium Sciences
- Athletic Training
- Biochemistry
- Biochemistry/Pre-Pharmacy Track
- Biological Sciences
- Business Administration
- Chemistry
- Communications
- Dental Hygiene
- Education (Teacher certification with Bachelor's degree)
    - Art Education K-12
    - Elementary Education K-8
    - Secondary Education - Biology 7-12
    - Secondary Education - Chemistry 7-12
    - Secondary Education - English/Language Arts 7-12
    - Secondary Education - Environmental Science 7-12
    - Secondary Education - Environmental Studies 7-12
    - Secondary Education - History/Social Sciences 7-12
    - Secondary Education - Mathematics 7-12
- English
- Environmental Science
- Environmental Studies
- Health Services Management
- History
- Laboratory Science
- Liberal Studies
- Marine Biology
- Mathematics
- Medical Biology - Medical Sciences
- Medical Biology - Physician Assistant
- Nursing
- Occupational Therapy (5-year entry-level master's)
- Political Science
- Psychobiology

- Psychology
- Psychology and Social Relations
- Sociology
- Sport Management

### Minors

- Animal Studies
- Applied Exercise Science
- Aquaculture
- Biological Sciences
- Business Administration
- Chemistry
- Communications
- Creative and Fine Arts
- English
- Environmental Studies
- Geographic Information Systems
- Health Services Management
- History
- Latin American Studies
- Marine Biology
- Mathematics
- Medical Biology
- Philosophy
- Political Science
- Psychobiology
- Psychology
- Psychology and Social Relations
- Sociology
- Sports Management
- Women's Studies

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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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# Undergraduate Admissions

Interviews and Campus Tour
Admissions Criteria
Admissions Decisions
Reservation Agreement
Conditional Acceptance
Early Admissions
Physical Examination and Immunization
Advanced Placement and CLEP
Advanced Placement Equivalencies
College Level Examination Program (CLEP)
DANTES
International Baccalaureate (IB) & International Examination
Transfer Admissions
Portfolio Assessment Credit for Prior Experiential Learning
Portfolio Assessment Application Procedure Outline
International Student Admission
Veterans

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.

## 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, December, February, and March. Please call in advance, (800) 477-4863, extension 2297.

## Admissions Criteria

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 interested in applying to the health science programs (Dental Hygiene, Nursing, and Occupational 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 $500 deposit that will guarantee their place in the entering class. 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 (and room for residential students) 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.

## 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.

## 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 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 Equivalencies

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

| AP-Exam Title | Minimum Score | Course Equivalent | Credit Earned |
|---|---|---|---|
| Biology | 4 -or- 5 | BIO 105 and 106 | 8 |
| Calculus AB | 4 -or- 5 | MAT 190 | 4 |
| Calculus BC | 3 | MAT 190 | 4 |
| | 4 -or- 5 | MAT 190 and 195 | 8 |
| Chemistry | 3 | CHE 110 | 4 |
| Chemistry | 4 -or- 5 | CHE 110 and 111 | 8 |
| English Lang/Comp | 4 -or-5 | ENG 110 English Comp | 4 |
| English Lit/Comp | 4-or-5 | ENG 110-English Comp | 4 |
| English Lit/Comp | 3 | ENG 199-Exploration | 3 |
| Environmental Science | 3 | ENV 104 | 3 |
| French Language | 3 | FRE 100-Exploration | 3 |
| French Literature | 3 | FRE 200-Exploration | 3 |
| Government/Politics (Comparative) | 3 | PSC 204-Exploration | 3 |
| Government/Politics (US) | 3 | PSC 101-Exploration | 3 |
| History (U.S.) | 3 | HIS 199-Exploration | 3 |
| History (World) | 3 | HIS 198-Exploration | 3 |
| History (European) | 3 | HIS 231-Exploration | 3 |

| | | | |
|---|---|---|---|
| Latin (Literature or Vergil) | 3 | ENG 198-Exploration | 3 |
| Macroeconomics | 3 | ECO 203 | 3 |
| Microeconomics | 3 | ECO 204 | 3 |
| Physics | 3 | PHY 110 | 4 |
| Psychology | 4 | PSY 105 | 3 |
| Spanish Lang | 3 | SPA 101-Exploration | 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 contact the Registrar's Office at uneregistrar@une.edu.

## 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 199 | 3 |
| American Literature | 50 | ENG 200 | 3 |
| Analysis and Inter of Lit | 50 | ENG 199 | 3 |
| Algebra, College | 50 | LAC 021 (non-degree) | 3 |
| Algebra-Trig, College | 50 | MAT 180 | 3 |
| English Lit | 50 | ENG 199 | 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 | BUMG 200 | 3 |
| Accounting, Intro | 50 | BUAC 201 | 3 |
| Business Law, Intro | 50 | BUMG 326 | 3 |
| Principles of Mkt | 50 | BUMK 200 | 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 | Explorations (1) | 3 |
| German: 4 Semesters | 50 | Explorations (2) | 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 | CITM 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 contact the Registrar's Office at uneregistrar@une.edu.

## 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 |
| Contemporary. Western Europe: 1946-1990 | 3B/48 | HIS 199 | 3 |
| An Introduction to the Middle East | 3B/44 | PSC 199 | 3 |
| Human/Cultural Geography | 3B/48 | HIS 334 | 3 |
| Rise and Fall of the Soviet Union | 3BU/45 | HIS 199 | 3 |
| A History of the Vietnam War | 3B/49 | HIS 199 | 3 |
| The Civil War and Reconstruction | 3BU/47 | HIS 199 | 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 | General Elective | 3 |
| Introduction to Law Enforcement | 3B/45 | General Elective | 3 |
| Criminal Justice | 3B/49 | General Elective | 3 |
| Fundamentals of Counseling | 3B/45 | General Elective | 3 |
| Principles of Finance | 3BU/46 | BUMG 315 | 3 |
| Principles of Financial Accounting | 3B/49 | BUAC 201 | 3 |
| Human Resource Management | 3B/48 | BUMG 302 | 3 |
| Organizational Behavior | 3B/48 | BUMG 301 | 3 |
| Principles of Supervision | 3B/46 | BUMG 199 | 3 |
| Business Law II | 3BU/52 | BUMG 325 | 3 |
| Introduction to Computing | 3B/47 | CITM 100 | 3 |
| Introduction to Business | 3B/46 | BUMG 199 | 3 |
| Money and Banking | 3BU/48 | BUMG 199 | 3 |
| Personal Finance | 3B/46 | BUFI 199 | 3 |
| Management Information Systems | 3BU/46 | CITM 100 | 3 |
| Business Mathematics | 3B/48 | General Elective | 3 |
| Astronomy | 3B/48 | General Elective | 3 |
| Here' s to Your Health | 3B/48 | HSM 199 | 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 200 | 3 |
| Technical Writing | 3B/46 | No Equivalent | |
| Ethics in America | 3B/46 | PHI 199 | 3 |
| Introduction to World Religions | 3B/49 | REL 200 | 3 |
| Principles of Public Speaking | 3B/47 | SPC 100 | 3 |

## International Baccalaureate (IB) & International Examination

Students are eligible to receive a minimum of 3 credits for each Higher Level (HL) courses with a score of 5 or higher. No credit is awarded for Standard Level (SL) exams. The university will determine the number and equivalence of actual transfer credits after evaluating the applicant's individual program of studies. Students must have an official IB transcript sent to the Office of Admissions along with a course syllabus for each course being considered for transfer credit.

## Transfer Admissions

Students applying for transfer admission are required to forward the completed application form and application fee of $40, and official college transcripts of ALL academic work 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 Policy 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.

## International Student Admission

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:

At UNE, an international student is someone who is not a U.S. citizen or permanent resident of the U.S. (holder of a "Green Card"). Prospective international students must meet the same admission criteria required of all other applicants. In addition, international students must also meet the following criteria:

1. All official secondary school and college/university scholastic records submitted in support of your application should include English translations. English translations do not need to be official but they should be literal (word-for-word, not interpretive) translations. UNE recommends that students seek foreign educational credential evaluations from NACES® members. NACES® is an association of private foreign educational credential evaluation services committed to formulating and maintaining ethical standards in the field of foreign educational evaluation. A list of NACES® members can be found on their website at http://www.naces.org/members.htm or by Email at naces@ierf.org.

2. Federal law requires that we document how you will finance your education in the United States prior to issuing the appropriate student visa application form. In addition to the application for admission to your program of interest, all international students must complete the International Student Supplemental Application Form along with a Bank Statement which must be officially certified or notarized indicating that the applicant has sufficient funds to cover the annual cost of attendance at UNE. Undergraduate applicants seeking financial support for their educational expenses should complete the International Student Financial Aid Application. Limited scholarships and campus employment are available for qualified students.

3. International applicants must be able to understand and communicate in English to gain full admission to the University of New England. If English is not your native language you will need to submit documentation that indicates your level of English proficiency. The University of New England accepts several methods of English proficiency including the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS). Students who have attended an accedited U.S. high school or U.S. Department of Defense school overseas for at least 3 years, or received an Associate's,

Bachelor's, Master's or Doctoral degree from an accredited U.S. college or university meet English proficiency requirements. Specific English language proficiency can be found at /admissions/intl/proficiency.asp.

UNE also waives the English proficiency requirement for students who graduated from an accredited school in other English-speaking countries: Anguilla, Antigua/Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, British Guyana, Canada (except Quebec), Cayman Islands, Dominica, Falkland Islands, Fiji, Grenada, Guam, Guyana, Ireland, Jamaica/other West Indies, Liberia, Montserrat, New Zealand, South Africa, St. Helena, St. Kitts & Nevis, St. Lucia, St. Vincent, Trinidad & Tobago, Turks & Caico Isle, United Kingdom, and Virgin Islands.

*International Student Admission section updated March, 2008

## 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 who are requesting Veterans Administration educational benefits are required to have all previous postsecondary education and training evaluated for transfer credit.
Applicants with military service should send a copy of an Army/ACE Registry Transcript Service (AARTS) or a SMART (Sailor/ Marine Corps American Council on Education Registry Transcript) 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.

### Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2008-2009 academic year. The information contained herein is accurate as of date of publication August 1, 2008.*

*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 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 90 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 the Petts Medical Building, Lower Level, and on the Westbrook College Campus (WCC) in Hersey Hall. Office hours are 8 a.m. - 4 p.m. weekdays on the UC and 7:30 a.m. - 3:30 p.m. on the WCC. To schedule an appointment, please call (207) 602-2342 or email finaid@une.edu. Please specify which campus you plan to visit.

### University of New England Financial Aid Official Website

Complete details on all undergraduate financial aid for academic year 2008-2009

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# Undergraduate Financial Information


Deposits
Fees
Withdrawal Tuition Refund Policy
Leave of Absence Policy
Payment Options
Additional Information


## Undergraduate Tuition and Fees

| Full-Time | Fall | Spring | Total |
|---|---|---|---|
| Tuition | $13,015 | $13,015 | $26,030 |
| Room and Board** | $5,250 | $5,250 | $10,500 |
| General Services Fee* | $950 | | $950 |
| Total Full Time | $19,215 | $18,265 | $37,480 |

**University Campus only (for 2008-2009); General Services Fee for Westbrook College Campus is $620 for one year.*

*** Standard Double Occupancy rate for 1st year student housing. The University offers other options on the University Campus for upperclassman.*

**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 $935 per credit hour.

**Part-Time Matriculating:** $935 per credit hour

## Deposits

**Admissions Deposit**
A $300 deposit is required for all incoming students. The deposit is refundable through May 1st. This deposit is later credited on the fall billing.

**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.

## Fees

**General Services Fee (University Campus, 2008-2009)**
This 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 court, snack bar, and bookstore.
6. Athletic events including intramural programs and all intercollegiate home games.
7. Transcripts.

**General Services Fee (Westbrook College Campus, 2008-2009)**
Undergraduate - This mandatory fee is billed to undergraduate matriculating full and part time 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, annual, 2nd, 3rd and 4th years | $70 |
| Dental Hygiene, annual, 2nd, 3rd and 4th years | $230 |
| Nursing, annual, all students | $40 |
| Occupational Therapy, annual, 3rd, 4th and 5th years | $75 |
| Physical Therapy, annual, all years | $75 |

**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, Faculty and Staff wishing to park a vehicle on campus must purchase a parking permit from www.thepermitstore.com Enter your destination as University of New England. Permit prices vary. For 2008-2009 a Freshman Resident Permit is $300.00. All other Resident Students and Commuters are $90.00. Failure to register a vehicle will result in a fine and having your vehicle towed from campus.

**Summer Session**
Courses are open to any student on a direct registration basis. Tuition is $260 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 Refunds**
Refunds for students leaving the institution during a semester will be made as follows:

| **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** | |
|---|---|
| Before second class | 100% |
| 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 (60 % 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 60 percent of a double room rate for that semester.

**Board (40 % 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 Title IV program 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 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 refund 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 by using the ten month installment plan offered through Tuition Pay (see Option II: Monthly Payment Plans). 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 1st. 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 15 and is due on January 10.

**Option II: Monthly Payment Plans**
The UNE Installment Plan (IP) spreads the full year charges over ten months beginning June 1st. This program is administered on behalf of UNE by **Tuition Pay** at 800-635-0120. These plans are 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 able to register for courses and they will not be allowed to attend classes until they have made satisfactory arrangements with the Business Office. Students with overdue accounts are not eligible for academic credit, transcripts, or degrees.

## Additional Information

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. TD Banknorth, which is our preferred bank, provides a full-service ATM machine located in the Campus Center on the University Campus and in the breezeway between Proctor and Hersey Halls on the Westbrook College Campus. For those students who have TD Banknorth 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.

   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.

### Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2008-2009 academic year. The information contained herein is accurate as of date of publication August 1, 2008.*

*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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# 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 t

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:** | **Submit the petition to graduate by:** |
|---|---|
| Summer Semester | June 30th |
| Fall Semester | September 30th |
| Spring Semester | January 15th |

The degree awarded date will correspond to the term where the last course requirement was completed and graded. The exception is where one or more courses are completed late (after the end of the term in which the course was provided). In the case of late completion of course requirements (e.g due to an "Incomplete" grade), the degree will be awarded in the current term (in progress) when the final course requirements are completed. This practice is consistent with graduation reporting to external sources. Further information regarding graduation procedures can be obtained through the credentials evaluator at the Office of the Registrar, extension 2463.

Residency Requirements

Any course offered for credit by the University of New England is designated as residence or campus credit. This may include University sponsored off-campus experiences including internships, distance learning, exchange programs, and consortium courses.

Associate Degrees: For an associate degree, a student must complete at least 20 of the last 25 credits in residence at the University of New England.

Bachelor's Degree: For a baccalaureate degree, student must complete at least 30 of the last 45 credits in residence at the University of New England.

Second Bachelor's Degree: Students who are pursuing a second bachelor's degree must complete at least 30 semester hours in residence once the first degree is finished. If the first degree is from the University of New England, the same requirements apply as the first bachelor's degree.

A waiver of residency requirements may be obtained by written request t Registrar's Office, University of New England, 11 Hills Beach Road, Biddeford, Maine 04005. The student's advisor and the appropriate College Dean's Office will carefully review each request. Requestors should receive written notification of the decision within one month of submission.

## 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 then 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, 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 e-mailed to each student. Students who do not confirm their registration within the announced time limits are subject to a $75 late confirmation fee.

Course changes are allowed during a designated add/drop period only, as specified on the current academic calendar. Detailed instructions as well as designated time lines regarding the add/drop process are e-mailed to each student. 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 than15 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. If one or more courses are completed late (after the end of the term in which the course was provided due to an "I" grade), then the degree awarded date (if applicable) will be posted in the current term (in progress) when the final course requirements are completed. This practice is consistent with graduation reporting to external sources.

## 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.

### Approved Study Abroad

Matriculated students who wish to receive credit for a 3rd Party Study Abroad Program must obtain permission to do so. The form is available at (/cas/abroad/timeline.asp). The student should work closely with his/her advisor regarding this process. **Approved Request for Study Abroad Coursework forms are required prior to departure**.

### Approved Study Abroad Grades

The grades for courses taken on 3rd Party Study Abroad Programs will appear on the student's UNE academic record. Original course titles and grades are identified on the UNE transcript which denotes the actual international grade. However, since the actual grade values vary from nation to nation, the grades for third party Study Abroad Courses will have no GPA calculation value. That is, such courses will not affect your GPA at UNE. Graduation credit for such courses will only be given for "passing" grades as defined by the World Educational Services guidelines and by verification from the UNE Registrar. UNE program and departmental requirements for specific courses will also apply. This is why **approval prior to departure is required**.

## 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

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 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. Students declaring majors in marine biology, medical biology, and elementary education are asked to declare by the end of the first year. This declaration must be signed by the advisor and the chair/director of the major department. The declared major must be an existing, approved academic program of study. See undergraduate catalog (majors) for existing programs of study.

**Personal Major (College of Arts and Sciences only)**

In exceptional circumstances College of Arts and Sciences (CAS) students may propose a personal major as an alternate to a traditional academic major degree program. Personal major degree programs must have sponsorship of an academic department within CAS and approval of the CAS Dean's office. To receive approval of a personal major degree program an undergraduate student must work collaboratively with college/department faculty and the CAS academic dean to design and describe a proposed comprehensive program that combines core curriculum, departmental requirements, and a course of study reflecting the student's personal scholarly interests. Approval to begin planning and eventually submit a personal major proposal must be obtained through the CAS Dean's office. To be eligible for consideration of a personal major, students must be in their second year of study and are required to have a minimum 2.50 overall GPA. Additional policies and procedures regarding proposal protocols are available through the CAS Dean's office.

## Academic Minors

The University of New England offers the option for students to petition for a **minor program of study**. A "minor" is a structured plan of study outside the student's major. See undergraduate catalog (minors) for available options. In most cases, the minimum amount of credits required for a minor is 18 credits. Minors do not appear on UNE diplomas.

## 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.

## 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 | Financial Aid/Deferments | V.A. Benefits |
|---|---|---|
| Undergraduate | | |
| Full-time | 12.0 | 12.0 |
| 3/4 time | 9.0 | |
| Half-time | 6.0 | 6.0 |
| Post-baccalaureate Certification | | |
| Full-time | 6.0 | |
| 3/4 time | 4.0 | |
| Half-time | 3.0 | |

## 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.

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. Students are advised to plan on a three-to-five-day turn-around on requests.

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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# University 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.

### First Year Theme

**Environmental Awareness** is the first-year theme. All entering students enroll in *Introduction to Environmental Issues* and a *laboratory science course*. Students discover science as a process and discuss the role of science and technology in society. The laboratory science course will serve to introduce the scientific method as an approach to knowledge while infusing significant consideration of issues pertaining to Environmental Awareness.

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 courses 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.

### Second Year Theme

**Social and Global Awareness** is the second year theme that focuses attention on the human experience by means of two specific types of courses.

- In the *Social/Global Awareness courses*, human experience is explored in cultural, societal, national, and global contexts. Students use perspectives and methods of the social and behavioral sciences to examine human interaction and growth.
- In the *Human Traditions courses*, human experience is examined 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.

### Third Year Theme

**Critical Thinking: Human Responses to Problems and Challenges** is the third year theme that builds upon and develops the knowledge and skills students have mastered in their first two years. This theme and approach enhances the ability of 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 a course where students and faculty engage in informed critical and creative thinking about problems confronting people in their discipline. 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.

### Fourth Year Theme

**Citizenship** is the fourth year theme. It 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.

During the third and fourth year of study, students are required to take **Advanced Studies** courses in an area or areas outside of their major area. These courses explore methodologies, theories, and/or concepts important in the Natural Sciences, Social Sciences, and/or Humanities. Students select two courses in this category based on their preference.

Once during their academic careers, students participate in a **creative arts experience** by taking a specific 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.

### Subject Area Details

| **First Year Theme: Environmental Awareness** | **Credits** |
|---|---|
| ENV 100/101 or 104 - Intro to Environmental Issues | 3 |
| One laboratory science course | 4 |
| One Humanities Explorations course | 3 |
| One Humanities or Social/Behavioral Sciences Explorations course | 3 |
| ENG 110 - English Composition | 4 |
| One Mathematics course | 3-4 |
| **Second Year Theme: Social and Global Awareness** | |
| Two Social/Global Awareness courses | 6 |

| | |
|---|---|
| *Human Traditions*<br>LILE 201 or LILH 201 - Human Traditions<br>and<br>LILE 202 or LILH 202 - Human Traditions<br>- One course with the LIL"E" designation is required.<br>- One course with the LIL"H" designation is required. | 6 |
| .<br>**Third Year Theme: Critical Thinking**<br>**Fourth Year Theme: Citizenship**<br>Two courses in Advanced Studies | 6 |
| CIT 400 - Citizenship Seminar 1 | 1 |
| **Once Across the Four Years**<br>One Creative Arts Experience course | 3 |
| Total Credits | 42-43 |

## University Core Curriculum Summary and Objectives

- *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. The faculty at the University of New England believes that our core curriculum is intrinsically valuable and that it helps us to influence our graduates to be better citizens and to be well equipped to be contributing members of society.

A more thorough description of the core is available through the College of Arts and Sciences Dean's Office.

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# Integrated, Interdisciplinary Health and Healing (I2H2) Education

## Training, Research and Practice

The College of Health Professions offers students an innovative approach for learning about health and healing. This approach is known as the Integrated, Interdisciplinary Health and Healing Initiative (I2H2). The I2H2 Initiative, which prepares students and professionals for health care today and for tomorrow, is gaining regional and national attention as a model for health professions' education.

Through the I2H2 experience, students in UNE's College of Health Professions are uniquely equipped to thrive in the new collaborative environment that health care facilities demand, and patients and clients deserve. The I2H2 Initiative is a multifaceted approach for preparing health professionals to work collaboratively as members of health care teams to create maximum physical and behavioral health outcomes for individuals, populations, and communities. Through involvement in this educational initiative, students develop an in depth understanding of how the bio-psycho-social, cultural, economical, and spiritual dimensions of life affect health and healing and the importance of individual patients or clients being active members in their own health and healing team.

I2H2 provides students and professionals with educational, training, research, and practice opportunities to become contemplative providers. These providers are life-long learners who work in partnership with patients and clients to treat the whole person rather than parts of the person. Through the I2H2 Initiative, students and professionals gain an understanding of the complex dynamics and multiple dimensions of health and illness.

Through courses, seminars, lectures, conferences, symposia, clinical field experiences, and collaborative research projects, students from the College of Arts and Sciences, the College of Health Professions and the College of Osteopathic Medicine have the opportunity to engage in the I2H2 Initiative. The I2H2 Initiative promotes the integrity of individual professional disciplines and prepares practitioners with the values, knowledge, and skills needed to form and maintain collaborative relationships with other professionals.

## Interdisciplinary, Integrated Health and Healing Learning Experiences

The center of activity for the I2H2 Initiative is the recently renovated Westbrook College Campus in Portland, Maine. However, students and faculty on the University's Portland and Biddeford campuses are able to take part in the initiative through the state-of-the-art facilities and technology available at the University.

I2H2 learning experiences are constantly being developed by faculty and at the suggestion of students. Currently I2H2 experiences include courses for varied credit; learning modules within courses; seminars for students, faculty, and others; lunch-and-learn sessions; conferences; and symposia. Interdisciplinary teaching within existing courses is another element of the I2H2 Initiative. Many I2H2 learning experiences are focused on service learning or have other community-based, experiential elements to them. If you want to be a part of this exciting innovation in health professions education, please contact the College of Health Professions Dean's Office at extension 4520 for more information about I2H2.

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# Learning Assistance Services

Learning Assistance Services (LAS), a unit within Student Support Services, provides a comprehensive array of academic support services, including placement testing courses, workshops, tutoring, individual consultations, and advising. The goal of Learning Assistance Services is to assist students in becoming more independent and efficient learners so that they are able to meet the University's academic standards and to 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. LAC courses are subject to the academic policies and procedures set forth by CAS and CHP. LAC courses, however, do not satisfy core curriculum or graduation requirements.

Based on placement testing results, students are assigned one of six levels in Mathematics.

L1: Basic Mathematics and Algebra (LAC 020)

L2: Introduction to Algebra and Problem Solving (LAC 021)

L3: Advanced Algebra and Problem Solving (LAC 022), Quantitative Reasoning (MAT 110), or Statistics (MAT 120)

L4: Mathematics for Elementary School Teachers (MAT 130), Statistics for the Life Sciences (MAT 150), or Precalculus (MAT 180)

L5: Calculus I (MAT 190) or Geometry (MAT 240)

L6 Calculus II (MAT 195), Linear Algebra (MAT 220), or Foundations of Mathematics (MAT 230).

Based on placement testing results, students are assigned one of two levels of Writing.

UWT: Developmental level Writing Tutorial (LAC 010)

UEC: English Composition (ENG 110)

**Tutoring**
**Learning Assistance Services offers professional and peer tutoring to support a variety of undergraduate courses. Peer tutors receive specialized training leading to certification by the College Reading and Learning Association. Peer and professional writing support services are also available. Tutors' regularly scheduled hours are posted in the University Campus Learning Assistance Center and the Westbrook College Campus Proctor Center as well as on the LAS website.**

**English Speakers of Other Languages (ESOL)**
**Test proctoring services are available to students whose first language is not English. Contact extension 2584 for further information.**

**Individual Consultation**
**A learning specialist is 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, test-taking skills and preparation for professional boards is available.**

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# Dental Hygiene (Associate Degree)

**Degree:** Associate in Science with a major in Dental Hygiene

**College:** Health Professions

**Department:** Dental Hygiene

**Contact:** Bernice Mills, RDH, MS, BS (Director) bamills@une.edu

Mission Statement

Major Program Description

Admission Requirements

Transfer Credit and Advanced Standing

Curricular Requirements

Program Standards

Department Website

## Mission Statement

To provide state of the art training and instruction in the field of dental hygiene; to produce the highest quality registered dental hygienists.

## Major Program Description

The University of New England offers an associate degree in dental hygiene and a bachelor of science degree 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. It also prepares students for the bachelor of science program (see Dental Hygiene-Bachelor Degree) for details. 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, periodontic, and other specialty areas of dentistry while in the program.

## Admissions 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 (GPA) 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.
6. Complete the UNE admissions application.

See University Undergraduate Admissions also.

## Transfer Credit and Advanced Standing

All previously completed university core requirement courses from an accredited college that applies to this associate degree with a grade of C- or better will count as transfer credit. Accredited college level science and dental hygiene courses that are reasonably close to the scope and content of UNE's courses will be considered for transfer credit. Science and dental hygiene courses must also have been taken within the past five years and with a grade of C- or better. Other options and restrictions apply.

See University Undergraduate Admissions also.

| Curricular Requirements | Credits |
|---|---|
| University Core Requirements | **35** |
| BIO 208 - Anatomy and Physiology I *or* BIO 108 - Human Biology I | 4 |
| BIO 209 - Anatomy and Physiology II *or* BIO 109 - Human Biology II | 4 |
| BIO 226 - Microbiology | 4 |
| CHE 130 - Principles of Chemistry | 4 |
| ENG 110 - English Composition | 4 |
| ENV 104 - Introduction to Environmental Issues | 3 |
| Exploration | 3 |
| SPC 100 - Speech-Exploration | 3 |
| PSY 220 - Sociocultural Context of Human Development I | 3 |
| PSY 270 - Sociocultural Context of Human Development II | 3 |
| **Minimum Total University Core Requirements** | **35** |

**Major Courses**

| | | |
|---|---|---|
| DEN 101 - Dental Anatomy, 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 | | 2 |
| 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 321L - Community Health Practicum | 1 | |
| DEN 330 - Periodontology | | 3 |
| DEN 340 - Clinical Periodontology for Dental Hygienist | | 3 |
| **Minimum Required Major Course Credits** | | **48** |
| **Minimum Required Total Credits** | **83** | |

## Program Standards

A minimum grade of "C" is required in all BIO, CHE, and DEN prefix courses and a "C" must be achieved in all prerequisites for these courses. See Academic Policy and Regulations also.

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# Associate Degree Nursing

**Degree:** Associate in Applied Science (A.A.S) with a major in Nursing

**College:** Health Professions

**Department:** Nursing and Health Services Management

**Contact:** Diana M. Crowell, Ph.D., RN, CNAA, B.C.(Interim)
Director **dcrowell@une.edu**

Mission Statement

Philosophy

Major Program Description

Learning Outcomes

Accreditation

Admission Requirements

Technical Standards

Transfer Credit and Advanced Standing

Curricular Requirements

Program Standards

Financial Information

Graduation Requirements

Department Website

## Mission Statement

The mission of the Department of Nursing is to educate tomorrow's nurses to be effective clinicians and leaders who strive to improve the health of all people. At the associate level, the graduate is prepared as a nursing care provider, educator and contributing member of the health care team and the profession of nursing.

## Philosophy

Nursing, a caring art and science, encompasses the diagnosis and treatment of human responses to health and illness. The faculty believes that nurses use the nursing process to guide people of many cultures toward identifying their own health care needs. Nurses also support people in the decisions they make about their health. Nurses assume many roles as they work collaboratively with clients, families and other interdisciplinary 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 assisting them to attain and maintain health in whatever setting they may be found. The society in which nurses function is rapidly changing and is technologically oriented. Nurses therefore use knowledge gained from theory, research, evidence and clinical experience to guide their practice. The faculty believes the practice of nursing must be in accordance with established standards of clinical practice and the ANA Code of Ethics. The outcomes of nursing practice include: the prevention of illness, the promotion, support and restoration of health, the provision of quality safe care and the preparation for a dignified death.

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 interacting internal and external systems.

Faculty view health as a personally perceived state of wellbeing. 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 novice to expert and is evidenced by the student's integration of theory into practice at all levels, including but not limited to, leadership and management. The faculty, committed to liberal 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 that 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. Teaching learning is a collaborative process whereby students and faculty learn from each other, clients, peers, mentors, preceptors, as well as other health care disciplines. 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.

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 program options of the University of New England provide the foundation for students to move from novice toward expert practice within the profession and allow students to explore expanded professional role opportunities.

## Program Description

UNE's 2 + 2 nursing education model was developed to address the needs of both traditional and non- traditional students. There are opportunities to enter the program at multiple points depending upon prior education and experience:

1. Students can enter the program in the first year and earn an associate degree (ADN) at the end of the second year. This option is available in both day and evening program formats. After passing the licensing exam students can begin working as a registered nurse (RN) and at the same time continue their education as they pursue a bachelor of science in nursing (BSN). **This is the degree program described below.**

2. RN's who have graduated from an associate degree or diploma program may return to school to continue their professional development at the beginning of the third year. Successful completion of the third and fourth years earns the student a BSN. **See** Bachelor of Science Nursing: RN to BSN **if you already have an RN.**

The ADN 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. This acquisition of knowledge is well supported by experiential learning in the nursing skills/arts laboratory and the Human Patient Simulator Laboratory. Selected University Core Curriculum courses and electives are also incorporated during this time. This program of study is designed to prepare students to acquire effective communication abilities, an awareness of diversity in human interaction and growth. and the capacity for critical thinking. 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 (ADN). 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, patient educator, client advocate and member within the discipline of nursing. In addition, this academic preparation enables the individual to delegate to and supervise the work of lesser prepared health care workers.

The ADN may then seek the BSN if qualified. If seeking the BSN, 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, health care of groups and communities, health care delivery, finance, leadership and management, and teaching and learning.

Throughout the program, the following concepts are consistent threads in all nursing courses:

| | |
|---|---|
| Holism | Nursing Roles |
| Caring | Critical Thinking |
| Teaching | Research |
| Learning | Cultural Awareness |

## Student Learning ADN Outcomes

At the completion of study for the associate degree in nursing, the student will be able t

1. apply critical thinking skills and problem solving techniques using Benner's novice-to- expert nursing model to apply the nursing process.
2. participate as a member of the therapeutic interdisciplinary team.
3. provide professional nursing care to individuals and families at the level of the advanced beginner.
4. use organizational and work-role competencies in the delivery of quality health care.
5. integrate values that reflect understanding of the moral and legal implications, and the ethics of care and responsibility when considering nursing practice.
6. demonstrate an awareness of organizational and work-role competencies within an evidence based health care system.
7. apply theories from the humanities, arts and sciences into holistic and integrated nursing practice.

## Accreditation

The program is fully accredited by the National League of Nursing Accrediting Commission (NLN-AC) and is approved by the Maine State Board of Nursing. The NLN can be contacted at 61 Broadway, 33rd Floor, New York, NY 10006 1-800-669-9656 x153.

## Admission Requirements

**Academic 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 score results.
7. Overall high school and math/science GPA of 2.75 or better.

**State licensure application could be in jeopardy if the student has been convicted of a felony. For more information, see* http://www.maine.gov/boardofnursing

A student applying for admission to the nursing program who is transferring from another nursing or health professional program is required to submit a letter of reference from a faculty member teaching during the student's most recently completed semester and a statement from the director of the program that the student is in good academic standing. These materials are to be provided directly to the Admissions Office.

See also University Undergraduate Admissions.

**Health Requirements** (to be completed prior to enrollment)
All first-year nursing students must have:

1. A physical examination before entering the nursing program.
2. Proof of annual tuberculin testing, measles/rubella and varicella* immunity, and Hepatitis B vaccine or titer.
3. One copy of the immunization record is to be submitted to the Health Center.
4. Proof of health insurance coverage.
5. CPR Certification for Health Providers.
6. Completion of the UNE HIPAA requirements.

** varicella immunity is required prior to clinical assignments in maternity nursing*

## Technical Standards

**Introduction**
Technical standards are all of the nonacademic functional abilities essential for the delivery of safe, effective nursing care. These basic abilities make up the core components of nursing practice, and there is a high probability that untoward consequences may result for clients cared for by nurses who fail to demonstrate these abilities. In compliance with state and federal laws, nursing education programs must attend to these essential functional abilities in the teaching and evaluation of students preparing for the practice of nursing.
This statement of technical standards identifies the functional abilities deemed by the Nursing Faculty at the University of New England to be essential to the practice of nursing, and as such are reflected in satisfactory progression through the nursing program and in the performance-based outcomes which are the basis for teaching and evaluating all nursing students.
Students with disabilities who believe they may require accommodation in meeting the technical standards of the Nursing Program should contact Disability Services (DS) as soon as possible to determine if the student is legally disabled and to discuss the process of identifying to what extent reasonable accommodations may or may not exist. It is recommended that students seek DS advisement as soon as possible after admission to the Nursing Program to facilitate the timely development of a plan for accommodation, which would ideally be in place at the beginning of the Program. Applicants seeking admission into the Nursing Program who may have questions about the technical standards and appropriate reasonable accommodations are invited to discuss their questions with Disability Services. Reasonable accommodation will be directed toward providing an equal educational opportunity for students with disabilities while adhering to the standards of nursing practice for all students.
As stated in the syllabus of each nursing course, any student eligible for and needing academic adjustments or accommodations is requested to speak with the professor within the first two weeks of class. Registration with DS is required before any accommodation requests can be granted. Under no circumstances will the Department of Nursing and Health Management waive any essential course requirements or technical standards for any student, with or without a disability.

**Technical Standards**
The practice of Nursing requires the following functional abilities with or without reasonable accommodations:

Visual acuity must be adequate to assess patients and their environments, as well as to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Detect changes in skin color or condition
- Collect data from recording equipment and measurement devices used in patient care
- Detect a fire in a patient area and initiate emergency action
- Draw up the correct quantity of medication into a syringe

Hearing ability must be of sufficient acuity to assess patients and their environments and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Detect sounds related to bodily functions using a stethoscope
- Detect audible signals generated by mechanical systems that monitor bodily functions

- Communicate clearly in telephone conversations
- Communicate effectively with patients and with other members of the healthcare team

Olfactory ability must be adequate to assess patients and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Detect foul odors of bodily fluids or spoiled foods
- Detect smoke from burning materials
- Detect ketones on a client's breath

Tactile ability must be sufficient to assess patients and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Detect changes in skin temperature
- Detect unsafe temperature levels in heat-producing devices used in patient care
- Detect anatomical abnormalities, such as subcutaneous creptitus, edema, or infiltrated intravenous fluid
- Perform techniques such as the insertion of urinary catheters

Strength and mobility must be sufficient to perform patient care activities and emergency procedures. Examples of relevant activities (nonexclusive):

- Safely transfer patients in and out of bed and assist them with ambulation using appropriate assistive devices
- Safely control the fall of a patient, by slowly lowering the patient
- Turn and position patients as needed to prevent complications due to bed rest
- Hang intravenous bags at the appropriate level
- Accurately read the volumes in body fluid collection devices hung below bed level
- Perform cardiopulmonary resuscitation

Fine motor skills must be sufficient to perform psychomotor skills integral to patient care. Examples of relevant activities (nonexclusive):

- Safely dispose of needles in sharps containers
- Accurately place and maintain position of stethoscope for detecting sounds of bodily functions
- Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications

Physical endurance sufficient to complete assigned periods of clinical practice and to function effectively under stress in acute health care situations.

Ability to speak, comprehend, read, and write English at a level that meets the need for accurate, clear, and effective communication.

Emotional stability to function effectively under stress, to work as a part of a team and to respond appropriately to supervision; to adapt to changing situations, to respond appropriately to patients and families under stress, and to follow through on assigned patient care responsibilities.

Cognitive ability to collect, analyze, and integrate information and knowledge to make clinical judgments and management decisions that promote positive patient outcomes.

Other Abilities sufficient to demonstrate competencies such as the ability to arrive to a clinic on a timely basis; to meet the demands for timely performance of duties; to meet the organizational requirements to perform these duties in a professional and competent manner.

### Transfer Credit and Advanced Standing

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. (Science coursework must have been completed within the past five (5) years.)
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 may be required to audit the semester prior to entry into the nursing program.
5. Advanced Placement (AP) credits and CLEP credits if applicable and if the scores meet UNE's requirements.

**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. With a score of 78 or higher.
2. Clinical simulation in nursing lab.
3. Completion of a care planning exercise for the challenge exam process.

*Note: A test fee is required.

*See University Undergraduate Admissions.*

## Curricular Requirements

| Courses | 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 must be a humanities exploration) | 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** |

**Developmental Coursework**
Credit for developmental coursework (in general, courses numbered less than 100 level) is not included in the minimum total credits required for degree completion.

**Achievement Testing**
All students in the associate degree option are required to participate in content achievement testing. These tests benchmark students' progress with nationally normed data. Currently the Nursing Department is utilizing Educational Resources, Inc. (ERI) for testing and assessment services.

**Clinical Experience**
The associate degree program utilizes a wide variety of clinical learning environments, including acute care hospitals, home care agencies, outpatient treatment centers, long term care/rehabilitation facilities, and physician offices/clinics. Students are responsible for transportation to and from clinical experiences. Clinical shift schedules vary by facility and require flexibility.

## Program Standards

1. The required nursing courses are given in sequence and each course has a minimum grade requirement of “C+.” Students must demonstrate an examination average of 78 in each nursing course for progression.
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 2.5. Failure to maintain a GPA of 2.5 may interfere with progression.
6. The student must follow all policies outlined in the Nursing Department Student Handbook.

7. Completion of UNE HIPAA requirements and maintenance of immunizations before participating any clinical component.

**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 non-elective nursing course.
4. Failure to satisfactorily complete the clinical component of a nursing course.
5. Failure to maintain an examination average of 78 in required nursing courses.
6. Failure to perform in the clinical area in a manner that is deemed safe by the faculty.
7. Failure to obtain a grade of “C” or better in a required science course.

## Financial Information

**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.

**Lab Fees**
Laboratory fees are assessed in individual courses that incorporate the skills laboratory and the human patient simulator laboratory.

**Equipment**
Students are responsible for the costs of the following required items: Uniforms and lab jacket; name tag; bandage scissors; watch indicating seconds; stethoscope.

**Transportation**
Nursing students are responsible for their own transportation to clinical facilities throughout the program.

**Pinning Ceremony**
Graduation expenses include a departmental pinning ceremony in May. Expenses include the acquisition of a uniform and a school pin. These expenses vary each year. Students may inquire in the nursing office for an estimate of current costs.

**Financial Aid**
Detailed information and applications are available on request from the Financial Aid Office. Call 207-602-2342 or visit the Financial Aid website.

## Graduation Requirements

A total of **68 credit hours as specified above** with a minimum 2.0 GPA is required for the associate in applied science degree in nursing. All required nursing courses must have a grade of "C+" or higher. All science courses must have a grade of "C" or higher. The credits are distributed as follows:

| | |
|---|---|
| General Education | 31 credits |
| Nursing | 37 credits |

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# Applied Exercise Science

**Degree:** Bachelor of Science with a major in Applied Exercise Science

**College:** Health Professions

**Department:** Exercise and Sport Performance

**Contact:** Dr. Richard J. LaRue (Chair) rlarue@une.edu

Mission Statement
Major Program Description
Curricular Requirements
Program Standards
Clinical Experiences
Minor in Applied Exercise Science
Department Website

## Mission Statement

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.

## Major Program Description

Applied Exercise Science 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.

## Curricular Requirements

| | Credits |
|---|---|
| University Core Requirements. | |
| **Core Requirements** | **42-43** |
| MAT 120 or MAT 150 - Statistics* | |
| *prerequisite for SPT 420 Research Methods | |
| | |
| **Math and Science Foundation** | **19** |
| BIO 208 - Intro Anatomy & Physiology I | 4 |
| BIO 209 - Intro Anatomy & Physiology II | 4 |
| CHE 110 - General Chemistry I | 4 |
| PHY 110 - General Physics I | 4 |
| PSY 105 - Introduction to Psychology | 3 |
| | |
| **Applied Exercise Science Major Requirements** | **56** |
| SPT 101 - Foundations of ESP | 3 |
| SPT 120 - Personal Health and Wellness | 3 |
| SPT 420 - Research Methods | 3 |
| PEC 150 - First Aid & CPR | 1 |
| EXS 160 - Intro. to Applied Exercise Science | 3 |
| EXS 180 - Motor Learning & Performance | 3 |
| EXS 210 - Fundamentals of Nutrition and Exercise | 3 |
| EXS 280 - Health Promotion and Wellness Program | 3 |
| EXS 310 - Kinesiology and Biomechanics | 3 |
| EXS 320 - Exercise Physiology | 3 |
| EXS 330 - Fitness Evaluation and Prescription | 3 |
| EXS 340 - Concepts of Strength & Conditioning | 3 |
| EXS 350 - ECG:Interpreted & Graded Exercise | 3 |
| EXS 370 - Applied Exercise Nutrition | 3 |
| SPT 420 - Research Methods | 3 |
| ATC 101 - Prev & Care of Ath Inj | 3 |
| ATC 333 - Gross Anatomy | 3 |
| EXS 399 - Applied Exercise Science Clinical Internship I | 3 |
| EXS 495 - Seminar in Applied Exercise Science | 1 |

| | |
|---|---|
| EXS 499 - Applied Exercise Science Clinical Internship II | 6 |
| **Minimum Required Total Credits** | **120** |

### Program Standards

Students will be retained within the Applied Exercise Science 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 and a "C-" or higher in each course of the science foundation.
3. Grade point of 2.0 or better in each applied exercise science 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 all applied exercise science required courses (ATC, EXS, or 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.

### Clinical Experiences

All students in Applied Exercise Science 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.

### Minor in Applied Exercise Science

A student with a major in another department may minor in Applied Exercise Science with the approval of the Exercise and Sports Performance Department Chair. Eighteen hours of approved course work is required for the Minor in Applied Exercise Science as follows:

| | |
|---|---|
| EXS 160 - Introduction in Applied Exercise Science | 3 |
| EXS 280 - Health Promotion and Wellness Programs | 3 |
| EXS 330 - Fitness Evaluation and Prescription | 3 |
| EXS 350 - ECG Interpretation & Graded Exercise Assessment | 3 |
| EXS 370 - Applied Exercise Nutrition | 3 |
| EXS 399 - Clinical Internship | 3 |
| **Total Credits** | **18** |

***NOTE:*** *Specific prerequisites are required for the above listed course work. Carefully planned sequencing is required in order to complete this minor. Select courses carefully in consultation with your academic advisor.*

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# Aquaculture and Aquarium Sciences (AQS)

**Degree:** Bachelor of Science with a major in Aquaculture and Aquarium Sciences

**College:** Arts and Sciences

**Department:** Biological Sciences

**Contact:** Dr. Stephan Zeeman (Interim Chair) szeeman@une.edu

Mission Statement

Major Program Description

Transfer Credit and Advanced Standing

Curricular Requirements

Minor in Aquaculture

General Information for Biological Sciences Department Majors

Department Website

## Mission Statement

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. Because we live at this time in human history – at the beginning of what many believe to be a biological age – students must be able to apply biological concepts to the wide array of problems and choices they inevitably face.

## Major Program Description

The Aquaculture and Aquarium Sciences 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.

## Transfer Credit and Advanced Standing

Courses previously completed at another accredited college can be transferred to this degree program. Transferred biology courses must be reasonably close in scope and content to the biology courses offered at UNE in order to count as exact equivalents. Otherwise, they will transfer as general electives. **All Biology courses previously completed must be no older than eight years**. Other options and restrictions apply. See Undergraduate Admissions also.

## Curricular Requirements

| | Credits |
|---|---|
| University Core Requirements | **42-43** |
| **Program Required Courses** | **36-37** |
| BIO 100 - Biology I (included in core requirements) | |
| BIO 101 - Biology II | 4 |
| BIO 200 - Genetics or BIO 207 Organismal Genetics | 5-4 |
| 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 226 - Microbiology | 4 |
| BIO 250 - Marine Biology | 4 |
| BIO 323 - Principles of Aquarium Operations and Science | 4 |
| BIO 325 - Marine Science Speaker Series | 1 |
| **Program Required Credits Sub-Total** | **36-37** |
| | |
| **Topic Area Program Required Courses (to be selected in consultation with advisor)** | |
| See General Information for Biological Sciences Department Majors for details | |
| Physiology Topic Area | 4 |
| Ecology Topic Area | 4 |
| BIO 495 - Internship | 6 |
| **Program Minimum Required Total Credits** | **50-51** |
| | |
| **Science and Mathematics Required Courses** | |
| CHE 110 - Chemistry I | 4 |
| CHE 111 - Chemistry II | 4 |
| MAT 150 - Statistics for Life Sciences | 3 |
| | |
| **Business Administration Required Courses** | |
| BUMG 200 - Management | 3 |
| BUFI 302 - Personal Finance | 3 |
| | |
| ***Highly Recommended Elective Credits*** | |
| CHE 307 - Quantitative Analysis | 5 |
| CITM 100 - Introduction to Microcomputer Software | 3 |
| EDU 202 - Curriculum Theory & Design | 3 |
| SPC 100 - Effective Public Speaking | 3 |

| | |
|---|---|
| Open elective courses (as needed to reach 120 credits) | variable |
| **Minimum Required Total Credits** | **120** |

### Additional Information

See General Information for Biological Sciences Department Majors for details concerning curriculum topic areas, minors, honors program, internships, and general information on UNE's largest department. Please visit our Department Homepage also.

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# Athletic Training

**Degree:** Bachelor of Science with a major in Athletic Training

**College:** Health Professions

**Department:** Exercise and Sport Performance

**Contact:** Wayne R. Lamarre (ATEP Director) wlamarre@une.edu

Mission Statement

Major Program Description

Admission Requirements

Curricular Requirements

Program Standards

Accreditation

Department Website

## Mission Statement

The mission of the Athletic Training Education Program at the University of New England is to provide a comprehensive curriculum designed for individuals who want to enhance the quality of health care for active persons and to advance the profession of athletic training through education and research in the prevention, evaluation, management, and rehabilitation of injuries.

## Major Program Description

This degree program is designed for students 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 the art of preventing, managing, and rehabilitating athletic and orthopaedic injuries. Students are provided with a thorough understanding of the effects of sport and sport-related injuries on the individual performer through a series of classroom (didactic) and field (clinical) experiences both on- and off-campus.

## Admission Requirements

The Athletic Training Education Program employs a competitive secondary admissions process at the end of the first year (pre-professional phase). Athletic training education accreditation standards mandate that admission to the **professional phase** of the program be criteria-based. Therefore, meeting the coursework requirements does not guarantee a student admission into the **professional phase** of the program. The number of students admitted to the **professional phase** of the program on an annual basis is dictated by the number of available field experience sites and may vary slightly from year to year. 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 phase** of the athletic training education program:

1. Minimum cumulative UNE GPA of 2.0.
2. Minimum academic standing of first -semester sophomore.
3. Completion of ATC 100 and PEC 150 with a minimum grade point average of 2.0 in each course.
4. Completion of a minimum of 20 observational clinical hours (ATC 100) under the direct supervision of a UNE-approved clinical instructor.
5. Successful completion of yearly OSHA-required bloodborne pathogens safety training.
6. Regular attendance at Athletic Training Program meetings and presentations.
7. Completion of the program application and formal interview with program faculty .
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 program must complete the ATEP admission requirements and complete the entire professional portion of the program.

See Undergraduate Admissions for details concerning first year admissions requirements.

## Curricular Requirements

| Program/Degree Area | Credits |
|---|---|
| University Core Requirements.<br>**Core Requirements**<br>includes MAT 120 or MAT 150 - Statistics*<br>**prerequisite for SPT 420 Research Methods* | **42-43** |
| **Major Requirements (Science Foundation)** | **19** |
| BIO 208- Intro Anatomy & Physiology I | 4 |
| BIO 209- Intro Anatomy & Physiology II | 4 |

| | |
|---|---|
| CHE 110 - General Chemistry I | 4 |
| PHY 110 - General Physics I | 4 |
| PSY 105 - Introduction to Psychology | 3 |
| | |
| **Athletic Training Major Requirements** | **64** |
| SPT 101 - Foundations of ESP | 3 |
| SPT 120 - Personal Health and Wellness | 3 |
| SPT 420 - Research Methods | 3 |
| PEC 150 - First Aid & CPR | 1 |
| EXS 180 - Motor Learning and Performance | 3 |
| EXS 210 - Fundamentals of Nutrition and Exercise | 3 |
| EXS 310 - Kinesiology and Biomechanics | 3 |
| EXS 320 - Exercise Physiology | 3 |
| EXS 340 - Concepts of Strength & Condition | 3 |
| ATC 100 - Introduction to Athletic Training | 2 |
| ATC 101 - Prevention and Care of Athletic Injuries | 3 |
| 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 and Orthopaedic Injury I | 3 |
| ATC 304 - Assessment of Athletic and Orthopaedic Injury II | 3 |
| ATC 333 - Human Gross Anatomy | 3 |
| ATC 430 - Therapeutic Modalities | 3 |
| ATC 440 - Rehabilitation of Athletic and Orthopaedic Injuries | 3 |
| ATC 450 - Medical Aspects of Sport | 3 |
| ATC 480 - Administration of Athletic Training Programs | 3 |
| ATC 495 - Seminar in Athletic Training | 1 |
| | |
| **Minimum Required Total Credits** | **125** |

### Program Standards and Technical Requirements

The Athletic Training Education 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 Education 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 Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the Athletic Training Education Program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the Board of Certification (BOC) entry-level certification examination.

Candidates for selection to the Athletic Training Education 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 Education Program will be required to certify with the ATEP director 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 Disability Services for more information.

Students will be retained within the athletic training education program 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 major requirements.
3. Grade point of 2.0 or better in each athletic training major required course with the ATC, EXS, PEC, or SPT prefix. Students who receive a grade point below 2.0 in an athletic training major required course with an ATC,

EXS, PEC, 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 required courses with ATC, EXS, PEC, or SPT prefix.
5. Proof of successful progress toward the mastery of the clinical proficiencies and the completion of assigned clinical rotations (see: Athletic Training Student Handbook for definition of successful progress), in compliance with the requirements and guidelines of the Commission on Accreditation of Athletic Training Education (CAATE).
6. Students who fail to demonstrate appropriate professional abilities and attributes will be subject to clinical education suspension. (See Athletic Training Student 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 and/or clinical education coordinator. Upon successful completion of remediation the student will be notified by the program director and/or clinical education coordinator 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 (policy outlined in the University Student Handbook) will not be tolerated.*

**Accreditation**
The UNE Athletic Training Program is an undergraduate program accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

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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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# Biochemistry

**Degree:** Bachelor of Science with a major in Biochemistry

**College:** Arts and Sciences

**Department:** Chemistry and Physics

**Contact:** Dr. Larry C. Thompson (Interim Chair) LThompson2@une.edu

Mission Statement
Major Program Description
Admission Requirements
Curricular Requirements
Program Standards
Department Website

## Mission Statement

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 chemistry, chemistry/secondary education, 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. The department also administers the pre-pharmacy program. 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.

## Major Program Description

The bachelor of science degree in biochemistry, 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. This major is a good choice for students who are especially interested in studying the applications of chemistry in biological systems. 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.

## Admission Requirements

Preferred conditions for entry into the biochemistry major are completion of at least three years of high school mathematics and three years of high school science, including biology, chemistry and physics. See Undergraduate Admissions also.

## Curricular Requirements

| | **Credits** |
|---|---|
| University Core Requirements | **42-43** |
| **Program Required Courses** | |
| BIO 100 or 105 - Biology I (included in core requirements) | |
| BIO 101 or 106 - Biology II | 4 |
| BIO 200 - Genetics or BIO 207 Organismal Genetics | 5 - 4 |
| BIO 370 - Cell and Molecular Biology | 3 |
| 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 |
| MAT 190 - Calculus I (included in core requirements) | |
| MAT 195 - Calculus II | 4 |
| PHY 110 - Physics I* | 4 |
| PHY 111 - Physics II** | 4 |
| * PHY 210 may be substituted for PHY 110 | |
| ** PHY 211 may be substituted for PHY 111 | |
| **Minimum Program Required Credits** | **53 - 54** |

**Flexible Program Required Courses**

*Select a minimum of three courses below for a total of 9 credits, no more than 6 credits of which may be CHE 410 and/or 411. Consult with your academic advisor for approval of advanced CHE courses not listed below.*

| | |
|---|---|
| BIO 430 - Advanced Topics in Molecular Biology | 3 |
| 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 |
| CHE 420- Spectro Method Struct Analysis | 3 |
| **Minimum Flexible Required Credits** | **9** |
| **Minimum Program Credits** | **63** |
| Open elective credits (as needed to reach 120 credits) | variable |
| **Minimum Required Total Credits** | **120** |

## Program Standards

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.

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# Pre-Pharmacy

**Program:** Undergraduate course of study providing preparation for application to Doctor of Pharmacy program or transfer into Bachelor of Science degree programs.

**College:** Arts and Sciences

**Department:** Chemistry and Physics

**Contact:** Dr. Larry Thompson (Interim Chair) lthompson2@une.edu

Dr. Jerome Mullin (Pre-pharmacy Coordinator) jmullin@une.edu

Mission Statement

Major Program Description

Admission Requirements

Transfer Credit and Advanced Standing

Curricular Requirements

Department Website

## Mission Statement

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 chemistry, chemistry/secondary education, biochemistry, and laboratory science, as well as a minor in chemistry, the department administers the university's pre-pharmacy program. This two-year program of courses provides the necessary coursework to prepare a student to meet the requirements for admission to the four-year professional program leading to the Pharm. D. degree. Completion of the two-year pre-pharmacy curriculum also will prepare students to transfer to a baccalaureate degree program should they choose not to seek entry into the pharmacy program.

## Program Description

The College of Arts and Sciences, through the Department of Chemistry and Physics, offers a two-year, undergraduate pre-pharmacy program on UNE's University Campus in Biddeford, Maine. This professional program will provide students with the minimum necessary coursework required for admission to the Doctor of Pharmacy degree program. The College of Pharmacy will offer the Doctor of Pharmacy as the entry-level professional degree that will prepare students for careers as pharmacists and/or pharmaceutical scientists.

The Doctor of Pharmacy (Pharm.D.) degree is awarded after successful completion of four years of professional study. A minimum of two years of undergraduate pre-professional education is required for admission, followed by four years of professional studies.

The four-year, professional program (Pharm.D.) is anticipated to begin the fall of 2009 and will be located on UNE's Westbrook College Campus in Portland, Maine. For more information about the Pharm. D. program, please refer to the College of Pharmacy Web page: www.une.edu/pharmacy

## *Pre-Pharmacy Admission Requirements

Preferred conditions for entry into the pre-pharmacy program are completion of at least three years of high school mathematics and three years of high school science, including biology, chemistry and physics. See Undergraduate Admissions requirements.

## *Transfer Credit and Advanced Standing

Transfer students are encouraged to apply to the University of New England. See University Undergraduate Admissions Requirements.

## *Pharmacy (Pharm. D.) Program Admissions Requirements

Students interested in applying for admission to the professional pharmacy program (Pharm. D. program) in the University of New England's College of Pharmacy will need to complete successfully a minimum of 72 credit hours of specific undergraduate level courses, as outlined below. Additional admission requirements for the professional pharmacy program are required and prospective students should contact the College of Pharmacy for additional information.

## Curricular Requirements

| **Pre-Pharmacy Track Required Courses** | |
|---|---|
| ENG 110 - English Composition | 4 |
| MAT 150 - Statistics for Life Sciences | 3 |
| MAT 190 - Calculus I *(prereq: MAT 180 or test placement)* | 4 |
| (Explorations) Humanities Course<br>Prefix must be ENG, FRE, HIS, LIT, PHI, SPA, or WST | 3 |
| PSY 105 - Intro to Psychology | 3 |
| (SGA) Social/Global Awareness Course with a SOC prefix | 3 |
| SPC 100 - Effective Public Speaking | 3 |
| Core/Liberal Arts Electives (two courses)<br>(ADV) Advanced Humanities or (ART) Creative Arts or (LIL) Human Traditions - Only one course from each category can be selected | 6 |
| BIO 100 or 105 - Biology I | 4 |
| BIO 101 or 106- Biology II | 4 |
| BIO 208 - Intro Anatomy & Physiology I | 4 |
| BIO 209 - Intro Anatomy & Physiology II | 4 |
| CHE 110 - General Chemistry I | 4 |
| CHE 111 - General Chemistry II | 4 |
| CHE 210 - Organic Chemistry I | 5 |
| CHE 211 - Organic Chemistry II | 5 |
| PHY 110 - Physics I* | 4 |
| PHY 111 - Physics II** | 4 |
| * PHY 210 may be substituted for PHY 110 | |
| ** PHY 211 may be substituted for PHY 111 | |
| **Minimum Required Credits** | **71** |

**Note:** *Some of the courses listed above may be waived with prior credit that meets UNE approved criteria as outlined in the academic catalog (i.e. AP examination scores or transfer credits from regionally accredited institutions of higher education). Please also note that the pre-pharmacy course sequence is different from the traditional biochemistry undergraduate major course sequence. Students seeking to complete the bachelor of science degree in biochemistry should review the Biochemistry Program information located in the academic catalog at the time of admission.*

**Addendum: This information was updated February, 2009.*

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# Biological Sciences (BSI)

**Degree:** Bachelor of Science with a major in Biological Sciences

**College:** Arts and Sciences

**Department:** Biological Sciences

**Contact:** Dr. Stephan Zeeman (Interim Chair) **szeeman @une.edu**

Mission Statement

Major Program Description

Transfer Credit and Advanced Standing

Curricular Requirements

Minor in Biology

General Information for Biological Sciences Department Majors

Department Website

## Mission Statement

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. Because we live at this time in human history – at the beginning of what many believe to be a biological age – students must be able to apply biological concepts to the wide array of problems and choices they inevitably face.

## Major Program Description

Biological Sciences 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. It prepares students for advanced study in a variety of graduate programs.

## Transfer Credit and Advanced Standing

Courses previously completed at another accredited college can be transferred to this degree program. Transferred biology courses must be reasonably close in scope and content to the biology courses offered at UNE in order to count as exact equivalents. Otherwise, they will transfer as general electives. All Biology courses previously completed must be no older than eight years. Other options and restrictions apply. See Undergraduate Admissions also.

| Curricular Requirements | Credits |
|---|---|
| University Core Requirements | **42-43** |
| | |
| **Program Required Courses** | **20-25** |
| BIO 100 or 105 -Biology I (included in core requirements) | |
| BIO 101or 106 -Biology II | 4 |
| BIO 200-Genetics or BIO 207 Organismal Genetics | 5-4 |
| BIO 400 - or higher level elective (not satisfied by Internship/Research) | 3-4 |
| | |
| *Topic Areas- (to be selected in consultation with advisor)* | |
| See General Information for Biological Sciences Department Majors for details | |
| Physiology topic area | 3-4 |
| Ecology topic area | 3-4 |
| Organismal topic area | 3-4 |
| | |
| **Program Required Science and Mathematics Courses:** | **31-32** |
| *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 |
| **or** CHE 310 - Fundamentals of Biochemistry | 4 |
| | |
| *Mathematics* | |
| MAT 150-Statistics for Life Sciences | 3 |
| MAT 180 - Precalculus | 3 |
| | |
| *Physics* | |
| PHY 110 - Physics I | 4 |
| PHY 111 - Physics II | 4 |
| Open Elective Courses (as needed to reach 120 credits) | variable |
| | |
| **Minimum Required Total Credits** | **120** |

## Additional Information

See General Information for Biological Sciences Department Majors for details concerning curriculum topic areas, minors, honors program, internships, and general information on UNE's largest department. Please visit our Department Homepage

also.

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# Business Administration

**Degree:** Bachelor of Science with a major in Business Administration

**College:** College of Arts and Sciences

**Department:** Business & Communications

**Contact:** Dr. James Breyley (Chair) jbreyley@une.edu

Mission Statement

Major Program Description

Curricular Requirements

Program Standards

Minor in Business Administration

Department Website

## Mission Statement

The mission of the Department of Business and Communications is to provide competent, supportive faculty and to offer relevant curricula that will help prepare students to cope with and thrive in an ever-changing world. More specifically, the department strives:

- to prepare students for ethically and socially responsible roles in business, the communications professions and society;
- to develop in students the ability to recognize, analyze, and solve problems;
- to help students achieve their personal and career goals; and
- to prepare students for entry-level positions in either the private or public sector and/or to prepare students for coursework at the graduate level.

## Major Program Description

The bachelor of science degree in business administration is designed to supplement the University's liberal arts core curriculum. In particular, its goals are:

- to facilitate students' acquisition of a basic business knowledge base in the functional areas of business including, but not limited to, accounting, business law, economics, finance, management, and marketing;
- to facilitate students' acquisition of technical skills and competencies in computer information systems and quantitative techniques;
- to provide professional job search and experience;
- to facilitate students' ability to integrate their knowledge of the functional areas of business with their technical skills and competencies and their professional experiences and to apply that knowledge and those skills.

## Curricular Requirements

| | Credits |
|---|---|
| **University Core Requirements** (includes MAT 120) | **42-43** |
| **Program Required Courses** | **45** |
| BUAC 201 - Financial Accounting | 3 |
| BUAC 203 - Managerial Accounting | 3 |
| BUEC 203 - Macroeconomics | 3 |
| BUEC 204 - Microeconomics | 3 |
| BUFI 302 - Personal Finance | 3 |
| BUFI 315 - Financial Management | 3 |
| BUMG 200 - Management | 3 |
| BUMG 311 - Business and Society Relations | 3 |
| BUMG 325 - Legal Environment of Business | 3 |
| BUMG 335 - International Business | 3 |
| BUMG 495A - Internship | 3 |
| BUMG 498 - Administrative Policy and Strategy | 3 |
| BUMK 200 - Marketing | 3 |
| CITM 100 - Introduction to Microcomputer Software | 3 |
| MAT 110 - Quantitative Reasoning | 3 |
| **Business Elective Required Courses** | **15** |
| *Choose FIVE of the following courses** | |
| BUEC 380 - Economic Development of the United States | |
| BUEC 385 - Health Economics | |
| BUEC 390 - Environmental Economics | |
| BUEC 395 - Ecological Economics | |
| BUMG 301 - Organizational Behavior | |
| BUMG 302 - Human Resource Management | |
| BUMG 312 - Entrepreneurship/Small Business Management | |
| BUMG 328 - Employment Law | |
| BUMG 360 - Leadership | |
| BUMG 400 - Management Seminar | |

BUMG 495B - Internship in Business Administration
BUMK 301 - Services Marketing
BUMK 310 - Advertising
BUMK 405 - Sales Management (cannot count here if used as program required course)
*(One BUEC, and One BUMG, and One BUMK required as
business electives).

| | |
|---|---|
| Open Elective Courses (as needed to reach 120 credits) | variable |
| **Minimum Total Required Credits** | **120** |

### Program Standards

Department of Business and Communications majors and minors must earn at least a C- in all Department courses.

### Minor in Business Administration

A student with a major in another department may, with the permission of the Business and Communications Department Chair, minor in Business Administration.

| **Required Courses** | **Credits** |
|---|---|
| BUAC 201 - Financial Accounting | 3 |
| BUMK 200 - Marketing | 3 |
| BUMG 200 - Management | 3 |
| BUEC 204 - Microeconomics | 3 |
| Business Electives | 6 |
| **Total Credits** | **18** |

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# Chemistry

**Degree:** Bachelor of Science with a major in Chemistry

**College:** Arts and Sciences

**Department:** Chemistry and Physics

**Contact:** Dr. Larry C. Thompson (Interim Chair) LThompson2@une.edu

Mission Statement

Major Program Description

Admission Requirements

Curricular Requirements

Secondary Education Certification

Program Standards

Minor in Chemistry

Department Website

## Mission Statement

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 chemistry, chemistry/secondary education, 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. The department also administers the pre-pharmacy program. 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.

## Major Program Description

The bachelor of science degree in chemistry stresses the important fundamental aspects of the discipline, including analytical chemistry, biochemistry, organic chemistry, inorganic chemistry, and physical chemistry. Classroom work in each of these essential areas is complemented with laboratory exercises designed to illustrate important chemical principles and provide students with hands-on experience in the important classical and instrumental techniques of chemistry. While the chemistry core courses provide both depth and breadth in the basic areas of chemistry, students also have the opportunity to study selected areas of modern chemistry more intensively in advanced elective courses and in undergraduate research. 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 education in general and undergraduate research in particular. One of the strengths of the department's programs is the opportunity it provides for students to become involved in undergraduate research in collaboration with a faculty mentor.

The curriculum is designed to meet the requirements of the American Chemical Society Committee on Professional Training. Students will be well prepared for entry into a variety of laboratory positions or for entry into graduate programs in many areas of science. Chemistry graduates typically are very well prepared for entry into professional programs such as medical, dental, or veterinary schools. The department is well equipped with modern laboratory instrumentation, available to students in laboratory courses and research projects.

## Admission Requirements

Preferred conditions for entry into the chemistry major are completing of at least three years of high school mathematics and three years of high school science, including biology, chemistry and physics. See Undergraduate Admissions also.

## Curricular Requirements

| | Credits |
|---|---|
| University Core Requirements. | 42-43 |
| **Required Program Courses** | |
| 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 280 - Intermediate Inorganic Chemistry | 2 |
| CHE 307 - Quantitative Analysis | 5 |
| CHE 350 - Biochemistry I: Proteins | 5 |
| CHE 370 - Physical Chemistry I | 4 |
| CHE 371 - Physical Chemistry II | 3 |
| CHE 375 - Advanced Laboratory | 2 |

| | |
|---|---|
| CHE 407 - Instrumental Methods of Analysis | 5 |
| MAT 190 - Calculus I (included in core requirements) | |
| MAT 195 - Calculus II | 4 |
| MAT 200 - Calculus III | 4 |
| PHY 210 - University Physics I | 4 |
| PHY 211 - University Physics II | 4 |
| **Flexible Required Program Course (at least one)** | |
| *Select a minimum of one course below that is at least 3 credits. Consult with your academic advisor for approval of advanced CHE courses not listed below.* | |
| CHE 380 - Inorganic Chemistry, or | 3 |
| CHE 405 - Medicinal Chemistry, or | 3 |
| CHE 420 - Spectroscopic Methods of Structural Analysis, or | 3 |
| CHE 410 - Research I | 1-4 |
| **Minimum Program Credits** | **63** |
| Open elective credits (as needed to reach 120 credits) | variable |
| **Minimum Required Total Credits** | **120** |

## Secondary Education Certification

The bachelor of science degree in chemistry program is modified for students who wish to become middle or high school teachers (grades 7-12) in the area of physical sciences. While providing a solid foundation in the important areas of chemistry, this curriculum includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education. The program provides a sufficiently strong chemistry base that graduates will be well-prepared for entry-level laboratory positions and also for entry into programs of advanced study.

| | **Credits** |
|---|---|
| University Core Requirements. | **42-43** |
| **Program Required Courses** | |
| 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 280 - Intermediate Inorganic Chemistry | 2 |
| CHE 307 - Quantitative Analysis | 5 |
| CHE 310 - Fundamentals of Biochemistry* | 4 |
| CHE 327 - Applied Physical Chemistry** | 3 |
| MAT 190 - Calculus I (included in university core requirements) | |
| MAT 195 - Calculus II | 4 |
| PHY 110 - General Physics I*** | 4 |
| PHY 111 - General Physics II**** | 4 |
| *(CHE 350 + CHE 351) may be substituted for CHE 310 | |
| ** (CHE 370 + CHE 371) may be substituted for CHE 327 | |
| *** PHY 210 may be substituted for PHY 110 | |
| **** PHY 211 may be substituted for PHY 111 | |
| **Flexible Program Required Courses** | |
| *Select a minimum of two courses below, at least one of which must be a CHE course. Consult with your academic advisor for approval of advanced CHE courses not listed below.* | |
| CHE 309 - Introduction to Instrumental Analysis, or | 4 |
| CHE 351 - Biochemistry II: Bioenergetics and Metabolism, or | 3 |
| CHE 371 - Physical Chemistry II, or | 3 |
| CHE 405 - Medicinal Chemistry, or | 3 |
| CHE 420 - Spectroscopic Methods of Structural Analysis or | 3 |
| ENV 230 - Environmental Geology or | 4 |
| BIO 360 - Oceanography | 4 |
| **Sub Total of Flexible Program Required Courses** | **6-8** |
| **Minimum Program Credits** | **50-52** |
| **Education Required Courses** | |
| EDU 105 - Exploring Teaching | 3 |
| EDU 133 - American Education | 3 |
| EDU 202 - Curriculum Theory and Design | 3 |
| EDU 220 - Exceptionality in the Classroom | 3 |
| EDU 430 - Educational Assessment and Evaluation | 3 |
| EDU 437 - Methods of Teaching Secondary Science | 3 |
| EDU 486- Secondary or Art Education Practicum | 1-4 |
| EDU 492 - Secondary Internship or Seminar | 15 |
| **Minimum Required Education Credits** | **34-37** |
| Open electives credits (as needed to reach 126 credits) | variable |
| **Minimum Required Total Credits** | **126** |

## Program Standards

A minimum grade of C- must be achieved in all required science and mathematics courses used toward graduation in

chemistry/secondary education, and a 2.00 cumulative grade-point average in the sciences is a requirement for graduation.

### Minor in Chemistry

A student with a major in another department may minor in Chemistry with the permission of the Chemistry and Physics Department Chair. Twenty-three hours of course work is required for the Minor in Chemistry as specified below. This minor indicates a significant level of accomplishment in the important foundation areas of Chemistry.

CHE 110 General Chemistry I **4 cr**
CHE 111 General Chemistry II **4 cr**
CHE 210 Organic Chemistry I **5 cr**
CHE 211 Organic Chemistry II **5 cr**
CHE 307 Quantitative Analysis **5 cr**

The chemistry course grade point average must be maintained at 2.00 (C) or better. Please note that there are no substitutions for the above requirements.

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# Communication

**Degree:** Bachelor of Arts in Communication

**College:** College of Arts and Sciences

**Department:** Department of Business and Communications

**Contact:** Dr. James Breyley (Chair) jbreyley@une.edu

Mission Statement

Major Program Description

Curricular Requirements

Program Standards

Minor in Communication

Department Website

## Mission Statement

The mission of the Department of Business and Communications is to provide competent, supportive faculty and to offer relevant curricula that will help prepare students to cope with and thrive in an ever-changing world. More specifically, the department strives:

- to prepare students for ethically and socially responsible roles in business, the communications professions and society;
- to develop in students the ability to recognize, analyze, and solve problems;
- to help students achieve their personal and career goals; and
- to prepare students for entry-level positions in either the private or public sector and/or to prepare students for coursework at the graduate level.

## Major Program Description

The bachelor of arts degree in communications emphasizes communication skills and practices and provides a balanced mix of communications, journalism, public relations, and information technology/new media courses. Its goals are:

- to provide students with an understanding of the history and role of professionals and institutions in shaping communications.
- to facilitate an understanding of the diversity of groups in a global society in relationship to communications.
- to facilitate an understanding of professional ethical principles necessary in the communications professions and teach students to think critically, creatively and independently.
- to assist students in the acquisition of skills that stress appropriate communication practices and a clear understanding of how to evaluate their own work for accuracy, fairness and clarity.
- to provide students with hands on experience with the tools and latest technologies used in the communications professions in which they will work.

## Curricular Requirements

| | Credits |
|---|---|
| **University Core Requirements** (includes MAT 120) | **42-43** |
| | |
| **Program Required Courses** | **36** |
| COD 110 - Introduction to Communication | 3 |
| COD 210 - Understanding Media | 3 |
| COD 211 - Introduction to Journalism | 3 |
| COD 220 - Communication Dynamics in the Org | 3 |
| COD 300 - Photo and Video | 3 |
| COD 305 - Principles of Public Relations | 3 |
| COD 311 - Digital Video and Audio Production | 3 |
| COD 320 - Intercultural Communictions | 3 |
| COD 410 - Writing for Digital and New Media | 3 |
| COD 411 - Communication Law and Regulation | 3 |
| COD 416 - Communication and Global Organization | 3 |
| ***One of the following:*** | |
| COD 420 - Senior Project | 3 |
| COD 430 - Internship/ Study Abroad | 3 |
| | |
| **Additional Required Courses** | **12** |
| SPC 100 - Effective Public Speaking | 3 |
| CITM 201 - Intro to Information Technology | 3 |
| BUMK 200 - Marketing | 3 |
| BUMK 310 - Advertising | 3 |
| | |
| Open Elective Courses | **30** |
| **Minimum Total Required Credits** | **120** |

### Program Standards

Department of Business and Communications majors and minors must earn at least a C- in all Department courses.

### Minor in Communications

The Minor in Communications examines questions about society, business and communication practices with critical attention to the newest media and computer-related technologies. Students will explore communications theory and also learn how to communicate effectively using a full range of media channels including new media technology. Upon completion of the minor students will be able to:

- Demonstrate an understanding of the history and evolution of communication and the role of societies and institutions in shaping communications;
- Articulate and apply the theories and best practices for the use and presentation of images and digital information including audio and video;
- Apply tools and technologies used in the communications professions.

| **Required Courses** | **Credits** |
|---|---|
| COD 311 - Digital Video and Audio Production | 3 |
| COD 410 - Writing for Digital and New Media | 3 |
| | |
| **Elective Courses (select four of the courses below)*** | |
| COD 110 - Introduction to Communication | 3 |
| COD 210 - Understanding Media | 3 |
| COD 220 - Communication Dynamics in the Organization | 3 |
| COD 300 - Photo and Video Documentation | 3 |
| SOC 180 - Visual Sociology | 3 |
| SOC 255 - Globalization of Technology | 3 |
| SOC 260 - Cross Cultural Communication | 3 |
| CITM 302 - Fundamentals of Web Design | 3 |
| *Maximium 6 credits for non-COD prefix courses apply. | |
| | |
| **Total Credits** | **18** |

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# Dental Hygiene (Bachelor Degree)

**Degree:** Bachelor of Science with a major in Dental Hygiene

**College:** Health Professions

**Department:** Dental Hygiene

**Contact:** Bernice Mills, RDH, MS, BS bamills@une.edu

Mission Statement

Major Program Description

Admission Requirements

Transfer Credit and Advanced Standing

Curricular Requirements

Program Standards

Department Website

## Mission Statement

To provide state of the art training and instruction in the field of dental hygiene; to produce the highest quality registered dental hygienists at the bachelor of science level; to graduate contributing members of the health care community who are prepared for a broader range of careers in dental hygiene, community health, administration, research, or teaching; and to establish a foundation for graduate study.

## Major Program Description

The University of New England offers an associate degree in dental hygiene and a bachelor of science degree on the Westbrook College Campus. **The Bachelor of Science program is intended for students already holding the Dental Hygiene-Associate Degree.** (See Dental Hygiene-Associate Degree if you are just beginning your career in dental hygiene or if you have credits in dental hygiene without a completed degree).

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 bachelor of science program advances 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.

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.

## Admission Requirements: Current UNE Dental Hygiene Students

1. Must currently be maintaining a 2.5 GPA.
2. Must have written approval of the director.
3. Must have a current physical examination form on file at UNE.
4. Must complete all degree requirements for graduation for the Dental Hygiene (Associate Degree) program at University of New England.
5. Must submit a "change of major" form.

## Admission Requirements: Dental Hygienist with an Associate Degree

1. Must be a graduate of a dental hygiene program accredited by the American Dental Association Commission on Dental Accreditation.
2. Must have completed the requirements for a Dental Hygiene (Associate Degree) with at least a 2.5 GPA.
3. Must have a written recommendation from the director of the Dental Hygiene Program from which the student is a graduate.
4. Must submit official college transcripts reflecting an overall grade point average (GPA) of 2.5, in addition to a GPA of 2.5 in all science and math courses.
5. Must submit official high school transcripts.
6. Must submit a health record indicating specific findings regarding applicant's complete physical exam.
7. Must complete the UNE admissions application (1-7 must be completed also by all UNE graduates who have not attended UNE for one year or more).

See University Undergraduate Admissions also.

## Transfer Credit and Advanced Standing

For students transferring from another institution, a minimum of 45 credits in attendance is required for a bachelor of science degree in dental hygiene. That is, you must take at least 45 credits at UNE. 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. Other restrictions apply.

See University Undergraduate Admissions also.

## Curricular Requirements

| | Credits |
|---|---|
| University Core Requirements | |
| BIO 208 - Anatomy and Physiology I *or* BIO 108 Human Biology I | 4 |
| BIO 209 - Anatomy and Physiology II *or* BIO 109 Human Biology II | 4 |
| BIO 226 - Microbiology | 4 |
| LILE 201 or LILH 201 - Human Traditions | 3 |
| LILE 202 or LILH 202 - Human Traditions | 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 |
| Exploration | 3 |
| SPC 100 - Speech-Exploration | 3 |
| Advanced Humanities (2 courses) | 6 |
| MAT 120 - Statistics | 3 |
| PSY 220 - Sociocultural Context of Human Development I | 3 |
| PSY 270 - Sociocultural Context of Human Development II | 3 |
| Open elective course | 3 |
| **Minimum University Core Requirement Credits** | **57** |
| | |
| **Major Courses** | **63** |
| | |
| DEN 101 - Dental Anatomy, 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 | 2 |
| 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 321L - Community Health Practicum | 1 |
| DEN 330 - Periodontology | 3 |
| DEN 340 - Clinical Periodontology for Dent Hygienists | 3 |
| DEN 436 - Seminar: Current Concepts in Dental Hygiene I | 3 |
| DEN 437 - Seminar: Current Concepts in Dental Hygiene II | 3 |
| DEN 470 - Dental Hygiene Internship | 3 |
| Professional Elective(s) - *Should be selected with approval of your program director or academic advisor-must be 300 level or higher.* | 3 |
| Integrated, Interdisciplinary Health and Healing Course | 3 |
| **Minimum Major Course Requirement Credits** | **63** |
| **Minimum Required Total Credits** | **120** |

## Program Standards

A minimum grade of "C" is required in all BIO, CHE, and DEN prefix courses and professional electives. A "C" or higher must be achieved in all prerequisites for these courses.

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# Art Education

**Degree:** Bachelor of Arts with a major in Art Education

**College:** Arts and Sciences

**Department:** Creative and Fine Arts

**Contact:** Dr. Douglas Lynch (Chair - Dept. of Education) dlynch@une.edu

Mission Statement
Major Program Description
Curricular Requirements
Minor in Creative and Fine Arts
Creative and Fine Arts Department
Education Department

## Mission Statement

The Creative and Fine Arts Department is staffed by a community of professional artists with national reputations. The mission of the faculty is to nurture and encourage students' individual growth, development and expression. After a firm grounding in the foundations, students are encouraged to develop an original body of work in their preferred medium. Through specific courses in pedagogy and art teaching methodology, delivered through the Education Department, students will come to understand student development, learner diversity, curriculum development and assessment.

## Major Program Description

The Creative and Fine Arts Department in collaboration with the Department of Education offers the bachelor of arts degree in art education. A commitment to liberal arts is the foundation for the Art Education Program. The Creative Arts enhance the quality of our lives through the experience of gallery and museum exhibitions, theater, music and dance performance. This major allows artists to share their education with others through teaching. It fosters an appreciation of the artistic process and mastery of technical skills while simultaneously establishing the fundamentals for a career in education.

Upon successful completion of this program, you will be competent and confident as an artist and well prepared to teach students at all levels from elementary to secondary school. You will also learn to become an advocate for art education in the schools and throughout the community.

## Curricular Requirements

| | Credits |
|---|---|
| **University Core Requirements** | **42-43** |
| **Required Art Courses** | |
| 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 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 |
| Two additional courses in visual arts (ART 200-499) | 6 |
| **Art Minimum Required Total** | **36** |
| **Required Education Courses** | |
| EDU 105 - Exploring Teaching | 3 |
| EDU 133 - American Education | 3 |
| EDU 202 - Curriculum Theory and Design | 3 |
| EDU 220 - Exceptionality in the Classroom | 3 |
| EDU 330 - Edu Psych & Classroom Mgmt (required if PSY 270 is NOT taken as part of the core requirement) | 3 |
| EDU 430 - Educational Assessment and Evaluation | 3 |
| EDU 441 - Methods of Art Education | 3 |
| EDU 486 - Secondary or Art Ed Practicum | 1-4 |
| EDU 492 - Secondary Education Internship and Seminar<br>*Note: A 1-credit technology module will become part of this internship semester as of Spring 2009.* | 15 |
| **Education Minimum Required Total** | **34** |
| Open Elective Courses (as needed to reach 120 credits) | variable |
| **Minimum Required Total Credits** | **120** |

## Minor in Creative and Fine Arts

A student with a major in another department may minor in Creative and Fine Arts with the permission of the Creative and Fine Arts department chair. Eighteen credits hours as indicated below is required:

| | Credits |
|---|---|

| | | |
|---|---|---|
| ART 100 - Drawing I | | 3 |
| ART 101 - Watercolor **or** ART 104 - Painting | | 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 |
| **Minimum Required Total Credits** | | **18** |

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# Undergraduate Teacher Certification with Bachelor Degree:

## Elementary Education K-8
## Secondary Education 7-12
## Art Education K-12

**Outcome:** Eligible for Teacher Certification in the State of Maine

**College:** Arts and Sciences

**Department:** Education

**Contact:** Dr. Douglas Lynch (Chair) dlynch@une.edu

Mission Statement

Undergraduate Programs

Admission Requirements and Program Standards

Transfer Credit and Advanced Standing

Curricular Requirements

Field Experience

Internship

PERB

Department Website

### Mission Statement

The mission of the Department of Education is to develop - through research, service, and innovative teaching - reflective teachers and school leaders who are competent and caring lifelong learners. In addition to the mission statement, the Department of Education has identified four guiding principles to clearly specify goals for our students. These principles are:

- Rigorous of mind
- Compassionate of heart
- Competent demonstration
- Reflective stance

"Rigorous of mind" and "compassionate of heart" are overlapping principles we want to build in our students. Tasks may require primarily one principle-describing a theory in leadership-yet many times an overlap occurs when one applies knowledge to the school setting-how can a theory in leadership be used to benefit the school environment and impact student learning? Hence, as these two principles "rigorous of mind" and "compassionate of heart" are played out, the essence of both is our commitment to requiring "competent demonstration" from our students whether they are aspiring to be teachers or school leaders or are presently teachers or school leaders pursuing an advanced degree. The fourth principle, "reflective stance," encompasses the first three principles, since it is critical that our students are continuously reflective in all aspects of their work. These four principles work with our mission statement to define our commitment to our students. Since programs in the Department of Education are aligned with state teacher certification standards, 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 reflect rigorous of mind, compassionate of heart, competent demonstration and reflective stance. That is, we seek students who are suitable to contribute to the teaching profession.

### Undergraduate Programs of Study

The teacher certification programs described below are ***approved by the Maine State Board of Education*** as meeting the state standards for certification.

1. **Elementary Education Major with K-8 certification**
   Students complete a four-year curriculum leading to a bachelor of science degree in elementary education and earn Maine certification to teach in grades K - 8. There is also an option to complete all of the courses in the program without participating in the internship. In this case, students complete a bachelor of science is Educational Studies without the K-8 certification.
2. **Secondary Certification (grades 7-12) linked with a major in Biology, Chemistry, English, Environmental Science, Environmental Studies, History or Mathematics**
   Students complete a four-year curriculum leading to a bachelor's degree in a content area such as biology, chemistry, English, environmental science, environmental studies, history or mathematics and additionally complete the secondary professional education sequence culminating in a semester of student teaching to earn Maine certification to teach grades 7-12 in the major area of focus which falls under the certification categories of life science, physical science, English, history or mathematics.
3. **Art Education Major with K-12 Certification**
   Students complete a four-year curriculum leading to a bachelor's degree in art education (a major offered in collaboration with the Fine Arts Department) and earn Maine certification to teach art, grades K-12.

Students who already hold a bachelor's degree may complete a professional education core sequence to become eligible for state certification in grades K-8, secondary certification (7-12 in the areas of life science, physical science, English, history, mathematics) or art education, K-12. For more information see Post-Baccalaureate Teacher Certification Program in the Graduate Catalog.

### Admission Requirements and Program Standards

Candidates for all undergraduate education programs not already possessing a bachelor's degree must meet the core requirements of the College of Arts and Sciences and the requirements for their major. Elementary certification requirements for the major rests solely within the Department of Education. Secondary certification students and art education students must meet two sets of major requirements involving their content major as well as the requirements for professional certification. Hence, undergraduates seeking secondary or K-12 art certification should consult first with their content advisor and next with their education advisor within the Department of Education. An additional application form must be filed for those seeking secondary or art education certification, since an applicant must have a minimum cumulative grade point average of 3.0 in their content teaching area and all courses counted in the content teaching field must be passed with a "B" or better. Application forms may be obtained from the major advisor or from the secondary education/art education advisor in the Department of Education.

Each undergraduate student will be reviewed for admission to advanced standing when s/he has completed approximately 60 credit hours. Advanced standing is earned by achieving minimums of a 3.0 cumulative grade point average in professional education courses with no course grade below a C; 3.0 in content area classes for those pursuing secondary or art education certification; and a 2.5 cumulative grade point average across all courses including the core curriculum and electives. 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). Students who do not meet these grade-point average requirements must improve their grade-point average before continuing in education courses. If a grade below C is attained in a professional education course, that course must be retaken until at least a C is received before additional education courses can be taken. Also at the time of the 60-credit review, students must pass the Praxis I Pre-professional Skills Tests (PPST) or the Praxis I Computer-Based Test (CBT) using the state of Maine minimum scores. Undergraduate transfer students who bring in more than 60 transfer credits have up to one year to pass Praxis I or before the internship application deadline, whichever comes first. If Praxis I is not passed at the time of these deadlines, no further certification courses may be taken and if a student is at the point of internship, the application will not be accepted which automatically restricts the student from participating in the internship the following semester.

As of the October 1, 2006 application deadline for internships beginning the spring of 2007, all students must show evidence of passing Praxis II before the internship application deadline.

Students may obtain PPST registration information and Praxis II registration information from the Department of Education office or from the Educational Testing Service website.

In addition to these achievement requirements, students admitted to UNE's teacher education programs are assessed systematically for the purpose of determining their professionalism and suitability for teaching. Students complete self-assessment questionnaires in each professional education course and these are reviewed by faculty. If serious reservations arise in two or more of the assessments, a committee will convene to determine a student's continuance in the program. Finally, students must participate in the Professional Education Review Board (referenced later in this section of the catalog) at which competency in the ten Maine teaching standards must be shown.

All certification coursework including the internship should be completed within a five-year timeframe. A delay beyond the five years might warrant the retaking of course work. Furthermore, if state certification requirements change prior to your completion even within the five year timeframe, those changes must be incorporated into a revised plan program in order to meet state certification regulations.

### Transfer Credit and Advanced Standing

See University Undergraduate Admissions Requirements

### Curricular Requirements

| **Elementary Education K-8 Certification** | **Credits** |
|---|---|
| **University Core Requirements** | 42 |
| **Professional Core Courses** *(*Indicates that the course requires a field experience)* | |
| EDU 105 - Exploring Teaching* | 3 |
| EDU 133 - American Education* | 3 |
| EDU 202 - Curriculum Theory & Design* | 3 |
| EDU 209 - Creative Arts in Learning* *(fulfills Creative Arts requirement for the University Core)* | 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 Classroom Management* | 3 |
| EDU 361 - Teaching Social Studies in Elementary School* | 3 |
| EDU 367 - Teaching Science in Elementary School* | 3 |
| EDU 373 -Teaching Elementary Mathematics* | 3 |
| EDU 430 - Educational Assessment and Evaluation* | 3 |
| EDU 485 - Elementary Practicum | 3-4 |
| EDU 490 - Elementary Internship and Seminar* *Note: An additional 3-credit technology class will be required for those interning Spring 2009 or after.* | 15 |
| **Mathematics** | |
| MAT 130 - Math for Elementary School Teachers | 3 |
| **Electives**** | |

At least three credits must have an HIS prefix either in the CORE or in Free Elective section. Liberal Arts and Science courses are highly recommended as preparation for Praxis exam. Consult your academic advisor when selecting free electives.

**Program Standards-Accreditation Importance Notice: The Education Certification Programs are approved by the Maine Department of Education and meet documented state standards. Please note that state requirements can change over time, which can affect curriculum and test requirements for students. Please check with your education advisor to obtain any updates.

| | |
|---|---|
| **Minimum Required Total Credits** | **120** |

**Bachelor's Degree in Educational Studies *without Elementary Certification***

A student in the elementary education program may elect to pursue a bachelor's degree in education without leading to certification. Students would major in Educational Studies and follow much of the Elementary curriculum with the exception of the pre-service teaching internship. Instead, students will substitute a 15 credit field placement/internship in a setting outside of a K-12 school system. Generally, this placement is with a social service agency that focuses on children.

**Secondary (7-12) or Art (K-12) Education Certification**

| | |
|---|---|
| **University Core Requirements** | **42** |
| **Major Subject Requirements** | **varies** |
| *See requirements for your major Biology, Chemistry, Environmental Science, Environmental Studies, English, History, Mathematics, Art)* | |
| **Professional Core Courses** *(*Indicates that the course requires a field experience)* | **36** |
| EDU 105 - Introduction to Schools | 3 |
| EDU 133/533 - American Education* | 3 |
| EDU 202/502 - Curriculum Theory & Design* | 3 |
| EDU 220/510 - Exceptionality in the Classroom* | 3 |
| EDU 330/549 - Educational Psych and Classroom Management | 3 |
| EDU 430/530 - Education Assessment and Evaluation* | 3 |
| Select one appropriate methods course from the following list:<br>EDU 436/536 - Teaching Secondary English*<br>EDU 437/537 - Teaching Secondary Science*<br>EDU 438/538 - Teaching Secondary Social Studies*<br>EDU 439/539 - Teaching Secondary Math*<br>EDU 441/541 - Methods of Art Education* | 3 |
| EDU 492 - Secondary Internship and Seminar* or<br>EDU 493- K-12 Internship and Seminar*<br>*Note: A 1-credit technology module will become part of the internship semester as of Spring 2009.* | 15 |
| **Minimum Required Total Credits** | **120** |

### Field Experience

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 certification. All students engaged in teacher preparation will spend time in a field setting in each of the semesters for which they are registered for professional education courses. 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.

### Internship

Courses may not be taken during the internship semester, so all required coursework must be completed the semester prior to the internship. Admission to the internship is not guaranteed (see section on “Admission requirements and successful progression in the program”). In addition, the student should have:

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.
6. No serious reservations identified on the Professional Performance Student Self-Assessment and Review instrument that is conducted in every course.

The selection of individual internship sites will be made by the Certification and Placement Officer. 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 Certification and Placement Officer, will make a good faith effort to negotiate an appropriate placement. Schools have the right to refuse placement requests.

The 15 week student teaching experience must be done in a local Maine Public School that is in an established internship protocol with the University of New England. Only in documented cases of hardship of a non-financial nature will courtesy internships and/or internships with a non-partnered school be considered. Documentation of the hardship must be presented at the time of the internship application. Decisions to grant are made on a case by case basis. The Department of Education reserves the right to deny requests for courtesy internship placement for reasons it deems appropriate or necessary.

The University, at its discretion, will not place students in internship settings (1) where an intern's children or relatives are enrolled, or (2) where a spouse or relative of an intern is currently employed.

### Professional Educator Review Board (PERB)

All students enrolled in the internship must demonstrate their teaching competence with respect to 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. Students are required to develop a portfolio reflecting their proficiency in meeting these state standards and present and defend the portfolio in front of the Board. Passing the PERB is a requirement for completion of the certification program and subsequently being recommended to the Maine State Department of Education for teacher licensure.

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# English

**Degree:** Bachelor of Arts with a major in English

**College:** Arts & Sciences

**Department:** English

**Contact:** Dr. Anouar Majid, Department Chair amajid@une.edu

Mission Statement
Major Program Description
Curricular Requirements
Secondary Education Certification
Minor in English
Department Website

## Mission Statement

Through its avant-garde approach, interdisciplinary course offerings, innovative theoretical models, and accomplished instructors, the English major exposes students to a wide and diverse body of knowledge and provides them with the tools to think, analyze, and write with confidence.

## Major Program Description

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.

## Curricular Requirements

| | Credits |
|---|---|
| University Core Requirements | 42-43 |
| Program Required Courses | |
| 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 |
| Major Concentration Courses/English Electives | 15 |
| Program Minimum Required Total Credits | 36 |
| Elective Courses (as needed to reach 120 credits) | variable |
| Minimum Total Required Credits | 120 |

## Secondary Education Certification

**The department offers English majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school english teachers (grades 7-12). While providing a solid foundation in english, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.**

| Education Courses | Credits |
|---|---|
| EDU 105 - Exploring Teaching | 3 |
| EDU 133 - American Education | 3 |
| EDU 202 - Curriculum Theory and Design | 3 |
| EDU 220 - Exceptionality in the Classroom | 3 |
| EDU 430 - Educational Assessment and Evaluation | 3 |
| EDU 436 - Methods of Teaching Secondary English/Lang Arts | 3 |
| EDU 486 - Secondary Education Practicum | 3 |
| EDU 492 - Secondary Internship | 15 |

## Minor in English

**A student with a major in another department may minor in English with the permission of the English Department Chair. Eighteen hours of approved course work is required for the Minor in English.**

## Notice and Responsibilities Regarding this Catalog

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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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# Environmental Science

**Degree:** Bachelor of Science with a major in Environmental Science

**College:** Arts and Sciences

**Department:** Environmental Studies

**Contact:** Dr. Owen Grumbling (Chair) ogrumbling@une.edu

Mission Statement

Major Program Description

Philosophy

Green Learning Community

Center for Sustainable Communities

Curricular Requirements

Secondary Education Certification

Internships and Careers

Double Majors

Department Website

## 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 sustainable behaviors. The 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, individual 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 characterize the study of environmental issues.

## Major Program Description

The department offers majors in **environmental science** and environmental studies. Both build upon a sound foundation in basic science, and both provide broad explorations of human interaction with the environment.

During the first two years, course requirements are nearly identical. The difference between the two majors emerges during the final two years in course selection: **environmental science emphasizes scientific aspects of environmental questions**, while environmental studies emphasizes humanistic, social, and political aspects.

During the first year both majors take courses in Environmental Issues, general Biology, Literature, Nature & Biology (or appropriate substitute), and Economics in Context (or appropriate substitute). This two-semester program, called the Green Learning Community (GLC), provides an interdisciplinary framework to explore fundamental themes of environmental studies. Moreover, it develops academic and affective skills necessary for successful college learning and collaborative professional work.

During the second year DES students look more deeply into the nature of environmental issues by taking courses in Population, Conservation and Preservation, and Environmental Policy. In addition, the Conservation Field Lab teaches conservation field skills as well as data analysis and environmental communication arts. These interdisciplinary environmental issues courses ensure a broad understanding while preparing students for more advanced study.

Students in the third and fourth years, aided by a faculty advisor, choose advanced courses according to their interests and career plans. **Environmental science majors** choose science electives in biology, chemistry, physics, marine biology, and psychobiology, as well as environmental science**.** Environmental studies majors in the third and fourth years choose advanced courses from the following distribution groups: Conservation and Preservation; Environmental Policy; Arts, Humanities, and Values; Global Ecology and Social Justice.

In both majors, the advanced courses not only stress deeper understanding, but also involve problem solving. Some courses examine the ways that human attitudes affect our environment, while other courses deal with hands-on tasks such as designing a conservation area, restoring a natural ecosystem, or considering technologies to reduce pollution. In order to ensure an intense direct experience of the natural world, the department offers a variety of field study courses, and requires all majors to take at least one. The curriculum culminates with the Senior Capstone in Environmental Studies in which students apply the knowledge and skills they have acquired to a significant environmental question.

## Philosophy

Because the study of environmental issues requires knowledge from a wide range of subjects, DES maintains a firm commitment to interdisciplinary education in our curriculum. DES Core courses utilize knowledge and concepts drawn from the basic sciences as well as from the humanities and social sciences. Upper-division DES courses investigate environmental questions through disciplines such as literature, anthropology, economics, biology, political science, chemistry, physics, and ecology. Through all four years, our curriculum develops the skills necessary for dealing with environmental problems: writing, speaking, critical thinking, computing, research techniques, and media arts. The Environmental Studies Program prepares students to become informed citizens, competent professionals, and lifelong learners.

## The Green Learning Community

As mentioned above, all entering first-year environmental students participate in a year-long learning community focused on the fundamental themes of environmental studies. The Green Learning Community integrates courses as follows: 8 credits for

biology, 3 credits for literature (or an appropriate substitute), 3 credits fro green economics, 3 credits for environmental issues and 2 credits for an integrating laboratory experience--for a total of 16 credits over two semesters. This interdisciplinary approach enables students to understand more clearly the complexity of environmental issues and at the same time improve skills in critical thinking, writing, oral communication, research, and use of computers. Experiential learning activities are central.

### Center for Sustainable Communities

The Center for Sustainable Communities (CSC) is an internship and service learning program that creates mutually beneficial partnerships between students and environmental organizations in the communities surrounding the Biddeford campus. Through hands-on involvement with local governments, non-profit organizations, and community groups, students are able to field test academic learning in situations that make tangible the challenge to " think globally, act locally." The most significant partner organization is the Wells National Estuarine Research Reserve. Its mission, research and education about coastal environments, attracts DES faculty researchers as well as student interns.

### Internships and Careers

Internships provide students with an opportunity to practice learned skills in an actual work environment with the guidance of a DES internship coordinator, who helps students match their interests with a work experience that might take place locally, regionally, nationally, or internationally. Internships provide career exploration, and can help establish professional networks that lead to career opportunities upon graduation. The interdisciplinary nature of environmental studies is reflected in the wide variety of careers open to graduates, such as air and water resource management, ecological restoration, education, habitat conservation, park management, toxicology, field research, journalism, environmental advocacy, environmental impact assessment, law and regulation, and environmental health. Our graduates enter both masters and doctoral programs in several of these fields.

### Curricular Requirements

Since 1991 the faculty of the College of Arts and Sciences has defined environmental awareness as a major theme in the College's Core Curriculum, and asked the Department of Environmental Studies to deliver the course Introduction to Environmental Issues to all undergraduates regardless of major. The UNE undergraduate college is one of the few in the nation that requires formal instruction in environmental studies as a requirement for graduation.

| | **Credits** |
|---|---|
| University Core Requirements (includes 13 credits required by major) | **42-43** |
| **Program Required Courses including Green Learning Community** *(First year)* | **21** |
| ENV 100, 101 - Introduction to Environmental Issues (3 cr) *Fulfills University Core Requirement* | |
| ENV 150, 151 - Intro to The Green Learning Community I/II | 2 |
| BIO 100- Biology I (4 cr) *Fulfills University Core Requirement* | |
| BIO 101- Biology II | 4 |
| LIT 121/122 - Exploration: Literature, Nature and Biology (3 cr) *Fulfills University Core Requirement* | |
| BUEC 104/105 - Exploration: Economics in Context (3 cr) *Fulfills University Core Requirement* | |
| BIO 350- Ecology | 4 |
| CHE 110/110L - General Chemistry I | 4 |
| CHE 111/111L - General Chemistry II | 4 |
| MAT 150 - Statistics for Life Sciences (3 cr) *Fulfills University Core Requirements* | |
| MAT 180 - Precalculus ( prerequisite for Ecology) | 3 |
| **Upper-Division Science Electives*** *(Third and fourth year - See listing below)* | |
| Courses totaling 16 credit hours chosen from the list of *Upper-Division Science Electives* offered by the Departments of Environmental Studies, Biological Sciences, Chemistry/ Physics, and Psychology. *(This group of courses should be taken during third & fourth years)* | **16** |
| **Interdisciplinary Environmental Issues Courses** *(Second year)* | **11** |
| ENV 220 Conservation and Preservation | 3 |
| ENV 220L Conservation and Preservation Lab | 2 |
| ENV 250 Environmental Policy in Comparative Perspective | 3 |
| ENV 200 Population and the Environment | 3 |
| **Environmental Studies Distribution Requirements**** *(Third and fourth year - See listing below)* | **6-8** |
| A. Two courses chosen from different distribution groups in the list of Environmental Studies Distribution Requirements | |
| B. One of these courses (in A above) must also appear on the list of Field Studies Courses. | |
| **Internship:** | **3-9** |
| ENV 295 or 495 | |
| **Senior Capstone in Environmental Studies** | **3** |
| ENV 499 Senior Capstone Exp Enviro | |
| **Open Elective Courses** (needed to reach 120 credits) | variable |
| **Minimum Required Total Credits** | **120** |

***Upper-Division Science Electives** *Environmental science majors must complete 16 credits from the following list*::

BIO 160 - Introduction to Geographic Information Systems

BIO 160L - Introduction to Geographic Information Systems Lab
BIO 200 - Genetics
BIO 221 - Principles of Aquaculture
BIO 224 - Remote Sensing

BIO 250 - Marine Biology
BIO 251 - Plants of New England
BIO 252 - Natural History Marine Mammals

BIO 255 - Entomology
BIO 290 - Biological Topics/Dir Studies
BIO 310 - Phycology
BIO 319 - Ornithology

BIO 320 - Invertebrate Zoology
BIO 330 - Comparative Animal Physiology
BIO 331 - Biology of Fishes
BIO 333 - Evolution
BIO 335 - Animal Behavior/Behavioral Ecology
BIO 355 - Biology of Marine Mammals
BIO 360 - Oceanography
BIO 381 - Limnology
BIO 420 - Topics in Marine Biology
BIO 450 - Topics in Biology
BIO 460 - Topics in Environmental Biology

BIO 481 - Physiology Topics

BIO 534 - Biological Rhythms

BIO 560 - Oceanography
CHE 210 - Organic Chemistry I
CHE 211 - Organic Chemistry II
CHE 300 - Topics in Chemistry
CHE 307 - Quantitative Analysis
CHE 309 - Intro to Instrumental Analysis
ENV 230/230L - Environmental Geology OR GEO 200/200L - Geology
ENV 312/312L - Wetland Conservation and Ecology
ENV 314/314L - Restoring Coastal Habitats in the Gulf of Maine
ENV 341 - Indigenous Ecology, Conservation Biology, and the Politics of Knowledge
PHY 110 - General Physics I
PHY 111 - General Physics II
PSY 365 - Biological Bases of Behavior

****Environmental Studies Distribution Requirements List** *(FS) indicates Field Studies Course*

**Group One: Conservation, Preservation, Restoration**
ENV 311/311L Design with Nature: Site Planning (FS)
ENV 312/312L Wetland Conservation and Ecology (FS)
ENV 313/313L Wetland Restoration: Science and Policy
ENV 314/314L Restoring Coastal Habitats in the Gulf of Maine (FS)
ENV 315 Land Conservation Practicum
ENV 316 Land Conservation Practicum with Field Lab (FS)
ENV 317 Case Studies in Preserving Biodiversity and Protected Areas
ENV 398 Advanced Topics in Environmental Studies (3 credits)
ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Group Tw Environmental Policy**
ENV 322 Environmental Movements and Social Change
ENV 323 Environmental Advocacy

ENV 324 Environmental Economics/BUEC 390 Environmental Economics
ENV 325 Ecological Economics/ BUEC 395 Ecological Economics
ENV 326 Case Studies in Environmental Science and Policy
ENV 327 Environmental Impact Assessment: Policy and Methods

ENV 328 Pollution and the Environment
ENV 398 Advanced Topics in Environmental Studies (3 credits)
ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Group Three: Arts, Humanities, and Values**
ENV 331 Women and the Environment
ENV 332 The Literature of Nature
ENV 333 The Nature Writers with Field Lab (FS)
ENV 334 Contemporary Nature Writing (FS)

ENV 334L Contemporary Nature Writing Lab (FS)

ENV 335 Environmental History of New England (FS)
ENV 336 Seminar on Edward Abbey
ENV 337 Outdoor Environmental Education (FS)
ENV 398 Advanced Topics in Environmental Studies (3 credits)
ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Group Four: Global Ecology and Social Justice**
ENV 341 Indigenous Ecology, Conservation Biology, and the Politics of Knowledge
ENV 342 Globalization, Locality, and the Environment

ENV 343 Environmental Racism and the Environmental Justice Movement
ENV 344 Environmental Ethics
ENV 398 Advanced Topics in Environmental Studies (3 credits)
ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Field Studies Courses**
ENV 311/311L Design with Nature: Site Planning
ENV 312/312L Wetland Conservation and Ecology

ENV 313/313L Wetland Restoration: Science and Policy
ENV 314/314L Restoring Coastal Habitats in the Gulf of Maine
ENV 316/316L Land Conservation Practicum with Field Lab
ENV 333/333L The Nature Writers

ENV 334L Contemporary Nature Writing Lab

ENV 335 Environmental History of New England
ENV 337 Outdoor Environmental Education

### Secondary Education Certification

The department offers environmental sciences majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school teachers (grades 7-12) in the area of science. While providing a solid foundation in environmental studies and science, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.

| Education Courses | Credits |
|---|---|
| EDU 105 - Exporing Teaching | 3 |
| EDU 133 - American Education | 3 |
| EDU 202 - Curriculum Theory and Design | 3 |
| EDU 220 - Exceptionality in the Classroom | 3 |
| EDU 430 - Educational Assessment and Evaluation | 3 |
| EDU 437 - Teaching Secondary Science | 3 |
| EDU 486 - Secondary Education Practicum | 3 |
| EDU 492 - Secondary Internship | 15 |

See Education for more details.

### Program Standards

All courses that fulfill a degree requirement must be completed with a grade of C- or higher.

### Double Majors

It is possible for DES students to add a second major or a minor in areas such as marine biology, medical biology, political science, history, sociology, and English. DES students interested in a double major should consult with their DES faculty advisor, who in turn will coordinate with an advisor from the second department.

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# Environmental Studies

**Degree:** Bachelor of Science with a major in Environmental Studies

**College:** Arts and Sciences

**Department:** Environmental Studies

**Contact:** Dr. Owen Grumbling (Chair) ogrumbling@une.edu

Mission Statement

Major Program Description

Philosophy

Green Learning Community

Center for Sustainable Communities

Curricular Requirements

Secondary Education Certification

Internships and Careers

Double Majors

Minor in Environmental Studies

Department Website

## 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 sustainable behaviors. The 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, individual 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 characterize the study of environmental issues.

## Major Program Description

The department offers majors in environmental science and **environmental studies**. Both build upon a sound foundation in basic science, and both provide broad explorations of human interaction with the environment.

During the first two years, course requirements are nearly identical. The difference between the two majors emerges during the final two years in course selection: environmental science emphasizes scientific aspects of environmental questions, while **environmental studies emphasizes humanistic, social, and political aspects.**

During the first year, both majors take courses in Environmental Issues, General Biology, Literature, Nature & Biology (or appropriate substitute), and Economics in Context (or appropriate substitute). This two-semester program, called the Green Learning Community (GLC), provides an interdisciplinary framework to explore fundamental themes of environmental studies. Moreover, it develops academic and affective skills necessary for successful college learning and collaborative professional work.

During the second year DES students look more deeply into the nature of environmental issues by taking courses in Population, Conservation and Preservation, and Environmental Policy. In addition, the Conservation Field Lab teaches conservation field skills as well as data analysis and environmental communication arts. These interdisciplinary environmental issues courses ensure a broad understanding while preparing students for more advanced study.

Students in the third and fourth years, aided by a faculty advisor, choose advanced courses according to their interests and career plans. Environmental science majors choose science electives in biology, chemistry, physics, marine biology, and psychobiology, as well as environmental science**. Environmental studies majors** in the third and fourth years choose advanced courses from the following distribution groups: Conservation and Preservation; Environmental Policy; Arts, Humanities, and Values; Global Ecology and Social Justice.

In both majors, the advanced courses not only stress deeper understanding, but also involve problem solving. Some courses examine the ways that human attitudes affect our environment, while other courses deal with hands-on tasks such as designing a conservation area, restoring a natural ecosystem, or considering technologies to reduce pollution. In order to ensure an intense direct experience of the natural world, the department offers a variety of field study courses, and requires all majors to take at least one. The curriculum culminates with the Senior Capstone in Environmental Studies in which students apply the knowledge and skills they have acquired to a significant environmental question.

## Philosophy

Because the study of environmental issues requires knowledge from a wide range of subjects, DES maintains a firm commitment to interdisciplinary education in our curriculum. DES Core courses utilize knowledge and concepts drawn from the basic sciences as well as from the humanities and social sciences. Upper-division DES courses investigate environmental questions through disciplines such as literature, anthropology, economics, biology, political science, chemistry, physics, and ecology. Through all four years, our curriculum develops the skills necessary for dealing with environmental problems: writing, speaking, critical thinking, computing, research techniques, and media arts. The Environmental Studies Program prepares students to become informed citizens, competent professionals, and lifelong learners.

### The Green Learning Community

As mentioned above, all entering first-year environmental students participate in a year-long learning community focused on the fundamental themes of environmental studies. The Green Learning Community integrates courses as follows: 8 credits for biology, 3 credits for literature (or an appropriate substitute), 3 credits for economics (or an appropriate substitute), 3 credits for environmental issues and 2 credits for an integrating laboratory experience--for a total of 19 credits over two semesters. This interdisciplinary approach enables students to understand more clearly the complexity of environmental issues and at the same time improve skills in critical thinking, writing, oral communication, research, and use of computers. Experiential learning activities are central.

### Center for Sustainable Communities

The Center for Sustainable Communities (CSC) is a service learning program that creates mutually beneficial partnerships between students and environmental organizations in the communities surrounding the Biddeford campus. Through hands-on involvement with local governments, non-profit organizations, and community groups, students are able to field test academic learning in situations that make tangible the challenge to " think globally, act locally." The most significant partner organization is the Wells National Estuarine Research Reserve. Its mission, research and education about coastal environments, attracts DES faculty researchers as well as student interns.

### Internships and Careers

Internships provide students with an opportunity to practice learned skills in an actual work environment with the guidance of a DES internship coordinator, who helps students match their interests with a work experience that might take place locally, regionally, nationally, or internationally. Internships provide career exploration, and can help establish professional networks that lead to career opportunities upon graduation. The interdisciplinary nature of environmental studies is reflected in the wide variety of careers open to graduates, such as air and water resource management, ecological restoration, education, habitat conservation, park management, toxicology, field research, journalism, environmental advocacy, environmental impact assessment, law and regulation, and environmental health. Our graduates enter both masters and doctoral programs in several of these fields.

### Curricular Requirements

Since 1991 the faculty of the College of Arts and Sciences has defined environmental awareness as a major theme in the College's Core Curriculum, and asked the Department of Environmental Studies to deliver the course Introduction to Environmental Issues to all undergraduates regardless of major. The UNE undergraduate college is one of the few in the nation that requires formal instruction in environmental studies as a requirement for graduation.

| | **Credits** |
|---|---|
| University Core Requirements (includes 13 credits required by major) | **42-43** |
| **Program Required Courses including Green Learning Community** (*first year*) | **17** |
| ENV 100, 101 - Introduction to Environmental Issues (3 cr) *Fulfills University Core Requirement* | |
| ENV 150, 151 - Intro to The Green Learning Community Lab I/II | 2 |
| BIO 100- Biology I (4 cr) *Fulfills University Core Requirement* | |
| BIO 101- Biology II | 4 |
| LIT 121/122 - Exploration: Literature, Nature and Biology (3 cr) *Fulfills University Core Requirement* | |
| BUEC 104/105 - Exploration: Economics in Context (3 cr) *Fulfills University Core Requirement* | |
| BIO 350- Ecology | 4 |
| CHE - Any undergraduate Chemistry course with a lab | 4 |
| MAT 150 - Statistics for Life Sciences (3 cr) *Fulfills University Core Requirements* | |
| MAT 180 - Precalculus ( prerequisite for Ecology) | 3 |
| **Interdisciplinary Environmental Issues Courses** (*This group should be taken during the second year.)* | **11** |
| ENV 220 Conservation and Preservation | 3 |
| ENV 220L Conservation and Preservation Lab | 2 |
| ENV 250 Environmental Policy in Comparative Perspective | 3 |
| ENV 200 Population and the Environment | 3 |
| **Environmental Studies Distribution Requirements**** *(Third and fourth year - See listing below)* | **24** |
| A. At least one course chosen from each of the 4 groups in the list of Environmental Studies Distribution Requirements. | 12 |
| B. Four additional courses from any of the groups. | 12 |
| C. One of these courses must also appear on the list of Field Studies Courses. | |
| **Internship:** (*After first semester; may be taken more than once*) | **3-9** |
| ENV 295 or 495 | |
| **Senior Capstone in Environmental Studies** | **3** |
| ENV 499 Senior Capstone Exp Enviro | |
| **Open Elective Courses** (needed to reach 120 credits) | variable |
| **Minimum Required Total Credits** | **120** |

****Environmental Studies Distribution Requirements List** *(FS) indicates Field Studies Course*

**Group One: Conservation, Preservation, Restoration**
ENV 311/311L Design with Nature: Site Planning (FS)
ENV 312/312L Wetland Conservation and Ecology (FS)
ENV 313/313L Wetland Restoration: Science and Policy (FS)
ENV 314/314L Restoring Coastal Habitats in the Gulf of Maine (FS)

ENV 315 Land Conservation Practicum
ENV 316 Land Conservation Practicum with Field Lab (FS)
ENV 317 Case Studies in Preserving Biodiversity and Protected Areas
ENV 398 Advanced Topics in Environmental Studies (3 credits)
ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Group Tw Environmental Policy**
ENV 322 Environmental Movements and Social Change
ENV 323 Environmental Advocacy
ENV 324 Environmental Economics/BUEC 390 Environmental Economics
BUEC 395 Ecological Economics/BUEC 395 Ecological Economics
ENV 326 Case Studies in Environmental Science and Policy
ENV 327 Environmental Impact Assessment: Policy and Methods
ENV 398 Advanced Topics in Environmental Studies (3 credits)
ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Group Three: Arts, Humanities, and Values**
ENV 331 Women and the Environment
ENV 332 The Literature of Nature
ENV 333 The Nature Writers with Field Lab (FS)
ENV 334 Contemporary Nature Writing

ENV 334L Contemporary Nature Writing Lab (FS)

ENV 335 Environmental History of New England (FS)
ENV 336 Seminar on Edward Abbey
ENV 337 Outdoor Environmental Education (FS)
ENV 398 Advanced Topics in Environmental Studies (3 credits)
ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Group Four: Global Ecology and Social Justice**
ENV 341 Indigenous Ecology, Conservation Biology, and the Politics of Knowledge
ENV 342 Globalization, Locality, and the Environment
ENV 343 Environmental Racism and the Environmental Justice Movement
ENV 344 Environmental Ethics
ENV 398 Advanced Topics in Environmental Studies (3 credits)
ENV 399 Advanced Topics in Environmental Studies (4 credits)

**Field Studies Courses**
ENV 311/311L Design with Nature: Site Planning
ENV 312/312L Wetland Conservation and Ecology

ENV 313/313L Wetland Restoration: Science and Policy
ENV 314/314L Restoring Coastal Habitats in the Gulf of Maine
ENV 316/316L Land Conservation Practicum with Field Lab
ENV 333/333L The Nature Writers

ENV 334L Contemporary Nature Writing Lab

ENV 335 Environmental History of New England
ENV 337 Outdoor Environmental Education

## Secondary Education Certification

The department offers environmental sciences majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school teachers (grades 7-12) in the area of science. While providing a solid foundation in environmental studies and science, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.

| Education Courses | Credits |
|---|---|
| EDU 105 - Exploring Teaching | 3 |
| EDU 133 - American Education | 3 |
| EDU 202 - Curriculum Theory and Design | 3 |
| EDU 220 - Exceptionality in the Classroom | 3 |
| EDU 430 - Educational Assessment and Evaluation | 3 |
| EDU 437 - Teaching Secondary Science | 3 |
| EDU 486 - Secondary Education Practicum | 3 |
| EDU 492 - Secondary Internship | 15 |

See Education for more details.

## Program Standards

All courses that fulfill a degree requirement must be completed with a grade of C- or higher.

## Double Majors

It is possible for DES students to add a second major or a minor in areas such as marine biology, medical biology, political science, history, sociology, and English. DES students interested in a double major should consult with their DES faculty advisor, who in turn will coordinate with an advisor from the second department.

### Minor in Environmental Studies

A student with a major in another department may minor in Environmental Studies with the approval of the Environmental Studies Department Chair. A minimum of eighteen hours of approved course credit in the following courses is required:

| | |
|---|---|
| ENV 100/101 or ENV 104 - Introduction to Environmental Issues | 3 |
| ENV 200 - Population and the Environment | 3 |
| ENV 250 - Environmental Policy in Comparative Perspective | 3 |
| ENV 220 - Conservation and Preservation | 3 |
| And two courses chosen from the list of Environmental Studies Distribution Requirements. | 6 |

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# Health Services Management
# Bachelor Degree Completion Program

**Degree:** Bachelor of Science with a major in Health Services Management

**College:** Health Professions

**Department:** Nursing and Health Services Management

**Contact:** Diana M. Crowell, Ph.D., RN, CNAA, B.C. (Interim) Director
**dcrowell@une.edu**

Mission Statement

Major Program Description

Admission Requirements

Transfer Credit and Advanced Standing

Curricular Requirements

Program Standards

Graduation Requirements

HSM Minor

Department Website

## Mission Statement

The health service management faculty believe that the availability of multiple entry and exit points in professional education is critical for students to meet various career aspirations. The health 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.

## Major Program Description

This program is a two-year/four-semester Bachelor of Science-degree completion program which is offered on the Westbrook College Campus. 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 or through a specialized degree/licensing program (e.g., registered nurse, radiology technician, biotechnologist, dental hygienist, etc.).

**Health Services Field and Program Focus**
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. 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.

## Admission Requirements

1. Meet all the general admission requirements of UNE.
2. Completed associate degree with health-related focus (preferred); or completed associate degree in another field; or prior academic and professional work completed through an accredited two- or four-year college or through a

specialized degree/licensing program (e.g., registered nurse, radiology technician, biotechnologist, dental hygienist, etc); or three years employment experience in health care; or approval of department chair.

3. Minimum overall GPA of 2.00 in previous college level courses.

See University Undergraduate Admissions also.

### Transfer Credit and Advanced Standing

A maximum of 60 credits may be accepted as transfer credit from an accredited college where an associate degree or its equivalent was earned. Prior academic credit and professional work completed without an associate degree or its equivalent will be awarded on a course by course basis and, transferable only if a grade of "C" or better was earned. Other options and restrictions apply. See University Undergraduate Admissions also.

### Curricular Requirements

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.

| | |
|---|---|
| **Transfer Credit Maximum** | **60** |
| University Core Requirements must be completed if you begin without the full 60 credits. Consult with the department chair for selection of appropriate university core courses. | |
| **Required Program Courses** | |
| HSM 300 - Intro to Management of Health Services Organization | 3 |
| HSM 301 - Leadership and Organizational Behavior | 3 |
| HSM 302 - Health Services Delivery Systems | 3 |
| HSM 303 - Health Care Economics | 3 |
| HSM 305 - Research Methods in Health Services | 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 |
| HSM 495 - Field Practicum Health Services Management | 6 |
| HSM XXX- Elective | 3 |
| **Minimum Required Program Credits** | **42** |
| **Required General Education Courses** | |
| MAT 120 - Statistics | 3 |
| Advanced Humanities Electives (two courses) | 6 |
| General Electives (100 level or higher) | 9 |
| **Minimum Required General Education Courses** | **18** |
| **Minimum Required Total Credits** | **120** |

### Program Standards

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 science degree. The credits are distributed as follows:

| | |
|---|---|
| Transfer Credit and/or University Core Requirements | 60 credits |
| General Education Courses | 18 credits |
| HSM Program Courses | 43 credits |
| **Minimum Total Required Credits** | **120 credits** |

See *Academic Policy and Regulations* also.

### Minor in Health Services Management

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, in 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 six courses (18 credits) that must support the student's interests, using these guidelines:

| **Required Courses** | **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 |
| **Flexible Required Courses (Choose three courses for 9 credits)** | |
| 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 |
| HSM 425 - Cultural Diversity | 3 |
| **Minimum Total Required Credits** | **18** |

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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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# History

**Degree:** Bachelor of Arts with a major in History

**College:** Arts & Sciences

**Department:** History

**Contact:** Dr. Elizabeth DeWolfe (Chair) edewolfe@une.edu

Mission Statement
Major Program Description
Transfer Credit and Advanced Standing
Curricular Requirements
Minor
Secondary Education Certification
Department Website

## Mission Statement

The objectives of the Department of History are to bring the study of the past to bear on the present; to demonstrate that knowledge and experience are dependent upon particular historical contexts; 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.

## Major Program Description

The major and minor in History offer students the opportunity to study the past in connection with the present. Students combine courses focused on specific geographic areas with elective course work from a variety of periods and areas of the world, preparing students for a range of career paths including education, graduate school, law, museum work and business. The history department works closely with the education department to prepare students for teaching history and social studies at the secondary school level.

## Transfer Credit and Advanced Standing

See Undergraduate Admissions

## Curricular Requirements

| | Credits |
|---|---|
| University Core Requirements | **42-43** |
| **Program Required Courses** | |
| ***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 or | 3 |
| *Option II* | |
| HIS 230 - Continuity/Change from Ancient to Renaissance | 3 |
| HIS 231 - Continuity/Change in Modern Europe or | 3 |
| *Option III* | |
| HIS 240 - Colonial Latin America | 3 |
| HIS 241 - Modern Latin America | 3 |
| **Program Required Option Sub-Total** | **12** |
| ***Each of the Following:*** | |
| HIS 290 - History Hands On | 3 |
| HIS 450 - Senior Thesis | 3 |
| History Electives | 15 |
| **Program Minimum Required Total Credits** | **33** |
| Open Elective Courses (as needed to reach 120 credits) | variable |
| **Minimum Required Total Credits** | **120** |

## Minor

A student with a major in another department may minor in History with the approval of the History Department Chair. Eighteen hours of approved course work is required.

## Program Standards

A minimum grade of C- must be achieved in all history courses used toward the major or minor.

## Secondary Education Certification

The department offers history majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school teachers (grades 7-12) in the area of social studies.

While providing a solid foundation in history, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.

| **Education Courses** | **Credits** |
|---|---|
| EDU 105 - Exploring Teaching | 3 |
| EDU 133 - American Education | 3 |
| EDU 202 - Curriculum Theory and Design | 3 |
| EDU 220 - Exceptionality in the Classroom | 3 |
| EDU 430 - Educational Assessment and Evaluation | 3 |
| EDU 438 - Methods of Teaching Secondary Ed Social Studies | 3 |
| EDU 486 - Secondary Education Practicum | 3 |
| EDU 492 - Secondary Internship | 15 |

**See Education for more details.**

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# Laboratory Science

**Degree:** Bachelor of Science with a major in Laboratory Science

**College:** Arts and Sciences

**Department:** Chemistry and Physics

**Contact:** Dr. Larry C. Thompson (Interim Chair) LThompson2@une.edu

Mission Statement

Major Program Description

Transfer Credit and Advanced Standing

Curricular Requirements

Program Standards

Department Website

## Mission Statement

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 chemistry, chemistry/secondary education, 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. The department also administers the pre-pharmacy program. 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.

## Major Program Description

The laboratory science (LS) major is designed to prepare graduates for work in a variety of modern laboratory settings, ranging from biotechnology labs to quality control labs to academic, medical, or industrial research labs. The program includes a broad spectrum of laboratory courses in chemistry, biochemistry, and biology, so that the graduate will have as comprehensive a repertoire of lab skills as possible. With careful selection of electives, LS graduates wishing to become medical technologists will be well-prepared for acceptance into accredited hospital internship programs in medical technology. Recent LS graduates have been successful in pursuing careers in industry and post-baccalaureate graduate studies.

## Transfer Credit and Advanced Standing

See Undergraduate Admissions

## Curricular Requirements

| | Credits |
|---|---|
| University Core Requirements | **42-43** |
| **Program Required Courses** | **46** |
| BIO 100/101 or 105/106 - Biology I and II (4 cr included in core requirements) | 4 |
| BIO 200 - Genetics | 5 |
| BIO 226 - Microbiology | 4 |
| BIO 260 - Immunology | 4 |
| BIO 370 - Cell and Molecular Biology | 3 |
| CHE 110 - General Chemistry I | 4 |
| CHE 111 - General Chemistry II | 4 |
| CHE 210 - Organic Chemistry I | 5 |
| CHE 307 - Quantitative Analysis | 5 |
| CHE 309 - Intro to Instrumental Analysis | 4 |
| CHE 310 - Fundamentals of Biochemistry | 4 |
| MAT 190 - Calculus I (included in core requirements) | |
| PHY 110 - General Physics I | 4 |
| **Flexible Program Required Courses*** | **12-14** |
| **Choose a minimum of three courses selected from the following.* | |
| BIO 203 - Histology | 4 |
| BIO 204 - Parasitology | 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 |
| CHE 211 - Organic Chemistry II | 5 |
| PHY 111 - General Physics II | 4 |
| **Minimum Required Total Credits** | **100** |

**Recommended Elective Courses**

| | |
|---|---|
| BIO 330 - Comparative Vertebrate Anatomy (if BIO 245/345 not selected) | 4 |
| MAT 150 - Statistics for Life Sciences | 4 |
| MAT 195 - Calculus II | 4 |
| Open Elective Credits (as needed to reach 120 credits) | variable |
| **Minimum Required Total Credits** | **120** |

## Program Standards

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

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# Liberal Studies

**Degree:** Bachelor of Arts with a major in Liberal Studies

**College:** Arts and Sciences

**Department:** Interdisciplinary Studies

**Contact:** Dr. Linda Sartorelli (Chair) lsartorelli@une.edu

Mission Statement

Major Program Description

Transfer Credit and Advanced Standing

Curricular Requirements

Department Website

## Mission Statement

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.

## Major Program Description

Liberal Studies is a multidisciplinary major in the humanities - history (including history of art & history of music), philosophy, literature, political science, religion, and the languages. 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. 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, and languages.) 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 Studies*, or HIS 290 *History Hands On*. 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 major is an excellent choice for those students wishing also to enroll in the Pre-Law Program.

In addition, students will enroll in LIL 420 and complete a capstone senior thesis or project. All students may also develop an Internship and enroll in LIL 495.

## Transfer Credit and Advanced Standing

See Undergraduate Admissions

## Curricular Requirements

| | **Credits** |
|---|---|
| University Core Requirements | 42-43 |
| **Program Required Courses*** | **33** |
| LIL 420 - Senior Thesis/Project | 3 |
| LIL 495 - Internship in Liberal Studies ***(Optional )*** | 3-9 |
| Individually selected courses (as needed to reach 120 credits) | variable |
| **Minimum Required Total Credits** | **120** |

*Students design their own curriculum in consultation with their advisors. At least five courses at 300 or 400 level and one methodology course in the Humanities is required.

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# Marine Biology (MAR)

**Degree:** Bachelor of Science with a major in Marine Biology

**College:** Arts and Sciences

**Department:** Biological Sciences

**Contact:** Dr. Stephan Zeeman (Interim Chair) szeeman@une.edu

Mission Statement

Major Program Description

Transfer Credit and Advanced Standing

Curricular Requirements

Minor in Marine Biology

General Information for Biological Sciences Department Majors

Department Website

## Mission Statement

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. Because we live at this time in human history – at the beginning of what many believe to be a biological age - students must be able to apply biological concepts to the wide array of problems and choices they inevitably face.

## Major Program Description

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.

## Transfer Credit and Advanced Standing

Courses previously completed at another accredited college can be transferred to this degree program. Transferred biology courses must be reasonably close in scope and content to the biology courses offered at UNE in order to count as exact equivalents. Otherwise, they will transfer as general electives. All Biology courses previously completed must be no older than eight years. Other options and restrictions apply. See Undergraduate Admissions also.

## Curricular Requirements

| | Credits |
|---|---|
| University Core Requirements. | **42-43** |
| **Program Required Courses** | **29-34** |
| BIO 100 or 105 - Biology I (included in the core requirements) | |
| BIO 101 or 106 - Biology II | 4 |
| BIO 200 - Genetics or BIO 207 Organismal Genetics | 5-4 |
| BIO 250 - Marine Biology | 4 |
| BIO 325 - Marine Science Speaker Series | 1 |
| BIO 360 - Oceanography | 4 |
| BIO 400- or higher level elective ( not satisfied by Internship/Research) | 3-4 |
| *Topic Areas (to be selected in consultation with advisor)* | |
| See General Information for Biological Sciences Department Majors | |
| Physiology topic area | 3-4 |
| Ecology topic area | 3-4 |
| Organismal topic area | 3-4 |
| **Program Required Science and Mathematics Courses** | **32-33** |
| *Chemistry* | |
| CHE 110 - General Chemistry I | 4 |
| CHE 111 - General Chemistry II | 4 |
| CHE 210 - Organic Chemistry I | 5 |
| CHE 211 - Organic Chemistry II | 5 |
| **or** CHE 310 - Fundamentals of Biochemistry | 4 |
| *Mathematics* | |
| MAT 150 - Statistics for Life Sciences | 3 |
| MAT 190 - Calculus I | 4 |
| *Physics* | |
| PHY 110 - Physics I | 4 |
| PHY 111 - Physics II | 4 |
| Open Elective Credit (as needed to reach 120 credits) | variable |
| **Minimum Required Total Credits** | **120** |

### Additional Information

See General Information for Biological Sciences Department Majors for details concerning curriculum topic areas, minors, honors program, internships, and general information on UNE's largest department. Please visit our Department Homepage also.

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# Mathematics

**Degree:** Bachelor of Science with a major in Mathematics

**College:** Arts and Sciences

**Department:** Mathematics

**Contact:** Dr. Susan Gray (Chair) sgray@une.edu

Mission Statement

Major Program Description

Transfer Credit and Advanced Standing

Curricular Requirements

Secondary Education Certification

Minor in Mathematics

Math Placement

Department Website

## Mission Statement

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.

## Major Program Description

The **bachelor of science major 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 their senior year and they receive model instruction preparing them for careers in mathematics, statistics and many other fields. Mathematics majors are also prepared for future advanced study in mathematics, statistics, and other graduate areas. The curriculum integrates computer and other technology-based approaches to demonstrate the modern practices of mathematics. The College of Arts and Sciences core curriculum adds a strong liberal arts foundation to the major.

Courses in mathematics provide students with stimulating ideas and tools essential to study in many academic disciplines. Students in all 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, conducting and interpreting research, and thinking about social, economic, and other contemporary issues.

Additionally, the department supports University of New England 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 Credit and Advanced Standing

Courses previously completed at another accredited college can be transferred to this degree program. Transferred mathematics courses must be reasonably close in scope and content to the mathematics courses offered at UNE in order to count as exact equivalents. Otherwise, they will transfer as general electives. All previously completed mathematics courses must be no older than five years prior to matriculation at UNE. Other options and restrictions apply. See Undergraduate Admissions also.

## Curricular Requirements

| | Credits |
|---|---|
| University Core Requirements (excluding mathematics) | **39** |
| **Program Required Courses** | |
| MAT 190 - Calculus I | 4 |
| MAT 195 - Calculus II | 4 |
| MAT 200 - Calculus III | 4 |
| MAT 215 - Applied Mathematics with Differential Equations | 3 |
| MAT 220 - Linear Algebra | 3 |
| MAT 230 - Foundations of Mathematics | 3 |
| MAT 240 - Geometry | 3 |
| MAT 310 - Abstract Algebra | 3 |
| MAT 322 - Mathematical Probability and Statistics | 3 |
| MAT 400 - Real Analysis | 3 |
| MAT 410 - Complex Analysis | 3 |
| MAT 480 - Mathematics Research Seminar | 3 |
| **Program Minimum Required Total Credits** | **39** |
| **Science Elective Credits** | **6-8** |
| Open Elective Courses (needed to reach 120 credits) | variable |
| **Minimum Required Total Credits** | **120** |

## Secondary Education Certification

Students **majoring in mathematics** while working toward **secondary mathematics teacher certification** will find model instruction preparing them for careers in teaching mathematics at the secondary level. The department offers mathematics

majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school math teachers (grades 7-12). While providing a solid foundation in math, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.

**Curricular Requirements**

| | Credits |
|---|---|
| University Core Requirements (excluding mathematics) | **39** |
| **Program Required Courses** | |
| MAT 190 - Calculus I | 4 |
| MAT 195 - Calculus II | 4 |
| MAT 200 - Calculus III | 4 |
| MAT 215 - Applied Mathematics with Differential Equations | 3 |
| MAT 220 - Linear Algebra | 3 |
| MAT 230 - Foundations of Mathematics | 3 |
| MAT 240 - Geometry | 3 |
| MAT 310 - Abstract Algebra* | 3 |
| MAT 322 - Mathematical Probability and Statistics | 3 |
| MAT 400 - Real Analysis | 3 |
| MAT 470 - Mathematics Education Research Seminar | 3 |
| **Program Minimum Required Total Credits** | **36** |
| *Designated Critical Thinking course | |
| | |
| **Education Required Courses** | |
| EDU 105 - Exploring Teaching | 3 |
| EDU 133 - American Education | 3 |
| EDU 202 - Curriculum Theory & Design | 3 |
| EDU 220 - Exceptionality in the Classroom | 3 |
| EDU 430 - Educational Assessment and Evaluation | 3 |
| EDU 439 - Teaching Secondary Mathematics | 3 |
| EDU 486 - Secondary or Art Education | 1-4 |
| EDU 492 - Internship | 15 |
| **Education Minimum Required Total Credits** | **34** |
| *Note: PSY 270 fills education requirement for "Knowledge of the Learner." This course must be completed as part of the University Core.* | |
| | |
| **Science elective** | **3-4** |
| Open elective courses (as needed to reach 120 credits) | variable |
| **Note: EDU 330 - Educational Psychology** *is highly recommended as an open elective.* | |
| **Minimum Required Total Credits** | **120** |

### Minor in Mathematics

Students may earn a mathematics minor by completing a minimum of 6 mathematics courses numbered MAT 120 or above with grades of C or higher and a 2.75 cumulative grade point average in all courses applying to the minor. Only one of the courses MAT 120 or 150 can be applied to a mathematics minor. Students wishing to declare a mathematics minor must submit a course plan in writing for approval by the Department of Mathematical Sciences faculty. Prior consultation with a mathematics faculty member is encouraged.

### Math Placement

Refer to Mathematics Placement Procedures for guidelines about mathematics placement.

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# Medical Biology - Medical Sciences Track (MED)

**Degree:** Bachelor of Science with a major in Medical Biology- Medical Sciences Track

**College:** Arts and Sciences

**Department:** Biological Sciences

**Contact:** Dr. Stephan Zeeman (Interim Chair) szeeman@une.edu

Mission Statement

Major Program Description

Transfer Credit and Advanced Standing

Curricular Requirements

Accelerated 3-4 Option Medical Biology - Medical Sciences Track

Minor in Medical Biology

General Information for Biological Sciences Department Majors

Department Website

## Mission Statement

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. Because we live at this time in human history – at the beginning of what many believe to be a biological age – students must be able to apply biological concepts to the wide array of problems and choices they inevitably face.

## Major Program Description

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 two possible tracks: (1) medical sciences track, and (2) pre-physician assistant track.

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 and graduate programs in Physical Therapy, Occupational Therapy and other health professional programs. 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).

This program is designed for: pre-medical students, pre-dental students, pre-veterinary students, students who will eventually enter graduate school in the biological sciences, and students who will eventually enter the biotechnology industry.

## Transfer Credit and Advanced Standing

Courses previously completed at another accredited college can be transferred to this degree program. Transferred biology courses must be reasonably close in scope and content to the biology courses offered at UNE in order to count as exact equivalents. Otherwise, they will transfer as general electives. All Biology courses previously completed must be no older than eight years. Other options and restrictions apply. See Undergraduate Admissions also.

## Curricular Requirements

| | Credits |
|---|---|
| University Core Requirements. | **42-43** |
| **Program Required Courses** | **26-29** |
| BIO 100 or 105 -Biology I (included in core requirements) | |
| BIO 101or 106 -Biology II | 4 |
| BIO 200-Genetics or BIO 207 Organismal Genetics | 5-4 |
| BIO 245-Gen Prin of Human Anat, Phys, and Patho I | 4 |
| BIO 345-Gen Prin of Human Anat, Phys, and Patho II | 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 |
| **Program Required Science and Mathematics Courses:** | **36** |
| *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 - Fundamentals of Biochemistry | 4 |
| *Mathematics* | |

| | |
|---|---|
| MAT 150-Statistics for Life Sciences | 3 |
| MAT 180 - Precalculus | 3 |
| *Physics* | |
| PHY 110 - Physics I | 4 |
| PHY 111 - Physics II | 4 |
| Open Elective Courses (as needed to reach 120 credits) | variable |
| **Minimum Required Total Credits** | **120** |

### Accelerated 3-4 Option Medical Biology-Medical Sciences Track

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. 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 (with the exception of one BIO 400 or higher level course).
- 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. The form may be obtained online on the Registrar's page.
- 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 beginning 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 guaranteed an interview and 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 "Petition to Graduate" form 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. This form may also be obtained online on the Registrar's page.
- Students must fulfill all other CAS and COM requirements and business office obligations.

### Additional Information

See General Information for Biological Sciences Department Majors for details concerning curriculum topic areas, minors, honors program, internships, and general information on UNE's largest department. Please visit our Department Homepage also.

### Notice and Responsibilities Regarding this Catalog

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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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**University of New England** **Catalog 2008-2009 Undergrad - No Top Photos**

# Medical Biology - Pre-Physician Assistant Track (MPA)

**Degree:** Bachelor of Science with a major in Medical Biology - Pre-Physician Assistant Track

**College:** Arts and Sciences

**Department:** Biological Sciences

**Contact:** Dr. Stephan Zeeman (Interim Chair) szeeman@une.edu

Mission Statement

Major Program Description

Transfer Credit and Advanced Standing

Curricular Requirements

3-2 Accelerated Pre-Physician Assistant Track

Minor in Medical Biology

General Information for Biological Sciences Department Majors

Department Website

## Mission Statement

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. Because we live at this time in human history – at the beginning of what many believe to be a biological age – students must be able to apply biological concepts to the wide array of problems and choices they inevitably face.

## Major Program Description

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 two possible tracks: (1) medical sciences track and (2) 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).

## Transfer Credit and Advanced Standing

Courses previously completed at another accredited college can be transferred to this degree program. Transferred biology courses must be reasonably close in scope and content to the biology courses offered at UNE in order to count as exact equivalents. Otherwise, they will transfer as general electives. All Biology courses previously completed must be no older than eight years. Other options and restrictions apply. See Undergraduate Admissions also.

## Curricular Requirements

| | Credits |
|---|---|
| University Core Requirements. | **42-43** |
| **Program Required Courses** | **26-29** |
| BIO 100 or 105 - Biology I (included in core requirements) | |
| BIO 101 or 106 - Biology II | 5-4 |
| BIO 200 - Genetics or BIO 207 Organismal Genetics | 5 |
| BIO 245 - Gen Prin of Human Anat, Phys, and Patho I | 4 |
| BIO 345 - Gen Prin of Human Anat, Phys, and Patho II | 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 |
| **Program Required Science and Mathematics Courses** | **31-32** |
| *Chemistry* | |
| CHE 110 - General Chemistry I | 4 |
| CHE 111 - General Chemistry II | 4 |
| CHE 210 - Organic Chemistry I | 5 |
| CHE 310 - Fundamentals of Biochemistry | 4 |
| **or** CHE 211 - Organic Chemistry | 5 |
| *Mathematics* | |
| MAT 150 - Statistics for Life Sciences | 3 |
| MAT 180 - Precalculus | 3 |
| *Physics* | |
| PHY 110 - Physics I | 4 |

| | |
|---|---|
| PHY 111 - Physics II | 4 |
| Open Elective Courses (as needed to reach 120 credits) | variable |
| **Minimum Required Total Credits** | **120** |

### 3-2 Accelerated Pre-Physician Assistant Track (PPA)

An accelerated version of this track offers selected students the opportunity to enroll in the University of New England's master-level Physician Assistant Program one year early (i.e. after their third undergraduate year). 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 (5 credits), biochemistry (4 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 a minimum of 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 October 1st of their third year. Students are guaranteed an interview if they meet all prerequisite requirements. An interview does not guarantee admission into the MSPA program. A completed application to this graduate program 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 that 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.

Students must have maintained a GPA of 3.30 in all natural science courses(any biology, biochemistry, chemistry, and physics courses, excluding internships and research) and an overall GPA of 3.00. The overall GPA and natural science GPA for students who transfer into the accelerated pre-physician assistant 3-2 track is calculated by all college-level courses taken both at UNE and other institutions. This is inclusive of course work that does not transfer into UNE. Transfer students enrolling in the accelerated pre-physician assistant 3-2 track must be in residence as a full-time matriculated undergraduate 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 the program.

### Additional Information

See General Information for Biological Sciences Department Majors for details concerning curriculum topic areas, minors, honors program, internships, and general information on UNE's largest department. Please visit our Department Homepage also.

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# Bachelor of Science in Nursing (R.N. to B.S.N.)

**Degree:** Bachelor of Science in Nursing (B.S.N.)

**College:** Health Professions

**Department:** Nursing and Health Science Management

**Contact:** Diana M. Crowell, Ph.D., RN, CNAA, B.C., Director (Interim) dcrowell@une.edu

Mission Statement

Major Program Description

Learning Outcomes

Accreditation

Admission Requirements

Technical Standards

Transfer Credit and Advanced Standing

Curricular Requirements

Program Standards

Financial Information

Graduation Requirements

Department Website

## Mission Statement

The mission of the Department of Nursing is to educate tomorrow's nurses to be effective clinicians and leaders who strive to improve the health of all people. The baccalaureate level builds upon prior learning to prepare the graduate as a provider of care, educator to groups and communities, consumer of research and leader in the profession of nursing.

## Philosophy

Nursing, a caring art and science, encompasses the diagnosis and treatment of human responses to health and illness. The faculty believes that nurses use the nursing process to guide people of many cultures toward identifying their own health care needs. Nurses also support people in the decisions they make about their health. Nurses assume many roles as they work collaboratively with clients, families and other interdisciplinary 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 assisting them to attain and maintain health in whatever setting they may be found. The society in which nurses function is rapidly changing and is technologically oriented. Nurses therefore use knowledge gained from theory, research, evidence and clinical experience to guide their practice. The faculty believes the practice of nursing must be in accordance with established standards of clinical practice and the ANA Code of Ethics. The outcomes of nursing practice include: the prevention of illness, the promotion, support and restoration of health, the provision of quality safe care and the preparation for a dignified death.

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 interacting internal and external systems.

Faculty view health as a personally perceived state of wellbeing. 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 novice to expert and is evidenced by the student's integration of theory into practice at all levels, including but not limited to, leadership and management. The faculty, committed to liberal 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 that 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. Teaching learning is a collaborative process whereby students and faculty learn from each other, clients, peers, mentors, preceptors, as well as other health care disciplines. 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.

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 program options of the University of New England provide the foundation for students to move from novice toward expert practice within the profession and allow students to explore expanded professional role opportunities.

## Major Program Description

UNE's 2 + 2 nursing education model was developed to address the needs of both traditional and non-traditional students. There are opportunities to enter the program at multiple points depending upon prior education and experience:

1. Students can enter the program in the first year and earn an associate degree at the end of the second year. After passing the licensing exam students can begin working as a registered nurse (RN) and at the same time continue their education as they pursue a bachelor of science in nursing (BSN). **See** Associate of Science: Nursing (ADN) **if you are not currently a RN.**
2. RN's who have graduated from an associate degree or diploma program may return to school to continue their professional development at the beginning of the third year. This also applies to UNE students as outlined in (1). Successful completion of the third and fourth years earns the student a BSN.

**The RN to BSN program is for current registered nurses seeking the BSN**.

The Nursing Program at the University of New England is uniquely designed to both facilitate growth for current nursing professions holding the RN degree as well as training entry level students into the profession of nursing. **Students seeking the BSN with no prior nursing experience should see the Associate of Science: Nursing (ADN).** The UNE Nursing 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 RN to BSN courses are designed for current 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, health care of groups and communities, health care delivery, finance, 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 (BSN) 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, family and 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 |
| Teaching | Research |
| Learning | Cultural Awareness |

This unique two-year nursing program represents an opportunity for RN's to obtain the BSN degree 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's philosophy surrounding the core curriculum, the student in the last two years of study is engaged in coursework which supports enhancement of effective communication abilities, mathematics and quantitative reasoning skills, critical thinking, and application of cultural and global diversity.

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.

### Student Learning BSN Outcomes

At the completion of study for the baccalaureate degree in nursing, the student will be able t

1. demonstrate nursing leadership through reflection and critical thinking to expand nursing care to groups and communities.
2. collaborate with other disciplines in a variety of health care settings to maximize client outcomes.
3. operationalize professional nursing care at Benner’s competent level of practice for families, aggregates, communities and organizations.
4. participate in the leadership/management process with, but not limited to, Benner’s organizational work role domain of practice.
5. model values that reflect understanding of the moral and legal implications, and the ethics of care and responsibility when engaged in professional nursing practice.
6. integrate nursing theory and scholarly research into professional practice.
7. integrate nursing, the physical and behavioral sciences, with the humanities to formulate holistic care to families, aggregates, communities and organizations.

### Accreditation

The program is fully accredited by the National League of Nursing Accrediting Commission (NLN-AC) and is approved by the Maine State Board of Nursing. The NLN can be contacted at 61 Broadway, 33rd Floor, New York, NY 10006 1-800-669-9656 x153.

### Admission Requirements

1. Meet all University general admission requirements:

   See University Undergraduate Admissions.
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 Ministry of Health if applying to the program offered at the branch campus in Israel.
4. Licensure as a registered nurse. (copy of license)
5. Minimum GPA of 2.50.

**Health Information Requirements**

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) are submitted to the Health Center.
3. Professional liability (malpractice) insurance ($1,000,000 - $3,000,000 coverage is required).
4. Current RN License.

## Technical Standards

**Introduction**

Technical standards are all of the nonacademic functional abilities essential for the delivery of safe, effective nursing care. These basic abilities make up the core components of nursing practice, and there is a high probability that untoward consequences may result for clients cared for by nurses who fail to demonstrate these abilities. In compliance with state and federal laws, nursing education programs must attend to these essential functional abilities in the teaching and evaluation of students preparing for the practice of nursing.

This statement of technical standards identifies the functional abilities deemed by the Nursing Faculty at the University of New England to be essential to the practice of nursing, and as such are reflected in satisfactory progression through the nursing program and in the performance-based outcomes which are the basis for teaching and evaluating all nursing students.

Students with disabilities who believe they may require accommodation in meeting the technical standards of the Nursing Program should contact Disability Services (DS) as soon as possible to determine if the student is legally disabled and to discuss the process of identifying to what extent reasonable accommodations may or may not exist. It is recommended that students seek DS advisement as soon as possible after admission to the Nursing Program to facilitate the timely development of a plan for accommodation, which would ideally be in place at the beginning of the Program. Applicants seeking admission into the Nursing Program who may have questions about the technical standards and appropriate reasonable accommodations are invited to discuss their questions with Disability Services. Reasonable accommodation will be directed toward providing an equal educational opportunity for students with disabilities while adhering to the standards of nursing practice for all students.

As stated in the syllabus of each nursing course, any student eligible for and needing academic adjustments or accommodations is requested to speak with the professor within the first two weeks of class. Registration with DS is required before any accommodation requests can be granted. Under no circumstances will the Department of Nursing and Health Management waive any essential course requirements or technical standards for any student, with or without a disability.

**Technical Standards**

The practice of Nursing requires the following functional abilities with or without reasonable accommodations:

Visual acuity must be adequate to assess patients and their environments, as well as to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Detect changes in skin color or condition
- Collect data from recording equipment and measurement devices used in patient care
- Detect a fire in a patient area and initiate emergency action
- Draw up the correct quantity of medication into a syringe

Hearing ability must be of sufficient acuity to assess patients and their environments and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Detect sounds related to bodily functions using a stethoscope
- Detect audible signals generated by mechanical systems that monitor bodily functions
- Communicate clearly in telephone conversations
- Communicate effectively with patients and with other members of the healthcare team

Olfactory ability must be adequate to assess patients and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Detect foul odors of bodily fluids or spoiled foods
- Detect smoke from burning materials
- Detect ketones on a client's breath

Tactile ability must be sufficient to assess patients and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):

- Detect changes in skin temperature
- Detect unsafe temperature levels in heat-producing devices used in patient care
- Detect anatomical abnormalities, such as subcutaneous creptitus, edema, or infiltrated intravenous fluid
- Perform techniques such as the insertion of urinary catheters

Strength and mobility must be sufficient to perform patient care activities and emergency procedures. Examples of relevant activities (nonexclusive):

- Safely transfer patients in and out of bed and assist them with ambulation using appropriate assistive devices
- Safely control the fall of a patient, by slowly lowering the patient
- Turn and position patients as needed to prevent complications due to bed rest
- Hang intravenous bags at the appropriate level
- Accurately read the volumes in body fluid collection devices hung below bed level
- Perform cardiopulmonary resuscitation

Fine motor skills must be sufficient to perform psychomotor skills integral to patient care. Examples of relevant activities (nonexclusive):

- Safely dispose of needles in sharps containers
- Accurately place and maintain position of stethoscope for detecting sounds of bodily functions
- Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications

Physical endurance sufficient to complete assigned periods of clinical practice and to function effectively under stress in acute health care situations.

Ability to speak, comprehend, read, and write English at a level that meets the need for accurate, clear, and effective communication.

Emotional stability to function effectively under stress, to work as a part of a team and to respond appropriately to supervision; to adapt to changing situations, to respond appropriately to patients and families under stress, and to follow through on assigned patient care responsibilities.

Cognitive ability to collect, analyze, and integrate information and knowledge to make clinical judgments and management decisions that promote positive patient outcomes.

Other Abilities sufficient to demonstrate competencies such as the ability to arrive to a clinic on a timely basis; to meet the demands for timely performance of duties; to meet the organizational requirements to perform these duties in a professional and competent manner.

## Transfer Credit and Advanced Standing

1. ADN and RN candidates for the BSN Completion Program will receive a degree audit for their prior course work. These credits fulfill all pre-requisite course requirements for the third and fourth year courses. Evidence of the maintenance of clinical competence, usually through current employment, must be provided.
2. Academic credits are transferable if a grade of “C” or better was earned.
3. Diploma-based candidates who are active in the practice of nursing will be awarded 30 credits for nursing courses, up to a maximum of 60 transfer credits.
4. Diploma-based candidates, not actively participating in the practice of nursing, may 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.
5. Students who qualify may be able to complete the program in as little as one year.

See University Undergraduate Admissions also.

## Curricular Requirements

| | |
|---|---|
| **Minimum Transfer Credits (RN)/(ADN)** | **60** |
| | |
| **Fall, Year 3 (Semester 1)** | |
| NSG 301 - Nursing Theory | 3 |
| NSG 302 - Health Assessment | 3 |
| NSG 303 - Managing the Challenges of Disability | 3 |
| Humanities Elective (United States) or ENG 110 (Israel) | 3 or 4 |
| Nursing Elective | 3 |
| **Total** | **15/16** |
| | |
| **Spring, Year 3 (Semester 2)** | |
| NSG 304 - Families in Crisis | 3 |
| NSG 305 - Health Education in the Community | 3 |
| MAT 120 - Statistics | 3 |
| Humanities Elective | 3 |

| | |
|---|---|
| Nursing Elective | 3 |
| General Elective | 3 |
| **Total** | **18** |
| **Total First Year** | **33/34** |

| | |
|---|---|
| **Fall, Year 4 (Semester 3)** | |
| NSG 401 - Nursing Research Methods | 3 |
| NSG 402 - Community Health Nursing (Theory and Practice) | 6 |
| Humanities Elective | 3 |
| Economics or Political Science course or HSM course | 3 |
| **Total** | **15** |

| | |
|---|---|
| **Spring, Year 4 (Semester 4)** | |
| NSG 403 - Leadership and Management Nursing (Theory and Practice) | 6 |
| Humanities Elective | 3 |
| Pathophysiology | 3 |
| General Elective (Not required of branch campus in Israel) | 3 |
| **Total** | **15** |
| **Total Second Year** | **30/27** |

**Minimum Total Required Credits*** **123/121**
*Credit for developmental coursework is not reflected in the minimum total credits required for degree completion.

## BSN Program Standards

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 and mathematics courses.
4. The student must maintain a minimum GPA of 2.5. Failure to maintain a GPA of 2.5 may interfere with progression.
5. Passage of English qualifying examinations (for the branch campus in Israel).
6. Completion of UNE HIPAA requirements and maintenance of immunizations before participating any clinical component.
7. A minimum of 36 credits must be earned at UNE in order to receive a Bachelor of Science in Nursing degree from UNE.

**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.

## Financial Information

**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.

**Lab Fees**
Laboratory fees are assessed in individual courses that incorporate the skills laboratory and the human patient simulator laboratory.

**Equipment**
Students are responsible for the costs of the following required items: Uniforms and lab jacket; name tag; bandage scissors; watch indicating seconds; stethoscope.

**Transportation**
Nursing students are responsible for their own transportation to clinical facilities throughout the program.

**Pinning Ceremony**
Graduation expenses include a departmental pinning ceremony in May. Expenses include the acquisition of a uniform and a school pin. These expenses vary each year. Students may inquire in the nursing office for an estimate of current costs.

**Financial Aid**
Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-602-2342 or visit the Financial Aid website.

## Graduation Requirements

A total of 121 - 123 hours of credit with a 2.5 GPA or above is required for the bachelor of science in nursing degree. At the branch campus in Israel, where students typically enroll in English as a Second Language coursework, a total of 121-130 credits with a G.P.A. of 2.5 or above is required for the bachelor of science in nursing degree.
See Academic Policy and Regulations also.

## Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2008-2009 academic year. The information contained herein is accurate as of date of publication August 1, 2008.*

*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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# Occupational Therapy

Degrees: Bachelor of Science in Occupational Studies and/or Master of Science in Occupational Therapy

College: Health Professions

Department: Occupational Therapy

Contact: Regi Robnett, Director or Jan Froehlich, Advising Coordinator
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### Program Overview

Occupational therapy is a health profession whose practitioners provide preventive, habilitative, 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 infants, children, adults, and elders 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.

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 dimensions of human occupation and learn to intervene to enhance occupational performance.

The Occupational Therapy Program at the University of New England in Biddeford and Portland is the longest standing and largest occupational therapy program in the state of Maine. We offer a combined BS to MS in Occuaptional Therapy, a 27 month MS in OT program, and a post-professional masters' program.

**Our program provides students with:**

- An OT clinic near the campus, that is directly associated with the department. More information on the Community Occupational Therapy Clinic ...
- Approachable, caring faculty members who are recognized as experts in a broad spectrum of occupational therapy (including four fellows of the American Occupational Therapy Association and a Roster of Honor awardee) More information on our faculty ...
- Personal advisors who can work with you in designing an educational program that suits your personal needs.
- A number of small group courses that encourages individualized learning (and involvement in research projects).
- Practical hands-on experiences in the field of occupational therapy every semester of the three-year professional program. More on our field experiences ...
- Several practical examinations that prepare you for occupational therapy practice in a supportive setting
- High caliber anatomy and physiology courses that include in-depth learning on real human bodies (cadavers). More on our facilities ...
- Beautiful campus settings on the southern coast of Maine for the undergraduate component and, for the graduate component, in a quintessential New England urban setting in Portland, Maine. Take virtual tours of our campuses ...
- Opportunities for interdisciplinary learning as part of the College of Health Professions Integrated Interdisciplinary Health and Healing (I2I2)Program . More on I2H2 ...
- Opportunity to engage in clinical research with a faculty mentor and a group of peers who have similar interests. Many of our students have published and presented their research

**Program Goals**

Upon completion of the Occupational Therapy curriculum, the student will:

1. Understand, explain and promote the unique value of occupation, its theoretical constructs and the discipline of occupational therapy.
2. Integrate the construct of function and dysfunction along the wellness continuum as part of a holistic model.
3. Demonstrate the values, behaviors, skills and professional attitudes and competencies of an entry-level occupational therapist within the domains of concerns of the profession. These domains of concern include, but are not limited to work, play/leisure and self-maintenance.

4. Evaluate clients, interpret data, develop and implement efficacious interventions across the lifespan based on a theoretical rationale.
5. Engage in and appraise the effectiveness of activity and occupational task analysis as an essential part of occupational therapy practice.
6. Employ and analyze/assess a systems approach to understanding and utilizing health care and technological resources within practice settings and the community (local, national, and international).
7. Demonstrate and distinguish critical thinking in all OT processes including but not limited to clinical reasoning, client-therapist relationships, management and occupational task analysis.
8. Demonstrate and value a client/family-centered philosophy in occupational therapy practice.
9. Based on a liberal arts and science core, recognize, value, and respect human diversity, biosphere diversity, and interdependence and relate these to occupational therapy theory and practice.
10. Communicate effectively in oral, written and technological forms when dealing with clients, families, peers, other professionals and agencies.
11. Consistently demonstrate and show commitment to professional and ethical behavior.
12. Differentiate between the roles of supervision, management, administration and consultation in occupational therapy and assume these roles consistent with entry-level practice.
13. Recognize and analyze the varieties of effective leadership, and demonstrate leadership skills as an entry-level occupational therapist.
14. Value and engage in professional research, life long learning and evidence based practice.

## Mission Statement

In the field of occupational therapy, we view occupations as all the tasks that we do that have meaning for us personally. The Occupational Therapy Department's mission is to educate occupational therapy students who will use knowledge, skills, and values to provide exemplary occupation-based practice while assuming leadership roles at the local, state and national levels.

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.

Other Information
Eligibility for the National Certification Examination requires:

1. Master's degree, with a major in occupational therapy.
2. Successful completion of an accredited occupational therapy curriculum; and
3. Successful completion of a minimum of six months of supervised fieldwork.

## Admissions

### BS to MS Program

For entrance into the **pre-professional** phase of the Occupational Therapy Program, students must meet the following requirements:

1. Students seeking admission to the **pre-professional** phase of the 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. Space permitting, the UNE OT program will accept qualified transfer students at all stages of the program.
4. 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 during each semester.
5. Before entering the professional program, a student must have completed a 20-hour volunteer experience and all prerequisite courses.
6. 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.
7. 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 pre-professional program. At the end of a student's second year, he or she must have achieved a minimum GPA of 2.75 to continue as a pre-professional OT major.

8. A student who receives a cumulative GPA of 3.0 at UNE by the end of spring semester of his/her third year, is in good standing, and who has completed all the required course work, is guaranteed a place in the professional program. OT pre-professional students who have a UNE GPA between 2.75 and 3.0 at this time will compete with transfer students, both internal and external, for the remaining seats.
9. The faculty reserves the right to deny enrollment in the professional program to any student who demonstrates behaviors deemed inappropriate for the profession.
10. Internal Transfer Students
    Students who are enrolled in other majors at the University may apply to admission into the OT program at any time. Interested students should contact the OT Department. Internal transfer students will be held responsible for the UNE core curriculum and the GPA requirements as listed in #2 above.

**Master's Program (Post Baccalaureate and External Transfer Students)**

The University of New England offers a 27 month Masters Program (MS in OT).
Post Baccalaureate or external transfer students must apply through the Enrollment Management office. (Link to on-line application). Students may enter the fourth year (professional OT program) on a space available basis, if they have met all the prerequisite course requirements and have at least a 2.75 GPA (3.0 preferred). This group of students will compete for slots with pre-professional OT majors who have between a 2.75 and a 3.0 GPA.

Post Baccalaureate or external transfer students must have completed the following courses prior to entry in the professional program:

- English Composition
- Basic Algebra (can be waived if the student passes math exam)
- Biology (Exempt if Anatomy and Physiology has already been completed)
- An applied creative art course (e.g. ceramics, pottery, theater production, etc.)
- Physics or Chemistry (either as a combined course or separately). A lab must be included
- Human Development/lifespan (Two courses are usual but one, if it covers the entire lifespan, is acceptable)
- Introduction to Psychology
- Abnormal Psychology
- Human Anatomy, Physiology and Pathology -- 2 semesters, with lab.
- Introduction to Occupational Therapy. This course, which may be taken on-line, includes medical terminology. (COTAs are exempt from Introduction to OT)
- Sociology
- Statistics
- Research Methods
- Gross Anatomy
- Neuroscience
- Ethics (Health care ethics preferred)

**Exceptions to the above requirements will be considered. Questions regarding these requirements should be directed first to the Admissions Office, then to Jan Froehlich, Advising Coordinator, or to Regi Robnett, Department Director, Department of Occupational Therapy, University of New England.**

Students must have a minimum of 90 credits to enter the professional portion of the program.

The initial evaluation of transcripts and experiential learning pertaining to a transfer student to determine credit/waiver of prerequisites required for admission to the professional program shall be done by the UNE Credentials Evaluator.

**Technical standards for the Profession of Occupational Therapy**

Necessary abilities and skills for the profession of occupational therapy:

- Cognitive abilities to be able to learn to analyze, synthesize, and integrate information related to anatomy, physiology, human development, psychology, sociology, kinesiology, and occupational studies in order to make clinical judgments and to plan and implement occupation-based OT interventions that have a high probability of success.
- Understanding of the concepts of assessment and evaluation principles for treatment planning.
- Ability to understand basic statistical concepts and empirical research in order to promote evidence based practice in OT.
- Problem solving/clinical reasoning and judgment that promotes safety, optimal functional performance, remediation and adaptation.
- Ability to design and construct adaptive equipment to enhance occupational performance.
- Time management and organization skills in order to use limited treatment time efficaciously.
- Ability to teach others basic daily skills individually and in a group.

- Interpersonal skills that include participating in classroom discussion, conducting interviews, observing subtle bodily cues, listening, responding, joint goal setting, and developing positive, respectful client/therapist relationships.
- Monitoring/assessing performance of self and others and making adjustments in behavior or promoting behavioral change in others to enhance occupational performance.
- Reading, writing, speaking, and understanding English in order to develop positive client relationships, complete written documentation consistent with OT practice, and participate as a health care team member.
- Sufficient postural and neuromuscular control, and sensory functioning in order to perform physical examinations, such as balance, range of motion, and strength, and to accurately, safely, and efficiently use assessment tools, equipment, and other materials during occupational therapy intervention.
- Emotional stability to be able to handle the stress in a usual health care environment, focus on helping others, being dependable, meeting commitments, being forthcoming about one's own needs, and conducting one's self in a professional manner during all working hours.
- Ability to maintain personal appearance and hygiene conducive to working in clinical and community setting

## Curricular Requirements

The professional program leads to a Master of Science degree with a major in occupational therapy. The program includes fieldwork experience at clinical sites in the U.S. and Canada. 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--occupational studies, upon successful completion of their fourth year of study. They then continue on to pursue a master of science in occupational therapy degree. Only those who complete the professional program will graduate with an occupational therapy degree.

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.

**Five Year Masters Students Program Requirements**

**First three years--Preprofessional**

| **Program/Degree Area** | **Credits** |
|---|---|
| **Life Sciences** | |
| ENV 104 - Introduction to Environmental Issues | 3 |
| BIO 104 - General Biology | 4 |
| BIO 245 - General Principles Human Anatomy, Physiology, and Pathology I | 4 |
| BIO 345 - General Principles Human Anatomy, Physiology, and Pathology II | 5 |
| CHE 125 - Introduction to Chemistry and Physics (offered Spring Only) | 4 |
| BIO 302 - Gross Anatomy | 6 |
| BIO 404 - Neuroscience | 4 |
| **Humanities** | |
| ENG 110 - English Composition | 4 |
| Humanities Exploration course* | 3 |
| Applied Creative Arts | 3 |
| LIL 201 - Human Traditions (English/History) | 3 |
| LIL 202 - Human Traditions (History/English) | 3 |
| Advanced Humanities | 3 |
| CIT 400 - Citizenship | 1 |
| **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 Development I | 3 |
| PSY 270 - Social/Cultural Context of Human Development II | 3 |
| *SOC 150 - Introduction to Sociology -or- Social Science Explorations | 3 |
| **Other Pre-Professional Core** | |
| OTR 201 - Introduction to Occupational Therapy | 2 |
| OTR 316 - Research Methods | 3 |
| Ethics (PHI or IHH) | 3 |
| Kinesiology | 3 |
| Electives | 11 or more |
| **Total - end of third year of study** | **90** |

*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 third or

fourth year. (link from Curriculum)

**Occupational Therapy Professional Curriculum****

| **Professional I Fall Semester (Elders/Foundations)** | **Credits** |
|---|---|
| OTR 505-Foundations of OT | 3 |
| OTR 502-Analysis of Occupation | 3 |
| OTR 503-Biopsychosocial Dimensions of Elders | 3 |
| OTR 504 - Occupational Performance of Elders | 3 |
| OTR 551- Community Practicum I | 1 |
| OTR-561- Communication Seminar | 1 |
| OTR 516-Research project I | 2 |
| **Total Credits** | 16 |
| **Professional II Spring Semester (Adults)** | |
| OTR 511-Dimensions of Adulthood—Newly Acquired Disability (NAD) | 2 |
| OTR 512-Occupational Performance in Adulthood (NAD) | 2 |
| OTR 513-Dimensions of Adulthood—Living with Disability (LWD) | 3 |
| OTR 514-Occupational Performance in Adulthood (LWD) | 3 |
| OTR 552-Community Practicum II | 2 |
| OTR 563-Problem Based Learning--Adults (PBL) | 2 |
| OTR 517—Research Project II | 2 |
| **Total** | **16** |
| **Professional III Summer Semester (Children and Youth)** | |
| OTR 611-Biopsychosocial Dimensions of Children and Youth | 3 |
| OTR 612-Occupational Performance in Children and Youth Group Process/Leadership | 4 |
| OTR 664–PBL—Children and Youth | 2 |
| OTR 653-Community Practicum III | 2 |
| OTR 621-Health Care Management & Delivery | 3 |
| OTR 662-Group Leadership | 1 |
| **Total** | **15** |
| **Fall semester (must be completed before Professional IV semester)** | |
| OTR 601-Level II Fieldwork A | 6 |
| **Professional IV Spring Semester--Integration** | |
| OTR 606 or OTR 607 or OTR 608 or OTR 609 - Advanced Practice Seminar | 4 |
| OTR 618-Research Seminar | 1 |
| OTR 619 - Evidence-Based Research Seminar | 3 |
| OTR 630-Capstone Graduate Experience | 4 |
| OTR 650 - Delivery Systems - Realities of Practice | 4 |
| **Total** | **16** |
| **Summer or Fall Second Fieldwork II** | |
| OTR 602-Level II Fieldwork B | 6 |
| **Pre-professional credits** | **90 or more** |
| **Professional Core** | **34 or more** |
| **Total credits for B.S. degree** | **122 or more** |
| **M.S. credits** | **75** |

** The Occupational Therapy Program faculty reserve the right to change courses or sequences as needed.

**Clinical Experience**
Students should be prepared for the added expense of weekly travel during Community Practicums. 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 placement in physical disabilities. Students must complete one Fieldwork II experience in order to continue with masters level courses.

**Research**
Students take two research courses (OTR 516 and OTR 517) during their first professional year. In these courses, students will complete a small-group research project and present their findings. During their final graduate year, they complete the research sequence (OTR 618 and OTR 619). Students often become published authors. To view a list of student-involved publications link here.

**Fieldwork**
Two levels of fieldwork experience are established in the Essentials and Guidelines of an Accredited Educational Program for the Occupational Therapist and in the Essentials and Guidelines of an Approved Educational Program for the Occupational Therapy Assistant.

LEVEL I
Level I Fieldwork experience, as required by the Essentials, includes experience designed as an integral part of didactic courses for the purpose of directed observations and participation in selected field settings. These experiences are not expected to emphasize independent performance, nor are they considered substitutes for or part of sustained Level II Fieldwork experience.

Level I Fieldwork experience is required of both occupational therapy and occupational therapy assistant students by the Essentials. It is the prerogative of the academic educational program to establish the nature or amount of Level I Fieldwork

required. Consequently, requirements may vary among academic programs and the actual fieldwork experiences may be implemented in a number of different ways.

Supervision must be provided by qualified personnel. They may include occupational therapy personnel and other appropriate personnel such as teachers, social workers, public health nurses, ministers, probation officers, and physical therapists.

Level I Fieldwork experience, which initially provides the student with exposure to clinical practice through observation, progresses with increasing expectations of the student to demonstrate skills in the use of selected evaluation or treatment procedures; gather and organize data; and examine reactions to clients and patients, self, personnel, and the profession. Generally the fieldwork education center provides observational opportunities, "hands on" experience as appropriate, feedback to the student, and learning tasks as appropriate. The center cooperates with academic assignments and provides a written evaluation of the experience.

The focus of the learning experience includes observation, written and verbal communication, professional behavior, and individual and group participation with patients and clients. The fieldwork education center provides the opportunity for the following:

1. basic exposure, observation, and experience with clients and patients served or potentially served by occupational therapy;
2. observation and description of treatment, evaluation, and behavior of clients and patients;
3. recognition and description of conditions abilities and disabilities; and
4. identification of role functions of the OTR and COTA in various treatment settings.

The student is expected to develop skills and abilities in the following:

1. demonstrating professional work habits;
2. establishing meaningful and comfortable relationships with clients and patients;
3. establishing positive working relationships with staff;
4. demonstrating good judgment in seeking assistance, responding to feedback, and conducting himself or herself ethically and with appropriate courtesy and attitudes in patient/client and staff relationships;
5. formulating general therapeutic goals and objectives;
6. communicating in writing clearly, concisely, and professionally; and
7. assisting in therapeutic activity process.

LEVEL II
Level II Fieldwork is intended to emphasize the application of an academically acquired body of knowledge by providing the student with an in-depth experience in delivery of occupational therapy service to patients/clients. The Essentials require Level II Fieldwork experience for both occupational therapy and occupational therapy assistant students.

Requirements established in the Essentials for Level II Fieldwork specific to occupational therapy students include the following:

1. a minimum of six months (24 weeks, full time) of Level II Fieldwork experience, preferably with at least three months on a full-time sustained basis;
2. completion of all fieldwork experience no later than 24 months following completion of academic preparation;
3. direct supervision provided by a registered occupational therapist with at least one year of experience.

**Master of Science in OT program**

**Occupational Therapy Professional Curriculum****

| **Professional I Fall Semester (Elders/Foundations)** | **Credits** |
|---|---|
| OTR 505-Foundations of OT | 3 |
| OTR 502-Analysis of Occupation | 3 |
| OTR 503-Biopsychosocial Dimensions of Elders | 3 |
| OTR 504-Occupational Performance of Elders | 3 |
| OTR 551-Community Practicum I | 1 |
| OTR-561-Communication Seminar | 1 |
| OTR 516-Research project I | 2 |
| **Total** | **16** |
| **Professional II Spring Semester (Adults)** | |
| OTR 511-Dimensions of Adulthood—Newly Acquired Disability (NAD) | 2 |
| OTR 512-Occupational Performance in Adulthood (NAD) | 2 |
| OTR 513-Dimensions of Adulthood—Living with Disability (LWD) | 3 |
| OTR 514-Occupational Performance in Adulthood (LWD) | 3 |
| OTR 552-Community Practicum II | 2 |
| OTR 563-Problem Based Learning--Adults (PBL) | 2 |
| OTR 517—Research Project II | 2 |
| **Total** | **16** |
| **Professional III Summer Semester (Children and Youth)** | |
| OTR 611-Biopsychosocial Dimensions of Children and Youth | 3 |
| OTR 612-Occupational Performance in Children and Youth Group Process/Leadership | 4 |
| OTR 664–PBL—Children and Youth | 2 |

| | |
|---|---|
| OTR 653-Community Practicum III | 2 |
| OTR 621-Health Care Management & Delivery | 3 |
| OTR 662-Group Leadership | 1 |
| **Total** | **15** |
| **Fall semester (must be completed before Professional IV semester)** | |
| OTR 601-Level II Fieldwork A | 6 |
| **Professional IV Spring Semester--Integration** | |
| OTR 606 or OTR 607 or OTR 608 or OTR 609 - Advanced Practice Seminar | 4 |
| OTR 618-Research Seminar | 1 |
| OTR 619 - Evidence-Based Research Seminar | 3 |
| OTR 630-Capstone Graduate Experience | 4 |
| OTR 650 - Delivery Systems - Realities of Practice | 4 |
| **Total** | 16 |
| **Summer or Fall Second Fieldwork II** | |
| OTR 602-Level II Fieldwork B | 6 |
| **Pre-professional credits** | **90 or more** |
| **Professional Core** | **34 or more** |
| **Total credits for B.S. degree** | **122 or more** |
| **M.S. credits** | **75** |

** The Occupational Therapy Program faculty reserve the right to change courses or sequences as needed.

## Program Standards

**Progression Requirements for Preprofessional Courses** (numbered 100-499)

All students in the pre-professional phase of the occupational therapy program are subject to the UNE undergraduate grading policy (see underagraduate academic policy).

Students who receive an F in any college level course will be dismissed from the pre-professional OT program. If a student receives a D in one (1) course, he or she will need to follow the guidelines outlined in the OT student handbook, which is given out during the student's first semester. Note that students may not continue in the Biology sequence after receiving a D in a prerequisite biology course.

There are three options after receiving a D in a **pre-professional course**:

1. If a student retakes the course off campus, receiving a grade of C- or better, the D is waived although the new grade will not be figured into the UNE GPA. Students are strongly encouraged to repeat the course, preferably at UNE whenever possible.
2. If the D is not retaken and the student receives a second D in either a pre-professional course OR a professional level course, he/she is dismissed from the OT program.
3. If the course is repeated at UNE, the new grade will replace the old grade, even if it is lower. If the new grade is a D, the D stands. In order to take the course a third time the student must petition the OT department. Any further grade of D results in dismissal. If the new grade is an F, the student will be dismissed from the OT program.

**Professional Program** (numbered 500 and higher)

All students admitted into the professional OT program must receive a minimum of B- in every graduate course (500 or 600 level) . A student who receives below a B- or withdraws from a professional level course, must retake the course and attain a B- or better prior to graduation.

Students should remain aware of the University calendar with regard to withdrawal timetables, and should meet regularly with their advisor if they are experiencing any academic difficulties.

All students must have an overall GPA of 2.75 to continue each successive year of the program. If a 2.75 GPA is not maintained the student has the right to take a one-year leave of absence (LOA) from the OT program and petition for re-admission to the OT program as stated below. GPA must be raised to 2.75 or above for re-admittance, which will occur on a space available basis.

A student who receives an F, a WF, or two Ds will be dismissed from the OT program.

**Completion Timeline**
A student may at any time in the course of his/her study in the Occupational Therapy Program elect to petition for a modification in the normal program of study as outlined by the Occupational Therapy Department.

**Request for Excused Class Absences**
Each instructor will develop an individual policy for her/his particular course.

**Change of Advisor**
A student or faculty member may at any time request a change of advisor for a student.

Academic Policy

**Registration/Add/Drop**
University registration policies are followed. Each student should meet with his or her advisor prior to signing up for courses.

**Student Responsibility for Meeting Requirements**
Students are ultimately responsible for insuring that all required courses and credits are completed for and prior to graduating at both the undergraduate and graduate levels.

**Course Withdrawal**
Students should contact their course instructor or advisor if they are having any difficulty in a course as there are usually options regarding how to proceed. Course withdrawals should be discussed with the faculty advisor after the initial drop period.

**Grading**
Occupational Therapy Department Grading Scale for graduate level courses

| | | |
|---|---|---|
| A | 94-100 | Outstanding |
| A- | 90-93 | Excellent |
| B+ | 87-89 | Competent |
| B | 84-86 | Competent |
| B- | 80-83 | Marginal |
| C+ | 77-79 | Unacceptable |
| C | 74-76 | Unacceptable |
| C- | 70-73 | Unacceptable |
| D | 60-69 | Failing |
| F | below 60 | Failing |

Further explanation of grading standards:

- An "A" grade represents a more thorough and integrative presentation of the material. It demonstrates original thought and use and/or expands and synthesizes additional information.
- A "B" grade is given for achieving the requirements of a specific assignment.

A student may appeal a grade received in the Occupational Therapy Professional Program if, for any reason, the grade is felt to be unfairly awarded. To do this the student must first submit their justification of the perceived unfairness to the faculty member who is coordinating the course involved. This must be done within 30 days after the final class period or final exam. If the issue cannot be resolved to the student's satisfaction, the student may submit their appeal, in writing, at the next scheduled faculty meeting. The issue will be discussed and the Department Director shall submit to the student, in writing, the decision reached by the faculty concerning the appeal. A copy of this action will be placed in the student's permanent file. If the student is not satisfied with the Department's decision, the appeal may then be taken to the College of Health Professions Dean's office for further consideration.

Competent or proficient grades (e.g. B- or above) are required in all graduate courses. Graduate courses with grades below B- will need to be repeated.

**Incomplete Grades**
A student may request an incomplete grade for a course from the primary instructor based on individual needs. If the instructor grants an "incomplete," the student will have until 6 weeks to finish the work required for a change to a letter grade. The requirements for completion of the course will be determined between the individual student and the instructor. Failure to complete the work before the deadline date results in an administrative F (fail) which will result in dismissal from the program. This policy excludes Level II Fieldwork (OTR 601and 602)

**Exam Retakes**
If a student receives a grade less than C- on a particular exam in an occupational therapy course in the professional program, a retake exam may be given at the discretion of the faculty. If the student passes the retake exam, a grade of C- will be recorded for that exam. A second retake may be given also at the discretion of faculty members. If a student does not pass a second retake, the student will be placed on academic probation. If the student does not achieve a passing score after a second retake on another exam in the same course, the student will be automatically withdrawn from the course.

## Financial Information

**Tuition and Fees**
Tuition and fees for subsequent years may vary. Other expenses include books and travel. For specific information regarding tuition and fees, please consult the Graduate Financial Information page of this catalog.

**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 Additional Expenses** | **4th Yr** | **5th Yr** |
|---|---|---|
| Books and Supplies | $800 | $600 |
| Fieldwork Travel | $400 | $2,000* |
| Fieldwork Housing | | **$3,600*** |
| Student Malpractice Ins | $75 | $75 |

| | | |
|---|---|---|
| **Total** | **$1,270** | **$6,220** |

*includes 6 months Fieldwork II

**Financial Aid**
Detailed information and applications are available on request from the Financial Aid Office. Call 207-602-2342 or visit the Financial Aid website.

**Graduation Requirements**
Students must successfully complete all undergraduate courses listed, prior to undergraduate graduation and all graduate courses listed, prior to masters graduation.

*This catalog page reflects changes to the Occupational Therapy Program at UNE, effective Fall 2007 (posted December 2007).*

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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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## Political Science

**Degree:** Bachelor of Arts with a major in Political Science

**College:** Arts and Sciences

**Department:** Political Science

**Contact:** Dr. Ali Abdullatif Ahmida (Chair) aahmida@une.edu

Mission Statement
Major Program Description
Transfer Credit and Advanced Standing
Curricular Requirements
Minor in Political Science
Department Website

### Mission Statement

Our mission is to recruit professors whose research and teaching interests cross the traditional boundaries that divide many political science departments into separate groups. Our goal to to provide students with a holistic approach to political science that gives full attention to studies in American government, international relations, political theory, and comparative politics.

### Major Program Description

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, inequity, 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. The political science major is an excellent choice in and of itself. It is also an excellent choice for students wishing to study political science or law at the graduate level.

**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.

### Transfer Credit and Advanced Standing

See Undergraduate Admissions

### Curricular Requirements

| | Credits |
|---|---|
| University Core Requirements | **42-43** |
| **Program Required Courses** | |
| **One of these courses:** | |
| PSC 105 - Intro to Political Science: The Politics of Power or<br>PSC 202 - Politics as Social Science | 3 |
| **Three of the four courses :**<br>PSC 101 - Intro to American Studies<br>PSC 200 - Intro to Political Theory<br>PSC 201 - Intro to International Relations<br>PSC 204 - Intro to Comparative Politics | 9 |
| **One course (300/400 level) in each field:** | |
| Political Theory | 3 |
| Comparative Politics | 3 |
| American Politics | 3 |
| International Relations | 3 |
| Political Science Electives | 9 |
| Senior Seminar | 3 |
| Integrative Essay | 3 |
| **Minimum Program Required Credits** | **39** |
| Open Elective Courses (needed to reach 120 credits) | variable |
| **Minimum Required Total Credits** | **120** |

### Minor in Political Science

A student with a major in another department may minor in Political Science with the approval of the Political

Science Department Chair. Eighteen hours of approved course work is required. PSC 105 Intro to Political Science and two (2) 100-200 level courses and three (3) 300-400 level courses.

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# Psychobiology

**Degree:** Bachelor of Science with a major in Psychobiology

**College:** Arts and Sciences

**Departments:** Biological Sciences and Psychology

**Contact:** Dr. Maryann Corsello (Chair Psychology) mcorsello@une.edu

Mission Statement

Major Program Description

Transfer Credit and Advanced Standing

Curricular Requirements

Program Standards

Psychobiology Minor

Department Website: Biological Sciences

Department Website: Psychology

## Mission Statement

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. Because we live at this time in human history – at the beginning of what many believe to be a biological age – students must be able to apply biological concepts to the wide array of problems and choices they inevitably face.

Psychology is the scientific study of behavior and mental processes. Psychologists seek to understand why people (and animals) act in certain ways, how they think, how they develop, and how they can lead healthier lives. Psychology also investigates animal behavior, as relevant to aspects of human development, such as learning and memory.

The mission of psychobiology, as an interdisciplinary science, is to seek answers to profound questions as they relate to both psychology and biology. Recent studies in neuroscience have suggested that biochemical conditions in the brain exclusively determine how reality is perceived, and thus are the primary (if not the only) cause of all actions. Issues such as these affect us all in profound ways.

The biology and psychology faculty at the University of New England believe that the best learning takes place by doing. We also believe that strong student-faculty relationships are critical in helping students discover their talents, develop their skills, reach their goals and find their niche in the world.

## Major Program Description

This interdisciplinary major in Psychobiology 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). The major offers a choice of focus of comparative/ethology or behavioral neuroscience. Students who choose to go into graduate programs in this field should be prepared to do so after maintaining an appropriate GPA.

**Comparative/Ethology (C/E)** - This focus 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.

**Behavioral Neuroscience (BN)** - This focus 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.

## Transfer Credit and Advanced Standing

Courses previously completed at another accredited college can be transferred to this degree program. Transferred biology and psychology courses must be reasonably close in scope and content to the biology and psychology courses offered at UNE in order to count as exact equivalents. Otherwise, they will transfer as general electives. **All Biology courses previously completed must be no older than five years (eight years for BIO 100 level courses)**. Other restrictions apply. See Undergraduate Admissions also.

## Curricular Requirements

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.

| | Credits |
|---|---|
| **University Core Requirements** | **42-43** |
| **Program Required Courses** | **33-43** |
| PSY 105 - Introduction to Psychology | 3 |
| BIO 100 or 105 - Biology I | 4 |
| BIO 101 or 106 - Biology II | 4 |
| PSY 225 - Psychology Statistics | 3 |
| PSY 285 - Research Methods | 3 |

| | |
|---|---|
| BIO 322 - Comp. Animal Physiology **or** BIO 245 - GenPrinAnat/Phys/Pathophys | 4 |
| PSY 365 - Biological Bases of Behavior | 3 |
| BIO 335 - Animal Behavior/Behavioral Ecology **or** PSY 335 - Comp Animal Behavior | 4/3 |
| PSY 425 - Advanced Pyschobiology: Methods and Techniques | 3 |
| PSY 495 - Psychobiology Internship/Research **or** BIO 495 - Adv Biological Internship | 3-12 |

**Program Requirements in Focus Area (choose C/E or BN)**

| **Comparative/Ethology (C/E)** | **19-26** |
|---|---|
| BIO XXX - Organismal Topic* | 3-4 |
| CHE 130 - Principles of Chemistry | 4 |
| PSY 362 - Animal Cognition | 3 |
| PSY 380 - Learning and Memory | 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 406 Spec Topics Psychobiology. See* Biology: General Information for details.

| **Behavioral Neuroscience (BN)** | **23-24** |
|---|---|
| CHE 110 - General Chemistry I | 4 |
| CHE 111 - General Chemistry II | 4 |
| CHE 210 - Organic Chemistry | 5 |
| CHE 310 - Fundamentals of Biochemistry | 4 |
| PSY 490 - Behavioral Neuroscience | 3 |
| Psychobiology electives (see below) | 3-4 |

| **Minimum Required Total Credits** | **120** |
|---|---|

**Note: Curricular Elective Detail**

*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 advisor.*

| **Electives within Psychobiology** | |
|---|---|
| BIO 200 - Genetics | 5 |
| BIO 295 - Biological Internship | 3-4 |
| BIO 345 - General Prin Anat/Phys/Pathophys | 5 |
| PSY 440 - Sensation and Perception | 3 |
| PHY 110/PHY 111 - Physics | 4-8 |
| ANT 101 - Anthropology | 3 |
| PSY 406 - Spec Topics in Psychobiology | 3 |
| BIO 333 - Evolution | 3 |
| PSY 245 - Evolutionary Psychology | 3 |
| PSY 275 - Introductory Psychobiology: Methods and Techniques | 3 |
| PSY 205 - Abnormal Psychology | 3 |
| PSY 235 - Health Psychology | 3 |
| PSY 330 - Psychology of Stress | 3 |

## Program Standards

A minimum grade of "C-" must be achieved in all Science and Psychology courses used to fulfill the requirements for the Psychobiology major. See Undergraduate Academic Policy also.

## Minor in Psychobiology

A student with a major in another area may minor in Psychobiology with the permission of the Psychobiology advisor. A minimum of eighteen hours of approved course credit is required for the minor in Psychobiology as follows:

| **Minimum Credits** | **18** |
|---|---|
| PSY 105 - Introduction to Psychology | 3 |
| PSY 365 - Biological Bases of Behavior | 3 |
| BIO 335 - Animal Behavior/Behavioral Ecology **or** | 4 |
| PSY 335 - 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 |

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# Psychology

**Degree:** Bachelor of Arts with a major in Psychology

**College:** Arts and Sciences

**Department:** Psychology

**Contact:** Dr. Maryann Corsello (Chair) mcorsello@une.edu

Mission Statement
Major Program Description
Admission Requirements
Curricular Requirements
Program Standards
Psychology Minor
Department Website

## 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.

## Major Program Description

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. Students more interested in the scientific analysis of behavior may choose to take an advanced research course. This may include a psychology lab course, senior thesis, or research internship.

## Admission Requirements

Interested students should apply for admission to the psychology major. Upon acceptance to the university, students are provisionally admitted to this major. Upon completion of 60 credit hours (approximately the end of the second year of full-time work), student progress is evaluated by department faculty. Students will then be fully admitted upon meeting the conditions indicated in the **Program Standards** section below. See Undergraduate Admissions also.

## Curricular Requirements

| | Credits |
|---|---|
| University Core Requirements | **42-43** |
| **Program Required Courses** | |
| PSY 105 - Introduction to Psychology | 3 |
| PSY 225 - Psychology Statistics | 3 |
| PSY 285 - Research Methods | 3 |
| PSY 300 - Psychology Internship I | 3 |
| PSY 400 - Psychology Internship II or Advanced Research course | 3 |
| PSY 405 - Special Topics Seminar | 3 |
| **5 of the 6 PSY content courses listed below:** | 15 |
| PSY 205 - Abnormal Psychology | |
| PSY 255 - Social Psychology | |
| PSY 350 - Theories of Personality | |
| PSY 365 - Biological Bases of Behavior | |
| PSY 380 - Learning and Memory | |
| PSY 381 - Cognitive Psychology | |
| **3 open PSY electives (200 level or higher)** | 9 |
| **Program Minimum Required Total Credits** | **42** |
| Open Elective Courses (needed to reach 120 credits) | variable |
| **Minimum Required Total Credits** | **120** |

## Program Standards

A grade point average of 2.75 in major courses is necessary to be fully admitted as psychology majors. A minimum grade of C- must be achieved in all psychology courses used toward graduation. Students must also complete the University Core mathematics requirement by the end of the first year. The department strongly recommends that students take PSY 225 and PSY 285 in their sophomore year. The department requires that PSY 225 and PSY 285 be completed by the end of the junior year.

### Minor in Psychology

A student with a major in another department may minor in Psychology with the approval of the Psychology Department Chair. Eighteen hours of approved course work is required and must include: PSY 105, SOC 150 (Intro. to Sociology), and an additional four PSY courses at the 200 level or above, not including PSY 220, 270, 225, 285 or 300.

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# Psychology and Social Relations

**Degree:** Bachelor of Arts with a major in Psychology and Social Relations

**College:** Art and Sciences

**Department:** Interdisciplinary (Psychology and Sociology)

**Contact:** Dr. Maryann Corsello mcorsello@une.edu or Dr. Samuel McReynolds smcreynolds@une.edu (Coordinators of Psychology and Social Relations)

Mission Statement

Major Program Description

Admission Requirements

Curricular Requirements

Program Standards

Minor

Department Website: Psychology

Department Website: Sociology

## Mission Statement

The mission of the Department of Psychology is to offer 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 jointly offers this interdisciplinary major.

The mission of the Department of Sociology is to offer a broad-based liberal arts education with an emphasis on cultural, global, and political dynamics. The department provides a combination of theoretical, scientific, and practical approaches to understanding and solving human problems. Issues of gender, race, class, and culture as well as hands on learning are emphasized throughout the curriculum. Our goal is to graduate 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 Sociology jointly offers this interdisciplinary major.

## Major Program Description

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 such as Business Administration and Law.

All students in the PSR major must complete the University Core Requirements (see below). 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 major core and three credits of internship are taken within the student's 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 advisors to determine the best sequence to reach specific academic and professional proficiencies. Each student will have an advisor in Psychology as well as Sociology.

## Admission Requirements

All students just beginning at UNE should apply for initial admission to the psychology and social relations major. Upon acceptance to the university, students are provisionally admitted to this major. Upon completion of 60 credit hours (approximately the end of the second year of full-time work), student progress is evaluated by department faculty. Students will then be fully admitted upon meeting the conditions indicated in the **Program Standards** section below or they will have the option of selecting another major if sufficient academic progress is not being made. See Undergraduate Admissions also.

## Curricular Requirements

| | **Credits** |
|---|---|
| University Core Requirements | **42-43** |
| **Program Required Courses** | |
| 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 |
| | 3 |

| | |
|---|---|
| PSY/SOC 285 - Research Methods | |
| PSY/SOC 300 - Internship | 3 |
| PSY 355 - History and Systems | 3 |
| PSY/SOC 400 - 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 370 Applied Field Methods in Sociology | 3 |
| **Program Electives** | 9 |
| One PSY course at the 200 level or above | |
| One SOC: Social Global Studies Course | |
| One SOC: Social Cultural Studies Course | |
| **Program Minimum Required Credits** | **48** |
| **Open Elective Courses (needed to reach 120 credits)** | variable |
| **Minimum Required Total Credits** | **120** |

### Program Standards

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. PSY 225 or SOC 225 must be completed before the end of the second year.

### Minor in Psychology and Social Relations

A student with a major in another department may minor in Psychology and Social Relations with the approval of the Coordinators. Eighteen hours of approved course is required and must include: PSY 105, SOC 150, two additional PSY courses, not including PSY 220, 270, 225, 285 or 300, and two additional SOC courses at the 200 level or higher, not including SOC 225, 285 or 300.

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# Sociology

**Degree:** Bachelor of Arts with a major in Sociology

**College:** Arts and Sciences

**Department:** Sociology

**Contact:** Dr. Samuel A. McReynolds (Chair) smcreynolds@une.edu

Mission Statement

Major Program Description

Transfer Credit and Advanced Standing

Curricular Requirements

Salt Center for Documentary Studies

Sociology Minor

Department Website

## Mission Statement

The mission of the Department of Sociology is to offer a broad-based liberal arts education with an emphasis on cultural, global, and political dynamics. The department provides a combination of theoretical, scientific, and practical approaches to understanding and solving human problems. Issues of gender, race, class, and culture as well as hands on learning are emphasized throughout the curriculum. Our goal is to graduate students with marketable skills that prepare them for entry-level positions in social services or for graduate study in related areas.

## Major Program Description

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 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 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 Institute for Documentary Studies 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 enable them to be a more active and aware citizen.

## Transfer Credit and Advanced Standing

See Undergraduate Admissions.

## Curricular Requirements

| | Credits |
|---|---|
| **University Core Requirements** | **42-43** |
| **Sociology Core** | **21** |
| 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 370 - Applied Field Methods in 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 (see study abroad and department homepage)** | |
| Option 1 - Study Abroad (Choose One) | **9-16** |
| A. Mexico | |
| B. Central America | |
| C. Namibia/South Africa | |
| | or |
| Option 2 - Salt Institute (Includes all the following) Additional information is below. | **16** |
| A. Approaches to Fieldwork: Social Sciences, Documentary and the Research Process | |
| B. Independent Field Research. | |
| C. Field Techniques | |
| D. Advanced Documentary Skills Courses | |
| | or |
| Option 3 - Internship | **9-16** |

| | |
|---|---|
| | or |
| Option 4 - Capstone Thesis | **9-16** |
| **Total Credits in Major** | **39-46** |
| **Open Elective Courses (needed to reach 120 credits)** | |
| **Minimum Total Required Credits** | **120** |

**Undergraduate Experience at Salt Institute for Documentary Studies**

**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.**

**Sixteen 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 its masters, John McPhee. Combining techniques of field collection and literary interpretation of real subjects, writers create stories about the everyday fabric of life and events through careful observation and listening. Structure, voice, organization, 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 excerpt 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**
**A student with a major in another department may minor in Sociology with the permission of the Sociology Department Chair. Eighteen hours of approved course work is required for the Minor in Sociology as follows:**

| | |
|---|---|
| **3 credits** | **SOC 150 - Introduction to Sociology** |
| **9 credits** | **Three 3-credit Sociology courses at the 200 level or higher** |
| **3 credits** | **One 3-credit Sociology course at the 300 level or higher** |
| **3 credits** | **One 3-credit Sociology course at any level of the student's choosing.** |

**18 credits total**

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# Sport Management

**Degree:** Bachelor of Science with a major in Sport Management

**College:** Arts and Sciences

**Department:** Business and Communications

**Contact:** Dr. James Breyley (Chair) jbreyley@une.edu

Mission Statement
Major Program Description
Transfer Credit and Advanced Standing
Curricular Requirements
Program Standards
Internship
Minor in Sport Management
Department Website

## Mission Statement

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.

## Major Program Description

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; and 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 and the evolvement of sport as an integral part of American culture, UNE sport management graduates are effective leaders prepared to improve the quality of life needed for all people in the twenty-first century.

## Transfer Credit and Advanced Standing

See Undergraduate Admissions

## Curricular Requirements

| | Credits |
|---|---|
| University Core Requirements<br>includes MAT 120 or MAT 150 - Statistics*<br>**prerequisite for SPT 420 Research Methods* | **42-43** |
| **Major Requirements (Business Foundation)** | **24** |
| BUAC 201 - Financial Accounting | 3 |
| BUAC 203 - Management Accounting | 3 |
| BUMG 200 - Management | 3 |
| BUMG 210 - Communication Dynamics in Organizations | 3 |
| BUMG 301 - Organizational Behavior | 3 |
| BUMG 302 - Human Resource Management | 3 |
| BUMG 325 - Legal Environment of Business | 3 |
| BUMK 200 - Marketing | 3 |
| **Sport Management Major Requirements** | **48** |
| SPT 101 - Foundations of ESP | 3 |
| SPT 120 - Personal Health and Wellness | 3 |
| SPT 160 - Introduction to Sport Management | 3 |
| SPT 202- Economics and Sport | 3 |
| SPT 325 - Sport Marketing | 3 |
| SPT 340 - Athletic & Sport Admin | 3 |
| SPT 350 -Sport Finance and Management | 3 |
| SPT 355 - Sports Venue Planning & Mgt | 3 |
| SPT 360 - Leadership | 3 |
| SPT 370 - Law and Ethics 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 (480 hours minimum) | 12 |
| Open Elective Credit (as needed to reach 120 credits) | variable |
| **Minimum Required Total Credit** | **120** |

## Program Standards

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.)

## 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.

## Minor in Sports Management

A student with a major in another department may minor in Sports Management with the approval of the Exercise and Sports Performance Department Chair. Eighteen hours of approved course work is required for the Minor in Sports Management as follows:

| | |
|---|---|
| ***One fo the following courses:*** | |
| SPT 101 - Foundations of Exercise & Sport Performance | 3 |
| SPT 160 - Introduction to Sport Management | 3 |
| ***Four of the following six courses:*** | |
| SPT 325 - Sport Marketing | 3 |
| SPT 340 - Athletic & Sport Administration | 3 |
| SPT 350 - Sport Finance & Management | 3 |
| SPT 355 - Sport Venue Planning & Management | 3 |
| SPT 370 - Law & Ethics in Sport | 3 |
| SPT 401 - Seminar in Sports Management | 3 |
| ***Internship*** | |
| SPT 395 - Internship in Sport Management | 3 |
| **Total Credits** | **18** |

***NOTE:*** *Specific prerequisites are required for the above listed course work. Carefully planned sequencing is required in order to complete this minor. Select courses carefully in consultation with your academic advisor.*

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# General Information for Biological Sciences Department Majors

**College:** Arts and Sciences

**Department:** Biological Sciences

**Contact:** Dr. Stephan Zeeman (Interim Chair) szeeman@une.edu

Department of Biological Sciences Majors

Graduation Requirements

Curricular Area Requirements

Secondary Education Certification

Research and Honors Program

Pre-Health Professions Advisory Committee

Minors in Biological Sciences

Department Website

## Department of Biological Science Majors

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 state of the art 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 also offers two graduate degrees (master level) which are detailed in the graduate portion of this catalog. 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. Please visit our graduate programs page for details.

Students are encouraged to enroll in a variety of internal and external internship opportunities including research and job experiences. 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.

## Graduation Requirements

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

## Curricular Area Requirements

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 Area**
BIO 250 - Marine Biology
BIO 333 - Evolution
BIO 335 - Animal / Behavioral Ecology ( Mar)
BIO 350 - Ecology (Mar)
BIO 360 - Oceanography
BIO 381 - Limnology (Mar)
BIO 420/421- Marine Biology Topics/ Marine Biology Topics with Lab
BIO 460/461- Environmental Biology Topics/ Environmental Biology Topics with Lab
BIO 470/471- Health Biology Topics/ Health Biology Topics with Lab

**Organismal Biology Area**
BIO 204 - Parasitology (Mar)
BIO 208/9 - Introductory Anatomy and Physiology

BIO 223 - Health, Nutrition and Feeding Cultured Organisms
BIO 226 - Microbiology (Mar)
BIO 245/345 - Human Anatomy, Physiology, Pathophysiology
BIO 251 - Plants of New England
BIO 252 - Natural History of Marine Mammals
BIO 255 - Entomology
BIO 302 - Gross Anatomy
BIO 310 - Phycology (Mar)
BIO 319 - Ornithology ( Mar)
BIO 320 - Invertebrate Zoology (Mar)
BIO 323 - Principles of Aquarium Operations and Science
BIO 330 - Comparative Vertebrate Anatomy (Mar)
BIO 331 - Biology of Fishes (Mar)
BIO 355 - Biology of Marine Mammals (Mar)
BIO 375 - Biology of Sharks, Skates and Rays (Mar)

**Physiology (Cellular Biology) Area**
BIO 203 - Histology
BIO 208/209 - Introductory Anatomy and Physiology I & II
BIO 215 - Microtechniques
BIO 245/345 - Human Anatomy, Physiology, Pathophysiology (Mar)
BIO 303 - Research Seminar in Molecular Cell & Systems Physiology
BIO 309 - Pathophysiology
BIO 322- Comparative Animal Physiology (Mar)
BIO 340 - Embryology
BIO 365 - Immunology
BIO 370 - Cell/Molecular Biology
BIO 404 - Neuroscience
BIO 406 - Human Genome Project Ethics
BIO 430/431 - Molecular Biology Topics/ Molecular Biology Topics with Lab
BIO 440/441 - Medical Biology Topics/ Medical Biology Topics with Lab
BIO 480/481 - Physiology Topics/ Physiology Topics with Lab

**Biological Techniques Area**
BIO 215 - Microtechniques
BIO 221 - Principles of Aquaculture
BIO 222 - Finfish/Shellfish Culture Techniques
BIO 223 - Health, Nutrition and Feeding Cultured Organisms
BIO 224 - Remote Sensing
BIO 323 - Principles of Aquarium Operations and Science
BIO 352L - Adv. Techniques in Biology

**Additional Guidelines**
MAR - Fulfills marine biology requirement (ecology, physiology (cellular) or organismal) – includes aquaculture.

No BIO 100–level courses or Genetics (BIO 200) fulfills any of the biology area courses.

BIO 230, BIO 290, BIO 415, or BIO 450/451, may fulfill requirement depending on subject matter and advisor permission.

BIO 210, BIO 275, BIO 285, BIO 295, BIO 298, BIO 325, BIO 400, BIO 410, BIO 485, BIO 490 and BIO 495 research, internship and honors courses do NOT meet 200– and 400–level course requirements.

**See individual major program pages for more details.**

## Secondary Education Certification

The department offers biology majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle school or high school teachers (grades 7-12) in the area of life sciences. While providing a solid foundation in biology, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will result in State of Maine teacher certification upon completion of the degree program. This program is approved by the State of Maine Board of Education.

| Education Courses | Credits |
|---|---|
| EDU 105 - Exploring Teaching | 3 |
| EDU 133 - American Education | 3 |
| EDU 202 - Curriculum Theory and Design | 3 |
| EDU 220 - Exceptionality in the Classroom | 3 |
| EDU 430 - Educational Assessment & Evaluation | 3 |
| EDU 437 - Teaching Secondary Science | 3 |
| EDU 486 - Secondary Education Practicum | 3 |
| EDU 492 - Secondary Internship | 15 |

See Education for more details.

## Research and Honors Program

All students are encouraged to engage in research projects with faculty mentors (BIO210, 410). The Honors Program, offered by the College of Arts and Sciences and the Department of Biological Sciences, gives select students the opportunity to do research in their major, ultimately leading to graduation "with honors." Students with exemplary high school academic performance, or students with highest GPA during their first year, are invited to enroll in a series of honors courses in biological sciences, designed to provide a firm foundation in Biology (BIO180H), to introduce students to the research process (280H), and to help them identify their research interests and identify potential faculty mentors to supervise their work (BIO275).

Additional honors core curriculum courses outside of Biology are offered as well. Students who have had their thesis proposal approved by the faculty Honors Committee in the spring semester of their third year, conduct research projects under the guidance of a faculty mentor (BIO275H, 485H). 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.

### 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.

### Minors in Biological Sciences

A biology minor requires 6 biology courses, including the **introductory biology series** (BIO 100 and 101 or BIO 104 and one of: BIO 150, BIO 100 or BIO 101). In particular, department of biological sciences majors who wish to take a biology minor must select 4 additional courses beyond those required for their major. No biology courses can satisfy both the major and minor requirements except for the introductory 100-level courses. The minor must include specific courses focused in one of the following areas:

- **Animal Studies minors** must complete the **introductory biology series** and BIO 322 Comparative Physiology, BIO 335 Animal Behavior / Behavioral Ecology and two additional organismal topics courses.
- **Aquaculture minors** must complete the **introductory biology series** and BIO 221 Principles of Aquaculture, BIO 222 Finfish/Shellfish Culture Techniques, BIO 223 Health/Nutrition/Feeding Cultured Organisms, and BIO 323 Principles of Aquarium Operations Science.
- **Biology minors** must complete the **introductory biology series** and one organismal, one ecology and one cell/physiology and one additional biology course.
- **Marine Biology minors** must complete the **introductory biology series** and BIO 250 Marine Biology, one ecology topic and two additional organismal topics courses.
- **Medical Biology minors** must complete the **introductory biology series** and BIO 200 Genetics, BIO 245AP+P -1, BIO 345 AP+P II and BIO 370 Cell Biology.

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# Art Education

**Degree:** Bachelor of Arts with a major in Art Education

**College:** Arts and Sciences

**Department:** Creative and Fine Arts

**Contact:** Dr. Douglas Lynch (Chair - Dept. of Education) dlynch@une.edu

Mission Statement
Major Program Description
Curricular Requirements
Minor in Creative and Fine Arts
Creative and Fine Arts Department
Education Department

## Mission Statement

The Creative and Fine Arts Department is staffed by a community of professional artists with national reputations. The mission of the faculty is to nurture and encourage students' individual growth, development and expression. After a firm grounding in the foundations, students are encouraged to develop an original body of work in their preferred medium. Through specific courses in pedagogy and art teaching methodology, delivered through the Education Department, students will come to understand student development, learner diversity, curriculum development and assessment.

## Major Program Description

The Creative and Fine Arts Department in collaboration with the Department of Education offers the bachelor of arts degree in art education. A commitment to liberal arts is the foundation for the Art Education Program. The Creative Arts enhance the quality of our lives through the experience of gallery and museum exhibitions, theater, music and dance performance. This major allows artists to share their education with others through teaching. It fosters an appreciation of the artistic process and mastery of technical skills while simultaneously establishing the fundamentals for a career in education.

Upon successful completion of this program, you will be competent and confident as an artist and well prepared to teach students at all levels from elementary to secondary school. You will also learn to become an advocate for art education in the schools and throughout the community.

## Curricular Requirements

| | Credits |
|---|---|
| **University Core Requirements** | **42-43** |
| **Required Art Courses** | |
| 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 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 |
| Two additional courses in visual arts (ART 200-499) | 6 |
| **Art Minimum Required Total** | **36** |
| **Required Education Courses** | |
| EDU 105 - Exploring Teaching | 3 |
| EDU 133 - American Education | 3 |
| EDU 202 - Curriculum Theory and Design | 3 |
| EDU 220 - Exceptionality in the Classroom | 3 |
| EDU 330 - Edu Psych & Classroom Mgmt (required if PSY 270 is NOT taken as part of the core requirement) | 3 |
| EDU 430 - Educational Assessment and Evaluation | 3 |
| EDU 441 - Methods of Art Education | 3 |
| EDU 486 - Secondary or Art Ed Practicum | 1-4 |
| EDU 492 - Secondary Education Internship and Seminar | |
| *Note: A 1-credit technology module will become part of this internship semester as of Spring 2009.* | 15 |
| **Education Minimum Required Total** | **34** |
| Open Elective Courses (as needed to reach 120 credits) | variable |
| **Minimum Required Total Credits** | **120** |

## Minor in Creative and Fine Arts

A student with a major in another department may minor in Creative and Fine Arts with the permission of the Creative and Fine Arts department chair. Eighteen credits hours as indicated below is required:

| | Credits |
|---|---|

| | | |
|---|---|---|
| ART 100 - Drawing I | | 3 |
| ART 101 - Watercolor **or** ART 104 - Painting | | 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 |
| **Minimum Required Total Credits** | | **18** |

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# Minor in Geographic Information Systems

Department Website

**College:** Arts and Sciences

**Department:** Environmental Studies

**Contact:** Dr. Owen Grumbling (Chair) ogrumbling@une.edu

## Minor in Geographic Information Systems

A student with a major in another department may minor in Geographic Information Systems with the approval of the the Environmental Studies Department Chair. A minimum of eighteen hours of approved course credit in the following courses is required:

| | |
|---|---|
| ENV/ BIO 160/160L - Introduction to Geographic Information Systems | 4 |
| ENV/ BIO 224 - Remote Sensing | 4 |
| ENV/ BIO 265 - Global Positioning Systems ***(optional)*** | 2 |
| ENV/BIO 364 - Spatial Analysis | 4 |
| ENV 495C-GIS Internship (Variable Credit) | variable |

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# Minor in Latin American Studies

**College:** Arts and Sciences

**Department:** Interdisciplinary Studies

**Contact:** Dr. Steven Byrd sbyrd@une.edu

Program Description

Curricular Requirements

Latin American Experiences

## Program Description

The objective of the minor is to provide a framework, through interdisciplinary study in the humanities and social sciences, for systematic understanding of the Latin American social, cultural, and historical experience and of the important role of Latin America in the world. Students are challenged by the study of a major developing region to raise essential questions about human rights, responsibilities, values, and quality of life. Through the LAS minor, students will develop broader perspectives on their own culture as well as those of Latin America. These perspectives, combined with an expanded international worldview, increased sensitivity to inter-American relations, and the study of the Spanish and Portuguese languages, bring depth and sophistication to the minor. Students will leave this minor with the skills and experience to pursue a career or graduate studies in this field.

## Curricular Requirements

The Minor in Latin American Studies at the University of New England consists of 18 credits (6 three-credit courses) and an experience in Latin America. Study will be in disciplines such as: history, sociology, language, literature, film studies, and political science. Three courses are required from three different disciplines. Students will choose three additional courses from the list of electives below. There is also a Latin American Experience requirement that is detailed below.*

**Languages of Latin America (3 credits):**
It is expected that students will complete at least a second level or semester of a language to receive credit for the minor. The first level may come from a year of high school language study, a semester of college study, or from native proficiency. Students are expected to attain this level of proficiency in either Spanish or Portuguese.

SPA 211: Intermediate Spanish or
POR 211 Intermediate Portuguese (course to be developed in 2008)

**History of Latin America (3 credits):**
At present students may select from one of two courses to satisfy this minor requirement. Other courses may be added later. A student may petition for another course or for transferred credits to count for this requirement.

HIS 240: Latin American History I: Colonial Latin America OR
HIS 241: Latin American History II: Modern Latin America

**Society in Latin America (3 credits):**
At present this is the only course that satisfies this requirement. A student may petition for another course or for transferred credits to count for this requirement.

SOC 230: Society in Latin America

**Electives (9 Credits):**
For the remaining three courses, or nine credits, students may select from the following:

Languages of Latin America:
SPA 101: Basic Spanish
SPA 211: Intermediate
Spanish

SPA 301: Advanced Spanish
SPA xxx: Medical Spanish (to be developed in 2008)
POR 101: Basic Portuguese (to be developed in 2008)

History of Latin America:
HIS 240: Colonial Latin America
HIS 241: Modern Latin America
HIS 331: Revolution and Social Protest in Mexico
HIS 332: Cuba: History, Society and Culture
HIS 333: Argentina: History, Society and Culture

Society in Latin America:
HIS 210: Race and Ethnicity in Latin America
SOC 310: Population, Society and Culture
SOC 417: Society in Brazil

Politics and Economics in Latin America:
HIS 212: Cultures of Imperialism: Latin America and the US.
PSC 320: Global Systems: Origins, Politics & Culture
HIS 330: Politics and Change in Modern Latin America

PSC 405: Latin American Politics
PSC 406: State & Society Relations in Third World Countries

Literature and Culture of Latin America:
LIL 200: Afro-Hispanic History and Culture
HIS 339: Latin American History through Film

Courses in Latin American Studies can also be taken through the Greater Portland Alliance. In addition, courses from UNE study abroad programs in Latin America can be substituted on an individual basis for courses in the core and electives of the minor. These courses will be approved on an individual basis by the Latin American Studies Coordinating Committee.

**Latin American Experiences**
*In addition to completing the 18 credits in the Latin American Studies Minor, a student must also have spent a minimal amount of time in another country in Latin America or the Caribbean. This can consist of living in a country in Latin America, studying in a country in Latin America, or a personal visit. The minimum is a two week stay in which there is an effort to learn language, culture, and history. Each Minor will apply to the Latin American Studies Coordinating Committee for approval of their experience.

If a student has not been able to complete a Latin American Experience, then they can still complete a minor by either taking an additional course approved by the Latin American Studies Coordinating Committee or by completing an independent study with a faculty affiliated with the program for a total of 21 credits.

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# Minor in Philosophy

**College:** Arts and Sciences

**Department:** Philosophy and Religious Studies

**Contact:** Dr. Linda Sartorelli (Chair) lsartorelli@une.edu

Mission Statement

Program Description

Admission Requirements

Transfer Credit and Advanced Standing

Curricular Requirements

Department Website

## Mission Statement

Our mission is to expose students to the fundamental, important issues over which reasonable people disagree. We also seek to help students develop and increase their critical thinking and writing skills. The study of methodology in philosophy creates self reflective, independent thinkers who can contribute to society in both intellectual and practical ways.

## Program Description

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, and 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 claims 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 at the heart of UNE's core curriculum that satisfies the "Explorations" and "Advanced Humanities" requirements. Our courses complement and enhance all fields of study at the University. Courses at the 100/200 level fulfill the Explorations core requirement. A minor in Philosophy is an excellent choice that complements any major.

## Admission Requirements

All admitted, matriculated students may seek a minor in Philosophy. Students from all majors are invited to enroll in our courses and to seek a minor in Philosophy. Students seeking a program of study in Philosophy should choose a major in Liberal Studies with a concentration in Philosophy and/or Religious Studies.

## Transfer Credit and Advanced Standing

See Undergraduate Admissions

## Curricular Requirements

The minor in Philosophy requires the completion of six courses (minimum 18 credits) with the PHI or REL prefix.

**Philosophy (PHI) and Religious Studies (REL) courses**
PHI 110 - Problems of Knowledge
PHI 120 - Living the Good Life
PHI 125 - Phil of Friendship, Love, Marriage, and Sex
PHI 150 - Critical Thinking
PHI 130 - Philosophy Through Science Fiction
PHI 160 - Science, Pseudo Science, and Weird Ideas
PHI 180 - Philosophy and the Movies
PHI 183H - Free Will and Determinism
PHI 200 - Science and Human Nature
PHI 220 - Individual and Society
PHI 240 - Mind, Body, and Death
PHI 250 - Thinking Critically About Moral Problems
PHI 304 - Social and Political Philosophy
PHI 307 - Problems in Metaphysics
PHI 315 - Bioethics
PHI 320 - Readings in History and Philosophy of Science
PHI 325 - Topics in Philosophy
PHI 330 - Environmental Philosophy
PHI 340- History of Philosophy: Descartes through Kant
REL 200 - World Religions
REL 250 - The Bible
REL 325 - Topics in Religion

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# Minor in Women's Studies

**College:** Arts and Sciences

**Department:** Interdisciplinary Studies

**Contact:** Dr. Elizabeth DeWolfe (Co-Director, University Campus)
edewolfe@une.edu

Dr. Jennifer Tuttle (Co-Director, Westbrook College Campus) jtuttle@une.edu

Mission Statement

Program Description

Admission Requirements

Curricular Requirements

Department Website

## Mission Statement

Through exploring the social construction of gender in a variety of cultural contexts, women's studies aims to improve understanding of the situations of both women and men. Its goals include not only recognizing women of all backgrounds as whole and productive human beings, but also, through this, providing a more accurate and equitable account of human experience.

## Program Description

The minor in women's studies introduces students to the theories, methods, and issues of the field of women's studies. Complementing and building upon the traditional humanities and social science offerings of the UNE College of Arts and Sciences, the women's studies minor provides an interdisciplinary perspective to students' education by combining the scholarly traditions of many fields of knowledge in new and productive ways.

## Admission Requirements

All admitted, matriculated UNE students can declare a minor in women's studies with the permission of the program co-directors. All students are invited to enroll in women's studies courses.

## Transfer Credit and Advanced Standing

See Undergraduate Admissions

## Curricular Requirements

Eighteen credits as indicated below will satisfy the minor in women's studies.

| **Program Required Courses** | **Credits** |
|---|---|
| WST 200 - Introduction to Women's Studies | 3 |
| WST 400 - Capstone in Women's Studies | 3 |
| **Elective Credits** (complete at least four of the courses below) | 12 |
| **Minimum Required Total Credits** | **18** |

ENG 223 - Survey of Women's Literature
ENG 310 - Writing and Women's Health
ENG 327 - Women Writers of the World
ENG 435 - Topics in American Literature: Women of the West
ENV 331 - Women and the Environment
HIS 204 - Growing up Female: A History of American Girls
HIS 250 - American Women's History I 1600-1865
HIS 251 - American Women's History II 1865-present
HIS 337 - Topics in Women's History
PSC 312 - The Family and Politics
PSC 450 - Contemporary Feminist Theories
PSY 215 - Psychology of Gender
SOC 240 - Race, Class, and Gender: Sociological Perspectives
WST 300 - Topics in Women's Studies

Elective credit may, in some cases, be available through internships, topics courses, or directed studies when approved by the Advisory Committee for Women's Studies. This elective credit must have content that is women-focused.

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# Graduate Programs of Study 2008-2009

### Interdisciplinary Study

- Interdisciplinary, Integrated Health and Healing

### Graduate Degrees

- Biological Sciences
- Doctor of Osteopathic Medicine
- Education (On-line Instruction)
    - Teaching Methodologies
    - Educational Leadership
    - Inclusion Education
    - Literacy K-12
    - Curriculum & Instructional Strategies
- Marine Sciences
- Medical Education Leadership
- Nurse Anesthesia
- Occupational Therapy
- Occupational Therapy, Post Professional
- Pharmacy (Pharm.D. coming Fall 2009)
- Physical Therapy
- Physical Therapy, Post Professional
- Physician Assistant
- Public Health
- Social Work

### Graduate Certificates

- Addictions Counseling
- Gerontology
- Medical Leadership: Program Development
- Medical Leadership: Leadership Development
- Public Health

### Post Master Certificate

- Advanced Educational Leadership

### Post Baccalaureate Teacher Certification

- Elementary Teacher Certification
- Secondary Teacher Certification

### Graduate Education Video Courses

- Individual Video Courses (for non-matriculated students)

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# Graduate Admissions

Refer to the program descriptions within the graduate programs section of this catalog for further information.

## International Student Admissions

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), 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.

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# Graduate Financial Aid

The Financial Aid Office is committed to assisting students in finding the financial means necessary to achieve their educational goals.

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 the Petts Medical Building, Lower Level, and on the Westbrook College Campus (WCC) in Hersey Hall. Office hours are 8 a.m. - 4 p.m. weekdays on the UC and 7:30 a.m. - 3:30 p.m. on the WCC. To schedule an appointment, please call (207) 602-2342 or email finaid@une.edu. Please specify which campus you plan to visit.

University of New England Financial Aid Official Website

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**University of New England** **Catalog 2008-2009 Graduate - No Top Photos**

Financial Information for Graduate Programs


Graduate Tuition and Fee Rates
Explanation of Fees
Payment Options
Late Payment Charge
Course Withdrawal Tuition Refund Policy
University Withdrawal
Refunds for Leave of Absence
Important Notes


Graduate Tuition and Fee Rates

**Certificate of Advanced Graduate Study in Educational Leadership**

| | |
|---|---|
| Application Fee *(non-refundable)* | $90 |
| General Services Fee *(one-time, non-refundable for matriculated students)* | |
| Tuition *(per credit hour)* | $400 |

**Graduate Certificate, Addictions Counseling or Gerontology**

| | |
|---|---|
| Application Fee *(non-refundable)* | $40 |
| General Services Fee *(one-time, non-refundable for matriculated students)* | $190 |
| Tuition *(per credit hour*)* | $640 |

**Master of Science in Education - Video Instruction**

| | |
|---|---|
| Application Fee *(non-refundable)* | $40 |
| General Services Fee *(one-time, non-refundable)* | $90 |
| Tuition *(per credit hour)* | $310 |
| Materials Fee *(per course)* | $80 |
| Technology Fee *(per semester)* | $60 |
| Shipping Fee *(for locations outside of the U.S.)* | $30 |

**Master of Science: Biological Sciences & Marine Sciences**

| | |
|---|---|
| Application Fee | $40 |
| General Services Fee *(annual)* | $430 |
| Tuition *(Academic year)* | $24160 |

**Master of Science in Education - On-line Instruction**

| | |
|---|---|
| Application Fee *(non-refundable)* | $40 |
| General Services Fee *(one-time, non-refundable)* | $90 |
| Tuition *(per credit hour)* | $400 |

**Master of Science: Medical Education Leadership**

| | |
|---|---|
| Application Fee *(non-refundable)* | $40 |
| Tuition *(per credit hour)* | $600 |

**Nurse Anesthesia (Master of Science)**

| | |
|---|---|
| Application Fee *(non-refundable)* | $40 |
| General Services Fee *(annual)* | $430 |
| Tuition *(per credit hour*)* | $905 |
| Malpractice Insurance Fee *(annual)* | $700 |
| Junior AANA Membership | $20 |
| Qualifying Examination Fee | $625 |

**Occupational Therapy (Master of Science)**

| | |
|---|---|
| Application Fee | $40 |
| General Services Fee *(annual)* | $430 |
| Tuition *(fall/spring)* | $26370 |
| Tuition *(summer)* | $1690 |
| Malpractice Insurance Fee *(annual, first and second years)* | $75 |

**Occupational Therapy (Post Professional Master of Science)**

| | |
|---|---|
| Application Fee | $40 |
| General Services Fee *(annual)* | $90 |
| Tuition *(per credit)* | $625 |
| Malpractice Insurance Fee | $75 |

**Physician Assistant (Master of Science)**

| | |
|---|---|
| Application Fee *(Students apply through CASPA)* | N/A |
| General Services Fee *(annual)* | $430 |
| Tuition *(Academic year)* | $31030 |
| PA Lab Fee *(first year)* | $475 |
| PA Lab Fee *(second year)* | $150 |
| Malpractice Insurance Fee *(annual, first and second years)* | $310 |

**Physical Therapy (Doctor of Physical Therapy)**

| | |
|---|---|
| Application Fee *(non-refundable)* | $40 |
| General Services Fee *(annual)* | $430 |
| Tuition *(Fall and Spring combined)* | $25600 |
| Tuition *(Summer)* | $6210 |
| Malpractice Insurance Fee | $75 |

**Physical Therapy - (Post Professional Doctor of Physical Therapy)**

| | |
|---|---|
| Application Fee *(non-refundable)* | $40 |
| General Services Fee *(one-time, non-refundable)* | $90 |
| Tuition *(per credit hour)* | $625 |
| Malpractice Insurance Fee *(not required for this online program)* | |

**Public Health (Master of Public Health or Graduate Certificate)**

| | |
|---|---|
| Application Fee *(non-refundable)* | $40 |
| General Services Fee *(one-time, non-refundable for matriculated students)* | $90 |
| Tuition *(per credit hour)* | $500 |
| Registration Fee (*nonmatriculated students per semester*) | $25 |

**Professional Science Masters (Applied Biosciences & Biotechnology)**

| | |
|---|---|
| Application Fee (no applications accepted at this time due the phase out of this program) | |
| Tuition (per credit hour) | $850 |

**Social Work (Master of Social Work)**

| | |
|---|---|
| Application Fee *(non-refundable)* | $40 |
| General Services Fee *(annual)* | $430 |
| Tuition *(per credit hour)* | $640 |
| Malpractice Insurance Fee *(annual)* | $30 |

**Teacher Certification Program (TCP)**

| | |
|---|---|
| Application Fee *(non-refundable)* | $40 |
| General Services Fee *(one time, non-refundable)* | $90 |
| Tuition *(per credit hour)* | $485 |

## Explanation of Fees

**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.

**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 providing high quality health care services.
5. Finley Center gymnasium.
6. Athletic events including intramural programs and all intercollegiate home games.
7. Transcripts available at no charge.

**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 health insurance brochure for additional information.

**Laboratory 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 on the web at the time of registration. Please refer to semester course schedules for fee structures.

**Late Registration Fee**
Students who register after the published deadline will be required to pay a $75 late registration fee.

**Parking Fee**
Students, Faculty and Staff wishing to park a vehicle on campus must purchase a parking permit from www.thepermitstore.com Enter your destination as University of New England. Permit prices vary. For 2008-2009 a Freshman Resident Permit is $300.00. All other Resident Students and Commuters are $90.00. Failure to register a vehicle will result in a fine and having your vehicle towed from campus.

## Payment Options

Students may pay the college charges as they fall due each semester or in accordance with UNE's Monthly Payment Plan offered through Tuitionpay. 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 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 the University Campus or the Business Office at the Westbrook College Campus, 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 by 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 Ten-Pay Payment Plan spreads the full year charges over ten months beginning June 1st. This plan is offered through Tuitionpay and 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, and Discover.

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 September 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 able to register for courses or 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.

## Course 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.

## 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 the appropriate academic dean. 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.

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.

**Tuition refunds for matriculated students leaving the University during a semester will be made as follows**:
Fall\Spring\Summer Refunds
During first two weeks 80%
During third week 60%
During fourth week 40%
Over four weeks No refunds

Short-Term Courses (3-10 weeks)
Before second class 100%
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.

**Other Fees**
After registration there shall be no refund of fees.

**Refunds for 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. A Request for Leave of Absence form is 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 are subject to the withdrawal policy timelines.

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.

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. TD Banknorth, which is our preferred bank, provides a full-service ATM machine located in the Campus Center on the University Campus and in the breezeway between Proctor and Hersey Halls on the Westbrook College Campus. For those students who have TD Banknorth 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, and Discover.**

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# Integrated, Interdisciplinary Health and Healing (I2H2) Education

## Training, Research and Practice

The College of Health Professions offers students an innovative approach for learning about health and healing. This approach is known as the Integrated, Interdisciplinary Health and Healing Initiative (I2H2). The I2H2 Initiative, which prepares students and professionals for health care today and for tomorrow, is gaining regional and national attention as a model for health professions' education.

Through the I2H2 experience, students in UNE's College of Health Professions are uniquely equipped to thrive in the new collaborative environment that health care facilities demand, and patients and clients deserve. The I2H2 Initiative is a multifaceted approach for preparing health professionals to work collaboratively as members of health care teams to create maximum physical and behavioral health outcomes for individuals, populations, and communities. Through involvement in this educational initiative, students develop an in depth understanding of how the bio-psycho-social, cultural, economical, and spiritual dimensions of life affect health and healing and the importance of individual patients or clients being active members in their own health and healing team.

I2H2 provides students and professionals with educational, training, research, and practice opportunities to become contemplative providers. These providers are life-long learners who work in partnership with patients and clients to treat the whole person rather than parts of the person. Through the I2H2 Initiative, students and professionals gain an understanding of the complex dynamics and multiple dimensions of health and illness.

Through courses, seminars, lectures, conferences, symposia, clinical field experiences, and collaborative research projects, students from the College of Arts and Sciences, the College of Health Professions and the College of Osteopathic Medicine have the opportunity to engage in the I2H2 Initiative. The I2H2 Initiative promotes the integrity of individual professional disciplines and prepares practitioners with the values, knowledge, and skills needed to form and maintain collaborative relationships with other professionals.

## Interdisciplinary, Integrated Health and Healing Learning Experiences

The center of activity for the I2H2 Initiative is the recently renovated Westbrook College Campus in Portland, Maine. However, students and faculty on the University's Portland and Biddeford campuses are able to take part in the initiative through the state-of-the-art facilities and technology available at the University.

I2H2 learning experiences are constantly being developed by faculty and at the suggestion of students. Currently I2H2 experiences include courses for varied credit; learning modules within courses; seminars for students, faculty, and others; lunch-and-learn sessions; conferences; and symposia. Interdisciplinary teaching within existing courses is another element of the I2H2 Initiative. Many I2H2 learning experiences are focused on service learning or have other community-based, experiential elements to them. If you want to be a part of this exciting innovation in health professions education, please contact the College of Health Professions Dean's Office at extension 4520 for more information about I2H2.

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# Biological Sciences

**Degree:** Master of Science (M.S.), Biological Sciences

**College:** Arts and Sciences

**Department:** Biological Sciences

**Contact:** Kathryn A. Ono, Chair, Graduate Program Committee, Department of Biological Sciences
11 Hills Beach Road, Biddeford, ME 04005
(207)602- 2814 or kono@une.edu

Program Information

Admission

Transfer Credit and Advanced Standing

Curricular Requirements

Program Standards

Academic Policy

Financial Information

Graduation Requirements

Department Website

## Program Information

**Overview**
The Master of Science: Biological Sciences program offers post-baccalaureate training to students interested in a wide variety of biological topics. The classroom curriculum features a broad-based exposure to advanced topics in biological subjects that may include physiology, ecology, molecular biology and microbiology. The program also focuses on the research experience: students will conduct research and prepare a thesis on any of a variety of topics selected in consultation with our faculty.

**Mission Statement**
The mission of the Department of Biological Sciences at University of New England is to enable students to understand the real-world relevance of the biological sciences, foster scientific literacy and critical thinking skills, and lay the foundation for lifelong learning and meaningful, productive contributions to society.

The mission of the Master of Science: Biological Sciences program is to prepare outstanding graduate students for careers or further training in science, technology, and education by providing an advanced knowledge base and a working knowledge of research methods in the biological sciences.

**Program Goals**

- Provide a knowledge base in the biological sciences that is deeper than the typical undergraduate experience.
- Foster participation in the production of biological knowledge through excellence in research.
- Instill outstanding research skills and a working knowledge of the scientific method by participation in high-quality research.
- Develop outstanding scientific communication skills through writing and oral presentations.

## Admission

**Requirements**

1. Graduation from an accredited baccalaureate or higher degree program.
2. Grade point average of 3.0 or better on a 4.0 scale, or equivalent.
3. 16 credits of Biology with labs.
4. 12 credits of Chemistry.
5. 8 credits of Physics.
6. 4 credits of Calculus.
7. A competitive Graduate Record Exam (GRE) General Test score.

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. Minimum TOEFL scores required by the University of New England: Paper based - 550; Computer based - 213; Internet based - 79.

**Procedures and Policies**
It is the applicant's responsibility to complete the application file, which must include all of the following items:

1. Master of Science: Biological Sciences Application form.
2. Personal Statement.
3. Official Transcripts of all undergraduate and graduate study. These transcripts must be mailed directly from the issuing institution to the Admissions Office.

4. Three references, two of which must be academic references from faculty who can comment on your potential for graduate study in Biological Sciences. (Note: pursuant to the Family Educational Rights and Privacy Acts of 1974, applicants should notify referee, that no material can be held confidential, but the applicant may choose to waive this right).
5. Application fee of $40.00.

When all materials are received, the applicant will be notified that the application file is complete. If notification is not received from the University within a reasonable time, the applicant should assume that his or her application is not complete and follow-up accordingly.

When a student is accepted to the Master of Science: Biological Sciences program prior to the completion of his or her bachelor's degree, admission is contingent upon the University's receipt of evidence of graduation and the supplemental transcript of any undergraduate or graduate work in progress at the time of acceptance.

**Other**
Prior to or during the admissions process, students are advised to communicate with faculty with whom they want to work.

## Transfer Credit and Advanced Standing

**Transfer Credit**
Students must complete a minimum of 36 credits at UNE, therefore, transfer of credit is not accepted.

## Curricular Requirements

| Courses | | Credits |
|---|---|---|
| BIO 503 | Research Methods | 3 |
| BIO 500 + | Additional Electives | 12+ |
| BIO 500 + | Graduate Topics in Biological Sciences | 6 |
| BIO 510 | Graduate Seminar | 1 |
| | **Minimum Subtotal** | 22-24 |
| **Thesis/Research/Internship** | | |
| BIO 590 | Research and Thesis | 12 min |
| | **Minimum Total Credits** | **36** |

## Program Standards

**Satisfactory Academic Progress**
To remain in the MS: Biological Sciences program, the student's cumulative graduate GPA must be a minimum of 3.0. A student whose GPA falls below 3.0 or who receives a grade below B- in any course taken for graduate credit will be placed on academic probation.

**Program Completion Timeline**
Students have a maximum of five years to complete the graduation requirements. After two academic years (fall and spring terms), students who have completed their coursework but are still completing their theses are required to enroll in a minimum of three Thesis credit hours per semester to remain in the program.

**Probation/Dismissal**
A graduate student whose grade point average (GPA) for any semester falls below 3.0, or whose cumulative grade point average is below 3.0, or who receives a class grade below a B- for any class taken for graduate credit 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 3.0 or above, will be required to achieve a minimum GPA of 3.0 for the semester, and cannot receive a second class grade below B-. Any student who fails to meet these criteria will be considered for dismissal by the the Department of Biological Sciences and the Dean of the College of Arts and Sciences.

## Academic Policy

**Course Withdrawal**
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.

**Incomplete Grades**
A student who believes she/he is unable to complete the work for a given course by the end of the term may apply for an extension by discussion with the instructor. At the time of this meeting, a plan must be agreed upon for completion of the course work, including a date of completion, not to exceed six weeks following the end date of the course. This agreement 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 (such as death in family, significant illness, accident), an additional extension may be requested. Any such request must be made in writing, reviewed and signed by the instructor and the student's advisor.

## Financial Information

**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.

**Continued Enrollment**
After two academic years, a student who has completed all coursework except his/her thesis will be required to pay for a minimum of three Thesis credit hours plus mandatory fees each semester to remain in the program.

**Other Expenses**
Housing is arranged by and financed at the expense of the student. Currently there is no on-campus housing available for graduate students.

**Financial Aid**
Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-602-2342 or by visiting the Financial Aid website. Information on tuition remission, Research Assistantships and Teaching Assistantships can be found on the Department of Biological Sciences graduate programs website : www.une.edu/cas/biological/graduate.

## Graduation Requirements

Students must successfully complete all required courses with a minimum graduate GPA of 3.0 and successfully pursue, complete and defend publicly an approved research thesis.

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# Master of Science in Education (On-line Instruction)

**Degree:** Master of Science in Education (MSEd) with a choice of four concentrations

**College:** Arts and Sciences

**Department:** Education

**Contact:** Dr. Douglas Lynch (Chair) dlynch@une.edu

Program Information

Admission

Curricular Requirements

Academic Policy

Financial Information

Additional Information

Department Website

## Program Information

**Overview**

The Master of Science in Education on-line programs are 30 credits, fifteen of which are a core curriculum taken by all master's degree candidates and fifteen that are in an area of concentration. Courses are ordinarily scheduled in eight (8) week blocks. The core curriculum, involving five 3-credit classes, focuses on areas that are critical for any position that an educator holds. The first core class explores how teachers ARE leaders and how leadership is tied to being inspired to reach all students. From this foundation, differentiation theory and strategies as well as motivational theory and practice enter, so that the success of all students is actualized. The last two courses of the core are taken at the end of the program and they involve conducting action research within a chosen area and also creating a final portfolio that documents the learning throughout the program. In this set-up, these core courses provide "bookends" around the selected concentration which involve 15-credits or five courses within a focus area of Curriculum and Instruction Strategies, Educational Leadership, Inclusion Education, or Literacy, K-12.

**Concentrations**

- MSEd with a concentration in Curriculum & Instruction Strategies
  Curriculum & Instruction Strategies is for K-12 educators who wish to focus on strengthening their classroom in those challenging areas of literacy and inclusion with a course on instructional leadership examining how one can impact curriculum beyond the single classroom.
- MSEd with a concentration in Educational Leadership
  The Educational Leadership concentration is designed for K-12 educators who are considering school administration. These courses are matched to the national standards set by the Interstate School Leaders Licensure Consortium (ISLLC) and provide entry-level knowledge and skills for beginning school administrators. Teachers will be introduced to the theories and practices of effective leadership centering on the importance of team building, decision making, problem solving and strategic planning. Within these areas, focus is placed on supervision and evaluation of personnel, the legal milieu and analysis skills to interpret potential legal issues within the school, budget development and expenditure, and organization theory especially as it relates to change. Specific state requirements for entry level into the assistant principal or principal level should be consulted to ensure requirements for your locale will be met. Additional courses in Educational Leadership are available for further study.
- MSEd with a concentration in Inclusion Education
  The Inclusion Education concentration is designed for those regular educators, both teachers and administrators, who wish to have more background in special education with respect to inclusion practices and concerns. This unique concentration explores methods and strategies for teaching all students in inclusion settings with a special course on the range and use of assistive technologies. Furthermore, formal and informal procedures for assessing special needs students will be reviewed with a focus always on utilizing the results to inform and plan instruction. Finally, the ability to apply special education law to your setting and a practicum to integrate all your learning concludes this concentration.
- MSEd with a concentration in Literacy (K-12)
  The Literacy concentration is designed for those K-12 educators who wish to delve deeper into the importance of reading and writing for all students to be successful. Current research and theory are translated into practice with each and every class. Teachers will be coached to implement these strategies and join colleagues on-line to critique the outcome. Additionally, assessment in literacy will be linked to next steps in connecting data to teaching practice. Study skills and literacy interventions that can be used within the content area will be explored. In short, the basic premise of this concentration is that literacy skills are central for all students to succeed, so how do we transform what the research indicates to inform practice.

**Accreditation**

The MSEd programs are approved by the Maine State Board of Education. All programs at the University of New England are accredited by the New England Association of Schools and Colleges (NEASC).

## Admission Requirements

**Requirements**

1. A bachelor's degree from an accredited institution substantiated by official transcripts.
2. Minimum of one year teaching experience.

3. Employed as a teacher or able to access a classroom on a regular basis over an extended period of time.
4. Strong writing skills, a capacity to succeed in a distance education format, and a commitment to educational change and professional development as evidenced by your goal statement submitted at the time of application.

UNE carefully assesses MSEd 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.

Additional prerequisites to participate in one of the on-line Master of Science in Education programs 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. The ability to pursue challenging online graduate study.
5. Sufficient computer skills to navigate the worldwide web and effectively participate in an on-line program.
6. Own or have regular access to a computer with internet connection and with the hardware and software requirements described on the webpage http://uneonline.org.
7. Motivation to complete all course assignments in a satisfactory and timely manner.

**Required Documentation and Policies for Admission**

1. A completed application with all supporting documentation (official transcripts, proof of teaching certification, goal statement, and letters of reference, if required) must be submitted to: **University of New England, Offsite Admissions Center, Attn. Dayle Bryant, 2145 Metro Center Blvd., Suite 400, Orlando FL 32835-6217.** by the following deadlines (updated Oct 2008):

| Terms in 2009 | Completed Application Deadline | Beginning of Term |
|---|---|---|
| Fall Term A | August 3, 2009 | September 9, 2009 |
| Fall Term B | October 2, 2009 | October 29, 2009 |
| Spring Term A | December 19, 2008 | January 14, 2009 |
| Spring Term B | February 13, 2009 | March 12, 2009 |
| Summer Term A | April 17, 2009 | May 11, 2009 |
| Summer Term B | June 5, 2009 | June 29, 2009 |

2. $40 non-refundable application fee.
3. Goal Statement - A minimum of two 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.
4. 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 grade point average for admission, grade point average will be considered as an additional indicator of potential for success in the program.
5. Teaching certificate or evidence of teaching experience.
6. 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.
7. Applications will not be processed until all required items have been received by UNE. Completed applications with late materials may be reviewed for admission in the next semester.

## Curricular Requirements

Each online course ordinarily is scheduled for 8 weeks so a student has the ability to enroll in 2 courses each semester, one in Term A and one in Term B.

**MSEd –Curriculum & Instruction Strategies**
Core Courses
EDU 600—Teacher as Leader
EDU 610 - Differentiation Theory & Strategies
EDU 615 - Motivational Theory & Classroom Management
EDU 690 - Action Research & Case Study
EDU 695 - Portfolio

Concentration Courses
EDU 707 Instructional Leadership
EDU 721 Using Technology within Inclusion Education
EDU 723 Teaching and Learning in Inclusion Settings
EDU 742 Study Skills & Content Literacy Instruction for All
EDU 743 Connecting Reading with Writing for Success

**MSEd - Educational Leadership** *(Note: EDU 702, 704, 709, 715 are required for Assistant Principal license in Maine)*
Core Courses

EDU 600—Teacher as Leader
EDU 610 - Differentiation Theory & Strategies
EDU 615 - Motivational Theory & Classroom Management
EDU 690 - Action Research & Case Study
EDU 695 - Portfolio

Concentration Courses
EDU 701 – Educational Leadership
EDU 702 - School Law
EDU 704 - Supervision and Evaluation of Instructional Personnel
EDU 709 - School Finance
EDU 715 - Organizational Theory and Strategic Planning

**MSEd - Inclusion Education**
Core Courses
EDU 600 - Teacher as Leader
EDU 610 - Differentiation Theory & Strategies
EDU 615 - Motivational Theory & Classroom Management
EDU 690 - Action Research & Case Study
EDU 695 - Portfolio

Concentration Courses
EDU 720 - Special Education Law for the Classroom
EDU 721 - Using Technology within Inclusion Education
EDU 722 - Special Education Assessment in Inclusion Settings
EDU 723 - Teaching and Learning in Inclusion Settings
EDU 724 - Practicum/Internship in Inclusion Settings

**MSEd – Literacy (K-12)**
Core Courses
EDU 600—Teacher as Leader
EDU 610 - Differentiation Theory & Strategies
EDU 615 - Motivational Theory & Classroom Management
EDU 690 - Action Research & Case Study
EDU 695 - Portfolio

Concentration Courses
EDU 740 Supporting Literacy Development for All Learners
EDU 741 Literacy Assessments as Teaching Tools
EDU 742 Study Skills & Content Literacy Instruction for All
EDU 743 Connecting Reading with Writing for Success
EDU 744 Meeting Student Literacy Challenges

## Academic Policies

**Transfer Credit/Experiential Learning**
Neither transfer credit nor credit for experiential learning is accepted into the on-line MSEd programs, as we believe full participation in the MSEd curriculum is necessary to achieve the desired integration of theory and practice the program provides.

**Course Withdrawal Policy**
The last date to withdraw from a course with no record is the first day of course. Students who withdraw from a course must do so in writing (e-mail is acceptable) by the end of the fourth week of the course. Students will receive a "W" on their transcripts indicating withdrawal. Beyond the fourth week, at the faculty's discretion, a "WP" or "WF" may be assigned if extenuating circumstances do not allow the student to complete his/her work. Be aware that no portion of the tuition will be refunded after the second week of the course.

**Minimal Grade Standard and Academic Progress**
Students must maintain a minimum GPA of 3.0 (B or better) with no less than a "C" in any course. Failure to maintain a GPA of 3.0 will result in academic probation and possible termination from the program. Students receiving a grade below a "C" in a course must repeat the course before continuing on in the program. If a student receives an "F" in any course he/she 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. **Unsuccessful completion (C- or below) of two courses will result in ineligibility to continue in the program.**

If a student feels the grade is in error, the first step in the appeal process is to discuss the outcome with the course instructor. If the issue is not resolved satisfactorily, the student should follow the grievance policy outlined in the program of study found on the website.

**Dismissal from the Program**
Termination from the Program will occur when the Graduate Coordinator and Chair of the Education Department become aware of one of the following:

- Surrender of a teacher license in any jurisdiction for disciplinary reasons.
- Documented academic dishonesty (Note this also includes course on-line postings and email communications with faculty and staff. Students are advised that their behavior while participating in the Program should exemplify the ethical behavior of a professional educator with respect to all communications.)
- Serious reservations identified on the Professional Performance Student Self-Assessment and Review instrument.
- Academic failure (see "Minimal Grade Standard and Academic Progress".)

**Timeline for Completion/Leave of Absence |**
A student has not completed the MSEd Program within three (3) years will be administratively withdrawn from the program and be required to apply for readmission. Students may take a slightly reduced course load in any term if necessary. These arrangements are the responsibility of the student and must be communicated to in writing to the graduate program coordinator.

Students may "stop out" for one term, if necessary, and take an additional term to complete the program. The required Request for Leave of Absence form must be filed with the MSEd office and the Dean of the College of Arts and Sciences if this will be occurring. 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 Dean's Office and the Education Department to indicate change of plans.

**Re-admission**
Students who have withdrawn from the 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 at the time of readmission will apply.

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 program.

## Academic Honesty Policy

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 required 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 program and the university.

## Financial Information

**Tuition and Fees**
Tuition and fees for subsequent years may vary. For more information regarding tuition and fees, please consult the Financial Information section of this catalog.

**Technology Fee**
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 MSEd program.

**Financial Aid**
Students in one of the MSEd programs 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) 602-2342 or visit the Financial Aid website.

## Graduation Requirements

- All MSEd degree candidates must fulfill the following academic requirements: Satisfactorily complete all required courses, readings, assignments and papers in a timely manner.
- Abide by all University regulations applicable to MSEd students.
- Fulfill all financial obligations in a timely manner.

## Additional Information

**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.

**Communication**
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.

**Name and Address Changes**
Students are responsible for notifying the University of New England Education Office and Registrar's Office of name, address, phone, and email changes through the Change of Address, Name, or Phone Form.

**Technical Support for On-line Courses**
Students who require assistance with access to the online core courses should address their computer access questions/problems to the 24/7 technical support help desk available through our service provider, eCollege.

**Commencement**
Graduates are encouraged to participate in the commencement ceremonies held in mid-May. They are notified of times and date when close to completing requirements for the degree.

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# Master of Science in Education - Teaching Methodologies

**Degree:** Master of Science in Education (MSEd)

**College:** Arts and Sciences

**Department:** Education

**Contact:** Dr. Douglas Lynch (Chair) dlynch@une.edu

Program Information

Admission

Curricular Requirements

Academic Policy

Financial Information

Additional Information

Department Website

## Program Information

**Overview**

The Master of Science in Education - Concentration in Teaching Methodology Program is a 30-credit master's degree encompassing 15 graduate credits that already are offered within the Teacher Certification Program (TCP) and an additional 15 credits that have been designated as core courses delivered via on-line distance learning. Please see admission requirements for the guidelines for admittance into the program.

This program combined with the TCP program allows a student to obtain a State of Maine teaching certificate and then to proceed on to earn a master's degree. This master's degree program focuses on teaching methodology and incorporates part of the initial teacher certification program.

**Program Goals**

- Allow UNE post-baccalaureate teacher certification students to build on their graduate –level teacher certification courses to complete a master' degree
- Offer an innovative curriculum that presents the latest educational theories and the practical skills necessary to maximize performance and competency as professional educators.
- Enable teachers to complete academic work and degree studies in a time/place flexible manner utilizing primarily an online WebCT format.
- Establish a learning environment for teachers to become more reflective about their practice, and translate new insights into meaningful change.

## Admission Requirements

**Requirements**

- 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, on-line graduate level studies.
- Interest in professional development and commitment to educational change.

Students who meet admission requirements may enroll in education courses through Continuing Education (CE). CE students must adhere to the following regulations. CE students may enroll in courses for one semester. During that semester CE students may take one or two courses. One of those courses must be Curriculum Theory and Design (EDU 202/502).

To take any more courses in subsequent semesters CE students must be matriculted into the TCP. Before non-matriculated students can register for Teacher Certification Program (TCP) courses, they must receive written permission from the designee of the Department of Education.

To take a secondary methods class, a student must be matriculated into the TCP.

**Procedures and Policies**

- A Declaration of Continuation and Plan of Study forms must be submitted to the Chair of the Education Department to be matriculated into this master's degree program. You should schedule an appointment with the Chair of the Education Department to review requirements and to outline the sequence of courses.
- If you are not currently employed as a classroom teacher you will need the following:
    - a statement of your plan to access a classroom;
    - 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,

- a letter from the principal who is responsible for the school's instructional program, accepting your plan for access.

**Transfer Credit**
No transfer credit will be applied to this degree. **(Fifteen credits of UNE TCP graduate courses form thr basis of the degree, not including the Internship)**

**Advanced Standing/Experiential Learning**

No credit for experiential learning or other forms of advanced standing will be given, as we believe full participation in the MSEd curriculum is necessary to achieve the desired integration of theory and practice the program provides.

## Curricular Requirements

**Courses**
This master's degree program is designed as a two-step program for candidates entering as non-certified teachers.

First, the student will elect the elementary certification, the secondary certification program, or the art certification program and will complete the total credits that are needed to become licensed as a teacher (potentially 27 credits of coursework and 15 credits of internship for elementary certification students; 18 credits of coursework and 15 credits of internship for secondary certification and art education students).

The concentration courses for the master's degree in teaching methodology will be comprised of 15 credits of these initial teacher certification courses within UNE's Teacher Certification Program.

The remaining 15 credits are designed to be taken generally after the student has attained a teaching position, and entails the student enrolling in three to six credits of coursework per semester (fall, spring, summer).

**Elementary Education**

*COMMON CORE* 15 credits (each course is 3 credits)
EDU 600 - Teacher as Leader
EDU 610 - Differentiation Theory and Strategies
EDU 615 - Motivational Theory/Classroom Management
EDU 690 – Action Research/Case Study Research Classroom
EDU 695 – Portfolio

*CONCENTRATION* (from Elementary Certification Courses below) 15 credits
(a limit of 5 courses for a total of 15 credits applied to the master degree)
EDU 502 - Curriculum Theory and Design
EDU 510 - Exceptionality in the Classroom
EDU 517 - Teaching Reading
EDU 520 - Language Arts
EDU 530 - Educational Assessment & Evaluation
EDU 549 - Education Psychology & Classroom Management
EDU 561 - Teaching Social Studies Elementary School
EDU 567 - Teaching Science in Elementary Schools
EDU 573 - Teaching Elementary Mathematics

Distribution:
COMMON CORE 15
CONCENTRATION 15
DEGREE TOTAL **30**

**Secondary or Art Education**

*COMMON CORE* 15 credits (each course is 3 credits each)
EDU 600 - Teacher as Leader
EDU 610 - Differentiation Theory and Strategies
EDU 615 - Motivational Theory/Classroom Management
EDU 690 - Action Research/Case Study Research Classroom
EDU 695 - Portfolio

*CONCENTRATION* (a limit of 5 courses for a total of 15 credits applied to the master degree)
EDU 502 - Curriculum Theory and Design
EDU 510 - Exceptionality in the Classroom
EDU 530 - Educational Assessment & Evaluation
EDU 533 – American Education
EDU 549 - Education Psychology & Classroom Management
Select One:
EDU 536 - Teaching Secondary English or
EDU 537 - Teaching Secondary Science or
EDU 538 - Teaching Secondary Social Studies or
EDU 539 - Teaching Secondary Math or
EDU 541 - Methods of Art Education

Distribution:
COMMON CORE 15
CONCENTRATION 15
DEGREE TOTAL **30**

**Course Titles and Suggested Sequence—Elementary Education**
The first two years will be dedicated to the student attaining his/her initial teaching license. Only 15 of these credits (internship credit can not be used) will apply toward the master degree.

**Sample Sequence**
**Year 1**
Fall Semester
EDU 502, Curriculum Theory and Design - 3 credits (required for K-8 certification)
EDU 517, Teaching Reading - 3 credits (required for K-8 certification)

Spring Semester
EDU 520, Language Arts - 3 credits (required for K-8 certification)
EDU 561, Teaching Social Studies - 3 credits (required for K-8 certification)
EDU 549, Educational Psychology & Classrm Management- 3 credits (required for K-8 certification)

Summer Semester
EDU 510, Exceptionality in the Classroom - 3 credits (required for K-8 certification)
EDU 530, Educational Assessment & Evaluation - 3 credits (required for K-8 certification)

**Year 2**
Fall Semester
EDU 567, Teaching Science in the Elem. School - 3 credits (required for K-8 certification)
EDU 573, Teaching Elem. School Mathematics - 3 credits (required for K-8 certification)

Spring Semester
EDU 490, Internship-15 credits- (not to be used toward the master degree)

*Important note: At this juncture, the student would become a certified teacher in the state of Maine. Fifteen credits from the above coursework, outside of the internship, will be able to be used toward the 30-credit master's of science in education with a concentration in teaching methodology. The remaining courses would be completed while teaching within their classroom.*

Summer Semester
**EDU 600, Teacher as Leader (Core Course) – 3 credits**

**Year 3**
Fall Semester
EDU 610, Differentiation Theory and Strategies (Core Course) - 3 credits
EDU 615, Motivational Theory & Classroom Management (Core Course) - 3 credits

Spring Semester
EDU 690, Action Res. & Case Study Res. for the Classroom (Core Course) - 3 credits

Summer Semester
EDU 695, Portfolio - 3 credits

**Total - 30 credits**

**Course Titles and Suggested Sequence—Secondary in English, History, Mathematics, Life Sciences or Physical Sciences (7-12) or Art Education (K-12)**
The first two years will be dedicated to the student attaining his/her initial teaching license. Fifteen of these credits will apply toward the master degree.

**Sample Sequence**
**Year 1**
Fall Semester
EDU 502, Curriculum Theory and Design - 3 credits (required for 7-12/K-12 certification)
EDU 533, American Education - 3 credits (required for 7-12/K-12 certification)

Spring Semester
Choose the appropriate Secondary Methods Course - 3 credits (required for 7-12/K-12 art certification)
EDU 549, Educational Psychology & Classrm Man - 3 credits (required for 7-12/K-12 certification)

Summer Semester
EDU 510, Exceptionality in the Classroom - 3 credits (required for 7-12/K-12 certification)
EDU 530, Educational Assessment & Evaluation- 3 credits (required for 7-12/K-12 certification)

**Year 2**
Fall Semester
EDU 492 or 493,Internship - 15 credits (not to be used toward a master degree)

*Important note: At this juncture, the student would become a certified teacher in the state of Maine. Fifteen (15) credits from the above coursework, outside of the internship, will be able to be used toward the 30-credit Master of Science in education with a concentration in teaching methodology. The remaining courses should be completed while teaching within their classroom.*

**Year 3**
Fall Semester
EDU 600, Teacher as Leader – 3 credits
EDU 620, Differentiation Theory and Strategies (Core Course) - 3 credits

Spring Semester

EDU 615, Motivational theory & Classroom Management (Core Course) - 3 cr.
EDU 690, Action Research and Case Study Research for the Classroom (Core Course) - 3 credits

Summer Semester
EDU 695, Portfolio - 3 credits

**Total - 30 credits**

**Nature of Field Experience**
Within each course in the concentration, there is an expectation of a minimum of 10-12 hours of fieldwork per class to meet the State of Maine's requirement of "early and on-going" clinical experiences in public school classrooms. The core courses are based in the classroom of the certified teacher.

## Academic Policies

**Course Withdrawal Policy**
The last date to withdraw from a course with no record is the first day of the course.
Students who withdraw from a course must do so in writing (e-mail is acceptable) by the end of the fourth week of the course. Students will receive a "W" on their transcripts indicating withdrawal. Beyond the fourth week, at the faculty's discretion, a "WP" or "WF" may be assigned if extenuating circumstances do not allow the student to complete his/her work. Be aware that no portion of the tuition will be refunded after the second week of the course.

**Minimal Grade Standard and Academic Progress**
Students must maintain a minimum cumulative GPA of 3.0 (B or better) with no less than a "C" in any course. Failure to maintain a GPA of 3.0 will result in academic probation and possible termination from the program. Students receiving a grade below a "C" in a course must repeat the course before continuing in the program. If a student receives an "F" in any course he/she 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. Unsuccessful completion (C- or below) of two courses will result in ineligibility to continue in the program.

If a student feels the grade is in error, the first step in the appeal process is to discuss the outcome with the course instructor. If the issue is not resolved satisfactorily, the student should follow the grievance policy outlined in the program of study found on the website.

**Dismissal from the Program**
Termination from the Program will occur when the Graduate Coordinator and Chair of the Education Department become aware of one of the following:

- Surrender of a teacher license in any jurisdiction for disciplinary reasons.
- Documented academic dishonesty (Note this also includes course on-line postings and email communications with faculty and staff).
- Behavior while participating in the Program should exemplify the ethical behavior of a professional educator with respect to all communications.
- Serious reservations identified on the Professional Performance Student Self-Assessment and Review instrument.
- Academic failure (see "Minimal Grade Standard and Academic Progress)".

**Timeline for Completion/Leave of Absence**
Students may complete the program in two or three terms (i.e. one year beyond completion of the Teacher Certification Program (TCP) or less); students may "stop out" for one term if necessary, and take an additional term to complete the program. The required Request for Leave of Absence form must be filed with the MSEd office and the Dean of the College of Arts and Sciences if this will be occurring. 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 and the Education Department to indicate change of plans.

However, if a student has not completed the MSEd Program, Teaching Methodology within two (2) years from the date of completing the TCP program, the student will be administratively withdrawn from the program and be required to apply for readmission. Students may also take a slightly reduced course load in any term if necessary. These arrangements are the responsibility of the student and must be communicated to in writing to the graduate program coordinator.

## Financial Information

**Tuition and Fees**
Tuition and fees for subsequent years may vary. For more information regarding tuition and fees, please consult the Financial Information section of this catalog.

**Technology Fee**
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 MSEd program.

**Financial Aid**
Students in one of the MSEd programs 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) 602-2342 or visit the Financial Aid website.

## Graduation Requirements

- All MSEd degree candidates must fulfill the following academic requirements: Satisfactorily complete all required courses, readings, assignments and papers in a timely manner.
- Abide by all University regulations applicable to MSEd students.
- Fulfill all financial obligations in a timely manner.

## Additional Information

**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.

**Communication**
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.

**Name and Address Changes**
Students are responsible for notifying the University of New England Education Office and Registrar's Office of name, address, phone, and email changes through the Change of Address, Name, or Phone Form.

**Technical Support for On-line Courses**
Students who require assistance with access to the online core courses should address their computer access questions/problems to the 24/7 technical support help desk available through our service provider, eCollege.

**Commencement**
Graduates are encouraged to participate in the commencement ceremonies held in mid-May. They are notified of times and date when close to completing requirements for the degree.

## Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2008-2009 academic year. The information contained herein is accurate as of date of publication August 1, 2008.*

*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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# Marine Sciences

**Degree:** Master of Science (M.S.), Marine Sciences

**College:** Arts and Sciences

**Department:** Biological Sciences

**Contact:** Kathryn A. Ono, Chair, Graduate Program Committee, Department of Biological Sciences
11 Hills Beach Road, Biddeford, ME 04005
(207)602- 2814 or kono@une.edu

Program Information

Admission

Transfer Credit and Advanced Standing

Curricular Requirements

Program Standards

Academic Policy

Financial Information

Graduation Requirements

Department Website

## Program Information

**Overview**
The Master of Science: Marine Sciences program offers post-baccalaureate training to students interested in continuing their education in the marine sciences. The classroom curriculum provides a strong background in all aspects of the marine sciences. The program also focuses on thesis research experience: students will conduct research and prepare a thesis on any of a variety of topics selected in consultation with our faculty.

**Mission Statement**
The mission of the Department of Biological Sciences at University of New England is to enable students to understand the real-world relevance of the biological sciences, foster scientific literacy and critical thinking skills, and lay the foundation for lifelong learning and meaningful, productive contributions to society.

The mission of the Master of Science: Marine Sciences program is to prepare outstanding graduate students for careers or further training in science, technology, and education by providing an advanced knowledge base and skill in marine science research methods.

**Program Goals**

- Provide a knowledge base in the biological sciences that is deeper than the typical undergraduate experience.
- Foster participation in the production of biological knowledge through excellence in research.
- Instill outstanding research skills and a working knowledge of the scientific method by participation in high-quality research.
- Develop outstanding scientific communication skills through written and oral presentations.

## Admission

**Requirements**

1. Graduation from an accredited baccalaureate or higher degree program.
2. Grade point average of 3.0 or better on a 4.0 scale, or equivalent.
3. 16 credits of Biology with labs.
4. 12 credits of Chemistry.
5. 8 credits of Physics.
6. 4 credits of Calculus.
7. A competitive Graduate Record Exam (GRE) General Test score.

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. Minimum TOEFL scores required by the University of New England: Paper based - 550; Computer based - 213; Internet based - 79.

**Procedures and Policies**
It is the applicant's responsibility to complete the application file, which must include all of the following items:

1. Master of Science: Marine Sciences Application form.
2. Personal Statement.

3. Official Transcripts of all undergraduate and graduate study. These transcripts must be mailed directly from the issuing institution to the Admissions Office.
4. Three references, two of which must be academic references from faculty who can comment on your potential for graduate study in Marine Sciences. (Note: pursuant to the Family Educational Rights and Privacy Acts of 1974, applicants should notify referee, that no material can be held confidential, but the applicant may choose to waive this right).
5. Application fee of $40.00.

When all materials are received, the applicant will be notified that the application file is complete. If notification is not received from the University within a reasonable time, the applicant should assume that his or her application is not complete and follow-up accordingly.

When a student is accepted to the Master of Science: Marine Sciences program prior to the completion of his or her bachelor's degree, admission is contingent upon the University's receipt of evidence of graduation and the supplemental transcript of any undergraduate or graduate work in progress at the time of acceptance.

**Other**
Prior to or during the admissions process, students are advised to communicate with faculty with whom they want to work.

## Transfer Credit and Advanced Standing

Students must complete a minimum of 36 credits at UNE, therefore transfer credit is not accepted.

## Curricular Requirements

| Courses | | Credits |
|---|---|---|
| BIO 503 | Research Methods | 3 |
| BIO 510 | Graduate Seminar | 1 |
| BIO 512 | Marine Science Center Seminar | 1 |
| BIO 566 | Advanced Oceanography I | 3 |
| BIO 568 | Advanced Oceanography II | 3 |
| Electives | Additional Coursework | 9+ |
| | **Minimum Subtotal** | 20-24 |
| **Thesis/Research/Internship** | | |
| BIO 590 | Research and Thesis | 12 min |
| | **Minimum Total Credits** | **36** |

## Program Standards

**Satisfactory Academic Progress**
To remain in the MS: Marine Sciences program, the student's cumulative graduate GPA must be a minimum of 3.0. A student whose GPA falls below 3.0 or who receives a grade below B- in any course taken for graduate credit will be placed on academic probation.

**Program Completion Timeline**
Students have a maximum of five years to complete the graduation requirements. After two academic years (fall and spring terms), students who have completed their coursework but are still completing their theses are required to enroll in a minimum of three Thesis credit hours per semester to remain in the program.

**Probation/Dismissal**
A graduate student whose grade point average (GPA) for any semester falls below 3.0, or whose cumulative grade point average is below 3.0, or who receives a class grade below a B- for any class taken for graduate credit 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 3.0 or above, will be required to achieve a minimum GPA of 3.0 for the semester, and cannot receive a second class grade below B-. Any student who fails to meet these criteria will be considered for dismissal by the Department of Biological Sciences and the Dean of the College of Arts and Sciences.

## Academic Policy

**Course Withdrawal**
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.

**Incomplete Grades**
A student who believes she/he is unable to complete the work for a given course by the end of the term may apply for an extension by discussion with the instructor. At the time of this meeting, a plan must be agreed upon for completion of the course work, including a date of completion, not to exceed six weeks following the end date of the course. This agreement 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 (such as death in family, significant illness, accident), an additional extension may be requested. Any such request must be made in writing, reviewed and signed by the instructor and the student's advisor.

## Financial Information

**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.

**Continued Enrollment**
After two academic years, a student who has completed all coursework except his/her thesis will be required to pay for a minimum of 3 Thesis credit hours plus mandatory fees each semester to remain in the program.

**Lab Fees**
Courses with laboratory components have fees that vary.

**Other Expenses**
Housing is arranged by and financed at the expense of the student. Currently there is no on-campus housing available for graduate students.

**Financial Aid**
Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-602-2342, or by visiting the Financial Aid website. Information on Research Assistantships and Teaching Assistantships can be found on the Department of Biological Sciences graduate programs website : www.une.edu/cas/biological/graduate.

## Graduation Requirements

Students must successfully complete all required courses with a minimum graduate GPA of 3.0 and successfully pursue, complete and defend publicly an approved research thesis.

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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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# Master of Science: Medical Education Leadership

**Degree:** Master of Science (M.S.) in Medical Education Leadership; (Certificate in Program Development or Certificate in Leadership Development can be acquired also. See details below).

**College:** College of Osteopathic Medicine

**Department:** Division of Clinical Affairs

**Contact:** For curriculum and program information, contact India Broyles, EdD, MMEL Director, at the Medical Education Leadership Office, 1-207-602-2694 or at ibroyles@une.edu

For information about the application process for the Medical Education Leadership programs, please contact the Office of Graduate Admission through email at gradadmissions@une.edu or by phone at 1-800-477-4863

Program Information

Admission

Transfer Credit and Advanced Standing

Curricular Requirements

Program Standards

Academic Policy

Financial Information

Graduation Requirements

Department Website

## Program Information

**Overview**
The Master of Science in Medical Education Leadership (MMEL) is a joint project between the College of Osteopathic Medicine at the University of New England and the Office of Medical Education at Maine Medical Center. The purpose of this program is to prepare individuals to assume or enhance educational leadership roles in a variety of medical and health care training programs. The new program is designed to provide advanced education in the areas of curriculum & instruction, leadership & administration, and educational research & evaluation with opportunities for application to each individual's unique professional environment.

**Mission Statement**
The mission of the Medical Education Leadership Program will be implemented through teaching, research, and service. The goals of the Medical Education Leadership program are:

- **Teaching:** To prepare medical and health professionals to grow as educators and leaders in academic settings.
- **Research:** To contribute to the knowledge base of the field of medical education and leadership by refining existing knowledge or developing new knowledge.
- **Service:** To provide technical assistance and professional service to academic sites within Maine and New England.

**Program Approvals**

The Master of Science in Medical Eduation was approved by the UNE Board of Trustees on June 1, 2007. The Maine State Board of Education unanimously approved on the programs on May 14, 2008

**Program Goals**
The program reflects a vision of the medical education leader as a master teacher and executive leader. The student outcomes are adapted from the Educational Leadership Constituent Council (ELCC) standards in educational leadership.

A medical education leader promotes the success of all learners by:

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the health care community.
- Advocating, nurturing, and sustaining an institutional culture and an instructional program conducive to student learning and faculty professional growth.
- Ensuring the management of the organization and resources for a safe, efficient, and effective learning environment.
- Collaborating with physicians and health care community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity, fairness, and in an ethical manner.
- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- Conducting, promoting and mentoring medical education research and scholarship as the profession moves toward evidence-based education.

## Admission

Application for admissions into the Master of Science in Medical Education Leadership program and certificates must be submitted with all supplemental materials (personal statement, transcripts, reference letters, etc.) to Graduate Admissions, University of New England, 716 Stevens Avenue, Portland, ME, 04103. Deadlines for applications are June 1 (fall admission) or December 1 (spring admission). Only entirely complete applications by the due date will be considered by the Admissions

committee. Incomplete applications will be rolled to the next semester for consideration of possible admission. Students may enroll in no more than two courses as a non-matriculated student on a space available basis while their application is pending.*

*Amended November 21, 2008

**Prerequisites**
Prerequisites to participating in the MMEL/certificates include, but are not limited to:

- A sincere interest in continuing professional development in medical education.
- 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 online graduate study.

**Requirements**

- Bachelor's degree from a regionally accredited undergraduate institution or international college or university.
- Undergraduate overall GPA of 3.0.

**Technology Requirements**

Students are expected to have access to the Internet and computer audio capability. Courses in the medical education leadership programs are delivered by WebCT (an online format with audio component).

**Addtional Requirements**

The application process for master's degree will require completion of an application form, submission of a current Curriculum Vita or Resume, a personal statement describing the applicant's interests in pursuing a Master's in Medical Education Leadership, and three letters of reference. Matriculated students will have first option for registration. Individuals may enroll as non-matriculated students by completing the course registration form; this process allows the non-matriculated student to complete two courses before formal admission to the program.

**Procedures and Policies**

Application procedures to be admitted to the program consist of the following steps:

1. Apply through the MMEL webpage. Then click "Apply Online" and create an on-line user profile.
2. Complete the MMEL initial application form online (preferred) and/or submit via regular mail to the Office of Graduate Admissions, UNE, 716 Stevens Avenue, Portland, ME, 04103.
3. Submit the non-refundable $40 application fee by mail (check or money order) to the Admissions Office (follow instructions included on the application) or pay by phone (credit card) by calling Admissions at 1-800-477-4UNE.
4. Complete the supplemental MEL application and submit to the Office of Graduate Admissions, Univ of New England, 716 Stevens Ave, Portland, ME, 04103. This form is selectable as a pdf file on-line immediately after the initial application is electronically submitted.
5. Submit a goal statement (500-700 words) that describes the applicant's interest in the Master of Science in Medical Education Leadership focusing on future education and leadership goals.
6. Submit a current professional resume or curriculum vitae.
7. Arrange to have three letters of reference that address the applicant's qualifications for graduate study and leadership in academic medicine as well as the referral cover sheet.
8. Submit official transcripts from all colleges and post-secondary institutions attended.
9. 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 6.5. Also required are official post-secondary transcripts, translated into English (if necessary) and evaluated for degree and course equivalency. It is recommended that 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.

**Non-Degree Seeking Students**
Students who do not wish to seek a degree or certificate may enroll in individual courses as a non-matriculated student. These students may take a maximum of two courses. Students wishing to take more than two courses in the program must apply to UNE and be formally accepted into the program prior to enrolling for the third course. Students cannot move from non-matriculated to matriculated status within the same semester. Matriculated students will be given priority over non-matriculated students in cases where courses are filled to capacity.

To enroll as a non-matriculated student, a completed course registration form is all that is required. There is no application fee; however, students admitted under this status will pay an additional non-refundable program fee of $25 per semester. Please request a Non-matriculated Registration Form from the Graduate Admissions Office (207-221-4225) or the MMEL office (207-602-2694).

## Transfer Credit and Advanced Standing

**Transfer Credit**
Upon acceptance to the program, students may apply to transfer up to two 3-credit graduate level courses (maximum of 6 credits) into the MMEL. The courses must meet the following criteria:

1. Must be graduate-level courses taken after the receipt of any other degree.

2. Must have been taken within the last five years.
3. Must have been taken at an accredited college or university.
4. Must have a grade of 'B' or higher.
5. Must be equivalent to courses required in the MMEL program or used as an elective.

To request consideration for transfer credit, students 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 they are requesting transfer credit. Materials will be reviewed by the MMEL Director. Transfer credit is awarded at the discretion of the faculty and the Admissions Committee.

Individuals who have completed 9 credits in one of our certificates (Program Development or Leadership Development) may complete the balance of their program if they apply and are accepted as a matriculated student in the master's program.

**Advanced Standing**
Students taking courses in either the Program Development Certificate or Leadership Development Certificate at UNE may apply to the MMEL program and request advanced standing at any time during their course of study in UNE's certificate program. However, students must do so within five years of completing the certificate course or within five years of completing the graduate certificate.

## Curricular Requirements

***"A competency-based program for leaders in medical education"***

**Master of Science: Medical Education Leadership (33 credits)**

The Master of Science curriculum totals 33 credits. Courses will be offered continuously over each 12-month cycle. Students will be required to develop an electronic professional portfolio as evidence of their competence in the eight medical educational leadership standards. Students will also submit one exhibit from each course. The portfolio will include exhibits that show growth in written and oral communication skills as well as medical education leadership standards.

| | |
|---|---|
| MEL 604 Curriculum Program Development | 3 credits |
| MEL 605 Improving Instructional Effectiveness | 3 credits |
| MEL 606 Learner Assessment & Program Evaluation | 3 credits |
| MEL 610 Leadership Skills in Academic Medicine | 3 credits |
| MEL 611 Prof Dev: Developing a Culture Life-long Learning | 3 credits |
| MEL 612 Organizational Development: Foster Learn Envir | 3 credits |
| MEL 620 Research and Evaluation in Med Education | 3 credits |
| MEL 561-562 Applied Project in Curriculum or Leadership | 6 credits |
| MEL 630-699 Electives or Independent Study | 6 credits |

**Certificate: Program Development (9 credits)**

This nine-credit hour program provides students with the core program development concepts in curriculum, instruction, and assessment. This set of courses is one of the foundations for the UNE Master of Science in Medical Education Leadership.

| | |
|---|---|
| MEL 604 Curriculum Program Development | 3 credits |
| MEL 605 Improving Instructional Effectiveness | 3 credits |
| MEL 606 Learner Assessment & Program Evaluation | 3 credits |

**Certificate: Leadership Development (9 credits)**

This nine-credit hour program provides students with the core leadership development concepts in personnel development, organization development, and leadership skill training. This set of courses is one of the foundations for the UNE Master of Science in Medical Education Leadership.

| | |
|---|---|
| MEL 610 Leadership Skills in Academic Medicine | 3 credits |
| MEL 611 Professional Development: Culture Lifelong Learn | 3 credits |
| MEL 612 Organizational Development: Foster Learn Envir | 3 credits |

## MEL Course Detail

**MEL 604 Curriculum Design & Program Development (3 cr)** Instructor: India Broyles, EdD

Learners will be able t Establish a vision of curriculum and learning· Conduct curriculum needs assessment · Use the elements and principles of curriculum design in the development of lessons, units, and programs· Design competency-based curriculum based on learning outcomes and performance indictors· Integrate cultural and learning diversity· Apply technology as a curriculum tool· Establish a curriculum and program governance system

**MEL 605 Improving Instructional Effectiveness (3 cr)** Instructor: Evelyn Schwalenberg, DO

Learners will be able t Understand adult learning theory and its application to instructional design· Teach effectively in a variety of settings using appropriate teaching strategies (small group, large-groups, and clinic settings)· Align teaching strategies to curriculum outcomes· Teach through electronic media and simulation cases· Use internal and external venues to evaluate ones' teaching including self-assessment, peer assessment, and learner evaluation. · Analyze the literature of medical education research and evaluate the methods of educational experiments

**MEL 606 Learner Assessment & Program Evaluation (3 cr)** Instructor: Jeff Beaudry, PhD

Learners will be able to· Understand theories of assessment and evaluation · Assess student beliefs, values, and attitudes· Align the types of assessment tools with learning outcomes and performance indicators· Construct effective tests and assessment projects assuring validity and reliability· Assess competencies using integrative tools such as simulations and student portfolio· Plan admission and selection processes

**MEL 610 Leadership Skills in Medical Education (3 cr)** Instructor: Bob Bing-You, MD, MSEd, MBA

Learners will be able t Define multiple leadership theories and styles and conduct a self-assessment of their own preferred style· Describe the various intelligences [e.g., Gardner's Multiple; emotional; political], and evaluate their interplay in varied settings· Analyze and apply oral and written communication methods for effectiveness· Develop a schema for Doing-Things-Right [e.g., effective management skills, meeting management, prioritization techniques, group/consensus decision making, succession planning].· Select appropriate negotiation techniques and apply them in different settings.· Conduct effective meetings · Use strategies for managing one's boss· Establish protocols for community and media relations with sensitivity to the diversity of the institution and community· Develop marketing strategies and processes· Model ethical and professional behaviors including concern for confidentiality and privacy of personnel matters· Develop an approach to dealing with difficult individuals (e.g., employees, co-workers, supervisors, and colleagues) and describe methods for crisis management

**MEL 611 Professional Development: Developing a Culture of Life-long Learning [3 cr]**

Instructors: Ann Skelton, MD & Jodi Lerman, MS

Learners will be able t Evaluate and resolve common human resources issues· Describe best approaches to hire, engage and retain staff· Apply concepts in teambuilding and communication styles· Hold a difficult conversation to resolve conflict· Evaluate and resolve personnel situations that have legal and ethical issues· Establish personnel supervision, assessment and evaluation policies and techniques including the professional portfolio· Inspire "possibility" thinking· Set SMART performance goals· Address performance improvement opportunities· Provide meaningful recognition for positive contributions

**MEL 612 Organizational Development: Fostering a Learning Environment (3 cr)**

Instructors: Bob Bing-You, MD MSEd, MBA & Jo Linder, MD

Learners will be able t Identify theories of organizational structure with analysis of the benefits and disadvantages of these models [e.g., corporate social responsibility].· Develop a method of Doing-the-Right-Thing in the process of strategic planning and management· Analyze methods of interacting with external and internal stakeholders (e.g., apply marketing concepts to one's organization)· Analyze legal issues impacting medical education and unit operations· Use technologies that support management functions· Align the vision and goals of the program with the financial, human, and material resources · Apply budgeting protocols for the fiscal operations at the program/unit/institution levels· Monitor and modify organizational systems toward quality improvement

**MEL 620 Research and Evaluation in Medical Education (3 cr)**

Instructors: Jeff Beaudry PhD & Lynne Miller PhD, and Rorie Lee, PhD/MPH

Learners will be able t Understand the politics and ethics of educational research· Critically appraise articles from medial education literature · Plan a study design appropriate to critical medical education research questions· Compare quantitative and qualitative methodologies· Plan survey research and questionnaire design· Plan the evaluation of course, program, and institution

**MEL 651-652 Applied Project in Curriculum/Leadership (6 cr)**

Instructors: India Broyles, EdD, Rorie Lee, PhD, MPH, & Bob Bing-You, MD MSEd, MBA

Each student will be expected to consult with the course advisor and to identify an educational issue of professional importance in his or her unit or institution with focus on either curriculum or leadership. The applied project provides an opportunity to show the integration of knowledge and skills from several of the core courses and synthesize the formal knowledge into field-based applications. Within the applied project, the learner continues to observe the nature, scope, and function of medical education leadership in the natural setting. Learners should be able ta. Use analytical skills in the identification of a project, the gathering of information sources, collecting appropriate data and conducting data analysis strategiesb. Identify and obtain resources to support the project c. Solicit input from individuals and organizations.d. Use appropriate communication skills (verbal and written) when interacting with the internal and external environmentse. Present demographic, statistical, programmatic, and scientific information accurately and effectivelyf. Lead and participate in groups to address specific issuesg. Identify the role of cultural, social and behavioral factors in planning for learning and for management strategiesh. Demonstrate reflective practice tools, strategies, and habits of mind

**Electives:** Approved by India Broyles, EdD, MMEL Director

The program also allows for two electives (six credits) that may be self-designed as Independent Study, peer-designed by the cohort, or selected from the Master's in Public Health Curriculum, or transferred from external fellowship programs.

**Electronic Professional Portfolio**
During the two-year program, students will fill an electronic portfolio with evidence of growing competency as a medical education leader. Upon graduation, the student will have a robust electronic document that will focus on medical education leadership, but also be part of a professional record for current and future professional positions. A portfolio is a record of growth, achievement, and professional attributes. It illustrates progression to competence over time. The portfolio itself is the

product of, and cannot be separated from, the reflection and assessment processes required to produce it. Students will work with course faculty and MMEL Director to build and refine the portfolio. The Exhibits will demonstrate evidence of competence for each of the eight MMEL/ELCC outcomes: educational vision, program development/staff development, organizational management, collaboration skills, ethics, educational context, and research capacity. Some of the exhibits will come from course projects; others will come from local professional tasks. The portfolio will be presented at the end of the program for review. The Portfolio serves several purposes: a record and display of professional goals, growth, and achievement; a collection of materials that demonstrate competency; an exhibit of work that supports self-marketing upon graduation; a foundation for career-long self-directed professional growth.

## Program Standards

**Satisfactory Academic Progress**
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 Medical Education Leadership 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. Any student who fails two or more classes is dismissed from the program.

**Program Completion Timeline**
Students must complete the Master's in Medical Education within five years of admission to the program, unless a specified leave of absence has been granted by the faculty.

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 MMEL program.

## Academic Policy

**Probation/Dismissal**
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 Medical Education 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. Any student who fails two or more classes is dismissed from the program. The Program Director may make modifications to the process described above because of extenuating circumstances.

**Course withdrawal**
Students may withdrawal from a course prior to the course start date by notifying the program office in writing. As all courses officially begin on a Saturday, students must notify the program office during business hours no later than the Friday prior to the start date. 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. Course withdrawals will result in tuition refunds based on the short-term courses refund schedule noted in the Financial Information for Graduate Programs. Non-matriculated students will forfeit their registration fee. Not logging into a course does not constitute a withdrawal.

**Audit Policy**
A student may, with prior consent of the instructor and the Medical Education Leadership director or designee, enroll in a course for an audit grade (AU). This must be requested at the time of registration for the course and must be accompanied by signed approval of the instructor and 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 the course and pay for graded credit. In auditing a course, the student is expected to complete all lectures and discussion boards, 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. It should be noted that auditing the course bears the same financial cost as taking the course for credit.

**University/ Program Withdrawal**
All matriculated students who wish to withdraw from the University must complete notification documentation available from respective program/school director, COM Student Affairs, or the Office of the Registrar. 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 respective catalog; (b) return of University identification (ID) card to the Office of Student Affairs; (c) return of any University keys (or other belongings, e.g. library materials) 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.

**Academic Dishonesty**
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 t

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.

**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. (207) 602-2815. Please allow time for course modifications to occur. Ideally, students should contact the Office on the same date that they register for a course. Timely accommodations are dependent on early registration with Disability Services.

**Grading**
Faculty establish their individual grading criteria and grading scale in courses which they teach. Traditionally, UNE's Quality Points/Scale assigned to grades are as follows:

| | | |
|---|---|---|
| A | 94-100 points | Outstanding |
| A- | 90-93 points | Excellent |
| B+ | 87-89 points | Competency achieved to high standard |
| B | 84-86 points | Competency achieved |
| B- | 80-83 points | Satisfactory competency |
| F | Below 80 | Failing |

Note: Grades below 80 points are considered marginal and a failing grade.

**Incomplete Grades**
An incomplete 'I' grade may be given by the faculty 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 student must request an incomplete from the faculty (by letter or via e-mail) at least one week prior to the end of the term in which the student has registered for the course. The 'I' grade must be changed within the time limit determined by the faculty and may not extend beyond one term following the end of the semester. 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 faculty, results in the assignment of an administrative *F grade for the course. Once an 'I' grade is removed, academic standing will be updated according to good standing or probationary standards. The student will be required to retake and repay for the course in order to receive credit when an administrative *F has been given.

**Repeated Courses and Grades**

Most courses in the Medical Education Leadership Program are offered at least 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 schedule. Students repeating the course, must complete the registration form for the repeated term and must pay full tuition and fees.

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. 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.

## Financial Information

**Tuition and Fees**
Tuition and fees for subsequent years may vary as well as other expenses, including books. For more information regarding tuition and fees, please consult the Financial Information section of this catalog.

**Financial Aid**
Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-602-2342 or visit the Financial Aid website.

## Graduation Requirements

To complete the program and receive a Master's in Medical Education Leadership, students must:

- Complete 33 credits that are composed of seven 3-credit on-line courses, two electives, a 6-credit applied project and a professional portfolio.
- Maintain a minimum GPA of 3.0.
- Have been recommended by the MMEL faculty for graduation
- Have no outstanding financial obligations to the University.

## Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2008-2009 academic year. The information contained herein is accurate as of date of publication August 1, 2008.*

*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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# Nurse Anesthesia

**Degree:** Master of Science (M.S.), Nurse Anesthesia

**College:** Health Professions

**Department:** Nursing Anesthesia

**Contact:** Contact: Office of Graduate Admissions, gradadmissions@une.edu or 1-800-477-4863 for more program information or details about the application process for the University of New England's integrated M.S.-Nurse Anesthesia Program or UNE's Hospital-Collaboration MSNA/CRNA Program with St. Joseph's Hospital.

For additional curriculum and program information, contact Elizabeth Bennett in the Department of Nurse Anesthesia, ebennett4@une.edu or at 207-221-4516.

For additional curriculum and program information for the St. Joseph's Hospital Program, contact Jonathan Cornwell, Program Director, saintjoes@aol.com or at 401-456-3639.

Program Information

Admission

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Department Website

## Program Information

**Overview**
It may come as a surprise that as advanced practice nurses, nurse anesthetists have been providing anesthesia care in this country for over 125 years. In fact, Certified Registered Nurse Anesthetists (CRNAs) currently administer over 65 percent of all anesthetics given to patients in the United States!

Since 1984 the School of Nurse Anesthesia at the University of New England has been an integral force in perpetuating this proud legacy by dedicating itself to nurse anesthesia education. Specifically, 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.

*Two-Phase Program*
At UNE we offer a 27-month two-phase program. The first phase is conducted on our historic Westbrook College Campus, situated in the picturesque coastal city of Portland.

This didactic portion involves eight months of study and consists primarily of science and anesthesia courses taught by CRNA faculty and physiologists and pharmacologists, whom share a joint appointment with the University of New England's College of Osteopathic Medicine.

The second phase is the 19-month hospital-based clinical portion of the curriculum. The primary focus is clinical anesthesia training as well as lectures and seminars taught by CRNA's and anesthesiologists. The School has contractual relationships with over 18 hospitals throughout the New England area, which offer varied and diverse experiences.

With successful completion of the 27 month program, students are awarded a Master of Science degree in Nurse Anesthesia. The graduate is then eligible to take the National Certifying Examination. Upon successful completion of the exam, the graduate becomes a Certified Registered Nurse Anesthetist capable of practicing in all 50 states. To date, 100 percent of our students have passed the certifying examination in their first year post-graduation and 100 percent have successfully obtained employment.

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 Master of Science degree in Nurse Anesthesia, 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 provide an academic environment, which allows candidates to master the intellectual and technical skills necessary to become competent in the safe conduct of anesthesia. It does this by providing a select group of experienced, graduate level nurses with the highest level of didactic, simulation lab and clinical site experiences. Our graduates develop life-long scholarship, critical thinking skills and professionalism needed to become compassionate, patient-centered anesthesia providers in solo practice or within anesthesia care teams.

**Behavioral Outcomes**
Upon completion of this educational program, the student shall demonstrate, to the satisfaction of the faculty, specific competencies expected of graduates. These competencies identify knowledge and skills necessary for competent entry-level practice of nurse anesthesia. Upon completion of the program, the graduate will:

1. Perform an anesthetic related history and physical exam and formulate a comprehensive anesthetic care plan for a given patient based on the pre-anesthetic assessment (ASA Classification I-V).
2. Implement and evaluate anesthesia management plans.
3. Demonstate proficiency in skills necessary to deliver anesthesia care.

4. Evaluate the postoperative course of a patient.
5. Perform, within medically established guidelines, resuscitation of the newborn infant, child or adult.
6. Function, within medically established guidelines, as a team leader for cardiovascular and/or pulmonary emergencies.
7. Provide first echelon care and maintenance of all anesthesia equipment.
8. Critically analyze published data in the field of anesthesia and apply new evidence in technology, pharmacology, and techniques to patient care.
9. Develop interpersonal behaviors consistent with that of a health care professional.

**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.

## Admission

In order to fully appreciate the role of CRNA and validate one's desire to become a nurse anesthetist, faculty highly recommend applicants "shadow" a nurse anesthesia provider for a day in the operating room prior to application. In addition, to fully grasp the commitment involved in studying to be a nurse anesthetist, it is especially valuable to "shadow" a student registered nurse anesthetist for a day. Neither of these experiences are requirements for application.

**Requirements**

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 3.0 or better preferred, especially in the sciences and professional courses.
4. Applicants are required to have a minimum of one year's experience as a registered nurse in a critical care area (specifically ICU, CCU, SICU, MICU, NICU) prior to applying to the program. The Perianesthetic Care Unit (PACU) and the Emergency (ER) will be considered on a case by case basis.
5. Successful completion of an organic chemistry or biochemistry course within the last five years.
6. Current Advanced Cardiac Life Support (ACLS) Certification.
7. Current Pediatric Advanced Life Support (PALS) Certification.
8. Successful completion of the Graduate Record Exam (GRE).

The Admissions Committee reserves the right to make exceptions to the above when it deems such a decision is appropriate.

**Policies and Procedures**

Applications are accepted as early as September. The application deadline each year is February 1st. Applications received after this date will be reviewed on a case by case basis, pending availability of "seats" in the upcoming academic year (i.e 2008-2009). The earlier complete application files are available for review, the earlier one is able to be considered for an interview. This may also result in early admission to the program. *Why?* The school has a "rolling admissions" policy, which means several interview sessions are conducted by the program's Admissions Committee. Interviews begin in November and usually end mid-February. During this process, several candidates are selected at each interview session and offered a seat in the upcoming class. Specific interview dates will be posted on the website. Final selection does not occur until late February.

Candidates must submit an application containing the following information directly to the Graduate Admissions Office:

1. Completed application form (can be sent via electronic mail)
2. Application processing fee ($40.00 which is non-refundable)
3. Personal statement, summarizing your career and reasons for wanting to enter into UNE’s nurse anesthesia program
4. A recent professional resume or vita
5. Proof of current nursing licensure in the United States (photocopy)
6. Proof of current ACLS and PALS certification (photocopy)

The following information must be submitted by those individuals/institutions completing the information, directly to the admissions office:

1. Official college/university transcripts
2. Official GRE results
3. Letters of reference (3), from applicant's supervisor and two (2) other professionals who have observed applicant's work. If an anesthesia provider is familiar with one's clinical skills and abilities, faculty suggest obtaining a recommendation from this individual.

Before any action can be taken on an application, all credentials and supporting documents required by the school's Admissions Committee must be on file in the Graduate Admissions Office and must be judged complete and satisfactory. On-campus interviews are granted to qualified applicants upon invitation by the Admissions Committee.

The school has a rolling admissions policy (see above). Interviews are conducted individually by the program's Admissions Committee. 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.

**Immunizations**
All students are required to have the following immunizations:

1. (2) MMRs within one's lifetime. Students with laboratory evidence of disease immunity (i.e., serologic test results indicating immunity) are counted as appropriately vaccinated.
2. Tetanus/Diphtheria vaccine within the last 10 years.
3. Hepatitis B-series of three injections; 2nd dose given one month (4 weeks) after the first dose; 3rd given six months (24 weeks) after the first dose. Titer required 6-8 weeks after third shot given. If no dates for Hep B series, you will need Surface Antibody to prove whether you had disease or were previously immunized. In the event of a negative titer, a booster will be given, with a follow up titer. If positive titer after booster, no further action is required. If a negative titer remains, the 2nd and 3rd shots will be given, then another titer - (6-8 weeks) after completion of the series.
4. Varicella- titer required or 2 does vaccine. History of disease not acceptable. In the event of a negative titer, then the student must have a 2-dose vaccine 4-8 weeks apart. No additional titer is required.
5. Tuberculosis: a 2-step PPD test; 2nd test administered one to three weeks after the first test. (In each case it must be read within 72 hours). Results should be both P or N and mm. In the event of a positive PPD a chest x-ray is required (copy of lab is required). In the event of a positive chest x-ray (indicative of active TB) INH treatment is required.

Students will be required to maintain current immunizations throughout the program to maintain UNE requirements and the nurse anesthetist credentialing requirements at clinical affiliate sites.

**Essential Technical Standards of the University of New England's School of Nurse Anesthesia**
Principles:

Nurse anesthesia education requires the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of specific skills and professional attitudes and behavior. Nurse Anesthesia school faculties have a responsibility to society to matriculate and graduate the best possible nurse anesthetists, and thus admission to this program has been offered to those who present the highest qualifications. The essential technical standards presented in this document are pre-requisite for matriculation, subsequent promotion from year to year, and ultimately graduation from the University of New England, School of Nurse Anesthesia. These standards pertain to all matriculated students. All required courses in the curriculum are necessary in order to develop essential skills required to become a competent nurse anesthetist.

The faculty is committed to fostering relationships with its candidates that encourage human and professional growth. Its policies and procedures attempt to reflect this commitment to proactive and supportive communication.

Nonetheless, it is imperative that all candidates recognize that the primary responsibility for a successful nurse anesthesia education, both in and outside the classroom, rests with the individual. Candidates, including candidates with disabilities, must have the capacity to manage their lives and anticipate their own needs. The School has incomplete influence in helping students achieve these personal adaptations. Situations can arise in which a candidate's behavior and attitudes resulting from a disability or other personal circumstances represent a secondary problem which impairs the candidate's ability to meet the School's standards, even after implementation of all reasonable accommodations have been made by the School.

The School's obligation and mission is to provide an academic environment, which allows candidates to master the intellectual and technical skills necessary to become competent in the safe conduct of anesthesia. It does this by providing a select group of experienced, graduate level nurses with the highest level of didactic, simulation lab and clinical site experiences. Our graduates develop life-long scholarship, critical thinking skills and professionalism needed to become compassionate, patient-centered anesthesia providers in solo practice or within anesthesia care teams. Therefore, all applicants, regardless of disability, will be held to the same admission standards, with accommodation if needed.

Recommendations:

1. No otherwise, qualified individual will be denied admission to the School of Nurse Anesthesia based solely upon a disabling condition.
2. Candidates with disabilities applying to the School of Nurse Anesthesia will be expected to have achieved the same requirements as their non-disabled peers.
3. Matriculation into the School of Nurse Anesthesia assumes certain levels of cognitive, emotional, and technical skills. Nurse anesthetist candidates with disabilities will be held to the same fundamental standards as their non-disabled peers. Reasonable accommodations will be provided to assist the candidates in learning, performing and satisfying the fundamental standards, so long as the candidate provides timely, comprehensive documentation establishing the candidate's disability status and need for reasonable accommodation.
4. Reasonable accommodations that facilitate candidate progress will be provided but only to the extent that such accommodation does not significantly interfere with the essential functions of the School of Nurse Anesthesia, fundamentally alter the program or significantly affect the rights of other candidates.
5. The School, under the law, is obligated to provide all reasonable accommodations that will eliminate or minimize the barriers disabled candidates may face in the process of successfully completing the requirements for graduation from the University of New England, School of Nurse Anesthesia.

Abilities and Skills:

A candidate for this program must have abilities and skills of five varieties including observation skills; communication skills; fine and gross motor skills; conceptual, integrative and quantitative abilities; and behavioral and social/emotional skills.

*I. Observation*

The candidate must be able to acquire a defined level of required information as presented through demonstration and experiences in the basic sciences and anesthesia courses including, but not limited to, information conveyed through gross anatomy labs and simulated anesthesia patient exercises. Furthermore, a candidate must be able to observe a patient accurately, at a distance, and close at hand, acquire information from written documents and visualize information as presented in radiographic images and patient monitors. The candidate must have visual and hearing acuity, including use of depth perception and peripheral vision; hearing normal and faint body sounds (blood pressure and heart sounds) and hearing auditory alarms on monitors and anesthesia delivery systems. Such observation and information acquisition necessitates the functional use of visual, auditory and somatic sensation while being enhanced by the functional use of other sensory modalities.

In any case where a candidate's ability to observe or acquire information through these sensory modalities is compromised, the candidate must demonstrate alternative means and/or abilities to acquire and demonstrate the essential information without reliance upon another person's interpretation of the information. The university will provide appropriate reasonable accommodations to foster the student's ability to meet these standards, so long as the student registers with UNE Disability Services.

*II. Communication*

The candidate must be able to effectively and efficiently communicate using verbal, written, and reading skills, in a manner that demonstrates sensitivity to patients, their families and all members of the health care team.

A candidate must be able to accurately elicit information, describe a patient's change in mood, thought, activity and status. He or she must also demonstrate established communication skills using traditional or alternative reasonable means that do not substantially modify the standard.

*III. Motor*

The candidate must be able to, with or without the use of assistive devices, but without reliance on another person, to interpret x-ray and other graphic images and digital or analog representations of physiologic phenomenon (such as EKGs).

The ability to participate in basic diagnostic and therapeutic maneuvers and procedures (e.g. palpation, auscultation) is required. It is also essential for a candidate to possess the gross motor skills sufficient to provide a full range of safe and effective care to patients. These include the ability to move within confined spaces, reach above shoulders, bend, stoop, squat, stretch and to reach below the waist. Fine motor skills are necessary to perform psychomotor skills such as picking up objects, grasping, pinching with fingers (intubations, manipulating a syringe, starting IVs), twisting and squeezing.

Physical stamina sufficient to complete the rigorous course of didactic and clinical study is required. In addition, physical endurance and strength is a requirement in order to tolerate working an entire shift (including overtime or call), standing for long periods of time and sustaining repetitive movements (performing CPR, positive pressure ventilation, etc). Candidates must be able to provide hands-on patient care such as lifting, pushing and pulling excessive weight to position patients, pick up and carry children, ambulate patients and transfer anesthetized patients from stretchers and beds. When transporting patients to patient recovery areas, the candidate is required to move not only the patient's weight but also the heavy bed.

The candidate is required to carry heavy equipment and supplies, sit for long periods of time on stools with and without any back support, twist and turn to visualize monitors and the surgical field and possess the strength and flexibility to assist in the restraint of combative patients. In addition, the candidate must be able to move quickly to respond to emergencies. At all times the ability to administer care to patients in a safe manner is paramount

*IV. Intellectual-Conceptual, Integrative and Quantitative Abilities*

The candidate must be able to measure, calculate, reason, analyze and synthesize information in a timely fashion. In addition, the candidate must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structure. Problem-solving, the critical skill demanded of nurse anesthetists, requires all of these intellectual abilities. These problem-solving skills must be able to be performed in a precisely limited time demanded by a given clinical setting. In addition, the candidate must be able to adapt readily to changing environments and deal with unexpected activities.

*V. Behavioral and Social/Emotional Attributes*

Candidates must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients.

Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of patients. They must be able to measure, calculate, reason, analyze and synthesize information effectively in a precisely limited time demanded by a given clinical setting, while under stress, and in an environment in which other distractions may be present.

Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and educational processes.

## Transfer Students and Transfer Credit

**Transfer Students**
The school does not accept transfer students from other programs or students who have previously attended a nurse anesthesia program.

**Transfer Credits**
Because our curriculum is uniquely designed, students may only request transfer credits be applied to ANE 609-Research Methods Seminar. To qualify, transfer credit must be academic credit representing a grade of A or B awarded by a regionally accredited U.S. college or university or by a non—U.S. institution of higher education. Credit applied to meet the requirements of a previously earned degree or certificate of any type at another institution is ineligible for use as transfer. In addition, the research course taken must be at the graduate level. To obtain credit, the student must request approval from the Program Director. An official copy of his/her transcript must be submitted along with the course description from the other institution's catalog. The decision to approve a request is based on the fact that the substitute course is equivalent to the course offered by the Program.

## Curricular Requirements

The MSNA curriculum is designed so that students are based on UNE's Westbrook college 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, human patient simulator lab experiences, and completion of a capstone project. All students are required to complete the entire curriculum with passing grades.

**Course Requirements**

| **FIRST YEAR** | **Hours** | **Credits** |
|---|---|---|
| **Term 1-Fall (September-December)** | | |
| ANE 504 - Pharmacology I | 45 | 3 |
| ANE 507 - Chemistry/Physics | 60 | 4 |
| ANE 601 - Professional Aspects I | 30 | 2 |
| ANE 603 - Physiology I | 45 | 3 |
| ANE 609 - Research Methods Seminar | 45 | 3 |
| ANE 615 - Pathophysiology I | 30 | 2 |
| **Subtotal** | **255** | **17** |
| **Term 2 - Spring (January-April)** | | |
| ANE 604 - Physiology II | 45 | 3 |
| ANE 606 - Pharmacology II | 60 | 4 |
| ANE 602 - Anesthesia Principles I | 60 | 4 |
| ANE 612 - Physical Assessment | 30 | 2 |
| ANE 616 - Pathophysiology II | 30 | 2 |
| ANE 510 - Airway Management: Principles and Practices | 45 | 3 |
| **Subtotal** | **270** | **18** |
| **SECOND YEAR** | | |
| **Term 1 - Summer (May-August)** | | |
| ANE 623 - Anesthesia Principles II | 45 | 3 |
| ANE 650 - Clinical Practicum I | 15 | 1 |
| **Subtotal** | **60** | **4** |
| **Term 2- Fall (September - December)** | | |
| ANE 652 - Clinical Practicum II | 15 | 1 |
| **Subtotal** | **15** | **1** |
| **Term 3 - Spring (January - April)** | | |
| ANE 624 - Anesthesia Principles III | 45 | 3 |
| ANE 654 - Clinical Practicum III | 15 | 1 |
| **Subtotal** | **60** | **4** |
| **THIRD YEAR** | | |
| **Term 1 - Summer (May-August)** | | |
| ANE 625 - Anesthesia Principles IV | 60 | 4 |
| ANE 656 - Clinical Practicum IV | 15 | 1 |
| **Subtotal** | **75** | **5** |
| **Term II - Fall (September-November)** | | |
| ANE 613 - Research Practicum | 30 | 2 |
| ANE 619 - Special Topics in Anesthesia | 30 | 2 |
| ANE 658 - Clinical Practicum V | 15 | 1 |
| **Subtotal** | **75** | **5** |
| **Program Total** | **810** | **54** |

**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 various clinical sites.

Each student will participate in at least 550 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.

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 in order to qualify for the National Certifying Examination.

**Clinical Affiliates**
Go to the department website for a list of clinical sites currently utilized by the School of Nurse Anesthesia.

## Program Standards

**Satisfactory Academic Progress**
The School of Nurse Anesthesia is designed to integrate didactic and clinical learning experiences to optimize competency as an anesthesia provider. Therefore successful completion of every course is necessary to progress through the Program.

In order to meet the Council on Accreditation guidelines and to maintain our high standards, the School has established the following policy: Anyone who receives an **examination grade of 80% or below** must make an appointment to meet with their academic advisor. This is done to determine if there are any issues/problems with the student or course work, to provide appropriate counseling to the student, and to promote successful advancement through the program.

Students must successfully pass each clinical practicum course in order to advance to the next level. Student success will be measured against the clinical objectives designed for each clinical practicum experience. Grades will take into account clinical performance, clinical preceptor feedback, student self-evaluations and faculty insights.

**Program Completion Timeline**
Students are expected to complete 27 actual months in the program.

**Probation/Dismissal**
Successful completion of all courses will allow the student to continue in the Program. However, any student receiving a grade less than 80% on any examination will meet with his/her advisor within two weeks of receipt of the grade to discuss the student's academic performance. The Student Affairs Committee (SAC) will immediately review the academic performance of any student who fails two (2) exams in one semester. The student will be asked to appear before the SAC at this time and will be placed on Probation Status until the end of the semester. The student may have an advisor with him/her at the meeting but may not have an attorney present. Saint Joseph's students will be evaluated by this committee while they are at UNE for their first two semesters. After that, they will be evaluated by the Saint Joseph Hospital School of Anesthesia for Nurse's processes.

Students who pass all courses will advance to the next phase of the program. A student who fails to meet the minimum requirement of a B- (80%) in any class will be dismissed from the program. The SAC or Program Director may make modifications to the process described above because of extenuating circumstances. A comprehensive discussion of the process is outlined in the student handbook.

*Appeals*:
Decisions made by the Program Director, which a student believes to be unfair, may be appealed to the Dean of the College of Health Professions. To do so, the student should follow the review process set forth in the UNE Student Handbook.

**Ethical and Behavioral Standards**
Failure to adhere to the Student Code of Conduct section of the University of New England Handbook or the Rules of Conduct while on Affiliation at Clinical Sites (see below) may result in a disciplinary sanction. Under these circumstances, the student will go before the SAC. The SAC may do any or all of the following:

1. recommend issuing a letter of concern or reprimand
2. recommend disciplinary probation, which could result in a clinical probation as well
3. recommend dismissal from the Program

The SAC may consider any other behaviors in reaching a decision to make a recommendation to the Program Director for adverse actions. This includes actions outside the classroom or in the clinical rotation, which do not reflect well on the Program, profession or individuals.

**Rules of Conduct while on Affiliation at Clinical Sites**
Success in the Nurse Anesthesia Profession requires certain behavioral attributes including but not limited to personal commitment and hardiness, empathy, discipline, honesty, integrity, personal regard for others, the ability to work effectively with others in a team environment, and the ability to address a crisis or emergency situation in a composed manner. Adherence to these attributes requires a high level of maturity and self-control, even in highly stressful situations. During the clinical phase, students must conduct themselves in a highly professional manner consistent with the patient care responsibilities with which they will be entrusted. Failure to adhere to these standards (noted below) or comply with the Clinical Rotation Policies will result in a disciplinary action ranging from a written warning to discharge from the program (depending upon the violation and the circumstances surrounding the offense).

1. Creating or contributing to situations that jeopardize patient safety.
2. Students are expected to follow all policies in the Student Code of Conduct section of the University of New England Handbook. Unethical behavior such as academic dishonesty, falsifying logs or medical records is considered a violation of the Program's standards of conduct.
3. Respect the confidentiality of patients and fellow students. One is not permitted to discuss any patients by name outside the clinical encounter situation. Students should not discuss other students with preceptors. For academic presentations, all identifying data , including name, initials, date of birth and facility where seen will be omitted

4. Unauthorized possession, use, copying, or distribution of hospital records or disclosure of information contained in such records to unauthorized persons.
5. Use, distribution, or unauthorized possession of intoxicating beverages or drugs on hospital premises or reporting to work under the influence of intoxicants.
6. Unauthorized absence from the Anesthesia Department during regularly scheduled clinical hours.
7. Failure or refusal to follow instructions of a duly assigned preceptor including refusal to accept clinical assignment.
8. Use of vile, intemperate or abusive language, or acting in a disrespectful manner to any employee, supervisor, patient, or visitor.
9. Any disorderly conduct on hospital premises.
10. Creating or contributing to unsanitary conditions.
11. Theft, fraud, or unauthorized use of property belonging to the hospital, patient, or visitor.

**Clinical Practicum Course Expectations**
To successfully complete each clinical practicum course, students must achieve a grade of "pass." Details regarding clinical practicum expectations will be detailed in the Student Clinical Practicum Handbook and/or course syllabus. Briefly speaking, clinical progression will be monitored during each clinical practicum. If students are not meeting clinical objectives, they will be placed on Probation.

If a student is placed on a 30- day Probationary Status, they will continue with the clinical objectives scheduled for that level. The student will communicate with program faculty and clinical faculty to develop a remediation plan based on their clinical evaluations, clinical faculty feedback and/or program faculty findings. The plan will include strategies for improvement of clinical performance.

At the end of the 30-day Probation Status the student's performance will be re-evaluated by the program faculty. If they are successful, they will resume their clinical practicum at the same level their peers are at. If progress continues to be unsatisfactory, the student will receive an "F" for the course and be dismissed from the program.

Students may be placed on a second 30-day probation period for additional (newly identified) performance issues. The process described above would apply for this as well. Students are granted two (2) probationary periods not to exceed 60 days total. If additional (newly identified) performance issues continue to occur after a student has been granted (2) probationary periods, the student would be immediately dismissed.

## Academic Policy

**Grading**

The following grading system is in effect:

| PERCENTAGE | GRADE | QUALITY POINTS |
|---|---|---|
| 93-100 | A | 4.00 |
| 90-92 | A - | 3.75 |
| 87-89 | B + | 3.50 |
| 83-86 | B | 3.00 |
| 80-82 | B - | 2.75 |
| < 80 | F | 0 |

OTHER GRADE DESIGNATIONS:

| | |
|---|---|
| P | "Pass-Fail" Courses |
| NP | "Pass-Fail" Courses |
| PASC | "Pass-Advanced Standing Credit" |
| W | Withdrawn Early in Course |
| WP | Withdrawn Late, Passing |
| WF | Withdrawn Late, Failing |
| I | "Incomplete" Excused Absence (Time Limit One Semester) |

An incomplete (I) grade is given to a student who is doing passing work in a course, but who makes arrangements with the instructor if, for reasons beyond his/her control, he/she is not able to complete the work on time. The (I) incomplete grade must be changed within the time limit determined by the instructor and can never extend beyond the end of the following semester. 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 (fail) grade for the course.

## Financial Information

**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.

**Equipment**

| | |
|---|---|
| Ear mold for precordial stethoscope (approximately) | $75.00 |

**Books**

| | |
|---|---|
| Required Texts (approximately) | $1400.00 |

**Other Expenses**

| | |
|---|---|
| Malpractice Insurance (annual) – St. Joseph's students exempt | $500.00 |
| Junior AANA membership fee | $100.00 |
| National Certification Exam fee (subject to change) | $700.00 |

**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 or by visiting the Financial Aid website.

## Graduation Requirements

In order for a student to graduate, the following criteria must be met:

1. Satisfactory completion of all didactic material.
2. Satisfactory completion of clinical experience as required by the school and the Council on Accreditation of Nurse Anesthesia Educational Programs.
3. Satisfactory completion of stated UNE School of Nurse Anesthesia behavioral objectives.
4. Completion of twenty-seven actual months in program, exclusive of earned time.
5. Evaluations must be completed and signed.
6. All clinical records must be completed and submitted to the Anesthesia School Administrative staff.
7. Completion of the capstone project.
8. All fees must be paid in full.
9. All library books must be returned.
10. A current RN license and ACLS and PALS Certifications must be on file.

## Additional Information

**Students with Disabilities**

The UNE School of Nurse Anesthesia does not discriminate in admission or access to, or treatment of employment or employment in, its programs and activities on the basis of race, ethnicity, national origin, gender, sexual orientation, religion, age, veteran status or disabling conditions in violation of federal or state civil rights laws or Section 504 of the Rehabilitation Act of 1973.

### Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2008-2009 academic year. The information contained herein is accurate as of date of publication August 1, 2008.*

*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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# Occupational Therapy

Degrees: Bachelor of Science in Occupational Studies and/or Master of Science in Occupational Therapy

College: Health Professions

Department: Occupational Therapy

Contact: Regi Robnett, Director or Jan Froehlich, Advising Coordinator
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### Program Overview

Occupational therapy is a health profession whose practitioners provide preventive, habilitative, 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 infants, children, adults, and elders 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.

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 dimensions of human occupation and learn to intervene to enhance occupational performance.

The Occupational Therapy Program at the University of New England in Biddeford and Portland is the longest standing and largest occupational therapy program in the state of Maine. We offer a combined BS to MS in Occuaptional Therapy, a 27 month MS in OT program, and a post-professional masters' program.

**Our program provides students with:**

- An OT clinic near the campus, that is directly associated with the department. More information on the Community Occupational Therapy Clinic ...
- Approachable, caring faculty members who are recognized as experts in a broad spectrum of occupational therapy (including four fellows of the American Occupational Therapy Association and a Roster of Honor awardee) More information on our faculty ...
- Personal advisors who can work with you in designing an educational program that suits your personal needs.
- A number of small group courses that encourages individualized learning (and involvement in research projects).
- Practical hands-on experiences in the field of occupational therapy every semester of the 27 month professional program. More on our field experiences ...
- Several practical examinations that prepare you for occupational therapy practice in a supportive setting
- High caliber anatomy and physiology courses that include in-depth learning on real human bodies (cadavers). More on our facilities ...
- Beautiful campus settings on the southern coast of Maine for the undergraduate component and, for the graduate component, in a quintessential New England urban setting in Portland, Maine. Take virtual tours of our campuses ...
- Opportunities for interdisciplinary learning as part of the College of Health Professions Integrated Interdisciplinary Health and Healing (I2I2)Program . More on I2H2 ...
- Opportunity to engage in clinical research with a faculty mentor and a group of peers who have similar interests. Many of our students have published and presented their research

**Program Goals**

Upon completion of the Occupational Therapy curriculum, the student will:

1. Understand, explain and promote the unique value of occupation, its theoretical constructs and the discipline of occupational therapy.
2. Integrate the construct of function and dysfunction along the wellness continuum as part of a holistic model.
3. Demonstrate the values, behaviors, skills and professional attitudes and competencies of an entry-level occupational therapist within the domains of concerns of the profession. These domains of concern include, but are not limited to work, play/leisure and self-maintenance.

4. Evaluate clients, interpret data, develop and implement efficacious interventions across the lifespan based on a theoretical rationale.
5. Engage in and appraise the effectiveness of activity and occupational task analysis as an essential part of occupational therapy practice.
6. Employ and analyze/assess a systems approach to understanding and utilizing health care and technological resources within practice settings and the community (local, national, and international).
7. Demonstrate and distinguish critical thinking in all OT processes including but not limited to clinical reasoning, client-therapist relationships, management and occupational task analysis.
8. Demonstrate and value a client/family-centered philosophy in occupational therapy practice.
9. Based on a liberal arts and science core, recognize, value, and respect human diversity, biosphere diversity, and interdependence and relate these to occupational therapy theory and practice.
10. Communicate effectively in oral, written and technological forms when dealing with clients, families, peers, other professionals and agencies.
11. Consistently demonstrate and show commitment to professional and ethical behavior.
12. Differentiate between the roles of supervision, management, administration and consultation in occupational therapy and assume these roles consistent with entry-level practice.
13. Recognize and analyze the varieties of effective leadership, and demonstrate leadership skills as an entry-level occupational therapist.
14. Value and engage in professional research, life long learning, and evidence based practice.

## Mission Statement

In the field of occupational therapy, we view occupations as all the tasks that we do that have meaning for us personally. The Occupational Therapy Department's mission is to educate occupational therapy students who will use knowledge, skills, and values to provide exemplary occupation-based practice while assuming leadership roles at the local, state and national levels.

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.

Other Information
Eligibility for the National Certification Examination requires:

1. Master's degree, with a major in occupational therapy.
2. Successful completion of an accredited occupational therapy curriculum; and
3. Successful completion of a minimum of six months of supervised fieldwork.

## Admissions

### BS to MS Program

For entrance into the **pre-professional** phase of the Occupational Therapy Program, students must meet the following requirements:

1. Students seeking admission to the **pre-professional** phase of the 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. Space permitting, the UNE OT program will accept qualified transfer students at all stages of the program.
4. 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 during each semester.
5. Before entering the professional program, a student must have completed a 20-hour volunteer experience and all prerequisite courses.
6. 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.
7. 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 pre-professional program. At the end of a student's second year, he or she must have achieved a minimum GPA of 2.75 to continue as a pre-professional OT major.

8. A student who receives a cumulative GPA of 3.0 at UNE by the end of spring semester of his/her third year, is in good standing, and who has completed all the required course work, is guaranteed a place in the professional program. OT pre-professional students who have a UNE GPA between 2.75 and 3.0 at this time will compete with transfer students and masters program applicants, both internal and external, for the remaining seats.
9. The faculty reserves the right to deny enrollment in the professional program to any student who demonstrates behaviors deemed inappropriate for the profession.
10. Internal Transfer Students
    Students who are enrolled in other majors at the University may apply to admission into the OT program at any time. Interested students should contact the OT Department. Internal transfer students will be held responsible for the UNE core curriculum and the GPA requirements as listed in #7 above.

**Master's Program (Post Baccalaureate and External Transfer Students)**

The University of New England offers a 27 month Masters Program (MS in OT).
Post Baccalaureate or external transfer students must apply through the Enrollment Management office. (Link to on-line application). Students may enter the fourth year (professional OT program) on a space available basis, if they have met all the prerequisite course requirements and have at least a 2.75 GPA (3.0 preferred). This group of students will compete for slots with pre-professional OT majors who have between a 2.75 and a 3.0 GPA.

Post Baccalaureate or external transfer students must have completed the following courses prior to entry in the professional program:

- English Composition
- Basic Algebra (can be waived if the student passes math exam)
- Biology (Exempt if Anatomy and Physiology has already been completed)
- An applied creative art course (e.g. ceramics, pottery, theater production, etc.)
- Physics or Chemistry (either as a combined course or separately). A lab must be included
- Human Development/lifespan (Two courses are usual but one, if it covers the entire lifespan, is acceptable)
- Introduction to Psychology
- Abnormal Psychology
- Human Anatomy, Physiology and Pathology -- 2 semesters, with lab.
- Introduction to Occupational Therapy. This course, which may be taken on-line, includes medical terminology. (COTAs are exempt from Introduction to OT)
- Sociology
- Statistics
- Research Methods
- Gross Anatomy
- Neuroscience
- Ethics (Health care ethics preferred)

**Exceptions to the above requirements will be considered. Questions regarding these requirements should be directed first to the Admissions Office, then to Jan Froehlich, Advising Coordinator, or to Regi Robnett, Department Director, Department of Occupational Therapy, University of New England.**

Students must have a minimum of 90 credits to enter the professional portion of the program.

The initial evaluation of transcripts and experiential learning pertaining to a transfer student to determine credit/waiver of prerequisites required for admission to the professional program shall be done by the UNE Credentials Evaluator.

**Technical standards for the Profession of Occupational Therapy**

Necessary abilities and skills for the profession of occupational therapy:

- Cognitive abilities to be able to learn to analyze, synthesize, and integrate information related to anatomy, physiology, human development, psychology, sociology, kinesiology, and occupational studies in order to make clinical judgments and to plan and implement occupation-based OT interventions that have a high probability of success.
- Understanding of the concepts of assessment and evaluation principles for treatment planning.
- Ability to understand basic statistical concepts and empirical research in order to promote evidence based practice in OT.
- Problem solving/clinical reasoning and judgment that promotes safety, optimal functional performance, remediation and adaptation.
- Ability to design and construct adaptive equipment to enhance occupational performance.
- Time management and organization skills in order to use limited treatment time efficaciously.
- Ability to teach others basic daily skills individually and in a group.

- Interpersonal skills that include participating in classroom discussion, conducting interviews, observing subtle bodily cues, listening, responding, joint goal setting, and developing positive, respectful client/therapist relationships.
- Monitoring/assessing performance of self and others and making adjustments in behavior or promoting behavioral change in others to enhance occupational performance.
- Reading, writing, speaking, and understanding English in order to develop positive client relationships, complete written documentation consistent with OT practice, and participate as a health care team member.
- Sufficient postural and neuromuscular control, and sensory functioning in order to perform physical examinations, such as balance, range of motion, and strength, and to accurately, safely, and efficiently use assessment tools, equipment, and other materials during occupational therapy intervention.
- Emotional stability to be able to handle the stress in a usual health care environment, focus on helping others, being dependable, meeting commitments, being forthcoming about one's own needs, and conducting one's self in a professional manner during all working hours.
- Ability to maintain personal appearance and hygiene conducive to working in clinical and community setting.

## Curricular Requirements

The professional program leads to a Master of Science degree with a major in occupational therapy. The program includes fieldwork experience at clinical sites in the U.S. and Canada. 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--occupational studies, upon successful completion of their fourth year of study. They then continue on to pursue a master of science in occupational therapy degree. Only those who complete the professional program will graduate with an occupational therapy degree.

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.

**Five Year Masters Students Program Requirements**

**First three years--Preprofessional**

| **Program/Degree Area** | **Credits** |
|---|---|
| **Life Sciences** | |
| ENV 104 - Introduction to Environmental Issues | 3 |
| BIO 104 - General Biology | 4 |
| BIO 245 - General Principles Human Anatomy, Physiology, and Pathology I | 4 |
| BIO 345 - General Principles Human Anatomy, Physiology, and Pathology II | 5 |
| CHE 125 - Introduction to Chemistry and Physics (offered Spring Only) | 4 |
| BIO 302 - Gross Anatomy | 6 |
| BIO 404 - Neuroscience | 4 |
| **Humanities** | |
| ENG 110 - English Composition | 4 |
| Humanities Exploration course* | 3 |
| Applied Creative Arts | 3 |
| LIL 201 - Human Traditions (English/History) | 3 |
| LIL 202 - Human Traditions (History/English) | 3 |
| Advanced Humanities | 3 |
| CIT 400 - Citizenship | 1 |
| **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 Development I | 3 |
| PSY 270 - Social/Cultural Context of Human Development II | 3 |
| *SOC 150 - Introduction to Sociology -or- Social Science Explorations | 3 |
| **Other Pre-Professional Core** | |
| OTR 201 - Introduction to Occupational Therapy | 2 |
| OTR 316 - Research Methods | 3 |
| Ethics (PHI or IHH) | 3 |
| Kinesiology | 3 |
| Electives | 11 or more |
| **Total - end of third year of study** | **90** |

*Students must take six credits of explorations courses, three of which must be in humanities. During the pre-professional program, two advanced humanities (6 credits), one of which must be Ethics, and CIT 400 - Citizenship (1 credit), are taken in

the third year. (link from Curriculum)

**Occupational Therapy Professional Curriculum****

| **Professional I Fall Semester (Elders/Foundations)** | **Credits** |
|---|---|
| OTR 505-Foundations of OT | 3 |
| OTR 502-Analysis of Occupation | 3 |
| OTR 503-Biopsychosocial Dimensions of Elders | 3 |
| OTR 504 - Occupational Performance of Elders | 3 |
| OTR 551- Community Practicum I | 1 |
| OTR-561- Communication Seminar | 1 |
| OTR 516-Research project I | 2 |
| **Total Credits** | 16 |
| **Professional II Spring Semester (Adults)** | |
| OTR 511-Dimensions of Adulthood—Newly Acquired Disability (NAD) | 2 |
| OTR 512-Occupational Performance in Adulthood (NAD) | 2 |
| OTR 513-Dimensions of Adulthood—Living with Disability (LWD) | 3 |
| OTR 514-Occupational Performance in Adulthood (LWD) | 3 |
| OTR 552-Community Practicum II | 2 |
| OTR 563-Problem Based Learning--Adults (PBL) | 2 |
| OTR 517—Research Project II | 2 |
| **Total** | **16** |
| **Professional III Summer Semester (Children and Youth)** | |
| OTR 611-Biopsychosocial Dimensions of Children and Youth | 3 |
| OTR 612-Occupational Performance in Children and Youth Group Process/Leadership | 4 |
| OTR 664–PBL—Children and Youth | 2 |
| OTR 653-Community Practicum III | 2 |
| OTR 621-Health Care Management & Delivery | 3 |
| OTR 662-Group Leadership | 1 |
| **Total** | **15** |
| **Fall semester (must be completed before Professional IV semester)** | |
| OTR 601-Level II Fieldwork A | 6 |
| **Professional IV Spring Semester--Integration** | |
| OTR 606 or OTR 607 or OTR 608 or OTR 609 - Advanced Practice Seminar | 4 |
| OTR 618-Research Seminar | 1 |
| OTR 619 - Evidence-Based Research Seminar | 3 |
| OTR 630-Capstone Graduate Experience | 2 |
| OTR 650 - Delivery Systems - Realities of Practice | 3 |
| Graduate Elective | 3 |
| **Total** | **16** |
| **Summer or Fall Second Fieldwork II** | |
| OTR 602-Level II Fieldwork B | 6 |
| **Pre-professional credits** | **90 or more** |
| **Professional Core** | **34 or more** |
| **Total credits for B.S. degree** | **122 or more** |
| **M.S. credits** | **75** |

** The Occupational Therapy Program faculty reserve the right to change courses or sequences as needed.

**Clinical Experience**
Students should be prepared for the added expense of weekly travel during Community Practicums. 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 university conducts free criminal background research on all OT students. Clinical sites may require additional criminal background information. The National Board for Certification in Occupational Therapy requires applicants to sign criminal activity statements. Students may have to pay an additional fee for checks done by clinical sites or NBCOT.

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 placement in physical disabilities. Students must complete one Fieldwork II experience in order to continue with masters level courses.

**Research**
Students take two research courses (OTR 516 and OTR 517) during their first professional year. In these courses, students will complete a small-group research project and present their findings. During their final graduate year, they complete the research sequence (OTR 618 and OTR 619). Students often become published authors. To view a list of student-involved publications link here.

**Fieldwork**
Two levels of fieldwork experience are established in the Essentials and Guidelines of an Accredited Educational Program for the Occupational Therapist and in the Essentials and Guidelines of an Approved Educational Program for the Occupational Therapy Assistant.

LEVEL I
Level I Fieldwork experience, as required by the Essentials, includes experience designed as an integral part of didactic courses for the purpose of directed observations and participation in selected field settings. These experiences are not

expected to emphasize independent performance, nor are they considered substitutes for or part of sustained Level II Fieldwork experience.

Level I Fieldwork experience is required of both occupational therapy and occupational therapy assistant students by the Essentials. It is the prerogative of the academic educational program to establish the nature or amount of Level I Fieldwork required. Consequently, requirements may vary among academic programs and the actual fieldwork experiences may be implemented in a number of different ways.

Supervision must be provided by qualified personnel. They may include occupational therapy personnel and other appropriate personnel such as teachers, social workers, public health nurses, ministers, probation officers, and physical therapists.

Level I Fieldwork experience, which initially provides the student with exposure to clinical practice through observation, progresses with increasing expectations of the student to demonstrate skills in the use of selected evaluation or treatment procedures; gather and organize data; and examine reactions to clients and patients, self, personnel, and the profession. Generally the fieldwork education center provides observational opportunities, "hands on" experience as appropriate, feedback to the student, and learning tasks as appropriate. The center cooperates with academic assignments and provides a written evaluation of the experience.

The focus of the learning experience includes observation, written and verbal communication, professional behavior, and individual and group participation with patients and clients. The fieldwork education center provides the opportunity for the following:

1. basic exposure, observation, and experience with clients and patients served or potentially served by occupational therapy;
2. observation and description of treatment, evaluation, and behavior of clients and patients;
3. recognition and description of conditions abilities and disabilities; and
4. identification of role functions of the OTR and COTA in various treatment settings.

The student is expected to develop skills and abilities in the following:

1. demonstrating professional work habits;
2. establishing meaningful and comfortable relationships with clients and patients;
3. establishing positive working relationships with staff;
4. demonstrating good judgment in seeking assistance, responding to feedback, and conducting himself or herself ethically and with appropriate courtesy and attitudes in patient/client and staff relationships;
5. formulating general therapeutic goals and objectives;
6. communicating in writing clearly, concisely, and professionally; and
7. assisting in therapeutic activity process.

LEVEL II

Level II Fieldwork is intended to emphasize the application of an academically acquired body of knowledge by providing the student with an in-depth experience in delivery of occupational therapy service to patients/clients. The Essentials require Level II Fieldwork experience for both occupational therapy and occupational therapy assistant students.

Requirements established in the Essentials for Level II Fieldwork specific to occupational therapy students include the following:

1. a minimum of six months (24 weeks, full time) of Level II Fieldwork experience, preferably with at least three months on a full-time sustained basis;
2. completion of all fieldwork experience no later than 24 months following completion of academic preparation;
3. direct supervision provided by a registered occupational therapist with at least one year of experience.

**Master of Science in OT program**

**Occupational Therapy Professional Curriculum****

| **Professional I Fall Semester (Elders/Foundations)** | **Credits** |
|---|---|
| OTR 505-Foundations of OT | 3 |
| OTR 502-Analysis of Occupation | 3 |
| OTR 503-Biopsychosocial Dimensions of Elders | 3 |
| OTR 504-Occupational Performance of Elders | 3 |
| OTR 551-Community Practicum I | 1 |
| OTR-561-Communication Seminar | 1 |
| OTR 516-Research project I | 2 |
| **Total** | **16** |
| **Professional II Spring Semester (Adults)** | |
| OTR 511-Dimensions of Adulthood—Newly Acquired Disability (NAD) | 2 |
| OTR 512-Occupational Performance in Adulthood (NAD) | 2 |
| OTR 513-Dimensions of Adulthood—Living with Disability (LWD) | 3 |
| OTR 514-Occupational Performance in Adulthood (LWD) | 3 |
| OTR 552-Community Practicum II | 2 |
| OTR 563-Problem Based Learning--Adults (PBL) | 2 |
| OTR 517—Research Project II | 2 |

| | |
|---|---|
| **Total** | **16** |
| **Professional III Summer Semester (Children and Youth)** | |
| OTR 611-Biopsychosocial Dimensions of Children and Youth | 3 |
| OTR 612-Occupational Performance in Children and Youth Group Process/Leadership | 4 |
| OTR 664–PBL—Children and Youth | 2 |
| OTR 653-Community Practicum III | 2 |
| OTR 621-Health Care Management & Delivery | 3 |
| OTR 662-Group Leadership | 1 |
| **Total** | **15** |
| **Fall semester (must be completed before Professional IV semester)** | |
| OTR 601-Level II Fieldwork A | 6 |
| **Professional IV Spring Semester--Integration** | |
| OTR 606 or OTR 607 or OTR 608 or OTR 609 - Advanced Practice Seminar | 4 |
| OTR 618-Research Seminar | 1 |
| OTR 619 - Evidence-Based Research Seminar | 3 |
| OTR 630-Capstone Graduate Experience | 2 |
| OTR 650 - Delivery Systems - Realities of Practice | 3 |
| Graduate Elective | 3 |
| **Total** | 16 |
| **Summer or Fall Second Fieldwork II** | |
| OTR 602-Level II Fieldwork B | 6 |
| **Pre-professional credits** | **90 or more** |
| **Professional Core** | **34 or more** |
| **Total credits for B.S. degree** | **122 or more** |
| **M.S. credits** | **75** |

** The Occupational Therapy Program faculty reserve the right to change courses or sequences as needed.

## Program Standards

**Progression Requirements for Preprofessional Courses** (numbered 100-499)

All students in the pre-professional phase of the occupational therapy program are subject to the UNE undergraduate grading policy (see underagraduate academic policy).

Students who receive an F in any college level course will be dismissed from the pre-professional OT program. If a student receives a D in one (1) course, he or she will need to follow the guidelines outlined in the OT student handbook, which is given out during the student's first semester. Note that students may not continue in the Biology sequence after receiving a D in a prerequisite biology course.

There are three options after receiving a D in a **pre-professional course**:

1. If a student retakes the course off campus, receiving a grade of C- or better, the D is waived although the new grade will not be figured into the UNE GPA. Students are strongly encouraged to repeat the course, preferably at UNE whenever possible.
2. If the D is not retaken and the student receives a second D in either a pre-professional course OR a professional level course, he/she is dismissed from the OT program.
3. If the course is repeated at UNE, the new grade will replace the old grade, even if it is lower. If the new grade is a D, the D stands. In order to take the course a third time the student must petition the OT department. Any further grade of D results in dismissal. If the new grade is an F, the student will be dismissed from the OT program.

**Professional Program** (numbered 500 and higher)

All students admitted into the professional OT program must receive a minimum of B- in every graduate course (500 or 600 level) . A student who receives below a B- or withdraws from a professional level course, must retake the course and attain a B- or better prior to graduation.

Students should remain aware of the University calendar with regard to withdrawal timetables, and should meet regularly with their advisor if they are experiencing any academic difficulties.

All students must have an overall GPA of 2.75 to continue each successive year of the program. If a 2.75 GPA is not maintained the student has the right to take a one-year leave of absence (LOA) from the OT program and petition for re-admission to the OT program as stated below. GPA must be raised to 2.75 or above for re-admittance, which will occur on a space available basis.

A student who receives an F, a WF, or two Ds will be dismissed from the OT program.

**Completion Timeline**
A student may at any time in the course of his/her study in the Occupational Therapy Program elect to petition for a modification in the normal program of study as outlined by the Occupational Therapy Department.

**Request for Excused Class Absences**
Each instructor will develop an individual policy for her/his particular course.

**Change of Advisor**
A student or faculty member may at any time request a change of advisor for a student.

Academic Policy

**Registration/Add/Drop**
University registration policies are followed. Each student should meet with his or her advisor prior to signing up for courses.

**Student Responsibility for Meeting Requirements**
Students are ultimately responsible for insuring that all required courses and credits are completed for and prior to graduating at both the undergraduate and graduate levels.

**Course Withdrawal**
Students should contact their course instructor or advisor if they are having any difficulty in a course as there are usually options regarding how to proceed. Course withdrawals should be discussed with the faculty advisor after the initial drop period.

**Grading**
Occupational Therapy Department Grading Scale for graduate level courses

| | | |
|---|---|---|
| A | 94-100 | Outstanding |
| A- | 90-93 | Excellent |
| B+ | 87-89 | Competent |
| B | 84-86 | Competent |
| B- | 80-83 | Marginal |
| C+ | 77-79 | Unacceptable |
| C | 74-76 | Unacceptable |
| C- | 70-73 | Unacceptable |
| D | 60-69 | Failing |
| F | below 60 | Failing |

Further explanation of grading standards:

- An "A" grade represents a more thorough and integrative presentation of the material. It demonstrates original thought and use and/or expands and synthesizes additional information.
- A "B" grade is given for achieving the requirements of a specific assignment.

A student may appeal a grade received in the Occupational Therapy Professional Program if, for any reason, the grade is felt to be unfairly awarded. To do this the student must first submit their justification of the perceived unfairness to the faculty member who is coordinating the course involved. This must be done within 30 days after the final class period or final exam. If the issue cannot be resolved to the student's satisfaction, the student may submit their appeal, in writing, at the next scheduled faculty meeting. The issue will be discussed and the Department Director shall submit to the student, in writing, the decision reached by the faculty concerning the appeal. A copy of this action will be placed in the student's permanent file. If the student is not satisfied with the Department's decision, the appeal may then be taken to the College of Health Professions Dean's office for further consideration.

Competent or proficient grades (e.g. B- or above) are required in all graduate courses. Graduate courses with grades below B- will need to be repeated.

**Incomplete Grades**
A student may request an incomplete grade for a course from the primary instructor based on individual needs. If the instructor grants an "incomplete," the student will have until 6 weeks to finish the work required for a change to a letter grade. The requirements for completion of the course will be determined between the individual student and the instructor. Failure to complete the work before the deadline date results in an administrative F (fail) which will result in dismissal from the program. This policy excludes Level II Fieldwork (OTR 601and 602)

**Exam Retakes**
If a student receives a grade less than C- on a particular exam in an occupational therapy course in the professional program, a retake exam may be given at the discretion of the faculty. If the student passes the retake exam, a grade of C- will be recorded for that exam. A second retake may be given also at the discretion of faculty members. If a student does not pass a second retake, the student will be placed on academic probation. If the student does not achieve a passing score after a second retake on another exam in the same course, the student will be automatically withdrawn from the course.

## Financial Information

**Tuition and Fees**
Tuition and fees for subsequent years may vary. Other expenses include books and travel. For specific information regarding tuition and fees, please consult the Graduate Financial Information page of this catalog.

**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 Additional Expenses | 4th Yr | 5th Yr |
|---|---|---|
| Books and Supplies | $800 | $600 |
| Fieldwork Travel | $400 | $2,000* |
| Fieldwork Housing | | **$3,600*** |
| Student Malpractice Ins | $75 | $75 |
| **Total** | **$1,270** | **$6,220** |

*includes 6 months Fieldwork II

**Financial Aid**
Detailed information and applications are available on request from the Financial Aid Office. Call 207-602-2342 or visit the Financial Aid website.

**Graduation Requirements**
Students must successfully complete all undergraduate courses listed, prior to undergraduate graduation and all graduate courses listed, prior to masters graduation.

*This catalog page reflects changes to the Occupational Therapy Program at UNE, effective Fall 2007 (posted December 2007).*

## Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2008-2009 academic year. The information contained herein is accurate as of date of publication August 1, 2008.*

*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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# Occupational Therapy

Degrees: Bachelor of Science in Occupational Studies and/or Master of Science in Occupational Therapy

College: Health Professions

Department: Occupational Therapy

Contact: Regi Robnett, Director or Jan Froehlich, Advising Coordinator
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jfroehlich@une.edu

### Program Overview

Occupational therapy is a health profession whose practitioners provide preventive, habilitative, 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 infants, children, adults, and elders 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.

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 dimensions of human occupation and learn to intervene to enhance occupational performance.

The Occupational Therapy Program at the University of New England in Biddeford and Portland is the longest standing and largest occupational therapy program in the state of Maine. We offer a combined BS to MS in Occuaptional Therapy, a 27 month MS in OT program, and a post-professional masters' program.

**Our program provides students with:**

- An OT clinic near the campus, that is directly associated with the department. More information on the Community Occupational Therapy Clinic ...
- Approachable, caring faculty members who are recognized as experts in a broad spectrum of occupational therapy (including four fellows of the American Occupational Therapy Association and a Roster of Honor awardee) More information on our faculty ...
- Personal advisors who can work with you in designing an educational program that suits your personal needs.
- A number of small group courses that encourages individualized learning (and involvement in research projects).
- Practical hands-on experiences in the field of occupational therapy every semester of the three-year professional program. More on our field experiences ...
- Several practical examinations that prepare you for occupational therapy practice in a supportive setting
- High caliber anatomy and physiology courses that include in-depth learning on real human bodies (cadavers). More on our facilities ...
- Beautiful campus settings on the southern coast of Maine for the undergraduate component and, for the graduate component, in a quintessential New England urban setting in Portland, Maine. Take virtual tours of our campuses ...
- Opportunities for interdisciplinary learning as part of the College of Health Professions Integrated Interdisciplinary Health and Healing (I2I2)Program . More on I2H2 ...
- Opportunity to engage in clinical research with a faculty mentor and a group of peers who have similar interests. Many of our students have published and presented their research

**Program Goals**

Upon completion of the Occupational Therapy curriculum, the student will:

1. Understand, explain and promote the unique value of occupation, its theoretical constructs and the discipline of occupational therapy.
2. Integrate the construct of function and dysfunction along the wellness continuum as part of a holistic model.
3. Demonstrate the values, behaviors, skills and professional attitudes and competencies of an entry-level occupational therapist within the domains of concerns of the profession. These domains of concern include, but are not limited to work, play/leisure and self-maintenance.

4. Evaluate clients, interpret data, develop and implement efficacious interventions across the lifespan based on a theoretical rationale.
5. Engage in and appraise the effectiveness of activity and occupational task analysis as an essential part of occupational therapy practice.
6. Employ and analyze/assess a systems approach to understanding and utilizing health care and technological resources within practice settings and the community (local, national, and international).
7. Demonstrate and distinguish critical thinking in all OT processes including but not limited to clinical reasoning, client-therapist relationships, management and occupational task analysis.
8. Demonstrate and value a client/family-centered philosophy in occupational therapy practice.
9. Based on a liberal arts and science core, recognize, value, and respect human diversity, biosphere diversity, and interdependence and relate these to occupational therapy theory and practice.
10. Communicate effectively in oral, written and technological forms when dealing with clients, families, peers, other professionals and agencies.
11. Consistently demonstrate and show commitment to professional and ethical behavior.
12. Differentiate between the roles of supervision, management, administration and consultation in occupational therapy and assume these roles consistent with entry-level practice.
13. Recognize and analyze the varieties of effective leadership, and demonstrate leadership skills as an entry-level occupational therapist.
14. Value and engage in professional research, life long learning and evidence based practice.

## Mission Statement

In the field of occupational therapy, we view occupations as all the tasks that we do that have meaning for us personally. The Occupational Therapy Department's mission is to educate occupational therapy students who will use knowledge, skills, and values to provide exemplary occupation-based practice while assuming leadership roles at the local, state and national levels.

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.

Other Information
Eligibility for the National Certification Examination requires:

1. Master's degree, with a major in occupational therapy.
2. Successful completion of an accredited occupational therapy curriculum; and
3. Successful completion of a minimum of six months of supervised fieldwork.

## Admissions

### BS to MS Program

For entrance into the **pre-professional** phase of the Occupational Therapy Program, students must meet the following requirements:

1. Students seeking admission to the **pre-professional** phase of the 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. Space permitting, the UNE OT program will accept qualified transfer students at all stages of the program.
4. 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 during each semester.
5. Before entering the professional program, a student must have completed a 20-hour volunteer experience and all prerequisite courses.
6. 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.
7. 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 pre-professional program. At the end of a student's second year, he or she must have achieved a minimum GPA of 2.75 to continue as a pre-professional OT major.

8. A student who receives a cumulative GPA of 3.0 at UNE by the end of spring semester of his/her third year, is in good standing, and who has completed all the required course work, is guaranteed a place in the professional program. OT pre-professional students who have a UNE GPA between 2.75 and 3.0 at this time will compete with transfer students, both internal and external, for the remaining seats.
9. The faculty reserves the right to deny enrollment in the professional program to any student who demonstrates behaviors deemed inappropriate for the profession.
10. Internal Transfer Students
    Students who are enrolled in other majors at the University may apply to admission into the OT program at any time. Interested students should contact the OT Department. Internal transfer students will be held responsible for the UNE core curriculum and the GPA requirements as listed in #2 above.

**Master's Program (Post Baccalaureate and External Transfer Students)**

The University of New England offers a 27 month Masters Program (MS in OT).
Post Baccalaureate or external transfer students must apply through the Enrollment Management office. (Link to on-line application). Students may enter the fourth year (professional OT program) on a space available basis, if they have met all the prerequisite course requirements and have at least a 2.75 GPA (3.0 preferred). This group of students will compete for slots with pre-professional OT majors who have between a 2.75 and a 3.0 GPA.

Post Baccalaureate or external transfer students must have completed the following courses prior to entry in the professional program:

- English Composition
- Basic Algebra (can be waived if the student passes math exam)
- Biology (Exempt if Anatomy and Physiology has already been completed)
- An applied creative art course (e.g. ceramics, pottery, theater production, etc.)
- Physics or Chemistry (either as a combined course or separately). A lab must be included
- Human Development/lifespan (Two courses are usual but one, if it covers the entire lifespan, is acceptable)
- Introduction to Psychology
- Abnormal Psychology
- Human Anatomy, Physiology and Pathology -- 2 semesters, with lab.
- Introduction to Occupational Therapy. This course, which may be taken on-line, includes medical terminology. (COTAs are exempt from Introduction to OT)
- Sociology
- Statistics
- Research Methods
- Gross Anatomy
- Neuroscience
- Ethics (Health care ethics preferred)

**Exceptions to the above requirements will be considered. Questions regarding these requirements should be directed first to the Admissions Office, then to Jan Froehlich, Advising Coordinator, or to Regi Robnett, Department Director, Department of Occupational Therapy, University of New England.**

Students must have a minimum of 90 credits to enter the professional portion of the program.

The initial evaluation of transcripts and experiential learning pertaining to a transfer student to determine credit/waiver of prerequisites required for admission to the professional program shall be done by the UNE Credentials Evaluator.

**Technical standards for the Profession of Occupational Therapy**

Necessary abilities and skills for the profession of occupational therapy:

- Cognitive abilities to be able to learn to analyze, synthesize, and integrate information related to anatomy, physiology, human development, psychology, sociology, kinesiology, and occupational studies in order to make clinical judgments and to plan and implement occupation-based OT interventions that have a high probability of success.
- Understanding of the concepts of assessment and evaluation principles for treatment planning.
- Ability to understand basic statistical concepts and empirical research in order to promote evidence based practice in OT.
- Problem solving/clinical reasoning and judgment that promotes safety, optimal functional performance, remediation and adaptation.
- Ability to design and construct adaptive equipment to enhance occupational performance.
- Time management and organization skills in order to use limited treatment time efficaciously.
- Ability to teach others basic daily skills individually and in a group.

- Interpersonal skills that include participating in classroom discussion, conducting interviews, observing subtle bodily cues, listening, responding, joint goal setting, and developing positive, respectful client/therapist relationships.
- Monitoring/assessing performance of self and others and making adjustments in behavior or promoting behavioral change in others to enhance occupational performance.
- Reading, writing, speaking, and understanding English in order to develop positive client relationships, complete written documentation consistent with OT practice, and participate as a health care team member.
- Sufficient postural and neuromuscular control, and sensory functioning in order to perform physical examinations, such as balance, range of motion, and strength, and to accurately, safely, and efficiently use assessment tools, equipment, and other materials during occupational therapy intervention.
- Emotional stability to be able to handle the stress in a usual health care environment, focus on helping others, being dependable, meeting commitments, being forthcoming about one's own needs, and conducting one's self in a professional manner during all working hours.
- Ability to maintain personal appearance and hygiene conducive to working in clinical and community setting

## Curricular Requirements

The professional program leads to a Master of Science degree with a major in occupational therapy. The program includes fieldwork experience at clinical sites in the U.S. and Canada. 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--occupational studies, upon successful completion of their fourth year of study. They then continue on to pursue a master of science in occupational therapy degree. Only those who complete the professional program will graduate with an occupational therapy degree.

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.

**Five Year Masters Students Program Requirements**

**First three years--Preprofessional**

| **Program/Degree Area** | **Credits** |
|---|---|
| **Life Sciences** | |
| ENV 104 - Introduction to Environmental Issues | 3 |
| BIO 104 - General Biology | 4 |
| BIO 245 - General Principles Human Anatomy, Physiology, and Pathology I | 4 |
| BIO 345 - General Principles Human Anatomy, Physiology, and Pathology II | 5 |
| CHE 125 - Introduction to Chemistry and Physics (offered Spring Only) | 4 |
| BIO 302 - Gross Anatomy | 6 |
| BIO 404 - Neuroscience | 4 |
| **Humanities** | |
| ENG 110 - English Composition | 4 |
| Humanities Exploration course* | 3 |
| Applied Creative Arts | 3 |
| LIL 201 - Human Traditions (English/History) | 3 |
| LIL 202 - Human Traditions (History/English) | 3 |
| Advanced Humanities | 3 |
| CIT 400 - Citizenship | 1 |
| **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 Development I | 3 |
| PSY 270 - Social/Cultural Context of Human Development II | 3 |
| *SOC 150 - Introduction to Sociology -or- Social Science Explorations | 3 |
| **Other Pre-Professional Core** | |
| OTR 201 - Introduction to Occupational Therapy | 2 |
| OTR 316 - Research Methods | 3 |
| Ethics (PHI or IHH) | 3 |
| Kinesiology | 3 |
| Electives | 11 or more |
| **Total - end of third year of study** | **90** |

*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 third or

fourth year. (link from Curriculum)

**Occupational Therapy Professional Curriculum****

| **Professional I Fall Semester (Elders/Foundations)** | **Credits** |
|---|---|
| OTR 505-Foundations of OT | 3 |
| OTR 502-Analysis of Occupation | 3 |
| OTR 503-Biopsychosocial Dimensions of Elders | 3 |
| OTR 504 - Occupational Performance of Elders | 3 |
| OTR 551- Community Practicum I | 1 |
| OTR-561- Communication Seminar | 1 |
| OTR 516-Research project I | 2 |
| **Total Credits** | 16 |
| **Professional II Spring Semester (Adults)** | |
| OTR 511-Dimensions of Adulthood—Newly Acquired Disability (NAD) | 2 |
| OTR 512-Occupational Performance in Adulthood (NAD) | 2 |
| OTR 513-Dimensions of Adulthood—Living with Disability (LWD) | 3 |
| OTR 514-Occupational Performance in Adulthood (LWD) | 3 |
| OTR 552-Community Practicum II | 2 |
| OTR 563-Problem Based Learning--Adults (PBL) | 2 |
| OTR 517—Research Project II | 2 |
| **Total** | **16** |
| **Professional III Summer Semester (Children and Youth)** | |
| OTR 611-Biopsychosocial Dimensions of Children and Youth | 3 |
| OTR 612-Occupational Performance in Children and Youth Group Process/Leadership | 4 |
| OTR 664–PBL—Children and Youth | 2 |
| OTR 653-Community Practicum III | 2 |
| OTR 621-Health Care Management & Delivery | 3 |
| OTR 662-Group Leadership | 1 |
| **Total** | **15** |
| **Fall semester (must be completed before Professional IV semester)** | |
| OTR 601-Level II Fieldwork A | 6 |
| **Professional IV Spring Semester--Integration** | |
| OTR 606 or OTR 607 or OTR 608 or OTR 609 - Advanced Practice Seminar | 4 |
| OTR 618-Research Seminar | 1 |
| OTR 619 - Evidence-Based Research Seminar | 3 |
| OTR 630-Capstone Graduate Experience | 4 |
| OTR 650 - Delivery Systems - Realities of Practice | 4 |
| **Total** | **16** |
| **Summer or Fall Second Fieldwork II** | |
| OTR 602-Level II Fieldwork B | 6 |
| **Pre-professional credits** | **90 or more** |
| **Professional Core** | **34 or more** |
| **Total credits for B.S. degree** | **122 or more** |
| **M.S. credits** | **75** |

** The Occupational Therapy Program faculty reserve the right to change courses or sequences as needed.

**Clinical Experience**
Students should be prepared for the added expense of weekly travel during Community Practicums. 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 placement in physical disabilities. Students must complete one Fieldwork II experience in order to continue with masters level courses.

**Research**
Students take two research courses (OTR 516 and OTR 517) during their first professional year. In these courses, students will complete a small-group research project and present their findings. During their final graduate year, they complete the research sequence (OTR 618 and OTR 619). Students often become published authors. To view a list of student-involved publications link here.

**Fieldwork**
Two levels of fieldwork experience are established in the Essentials and Guidelines of an Accredited Educational Program for the Occupational Therapist and in the Essentials and Guidelines of an Approved Educational Program for the Occupational Therapy Assistant.

LEVEL I
Level I Fieldwork experience, as required by the Essentials, includes experience designed as an integral part of didactic courses for the purpose of directed observations and participation in selected field settings. These experiences are not expected to emphasize independent performance, nor are they considered substitutes for or part of sustained Level II Fieldwork experience.

Level I Fieldwork experience is required of both occupational therapy and occupational therapy assistant students by the Essentials. It is the prerogative of the academic educational program to establish the nature or amount of Level I Fieldwork

required. Consequently, requirements may vary among academic programs and the actual fieldwork experiences may be implemented in a number of different ways.

Supervision must be provided by qualified personnel. They may include occupational therapy personnel and other appropriate personnel such as teachers, social workers, public health nurses, ministers, probation officers, and physical therapists.

Level I Fieldwork experience, which initially provides the student with exposure to clinical practice through observation, progresses with increasing expectations of the student to demonstrate skills in the use of selected evaluation or treatment procedures; gather and organize data; and examine reactions to clients and patients, self, personnel, and the profession. Generally the fieldwork education center provides observational opportunities, "hands on" experience as appropriate, feedback to the student, and learning tasks as appropriate. The center cooperates with academic assignments and provides a written evaluation of the experience.

The focus of the learning experience includes observation, written and verbal communication, professional behavior, and individual and group participation with patients and clients. The fieldwork education center provides the opportunity for the following:

1. basic exposure, observation, and experience with clients and patients served or potentially served by occupational therapy;
2. observation and description of treatment, evaluation, and behavior of clients and patients;
3. recognition and description of conditions abilities and disabilities; and
4. identification of role functions of the OTR and COTA in various treatment settings.

The student is expected to develop skills and abilities in the following:

1. demonstrating professional work habits;
2. establishing meaningful and comfortable relationships with clients and patients;
3. establishing positive working relationships with staff;
4. demonstrating good judgment in seeking assistance, responding to feedback, and conducting himself or herself ethically and with appropriate courtesy and attitudes in patient/client and staff relationships;
5. formulating general therapeutic goals and objectives;
6. communicating in writing clearly, concisely, and professionally; and
7. assisting in therapeutic activity process.

LEVEL II
Level II Fieldwork is intended to emphasize the application of an academically acquired body of knowledge by providing the student with an in-depth experience in delivery of occupational therapy service to patients/clients. The Essentials require Level II Fieldwork experience for both occupational therapy and occupational therapy assistant students.

Requirements established in the Essentials for Level II Fieldwork specific to occupational therapy students include the following:

1. a minimum of six months (24 weeks, full time) of Level II Fieldwork experience, preferably with at least three months on a full-time sustained basis;
2. completion of all fieldwork experience no later than 24 months following completion of academic preparation;
3. direct supervision provided by a registered occupational therapist with at least one year of experience.

**Master of Science in OT program**

**Occupational Therapy Professional Curriculum****

| **Professional I Fall Semester (Elders/Foundations)** | **Credits** |
|---|---|
| OTR 505-Foundations of OT | 3 |
| OTR 502-Analysis of Occupation | 3 |
| OTR 503-Biopsychosocial Dimensions of Elders | 3 |
| OTR 504-Occupational Performance of Elders | 3 |
| OTR 551-Community Practicum I | 1 |
| OTR-561-Communication Seminar | 1 |
| OTR 516-Research project I | 2 |
| **Total** | **16** |
| **Professional II Spring Semester (Adults)** | |
| OTR 511-Dimensions of Adulthood—Newly Acquired Disability (NAD) | 2 |
| OTR 512-Occupational Performance in Adulthood (NAD) | 2 |
| OTR 513-Dimensions of Adulthood—Living with Disability (LWD) | 3 |
| OTR 514-Occupational Performance in Adulthood (LWD) | 3 |
| OTR 552-Community Practicum II | 2 |
| OTR 563-Problem Based Learning--Adults (PBL) | 2 |
| OTR 517—Research Project II | 2 |
| **Total** | **16** |
| **Professional III Summer Semester (Children and Youth)** | |
| OTR 611-Biopsychosocial Dimensions of Children and Youth | 3 |
| OTR 612-Occupational Performance in Children and Youth Group Process/Leadership | 4 |
| OTR 664–PBL—Children and Youth | 2 |

| | |
|---|---|
| OTR 653-Community Practicum III | 2 |
| OTR 621-Health Care Management & Delivery | 3 |
| OTR 662-Group Leadership | 1 |
| **Total** | **15** |
| **Fall semester (must be completed before Professional IV semester)** | |
| OTR 601-Level II Fieldwork A | 6 |
| **Professional IV Spring Semester--Integration** | |
| OTR 606 or OTR 607 or OTR 608 or OTR 609 - Advanced Practice Seminar | 4 |
| OTR 618-Research Seminar | 1 |
| OTR 619 - Evidence-Based Research Seminar | 3 |
| OTR 630-Capstone Graduate Experience | 4 |
| OTR 650 - Delivery Systems - Realities of Practice | 4 |
| **Total** | 16 |
| **Summer or Fall Second Fieldwork II** | |
| OTR 602-Level II Fieldwork B | 6 |
| **Pre-professional credits** | **90 or more** |
| **Professional Core** | **34 or more** |
| **Total credits for B.S. degree** | **122 or more** |
| **M.S. credits** | **75** |

** The Occupational Therapy Program faculty reserve the right to change courses or sequences as needed.

## Program Standards

**Progression Requirements for Preprofessional Courses** (numbered 100-499)

All students in the pre-professional phase of the occupational therapy program are subject to the UNE undergraduate grading policy (see underagraduate academic policy).

Students who receive an F in any college level course will be dismissed from the pre-professional OT program. If a student receives a D in one (1) course, he or she will need to follow the guidelines outlined in the OT student handbook, which is given out during the student's first semester. Note that students may not continue in the Biology sequence after receiving a D in a prerequisite biology course.

There are three options after receiving a D in a **pre-professional course**:

1. If a student retakes the course off campus, receiving a grade of C- or better, the D is waived although the new grade will not be figured into the UNE GPA. Students are strongly encouraged to repeat the course, preferably at UNE whenever possible.
2. If the D is not retaken and the student receives a second D in either a pre-professional course OR a professional level course, he/she is dismissed from the OT program.
3. If the course is repeated at UNE, the new grade will replace the old grade, even if it is lower. If the new grade is a D, the D stands. In order to take the course a third time the student must petition the OT department. Any further grade of D results in dismissal. If the new grade is an F, the student will be dismissed from the OT program.

**Professional Program** (numbered 500 and higher)

All students admitted into the professional OT program must receive a minimum of B- in every graduate course (500 or 600 level) . A student who receives below a B- or withdraws from a professional level course, must retake the course and attain a B- or better prior to graduation.

Students should remain aware of the University calendar with regard to withdrawal timetables, and should meet regularly with their advisor if they are experiencing any academic difficulties.

All students must have an overall GPA of 2.75 to continue each successive year of the program. If a 2.75 GPA is not maintained the student has the right to take a one-year leave of absence (LOA) from the OT program and petition for re-admission to the OT program as stated below. GPA must be raised to 2.75 or above for re-admittance, which will occur on a space available basis.

A student who receives an F, a WF, or two Ds will be dismissed from the OT program.

**Completion Timeline**
A student may at any time in the course of his/her study in the Occupational Therapy Program elect to petition for a modification in the normal program of study as outlined by the Occupational Therapy Department.

**Request for Excused Class Absences**
Each instructor will develop an individual policy for her/his particular course.

**Change of Advisor**
A student or faculty member may at any time request a change of advisor for a student.

Academic Policy

**Registration/Add/Drop**
University registration policies are followed. Each student should meet with his or her advisor prior to signing up for courses.

**Student Responsibility for Meeting Requirements**
Students are ultimately responsible for insuring that all required courses and credits are completed for and prior to graduating at both the undergraduate and graduate levels.

**Course Withdrawal**
Students should contact their course instructor or advisor if they are having any difficulty in a course as there are usually options regarding how to proceed. Course withdrawals should be discussed with the faculty advisor after the initial drop period.

**Grading**
Occupational Therapy Department Grading Scale for graduate level courses

| | | |
|---|---|---|
| A | 94-100 | Outstanding |
| A- | 90-93 | Excellent |
| B+ | 87-89 | Competent |
| B | 84-86 | Competent |
| B- | 80-83 | Marginal |
| C+ | 77-79 | Unacceptable |
| C | 74-76 | Unacceptable |
| C- | 70-73 | Unacceptable |
| D | 60-69 | Failing |
| F | below 60 | Failing |

Further explanation of grading standards:

- An "A" grade represents a more thorough and integrative presentation of the material. It demonstrates original thought and use and/or expands and synthesizes additional information.
- A "B" grade is given for achieving the requirements of a specific assignment.

A student may appeal a grade received in the Occupational Therapy Professional Program if, for any reason, the grade is felt to be unfairly awarded. To do this the student must first submit their justification of the perceived unfairness to the faculty member who is coordinating the course involved. This must be done within 30 days after the final class period or final exam. If the issue cannot be resolved to the student's satisfaction, the student may submit their appeal, in writing, at the next scheduled faculty meeting. The issue will be discussed and the Department Director shall submit to the student, in writing, the decision reached by the faculty concerning the appeal. A copy of this action will be placed in the student's permanent file. If the student is not satisfied with the Department's decision, the appeal may then be taken to the College of Health Professions Dean's office for further consideration.

Competent or proficient grades (e.g. B- or above) are required in all graduate courses. Graduate courses with grades below B- will need to be repeated.

**Incomplete Grades**
A student may request an incomplete grade for a course from the primary instructor based on individual needs. If the instructor grants an "incomplete," the student will have until 6 weeks to finish the work required for a change to a letter grade. The requirements for completion of the course will be determined between the individual student and the instructor. Failure to complete the work before the deadline date results in an administrative F (fail) which will result in dismissal from the program. This policy excludes Level II Fieldwork (OTR 601and 602)

**Exam Retakes**
If a student receives a grade less than C- on a particular exam in an occupational therapy course in the professional program, a retake exam may be given at the discretion of the faculty. If the student passes the retake exam, a grade of C- will be recorded for that exam. A second retake may be given also at the discretion of faculty members. If a student does not pass a second retake, the student will be placed on academic probation. If the student does not achieve a passing score after a second retake on another exam in the same course, the student will be automatically withdrawn from the course.

## Financial Information

**Tuition and Fees**
Tuition and fees for subsequent years may vary. Other expenses include books and travel. For specific information regarding tuition and fees, please consult the Graduate Financial Information page of this catalog.

**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 Additional Expenses** | **4th Yr** | **5th Yr** |
|---|---|---|
| Books and Supplies | $800 | $600 |
| Fieldwork Travel | $400 | $2,000* |
| Fieldwork Housing | | **$3,600*** |
| Student Malpractice Ins | $75 | $75 |

| | | |
|---|---|---|
| **Total** | **$1,270** | **$6,220** |

*includes 6 months Fieldwork II

**Financial Aid**
Detailed information and applications are available on request from the Financial Aid Office. Call 207-602-2342 or visit the Financial Aid website.

**Graduation Requirements**
Students must successfully complete all undergraduate courses listed, prior to undergraduate graduation and all graduate courses listed, prior to masters graduation.

*This catalog page reflects changes to the Occupational Therapy Program at UNE, effective Fall 2007 (posted December 2007).*

## Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2008-2009 academic year. The information contained herein is accurate as of date of publication August 1, 2008.*

*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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# Physical Therapy

**Degree:** Doctor of Physical Therapy (DPT)

**College:** Health Professions

**Department:** Physical Therapy

**Contact:** University of New England, Graduate Admissions Office, 716 Stevens Avenue, Portland, ME 04103, 207-221-4225 or 800-477-4863.

Program Information

Admission

Transfer Credit and Advanced Standing

Curricular Requirements

Program Standards

Academic Policy

Financial Information

Graduation Requirements

Department Website

## Program Information

**Overview**

The professional education program in physical therapy is an eight semester course of study culminating in the Doctor of Physical Therapy (DPT) degree. The curriculum begins with the foundational sciences through which the student 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. The student is also introduced to the physical therapist's role in prevention and wellness, health promotion, education, consultation, scholarly inquiry, legislation and policy-making, and administration. Optional elective courses provide students with an opportunity to explore other health care areas and topics or additional areas of PT practice. 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, integrated in the second and third professional years, enabling students to apply information learned in didactic courses to patients and clients. Some 284 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.

**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 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) To achieve this goal, the faculty has identified the following six general program goals:

1. Prepare students to fulfill the roles of the contemporary physical therapist (APTA Vision Statement 2020).
2. Contribute to professional and community organizations.
3. Advance the body of knowledge of physical therapy.
4. Develop partnerships with other departments within the University and with the external community for teaching, scholarship and service.
5. Enable faculty to maintain currency in issues of contemporary physical therapy through clinical practice, lifelong learning and professional development.
6. Provide physical therapy services to the community.

**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)* 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.

*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

## Admission

**Requirements**

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, in any major, from any regionally accredited institution (see www.ptcas.org for specific accrediting bodies) are encouraged to apply for admission to the Doctor of Physical Therapy program. All applications to the Doctor of Physical Therapy program must be submitted electronically through PTCAS (www.ptcas.org), the Centralized Application Service for Physical Therapy programs. No other form of application will be accepted.

Applications via PTCAS will be accepted beginning August 1, 2008. Applicants to UNE are encouraged to begin the application process by electronically submitting the PTCAS application as early as possible. Completed applications will be sent to UNE by PTCAS on a regular basis throughout the application cycle. Upon receipt of completed applications from PTCAS, UNE will begin review of applications on a roling basis. Applicants will be notified when UNE receives the completed application, and the Office of Graduate Admissions (OGA) will continue regular notification of the candidate's application status throughout the review process. Invitations to interview will be sent out by the OGA with instructions for responding.

UNE has chosen a "soft" application deadline of January 15, 2009. Applications received before the deadline will be given full consideration. Due to the nature of the rolling admissions process, applications submitted after the deadline will be reviewed and considered for admissions on a space available basis.

To begin the PTCAS application process, please click here (www.ptcas.org)

**1. Submit the following to PTCAS:**

- Online application
- Official transcripts **from all colleges and universities attended**
- Three letters of recommendation, at least one from a professor who can comment on the applicant's potential for graduate study

**2. Submit the following to the University of New England:**

- Official GRE transcript of test scores

Following the initial review of completed applications, campus interviews, by invitation only, will be held on the following dates:

- Friday, December 12, 2008
- Friday, January 23, 2009
- Friday, February 20, 2009
- Friday, march 20, 2009

Please keep these dates available for travel to UNE in the likelihood that you will be invited to campus for an interview. An interview is required to complete the application process.

The Department Admissions Committee uses a portfolio approach in reviewing applications. As such, there are no published minimum standards for the various components of the application. However, the average cumulative GPA, GPA in the specified math and science prerequisite courses, and GRE scores for the students accepted to the DPT program for Fall 2008 were 3.4, 3.3, and 1100, respectively. These averages have been consistent over the past few years. The Admissions Committee also looks for applicants who can clearly articulate their understanding of the depth and breadth of physical therapy practice.

To be considered for admission to the DPT program, the applicant must:

- Have a distinguished record of excellence and achievement in college as established by cumulative GPA and math/science GPA, extracurricular activities, community involvement, GRE scores, and letters of recommendation.
- Successfully complete (with a grade of "C" or better) the following prerequisite courses

  o 4 Credits of Biology1
  o 4 Credits of Anatomy1,2
  o 4 Credits of Physiology1,2
  o 4 Credits of Chemistry I1
  o 4 Credits of Chemistry II1
  o 4 Credits of Physics I1
  o 4 Credits of Physics II1
  o 3 Credits of Intro to Psychology
  o 3 Credits in a Psychology elective
  o 3 Credits in Statistics

- Successfully complete an on-campus interview

[1] 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.

² A two-semester sequence of a combined anatomy and physiology course will satisfy these requirements.

Students may apply to the DPT program before completing all pre-requisite coursework but must successfully complete all pre-requisites before enrolling in any course in the DPT curriculum. However, it is necessary for students to indicate courses that are in-progress and/or planned when submitting an aplication. If coursework has not been completed, is not in-progress, nor is planned, the Office of Graduate Admissions will assume that the pre-requisites will not be completed by the date of enrollment and the application will be rejected.

**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 required to undergo a Criminal Background Check for all programs in the College of Health Professions. Students are responsible for ensuring they are in compliance with the requirements at their assigned clinical sites. In some cases the actual requirements may exceed the program requirements. For example, a site may require a varicella titer, an additional criminal background check or drug testing. Failure to complete the specified requirements in a timely manner may result in a student's clinical experience being delayed or canceled. *Expenses associated with the requirements are the responsibility of the student.*

## Transfer Credit and Advanced Standing

**Transfer Credit**
Requests for consideration of transfer credit will be handled on a case-by-case basis.

**Advanced Standing**
Requests for consideration of advanced standing will be handled on a case-by-case basis.

## Curricular Requirements

The Doctor of Physical Therapy Program is eight semesters in length and includes a combination of classroom course work, laboratory coursework, and three, full-time clinical practica. In addition to the 104 required credits, students are invited to take up elective coursework offered by the department and by other graduate programs within the university.

| Required Courses | Credits |
|---|---|
| BIO 502 - Gross Anatomy | 6 |
| BIO 504 - Neuroscience | 4 |
| PTH 501 - Foundations of PT Practice | 3 |
| PTH 502 - Kinesiology | 5 |
| PTH 503 - Normal Development | 2 |
| PTH 505 - Professional Issues 1 – Professional Socialization and Communication | 2 |
| PTH 506 - Psychosocial Aspects of Disability and Illness | 1 |
| PTH 507 - Introduction to Clinical Medicine | 1 |
| PTH 508 - Pathology and Medical Management – Musculoskeletal System | 2 |
| PTH 510- PT Mgt Dis Musc/ Skel System | 10 |
| PTH 514 - Scientific Inquiry 1 | 2 |
| PTH 516 - Pathology and Medical Management - Cardiovascular and Pulmonary Systems | 1 |
| PTH 522 - PT Management of Patients with Disorders of the Cardiovascular and Pulmonary Systems | 4 |
| PTH 524 - Clinical Education Seminar | 1 |
| PTH 525 - Professional Issues 2A - Administration | 1 |
| PTH 527 - Clinical Neuroscience: Principles of Motor Control | 1 |
| PTH 601 - Clinical Practicum 1 | 8 |
| PTH 602 - Scientific Inquiry 2 | 2 |
| PTH 603 - Pathology and Medical Management – Neuromuscular System | 3 |
| PTH 604 - PT Management of Children with Disorders of the Neuromuscular System | 5 |
| PTH 605 - PT Management of Adults with Disorders of the Neuromuscular System | 6 |
| PTH 606 - Research Proposal or PTH 608 Case Report 1 * | 2 |
| PTH 607 - Clinical Practicum 2 | 8 |
| PTH 700 - Professional Issues 2B - Administration | 2 |
| PTH 701 - Pathology and Medical Management – Integumentary System | 1 |
| PTH 702 - Professional Issues 3 - Education and Consultation | 2 |
| PTH 703 - PT Management of Patients with Disorders of the Integumentary System | 4 |
| PTH 704 - Disease Prevention and Health Promotion | 2 |
| PTH 705 - Research Project or PTH 708 Case Report 2 * | 2 |
| PTH 706 - Professional Issues 4 - Public Policy & Physical Therapy | 2 |
| PTH 707 - Clinical Practicum 3 | 8 |
| **Total Credits Required** | **103** |

** Students complete either PTH 608 and PTH 708 (Case Report 1 & 2) OR PTH 606 and PTH 705 (Research Proposal and Research Project)*
*Please note: Curriculum is subject to change.*

### Program Standards
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 (CAPTE). The program provides learning experiences to enable graduates to achieve the outcomes required for the practice of physical therapy.

## Academic Policy

The University of New England Student Handbook contains policies and procedures, including the University Conduct Code that applies to all students at the University. Students are also expected to abide by the American Physical Therapy Association's (APTA) Guide for Professional Conduct and the APTA's Code of Ethics. You will note that many of the policies described in the

UNE Student Handbook are congruent with the APTA's Guide for Professional Conduct and Code of Ethics.

In addition to those policies and procedures described in the above documents, students must complete, with a grade of "B-" or higher, all academic courses that meet the requirements for graduation. Students who earn a grade of "C+" or lower in any of these courses must re-take the course and earn a "B-" or better. Because of the sequential nature of the curriculum and the fact that most courses are only offered once during a given academic year, the need to retake courses will, in most cases, result in extending the time to program completion by one year. If the student does not earn a "B-" or better in re-taking the course, the student will be dismissed from the DPT program.

All DPT students must earn a grade of "pass" in the following courses:

- PTH 601 – Clinical Practicum 1
- PTH 607 – Clinical Practicum 2
- PTH 707 – Clinical Practicum 3

If a student does not earn a grade of "pass" in these courses, the student must re-take the course and earn a "Pass". If the student does not receive a "pass" when re-taking the course, the student will be dismissed from the DPT program.

Students will be expected to abide by additional course policies (e.g. attendance policies, etc.) established by individual faculty members. Failure to abide by the conduct code described above, course policies or Department policies may result in disciplinary action.

Student appeals will follow the appeal process outlined in the UNE Student Handbook. This Handbook stipulates that appeals will only be accepted by the Dean's office if the student has exhausted all required procedural options. Grievances with a faculty member must be appealed to the faculty member. Questions about procedural options should be directed to the Program Director.

## Financial Information

**Tuition and Fees**
For more information regarding tuition and fees, please consult the Financial Information section of this catalog.

**Equipment**
All students are required to have access to high-speed internet service. It is recommended that students have their own laptop computers with the capability of utilizing Web CT or similar on-line education format.

**Other Expenses**
Other expenses will include textbooks and lab fees in some courses. Students should also anticipate transportation, housing and living expenses during clinical practica.

**Financial Aid**
Detailed information and applications are available on request from the Financial Aid Office. Call 207-602-2342 or visit the Financial Aid website.

**Department Financial Awards & Graduate Assistantships**
The DPT program offers Academic Achievement Awards to students based on academic merit, and up to three Graduate Assistantships each year. All admitted students are given consideration for this financial assistance, and the award or assistantship is determined at the time of the admission decision.

## Graduation Requirements

Conferring of the Doctor of Physical Therapy degree is contingent upon the successful completion of academic and clinical coursework to include a total of 104 academic credits.

### Notice and Responsibilities Regarding this Catalog

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# Post-Professional Physical Therapy

**Degree:** Doctor of Physical Therapy (DPT)

**College:** Health Professions

**Department:** Physical Therapy

**Contact:**
University of New England
Graduate Admissions Office
716 Stevens Avenue
Portland, ME 04103

207-221-4225 or 800-477-4863

Program Information

Admission

Transfer Credit and Advanced Standing

Curricular Requirements

Program Standards

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Department Website

## Program Information

**Overview**
The Post-Professional or Transitional Doctor of Physical Therapy program culminates in the DPT degree and is “conferred upon completion of a structured post-professional educational experience that results in the augmentation of knowledge, skills, and behaviors to a level consistent with the current professional (entry-level) DPT standards.

[1] Doctor of Physical Therapy (DPT) Degree Frequently Asked Questions.

**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 DPT-P program at the University of New England is designed t

- Offer physical therapists with a previously obtained baccalaureate or master’s degree the opportunity to update their knowledge base in areas within the profession that have been augmented over the past five to 10 years as reflected in the current DPT degree curriculum.
- Support physical therapists who wish to better position themselves as autonomous health care providers by enhancing their current knowledge base in a variety of areas, including evidence-based practice, clinical decision-making, management sciences, prevention and wellness, and health care policy.
- Provide an interactive and flexible distance education environment to meet the learning needs of today’s busy clinician.

**Accreditation**
The University of New England is accredited by the New England Association of Schools and Colleges.

## Admission

**Requirements**
All applicants to the Post-Professional DPT program must have a baccalaureate or master's degree in physical therapy from a Physical Therapy program accredited by the Commission on Accreditation in Physical Therapy (CAPTE) or equivalent and a current license to practice Physical Therapy in the United States. All applicants must also:

1. Submit an official transcript from the institution granting the PT degree, as well as official transcripts from all other colleges and universities attended,

2. Submit evidence of current licensure to practice physical therapy within the United States of America,

3. Submit three letters of reference. ( At least 1 (or 2) letters from a Physical Therapist)

4. Submit the on-line application form to the DPT-P program at UNE,

5. Submit the supplemental application (personal statement), and

6. Submit a current resume of work and educational experience.

**Procedures and Policies**
Applications for admissions to the DPT-P program are reviewed twice per year. While courses are offered in the Spring, Summer and Fall terms, applications for new students will only be reviewed for Spring and Fall term starts. The application deadline for the Fall start date is August 1. The application deadline for the Spring start date is December 15.

## Transfer Credit and Advanced Standing

**Transfer Credit**
Transfer credit for up to one course requirement may be granted by demonstration of course equivalency. Criterion for course equivalency is successful completion (B- or higher grade) of an equivalent graduate level course taken within the past five years that addresses the educational outcomes of the program course. All requests for transfer credit will be reviewed only at the time of matriculation to the program by the Department Admissions Committee.

**Advanced Standing**
Advanced Standing is not applicable to this program.

## Curricular Requirements

The DPT-P program is an on-line educational experience, requiring the successful completion of six courses totaling 18 credit hours. [Note: A minimum of 15 credits must be completed at the University of New England.] Courses may be completed in any sequence with the exception of the Capstone course, which must be taken after successful completion of all other courses.

Curriculum subject areas and credit hours are listed below:

| | |
|---|---|
| Pharmacology | 3 credits |
| Management Sciences | 3 credits |
| Clinical Reasoning and Evidence-Based Practice | 3 credits |
| Prevention, Health Promotion and Wellness | 3 credits |
| Legislation and Policy | 3 credits |
| Capstone in Clinical Practice | 3 credits |

## Program Standards

The educational outcomes of the DPT-P program are based on many of the consensus-based competencies for the post-professional DPT graduate published by the APTA.

## Academic Policy

The University of New England (UNE) Student Handbook contains policies and procedures, including the University Conduct Code that applies to all students at the University. Students are also expected to abide by the American Physical Therapy Association's (APTA) Guide for Professional Conduct and the APTA's Code of Ethics. You will note that many of the policies described in the UNE Student Handbook are congruent with the APTA's Guide for Professional Conduct and Code of Ethics.

Students will be expected to abide by additional course policies established by individual faculty members. Failure to abide by the conduct code described above, course policies or Department policies may result in disciplinary action.

**Grading**
In addition to those policies and procedures described in the above documents, students must complete, with a grade of "B-" or higher, all academic courses in the DPT-P curriculum. Students who earn a grade of "C+" or lower in any of these courses must re-take the course and receive a "B-" or better. If the student does not receive a "B-" or better in re-taking the course, the student will be dismissed from the DPT-P program.

**Registration/Add/Drop**
Registration for courses will be on a first-come, first-serve basis until maximum enrollment is met. Students will be able to register for classes only after matriculation into the program.

**Completion**
The DPT-P curriculum must be completed within three years of starting the program.

## Financial Information

**Tuition and Fees**
For information regarding tuition and fees, please consult the Financial Information section of this catalog. Payment for classes will be due at the time of registration. Students registered in classes that are cancelled because of insufficient enrollment will receive full reimbursement of the course fee.

**Equipment**
All students are required to have access to high-speed internet service. It is recommended that students have their own computer with the capability of utilizing Web CT or similar on-line education format.

**Financial Aid**
Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-602-2342 or visit the Financial Aid website.

## Graduation Requirements

Conferring of the Doctor of Physical Therapy degree is contingent upon successful completion of the 18 credits of academic coursework in the DPT-P curriculum

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# Physician Assistant

**Degree:** Master of Science (M.S.), Physician Assistant

**College:** Health Professions

**Department:** Physician Assistant

**Contact:** Please call: 1-800-477-4UNE or 207-221-4398 for further information. Applications are available online from Central Application Service for Physician Assistants (CASPA) www.caspaonline.org.

Program Information

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Department Website

## Program Information

**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 early 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 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.

**Graduate Professional Competencies**
The mission of the Program is accomplished by having graduates who meet the goals of the educational process. Graduates of the Physician Assistant Program will:

- Understand the basic sciences of anatomy, physiology and pathophysiology and be able to utilize this knowledge in the diagnosis and treatment of diseases.
- Understand the principles of pharmacotherapeutics and to apply them in the treatment of patients.
- Elicit a detailed, accurate history and perform a thorough physical examination.
- Understand how to order and interpret appropriate diagnostic tests in a cost efficient manner.
- Present patient data and document it appropriately in the medical record.
- Provide quality acute and ongoing patient care by appropriately delineating patient problems and by formulating and implementing patient management plans, including referrals to other healthcare providers and agencies.
- Perform or assist in the performance of diagnostic and therapeutic procedures, and manage or assist in the management of medical and surgical conditions, particularly in life threatening situations.
- Understand the principles of public health and incorporate health promotion and disease prevention into a patient care practice.
- Use information technology in the provision of quality healthcare and clinical decision-making.
- Evaluate the medical literature critically and apply this knowledge and the principles of evidence-based medicine to clinical practice.
- Provide compassionate and competent healthcare to patients of all ages and backgrounds.
- Understand the medical and social issues that affect the geriatric patient and provide appropriate management of these problems.
- Counsel patients, their families and their caregivers regarding issues of health, illness and medical care.
- Understand the historical and contemporary role of the physician assistant in the healthcare system.
- Participate effectively as a member of an interdisciplinary healthcare team.
- Understand the principles of patient oriented healthcare and to communicate clearly with patients.

- Identify the special dynamics of providing healthcare to rural or underserved populations.
- Demonstrate appropriate professional behavior by following the American Academy of Physician Assistants, Code of Ethics of the Physician Assistant Profession.
- The educational philosophy of the Program seeks to instruct and mentor our students to achieve these competencies and encourage the development of cognitive, clinical, and professional skills necessary to become an effective healthcare provider. The program also promotes the importance of life long learning and educates students to serve as leaders within the profession.

**What is a PA?**
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).

**Other**
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.

## Admission

**Requirements**

- At least 90 undergraduate credits from an accredited institution(s) at time of application, and a Bachelor Degree prior to matriculation (unless in UNE pre-PA accelerated 3/2 track).
- 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.
- Four credit hours of anatomy and physiology 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, biochemistry, and computer science are highly recommended.
- A minimum cumulative GPA of 3.00 in all natural science courses (any biology, biochemistry, chemistry, and physics courses) and minimum overall GPA of 2.75.
- 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.

**Procedures and Policies**

- Applications for admissions are accepted through the Central Application Service for Physician Assistant Programs (CASPA) at www.caspaonline.org May 1 through October 1. 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 competed application with all supporting documents is October 1st of each year prior to the start of June classes.

## Transfer Credit and Advanced Standing

**Transfer Credit**
Transfer credits are rarely awarded to students who transfer from another physician assistant program. The program director will award transfer credits on a case-by-case basis.

**Advanced Standing**
Students who have taken basic science graduate or undergraduate courses rarely qualify for advanced placement (advanced standing). This policy is usually reserved for students who have advanced education/degrees in a particular subject matter. 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 and program director.

**Experiential Learning**
No credit will be awarded to students for experiential learning.

## Curricular Requirements

Phase I of the program of study consists of 56 credit hours in pre-clinical didactic course work. The summer, fall and spring terms include instruction in the fields of microbiology, clinical medicine, pharmacology, emergency medicine, anatomy, physiology, and evidence based medicine, surgery and epidemiology.

Twelve months of clinical rotations will take place upon successful completion of the didactic phase. The program ends with a final week on campus, consisting of two credit hours, which provides a forum for the presentation of students' research projects 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 in preparation for the Physician Assistant National Certifying Exam.

| Course/Program Area | Credits |
|---|---|
| ***Summer I*** | |
| **June - August (10 weeks)** | |
| PAC 500 - Anatomy | 5 |
| PAC 503 - Clinical Assessment I | 2 |
| PAC 506 - Integrating Seminar I | 1 |
| PAC 509 - Clinical Medicine I | 1 |
| PAC 511 - Health Promotion Disease Prevention | 2 |
| PAC 520 - Behavioral Science | 2 |
| PAC 541 - Epidemiology | 1 |
| **Semester total** | **14** |
| ***Fall*** | |
| **September - December (15 weeks)** | |
| PAC 513 - Clinical Assessment II | 1 |
| PAC 516 - Integrating Seminar II | 1 |
| PAC 517 - Microbiology | 3 |
| PAC 518 - Pharmacology I | 3 |
| PAC 519 - Clinical Medicine II | 8 |
| PAC 522 - Interdisciplinary Geriatric Education Practicum I | 1 |
| **Semester total** | **17** |
| ***Spring*** | |
| **January - May (20 weeks)** | |
| PAC 510 - Professional and Ethical Issues for Healthcare Providers | 2 |
| PAC 533 - Clinical Assessment III | 2 |
| PAC 536 - Integrating Seminar III | 1 |
| PAC 537 - Emergency Medicine and Surgery | 5 |
| PAC 538 - Pharmacology II | 1 |
| PAC 539 - Clinical Medicine III | 10 |
| PAC 540 - Interdisciplinary Geriatric Education Practicum II | 1 |
| PAC 544 - Evidence Based Medicine I | 3 |
| **Semester total** | **25** |
| ***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 612 - Primary Care Selective | 6 |
| PAC 613 - Elective | 6 |
| PAC 611 - Rotation Seminars | 2 |
| PAC 620 - Preparation for Clinical Practice | 1 |
| PAC 624 - Evidence Based Medicine II | 1 |
| **Semester Total** | **52** |

## Program Standards

**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.

**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) 602-2815.

## Academic Policy

**Grading Policy**
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.

**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.

## Financial Information

**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.

**Lab Fees**
A fee to cover the expenses for specific science courses (e.g., anatomy, microbiology), Objective Structured Clinical Examinations (OSCEs), and evaluative testing, including the use of high-fidelity simulators, 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**
Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-602-2342 or visit the Financial Aid website.

**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.

## Graduation Requirements

Students must complete all program requirements prior to the issuance of their Master of Science degree and the certificate of completion of the program. The Core Faculty Committee will be responsible for notifying the program director when students have completed all of the requirements for graduation.

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com/publichealth/contact.asp

# Graduate Public Health

**Degree:** Master of Public Health (M.P.H.) and Graduate Certificate, Public Health

**College:** Osteopathic Medicine

**Contact:** For information about the application process for the Graduate Programs in Public Health please contact the Office of Graduate Admissions, mailgradadmissions@une.edu or 1-800-477-4863.

For curriculum and program information, contact the Graduate Programs in Public Health Office, 1-207-221-4463.

Program Information
Admission
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Department Website

## Program Information

**Overview**
The Graduate Programs in Public Health include both the Master of Public Health (MPH) and the Graduate Certificate in Public Health (GCPH). The programs are 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 online web-based distance learning, part-time capability, one 3-day on-campus summer-intensive course, and other aspects to make the program both flexible and useful to students interested in graduate-level education in public health, regardless of where they live. Students will be required to present their practicum results on campus prior to graduation, unless special arrangements are made with the director and instructor.

The Master of Public Health is a 45-credit hour curriculum designed to enhance student's skills in a variety of professional areas including analysis, communication, program development and public health practice and management. All program courses from the Graduate Certificate in Public Health are transferable to UNE's MPH degree program.

The Graduate Certificate in Public Health is an 18-credit hour program providing students with the core public health science they need to either enhance their professional knowledge or to pursue a graduate degree in the field.

**Mission Statement**
The Graduate Public Health Program's mission is to improve the health and promote the well being of individuals families, and communities, through education, research and service.

**Program Goals**

1. Introduce students to the basic knowledge skills and values necessary for individuals to engage 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 Master of Public Health and the Graduate Certificate in Public Health are programs approved by the Maine State Board of Education and accredited by the New England Association of Schools and Colleges. The programs have been approved to start the self-study process (pre-accreditation) by the Council of Education for Public Health.

## Admission

Application for admissions into the Master of Public Health program and GCPH, must be submitted with all supplemental materials (transcripts, reference letters, etc.) to Graduate Admissions, University of New England, 716 Stevens Avenue, Portland, ME, 04103. Deadlines for applications are April 1 (summer admission), June 1 (fall admission), or October 1 (spring admission). Only entirely complete applications by the due date will be considered by the Admission committee. Incomplete applications will be rolled to the next semester for consideration of possible admission. Current UNE students applying for the MPH or GCPH as a second major need to contact the graduate admissions office for application procedures.

**Prerequisites**
Prerequisites to participating in the MPH/GCPH include, but are not limited to:

- A sincere interest in continuing professional development in public health science.
- 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 online graduate study.

**Requirements**

- 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 with a minimum grade of B or satisfactory completion of a graduate level course in mathematics **or** science with a minimum grade of B. **In lieu of college-level courses in either,** students may transmit GRE subject test scores in mathematics or science, or GRE quantitative ability score.
  Technology Requirements: Students are expected to have access to the Internet and to computer audio capability, and specific software as described in course syllabi. Courses in the Graduate Programs in Public Health are delivered by Blackboard (WebCT), an online course management system with audio component.

**Procedures and Policies**
Application procedures to be admitted to the program consists of the following steps:

1. Complete the Graduate Programs in Public Health application (initial and supplemental) forms online (preferred) or submit to Graduate Admissions, UNE, 716 Stevens Avenue, Portland, ME 04103.
2. Submit the non-refundable $40 application fee with the form. The fee must be in U.S. funds and may be submitted by check, money order, or cash.
3. Compose and submit a goal statement (500-700 words) that describes applicant's personal development, future public health professional goals, relevant professional experience, and interest in graduate studies in public health.
4. Include a current professional resume or curriculum vitae.
5. Arrange to have three references completed and forwarded to the address above. (Two from professionals who have observed your work and one from a supervisor or recent faculty member in Math or Science). References should substantially address the applicant's qualifications for graduate public health study.
6. Submit official transcripts of all college and post-secondary attendance.
7. *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.*

**Immunization**
University policy and Maine State law requires that immunization documentation be submitted upon acceptance into Graduate Programs in Public Health. A Confidential Immunization Questionnaire will be sent to students once admitted. The completed questionnaire must be returned prior to beginning the first course. Registration to courses will not occur until completed. Even though courses are online, students may need to interact with their communities for course projects and immunizations must be up-to-date to protect the student as well as their contacts in the community.

**Non-Degree Seeking Students**
Students who do not wish to seek a degree may enroll in individual courses. Students may enroll in a maximum of two courses as a non-matriculant. Students wishing to take more than two courses in the program must apply to UNE and be accepted into the program prior to enrolling for the third course. ***Students cannot move from non-matriculated to matriculated status within the same semester.***

To enroll as a non-matriculated student, a completed course registration form is all that is required. Matriculated students registered by the stated deadlines will be given priority over non-matriculated students in cases where courses are filled to capacity.

There is no application fee; however, students admitted under this status will pay an additional non-refundable program fee of $25 per semester. Please request a registration form from the GPH office.

## Transfer Credit and Advanced Standing

**Transfer Credit**
Graduate Certificate in Public Health (GCPH) Program: Upon acceptance, students may apply to transfer up to two, 3-credit courses (a maximum of six semester credits) into the program.

Master of Public Health (MPH) Program: Upon acceptance, students may apply to transfer up to 9 semester 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 one of the required program courses or a particular course that meets the goal of the student's public health education.
f. Not been applied toward any other degree here or elsewhere, awarded or to be awarded.

*To request consideration for transfer credit, the student must provide an official transcript, a course syllabus, and*

*complete the transfer credit of credit form. Transfer credit is awarded at the discretion of the Graduate Programs in Public Health director or coordinator.*

**Advanced Standing**
Students who have earned a certificate of graduate study in public health from another institution within the last five years, can apply for admission to the MPH program with advanced standing. The MPH program will grant advanced standing when a faculty review determines that the courses are equivalent to the UNE certificate courses, and that student's transcripts reflect a B or better in all core public health courses.

UNE graduate certificate-matriculated students in good standing, may apply to the MPH program and request advanced standing at any time during the certificate program. UNE graduate certificate students can apply for advanced standing in the MPH program within five years of completing the graduate certificate program in Public Health.

## Curricular Requirements

The Graduate Programs in Public Health curriculum competencies are founded upon the 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. It also incorporates the eight competencies presented by the Institute of Medicine's Report, *Who Will Keep the Public Healthy: Educating Professionals for the 21st Century* (2003, National Academy of Sciences.) The UNE Master of Public Health Program and Graduate Certification in Public Health Program competencies are noted below (with MPH only asterisked):

1. **Analytical Skills: Developed through Principles of Epidemiology, Biostatistics, Health Care Economics,** and Public Health Financial Management 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.
   g. Understand the analysis of capital projects and priority setting.
   h. Analyze financial information and present cases identifying problems, evaluating alternatives, and recommending a course of action.**

2. **Communication Skills: Developed through Social and Behavioral Health, Organizational Theory and Behavior** and Health Literacy** courses and in term papers, written projects, class presentations, group projects, and online discussions 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.
   e. Demonstrate understanding of communication, planning, and decision-making, and how they effect organizational performance.**

3. **Population Development/Program Planning Skills: Developed through Public Health Administration, Health Care Information Systems** and Practicum** courses along with other learning experiences throughout the curriculum.**

   a. Collect and summarize data relevant to an issue.
   b. Research policy at local, state, national, and international levels.**
   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.
   k. Demonstrate an understanding of ethics and its role in public health policy, program design, and implementation.**

4. **Cultural Skills: Developed through Principles of Epidemiology, Social and Behavioral Health, Introduction to Public Health Concepts, International Health**, and Public Health Ethics, Policy and Law** 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.
   b. Demonstrate knowledge and ability to apply the principle of cultural sensitivity, and cultural competency in public health practice.**
   c. Understand the dynamic forces contributing to cultural diversity.**
   d. Demonstrate the ability to identify the cultural factors that contribute to disease prevalence and re-emergence.**
   e. Demonstrate understanding of the impact of global trade on world health status.**

5. **Community Dimensions of Practice Skills: Developed through Public Health Administration, Introduction to Public Health Concepts, Organizational Theory and Behavior**, Social and Behavioral Health, Community Based Participatory Research** courses along with other learning experiences throughout the**

**curriculum.**

a. Establish and maintain linkages with key stakeholders.
b. Utilize leadership, teambuilding, negotiation, and conflict resolution skills to build community partnerships.
c. Collaborate with community partners to promote the health of the population.
d. Identify how public and private organizations operate within a community.
e. Accomplish effective community engagements.
f. Identify community assets and available resources.
g. Develop, implement, and evaluate a community public health assessment.
h. Describe the role of government in the delivery of community health services.

6. **Basic Public Health Science Skills: Developed through Introduction to Public Health Concepts, Social and Behavioral Health, Community Based Participatory Research**, Public Health Administration, Epidemiology, Introduction to Environmental Health, and Biostatistics 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.
   e. Describe genetic factors in common and complex disease.**
   f. Understand the mission and perspectives of public health and how this role has evolved in the context of political, economic, and social milieu over the past one hundred years.**
   g. Identify and describe the major institutions and organizations involved in public health.**
   h. Understand the mechanisms of public health management: leadership, organization, community assessment, data management, communications, and research.**
   i. Understand the mechanism of public health services delivery: chronic disease control, tobacco control, substance abuse control, dental disease control, infectious disease control, environmental health, primary care, maternal and child health, injury control and laboratory services.**
   j. Understand the issues that will determine the future of public health.

7. **Financial Planning and Management: Developed through Public Health Administration and Public Health Financial Management** courses along with other learning experiences throughout the curriculum.**

   a. Develop and presents a budget.
   b. Manage programs within budget constraints.
   c. Apply budget processes.
   d. Develop strategies for determining budget priorities.
   e. Monitor program performance.
   f. Prepare proposals for funding from external sources.
   g. Apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.
   h. Manage information systems for collection, retrieval, and use of data for decision-making.**
   i. Negotiate and develop contracts and other documents for the provision of population-based services.
   j. Conduct cost-effectiveness, cost-benefit, and cost utility analyses.**

8. **Leadership and System Thinking Skills: Developed through Public Health Administration, Introduction to Public Health Concepts, Organizational Theory and Behavior, and Public Health Policy, Law and Ethics courses along with other learning experiences throughout the curriculum.**

   a. Create a culture of ethical standards within organizations and communities.**
   b. Help create key values and shared vision and uses these principles to guide action.
   c. Identify internal and external issues that may impact delivery of essential public health services (i.e. strategic planning).
   d. Facilitate collaboration with internal and external groups to ensure participation of key stakeholders.**
   e. Promote team and organizational learning.
   f. Contribute to development, implementation, and monitoring of organizational performance standards.**
   g. Use the legal and political systems to effect change.**
   h. Apply theory of organizational structures to professional practice.**

**Courses**
The Graduate Certificate in Public Health includes the following required Core courses:

1. GPH 706 Public Health Administration: A Systems Approach (3 credits)
2. GPH 712 Introduction to Principles of Epidemiology (3 credits)
3. GPH 715 Public Health Concepts (3 credits)
4. GPH 716 Biostatistics (3 credits)
5. GPH 722 Introduction to Environmental Health (3 credits)
6. GPH 726 Social and Behavioral Health (3 credits)

In addition to these six core courses, the Master in Public Health courses include:

1. GPH 700 Public Health Policy, Law and Ethics (3 credits)
2. GPH 705 Community Based Participatory Research (3 credits)
3. GPH 720 Organizational Theory and Behavior (3 credits)
4. GPH 725 Public Health Financial Management (3 credits)
5. GPH 728 Health Literacy (2 credits)
6. GPH 730 Health Care Economics (3 credits)
7. GPH 735 Health Care Information Systems (3 credits)

8. GPH 740 International Health (3 credits)
9. GPH 742 IntegratedPublic Health Practicum (4 credits)

**Internships/Practical Experience**
Students employed in applicable public health settings are encouraged to use their own worksite for practicum placements. Projects must be approved by the director and instructor. 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 Center for Disease Control, Divisions of Community Health and Family Health have offered to be practicum placement sites.

Sample Projects in which Master of 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. Research and analysis for policy statements, legislative drafts and position papers.
9. Design of surveillance system.
10. Program evaluation design and analysis.
11. Technical writing.
12. E-health projects.

## Academic Policy

**Repeat Grades**
Most courses in the Graduate Programs in Public Health 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 schedule. Students repeating the course, must complete the registration process and pay the tuition.

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. 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.

**Grade Scale and Program Standards**

| | | |
|---|---|---|
| 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 |
| F | 79 or below | Failing |

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. 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. Any student who fails two or more classes is dismissed from the program. GPH 742 (Integrated Public Health Practicum) will be on a high pass, pass or fail grading system.

**Incomplete Grades**
Students are expected to complete all course work by the appointed end date of the 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 agreed upon by the instructor and student, and may not exceed four weeks following the end of the term course. The I grade must be changed within the time limit imposed by the course instructor, but no more than four weeks following the end of the 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. In exceptional circumstances (death in family, significant illness, accident), an additional extension may be requested. Any such request must be reviewed and signed by the program director and academic dean.

**Course withdrawal**
Students may withdraw from a course prior to the course start date by notifying the program office in writing. As all courses officially begin on a Saturday, students must notify the program office during business hours no later than the Friday prior to the start date. 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. Course withdrawals will result in tuition refunds based on short-term courses refund schedule noted in the Financial Information for Graduate Programs. Non-matriculated students will forfeit their registration fee. *Not logging into a course does not constitute a withdrawal.*

**Audit Policy**
A student may, with prior consent of the instructor and the Graduate Programs in Public Health director or designee, enroll in a course for an audit grade (AU). This must be requested at the time of registration for the course and must be accompanied by signed approval of the instructor and 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 complete all lectures and discussion boards, 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.

**Leave of Absence**
Students must enroll and successfully complete at least one course per school year. A leave of absence (LOA) 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, COM Student Affairs, 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. This LOA period is considered as part of the six years to complete the MPH or three years to complete the GCPH.
*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/ Program Withdrawal**
All matriculated students who wish to withdraw from the University must complete notification documentation available from your respective program/school director, COM Student Affairs, 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.

**Academic Dishonesty**
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**
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. (207) 602-2815. Please allow time for course modifications to occur. Ideally, students should contact the Office on the same date that they register for a course. Timely accommodations are dependent on early registration with Disability Services.

## Financial Information

**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.

**Financial Aid**
Detailed information and applications are available on request from the Financial Aid Office. Call 207 602-2342 or visit the Financial Aid website.

## Graduation Requirements

To qualify for completion of and receive the Graduate Certificate 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 GCPH faculty for graduation.
- Completed the required 18 credits within three consecutive years.
- Have no outstanding financial obligations to the University.

To qualify for completion of the program and receive the Master of Public Health (MPH) students must:

- Satisfactorily complete 45 credits of specified course work.
- Maintain a minimum GPA of 3.0.
- Have been recommended by the MPH faculty for graduation.
- Completed the required 45 credits within six consecutive years.
- Have no outstanding financial obligations to the University.

### Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2008-2009 academic year. The information contained herein is accurate as of date of publication August 1, 2008.*

*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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# Social Work

**Degree:** Master of Social Work (M.S.W.)

**College:** Health Professions

**Department:** School of Social Work

**Contact:** Application materials may be obtained from the School of Social Work, University of New England, 716 Stevens Ave, Portland, Maine, 04103 or by calling 1-207-221-4513, or the Admissions Office at 1-207-221-4225. (TDY 1-207-382-0167).

Program information sessions are held at regularly scheduled times during the year. Interested applicants should call the School of Social Work at 1-207-221-4513 to find out the times of these meetings.

Program Information
Admission
Transfer Credit and Advanced Standing
Curricular Requirements
Academic Policy
Financial Information
Graduation Requirements
Department Website

## Program Information

**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 growth and change respective of such uniqueness demand a commitment to struggle against and ameliorate oppression in all its forms, including 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 students with the opportunity to understand people's strengths, individually and collectively. We focus on identifying and understanding 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 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 clients' strengths 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.

These goals are carefully specified as learning objectives and permeate our curriculum. Through their presence in courses, fieldwork internships, and internal School governance we 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.

## Admission

**Requirements**

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 admissions application form.

2. Official transcripts of all undergraduate and graduate study indicating completion of an undergraduate degree from an accredited college or university.

3. Indication that the applicant has taken a distribution of liberal arts courses, including content in human biology. If the applicant has not taken a course with content in human biology, it must be completed prior to matriculating into the MSW program.

4. Two educational/professional references.

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.

**Procedures and Policies**
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.

3. Official Transcripts of all undergraduate and graduate study. These transcripts must be mailed directly from the issuing institution to the Admissions Office.

4. Two educational/professions references. (Note: pursuant to the Family Educational Rights and Privacy Acts 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.

***Degree-seeking Students*** are admitted on either a regular admission or conditional admission status. *Regular admission status* indicates admission of the student to full graduate standing in the school. *Conditional admission status* establishes a probationary period with specific course expectations that must be satisfied by the student within a specified time period. Conditional admission students must enroll in SSW 501 and SSW 505 in the fall semester and pass both courses with a grade of B or better. Students conditionally admitted into the school who do not satisfy the above stipulation will not be allowed to proceed into the next semester.

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 in the form of an official final transcript of any undergraduate or

graduate work in progress at the time of acceptance.

***Non Degree-Seeking students*** (individuals who are primarily interested in exploring graduate study in social work) are admitted on a *non-matriculated status.* They may take courses for which they are eligible but may not work toward a MSW degree and are not eligible for federal financial aid. If the individual applies and is admitted to the School, those courses taken as a non-matric can be applied to the credit requirements of the MSW.

## Transfer Credit and Advanced Standing

**Transfer Credit**
The transfer of credit for graduate courses taken at another institution (other than advanced standing) may be possible 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 minimum grade of "B" in all courses and acceptable field work evaluations. Credit is not 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 32 credit hours at the School of Social Work in order to earn a degree from the University of New England. Course syllabi for transfer credit must be reviewed and approved before credit will be awarded.

   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, must meet the following requirements:

   a. The request for transfer of credit must be initiated at the time of application to the School, but in no event later than the beginning of their attendance as degree-seeking students.

   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 the School 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 taken as part of 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 to apply for transfer credits.** Applicants wishing to apply for a transfer of credit, whether to be applied toward elective credit or for waiver of required courses, must provide the School 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, or bibliographies in which the course and course assignments are described.

**Advanced Standing**
Qualified graduates of BSW programs accredited by the Council on Social Work Education can be considered for Advanced Standing under the following conditions:

1. Graduation from a C.S.W.E. accredited BSW program within five years of their enrollment in the School of Social Work.

2. A minimum 3.0 GPA for their last 60 undergraduate credit hours.

3. A review by the Admissions Committee of course outlines/syllabi and field work evaluations indicating 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. The applicant provides evidence of significant experience in the human service field with M.S.W. supervision preferred.

5. The applicant completes all other admissions requirements including the personal statement and references.

6. Applicants meeting the above criteria may have up to thirty-two (32) credit hours awarded toward degree requirements. Applicant also may be required to take additional coursework preceding regular enrollment to address knowledge deficits or gaps in their undergraduate education.

7. Students admitted into advanced standing are required to enroll in two 2.5 credit hour summer intensive courses prior to the fall semester ( SSW 515 Integrating Micro and Macro Frameworks; and SSW 525 Introduction to Advanced Practice). Students not meeting the UNE foundation field requirements (560 hours) may be required to complete an additional field practicum (up to 3 credit hours).

**Credit for Experiential Learning**
Applicants may not receive academic credit for work experience in the field or for life experience.

## Curricular Requirements

Students may undertake their graduate education in the School of Social Work on a full-time or part-time basis. Full-time students 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 offers a number of classes in the evenings 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). Advanced Standing has both full-time and part-time options.

The School of Social Work also offers a part-time MSW program in Presque Isle, Maine. Only the Individual, Family, and Group Practice concentration is available at the Presque Isle campus.

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 280 hours of practice experience.

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; Research I and II; and Integrating Seminars I and II. In addition, students spend 560 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 (IFG), and organization and community social work practice (OCP). 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.

The individual, family, and group practice (IFG) 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 (OCP) 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. Both concentrations prepare graduates for professional leadership positions within their communities.

Certain advanced-level bridge courses are taken by all students, regardless of the concentration selected. The School of Social Work believes that students in each concentration are enriched by having a better understanding of the other's theories, methods, and practice issues. Required bridge courses between the concentrations make the School of Social Work curriculum unique and dynamic. Social Work With Groups represents 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.

| **Master of Science in Social Work (64 Credits)** | **Credits** |
|---|---|
| **Year One - Foundation** | |
| SSW 501 Human Behavior & the Social Environment I | 3 |
| SSW 502 Human Behavior & the Social Environment II | 3 |
| SSW 505 Social Welfare Policy and Programs I | 3 |
| SSW 506 Social Welfare Policy and Programs II | 3 |
| SSW 503 Social Work Research I | 3 |
| SSW 504 Social Work Research II | 3 |
| SSW 510 Social Work Practice I | 3 |
| SSW 511 Social Work Practice II | 3 |
| SSW 520 Field Practicum I/Seminar | 4 |
| SSW 522 Field Practicum II/Seminar | 4 |
| **Year One Total** | **32** |
| **Year Two - Concentration** | |
| SSW 552 Contemporary Theory of Social Work Practice for Individuals and Families<br>or SSW 564 Program Dev & Community Practice | 3 |
| SSW 553 Advanced Social Work Practice with Families<br>or SSW 565 Administration and Supervision | 3 |
| SSW 597 Advanced Psychosocial Assessment | 3 |
| SSW 571 Social Work Practice with Groups | 3 |
| SSW 580 Field Practicum III/Seminar | 4 |
| SSW 582 Field Practicum IV/Seminar | 4 |
| Elective | 3 |
| Elective | 3 |
| Elective | 3 |
| Elective | 3 |
| **Year Two Total** | **32** |
| **Total Program** | **64** |

| **Advanced Standing Program (66 Credits)*** | |
|---|---|

29

| Transfer Credits | Up to |
|---|---|
| SSW 515 Integrating Micro Macro Framework | 2.5 |
| SSW 525 Introduction to Advanced Practice | 2.5 |
| SSW 552 Contemporary Theory of Social Work Practice for Individuals and Families or SSW 564 Program Dev & Community Practice | 3 |
| SSW 553 Advanced Social Work Practice with Families or SSW 565 Administration and Supervision | 3 |
| SSW 597 Advanced Psychosocial Assessment | 3 |
| SSW 571 Social Work Practice w/Groups | 3 |
| SSW 580 Field Practicum III/Seminar | 4 |
| SSW 582 Field Practicum IV/Seminar | 4 |
| Elective | 3 |
| Elective | 3 |
| Elective | 3 |
| Elective | 3 |
| **Total Advanced Standing Program** | **66** |

* 66 credits includes transfer credits

## Academic Policy

**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 undergo an educational review. Students who receive an F in the first semester of a two-semester course sequence 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 is dismissed from the program.

**Incomplete Policy**
A student who believes she/he is unable to complete the work for a given course by the end of the term may apply for an extension by discussing this with the instructor and completing a Request for Incomplete Form (available in the SSW office). At the time of this meeting, a plan must 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 signed by the School director.

**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. 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.

## Financial Information

**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.

**Financial Aid**
Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-602-2342 or visit the Financial Aid website.

## Graduation Requirements

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 at UNE to qualify for graduation.

### Notice and Responsibilities Regarding this Catalog

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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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# Addictions Counseling

**Degree:** Graduate Certificate, Addictions Counseling

**College:** Health Professions

**Department:** School of Social Work

**Contact**: School of Social Work, 1-207-221-4513

Program Information

Admission

Transfer Credit and Advanced Standing

Curricular Requirements

Academic Policy

Financial Information

Completion Requirements

Department Website

## Program Information

**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 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.

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 provide students the educational foundation to sit for a national certified level written examination developed by the International Certification Reciprocity Consortium/Alcohol & Other Drug Abuse Inc. (ICRC/AODA). This test is one of the criteria that the Maine State Board of Alcohol and Drug Counselors (BADC) requires for licensure eligibility. MSW students in the ACCP should plan for a portion of their field experience in the MSW to be in the addictions area. Field work experience providing substance abuse services will apply towards the MSW requirement for contact hours in a field setting; however, new regulations proposed by BADC may not consider these hours counting towards work experience for BADC licensure unless the field agency also has a BADC certified clinical supervisor.

**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 growth and change respective of such uniqueness demand a commitment to struggle against and ameliorate oppression in all its forms, including 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 students with the opportunity to understand people's strengths, individually and collectively. We focus on identifying and understanding 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.

**Program Goals**

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.

**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.

## Admission

**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.

**Procedures and Policies**
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.

**Non-Degree seeking students**

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 Credit and Advanced Standing

**Transfer 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 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.

**Advanced Standing**
Advanced Standing status does not apply to this certificate program.

## Curricular Requirements

**Currently under curriculum revisions. Please contact the school about required coursework.*

**Graduate Certificate, Addictions Counseling (18 credits)** **Credits**

| | | |
|---|---|---|
| ACP 510 | Substance Abuse | 3 |
| ACP 520 | Pharmacology: Drugs and Behavior | 3 |
| ACP 530 | Addictions Counseling and Family Dynamics | 3 |
| ACP 540 | Social Work Practice with Groups | 3 |
| ACP 550 | Advanced Psychosocial Assessment | 3 |
| ACP 555 | Legal and Ethical Perspectives in Social Work | 3 |
| **Total Program Requirements** | | **18** |

## Academic Policy

**Grading**
Course grades are determined by the student's performance in that course and expressed as a letter grade. A passing grade is considered to be a “B” or better. 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 Grades**
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 by the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative “F” grade for the course.

## Financial Information

**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.

**Financial Aid**
Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-602-2342 or visit the Financial Aid website.

## Completion Requirements

Students must successfully complete the 18-credit-hour curriculum to receive the certificate of graduate study.

## 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.

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# Gerontology

**Degree:** Graduate Certificate, Gerontology

**College:** Health Professions

**Department:** School of Social Work

**Contact**: School of Social Work, 1-207-221-4513

Program Information

Admission

Transfer Credit and Advanced Standing

Curricular Requirements

Academic Policy

Financial Information

Completion Requirements

Department Website

## Program Information

**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.

**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 growth and change respective of such uniqueness demand a commitment to struggle against and ameliorate oppression in all its forms, including 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 students with the opportunity to understand people's strengths, individually and collectively. We focus on identifying and understanding 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.

**Program Goals**

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.

**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.

## Admission

**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.

**Procedures and Policies**
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.

**Non-Matriculated Students**
Students may enroll in one or two courses (maximum of six credits) on a space available basis prior to applying to the program. 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.

## Transfer Credit and Advanced Standing

**Transfer 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 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.

**Advanced Standing**
Advanced Standing status does not apply to this certificate program.

## Curricular Requirements

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.

| **Graduate Certificate, Gerontology (18 credits)** | | **Credits** |
|---|---|---|
| GER 520 | Counseling Elders and Their Families | 3 |
| GER 560 | Legal and Ethical Issues | 3 |
| GER 571 | Social Work Practice with Groups | 3 |
| GER 625 | Aging and Health | 3 |
| GER 627 | Pharmacology: Drugs and Behavior | 3 |
| GER 670 | Death and Dying | 3 |
| **Total Program Requirements** | | **18** |

## Academic Policy

**Grading**
Course grades are determined by the student's performance in that course and expressed as a letter grade. A passing grade is considered to be a “B” or better. 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 Grades**
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 by the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative “F” grade for the course.

## Financial Information

**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.

**Financial Aid**
Detailed information and applications are available on request from the Financial Aid Office at the University Campus. Call 207-602-2342 or visit the Financial Aid website.

## Completion Requirements

Students must successfully complete the 18-credit-hour curriculum to receive the certificate of graduate study.

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# Advanced Educational Leadership

**Degree:** Certificate of Advanced Graduate Study (CAGS), Educational Leadership

**College:** Arts and Sciences

**Department:** Education

**Contact:** Dr. Douglas Lynch (Chair) dylnch@une.edu

Program Information

Admission

Curricular Requirements

Academic Policy

Academic Honesty Policy

Financial Information

Graduation Requirements

Additional Information

Department Website

## Program Information

**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 and has been designed to offer high-quality, cost-effective, and innovative curricula delivered through an online, Internet format. This 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. The program meets the Interstate School Leadership Licensure Consortium (ISLLC) standards.

**Program Goals**
The goals of the CAGS program are to prepare students to:

- Administer schools in a humanistic, caring manner.
- Instill a sense of responsibility and ethical decision-making.
- Meet the Interstate School Leadership Licensure Consortium Standards (ISLLC) to enable school educators to obtain administrative certification nationwide. The six ISLLC standards state that a school administrator is an educational leader who promotes the success of all students by:

    1. Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
    2. Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
    3. Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.
    4. Collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.
    5. Acting with integrity and in an ethical manner.
    6. Understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

**Accreditation**
The CAGS program is approved by the Maine State Board of Education. All programs at the University of New England are accredited by the New England Association of Schools and Colleges (NEASC).

## Admissions Requirements

Prerequisites to participate 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 challenging 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 hardware and software requirements 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.

**Procedures and Policies**
Applications for admissions into the CAGS 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 by the following deadlines:

| Term | Application Deadline | Beginning of Term |
|---|---|---|
| Fall Term A | August 10 | September 5 |
| Fall Term B | October 10 | October 31 |
| Spring Term A | December 21 | January 16 |
| Spring Term B | February 15 | March 12 |
| Summer Term A | April 18 | May 12 |
| Summer Term B | June 6 | June 30 |

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 applicants 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 ability 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).

   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, or religious leaders are not appropriate for the CAGS program.
6. Provide evidence of at least three years of teaching or administrative experience in an educational institution.
7. International applicants 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.

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. The writing is organized, cohesive, and cogent.
6. There is evidence that the applicant is willing to apply new ideas and techniques.

**Immunization**
University policy and State of Maine 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. 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 the Westbrook College Campus Student Health 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 immunization. Only two situations warrant exception to this policy:

1. The 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 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 Westbrook College Campus Student Health in lieu of the immunization form.

## Curricular Requirements

The Certificate of Advanced Graduate Study in Educational Leadership curriculum consists of eight 3-credit online courses, a one-week residential summer seminar, and a 3-credit internship within your local area. Each on-line course is ordinarily scheduled for 8 weeks, so a student has the ability to enroll in two courses each semester, one in term A and one in term B. A minimum of 30 credits must be taken to be awarded the certificate.

The University of New England's Certificate of Advanced Graduate Study 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 and to discuss with your advisor if alternative courses need to be accommodated.

**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 of Instructional Personnel
EDU 705 - Leadership, Professional Responsibilities, and Ethics Seminar
EDU 706 - School Community Relations & Communications
EDU 707 - Instructional Leadership
EDU 709 - School Finance
EDU 711 - Internship I
EDU 715 - Organizational Theory and Strategic Planning

**UNE's CAGS program additional offerings:**

EDU 712 - Internship II
EDU 713 - Independent Study
EDU 720 - Special Education Law for the Classroom

## Academic Policy

**Transfer Credit**
Transfer credit is not accepted by the CAGS program, since the program has been developed holistically to meet the six ISLLC standards.

**Minimal Grade Standard and Academic Progress**
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.

**Re-admission**
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 at the time of readmission will apply.

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.

## Academic Honesty Policy

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 required 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 the university.

## Financial Information

**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.

**On Campus Seminar**
Additional costs will be incurred for housing, board, and general services related to EDU 705, Leadership, Professional Responsibilities and Ethics Seminar. The cost for housing and board are determined annually.

**Financial Aid**
Detailed information and applications are available on request from the Financial Aid Office. Call 207-602-2342 or visit the Financial Aid website.

## Graduation Requirements

To complete the program and receive a Certificate of Advanced Graduate Study in Educational Leadership, you must:

- Complete 30 credits which is composed of eight 3-credit on-line courses, a 3-credit summer seminar at the University of New England campus, and a 3-credit internship within your local area.
- Maintain a minimum GPA of 3.0.
- Pay all tuition and fees when due.

## Additional Information

**Name and Address Changes**
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 which is available 24/7. A technical support telephone number will be provided to students who matriculate in the online CAGS degree program.

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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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# Post-Baccalaureate Teacher Certification Program (TCP)

**Outcome:** Eligible for Teaching Certification by State of Maine

**College:** Arts and Sciences

**Department:** Education

**Contact:** Dr. Douglas Lynch (Chair) dlynch@une.edu

Program Information

Admission

Transfer Credit

Curricular Requirements

Accreditation

Field Experience

Internship

PERB

Academic Policy

Financial Information

Department Website

## Program Information

This 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 elementary education (K-8), secondary education (7-12 in either life science, physical science, English, history, mathematics), or art education can be obtained. After completion of this certification program, provided a student has chosen to take the certification courses at the graduate level (500-level), a student is eligible to enroll in the Master of Science in Education degree program with a concentration in Teaching Methodology. This program builds on the TCP program and, with the addition of 5 core courses (15 credits), one may earn a Master of Science in Education degree.

## Admission Requirements and Successful Progression in the Program

1. A completed application form;
2. Three letters of reference;
3. Personal essay;
4. Official passing scores on Praxis I;
5. Official transcripts from all institutions (including UNE) verifying successful completion of the bachelor's degree with a minimum grade point average of 2.5 and, if seeking secondary or art certification, a minimal grade point average of 3.0 in the subject field in which one wishes to teach. *Note: If applicants do not meet these grade point average standards, proof of passing Praxis II—using State of Maine cut-off scores in the area in which certification is sought—can be submitted as evidence of an ability to be successful in the teacher certification program.*
6. Application fee of $65 of which $50 is applied to the tuition for the first class, if accepted.

During the program all professional education courses must be passed with a C or better and an overall grade point average of 3.0 must be maintained. Students receiving a grade below C in any education course must retake the course until at least a C is attained and cannot take additional courses until this requirement is met.

All students must show evidence of passing Praxis II before the internship application deadline. Students may obtain Praxis II registration information from the Department of Education office or from the Educational Testing Service website.

In addition to these achievement requirements, students admitted to UNE's teacher education programs are assessed systematically for the purpose of determining their professionalism and suitability for teaching. Students complete self-assessment questionnaires in each professional education course and these are reviewed by faculty. If serious reservations arise in two or more of the assessments, a committee will convene to determine a student's continuance in the program. Finally, students must participate in the Professional Education Review Board (referenced later in this section of the catalog) in which competency in the ten Maine teaching standards must be shown.

## Transfer Credit

Students are permitted to transfer a maximum of 6 credits into the TCP if the courses are determined to be equivalent to UNE requirements and the courses have been taken **prior to** matriculation. A transcript of the graduate work, course description and syllabus must be submitted to your education advisor to begin the process of review.

## Curricular Requirements

500-level classes should be taken if the student wishes to continue on to the Master's of Science in Education degree with a concentration in Teaching Methodology. Note: Internship is only offered at the undergraduate level.

| **Elementary Certification** | **Credits** |
|---|---|
| EDU 502 - Curriculum Theory & Design* | 3 |
| EDU 517 - Teaching Reading* | 3 |

| | |
|---|---|
| EDU 510 - Exceptionality in the Classroom* | 3 |
| EDU 549 - Educational Psych and Classroom Management* | 3 |
| EDU 561 - Teaching Social Studies in Elementary School* | 3 |
| EDU 567 - Teaching Science in Elementary School* | 3 |
| EDU 573 - Teaching Elementary Mathematics* | 3 |
| EDU 520 - Language Arts* | 3 |
| EDU 530 - Educational Assessment and Evaluation* | 3 |
| EDU 490 - Elementary Internship and Seminar* *Note: An additional 3-credit technology class will be required for those interning Spring 2009 or after.* | 15 |
| **Total Elementary Certification Credits** | **42** |

*Indicates that the course requires a field experience.

**Secondary or Art Certification**

| | |
|---|---|
| EDU 533 - American Education* | 3 |
| EDU 502 - Curriculum Theory & Design* | 3 |
| EDU 510 - Exceptionality in the Classroom* | 3 |
| EDU 549 - Educational Psych and Classroom Management | 3 |
| EDU 530 - Education Assessment and Evaluation* | 3 |
| Select one appropriate methods course from the following list:<br>EDU 536 - Teaching Secondary English*<br>EDU 537 - Teaching Secondary Science*<br>EDU 538 - Teaching Secondary Social Studies*<br>EDU 539 - Teaching Secondary Math*<br>EDU 541 - Methods of Art Education* | 3 |
| EDU 492 - Secondary Internship and Seminar* or<br>EDU 493- K-12 Internship and Seminar* *Note: A 1-credit technology module will become part of the internship semester as of Spring 2009.* | 15 |
| **Total Secondary or Art Certification Credits** | **33** |

*Indicates that the course requires a field experience.

## Accreditation and Program Standards - Importance Notice

The Education Certification Programs are approved by the Maine Department of Education and meet documented state standards. Please note that state requirements can change over time, which can affect curriculum and test requirements for students. Please check with your education advisor to obtain any updates.

## Field Experience

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 certification. All students engaged in teacher preparation will spend time in a field setting in each of the semesters for which they are registered for professional education courses. 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.

## Internship

Courses may not be taken during the internship semester, so all required coursework must be completed the semester prior to the internship. *Note: There is one exception for secondary and art certification students—a 1-credit technology module will become part of the internship semester as of Spring, 2009*. Admission to the internship is not guaranteed (see section on "Admission Requirements and Successful Progression in the Program"). In addition, the student should have:

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.
6. No serious reservations identified on the Professional Performance Student Self-Assessment and Review instrument that is conducted in every course.

The selection of individual internship sites will be made by the Certification and Placement Officer. 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 Certification and Placement Officer, will make a good faith effort to negotiate an appropriate placement. Schools have the right to refuse placement requests. The University, at its discretion, will not place students in internship settings (1) where an intern's children or relatives are enrolled, or (2) where a spouse or relative of an intern is currently employed.

## Professional Educator Review Board (PERB)

All students enrolled in the internship must demonstrate their teaching competence with respect to 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. Students are required to develop a portfolio reflecting their proficiency in meeting these state standards and present and defend the portfolio in front of the Board. Passing the PERB is a requirement for completion of the certification program and subsequently being recommended to the Maine State Department of Education for teacher licensure.

## Additional Academic Policies

**Course Withdrawal Policy**
In the fall, spring and summer 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.

**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. Once an I grade is removed, academic standing will be updated according to dean's list, good standing or probationary standards.

**Completion Requirements**
All coursework including the internship should be completed within a five-year timeframe. A delay beyond the five years might warrant the retaking of course work. Furthermore, if state certification requirements change prior to your completion even within the five year timeframe, those changes must be incorporated into a revised plan program in order to meet state certification regulations.

## Financial Information

**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.

**Financial Aid**
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# Graduate Education Video Courses for Non-Degree Seeking Students

**Outcome:** Courses generally used by teachers for salary advancement or recertification

**College:** Arts and Sciences

**Department:** Education

**Contact:** Dr. Douglas Lynch (Chair) dlynch@une.edu

## Program Description

These video-based courses have been reviewed and approved by the Education Department and the College of Arts and Sciences to be offered to non-degree seeking educators who wish graduate credit for recertification and salary advancement. If you hold a teaching certificate in CT, MA, ME, NH, RI, or VT and are not matriculated in UNE's M.S.Ed. program, you are eligible to enroll in these courses that stand alone and do not lead to any degree or certificate. Each 3-credit course is equivalent to a 45 contact-hour graduate course. Since these courses are offered in conjunction with Canter & Associates. Registration information may be found at http://www.canter.net/.

## Admission Requirements

- Must hold a teaching certificate
- Cannot be matriculated in a master's level UNE program

## Video Course Selections

EDUV-503 Supporting the Struggling Reader - 3 credits
EDUV-504 Assertive Discipline And Beyond - 3 credits
EDUV-505 How to Get Parents On Your Side - 3 credits
EDUV-506 Succeeding With Difficult Students - 3 credits
EDUV-507 The High-Performing Teacher - 3 credits
EDUV-508 Strategies for Literacy Instruction: Phonics, Vocab. & Fluency - 3 credits
EDUV-509 Classroom Management to Promote Student Learning - 3 credits
EDUV-511 Strategies for Literacy Instruction: Comprehension - 3 credits
EDUV-513 Helping Struggling Readers with Content Area Learning – 3 credits
EDUV-514 Teaching Students To Get Along - 3 credits
EDUV-515 Foundations of Reading and Literacy - 3 credits
EDUV-516 Building Your Repertoire of Teaching Strategies - 3 credits
EDUV-519 Curriculum & Instruction Design to Promote Student Learning - 3 credits
EDUV-523 Motivating Today's Learner - 3 credits
EDUV-524 Including Students w/Special Needs: Curriculum, Instruction, and Assessment - 3 credits
EDUV-526 Math: Teaching for Understanding K-6 – 3 credits
EDUV-527 Learning Differences: Effective Teaching w/Learning Styles & Mult. Intelligences- 3 credits
EDUV-532 Helping Students Become Self Directed Learners - 3 credits
EDUV-534 Teaching Reading in the Elementary Grades - 3 credits
EDUV-543 Integrating the Internet into the K-12 Curriculum - 3 credits
EDUV-546 Improving Reading in the Content Areas 6-12 - 3 credits

## Academic Policies

**Submissions**
All course work must be typed or computer-generated. If hand-written material is submitted, it will be returned.

**Deadlines**
Course cancellation policies and completion deadlines are outlined in the Course Information Packet that is sent with all course materials. It is the responsibility of the student to become familiar with all deadlines since they fluctuate each term, but these deadlines will be strictly enforced to ensure the integrity of fairness to all students.

**Incomplete Grades**
An Incomplete (I) grade may be given by the Education Department Chair to a student who, for reasons beyond his/her control, is not able to complete the work on time. The student must request an emergency extension from the Education Department Chair (by letter or via e-mail) prior to the course work deadline in the term which the student has registered for the course. The "I" grade must be changed within the time limit determined by the department chair and may not extend beyond one term following the end of the semester. Until changed, the "I" grade defers computation of credits and grade point for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the department chair, results in the assignment of an administrative F (*F) grade for the course. The administrative F (*F) will remain a permanent part of the student's academic record for that semester. The student will be required to retake and repay for the course in order to receive credit when an F or an administrative F (*F) has been given.

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# University of New England
# College of Osteopathic Medicine

Mission Statement
Accreditation
Osteopathic Medicine
Osteopathic Oath
History of UNECOM
Clinical Education

## Mission Statement
The University of New England College of Osteopathic Medicine transforms students into health care leaders who advance patient-centered, high quality osteopathic primary care and community health for the people of New England and the nation.

(*2008 Draft Pending Final Approval of Faculty Assembly, University Board of Trustees, and Commission on Osteopathic College Accreditation of the American Osteopathic Association.)

## Accreditation
The University of New England College of Osteopathic Medicine is accredited by the American Osteopathic Association Commission on Osteopathic College Accreditation (AOA COCA). The University of New England is accredited by the New England Association of Schools and Colleges.

Additionally, the Maine Medical Association's Council on Continuing Medical Education and Accreditation (CCMEA) has accredited the University of New England College of Osteopathic Medicine to provide continuing medical education for physicians, including both D.O.s and M.D.s.

## Osteopathic Medicine
Osteopathic medicine was conceived by an American frontier physician, 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. There are currently 25 colleges of osteopathic medicine (four of which have a second branch campus) and students attending osteopathic medical colleges now represent one in five of all medical students in the United States.

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 in primary care specialties. 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.

In addition to the primary care specialties (e.g., Family Medicine, Pediatrics, Internal Medicine), many osteopathic physicians choose residency training programs and careers in other medical and surgical specialties, and in settings such as active military practice, hospitalist care, and academic health centers. Osteopathic physicians are eligible for medical practice licensure in all 50 states in the USA and some 48 foreign countries.

## 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.*

## History of UNECOM

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 medical 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 importantly, 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 has been "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 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 the College are consistent with those established for all accredited colleges of osteopathic medicine by the American Osteopathic Association Commission on Osteopathic College Accreditation. 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 umber 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. The educational program leading to the D.O. degree at the UNE College of Osteopathic Medicine is designed as a period of formation and transformation from that of a student to that of an osteopathic physician. As such, graduates of the College are known for their medical professionalism and for always putting the patient first. This stems from UNECOM's innovative and dynamic "Patient-First Curriculum" model, and builds on the College's 30 year tradition of excellence in medical education.

Both the didactic curriculum and the clinical training programs emphasize the knowledge and skills basic to osteopathic primary care. The primary care physician assumes responsibility for comprehensive and continuous health care for patients, evaluating their total health needs and providing long-term medical care. When referral of a patient to a specialist is indicated, the primary care 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 primary care physician provides and coordinates comprehensive health care for a group of patients over an extended period of time. And for those graduates who choose careers in subspecialty fields in medicine and surgery, their solid foundation in the clinical tenets and philosophy of primary care practice will serve them and their patients very well.

## Clinical Education

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 rotations, affiliations have been arranged to provide a variety and range

of clinical experiences. Students are required to complete core rotations 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. While the majority of the College's Clinical Training Centers (CTCs) are located in the New England States, it may be necessary for the student to leave the New England area for part or all of the core clinical rotation training period.

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 clinical rotations. Please see Core predoctoral clinical clerkship affiliates for more information .

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.

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# Admissions

Criteria for Admissions

Application Procedures

Applicant Protocol

Articulation Agreements

Transfer Credit

Advanced Standing

Extended Curriculum Plan

## Criteria for Admission

Applicants to the University of New England College of Osteopathic Medicine (UNECOM) are judged on their demonstration of scholastic abilities, motivation to practice osteopathic medicine in New England, and the emotional stability necessary to study and practice osteopathic medicine. Admission will be denied to applicants who fail to maintain a good scholastic record and personal conduct during the period between their acceptance and matriculation.

**The minimum scholastic requirements for admission are:**

1. A minimum of 90 semester hours or 75 percent credit towards a baccalaureate degree from a college or university accredited by a regional accrediting agency.

2. A cumulative grade point average of 2.7 or better on a 4.0 scale in both elective and required subjects.

3. Satisfactory completion of the following courses, including laboratory:
   a. One year of English composition and literature.
   b. Four semesters of chemistry, one of which must be biochemistry.
      The lab component is required for the first three chemistry classes. The usual sequence would include two semesters of general chemistry including lab, one semester of organic chemistry including lab, and one semester of biochemistry without a lab.

   c. Eight semester hours (two semesters) of physics, including laboratory.
   d. Eight semester hours (two semesters) of biology, including laboratory.

4. Satisfactory completion of the Medical College Admissions Test (MCAT), taken within two years of application. The Admissions Committee reserves the right to adjust the minimum requirement, as it deems appropriate, on a yearly basis.

Students are encouraged to enroll in additional courses to broaden their science background in subjects such as: anatomy, calculus, embryology, genetics, histology, microbiology, physiology, and physical, quantitative or analytical chemistry. However, it is not advisable to elect science courses exclusively; the Admissions Committee believes that undergraduates should receive a broad-based education that includes the humanities and social sciences.

The Admissions Committee also considers a number of other factors when evaluating applicants. Some of these variables are: personality, maturity, breadth of background, work experience, extracurricular activities, and sense of responsibility.

For the purpose of eventual licensure to practice, applicants are also encouraged to study the detailed requirements of the laws governing preprofessional educational requirements in the states in which they are contemplating practice.

On-campus interviews are given to qualified applicants upon invitation so that the Admissions Committee can further evaluate candidates. Preference is given to qualified applicants from the New England states (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont).

## Admission Procedures

The College of Osteopathic Medicine participates with other osteopathic colleges in a centralized application processing service called the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). The service collates materials, computes grades and transmits standardized information to the applicant and to the colleges that the applicant designates to receive them. AACOMAS takes no part in the evaluation, selection, or rejection of applicants.

Once the processed AACOMAS application is received, the College provides all applicants meeting the minimum requirements an opportunity to submit supplementary materials that must be returned directly to the College with a $55.00 application fee. The College reviews and interviews students on a “rolling admissions” basis beginning in the fall. Applicants are urged to complete their applications as early as possible in order to receive early consideration for an interview. The College reserves the right to close applications at any time that it deems necessary.

The following information is required by the College of Osteopathic Medicine:

1. To be sent to AACOMAS:
   a. A fully completed AACOMAS application including the AACOMAS processing fee.
   b. Complete official transcripts of scholastic records from all colleges and universities attended. Required courses must be completed by January 1 of the year for which admission is sought ( i.e., January 1, 2009 for August 2009).
   c. The Medical College Admissions Test (MCAT) scores, taken within two years of application, sent directly from the testing service. AACOMAS' number is 600.

2. To be sent to the College of Osteopathic Medicine by the applicant upon invitation to do so:
   a. Completed UNECOM supplemental application with a $55.00 application fee.
   b. Recommendations from two faculty members (preferably in the sciences) familiar with the applicant's undergraduate or graduate work OR one letter from the applicant's premedical committee or advisor.
   c. Recommendation from another professional person acquainted with the applicant's background.
   d. Although optional, it is strongly suggested that the applicant provide one or more recommendations from an osteopathic physician.

3. To be sent to the College of Osteopathic Medicine prior to matriculation:
   a. Official transcripts from all college and universities attended.
   b. Submission of health and immunization records as required by UNECOM policy.
   c. Signed Technical Standards document.

Inquiries specific to the College' application process may be directed to:

Admissions Office
University of New England
College of Osteopathic Medicine
11 Hills Beach Road
Biddeford, Maine 04005-9599
1-800-477-4UNE or 207-602-2212

## Applicant Protocol

From the American Association of Colleges of Osteopathic Medicine (AACOM):

Applicants aspiring to become osteopathic physicians (D.O.) are expected to act professionally in their interactions with the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) and with each college of osteopathic medicine. Responsibility, respect, good judgment and cooperation are qualities valued by the osteopathic medical profession and it is expected that applicants will demonstrate these qualities throughout the application process.

1. Applicants are responsible for becoming familiar with admission requirements, following application procedures and meeting all deadlines at each school to which they apply.
2. Applicants are responsible for the collection and timely submission of supplemental applications, letters of evaluation, transcripts and all applicable fees.
3. Applicants are responsible for reporting and updating any changes in the initially submitted applications (e.g., address, telephone number, academic status, and state of residence).
4. Applicants are responsible for responding promptly, either to accept or to decline all interview invitations and offers of admission.
5. Applicants who have a final decision on the medical school they plan to attend, have the obligation to promptly withdraw their applications from all other schools.

## Articulation Agreements

The College of Osteopathic Medicine has established articulation agreements with both undergraduate institutions and post-baccalaureate programs.

- Qualified students in the **University of New England College of Arts and Sciences** may apply for early admission to the College of Osteopathic Medicine following their junior year. The 3-4 Program allows mature, qualified UNECAS students to complete an undergraduate degree and doctor of osteopathic medicine (D.O.) degree in seven years. The 3-4 Program is for students admitted to UNECAS and is open to any major.
- **Hartford College** in West Hartford, Connecticut, and UNECOM have established an articulation agreement enabling qualified Hartford College students to complete an undergraduate degree and D.O. degree in seven years.
- **Springfield College** in Springfield, Massachusetts, and UNECOM have established an articulation agreement enabling qualified Springfield College students to complete an undergraduate degree and D.O. degree in seven years.
- **University of Maine, Orono**, and UNECOM have established an articulation agreement enabling qualified University of Maine students to complete an undergraduate degree and D.O. degree in seven years.
- **Utica College** in Utica, New York, and UNECOM have established an articulation agreement enabling qualified Utica College students to complete an undergraduate degree and D.O. degree in seven years.
- **Tufts University Post-Baccalaureate Premedical Program** in Medford, Massachusetts, and UNECOM have entered into an agreement whereby qualified individuals who have previously completed a baccalaureate degree can fulfill the required pre-requisite courses at Tufts University.
- **University of Vermont Post-Baccalaureate Premedical Program** in Burlington, Vermont, and UNECOM have entered into an agreement whereby qualified individuals who have previously completed a baccalaureate degree can fulfill the required pre-requisite courses at University of Vermont.

## Transfer Credit

Students in good standing at other colleges of osteopathic medicine may apply for transfer admission to UNECOM. Acceptance of a transfer student will be dependent upon the student's qualifications, academic compatibility, and available space. Credits may be transferred only from colleges accredited by the American Osteopathic Association Commission on Osteopathic College Accreditation (AOA COCA).

Transfer application requests are to be sent directly to the UNECOM academic dean, not to AACOMAS. The transfer candidate must provide:

1. Letter of application.
2. Official transcripts from all colleges and universities attended, including the current college of osteopathic medicine.
3. Medical College Admission Test (MCAT) scores.
4. Letter from the dean of the college of osteopathic medicine in which the student is enrolled, stating that the student is in satisfactory standing.
5. Letters of recommendation from two faculty members at the osteopathic college where the student is enrolled.

## Advanced Standing

Individuals with extraordinary credentials in the basic science disciplines may apply for Advanced Standing credit for a particular course or courses. Criteria by which advanced standing is determined is established by each department chairperson and/or course instructor.

**First-year Basic Science Courses**
All applicants who are offered admission into the College of Osteopathic Medicine will be sent the Advanced Standing Policy and application materials after they have made an initial tuition deposit. Upon receipt of the completed advanced standing application, copies will be sent to appropriate UNECOM department chairpersons/instructors for review and action.

Course work for which advanced standing might be granted must:

1. Have been completed within five years of matriculation date.
2. Have been completed with a grade of B (or >80) or better.
3. Be similar in structure and rigor to that which would be required in the UNECOM curriculum (e.g., similar laboratory components).
4. Be judged to be equivalent by the appropriate UNECOM department chairperson and/or instructor, who may require additional evidence of competency via an examination.

Provision, in a timely matter, of all documentation necessary to demonstrate these criteria, will be the responsibility of the applicant. All advanced standing applications for first-year courses must be completed prior to matriculation.

Notification: Applicants for advanced standing in the first-year courses will be notified prior to initiation of the course in question by the appropriate department chairperson/instructor.

**Second-Year Courses**
Matriculating first-year students who wish to apply for advanced standing in second year courses should apply through the UNECOM Curriculum Office prior to completion of their first year. The Curriculum Office will process the application and forward the requests to the appropriate course director/system manager, who will apply the same criteria as described above, and to the Dean's Office. Applicants will be notified of the decision in writing prior to entrance into the second year.

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# Financial Information

Deposits

Tuition and Fees

Payment Schedule

Refund Policies

Notes

## Deposits

**First-Year Admission Deposit**
A $500 non-refundable Admission Deposit is due according to the following schedule and is credited against tuition:

- Those accepted prior to November 15 will have until December 14 to submit their deposit.
- Those accepted between November 15 and January 14 will have 30 days.
- Those accepted between January 15 and June 14 will have 14 days.
- Those accepted on or after June 15 will be asked for an immediate deposit.

A second $1,500 deposit is due according to the following schedule. It is fully refundable through June 1; non-refundable thereafter.

- Those accepted between November 15 and January 14 will have 60 days from receipt of their initial $500 Admission Deposit.
- Those accepted beyond January 15 will have 30 days from receipt of their initial $500 Admission Deposit.

## Tuition and Fees

| | |
|---|---|
| First Year Tuition | $41,260 |
| General Service Fee | $535 |
| Malpractice Insurance | $85 |
| Microscope Rental (first-year only) | $125 |

**General Services Fee**
This mandatory fee is billed to all medical students and provides the following services:

- Graduation activities including cost of receptions, speakers, diplomas.
- Student Government activities including support for clubs, programs, cultural events, etc.
- Orientation activities.
- University Health Care (basic) services.
- Campus Center featuring a gymnasium, running track, fitness center with racquetball court, snack bar, and bookstore.
- Athletic events including intramural programs and all intercollegiate home games.
- Transcripts available at no charge.

**Malpractice Insurance**
A group malpractice insurance policy insures medical students in the amount of $1,000,000/$3,000,000.

**Health Insurance**
Medical students must enroll in UNE's Student Medical Insurance Plan unless they can demonstrate proof of comparable medical insurance. Refer to the insurance brochure and website for instructions and rates. Students are required to maintain health insurance coverage throughout their tenure at UNECOM. Students electing to enroll in comparable plans should be careful to ascertain their coverage for hazards inherent to physicians, such as hazards associated with needle sticks or blood-borne pathogens.

**MSPR/Dean's Letter**
Institutional letters of recommendation, Medical Student Performance Review, for prospective postgraduate programs, such as internships, residencies, and fellowships are provided to graduating students. The first ten requests for letters shall be free of charge. All additional requests shall be assessed a $3 fee.

**Parking Fees**
Students wishing to park a vehicle on campus must purchase a parking permit from the Student Accounts Office at a cost of

$90. Failure to register a vehicle will result in a fine.

**Special Examination Fee**
All students are required to take Comprehensive Osteopathic Medical Licensing Examination (COMLEX) part I, part II CE, and part II PE. All fees are determined by the National Board of Osteopathic Medical Examiners (NBOME) and are paid directly to the Board.

**Special Student Tuition**
UNE undergraduate students are permitted to enroll in UNECOM courses as non-matriculating students on a space available basis. Tuition will be $935 per credit hour. Students who later become UNECOM matriculated students will pay the full-time rate.

## Payment Schedule

Fall and spring tuition and fees are due the first day of classes.

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.

## Refund Policies

Overpayments - The University will refund overpayments to students with Title IV Financial Aid in accordance with Federal regulations. Students may elect to have their overpayment directly deposited into a checking or savings account.

*Note:* It is customary for medical students to borrow from several sources or to sign agreements with third-party payers such as the Armed Forces, state or federal governments to cover their educational costs as well as living expenses. The University realizes that payments are not always received in a timely fashion because of delays at the bank or governmental agencies. In the event a student's loan proceeds are not received by the start of classes and the student does not have adequate resources for living expenses, a petition for exception to our refund policy can be submitted. This petition will need to be evaluated by the Office of Financial Aid, and must clearly demonstrate financial hardship. The University will refund up to one month of living expenses, as determined by the Financial Aid Office, in anticipation of student loan and/or government checks.

**Withdrawal Refund**
A student who intends to withdraw from the University will be required to go through the withdrawal process. He/she must first see the UNECOM dean to obtain the necessary forms. Verbal notice is not sufficient. For purposes of computing refunds, the date of withdrawal recorded by the dean after receipt of withdrawal forms will be used by the Business Office to compute any refund due the student.

Refunds will not be permitted for withdrawals during summer remedial courses.

| **Fall Tuition Refund*** | |
|---|---|
| During the first and second week of classes | 50% |
| During the third and fourth week of classes | 25% |
| After fourth week of classes through December Break | None |

| **Spring Tuition Refund** | |
|---|---|
| During the first four weeks of classes after December Break | 25% |
| After fourth week of classes after December Break | None |

Refunds will not be made in the case of absence, suspension or dismissal.

Adjustments to students' financial aid awards will be made according to federal refund policies as well as specific program policies. Students who withdraw during their first semester at the University and received federal financial aid, may be entitled to a refund under the federal rules labeled "pro-rata." Students who receive federal Title IV financial aid may be entitled to a refund under the federal refund policy. The federal refund policy allows students a refund based on the percentage of time they were in attendance up to the 50% point within the semester. Details are available in the Financial Aid Office.

**Leave of Absence Tuition Credit**
In the event a student desires to apply for a leave of absence, a Leave Form must be submitted to the Dean's Office. The form will include the reason for leaving, as well as the expected date of return. An approved leave of absence during the on-campus portion of the curriculum will result in a refund per the Withdrawal Tuition Refund Policy. No penalty is assessed for a leave of absence during the Clerkship Training Curriculum.

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.

## Notes

- Students should expect annual increases in the cost of attending UNECOM since the University is subject to the same inflationary pressures that affect the rest of society.
- UNE will continue to make every effort to contain costs from the date they are announced through the current academic year. The Board of Trustees, however, reserve the right to make changes in tuition and fees at any time.
- 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. The University recommends that students open a checking account with TD BankNorth, who have installed a full-service ATM machine on campus. Checks may also be cashed daily at the Student Accounts Office ($75 maximum).

- The University will not be responsible for the loss of property on or off campus although it strives to safeguard students' property on campus.
- 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 here.

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# Financial Aid

## Financial Aid Programs

The Financial Aid Office at the University of New England is committed to providing students with information about the different education financing options available. This information is available on the Financial Aid website. The website describes the aid application process, the types of financial assistance available, and other important information.

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# Curriculum and Program Requirements

## Doctor of Osteopathic Medicine

**College:** Osteopathic Medicine (COM)

**Department:** Osteopathic Medicine

Curriculum Objectives

Seven UNECOM Competencies

Basic and Clinical Sciences

Clinical Clerkships

Clinical Skills Assessment

Affiliated Hospitals

UNECOM Website

### Curriculum Objectives

The UNECOM 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 Essentials of Osteopathic Medicine and Clinical Principles and Practices courses. Hospital clerkships continue to emphasize these same concepts in the setting of inpatient care with its attendant special needs and requirements.

### Graduate Competencies for the Twenty-first Century

Graduates will have the knowledge, skills, and professional perspective to meet:

**The seven UNECOM core competencies are:**

1. Osteopathic Principles and Practice: The student will understand and apply osteopathic principles to patient care.
2. Patient Care: The student will have the knowledge, attitudes, and skills to provide compassionate, appropriate and effective patient care.
3. Medical Knowledge: The student will demonstrate knowledge of established biomedical, epidemiological, social, and behavioral sciences and their application to patient care.
4. Practice-Based Learning and Improvement: The student will demonstrate the ability to investigate and evaluate patient care practices using scientific evidence and apply these to patient care.
5. Interpersonal and Communication Skills: The student will demonstrate interpersonal and communication skills that result in effective interactions with patients, families, and colleagues.
6. Professional: The student will demonstrate a commitment to carrying our professional responsibilities in an ethical and sensitive manner.
7. System-Based Practice: The student will demonstrate an awareness of and responsive to the system of health care, to provide care that is of optimal value.

### Curriculum Sections

The curriculum of the College of Osteopathic Medicine is under the direct supervision of the dean of the College 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 Clinical Rotations (Clerkship) Training Curriculum.

### Basic and Clinical Sciences Curriculum

2008-2009 marks the introductory/preliminary phase of the College's innovative and dynamic "Patient First Curriculum". The driving force for this model is the patient, and the driving force for the educational encounter is the outcome, the application of a skill, knowledge, and/or values, using the seven core competencies of the osteopathic profession as an overriding framework. There is an emphasis on early clinical experiences and physical diagnosis, and a gradual but increasing focus on continuity of care and longitudinal relationship-centered patient care. Above all, the graduates of UNE's College of Osteopathic Medicine are known for always putting the patient first.

The first year of the osteopathic medical curriculum contains a variety of biomedical, social, and clinical science courses. The first-year courses include: Essentials of Osteopathic Medicine, Osteopathic Principles and Practice, Anatomy, Biochemistry, Nutrition, Physiology, Pathology, Parasitology, Virology, Immunology, Bacteriology, Pharmacology, Medical Jurisprudence, Embryology, and Histology.

The second year is organized into a Clinical Principles and Practices foundation course, the second year of the Osteopathic Principles and Practice course, and a series of eleven systems representing related organ-system groupings of the body; namely Neuroscience/Neurology, Psychiatry, Musculoskeletal, Respiratory, Hematology, Cardiovascular, Renal, Gastrointestinal, Endocrine, Dermatological and Reproductive systems. All systems are presented from a multi-disciplinary approach integrating lectures on biomedical science, internal medicine, pathology, surgery, radiology, pediatrics, family medicine, and social and population health sciences. Near the completion of the second year, students encounter the Clinical Decision Making course designed to prepare them for the transition into the following two years of clinical training experiences.

The knowledge to conduct a careful and efficient medical interview (the medical history) and a thorough and skillful physical exam is perhaps the most important information acquired in the four years of medical training. At UNECOM, these skills are

developed during the Essentials of Osteopathic Medicine, Clinical Principles and Practices and the Clinical Decision Making courses, which encompass:

- 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 rotations 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. (Also see Course Descriptions)

| College | Course number | Course Title | Credit Hours |
|---|---|---|---|
| | | **Year 1** | |
| COM | 501 | Medical Gross Anatomy | 9 |
| COM | 503 | Medical Histology | 5 |
| COM | 505 | Medical Embryology | 2 |
| COM | 511 | Human Function: Biochemistry | 5 |
| COM | 514 | Nutrition | 1 |
| COM | 523 | Medical Immunology | 1 |
| COM | 524 | Medical Virology | 1 |
| COM | 526 | Medical Bacteriology | 3 |
| COM | 530 | Medical Parasitology | 1 |
| COM | 533 | Human Function: Cellular | 5 |
| COM | 542 | Medical Pharmacology | 2 |
| COM | 552 | Introduction to Pathology | 3 |
| COM | 558 | Dermatological System | 2 |
| COM | 568 | Medical Jurisprudence | 1 |
| COM | 581 | Essentials of Osteopathic Medicine I | 2 |
| COM | 582 | Essentials of Osteopathic Medicine II | 2 |
| COM | 584 | Essentials of Osteopathic Medicine III | 2 |
| COM | 586 | Basic Life Support | 0 |
| COM | 591 | Osteopathic Principles & Practices I | 5 |
| | | **Year 2** | |
| COM | 601 | Nueroscience/Neurology System | 8 |
| COM | 605 | Psychiatry System | 2 |
| COM | 611 | Musculoskeletal System | 4 |
| COM | 623 | Respiratory System | 3 |
| COM | 633 | Hematology System | 3 |
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## Clinical Rotations (Clerkship) Program

The UNECOM student rotates through the clinical rotations 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 residency training. Each clinical rotation is designed to fulfill a necessary step in the evolution of the UNECOM student to competency for graduation and entry into a residency training program. Cognitive, manual and psychomotor objectives are directed toward developing physician skills and attitudes of the student in preparation for residency training. 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 Clinical Training Centers (CTCs), 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 primary care physician. 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 Education from a list of affiliate sites. The core rotations include Internal Medicine, Surgery, Obstetrics/Gynecology, Pediatrics, Family Medicine and Psychiatry. Required selective rotations include Internal Medicine, Surgery, Emergency Medicine, Osteopathic Manipulative Medicine, and Community Health (AHEC). The student selects the sites, subject to Clinical Education Office approval, at which these clinical rotationss will be done. Elective months are scheduled by the student with the approval of the Office of Clinical Education.

In order to begin clinical training, the student must be in compliance with all certifications, immunizations and medical tests as outlined in the UNECOM clinical rotations (clerkship) training manual and with such additional requirements as training sites may specify including, but not limited to, evidence of recent physical examination, criminal background check and drug screen.

To graduate, the student must successfully complete all required core, selective and elective clinical rotation 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.

**Community Health**
The Community Health rotation emphasizes, but is not limited to, primary care of medically underserved populations, both urban and rural. Students apply basic concepts and principles of medical care, often in the absence of sophisticated diagnostic tools. The service is designed to develop in the student an awareness of and appreciation for the unique challenges faced by the uninsured and the underinsured in our country with regard to access to health care. The student will participate in patient diagnosis protocols, health screening, preventive medicine and patient education

**Emergency Medicine**
An Emergency Medicine rotation 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 Education.

**Family Medicine**
Students are required to complete one core clinical rotation in Family Medicine. The core Family Medicine 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 Medicine experiences during their elective months with the approval of the Office of Clinical Education.

**Internal Medicine**
Students are required to complete two core clerkships at a clerkship training center and one selective clerkship in an Internal Medicine subspecialty and at a medical facility of the student's choosing. Internal Medicine clerkships are conducted as predominantly hospital-based experiences. 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 Education.

**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 Education.

**Osteopathic Manipulative Medicine**
The Osteopathic Manipulative Medicine (OMM) selective is designed to provide hospital inpatient, nursing home and/or assisted living community, and outpatient practical (hands on) experiences. In addition, there is opportunity for attendance at Family Medicine and OMM didactics.

**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 Education.

**Psychiatry**
This Psychiatry core clerkship 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 Education.

**Surgery**
Students are required to complete one core clerkship at an affiliate hospital and one selective clerkship in general or subspeciality Surgery at a medical facility of the student's choosing, subject to approval by the Office of Clinical Education. Surgical clerkships are conducted as hospital and/or ambulatory-based experiences. The major goal of these clerkships is to provide an appreciation of the principles of surgical practice by expanding on the precepts learned in the classroom. 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 Education.

**Electives**
Students are afforded elective time during their clerkship training. With the approval and counseling of the Office of Clinical Education, 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 Education. 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 standardized 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 of Osteopathic Medicine. 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 Education Affiliates 2008-2009

**UNECOM/Keystone Clinical** Heart of Lancaster *Lititz, Pennsylvania*
St. Joseph Medical Center *Reading, Pennsylvania*

**UNECOM/Leatherstocking Clinical Training Center**
St. Elizabeth Hospital *Utica, New York*

**UNECOM/Maine Clinical Training Center**
Central Maine Medical Center *Lewiston, Maine*
Eastern Maine Medical Center *Bangor, Maine*
MaineGeneral Medical Center *Augusta, Maine*
Maine Medical Center *Portland, Maine*
Mercy Hospital and Portland Surgical Associates *Portland, Maine*
Penobscot Community Health Center *Bangor, Maine*
Shipman Pediatrics *York, Maine*
SMMC Pediatrics *Biddeford, Maine*
Southern Maine Medical Center and Coastal Surgical Associates *Biddeford, Maine*
St. Mary's Regional Medical Center *Lewiston, Maine*
University Health Care *Saco, Maine*
University Health Care for Kids *Portland, Maine*
Waterboro Village Pediatrics *East Waterboro, Maine*
York Hospital *York, Maine*

**UNECOM/Newark Clinical Training Center**
Clara Maass Medical Cednter *Paterson, New Jersey*
Raritan Bay Medical Center *Perth Amboy, New Jersey*
St. James Hospital *Newark, New Jersey*
St. Michael's Medical Center *Newark, New Jersey*

**UNECOM/Rhode Island Clinical Training Center**
Kent Hospital *Warwick, Rhode Island*
Roger Williams Hospital *Providence, Rhode Island*

**Samaritan Clinical Training Center**
Samaritan Medical Center *Watertown, New York*

## Postgraduate Educational Affiliations

**AOA Internship in a Family Practice Residency**
Albany Medical Center *Albany, New York*
Central Maine Medical Center *Lewiston, Maine*
Eastern Maine Medical Center *Bangor, Maine*
Kent Hospital *Warwick, Rhode Island*
Maine/Dartmouth *Augusta, Maine*
St. Clare's Hospital *Schenectady, New York*
St. Elizabeth's Hospital *Utica, New York*
UMASS/Fitchburg *Fitchburg, Massachusetts*

**AOA Internship in Internal Medicine Residency**
St. Michael's Medical Center *Newark, New Jersey*
UMASS/Memorial Health Care *Worcester, Massachusetts*
UMASS/St. Vincent's Hospital *Worcester, Massachusetts*
University of Connecticut *Farmington, Connecticut*

**AOA Internship and AOA Internal Medicine Residency**
St. Luke's Hospital *Bethlehem, Pennsylvania*
UMASS/Berkshire Medical Center *Pittsfield, Massachusetts*

**AOA Internship and AOA Family Practice Residency**
St. Luke's Hospital *Bethlehem, Pennsylvania*
Warren/Coventry FP Residency *Phillipsburg, New Jersey*

**Osteopathic Manipulative Medicine Residency and AOA Approved Family Practice Residency**
University of New England *Biddeford, Maine*

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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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# Academic Regulations


Student Rights and Responsibilities
Standards for Professional Behavior and Conduct
Registration
Academic Records
Student Access and Annual Notification
Transcripts
Attendance
Grading
Academic Standing
Extended Curriculum
Withdrawal/Dismissal
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Graduation


All students enrolled in the University are encouraged to acquaint themselves with the scholastic regulations, the general and specific requirements of the academic program, and the operational policies that govern the program of study. Additional information may be found in the Student Handbook Supplement for the College of Osteopathic Medicine.

## Student Rights and Responsibilities

As part of its review, the Admissions Committee evaluates each applicant in the areas of personal and academic integrity and personal values. An invitation to join the COM community indicates that the institution feels that the applicant has a well-developed set of values and a high level of integrity. The faculty and administration are committed to fostering this sense of integrity and helping students develop an increasing awareness of the multifaceted demands of professionalism: as student physicians who are ultimately responsible for their own learning, as people who need to constantly reappraise themselves, and as future physicians who must learn to cope with a new set of demands.

Student physicians are expected to behave professionally with respect and integrity, to face new situations and people with open minds, to maintain their intellectual and personal curiosity, and to meet their obligations. These expectations form the basis of student responsibilities.

On the other hand, student rights are based on the premise of reciprocity. That is, students should be met with the same sense of integrity, respect, and openness.

## Standards for Professional Behavior and Conduct

In order to evaluate acceptable demonstration of professional behavior and conduct for graduation, the following standards were adopted by the UNECOM faculty:

1. Behaves in a responsible, reliable and dependable manner. (e.g. manages time well, is on time for assignments, meetings, and appointments; plans ahead; follows through with commitments; cooperates with person(s) in charge of programs; and takes responsibility for absences or missed assignments).
2. Demonstrates personal integrity, honesty, and self-discipline. (e.g. is consistent and truthful, shows appropriate personal control, takes on tasks that he/she can manage; honest in reports and self-evaluations).
3. Projects a professional image in manner, dress, grooming, speech, and interpersonal relationships that is consistent with the medical profession's accepted contemporary community standards. (e.g. maintains awareness of personal hygiene, wears white coat and name tag if expected, notifies preceptor or other leader in case of emergency absence or calls to apologize if unable to notify in advance; is respectful of other students and patients when doing physical diagnosis or treatment).
4. Recognizes his/her personal limitations and biases, whether they are intellectual, physical or emotional; strives to correct them (e.g. overcomes negative behaviors such as procrastination, learns to be a team member, and adapts to new situations; avoids discriminatory conduct or speech).
5. Demonstrates the professional and emotional maturity to manage tensions and conflicts which occur among professional, personal, and family responsibilities, seeking professional help if necessary (e.g. meets with supposed antagonists to resolve misunderstandings, gets needed help from faculty advisors, tutors, counselors, learning assistance professionals and other qualified persons, shows ability to appropriately prioritize personal, professional, and academic expectations and activities).
6. Demonstrates the ability to exercise sound judgment and to function under pressure (e.g. requests help when needed and does not endanger others, respects the difference between student doctor and doctor, and remains focused on the task at hand; remembers that as student doctor he/she represents UNECOM to the community).
7. Demonstrates ability to learn from mistakes and failures, heeds admonitions and warnings from officers of UNECOM and of clinical supervisors (e.g. is responsive to feedback and constructive criticism regarding professional behavior and attitude, understands the seriousness of academic and disciplinary warnings).
8. Demonstrates compassion and respect toward others (e.g. works cooperatively with differences and diversity in personalities and in cultural backgrounds as well as with differences in social and in economic status, and respects the privacy and individual choice of others).
9. Consistently demonstrates respect for administrators, faculty, staff, and fellow students of the University.

These standards are taken very seriously and evaluated regularly. Failure to abide by these standards may result in academic warning, probation, or dismissal.

## Registration

The University conducts an annual registration for first and second year students during the initial days of the new academic year. During this process, students are expected to finalize payment of tuition and related fees, as delineated in the section entitled Tuition and Fees, including filing appropriate documents with the Offices of the Registrar, Financial Aid, Business Affairs, and Office of Recruitment, Student and Alumni Services. In addition, all new, incoming students are required to undergo a complete physical examination, meet UNECOM immunization requirements, and complete the medical questionnaire provided by the University as a prerequisite to enrollment. Failure to comply with meeting immunization requirement may result in the inability to register for courses, receive course grades or proceed with clinical assignments.

## Academic Records

Complete records and related documents are maintained in the Office of the University Registrar, Decary Hall. Under the terms of the Family Educational Rights and Privacy Act (FERPA), students have the right to review and inspect all education records pertaining to the students. However, letters of recommendation submitted on the basis of a pledge of confidentiality prior to January 1, 1975, need not be shown to students, and 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 FERPA, 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 Education 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.

## Student Access and Annual Notification

FERPA 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 Administrative Services Center (at the Westbrook College Campus) a written request that identifies the records 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**

The University may disclose "directory information" without a student's consent as permitted by FERPA. Directory information is defined as: name, address, e-mail address, telephone listing, photograph, date and place of birth, level of education, academic major, degrees, honors and awards received, and educational institution in which a student most recently was enrolled.

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 Office of Recruitment, Student and Alumni Services. Requests must be submitted prior to September 30 (if first-time enrollment for academic year is fall semester) or January 30 (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.

## 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 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".

## Attendance

The University expects the student to attend all scheduled lectures, laboratories and clinical assignments unless appropriate permission has been secured prior to the absence. Any student missing a class is NOT exempted from completing the assignment covered during the absence. For further information, student should consult the Excused Absence Policy as found in the Student Handbook Supplement for the College of Osteopathic Medicine.

## Grading

Upon completion of a unit of study, the faculty member in charge of that unit submits a grade for each student to the dean. Grades are based on a High Pass/Pass/Fail grade system.

If a student is required to repeat a unit of study, the name of the unit of study and the new grade shall be entered a second time on the transcript. The original recording of the unit of study will not be removed from the transcript. All units of study shall be listed chronologically by trimester, summer, and/or academic year during which they are completed.

## Academice Standing

The Student Affairs Committee is responsible for evaluating performance and making recommendations to the dean on student disciplinary and academic matters, performance, and on action(s) to be taken. Yearly, the Committee makes recommendations to the dean on the promotion of students to the next class. At any time the Committee deems necessary, it may inform the appropriate faculty and administrative personnel of students experiencing academic difficulties so that corrective or remedial action may be taken. Also, each year the Committee recommends to the faculty, through the dean, the awarding of the degree of doctor of osteopathic medicine to those students who have satisfied all graduation requirements.

The status of a student may be reviewed by the Student Affairs Committee when the student's performance is found to be unsatisfactory in the accumulation of knowledge and/or personal growth. For example, the student may be reviewed for any of the following reasons:

1. Unexcused absence(s) from class, laboratory, or clinical experience.
2. Failure to obtain a satisfactory grade in every unit of study such as a course, preceptorship, or clinical rotation (clerkship).
3. Failure to abide by the Standards for Professional Behavior and Conduct or to exhibit the behavior, ethics, or professional manner deemed necessary for the continued study and later practice of osteopathic medicine in the judgment of the Student Affairs Committee.
4. Personal or medical reasons; in assessing personal growth, such factors as morals, emotional stability, integrity, general conduct, reliability, judgment, and rapport with patients is considered.

After discussion, the Student Affairs Committee may decide by majority vote to make one of the following recommendations to the dean:

1. No significant deficiency exists, and the student is promoted, with such oral or written caution to the student as may be recommended.
2. A significant deficiency exists and one or several of the following actions is to be taken according to the severity of the deficiency, the student's overall achievement and circumstances surrounding the deficiency (illness, family emergency, etc.):

a. Student is to take remedial examination(s) after an appropriate interval recommended by the department chairpersons or system coordinator most involved and approved by a majority vote of the Student Affairs Committee.
b. Student is to undertake special projects or studies required in the deficient area(s).
c. Student is placed on academic or disciplinary probation for a stated period of time.
d. Student is required to repeat the course(s), preceptorship(s), or clerkship(s) in which there is a deficiency.
e. Student is required to repeat the academic year.
f. Student is suspended from the College.
g. Student is dismissed from the College.

## Extended Curriculum Plan

The Extended Curriculum Plan (ECP) is designed to afford students the opportunity to complete the medical school curriculum within the six-year time limit for graduation by taking a modified course load during years one and two. Students may be placed into this program upon application to the Student Affairs Committee (SAC) and with the consent and approval of the dean. SAC may also place a student on the ECP if deemed necessary. Availability of ECP will vary according to prioritization of applications and the availability of resources to accommodate such requests, including the availability of space and clinical rotations. Additional clinical experiences (preceptorships) may be made available to students on ECP only on a space available basis after required curriculuar assignments. Students seeking an extended rotation curriculum during years three and four are referred to the Clinical Clerkship Manual and its processes.

## Withdrawal/Dismissal

A student who is required to repeat an academic year, suspended or dismissed from the College may appeal this decision to the dean within ten (10) days of the decision to repeat, suspend or dismiss. The dean will convene a five-member Faculty Appeals Committee for a review of the decision. If the Faculty Appeals Committee does not uphold the requirement to repeat the year, suspension or dismissal, it will impose such other lesser requirements as it deems appropriate.

Placement of a student on academic probation or disciplinary probation indicates the faculty's extreme dissatisfaction with the student's academic or behavioral performance. While on probation, the student will not represent the college at outside events and will be asked to curtail elected office responsibilities until their academic performance improves. In addition, a student on

academic probation must pass all units of study; a student on disciplinary probation must discontinue the behavior leading to probation and maintain a record of exemplary behavior. Students who violate the conditions of probation as listed above will be reviewed again by the Student Affairs Committee, which will make such recommendations to the dean as it sees fit.

An application for voluntary withdrawal from the College must be submitted in writing to the dean. The dean may grant a leave of absence due to financial difficulties or for personal, medical, or family problems.

### Comprehensive Osteopathic Medical Licensing Examinations

The Comprehensive Osteopathic Medical Licensing Examinations (COMLEX-USA) are administered by the National Board of Osteopathic Medical Examiners (NBOME) and are divided into three levels. Levels 1 and 2 are given during the college years and Level 3 is given to qualified graduates during their first year of postgraduate (residency) training. The Level 2 examination consists of two independent components; cognitive (level 2-CE) and clinical skills (Level 2-PE). Students are eligible for the Level 1 examination upon completion of Year 2 and approval from their college, and become eligible for the Level 2 examinations in Year 3 after approval from their college. Students must have received a passing score on COMLEX -USA Level 1 in order to begin clinical rotations. Students must take and pass both components of the Level 2 examination as a condition of graduation.

Effective with the class entering in the fall of 2004, students are allowed a maximum of three attempts to pass COMLEX-USA Level 1 and each component of COMLEX-USA Level 2. Failure to pass any individual component of the COMLEX-USA examination series after three attempts will result in dismissal from the College.

Note: Registration and scheduling of the exams is the responsibility of the student. Students should also plan to register and take the COMLEX-USA Level 1 and 2 (PE and CE) with sufficient time allowed to receive exam results and be able to comply with any deadlines for clinical rotations or graduation. Graduating fourth year students are advised to schedule a date for their COMLEX-USA Level 2-PE (clinical skills examination) no later than December 31 of the year preceding their anticipated graduation date in order to receive scores to meet graduation requirements. This may require registration and scheduling with NBOME up to 12 months in advance.

### Laptop Requirement

The College has instituted a mandatory laptop computer requirement. Specifics regarding the minimum configuration will be available on a yearly basis.

### Graduation

The Board of Trustees of the University of New England confers the degree doctor of osteopathic medicine (D.O.) upon those students who have satisfactorily completed the requirements for graduation and who have been recommended for graduation by the faculty of the College.

Every candidate for the degree of doctor of osteopathic medicine must:

1. Be of good moral character.
2. Have fulfilled the requirements of study for the degree as determined by the faculty.
3. Have met the academic requirements of the College for the awarding of the degree and have been in residence at this College for the last two years.
4. Be free of indebtedness to this College, the University, and their affiliates.
5. Have demonstrated the ethical, personal, and professional qualities deemed necessary for the successful and continuing study and practice of osteopathic medicine.
6. Have been recommended by the faculty for graduation.
7. Be present at the commencement ceremony of his/her class at the time the degree is conferred.

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# Student Services

UNECOM Recruitment, Student and Alumni Services

University Health Care

Student Support Services

Dining Services

Other Student Services

## UNECOM Office of Recruitment, Student and Alumni Services

The UNECOM associate dean for students, in conjunction with the staff of the Office of Recruitment, Student and Alumni Services (RSAS), is responsible for the management and development of the following areas: Student support services (e.g. student orientation, professional development, student personnel records, student government, clubs and organizations, special events, and counseling), admissions and alumni affairs.

The Office of Recruitment, Student and Alumni Services serves as a one-stop shop for addressing the needs of medical students on the university campus. They are aided in meeting the needs of medical students by other offices in the Division of Students Affairs. A description of those offices and services follows.

## COM Student Government Association (SGA)

The Student Government Association (SGA) is the official voice of the COM student body. Senate members are elected by a general ballot, with the exception of the vice-presidents of each class who serve as ex-officio senate members.

The goals of the SGA are to represent the student body in all matters affecting students, determine appropriation of monies to other student organizations, and communicate and maintain a working relationship with faculty, administration, board of trustees, alumni, and national associations.

## COM Clubs and Organizations

Currently, the COM SGA supports in excess of 30 active students organizations. Some of the club activities which are supported by the SGA include the Sports Medicine Club, the Undergraduate American Academy of Osteopathy, local chapters of the Student Osteopathic Medical Association (SOMA) and the American Medical Student Association (AMSA), Synapse (COM yearbook), and various other clubs and organizations. Sigma Sigma Phi, a national osteopathic honor society, has chartered a chapter as has Psi Sigma Alpha, the national osteopathic academic honor society. In addition, partners are involved with the school by participation in the Student Associate Auxiliary (SAA).

## University Health Care

The University Health Care - Sanford Petts Health Center provides high quality health care services to students. This facility is located across from Marcil Hall, between Hills Beach Road and Pool Road (Route 9). A second facility available to students, their dependents and faculty/ staff is the University Health Care - Saco Health Center, located on Main Street in Saco. Additional specialty facilities are located in Portland and the student clinic at the University's Westbrook College Campus in Portland.

Under the direction of osteopathic physicians, the health centers provide care in a model ambulatory care setting and provide an integrated approach to the following services: family practice, prenatal care, workers' compensation injuries, osteopathic manipulative medicine, eating disorders program, acute emergency care, X-ray/EKGs, geriatrics, gynecology, pediatrics, internal medicine/gastroenterology, physical therapy, counseling, sports medicine, orthopedics, minor surgery, and industrial medicine. Many UNE students have the opportunity to broaden their training in health care delivery through preceptorships in the health centers and through a month-long rotation during their third and fourth years. The Health Center staffs are committed to playing an active role in the maintenance of individual and community health. They have established these goals:

a. To promote health through campus-wide programs.

b. To encourage individual participation in health care decisions.

c. To provide prompt and effective attention to all health care needs. Physicians are on call 24 hours per day at 207-283-1407. Office hours for the Sanford Petts Health Center are Monday through Thursday 8 a.m. to 4:30 p.m., and Friday 8 a.m. to 1 p.m.; the direct telephone number for the Sanford Petts Health Center is 207-602-2358. Office hours for the Saco Health Center are Monday through Friday 8:30 a.m. to 5 p.m.; the direct telephone number for the Saco Health Center is 207-283-1407. Appointments are preferred for routine office visits and non-emergency procedures. Urgent problems are evaluated and treated based on their severity. University Health Care physicians provide in-hospital care at Southern Maine Medical Center in Biddeford, at Mercy Hospital in Portland, or Maine Medical Center in Portland.

## Student Support Services

**Career Services**

Career Services is designed to help students with career and life planning. Career advising and assessment are available for those who need assistance in identifying skills and interests, defining career goals, changing careers and developing job search strategies, which includes creating and revising a curriculum vita. The resource library contains information about careers, doctoral programs, job seeking and potential employers, as well as access to a variety of computerized resources.

**Counseling Services**

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 Counseling Services 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.

**Disability Services**
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.

Federal laws, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, state law, and the Maine Human Rights Act prohibit postsecondary institutions from discriminating against individuals with a disability. These laws require that postsecondary institutions provide reasonable academic accommodations to qualified individuals in order to ensure equal educational opportunity and access. Dependent on individual need, reasonable accommodations may include a modification to or a waiver of an institutional policy, procedure or service. This includes rules and procedures associated with clearance and course registration.

All accommodations to registration and clearance will be granted on a case-by-case basis after the student has been registered with and granted such accommodations by Disability Services. The University will make a concerted effort to accommodate the student's request within reasonable means upon timely notice by the student to the Registrar's Office. The University cannot guarantee that the courses, times and locations will be equal to the student's request.

**Learning Assistance Services**
Learning Assistance 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.

## Dining Services

Medical students may choose to participate in the University of New England dining service meal program. The University dining service provides three meals per day, Monday through Friday, with brunch and dinner on weekends at the cafeteria in Decary Hall. A variety of entrees are offered with a deli bar at lunch and a complete salad bar at both lunch and dinner. There is also a cash price for purchasing one meal at a time.

In addition to the full-service cafeteria there are two other dining options on campus. The Hang is a traditional campus grill and located in the Campus Center. Cafe a la Carte offers coffee, breakfast bakery, sandwiches and wraps, soup and salads, and a variety of beverages. It is located in the Alfond Cafe, Alfond Center for Health Sciences. Refrigerator storage, microwave ovens, toasters and purified water dispenser are also available in the Alfond Cafe.

## Other Student Services

**Campus Center**
The Campus Center serves as a fitness center, sports complex and student union. Exercise facilities include a comprehensive fitness center, pool, hydrospa, saunas, raquetball court, indoor track and gymnasium. There is no additional fee for students to use the facilities, and reduced rates are available to spouses and partners. There are a number of intramural sports leagues and tournaments throughout the year, and medical students field competitive teams in competing against other medical school teams as well as undergraduate teams.

**Housing**
At this time there is no on-campus housing available for medical students. Listings of off-campus housing are available through the Office of Residential Education and Housing website. Students are encouraged to begin their search for housing in the spring, prior to their August enrollment.

**Student Activities**
All students are invited to participate in the various lecture series, movies, concerts, intramurals, and other events sponsored by the University.

## Notice and Responsibilities Regarding this Catalog

*This Catalog documents the academic programs, policies, and activities of the University of New England for the 2008-2009 academic year. The information contained herein is accurate as of date of publication August 1, 2008.*

*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.*

Two Campuses: Biddeford and Portland, Maine · 207.283.0171

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