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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 Biddeford Campus is distinguished by its beautiful seaside setting in a semi-rural area near Biddeford, Maine. The Portland 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 provides a highly integrated learning experience that promotes excellence through interdisciplinary collaboration and innovation in education, research, and service.

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 Business Program in the Department of Business and Communications is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).
- 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 Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).
- The University of New England College of Osteopathic Medicine is accredited by the American Osteopathic Association Commission on Osteopathic College Accreditation (AOA COCA).
- The College of Pharmacy Doctor of Pharmacy Program (Pharm.D.) at the University of New England has attained Candidate status through the Accreditation Council for Pharmacy Education (ACPE).
- 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, color, 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.

Biddeford Campus
11 Hills Beach Road
Biddeford, Maine 04005-9599

207-283-0171

Portland Campus
716 Stevens Avenue
Portland, Maine 04103-7225

207-797-7261

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Ph.D., Kent State University; M.A. Cleveland State University; B.A. Cleveland State 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

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

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M.S.M., New England College; B.A., B.S., University of Southern Maine

Brazeau, Gayle A. - Dean, College of Pharmacy
Ph.D. University at Buffalo, State University of New York, School of Pharmacy and Pharmaceutical Sciences; M.S., B.S. University of Toledo, College of Pharmacy

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

Hahn, Marc B. – Dean, College of Osteopathic Medicine & Vice President for Health Services
D.O., Des Moines University; B.S., Syracuse University

Brown, A. Christine - Dean, College of Arts and Sciences (Interim)
Ph.D. University of Oregon, Oregon Institute of Marine Biology; B.A. Bowdoin College

Smith Forrest, Cynthia - Vice President for Student Affairs and Dean of Students
Ed.D., M.Ed., Harvard University; M.Ed., B.A., University of South Carolina

Lucas, Karen - Dean of Enrollment Management
M.A. Florida Atlantic University; B.S. Boston University

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

White, Thomas E. - Vice President for Communications and Interim Vice President for Institutional Advancement
B.S., M.A., Indiana University (Bloomington)

University Administrators

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

Henderson, Paul - Director, Student Financial Services
M.Ed., University of Massachusetts, Lowell

Conte, Daryl – Associate Dean, Student and Community Life
Ph.D. (A.B.D), Columbia University; M.S., Pace University; M.B.A, Alfred University

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B.A. Communications; B.A., English - St. Joeph's College of Maine

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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

Monahan, Joan M. - University Registrar
B.A. Suffolk University

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

College of Arts and Sciences Administration

Brown, A, Christine - Dean, College of Arts and Sciences (Interim)
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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

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

Anderson, Matthew - Chair-Department of English
Ph.D., Yale University - Comparative Literature

Fox, Jeri - Co-Chair - Department of Biology
Ph.D. University of Washington; M.S. University of Houston; B.A. University of Tennessee

Daly, Frank - Co-Chair - Department of Biology
Ph.D. Boston University School of Medicine; B.S. Stonehill College

Burt, Stephen - Chair – Creative and Fine Arts
M.F.A., SUNY at Purchase - Printmaking; B.F.A., Rhode Island School of Design - Illustration

Campbell, Alexandra - Chair - Department of Sociology
Ph.D., M.Phil., Cambridge University - Criminology; B.A., University of York, St. John

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

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

Habraken, Joseph - Chair - Department of Business Administration
M.A., American University, Washington, D.C.; B.S., B.A. Kent State University

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

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

Morrison, Linda - Chair-Department of Psychology
Ph.D., Ohio State University - Counseling Psychology

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

Fox, Stephen - Chair - Department of Chemistry and Physics

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

Westbrook 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

Bottomley, George S. - Program Director - Physician Assistant
PA-C, Yale Medical School Physician Assistant Program; D.V. M., Michigan State University; B.S., Resource Development, University of Rhode Island

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

Hagerman, Catherine - (Interim) Program Director - Master of Nurse Anesthesia
M.S.N.A., University of New England, Nurse Anesthesia

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

College of Osteopathic Medicine Administration

Hahn, Marc B., D.O. - Senior Vice President for Health Affairs and Dean, College of Osteopathic Medicine

Johnson, Kenneth H. - Associate Dean for Educational Programs and Vice Dean
D.O., University of New England College of Osteopathic Medicine; B.S. St. Michael's College

Dane, Peter - Associate Dean of Academic Affairs
B.S., Notre Dame; D.O., Michigan State University, College of Osteopathic Medicine

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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

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M.P.H. University of Michigan; M.S.B. Husson College

Manyan, David R. - Associate Dean, Research (Interim), Section Head Biomedical Sciences (Interim)
Ph.D., University of Rhode Island; M.S. University of Rhode Island; B.A. Bowdoin College

Miller, Kellie Slate - Director of Continuing Medical Education
M.S, Perdue University; B.S., Ball State University

Bates, Bruce P. - Chair, Department of Geriatrics, Associate Dean for Clinical Affairs (Interim)
D.O., KCOM

Heywood, Philip - Executive Director of Northeast Osteopathic Medical Education Network (OPTI)

Kelley, Patricia - Associate Dean of Constituent Services
M.S., University of Tennessee, Knoxville; B.A., University of Maine, Orono

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

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D.O., University of New England College of Osteopathic Medicine; B.A., Stony Brook University

College of Pharmacy

Brazeau, Gayle A. - Dean, College of Pharmacy
Ph.D. University at Buffalo, State University of New York, School of Pharmacy and Pharmaceutical Sciences; M.S., B.S. University of Toledo, 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

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

College of Graduate Studies

Ford, Timothy – Vice President for Research and Dean of Graduate Studies
Ph.D., University of Wales, Bangor; B.Sc. Sussex University

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Five 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 Biddeford Campus and Portland 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 Biology
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 Marine Sciences
Department of Mathematics
Department of Philosophy & Religious Studies
Department of Political Science
Department of Psychology
Department of Sociology

The Westbrook College of Health Professions
The Westbrook 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 Westbrook College of Health Professions offers programs of study primarily on the Portland Campus.

Westbrook College of Health Professions Mission
The Westbrook 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 Portland 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. 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

College of Graduate Studies
TheCollege of Graduate Studies (CGS) offers a masters degree in public health (MPH) and a Graduate Certificate in Public Health. Both the MPH degree program and the certificate program are offered fully online. The MPH is also offered as a concurrent MPH/D.O. degree with the College of Osteopathic Medicine, and dual degree programs are currently under development with other colleges. CGS develops policies and procedures for research-based graduate programs. The major focus of the College is to develop PhD programs in select areas of excellence at UNE, initially in marine and coastal sciences, biochemical sciences with tracks in neuroscience and pharmacy, and in public health.

College of Graduate Studies Mission
The College of Graduate Studies at UNE provides an academic structure for graduate students in research-focused and select interdisciplinary professional programs. The college provides programmatic, financial, and logistical support to graduate students, while ensuring excellence in graduate education and consistency in maintaining the highest academic standards. The college works in partnership with each of the other academic colleges.

Departments and Areas of Study
Biochemical Sciences
Marine and Coastal Sciences
Public Health

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Student Records and Administrative Policy

Student Academic Records

Student academic (and related) records are kept in Registration Services on both the Biddeford and the Portland 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 Registration Services 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 a written request that identifies the records which they wish to inspect to Registration Services. 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 Registration Services office and the 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 Services 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 Registration Services 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 or Registration Services. 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 their respective program/school director, Student Affairs or Registration Services. 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 2010-2011 academic year. The information contained herein is accurate as of date of publication August 1, 2010.

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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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.

Campus Tours and Information Sessions

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.

Biddeford Campus tours and information sessions 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. Saturday tours with information sessions are offered on the Biddeford campus during the months of October, November, December, January, February, March, and April. Please call in advance, (800) 477-4863, extension 2297. You can also register online at http://une.edu//admissions/undergrad/visits/schedule.cfm/index.cfm

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 essay or personal statement.
- The two recommendations
- 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 submit the following:

- An application (UNE or Common Application) with the $40 application fee.
- Official SAT or ACT results.
- Official copy of high school transcript, with 1st semester senior grades.
- Essay or personal statement of at least 250 words.
- Two recommendations, either letters or UNE recommendation forms.

Admissions Deadlines

Fall

Priority Decision - December 1

We offer a Priority Application deadline for undergraduate applicants who desire early notification of their admission status. Applicants wishing to be considered for priority admission will need to submit their completed application by December 1. Students submitting all application materials on or before December 1 will receive notification of their admissions decision prior to December 31.

Regular Decision - February 15

Freshman: Freshman applicants wishing to be considered for Regular admission must submit their completed application by February 15.

Spring

All applicants wishing to be considered for the spring semester must submit their completed application by December 1.

Reservation Agreement

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.

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 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	BIO 105 or MAR 105 or BIO 104 and BIO 106	8
Calculus AB	4	MAT 190	4
Calculus BC	3	MAT 190	4
Calculus BC	4	MAT 190 and MAT 195	8
Chemistry	3	CHE 110	4

Chemistry	4	CHE 110 and CHE 111	8
Chinese Language and Culture	3	ENG 199 - Exploration	3
English Language and Composition	3	ENG 199 - Exploration	3
English Language and Composition	4	ENG 110	4
English Literature and Composition	3	ENG 199 - Exploration	3
English Literature and Composition	4	ENG 110	4
Environmental Science	3	ENV 104	3
European History	3	HIS 231 - Exploration	3
French Language	3	FRE 100 - Exploration	3
German Language	3	ENG 199 - Exploration	3
Government and Politics: Comparative	3	PSC 204 - Exploration	3
Government and Politics: United States	3	PSC 101 - Exploration	3
Japanese Language and Culture	3	ENG 199 - Exploration	3
Latin: Vergil	3	ENG 198 - Exploration	3
Macroeconomics	3	BUEC 203	3
Microeconomics	3	BUEC 204	3
Music Theory	3	MUS 101	3
Physics B	3	PHY 110	4
Physics B	4	PHY 110 and PHY 111	8
Physics C: Mechanics	3	PHY 110	4
Physics C: Mechanics	4	PHY 210	4
Psychology	4	PSY 105	3
Spanish Language	3	SPA 101 - Exploration	3
Statistics	3	MAT 120	3
Studio Art: 2-D Design	4	ART 106	3
Studio Art: 3-D Design	4	ART 113	3
Studio Art: Drawing	3	ART 100 - Exploration	3
United States History	3	HIS 199 - Exploration	3

If an advanced placement examination has been taken on a subject not listed in the table above, the student should contact the Registration Services 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 Exams	Minimum Score	Course Equivalent	Credit Earned
English Composition w/ Essay	50	ENG 110	4
English Composition	50	ENG 110	4
Social Sciences and History	50	Explorations (2)	6
Natural Sciences	50	Clear with Department	
Humanities	50	Explorations (2)	6
Mathematics		No Equivalency	
American Government	50	PSC 199	3
American Literature	50	ENG 200	3
Analyzing and Interpreting of Literature	50	ENG 199	3
Algebra, College	50	LAC 021 (non-degree)	3
Algebra - Trigonometry, College	50	MAT 180	3
English Literature	50	ENG 199	3
General Chemistry	50	CHE 110	4
General Chemistry	65	CHE 110 and CHE 111	8
Psychology, Introduction	50	PSY 105	3
Human Growth and Development	50	PSY 250	3
Principles of Management	50	BUMG 200	3
Accounting, Introduction	50	BUAC 201	3
Business Law, Introduction	50	BUMG 326	3
Principles of Marketing	50	BUMK 200	3

Trigonometry		No Equivalency	
Macroeconomics, Introduction	50	BUEC 203	3
Microeconomics, Introduction	50	BUEC 204	3
Sociology, Introduction	50	SOC 150	3
French: 2 Semesters	50	FRE 100	3
French: 4 Semesters	50	FRE 100 and 101	6
German: 2 Semesters	50	Exploration (1)	3
German: 4 Semesters	50	Explorations (2)	6
Spanish: 2 Semesters	50	SPA 101	3
Spanish: 4 Semesters	50	SPA 101 and 102	6
Calculus w/ Elementary Functions	50	MAT 190	4
General Biology	50	BIO 105 or MAR 105	4
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 Psychology, Introduction		Clear with Department	
Information Systems and Computer Applications	50	CITM 100	3
Freshman College Composition	50	ENG 110	4

If a CLEP examination has been taken on a subject not listed in the table above, the student should contact Registration Services 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 Equivalent	Credit Earned
Fundamentals of College Algebra	3B/47	LAC 021 (non-degree)	3
Principles of Statistics	3B/48	MAT 120	3
Art of the Western World	3B/48	ARH 270	3
Contemporary Western Europe: 1946 - 1990	3B/48	HIS 199	3
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
History of the Vietnam War	3B/49	HIS 199	3
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 Electitve	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:Race to Save the Planet	3B/46	ENV 104	3
Principles of Physical Science I	3B/47	CHE 125	4
Physical Geology	3B/46	GEO 200	3
Technical Writing	3B/46	ENG 199 - Exploration	3
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

Caribbean Advanced Proficiency Exams (CAPE)

The Caribbean Advanced Proficiency Exam minimum score standard for each examination, and its UNE equivalent course, is individually determined by the Department in which the course is offered.

CAPE Exam Title	Accepted Score	Course Equivalent	Credit Earned
Accounting Unit I	1 or 2	BUAC 201	3
Biology Unit I	1 or 2	BIO 106	4
Biology Unit II	1 or 2	BIO 105	4
Caribbean Studies	1 or 2	HIS 199	3
Chemistry Unit	1 or 2	CHE 110	4
Chemistry Unit II	1 or 2	CHE 111	4
Communication Studies Unit I	1 or 2	ENG 110	4
Economics Unit I	1 or 2	BUEC 203	3
Economics Unit II	1 or 2	BUEC 204	3
Environmental Science Unit I	1 or 2	ENV 104	3
Environmental Science Unit II	1 or 2	ENV 104	3
French Unit I	1 or 2	FRE 101	3
Geography Unit I	1 or 2	ELE 199 - Elective	3
Information Technology Unit I	1 or 2	CITM 100	3
Information Technology Unit II	1 or 2	CITM 102	3
Law Unit II	1 or 2	BUMG 325	3
Literatures in English Unit I	1 or 2	ENG 199	3
Literatures in English Unit II	1 or 2	ENG 198	3
Management of Business Unit I	1 or 2	BUMG 200 or 302	3
Management of Business Unit II	1 or 2	BUMG 312	3
Pure Mathematics Unit I	1 or 2	MAT 180 and 190	7
Pure Mathematics Unit II	1 or 2	MAT 195	4
Physics Unit I	1 or 2	PHY 110	4
Physics Unit II	1 or 2	PHY 111	4
Psychology Unit I	1 or 2	PSY 105	3
Psychology Unit II	1 or2	PSY 105	3
Sociology Unit I	1 or 2	SOC 150	3
Sociology Unit II	1 or 2	SOC 170	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.

Note: Credit may be awarded for Advanced Placement examinations, International Baccalaureate HL courses, Caribbean Advanced Proficiency Exams, some foreign diploma programs and/or college level courses completed while in high school. If students choose to take one or more courses at the University of New England which covers substantially the same material as any of these exams or courses the credit from the transferred course or exam will be forfeited. Students may not receive credit twice for the same material.

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, two letters of recommendation and an essay, 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 Registration Services 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 Registration Services on both the Biddeford and the Portland 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 Registration Services.
- 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. 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 usually meet English proficiency requirements. Some restrictions may apply. Specific English language proficiency can be found at the International Admissions website.

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:

Judi Brewer
Enrollment Specialist
716 Stevens Ave
Portland ME 04103
Phone: (207) 221-4246
Fax: (207) 221-4898
jbrewer2@une.edu

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 Registration Services for credit evaluation.

More information on veterans benefits is available on the Veteran Education Benefits website.

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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 Biddeford Campus in Decary Hall, and on the Portland Campus in Hersey Hall. Office hours are 8 a.m. - 4 p.m. weekdays on the Biddeford and 7:30 a.m. - 3:30 p.m. on the Portland Campus. 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 information for academic year 2010 - 2011

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Undergraduate Tuition and Fees

(2010 - 2011 Fees subject to change)

Full-Time	Fall	Spring	Total
Tuition	$14,150	$14,150	$28,300
Room and Board**	$5,705	$5,705	$11,410
General Services Fee*	$1,030		$1,030
Total Full Time	$20,885	$19,855	$40,740

**Biddeford Campus only (for 2010-2011); General Services Fee for Portland Campus is $725 for one year.*

*** Standard Double Occupancy rate for 1st year student housing. The University offers other options on the Biddeford 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 $1,020 per credit hour.

Part-Time Matriculating: $1,020 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 (Biddeford Campus, 2010-2011)
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 (Portland Campus, 2010-2011)
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 (2010-2011 Fees TBD. Fees below are for 2009-2010)
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, 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 2009-2010 a Freshman and Sophomore 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 $270 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 Biddeford Campus, or at the Student Registration and Financial Services Center at the Portland 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 Biddeford Campus and in the breezeway between Proctor and Hersey Halls on the Portland 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 Biddeford 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 Portland 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.

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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 Services 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 Registration Services 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 in Registration Services, 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 from Registration Services, 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 Registration Services. 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 or Registration Services. 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 or Registration Services. 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 from Registration Services. 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). Students must request that an official transcript from the institution be sent to the University of New England Registrar's Office in order to assure transfer of any course work.

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 the Global Education Page. 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 Registration Services 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 from Registration Services. 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 Registration Services, 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 Registration Services 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 a written request, that identifies the records which they wish to inspect, to Registration Services. 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 Registration Services and 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 Services 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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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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ADMISSIONS ACADEMICS STUDENT LIFE ATHLETICS ABOUT UNE RESEARCH ALUMNI & FRIENDS

UNIVERSITY CATALOG 2010-2011

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Student Records Policy
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Academic Policy
Graduate & Post Professional Catalog
College of Osteopathic Medicine Catalog
Course Descriptions
Faculty

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	Credits
First Year Theme: Environmental Awareness	
ENV 100/101 *or* ENV 104 - Intro to Environmental Issues	3

One laboratory science course	4
One Humanities Explorations course	3
One Humanities or Social Behavioral Science 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	6
LILE 201 *or* LILH 201 - Human Traditions	
and	
LILE 202 *or* LILH 202	
- One course with the LIL"E" designation is required	
- One course with the LIL"H" designation is required	
Third Year Theme: Critical Thinking	
Fourth Year Theme: Citizenship	
Two courses in Advanced Studies	6
CIT 400 - Citizenship Seminar	1
Once Across the Four Years	
One Creative Arts Experience course	3 - 4
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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Global Education Program
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University Convocation
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Student Handbook
Multicultural & Diversity Services
Student Trustee
Student Health Care
Dining Services
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Centers & Institutes for Research
Core Research Facilities and Service
Research Compliance
Research & Scholarship Directory
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Events Calendar
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Biddeford Campus
Student Academic Success Center

Mission

The Student Academic Success Center, a department within Student Support Services, provides a comprehensive array of academic support including placement testing, courses, workshops, tutoring and individual consultations. The mission of the Student Academic Success Center is to assist matriculated students to become independent learners, so that they are able to meet the University's academic standards and attain their personal educational goals.

Student Academic Success Center

Hours:
Monday - Thursday
8:00 a.m. - 9:00 p.m.

Friday
8:00 a.m - 4:00 p.m.

Sunday
6:00 p.m - 9:00 p.m

Location:
Student Academic Success Center
11 Hills Beach Road
Biddeford, Maine 04005-9599

We are located across from the Alfond Center for Health Sciences.

To contact the Student Academic Success Center front desk, please call (207) 602-2443.

Please note that these hours apply to the Fall and Spring semesters. Hours are subject to change during the first week of classes, final exams, holidays, Spring Break and summer months.

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Faculty

Associate Degree Nursing

Degree: Associate in Applied Science (A.A.S) with a major in Nursing
College: Westbrook College of Health Professions
Department: Department of Nursing
Contact: Bonnie Davis, Ph.D., RN, Director
bdavis@une.edu

Effective October 1, 2010, the Associate in Applied Science with a major in Nursing is no longer accepting new applications. Nursing students currently enrolled in the A.A.S. program are accountable to the program standards located in the Nursing Handbook for the year in which they were admitted.

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Mission

The mission of the Department of Nursing is to educate future 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.

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Major 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 only in the evening program formats. The program is designed for students who have significant college level course work completed and only need to complete course work for the Nursing major. 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 to:

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.

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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 3343 Peachtree Rd. NE, suite 500, Atlanta, GA 30326 1-404-975-5000

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Admissions

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 or one two-step PPD 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.

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Transfer Credit

Candidates who have completed all science and general education requirements are eligible for this program. 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. (Math and 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.

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Program Academic and Technical 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.
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.

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Grading

Course and Instructor evaluations are one of the most important tools that we have for evaluating the quality of your education, and for providing meaningful feedback to course instructors on their teaching. In order to assure that the feedback is both comprehensive and precise, we need to receive it from everyone. Please note that the beginning of this semester (Spring 2010), course evaluations are a required element of every course; to receive your grades at the end of the semester, students will need to complete the on-line course evaluation. In order to make this as convenient as possible, we will provide a two week window for completion. If students have any questions regarding this requirement, they may contact the Westbrook College of Health Professions' Dean's Office.

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Curricular Requirements

	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
	17
Spring Year 1	
PSY 220 - Sociocultural Context H.D. I*	3
BIO 209 - Anatomy and Physiology II*	4
NSG 101 - Nursing I: Medical/Surgical Nursing	9
	16
Fall Year 2	
PSY 270 - Sociocultural Context H.D. II*	3
BIO 226 - Microbiology*	4
NSG 201 - Nursing II: Medical/Surgical Nursing	10
	17
Spring Year 2	
Two Electives (one must be a humanities Exploration)*	6
NSG 211 - Dimensions of 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
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*Courses must be completed prior to admission to the ADN program

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 NLN Testing Solutions 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.

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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. 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.

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Graduation Requirements

Graduation Requirements

A total of **68 credit hours as specified above** with a minimum 2.5 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:

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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 2010-2011 academic year. The information contained herein is accurate as of date of publication August 1, 2010.

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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Animal Behavior

Degree: Bachelor of Science with a major in Animal Behavior
College: College of Arts and Sciences
Department: Psychology
Contact: Dr. Linda Morrison (Chair)
lmorrison@une.edu

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Psychology Department Website

Mission

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 four majors: psychology, neuroscience, animal behavior and psychology and social relations.

Animal behavior involves the investigation of how an organism relates to its environment - comprised of both physical and social factors - and includes a wide variety of topics, from finding food to achieving dominance, that all influence an organism's ability to survive and reproduce. It is by its very nature interdisciplinary, drawing on techniques and concepts from multiple diverse fields such as psychology and neuroscience. Through the use of expertise in psychology (the study of behavior and mental processes) and biology (the study of the living world), we can understand how animals behave, how these behaviors develop and the mechanisms, explanations and consequences of these behaviors. Answers to the mechanisms of behavior include not only how external stimuli in the environment affect behavior but also how the internal hormonal and neural mechanisms mediate behavior. The study of the development of behavior focuses on the way behavior changes over an individual's lifetime as a result of both genes and experience. Investigations of the explanations of behavior examine immediate effects of a particular behavior on an animal, and ultimate effects such as a behavior's value in helping a species survive and reproduce successfully and that behavior's evolution over time.

The mission of animal behavior, as an interdisciplinary science that combines both psychology and biology, is to examine the complicated question of how and why animals behave the way they do by using techniques and concepts from multiple fields. By the time they graduate, animal behavior majors will know how to think like scientists. This will include a mastery of the basic skills that underlie the fields of psychology and biology - from critically observing the world around them to formulating basic hypotheses - as well as an understanding of concepts central to the disciplines and how these concepts interact and interrelate. In order to enable students to attain these goals, they will be actively involved in the scientific process. Through active involvement, students will gain an appreciation of not just animal behavior but psychology and biology as a whole.

One of the things that makes the University of New England a unique institution is its focus on learning by doing. The psychology faculty is wholly supportive of this approach as indicated not only by strong student-faculty relationships but also by requiring an internship experience. The animal behavior major further embraces this philosophy by providing research experiences within and outside the classroom learning environment. Research experience is as critical a component of a well-rounded degree as content mastery and provides students with skills that are beneficial throughout their careers after graduation. Through these hands on experiences, students will discover their talents, hone their skills, achieve their goals and become independent, critical thinkers that understand their role in not just the work force but the community in general.

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Major Description

Animal Behavior is an interdisciplinary major offered jointly by faculty from the Department of Psychology and the Department of Biological Sciences. Animal behavior is the scientific study of not only everything an animal does but why it does it. This major is designed for students who are interested in understanding why animals act the way they do on a proximate and ultimate level. An animal behavior major can lead to employment in national parks, research laboratories, veterinary clinics, animal shelters, aquariums or zoos, or academia. Students who are planning on attending a graduate program in this field should be prepared not only to maintain an appropriately high GPA but also to conduct research in a laboratory on campus or at another institution.

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Transfer Credit

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 Science/Math courses previously completed must be no older than five years**. Other restrictions apply. See Undergraduate Admissions also.

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Program Academic and Technical Standards

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

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Curricular Requirements

	Credits
University Core Requirements	**42-43**

	Credits
Program Required Courses	**50-59**
PSY 105 - Introduction to Psychology	3
BIO 105/105L - Biology I: Ecology/Evolution w/Lab	4
BIO 106/106L - Biology II: Cellular/Molecular w/Lab	4
CHE 110/110L - General Chemistry I w/Lab	4
CHE 111/111L - General Chemistry II w/Lab	4
PSY 225 - Psychology Statistics	3
PSY 285 - Research Methods	3
BIO 322 - Comparative Animal Physiology **or** BIO 245 General Principles of Anatomy, Physiology & Pathophysiology	4
PSY 335 - Comp Animal Behavior **or** BIO 335 - Animal Behavior/Behavioral Ecology	3
BIO XXX - Organismal Topic*	3
PSY 362 - Animal Cognition	3
PSY 365 - Biological Bases of Behavior	3
PSY 382 - Learning and Memory	3
PSY 425 - Advanced Methods in Animal Behavior	3
PSY 495 - Animal Behavior Internship/Research **or** BIO 495 - Advanced Biological Internship	3-12
Animal Behavior Electives (see below)	
**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.*	
Minimum Required Total Credits	**120**

	Credits
Note: Curricular Elective Detail: *Three electives are required for the animal behavior major if the internship is 3-4 credits. If the internship is 5 or more credits, then only 2 electives are required. Other courses may be applied as electives with the approval of the animal behavior program advisor.*	

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

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Honors

The Department of Psychology offers qualified students the option of graduating with Honors in the Research Track. The department does not offer the Scholastic option. See details on the Honors homepage.

Psychology Honors Research Requirements
Complete requirements for major
Maintain GPA of 3.50 or higher
HONR 180 - Introduction to Research Across the Disciplines
HONR 480 - Senior Honors Research Seminar
Honors elective (1) offered by Psychology Department
Honors elective (1) offered by any department
Honors Thesis and public defense
Presentation at CAS Research Symposium

Contact:
Dr. Linda Morrison, Chair of Department, lmorrison@une.edu
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Minor(s)

Minor in Animal Behavior

A student with a major in another area may minor in Animal Behavior with the permission of their academic advisor and the Chair of the Psychology Department. A minimum of eighteen hours of approved course credit with a minimum grade of "C-" is required for the minor in Animal Behavior as follows:

	Credits
Minimum Credits	**18**
PSY 105 - Introduction to Psychology	3
PSY 335 - Comparative Animal Behavior	3
PSY 365 - Biological Bases of Behavior	3
BIO XXX - One Organismal Topic (see above)	3-4
Animal Behavior Elective (see above)	3-4
PSY 380 - Learning and Memory	3

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Applied Exercise Science

Degree: Bachelor of Science with a major in Applied Exercise Science
College: Westbrook College of Health Professions
Department: Exercise and Sport Performance
Contact: Heath R. Pierce, M.Ed., CSCS*D, NSCA-CPT*D, HFS (Associate Chair)
hpierce@une.edu

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Mission

The Applied Exercise Science program is a student-centered, innovative, and comprehensive applied degree program designed to develop the knowledge, skills, and abilities required for excellence in the fields of exercise science, sport performance, and health & wellness. By encouraging life-long learning through classroom, clinical, and research experience, the program prepares graduates to become highly effective allied health care professionals capable of working with varied populations.

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Major Description

The Applied Exercise Science Program is designed to provide graduates with the knowledge, skills and abilities necessary to perform pre-participatory screening, fitness testing, exercise prescription, and exercise leadership for healthy, health-compromised populations, and athletic performance enhancement. With a combination of basic science, exercise science and athletic training courses, these students are prepared for career opportunities as an Exercise Science Professional in cardiopulmonary rehabilitation, strength and conditioning, sports medicine, corporate fitness, personal training, and health promotion. Internship settings include: colleges and universities, sport/athletic organizations, hospitals/clinics, private/commercial/community health and fitness facilities, municipalities, corporations, and non-profit organizations.

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Accreditation

National Strength and Conditioning Association - Education Recognition Program Endorsement

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Admissions

The following criteria must be met for admission to the AES program:

- 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).
- 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.
- Scholastic Achievement Test (SAT) scores must be submitted.

- A health record must be submitted which indicates specific findings regarding applicant's complete physical exam.

Also see Undergraduate Admissions

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Program Academic and Technical Standards

WCHP Common Curriculum Standards – Semesters One Through Four

1. In keeping with the guidelines of the University of New England, all students must achieve a minimum cumulative semester-end grade point average as follows:

   Fall of First Year 1.70
   Spring of First Year 1.70
   Fall of Second Year 1.70
   Spring of Second Year 1.80

2. Failure to maintain the minimum GPA requirements will result in academic probation as described in the Catalog of the University of New England.

3. Students must achieve a minimum grade of “C” in the following courses: MAT 120, CHE 110, BIO 104, BIO 208, BIO 209, BIO 309 and IHS 220. Failure to achieve a “C” will result in program-level probation, and may affect academic progression.

Students may enroll in any course in the WCHP Common Curriculum a maximum of two times. The second time enrolled in a course, a student must achieve a minimum grade of B-.

Applied Exercise Science Program Standards – Semesters Four Through Eight

Students will be retained in the Applied Exercise Science Program providing the following criteria are maintained:

1. Students must maintain a minimum cumulative semester-end grade point average (GPA) of 2.5. Failure to do so will result in program-level probation and may affect academic progression. Students whose semester-end GPA falls below the 2.5 threshold for two consecutive semesters may be dismissed from the program.
2. Students must achieve a minimum grade of “C” in each required course with an EXS or ATC prefix.
3. Students may enroll in any course a maximum of two times.

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Curricular Requirements

	Credits
First Year	**30**
BIO 104 - General Biology	4
BIO 208 - Introduction to Anatomy and Physiology I	4
ENG 110 - English Composition	4
IHS 110 - Introduction to Health Care	2
IHS 120 - Health Care Issues	1
MAT 120 - Statistics	3
PSY 105 - Introduction to Psychology	3
SOC 150 - Introduction to Sociology	3
One (1) Explorations Course	3
One (1) Creative Art (May be ART, ARH or MUS course)	3
Second Year	**32**
ATC 333 - Gross Anatomy	3
BIO 209 - Introduction to Anatomy and Physiology II	4
CHE 110 - General Chemistry I	4
EXS 120 - Personal Health and Wellness	3
EXS 180 - Motor Learning and Performance	3
IHS 210 - Methods of Scholarly Inquiry	3
IHS 220 - Nutrition	3
IHS 310 - Ethical Practice in Health Professions	3
MAT 180 - Precalculus	3

PSY 250 - Lifespan Development	3
Third Year	**32**
AES Elective Course	3
ATC 101 - Prevention and Care of Athletic Injuries	3
ATC 420 - Research Methods	3
BIO 309 - Pathophysiology	3
EXS 280 - Health and Wellness Promotion	3
EXS 310 - Kinesiology and Biomechanics w/ Lab	3
EXS 320 - Exercise Physiology w/ Lab	3
EXS 322 - Metabolism and Bioenergetics of Sport Nutrition	3
EXS 330 - Fitness Evaluation and Prescription	3
EXS 495 - AES Seminar	1
PHY 110 - General Physics w/Lab	4
Fourth Year	**27**
AES Elective Course	3
ATC 306 - Psychology of Sport and Exercise	3
EXS 340 - Concepts of Strength and Conditioning	3
EXS 350 - ECG Interpretation and Graded Exercise Testing	3
EXS 432 - Exercise Management for Chronic Disease & Disability	3
EXS 499 - Internship	6
Or	
EXS 479 - Research Practicum I ***and***	3
EXS 489 - Research Practicum II	3
One Social Global Awareness Course	3
One Advanced Studies Course	3
Minimum Required Credits	**121**

*The senior-level culminating experience may be either EXS 499 taken as a six-credit field experience internship (18 hrs/wk taken in the fall or spring) or a two-course sequence of EXS 479 and EXS 489 Research Practicum I and II (taken in the fall and spring). Research Practicum I would involve the preliminary research work (literature review, IRB proposal, etc...) and the student would collect/interpret/present her/his data during Research Practicum II in the spring. EXS 479 and EXS 489 would be three credits each.

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.

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Minor(s)

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:

	Credits
EXS 160 - Introduction in Applied Exercise Science	3
EXS 280 - Health Promotion & Wellness Programs	3
EXS 330 - Fitness Evaluation & 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: College of Arts and Sciences
Department: Biology
Contact: Dr. Jeri Fox (Interim Chair)
jlfox@une.edu

Dr. Frank Daly (Associate Chair)
fdaly@une.edu

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Mission

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.

Students who major in biology 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, the biology program stresses the importance of field opportunities, research experience and experiential learning. The department also offers a graduate degree in Biological Sciences (master level) which is detailed in the graduate portion of this catalog.

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Major 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.

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Transfer Credit

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 Science/Math courses previously completed must be no older than five years**. Other options and restrictions apply. See Undergraduate Admissions also.

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Curricular Requirements

	Credits
University Core Requirements	**42-43**

	Credits
Program Required Courses	**36-37**
BIO 105 - Biology I: Ecology/Evolution (included in core requirements)	
BIO 106 - Biology II: Cellular/Molecular	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
MAR 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**

	Credits
Topic Area Program Required Courses (to be selected in consultation with advisor)	
Physiological Topic Area	4
Ecological Topic Area	4
BIO 495 - Internship	6
Program Minimum Required Total Credits	50 - 51

	Credits
Science and Mathematics Required Courses	
CHE 110 - Chemistry I	4
CHE 111 - Chemistry II	4
MAT 150 - Statistics for Life Sciences	3

	Credits
Business Administration Required Courses	
BUMG 200 - Management	3
BUFI 302 - Personal Finance	3

	Credits
Highly Recommended Elective Credits	
CHE 307 - Quantitative Analysis	5
CITM 100 - Introduction to Microcomputer Software	3
EDU 202 - Curriculum Theory and Design	3
SPC 100 - Effective Public Speaking	3
Open elective courses (as needed to reach 120 credits)	variable
Minimum Required Total Credits	**120**

Pre-Health Professions Advisory Committee

The Pre-Health Professions Advisory Committee (PHPAC) consists of staff and faculty members of the College of Arts and Sciences. The major function of this committee is to draft letters of evaluation for students applying to health professions programs such as Medical, Dental and Veterinary schools. Interested students should view our web page for information regarding the protocol for obtaining a PHPAC letter of evaluation.

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Honors

The Department of Biology offers qualified students the option of graduating with Honors in the Research Track. The department does not offer the Scholastic option. See details on the Honors homepage.

Biological Sciences Honors Research Requirements

Complete requirements for major

Maintain GPA of 3.50 or higher

HONR 180 - Introduction to Research Across the Disciplines

HONR 480 - Senior Honors Research Seminar

Honors elective (2) offered by Political Science department

Honors Thesis Proposal

Honors Thesis and public defense

Presentation at CAS Research Symposium

Contact:
Dr. Jeri Fox jlfox@une.edu or
Dr. Frank Daly fdaly@une.edu

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Minor(s)

A biology minor requires 6 biology courses, including the **introductory biology series**. 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.

Minor Required Courses

BIO 105 - Biology I: Ecology/Evolution *and*
BIO 106 - Biology II: Cellular/Molecular

Or

BIO 104 - General Biology *and one of*:
(BIO 105 - Biology I: Ecology/Evolution ,
BIO 106 - Biology II: Cellular/Molecular
or BIO 150 - Introduction to Oceanography)

And

BIO 221 - Principles of Aquaculture

BIO 222 - Finfish/Shellfish Culture Techniques

BIO 223 - Health/Nutrition/Feeding Cultured Organisms

BIO 323 - Principles of Aquarium Operations Science

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Athletic Training

Degree: Bachelor of Science with a major in Athletic Training
College: Westbrook College of Health Professions
Department: Exercise and Sport Performance
Contact: Wayne R. Lamarre (ATEP Director)
wlamarre@une.edu

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Mission

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.

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Major 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.

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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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Admissions

Admission to the Pre-Professional Phase of the program follows the general undergraduate admissions criteria. See Undergraduate Admissions for details concerning these requirements.

The following criteria must be met for a student to be eligible for admission into the pre-professional phase of the athletic training education program:

- 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).
- 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.
- Scholastic Achievement Test (SAT) scores must be submitted.

- A health record must be submitted which indicates specific findings regarding applicant's complete physical exam.
- Complete the UNE admissions application.

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 (ATEP):

1. Minimum cumulative UNE GPA of 2.5.
2. Minimum academic standing of first -semester sophomore.
3. Completion of BIO 208 and BIO 209 with a grade of C or better in each course.
4. Completion of a minimum of 40 observational hours under the supervision of a Certified Athletic Trainer in a traditional setting (i.e., high school or college)..
5. Successful completion of yearly OSHA-required bloodborne pathogens safety training.
6. Regular attendance at ATEP meetings and presentations.
7. Completion of the Professional Phase Application and formal interview with program faculty .
8. Proof of full compliance with Westbrook College of Health Professions' Immunization Requirements.
9. Proof of full compliance with the ATEP Technical Standards.
10. Proof of current certification in Emergency Cardiac Care* that includes a minimum of the following:
    a. Adult & Pediatric CPR
    b. AED
    c. 2nd Rescuer CPR
    d. Airways Obstruction
    e. Barrier Devices (e.g., pocket mask, bag valve mask)
    *Courses that meet the minimum requirement include, but are not limited to, American Heart Association ACLS, American Heart Association BLS Healthcare Provider, and American Red Cross CPR/AED for the professional rescuer.
11. Proof of current certification in Basic First Aid** that includes aminimum of the following:
    a. Burns & Wounds
    b. Splinting & Bone/Joint Injuries
    c. Sudden Illness
    d. Shock
    e. Controlling Bleeding
    f. Head/Neck/Back Injuries
    g. Heat/Cold Emergencies
    * Courses that meet the minimum requirement include, but are not limited to, American Red Cross First Aid Basics.
12. All students transferring into the ATEP must meet all admissions requirements and complete the entire professional phase of the program.

See Undergraduate Admissions for details concerning first year admissions requirements.

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Program Academic and Technical Standards

Technical Standards:
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 < Services> 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.

Program Standards:

Students will be retained within the Athletic Training Education Program providing the following criteria are maintained throughout the undergraduate experience:

1. Minimum requirements for successful progression in years one and two as outlined in the UNE undergraduate Catalog must be met.
2. Students must achieve a minimum grade of "C" in the following courses: MAT 120, CHE 110, BIO 104, BIO 208, BIO 209, DEN 210/EXS 210, BIO 309. Failure to achieve a "C" will result in program-level probation, and may affect academic progression.
3. Students enrolled in the Professional Phase of the ATEP must maintain a minimum cumulative semester GPA of 2.5.
4. Students enrolled in the Professional Phase of the ATEP must maintain a minimum grade of "C" in each required course.
5. Students may enroll in any course a maximum of two times. The second time enrolled in a course, students must achieve a minimum grade of "B-".

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Curricular Requirements

	Credits
First Year	**30**
BIO 104 - General Biology	4
BIO 208 - Introduction to Anatomy and Physiology I	4
ENG 110 - English Composition	4
IHS 110 - Introduction to Health Professions	2
IHS 120 - Health Care Issues	1
MAT 120 - Statistics	3
PSY 105 - Introduction to Psychology	3
SOC 150 - Introduction to Sociology	3
One (1) Explorations Course	3
One (1) Social Global Awareness (SGA) Course	3
Second Year	**32**

ATC 101 - Prevention and Care of Athletic Injury	3
ATC 252/252L - Diagnosis of Athletic & Orthopaedic Injuries I w/ Lab	3
ATC 298 - AT Clinical Practicum I	3
ATC 333 - Gross Anatomy	3
BIO 209 - Introduction to Anatomy and Physiology II	4
CHE 110 - General Chemistry I	4
IHS 210 - Methods of Scholarly Inquiry	3
IHS 310 - Ethical Practice in Health Professions	3
MAT 180 - Precalculus	3
PSY 250 - Lifespan Development	3
Third Year	**33**
ATC 352/352L - Diagnosis of Athletic & Orthopaedic Injuries II w/ Lab	3
ATC 398 - Athletic Training Clinical Practicum II	4
ATC 399 - Athletic Training Clinical Practicum III	4
ATC 420 - Research Methods	3
ATC 342/342L - Physical Agents in Athletic Health Care w/ Lab	3
ATC 332/332L - Rehabilitation Techniques in Athletic Health Care w/Lab	3
BIO 309 - Pathophysiology	3
IHS 220 - Nutrition	3
EXS 310 - Kinesiology & Biomechanics w/ Lab	3
PHY 110 - General Physics I w/ Lab	4
Fourth Year	**32**
ATC 306 - Psychology of Sport & Exercise	3
ATC 450 - Medical Aspects of Sport	2
ATC 480 - Organization & Administration of Athletic Training Programs	2
ATC 495 - Seminar in Athletic Training	1
ATC 498 - Athletic Traning Clinical Practicum IV	5
ATC 499 - Athletic Training Clinical Practicum V	4
EXS 320 - Exercise Physiology w/ Lab	3
EXS 340 - Concepts of Strength & Conditioning	3
NSG 355 - Pharmacology	3
One (1) Art Course (May be ART, ARH or MUS course)	3
One (1) Advanced Studies (ADV) Course	3
Minimum required total credits	**127**

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Biochemistry

Degree: Bachelor of Science with a major in Biochemistry
College: College of Arts and Sciences
Department: Chemistry and Physics
Contact: Dr. Stephen Fox (Chair)
SFox4@une.edu

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Mission

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.

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Major 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.

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Admissions

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.

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Program Academic and Technical 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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Curricular Requirements

	Credits
University Core Requirements	**42-43**

	Credits
Program Required Courses	
BIO 105 - Biology I (included in core requirements)	4
BIO 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)	4
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**

	Credits
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 CHE 411. Consult with your academic advisor for approval of advanced CHE courses not listed below.*	
CHE 280 - Intermediate Inorganic Chemistry	2
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**

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Double Major

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Honors

The Department of Chemistry & Physics offers qualified students the option of graduating with Honors in the Research Track. The department does not offer the Scholastic option. See the Honors Program home page for application details.

Chemistry & Physics Honors Research Requirements:
Complete requirements for major
Maintain GPA of 3.50 or higher overall and GPA of 3.50 or higher in major
HONR 180 - Introduction to Research Across the Disciplines
HONR 480 - Senior Honors Research Seminar
Honors elective (1) offered by the Chemistry & Physics Department
Honors Elective (1) offered by any department
Honors Thesis Proposal
Honors Thesis and public defense
Presentation at CAS Research Symposium

Contact: Dr. Larry Thompson, Interim Chair of Department, lthompson2@une.edu
Dr. Deena Small, dsmall2@une.edu

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Academic Policy

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Financial Information

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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: College of Arts and Sciences
Department: Chemistry and Physics
Contact: Dr. Stephen Fox (Chair) SFox4@une.edu
Dr. Jerome Mullin (Pre-pharmacy Coordinator) JMullin@une.edu

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Chemistry Department Website

Mission

In addition to offering majors in chemistry, chemistry/secondary education, biochemistry, and laboratory science, as well as a minor in chemistry, the department of chenistry and physics 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 in chemistry or biochemistry should they choose not to seek entry into the pharmacy program.

The department of chemistry and physics' mission has two distinct yet interdependent aspects: to provide major programs that prepare students for careers or advanced study in the physical sciences, and to provide courses for students whose programs require a sound understanding of the fundamentals of chemistry and physics as a basis for future study in pharmacy, medical, nursing or therapy disciplines. To understand biological systems and the universe in which we live requires an understanding of the chemical and physical principles that operate within them. The Department's programs, and all of its 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 is highly committed to undergraduate research, providing opportunities for students from all disciplinary fields to work closely with faculty mentors on collaborative research projects. In order to fulfill its dual mission, the Department maintains well-equipped holdings of modern chemical instrumentation, affording students the opportunity to gain experience using state-of-the-art equipment in courses and research projects. To meet the needs of students with diverse interests in the physical sciences, the Department offers majors in Biochemistry, Chemistry, Chemistry/Secondary Education, and Laboratory Science, as well as a minor in Chemistry. The Department fills a significant role for students in health science programs through its introductory and advanced courses in chemistry and physics. Because of the fundamental roles of chemistry and physics in the biological, environmental, and health sciences, students in these programs benefit from the conceptual, quantitative, problem-solving, and communication skills stressed in the introductory courses, which form the foundation for later courses in advanced physical sciences and their majors.

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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 Biddeford Campus. This pre-professional program will provide students with the minimum coursework required for admission to the Doctor of Pharmacy degree program. The University's College of Pharmacy offers 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 an additional 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 offered by the UNE College of Pharmacy and is located on UNE's Portland Campus. For more information about the Pharm. D. program, including admission requirements, please refer to the College of Pharmacy Web page: www.une.edu/pharmacy

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Admissions

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.

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. Additional admission requirements for the professional pharmacy program are required and prospective students should contact the College of Pharmacy for additional information.

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Transfer Credit

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

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Curricular Requirements

	Credits
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 Prefix must be ARB, ARH, ART, ENG, FRE, HIS, LIT, MUS, PHI, POR, REL, 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) (ADV) Advanced Studies or (ART) Creative Arts or (LIL) Human Traditions - Only one course from each category may be selected	6
BIO 105 - Biology I: Intro to Ecology/Evolution	4
BIO 106- Biology II: Intro to Cellular/Molecular Bio	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
PHM 100 - Introduction to Pharmacy Practice/Professional Rescuer Training	1
* PHY 210 may be substituted for PHY 110	
** PHY 211 may be substituted for PHY 111	

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.*

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Biological Sciences

Degree: Bachelor of Science with a major in Biological Sciences
College: College of Arts and Sciences
Department: Biology
Contact: Dr. Jeri Fox (Interim Chair)
jlfox@une.edu

Dr. Frank Daly (Associate Chair)
fdaly@une.edu

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Mission

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.

Students who major in biology 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, the biology program stresses the importance of field opportunities, research experience and experiential learning. The department also offers a graduate degree in Biological Sciences (master level) which is detailed in the graduate portion of this catalog. Visit our graduate programs page for details.

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Major Description

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

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

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Transfer Credit

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 Science/Math courses previously completed must be no older than five years**. Other options and restrictions apply. See Undergraduate Admisssions also.

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Curricular Requirements

	Credits
University Core Requirements	**42-43**

	Credits
Biology Core Program Required Courses	**20-25**
BIO 105 - Biology I: Ecology/Evolution (included in core requirements)	4
BIO 106 - Biology II: Cellular/Molecular	4
BIO 200 - Genetics or BIO 207 Organismal Genetics	4-5
BIO 400 or higher level elective (not satisfied by Internship/Research)	3-4
Topic Areas- (to be selected in consultation with advisor) See below.	
Physiology topic area	3-4
Ecology topic area	3-4
Organismal topic area	3-4

	Credits
Biology 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 ***or***	5
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 Courses (as needed to reach 120 credits)	17 - 26
Minimum Required Total Credits	**120**

The following list indicates those courses that can fulfill the various topic area requirements for the Biological Sciences major.

Curricular Area Requirements

Ecology Area

BIO 333 - Evolution

BIO 335 - Animal/Behavioral Ecology

BIO 350 - Ecology

Organismal Biology Area

BIO 204 - Parasitology

BIO 208/209 - Introductory Anatomy and Physiology

BIO 214 - Plant Biology

BIO 223 - Health, Nutrition and Feeding Cultured Organisms

BIO 226 - Microbiology

BIO 245/345 - Human Anatomy, Physiology and Pathophysiology

BIO 252 - Natural History of Marine Mammals

BIO 255 - Entomology

BIO 310 - Phycology

BIO 319 - Ornithology

BIO 320 - Invertebrate Zoology

BIO 323 - Principles of Aquarium Operations and Science

BIO 330 - Comparative Vertebrate Anatomy

BIO 331 - Biology of Fishes

BIO 355 - Biology of Marine Mammals

BIO 375 - Biology of Sharks, Skates and Rays

Physiology (Cellular Biology) Area

BIO 203 - Histology

BIO 208/209 - Introductory Anatomy and Physiology

BIO 215 - Microtechniques

BIO 245/345 - Human Anatomy, Physiology and Pathophysiology

BIO 322 - Comparative Animal Physiology

BIO 365 - Immunology

BIO 370 - Cell/Molecular Biology

BIO 404 - Neuroscience

Additional Guidelines

No BIO 100 level courses or Genetics (BIO 200) fulfills any of the Biology Area requirement courses.

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

Secondary Education Certification

The department offers Biological Sciences majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle or high school teachers (grades 7 - 12) in the area of life science. While providing a solid foundation in the biological sciences, 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.

	Credits
Education Courses	**38 - 41**
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 - Ed Psych &Classroom Mgmt *	3
EDU 430 - Educational Assessment and Evaluation	3
EDU 437 - Methods of Teaching Secondary Science	3
EDU 486 - Secondary Education Practicum	1-4
EDU 492 - Secondary Internship	15
EDU 346 - Technology in the Secondary Classroom (Part of the internship semester as of Spring 2009)	1
Education Minimum Required Total Credits	**38 - 41**

*EDU 330 Educational Psychology and Classroom Management is highly recommended. (PSY 270 Sociocultural Context H.D. II may be completed in lieu of EDU 330, also fulfilling CORE requirements.)

See Education Department for more details

The Pre-Health Professions Advisory Committee

The Pre-Health Professions Advisory Committee (PHPAC) consists of staff and faculty members of the College of Arts and Sciences. The major function of this committee is to draft letters of evaluation for students applying to health professions programs such as Medical, Dental and Veterinary schools. Interested students should view our web page for information regarding the protocol for obtaining a PHPAC letter of evaluation.
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Honors

The Department of Biology offers qualified students the option of graduating with Honors in the Research Track. The department does not offer the Scholastic option. See details on the Honors homepage.

Biological Sciences Honors Research Requirements

Complete requirements for major

Maintain GPA of 3.50 or higher

HONR 180 - Introduction to Research Across the Disciplines

HONR 480 - Senior Honors Research Seminar

Honors elective (2) offered by any department

Honors Thesis Proposal

Honors Thesis and public defense

Presentation at CAS Research Symposium

Contact:
Dr. Jeri Fox jlfox@une.edu or
Dr. Frank Daly fdaly@une.edu

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Minor(s)

A biology minor requires 6 biology courses, including the **introductory biology series.** In particular, department of biology 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.

Minor Required Courses

BIO 105 - Biology I: Ecology/Evolution and
BIO 106 - Biology II: Cellular/Molecular

Or

BIO 104 - General Biology and one of:

(BIO 105 - Biology I: Ecology/Evolution
BIO 106 - Biology II: Cellular/Molecular
BIO 150 - Intro to Oceanography)

And

One Organismal Biology Area course

One Ecology Area course

One Physiology (Cellular Biology) Area course

One additional Biology course

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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 Biology. A 2.00 cumulative average in sciences is a requirement for graduation in any of the programs in the Department of Biology.

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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. Joseph Habraken (Chair)
jhabraken@une.edu

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Mission

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.

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Major Description

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.

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Program Academic and Technical Standards

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

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University Core Requirements (Includes MAT 120)	**42-43**

	Credits
Program Required Courses	**45**
BUAC 201 - Financial Accounting	3
BUAC 203 - Mangerial 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 495A - Internship	3
BUMG 498 - Strategic Management	3
BUMK 200 - Marketing	3
BUMK 335 - International Business	3
CITM 100 - Introduction to Microcomputer Software	3
MAT 110 - Quantitative Reasoning	3

	Credits
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 328 - Employment Law	
BUMG 360 - Leadership	
BUMG 400 - Management Seminar	
BUMG 495B - Internship in Business Administration	
BUMK 301 - Services Management	
BUMK 310 - Advertising	
BUMK 312 - Entrepreneurship/Small Business Management	
BUMK 405 - Sales Management	
*One BUEC, and one BUMG and one BUMK required as business electives	
Open Elective Courses (as needed to reach 120 credits)	
Minimum Total Required Credits	**120**

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Minor(s)

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.

	Credits
Required Courses	
BUAC 201 - Financial Accounting	3

BUMK 200 - Marketing	3
BUMG 200 - Management	3
BUEC 204 - Microeconomics	3
Business Electives	6
Total Credits	**18**

Minor in Economics

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

	Credits
Required Courses	
BUEC 203 - Macroeconomics	3
BUEC 204 - Microeconomics	3
BUEC 380 - Economic Development of the U.S.	3
BUEC 385 - Health Economics	3
BUEC 390 - Environmental Economics	3
BUEC 395 - Ecological Economics	3
Total Credits	**18**

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School of Community and Population Health

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Chemistry

Degree: Bachelor of Science with a major in Chemistry
College: College of Arts and Sciences
Department: Chemistry and Physics
Contact: Dr. Stephen Fox
SFox4@une.edu

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Chemistry Department Website

Mission

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.

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Major 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.

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Admissions

Preferred conditions for entry into the chemistry 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.

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Program Academic and Technical 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.

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Curricular Requirements

	Credits
University Core Requirements	**42 - 43**

	Credits
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 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	3
CHE 405 - Medicinal Chemistry	3
CHE 420 - Spectroscopic Methods of Structural Analysis	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

	Credits
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)	
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 Required Program Course (at least one) *Select a minimum of two courses below, at east 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	4
CHE 351 - Biochemistry II: Bioenergetics and Metabolism	3
CHE 371 - Physical Chemistry II	3
CHE 405 - Medicinal Chemistry, or	3
CHE 420 - Spectroscopic Methods of Structural Analysis	3
ENV 230 - Environmental Geology	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 330 - Educational Psychology and Classroom Management*	3
EDU 346 - Technology in the Secondary Classroom (Part of internship semester as of Spring 2009)	1
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	**38 - 41**

Open electives credits (as needed to reach 126 credits)	**variable**
Minimum Required Total Credits	**126**

*EDU 330 Educational Psychology and Classroom Management is highly recommended. (PSY 270 Sociocultural Context H.D. II may be completed in lieu of EDU 330, also fulfilling CORE requirements.)

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Honors

The Department of Chemistry & Physics offers qualified students the option of graduating with Honors in the Research Track. The department does not offer the Scholastic option. See the Honors Homepage for details.

Chemistry & Physics Honors Research Requirements
Complete requirements for major
Maintain GPA of 3.50 or higher overall and GPA or higher in major
HONR 180 Introduction to Research Across the Disciplines
HONR 480 Senior Honors Research Seminar
Honors elective (1) offered by the Chemistry & Physics department
Honors elective (1) offered by any department
Honors Thesis Proposal
Honors Thesis and public defense
Presentation at CAS Research Symposium

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Minor(s)

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.

	Credits
Minor Required Courses	**33-43**
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`

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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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.

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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. Joseph Habraken (Chair)
jhabraken@une.edu

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Mission

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 their chosen 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.

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Major 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.

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Program Academic and Technical Standards

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

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Curricular Requirements

	Credits
University Core Requirements (includes MAT 120)	**42-43**

	Credits
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 Documentation	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**

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Minor(s)

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.

	Credits
Required Courses	
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
Total Credits	**18**

Note: maximum of 6 credits of non-COD prefix courses for Communications Minor

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ADMISSIONS ACADEMICS STUDENT LIFE ATHLETICS ABOUT UNE RESEARCH ALUMNI & FRIENDS

Dental Hygiene (Bachelor Degree)

Degree: Bachelor of Science with a major in Dental Hygiene
College: Westbrook College of Health Professions
Department: Dental Hygiene
Contact: Bernice Mills, RDH, MS, BS
bamills@une.edu

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Mission

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.

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Major Description

This dynamic 4-year program begins with the students becoming fully engaged during their first four semesters in the building of a foundation of knowledge in the sciences and liberal studies, while simultaneously being introduced to interrelated disciplines within the health professions. The students begin their academic experience on the Biddeford campus, which will provide them with the opportunity to enjoy full participation in clubs, seminars, sports and intercollegiate activities.

The last four semesters are delivered on the Portland campus where students are immersed in both the study of dental hygiene theory and professional clinical practice. Dental hygiene students will have the opportunity to engage in interprofessional educational experiences with students and faculty in undergraduate and graduate level health professions programs within the University setting. The dental hygiene baccalaureate program is designed to provide the student with expanded professional opportunities, therefore, skill development in the areas of critical thinking, ethical decision-making and leadership are enhanced.

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Admissions

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.

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Program Academic and Technical 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.

Technical Standards

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Grading

Course and Instructor evaluations are one of the most important tools that we have for evaluating the quality of your education, and for providing meaningful feedback to course instructors on their teaching. In order to assure that the feedback is both comprehensive and precise, we need to receive it from everyone. Please note that the beginning of this semester (Spring 2010), course evaluations are a required element of every course; to receive your grades at the end of the semester, students will need to complete the on-line course evaluation. In order to make this as convenient as possible, we will provide a two week window for completion. If students have any questions regarding this requirement, they may contact the Westbrook College of Health Professions' Dean's Office.

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Curricular Requirements

	Credits
Core Requirements	
BIO 104/104L - General Biology	4
BIO 208/208L - Introduction to Anatomy and Physiology I	4
BIO 209/209L - Introduction to Anatomy and Physiology II	4
BIO 309 - Pathophysiology	3
BIO 242/242L - Applied Microbiology	4
CHE 130/130L - Principles of Chemistry	4
DEN 201 - Histology and Embryology	2
ENG 110 - English Composition	4
IHS 110 - Introduction to Health Care	2
IHS 120 - Health Care Issues	1
IHS 210 - Methods of Scholarly Inquiry	3
IHS220 - Nutrition	3
IHS 310 - Ethical Practice in Health Professions	3
MAT 120 - Statistics	3
PSY 105 - Introduction to Psychology	3
PSY 250 - Lifespan Development	3
SOC 150 - Introduction to Sociology	3
SPC 100 - Effective Public Speaking	3
One (1) Creative Arts Course (with prefix of ARH, MUS or ART)	3
One (1) Social Global Awareness (SGA) Course	3
One (1) LILE or LILH Human Traditions course	3
Total Core Requirements	**65**

	Credits
Dental Hygiene Curriculum	
DEN 303 - Dental Hygiene Theory I	2
DEN 304 - Dental Hygiene Theory II	2
DEN 310 - Dental Hygiene Clinic I	2
DEN 311 - Dental Hygiene Clinic II	3

DEN 322 - Radiology	2
DEN 322L - Radiology Lab	1
DEN 324 - Preservation of Tooth Structure	2.5
DEN 324L - Preservation of Tooth Structure Lab	.5
DEN 332 - Community Health I	2
DEN 334 - Community Health II	2
DEN 335 - Periodontology I	3
DEN 338 - Medical Emergencies	1
DEN 341 - Oral Anatomy	2
DEN 342 - Head and Neck Anatomy	2
DEN 403 - Dental Hygiene Theory III	1
DEN 404 - Dental Hygiene Theory IV	1
DEN 410 - Dental Hygiene Clinic III	4
DEN 411 - Dental Hygiene Clinic IV	4
DEN 416 - Professional Presentations I	1
DEN 418 - Professional Presentations II	1
DEN 422 - Leadership	2
DEN 435 - Periodontology II	3
DEN 442 - Pharmacology	2
DEN 445 - Special Care I	2
DEN 446 - Special Care II	2
DEN 452 - Oral Pathology	3
DEN 456 - Pain Management	3
Electives	6-9
Total Dental Hygiene Curriculum	**62-65**
Total Required for Graduation	**127-130**

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Dental Hygiene (Associate to B.S.)

Degree: Bachelor of Science with a major in Dental Hygiene
College: Westbrook College of Health Professions
Department: Dental Hygiene
Contact: Bernice Mills, RDH, MS, BS
bamills@une.edu

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Mission

The Dental Hygiene Program improves the oral health of individuals and communities by graduating students who value life-long learning along with the desire and motivation to achieve beyond the limits of self-expectation. The faculty supports individuals in an academic environment that develops both intellectual curiosity and professional expertise.

The Dental Hygiene Program seeks to educate future oral hygienists in the traditional and evolving skills required for entry into the profession. The program also seeks to develop leadership capabilities and professionalism in each student by providing opportunities for critical thinking and logical decision – making.

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Major Description

The University of New England offers a bachelor of science completion program for registered dental hygienists already holding a Dental Hygiene Associate Degree.
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.
The bachelor of science degree program builds upon the knowledge obtained at the associate degree level with core curriculum courses in the arts and sciences and upper division courses in dental hygiene, management, health care, and interprofessional education. This program is designed to prepare students to meet the challenges of the changing health care delivery system and to establish a foundation for graduate study.

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Admissions

Admission Requirements: Current UNE Dental Hygiene Students

1. Must currently be maintaining a 2.5 GPA.
2. Must have written approval of the program director.
3. Must have a current physical examination form on file at UNE.
4. Must complete all degree requirements for graduation from the Dental Hygiene (Associate Degree) program at the 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 grade point average(GPA).
3. Must submit official college transcripts reflecting an overall GPA of 2.5, in addition to a GPA of 2.5 in all science and math courses.
4. Must submit official high school transcripts.
5. Must submit a health record indicating specific findings regarding applicant's complete physical exam.
6. Must complete the UNE admissions application.

See University Undergraduate Admissions also.

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Transfer Credit

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.

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Program Academic and Technical 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.

Technical Standards - Dental Hygiene Program

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Curricular Requirements

Core Requirements	Credits
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 242 - 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	Credits
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**

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Undergraduate Teacher Certification with Bachelor Degree

Degree: Eligible for Teacher Certification in the State of Maine
College: College of Arts and Sciences
Department: Education
Contact: Dr. Douglas Lynch (Chair) dlynch@une.edu

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Mission

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 four guiding principles that are used in development and delivery of all courses and programs. These principles are:

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

"Rigorous mind" and "compassionate 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 mind" and "compassionate 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 minds, compassionate hearts, competent demonstrations and reflective stances. That is, we seek students who are suitable to contribute to the teaching profession.

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Major Description

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, Political Science 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.

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Admissions

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.

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. Students must provide evidence of State of Maine Educational Technician II as part of the 60-credit review.

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.

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Curricular Requirements

See University Undergraduate Admissions 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 345 - Technology in Teaching and Learning: Elementary	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*	15
Mathematics	
MAT 130 - Math for Elementary School Teachers	3
Electives** (sufficient to complete 120 credits)	
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: 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 1 - 15 credit field placement/internship in a setting outside of a K-12 school system (EDU 465). Generally, this placement is with a social service agency that focuses on children.

Secondary (7-12) or Art (K-12) Education Certification	Credits
University Core Requirements	**42**
Major Subject Requirements *See requirements for your major: Art, Biology, Chemistry, English,* Environmental Science, *Environmental Studies, History, Mathematics, Political Science*	varies
Professional Core Courses *(*Indicates that the course requires a field experience)*	**37**
EDU 105 - Exploring Teaching*	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: EDU 436/536 - Teaching Secondary English* EDU 437/537 - Teaching Secondary Science* EDU 438/538 - Teaching Secondary Social Studies* EDU 439/539 - Teaching Secondary Math* EDU 441/541 - Methods of Art Education*	3
EDU 492 - Secondary Internship and Seminar* or EDU 493- K-12 Internship and Seminar*	15
EDU 346 - Technology in Secondary Teaching (Part of internship semester as of Spring 2009)	1
Minimum Required Total Credits	**120**

**EDU 330 Educational Psychology and Classroom Management is highly recommended. (PSY 270 Sociocultural Context H.D. II may be completed in lieu of EDU 330, also fulfilling CORE requirements.)

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.) Sophomore and Junior level students must participate in a minimum of 30 hours field study per semester. 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. EDU 346, a 1 credit module, is part of the internship semester). 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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Honors

The deaprtment of Education offers qualified students the option of graduating with Honors in the Research Track. The department does not offer the Scholastic option. See application details at Honors homepage.

Education Department Honors Research Requirements:

1. Complete requirements for major
2. Maintain GPA of 3.50 or higher overall and a GPA of 3.80 or higher in major
3. HONR180 Introduction to Research Across the Disciplines
4. HONR480 Senior Honors Research Seminar
5. Honors electives (2) in any department
6. Honors Thesis Proposal accepted by Departmental Honors Committee
7. Honors Thesis and public defense
8. Presentation at CAS Research Symposium

Contact: Dr. Douglas Lynch, Chair of the Education Department dlynch@une.edu

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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.

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Art Education

Degree: Bachelor of Arts with a major in Art Education
College: College of Arts and Sciences
Department: Creative and Fine Arts
Contact: Dr. Douglas Lynch
dlynch@une.edu

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Education Department Website
Creative & Fine Arts Department Website

Mission

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.

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Major 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.

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Curricular Requirements

	Credits
University Core Requirements	42 - 43

	Credits
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**	3
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	**38-41**
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*	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 493 - K - 12 Internship and Seminar	15
EDU 346 - Technology in the Secondary Classroom (Part of the internship semester as of spring 2009)	1
Education Total Number of Credits	
Open Elective Courses (as needed to reach 120 credits)	

*EDU 330 Educational Psychology and Classroom Management is highly recommended. (PSY 270 Sociocultural Context H.D. II may be completed in lieu of EDU 330, also fulfilling CORE requirements.)

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Minor(s)

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 *or* ART 106 - 2D Design	3
ART 110 - Ceramics *or* ART 113 - Sculpture	3
One Studio Elective	3
One 200 Level Studio	3
Any ART History	3
Minimum Required Total Credits	**18**

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English

Degree: Bachelor of Arts with a major in English
College: College of Arts and Sciences
Department: English
Contact: Dr. Matthew Anderson, Department Chair
manderson@une.edu

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English Department Website

Mission

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.

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Major 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.

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Curricular Requirements

	Credits
University Core Requirements	42-43

	Credits
Program Required Courses	
ENG 115 - British Literature I	3
ENG 116 - British Literature II	3
ENG 200 - American Literature I	3
ENG 201 - American Literature II	3
ENG 206 - Introduction to Literary Theory and Criticism	3
ENG 329 - Topics in World Literature	3
ENG 334 - Methods in Literary and Cultural Criticism	3
ENG 405 - Topics in Postcolonial Literature	3
Major Concentration Courses/English Electives	12
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.

	Credits
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 - Educational Psychology and Classroom Management	3
EDU 346 - Technology in the Secondary Classroom (Part of the internship semester as of spring 2009)	1
EDU 430 - Educational Assessment and Evaluation	3
EDU 436 - Methods of Teaching Secondary English/Language Arts	3
EDU 486 - Secondary Education Practicum	1 - 4
EDU 492 - Secondary Internship	15
*EDU 330 Educational Psychology and Classroom Management is highly recommended. (PSY 270 Sociocultural Context H.D. II may be completed in lieu of EDU 330, also fulfilling CORE requirements)	
Education Total Number of Credits	**38 - 41**

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Honors

The department of English and Language Studies offers qualified students the option of graduating with Honors in the Scholastic Track or the Research Track. Application details available on Honors homepage.

English and Language Studies Scholastic Honors Research requirements:

1. Complete requirements for major
2. Maintain GPA of 3.50 or higher
3. HONR 180 - Introduction to Research Across the Disciplines
4. Honors electives (2) offered by the English Department
5. Honors electives (5) offered by any department

English and Language Studies Research Honors Research requirements:

1. Complete requirements for major
2. Maintain GPA of 3.50 or higher
3. HONR 180 - Introduction to Research Across the Disciplines
4. HONR 480 - Senior Honors Research Seminar
5. Honors electives (2) offered by any department
6. Honors Thesis Proposal
7. Honors Thesis and Public Defense
8. Presentation at CAS Research Symposium

Contact Dr. Matthew Anderson, Chair of English Department, manderson@une.edu
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Minor(s)

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.

	Credits
Program Required Courses	**18**
ENG 334 - Methods in Literary and Cultural Criticism	3
Course(s) approved by English Department Chair	15

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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.

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Environmental Science

Degree: Bachelor of Science with a major in Environmental Science
College: College of Arts and Sciences
Department: Environmental Studies
Contact: Dr. Owen Grumbling (Chair)
ogrumbling@une.edu

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Mission

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.

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Major 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, 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.

In their third year, students in both majors take BIO 350 Ecology. In their third and fourth years, aided by a faculty advisor, students 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 includes courses as follows: 8 credits of biology, 3 credits of literature (or an appropriate substitute), 3 credits of economics, 3 credits of environmental issues and 2 credits of 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 an internship and service-learning program that creates mutually beneficial partnerships between students and environmental organizations in the communities surrounding the Biddeford and Portland campuses. 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 CAS 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.

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Program Academic and Technical Standards

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

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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 College of Arts and Sciences 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**

	Credits
Program Required Courses including Green Learning Community *(First year)*	**19**
ENV 100, 101 - Introduction to Environmental Issues (3 cr) *Fulfills University Core Requirement*	3
ENV 150, 151 - Green Learning Community Lab I/II	2
BIO 105/105L - Biology I : Ecology/Evolution *Fulfills University Core Requirement*	4
BIO 106/106L - Biology II : Cellular/Molecular	4
LIT 121/122 - Exploration: Literature, Nature and Biology *Fulfills University Core Requirement*	3
BUEC 104/105 - Exploration: Economics in Context *Fulfills University Core Requirement*	3

CHE 110/110L - General Chemistry I	4
CHE 111/111L - General Chemistry II	4
MAT 150 - Statistics for Life Sciences *Fulfills University Core Requirements*	3
MAT 180 - Precalculus (prerequisite for Ecology)	3
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
BIO 350 - Ecology (Third year)	4
Upper-Division Science Electives* (Third and fourth year - See listing below)	**16**
Courses totaling 16 credit hours chosen from the list of Upper-Division Science Electives offered by the Departments of Environmental Studies, Biology, Chemistry/Physics and Psychology. (This group of courses should be taken during third and fourth years.)	
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	
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 200 Genetics

BIO 220 Invertebrate Zoology

BIO 221 Principles of Aquaculture

BIO 224 Remote Sensing and GIS

BIO 250 Marine Biology

BIO 251 Plants of New England

BIO 252 -Natural History Marine Mammals

BIO 290 Biological Topics

BIO 310 Phycology

BIO 319 Ornithology

BIO 322 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 499 Topics in Ecology and Evolution

BIO 481 Physiology Topics

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 317 Case Studies in Preserving Biodiversity and Protected Areas

ENV 318/318L Advanced Research Methods in Avian Ecology

ENV 319 Practicum in Field Ecology

ENV 326 Case Studies in Environmental Science and Policy

ENV 341 Indigenous Ecology, Conservation Biology, and the Politics of Knowledge

ENV 356/356L Terrestrial Wildlife Ecology

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 Two Environmental Policy

ENV 323 Environmental Advocacy

ENV 324/BUEC 390 Environmental Economics/BUEC 390 Environmental Economics

ENV 325/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 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 340 Environmental Movements and Social Change

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 260 Sustaining Water Quality in the Saco River Watershed

ENV 276/276L Caribbean Sustainable Development

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 318/318L Advanced Research Methods in Avian Ecology

ENV 319 Practicum in Field Ecology

ENV 333/333L The Nature Writers

ENV 334L Contemporary Nature Writing Lab

ENV 335 Environmental History of New England

ENV 337 Outdoor Environmental Education

ENV 348 Environmental Health and Community Development in East Africa

ENV 356/356L Terrestrial Wildlife Ecology

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 330 - Educational Psychology and Classroom Management*	3
EDU 346 - Technology in the Secondary Classroom (Part of the internship semester as of Spring 2009)	1
EDU 430 - Educational Assessment and Evaluation	3
EDU - 437 - Teaching Secondary Science	3
EDU 486 Secondary Education Practicum	1 - 4
EDU 492 - Secondary Internship	15
*EDU 330 Educational Psychology and Classroom Management is highly recommended (PSY 270	

Sociocultural Context H.D. II may be completed in lieu of EDU 330, also fulfilling CORE requirements)	
Education Minimum Required Total Credits	**38-41**

See Education for more details.
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Double Major

It is possible for DES students to add a second major or 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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Minor(s)

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:

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

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:

	Credits
GIS 160/160L - Introduction to Geographic Information Systems	4
GIS 224 - Remote Sensing	4
GIS 265 - Global Positioning Systems (optional)	2
GIS 364 - Spatial Analysis	4
GIS 495 - GIS Internship (variable credit)	Variable

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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.

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Environmental Studies

Degree: Bachelor of Science with a major in Environmental Studies
College: College of Arts and Sciences
Department: Environmental Studies
Contact: Dr. Owen Grumbling (Chair)
ogrumbling@une.edu

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Mission

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.

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Major 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, 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.

In their third year, students in bothe majors take BIO 350 - Ecology. In their third and fourth years, aided by a faculty advisor, students 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 of biology, 3 credits of literature (or an appropriate substitute), 3 credits of economics, 3 credits of environmental issues and 2 credits of 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 an internship and service-learning program that creates mutually beneficial partnerships between students and environmental organizations in the communities surrounding the Biddeford and Portland campuses. 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 the CAS 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.

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Program Academic and Technical Standards

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

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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 College of Arts and Sciences is one of the few in the nation that requires formal instruction in environmental studies as a requirement for graduation.

	Credits
University Core Requirements	**42-43**

	Credits
Program Required Courses including Green Learning Community *(First year)*	**19**
ENV 100, 101 - Introduction to Environmental Issues (3 cr) *Fulfills University Core Requirement*	3
ENV 150, 151 - Green Learning Community Lab I/II	2
BIO 105/105L - Biology I : Ecology/Evolution *Fulfills University Core Requirement*	4
BIO 106/106L - Biology II : Cellular/Molecular	4
LIT 121/122 - Exploration: Literature, Nature and Biology *Fulfills University Core Requirement*	3
BUEC 104/105 - Exploration: Economics in Context *Fulfills University Core Requirement*	3

CHE - Any college level Chemistry course w/laboratory	4
MAT 150 - Statistics for Life Sciences *Fulfills University Core Requirements*	3
MAT 180 - Precalculus (prerequisite for Ecology)	3
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
BIO 350/350L - Ecology (Third year)	4
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:	**3 -9**
ENV 295 or 495A or 495B	
Senior Capstone in Environmental Studies	**3**
ENV 499	
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 (FS)
ENV 398 Advanced Topics in Environmental Studies (3 credits)
ENV 399 Advanced Topics in Environmental Studies (4 credits)
Group Two: Environmental Policy
ENV 275 Environmental Issues Seminar (FS)
ENV 323 Environmental Advocacy
ENV 324 Environmental Economics/BUEC 390 Environmental Economics
ENV 325/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 275 Environmental Issues Seminar (FS)	
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 275 Environmental Issues Seminar (FS)	
ENV 322 Environmental Movements and Social Change	
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 275 Environmental Issues Seminar	
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 317 Case Studies in Preserving Biodiversity	
ENV 333 The Nature Writers with Field Lab	
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.

	Credits
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 Educational Psychology and Classroom Management*	3
EDU 346 - Technology in the Secondary Classroom (Part of internship semester as of Spring 2009)	1

EDU 430 - Educational Assessment and Evaluation	3
EDU 437 - Teaching Secondary Science	3
EDU 486 - Secondary Education Practicum	1 - 4
EDU 492 - Secondary Internship	15
Education Total Number of Credits	**38-41**
*EDU 330 Educational Psychology and Classroom Management is highly recommended. (PSY 270 Sociocultural Context H.D. II may be completed in lieu of EDU 330, also fulfilling CORE requirements)	

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Double Major

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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Minor(s)

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:

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

Minor in Geographic Information Systems

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

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

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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.

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History

Degree: Bachelor of Arts with a major in History
College: College of Arts and Sciences
Department: History
Contact: Dr. Elizabeth DeWolfe
edewolfe@une.edu

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Mission

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.

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Major 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.

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Transfer Credit

See Undergraduate Admissions

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Program Academic and Technical Standards

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

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Curricular Requirements

	Credits
University Core Requirements	42-43

	Credits
Program Required Courses	33-43

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**

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.

	Credits
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 - Educational Psychology and Classroom Management*	3
EDU 346 - Technology in the secondary Classroom (Part of the internship semester as of spring 2009)	1
EDU 430 - Educational assessment and Evaluation	3
EDU 438 - Methods of Teaching Secondary Ed Social Studies	3
EDU 486 - Secondary Education Practicum	1 - 4
EDU 492 - Secondary Internship	15
Total Education Credits	**38-41**
*EDU 330 Educational Psychology and Classroom Management is highly recommended. (PSY 270 Sociocultural Context H.D. II may be completed in lieu of EDU 330, also fulfilling CORE requirements.)	

See Education for more details.

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Minor(s)

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.

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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.

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Laboratory Science

Degree: Bachelor of Science with a major in Laboratory Science
College: College of Arts and Sciences
Department: Chemistry and Physics
Contact: Dr. Stephen Fox (Chair)
SFox4@une.edu

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Chemistry Department Website

Mission

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.

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Major 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.

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Transfer Credit

See Undergraduate Admissions

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Program Academic and Technical 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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Curricular Requirements

	Credits
University Core Requirements	**42-43**
Program Required Courses	**45-46**
BIO 105/106 - Biology I and II (4 cr included in core requirements)	4
BIO 200 - Genetics *or* BIO 207 Organismal Genetics	4
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)	4
PHY 110 - General Physics I	4

	Credits
Flexible Program Required Courses **Choose a minimum of three courses selected from the following*	**12-14**
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	3
MAT 195 - Calculus II	4
Open Elective Credits (as needed to reach 120 credits)	variable
Minimum Required Total Credits	**120**

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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.

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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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ADMISSIONS ACADEMICS STUDENT LIFE ATHLETICS ABOUT UNE RESEARCH ALUMNI & FRIENDS

Liberal Studies

Degree: Bachelor of Arts with a Major in Liberal Studies
College: College of Arts and Sciences
Department: Interdisciplinary Studies
Contact: Dr. Linda Sartorelli (Chair)
lsartorelli@une.edu

Mission
Major Description
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Liberal Studies Department Website

Mission

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.

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Major 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.

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Transfer Credit

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Curricular Requirements

	Credits
University Core Requirements	42-43

	Credits
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 Sciences

Degree: Bachelor of Science with a major in Marine Sciences
College: College of Arts and Sciences
Department: Marine Sciences
Contact: Dr. Stephan Zeeman
szeeman@une.edu

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Marine Sciences Department Website

Mission

The mission of the Department of Marine Sciences at University of New England is to enable students to understand the real-world relevance of the marine sciences, foster scientific literacy and critical thinking skills, and lay the foundation for lifelong learning and meaningful, productive contributions to society.

The Marine Sciences encompass a wide variety of disciplines that seek to understand the way the ocean functions, and how it is related to earth systems science, as well as to human interactions with the environment. Students will learn the theoretical underpinnings and applications of disciplines from biology, to chemistry, geology and physics. These disciplines are critical to life as we know it on the planet, and beyond. Students will be able to apply these disciplines to solving real problems, not only in ocean sciences, but in fields as far ranging as meteorology and space exploration

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Major Description

The Marine Sciences program offers a baccalaureate education to students interested in all facets of the marine environment. The classroom curriculum provides a strong background in the marine sciences, including biology, chemistry, physics and geology of the oceans and their surroundings. The program focuses on hands-on activities, internships and research experiences in addition to classroom work.

The marine sciences major is designed to provide students with a strong science foundation upon which to build their marine specialty courses. The program is flexible and students are encouraged to explore many areas of the marine sciences 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, or any field requiring a strong science background. The University is located on the Saco River where it joins the Atlantic Ocean, providing numerous marine, estuarine, and fresh water habitats to study on or adjacent to campus.

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Transfer Credit

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

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Program Academic and Technical Standards

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 Marine Sciences. A 2.00 cumulative average in sciences is a requirement for graduation in any of the programs in the Department of Marine Sciences.

Program Completion Timeline:
Students have a maximum of seven years to complete the graduation requirements

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Curricular Requirements

Curricular Requirements for track in Marine Biology or track in Oceanography

	Credits
University Core Requirements	**42-43**

	Credits
Marine Biology Track Curriculum	**32 - 36**
MAR 105 - Biology I: Ecology/Evolution of Marine Organisms	4
BIO 106 - Biology II: Cellular/Molecular	4
MAR 266/266L - Oceanography I: Biological & Geological	4
MAR 268/268L - Oceanography II: Physical & Chemical	4
Area Courses (see below)	
Organismal course	3-4
Process course	3-4
Physiological course	3-4
Cellular & Molecular course	3-4
MAR 325 - Marine Science Speaker Series	1
MAR 400-Level course	3
Program Required Cognate Courses	**32 - 33**
Calculus I & Statistics for Life Sciences	7
Introduction to Chemistry I & II	8
Organic Chemistry I and Organic Chemistry II *or* Organic Chemistry I and Biochemistry	9-10
Physics I & II	8
Program Track Subtotal	**64-69**
Minimum Required Total Credits	**120**

	Credits
Oceanography Track Curriculum	**26**
MAR 105 - Biology I: Ecology/Evolution of Marine Organisms	4
BIO 106 - Biology II: Cellular/Molecular	4
MAR 266/266L - Oceanography I: Biological & Geological Oceanography	4
MAR 268/268L - Oceanography II: Physical & Chemical Oceanography	4
MAR 366 - Advanced Oceanography I: Biological & Geological Oceanography	3
MAR 368 - Advanced Oceanography II: Physical & Chemical Oceanography	3
MAR 325 - Marine Science Speaker Series	1
MAR 450 - Capstone Course	3

Program Required Cognate Courses	**39 - 40**
Calculus I & II and Statistics for Life Sciences	11
Computer Programming	3
Introduction to Chemistry I & II	8
Organic Chemistry I and Organic Chemistry II or Organic Chemistry I and Biochemistry	9-10
Physics I & II	8
Program Track Subtotal	**65-66**
Minimum Required Total Credits	**120**

Area Courses

Organismal Biology Area

BIO 204 - Parasitology

BIO 206 - Microbiology

BIO 219 - Ornithology

MAR/BIO 310 - Phycology

BIO 320 - Invertebrate Zoology

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

Process Area

BIO 333 - Evolution

MAR/BIO 335 - Animal/Behavioral Ecology

BIO 350 - Ecology

MAR 350 - Marine Ecology

Physiology Area

BIO 203 - Histology

BIO/MAR 322 - Comparative Animal Physiology

BIO 340 - Embryology

BIO 345 - Anatomy, Physiology & Pathophysiology II

BIO 404 - Neurobiology

BIO/MAR 421 - Physiological Ecology of Fishes

Cell and Molecular Area

BIO 200 - Genetics

BIO 207 - Organismal Genetics

BIO 365 - Immunology

BIO 370 - Cell and Molecular Biology

Secondary Education Certification

The department offers Marine Sciences majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their electives in order to become middle or high school teachers (grades 7 - 12) in the area of life science. While providing a solid foundation in the biological sciences, 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.

	Credits
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 Educational Psychology and Classroom Management	3
EDU 430 - Educational Assessment and Evaluation	3
EDU 437 - Methods of Teaching Secondary Science	3
EDU 486 - Secondary Education Practicum	1 - 4
EDU 492 - Secondary Internship	15
EDU 346 - Technology in the Secondary Classroom (Part of the internship semester as of Spring 2009)	1
(PSY 270 Sociological Context H.D. II may b completed in lieu of EDU 330, also fulfilling CORE requirements)	
Education Minimum Required Total Credits	**38 - 41**

See Education Department for more details.

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Honors

The Department of Marine Sciences offers qualified students the option of graduating with Honors in the Research Track. The department does not offer the Scholastic option. See details on the Honors homepage.

Marine Sciences Honors Research Requirements
Complete requirements for major
Maintain GPA of 3.50 or higher
HONR 180 - Introduction to Research Across the Disciplines
HONR 480 - Senior Honors Research Seminar
Honors electives (2) offered by any department
Honors Thesis Proposal
Honors Thesis and public defense
Presentation at CAS Research Symposium

Contact:
Dr. Markus Frederich, mfrederich@une.edu

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Minor(s)

A marine sciences minor requires 6 courses, and can follow either of the two tracks in the major, Marine Biology or Oceanography.

	Credits
Marine Biology Minor	**21-23**
(MAR 105 - Biology I: Ecology/Evolution of Marine Organisms *or* BIO 105 - Biology I: Ecology/Evolution) *and* BIO 106 - Biology II: Cellular/Molecular **or** BIO 104 - General Biology *and* (MAR 105 - Biology I: Ecology/Evolution of Marine Organisms BIO 106 - Biology II: Cellular/Molecular)	8
MAR 266 - Oceanography I: Bio/Che	4
MAR 250 - Marine Biology	4
Two additional organismal topics courses (see course listing above)	6-8

	Credits
Oceanography Minor	**21-22**
MAR 105 - Biology I: Ecology/Evolution of Marine Organisms	4

MAR 266 - Oceanography I: Bio/Chem	4
MAR 268 - Oceanography II: Phy/Geo	4
MAR 366 - Adv Oceanography I: Bio/Chem	3
MAR 368 - Advanced Oceanography II: Phy/Geo	3
One additional Marine Science Course	3-4

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Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the Financial Information section of this catalog.

Lab Fees

Courses with laboratory components have separate fees that vary depending on the course.

Financial Aid

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

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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 Marine Sciences. A 2.00 cumulative average in sciences is a requirement for graduation in any of the programs in the Department of Marine Sciences

Program Completion Timeline
Students have a maximum of seven years to complete the graduation requirements.

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Undergraduate Student Research

InterProfessional Education Collaborative
School of Community and Population Health

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Mathematics

Degree: Bachelor of Science with a major in Mathematics
College: College of Arts and Sciences
Department: Mathematics
Contact: Dr. Susan Gray (Chair)
sgray@une.edu

Mission
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Math Department Website

Mission

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.

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 research efforts.

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Major 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.

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Transfer Credit

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 Science/Math courses previously completed must be no older than five years**. See Undergraduate Admissions also.

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Curricular Requirements

	Credits
University Core Requirements (excluding mathematics)	**39**

	Credits
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 480 - Mathematics Research Seminar	3
Program Minimum Required Total Credits	**36**
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 mathematics teachers (grades 7-12). While providing a solid foundation in mathematics, 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.

	Credits
University Core Requirements **(excluding mathematics)**	**39**

	Credits
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**

	Credits
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 330 - Educational Psychology and Classroom Management*	3
EDU 346 - Technology in the Secondary Classroom (Part of the internship semester as of Spring 2009)	1
EDU 430 - Educational Assessment and Evaluation	3

EDU 439 - Teaching Secondary Mathematics	3
EDU 486 - Secondary Practicum	1 - 4
EDU 492 - Internship	15
*EDU 330 - Educational Psychology and Classroom Management is highly recommended. (PSY 270 Sociocultural Context H.D. II may be completed in lieu of EDU 330, also fulfilling CORE requirements.)	
Education Minimum Required Total Credits	**38 - 41**
Science Elective	3 - 4
Open Elective Courses (needed to reach 120 credits)	variable
Minimum Required Total Credits	**120**

Refer to Mathematics Placement Procedures for guidelines about mathematics placement.

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Honors

The Department of Mathematical Sciences offers qualified students the option of graduating with Honors in the Research Track. The department does not offer the Scholastic option. See details on the Honors homepage.

Mathematics Honors Research Requirements
Complete requirements for major
Maintain GPA of 3.50 or higher
HONR 180 - Introduction to Research Across the Disciplines
HONR 480 - Senior Honors Research Seminar
MAT 190H - Honors Calculus
Honors elective (1) offered by any department
Honors Thesis Proposal
Honors Thesis and public defense
Presentation at CAS Research Symposium

Contact:
Dr. Susan Gray, Chair of Department, sgray@une.edu *or*
Dr. Michael Arciero, marciero@une.edu

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Minor(s)

Students may earn a mathematics minor by completing a minimum of 6 mathematics courses numbered MAT 120 or above. 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.

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Medical Biology - Medical Sciences Track

Degree: Bachelor of Science with a major in Medical Biology-Medical Sciences Track
College: College of Arts and Sciences
Department: Biology
Contact: Dr. Jeri Fox (Interim Chair)
jlfox@une.edu

Dr. Frank Daly (Associate Chair)
fdaly@une.edu

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Mission

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.

Students who major in biology 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,a nd 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, the medical biology program stresses the importance of field opportunities, research experience and experiential learning. The department also offers a graduate degree in Biological Sciences (master level) which is 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. Visit our graduate programs page for details.

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Major 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.

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Transfer Credit

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.

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Curricular Requirements

	Credits
University Core Requirements	**42-43**

	Credits
Program Required Courses	**26-29**
BIO 105 -Biology I: Ecology/Evolution (included in core requirements)	4
BIO 106 -Biology II: Cellular/Molecular	4
BIO 200-Genetics or BIO 207 Organismal Genetics	4-5
BIO 245-Gen Prin of Human Anatomy, Physiology, and Pathophysiology I	4
BIO 345-Gen Prin of Human Anatomy, Physiology, and Pathophysiology 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

	Credits
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 190 - Calculus I	4
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 Guidelines

BIO 210, BIO 275H, BIO 295, BIO 410, BIO 485H and BIO 495 research and internship courses do NOT meet 200- and 400-level course requirements.

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 (COM), 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 Registration Services office and with their advisor. The form may be obtained online on the Registration Services website.
- 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 Registration Services 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 Registration Services website.
- Students must fulfill all other CAS and COM requirements and business office obligations

Pre-Health Professions Advisory Committee

The Pre-Health Professions Advisory Committee (PHPAC) consists of staff and faculty members of the College of Arts and Sciences. The major function of this committee is to draft letters of evaluation for students applying to health professions programs such as Medical, Dental and Veterinary schools. Interested students should view our web page for information regarding the protocol for obtaining a PHPAC letter of evaluation.

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Honors

The Department of Biology offers qualified students the option of graduating with Honors in the Research Track. The department does not offer the Scholastic option. See details on the Honors homepage.

Medical Biology Honors Program Requirements
Complete requirements for major
Maintain GPA of 3.50 or higher
HONR 180 - Introduction to Research Across the Disciplines
HONR 480 - Senior Honors Research Seminar
Honors electives (2) offered by any department
Honors Thesis Proposal
Honors Thesis and public defense
Presentation at CAS Research Symposium

Contact:
Dr. Jeri Fox (Co-Chair) jlfox@une.edu or
Dr. Frank Daly (Co-Chair) fdaly@une.edu

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Minor(s)

A medical biology minor requires 6 biology courses, including the **introductory biology series**. 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.

Medical Biology Minor Program Required Courses

BIO 105 - Biology I: Ecology/ Evolution *and*
BIO 106 - Biology II: Cellular/Molecular
Or
BIO 104 - General Biology *and one of*:
(BIO 105 - Biology I: Ecology/ Evolution
BIO 106 - Biology II: Cellular/Molecular
BIO 150 - Introduction to Oceanography)

And

BIO 200 - Genetics

BIO 245 - Anatomy, Physiology and Pathophysiology I

BIO 345 - Anatomy, Physiology and Pathophysiology II

BIO 370 - Cell Biology

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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.

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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 Biology. A 2.00 cumulative average in sciences is a requirement for graduation in any of the programs in the Department of Biology.
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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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Medical Biology - Pre-Physician Assistant Track (MPA)

Degree: Bachelor of Science with a major in Medical Biology - Pre-Physician Assistant Track
College: College of Arts and Sciences
Department: Biology
Contact: Dr. Stine Brown
sbrown@une.edu

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Mission

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.

Students who major in biology 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, the medical biology program stresses the importance of field opportunities, research experience and experiential learning. The department also offers a graduate degree in Biological Sciences (master level) which is 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. Visit our graduate programs page for details.

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Major 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).

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Transfer Credit

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 Science/Math courses previously**

completed must be no older than five years. Other options and restrictions apply. See Undergraduate Admissions also.

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Curricular Requirements

	Credits
University Core Curriculum	**42 - 43**
Program Required Courses	**26 - 29**
BIO 105 - Biology I: Ecology/Evolution (included in core requirements)	4
BIO 106 - Biology II: Cellular/Molecular	4
BIO 200 - Genetics *or* BIO 207 Organismal Genetics	5 - 4
BIO 245 - Gen Prin of Human Anatomy, Physiology, and Pathophysiology I	4
BIO 345 - Gen Prin of Human Anatomy, Physiology, and Pathophysiology II	4
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 *or*	4
CHE 211 - Organic Chemistry	5
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 Courses (as needed to reach 120 credits)	variable
Minimum Required Total Credits	**120**

Additional Guidelines

BIO 210, BIO 275H, BIO 295, BIO 410, BIO 485H and BIO 495 research and internship courses do NOT meet 200- and 400-level course requirements.

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), calculus (4 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.

To be eligible for a guaranteed interview for admission into the University of New England PA program, students, by October 1 of their 3rd year, must submit a competed CASPA application, have maintained a BCP GPA of 3.30 (BCP is the calculated CASPA GPA of all biology, chemistry, and physics courses completed), and an overall GPA of 3.0.

The overall GPA and BCP GPA for students who transfer into the accelerated pre-physician assistant 3-2 track is calculated by CASPA using 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.

Pre-Health Professions Advisory Committee

The Pre-Health Professions Advisory Committee (PHPAC) consists of staff and faculty members of the College of Arts and Sciences. The major function of this committee is to draft letters of evaluation for students applying to health professions programs such as Medical, Dental and Veterinary schools. Interested students should view our web page for information regarding the protocol for obtaining a PHPAC letter of evaluation.

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Honors

The Department of Biology offers qualified students the option of graduating with Honors in the Research Track. The department does not offer the Scholastic option. See application details on the Honors Homepage

Medical Biology Honors Research Requirements

Complete requirements for major

Maintain a GPA of 3.50 or higher

HONR 180 - Introduction to Research Across the Disciplines

HONR 480 - Senior Honors Research Seminar

Honors electives (2) offered by any department

Honors Thesis Proposal

Honors Thesis and public defense

Presentation at CAS Research Symposium

Contact:
Dr. Jeri Fox jlfox@une.edu or
Dr. Frank Daly fdaly@une.edu

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Minor(s)

A medical biology minor requires 6 biology courses, including the **introductory biology series**. 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.

Medical Biology Minor Program Required Courses

BIO 105 - Biology I: Ecology/Evolution *and*
BIO 106 - Biology II: Cellular/Molecular

Or

BIO 104 - General Biology *and one of*
(BIO 105 - Biology I: Ecology/Evolution
BIO 106 - Biology II: Cellular/Molecula
BIO 150 - Introduction to Oceanography)

And

BIO 200 - Genetics

BIO 245 - Anatomy, Physiology and Pathophysiology I

BIO 345 - Anatomy, Physiology and Pathophysiology II

BIO 370 - Cell Biology

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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.

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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 Biology. A 2.00 cumulative average in sciences is a requirement for graduation in any of the programs in the Department of Biology.

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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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Neuroscience

Degree: Bachelor of Science with a major in Neuroscience
College: College of Arts and Sciences
Department: Psychology
Contact: Dr. Linda L. Morrison (Chair)
lmorrison@une.edu

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Mission

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 four majors: psychology, neuroscience, animal behavior and psychology and social relations.

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Major Description

A Bachelor of Science Degree in Neuroscience is an interdisciplinary major offered by faculty from various departments with expertise in the neurosciences. The neuroscience curriculum offers students an opportunity to explore the structure and function of the nervous system. The major requires a general science background, a number of courses specifically devoted to the brain, and an in-depth experience that clearly defines the limits of knowledge in at least one aspect of neuroscience. The major allows considerable flexibility for students to develop the last two years along the lines of individual preferences and interests, with potential focuses in areas of cellular/molecular neurobiology, behavioral neuroscience, or cognitive science. The majority of students who graduate with a degree in Neuroscience enter graduate or professional programs culminating with careers in medicine/health care, research, and/or education.

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Admissions

Interested students should apply for admission to the neuroscience 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 the undergraduate curriculum committee (see below). Students will then be fully admitted upon meeting the conditions indicated in the **Program Standards** section below. See **Undergraduate Admissions** also.

The Neuroscience major is administered through the Department of Psychology with guidance from the Interdisciplinary Undergraduate Curriculum Committee. Students interested in pursuing a degree in neuroscience will have a primary advisor in the psychology department and a secondary advisor from among the interdisciplinary faculty who comprise the curriculum committee.

For more information, please contact any of the faculty from the Undergraduate Neuroscience Curriculum Committee listed below, or the Chair of the Department of Psychology, Dr. Linda L. Morrison lmorrison@une.edu.

Dr. Geoffrey Ganter, Ph.D., Associate Professor
Department of Biology
gganter@une.edu

Ian Meng, Ph.D., Associate Professor
Department of Biomedical Sciences
imeng@une.edu

Glenn Stevenson, Ph.D., Assistant Professor
Department of Psychology
gstevenson@une.edu

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Transfer Credit

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

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Program Academic and Technical Standards

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

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Curricular Requirements

	Credits
University Core Requirements*	**42 - 43**
*Math core requirement is MAT 190 Calculus I	

	Credits
Program Required Courses	**33-43**
PSY 105 - Introduction to Psychology	3
BIO 106 - Biology II: Cellular/Molecular	4
CHE 110/111 - General Chemistry I & II	8
PSY 225 - Psychology Statistics **or** MAT 150 - Statistics for Life Sciences	3
NEU 210 - The Brain	4
PHY 110/111 - General Physics I & II	8
NEU 310 - Neurobiology of Mental Illness	3
CHE 210/211 - Organic Chemistry I & II (CHE 310 may substitute for CHE 211)	10
NEU 320 - Principles of Neurobiology	3
NEU 495 - Neuroscience Lab/special Topics	3
Neuroscience Electives (4) (see below)	12 - 20
Minimum Required Total Credits	**120**

	Credits
Each student will choose four elective courses. No more than 3 may be chosen from either list A or B. No course counted as an elective may simultaneously satisfy program requirements.	
List A	
BIO 200 - Genetics (Human)	
BIO 245 - General Principles of Anatomy, Physiology and Pathophysiology I	
BIO 322 - Comparative Animal Physiology	
BIO 330 - Comparative Vertebrate Anatomy	

BIO 340 - Embryology	
BIO 345 - General Principles of Anatomy, Physiology and Pathophysiology II	
BIO 365 - Immunology	
BIO 370 - Cell and Molecular Biology	
BIO 404 - Neuroscience	
CHE 405 - Medicinal Chemistry	
List B	
PSY 226 - Motivation and Emotion	
PSY 245 - Evolutionary Psychology	
PSY 275 - Introduction to Techniques in Animal Behavior	
PSY 285 - Research Methods	
PSY 335 - Comparative Animal Behavior **or** BIO 335 Animal Behavior/Behavioral Ecology	
PSY 362 - Animal Cognition	
PSY 380 - Learning and Memory	
PSY 381 - Cognitive Psychology	
PSY 425 - Advanced Methods in Animal Behavior	
PSY 440 - Sensation and Perception	
PSY 490 - Behavioral Neuroscience	
PHI 370 - Philosophy of Psychology	
PHI 380 - Philosophy of Mind	

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Honors

The Department of Psychology offers qualified students the option of graduating with Honors in the Research Track. The department does not offer the Scholastic option. See details on the Honors homepage.

Psychology Honors Research Requirements	
Complete requirements for major	
Maintain GPA of 3.50 or higher	
HONR 180 - Introduction to Research Across the Disciplines	
HONR 480 - Senior Honors Research Seminar	
Honors elective (1) offered by Psychology Department	
Honors elective (1) offered by any department	
Honors Thesis and public defense	
Presentation at CAS Research Symposium	

Contact:
Dr. Linda Morrison, Chair of Department, lmorrison@une.edu
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Minor(s)

A student with a major in another area may minor in Neuroscience with permission of the psychology department chair. A minimum of 25 hours of approved course credit with a grade of "C-" or better is required for the minor in Neuroscience as follows:

	Credits
Minimum Credits	**25**
PSY 105 - Introduction to Psychology	3
BIO 106 - Biology II: Cellular/Molecular	4
CHE 110/111 - General Chemistry I & II	8

NEU 210 - The Brain	4
NEU 310 - Neurobiology of Mental Illness	3
NEU 320 - Principles of Neurobiology	3

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Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the Financial Information section of this catalog.

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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: Westbrook College of Health Professions
Department: Department of Nursing
Contact: Bonnie Davis, Ph.D., RN, Director
bdavis@une.edu

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Mission

The mission of the Department of Nursing is to facilitate the education of future professional nurses to be effective clinicians and leaders. As clinicians, graduates are prepared to promote the ability of all persons, families and communities in attaining their highest level of wellness. As leaders, graduates are prepared to use research for evaluating and improving health care approaches and for continued study in nursing.

Philosophy

Nursing, a caring art and science, encompasses the diagnosis and treatment of human responses to health and illness. Nurses use a variety of models to guide people of many cultures toward identifying their own health care and healing needs. Nurses model self care while supporting people in their own pursuit of health. People are born with healing capacities with or without perception of these capacities although a cure is not always certain. The nurse as a health care resource is available to assist people to move toward and maintain health in their human experiences. The society in which the nurse functions is rapidly changing and is technologically oriented. Nurses use knowledge gained from client preferences and values, clinical expertise and best research evidence as well as the integral process to guide their practice. The practice of nursing must be in accordance with established standards of clinical practice and the American Nurses Association Code of Ethics (ANA 2001).

Health, a personally perceived state of wellbeing, is an ever-changing holistic interplay among the physiological, spiritual, psychological, social, cultural, cognitive and emotional dimensions of people. 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. Clients, as partners in their care, may be individuals, families, groups or communities. Faculty value the uniqueness, worth, dignity and integrity of all people and believe that each human being is a dynamic holistic system.

The essence of professional nursing education lies in the academic experience, which provides the foundation for intellectual inquiry. Committed to liberal education as fundamental for the development of clinical judgment , decision making and communication, faculty strive for a balance between arts, sciences, humanities and professional studies. The acquisition of knowledge is evidenced by the student's integration and application of theories and concepts from the natural and behavioral sciences and the humanities. The process of reflection is a continuous one wherein the student develops a unique holistic awareness of self and how one's self affects others. The student learns holistically to integrate nontraditional therapies with traditional medical modalities. 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. Education is a partnership between student and teacher, where the teacher serves as a facilitator, role model and guide. Learning is a collaborative process whereby students and faculty learn from each other, clients, peers, mentors, preceptors as well as other health care professionals. Faculty are receptive to individual student needs, flexible to individual learning styles and committed to a continuum of nursing education. (2010)

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Major Description

Registered Nurse Bachelor Completion (RN-BSN) Program

The Baccalaureate Completion Program (RN-BSN) is an upper-level, transfer program in professional nursing designed to support working registered nurses who currently have a diploma or associate degree in attaining their baccalaureate degree in nursing.

The program represents an opportunity for RN students to broaden and enhance current knowledge and skills, acquire new knowledge in the theory and practice of nursing, increase career opportunities, and provide the credentials necessary for graduate education.

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 UNE philosophy of general education, which values ideas as well as skills, the BSN student is exposed to different ways of knowing through study of the social sciences, natural sciences, and humanities.

This program may be completed in one, one and one-half or two years of full-time study, or four years of part-time study.

Student Learning BSN Outcomes

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

1. Utilizes the principles of leadership, management, collaboration and delegation through reflection and critical reasoning in providing holistic patient care.
2. Apply theory and the basic elements of the research process to guide professional clinical practice.
3. Utilize various innovative information technologies to support decision-making and afford safe patient-centered care.
4. Model values inherent in the moral and ethical standards, in accordance with the legal parameters of a registered professional nurse.
5. Model principles of self care while supporting diverse individuals, families and communities, in their own pursuit of health.
6. Synthesize knowledge from natural and behavioral sciences, humanities and nursing theories to support individual and collective healthcare practices.
7. Engage in professional development activities with a personal commitment to life-long learning.

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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 3343 Peachtree Rd. NE, Suite 500, Atlanta, GA 30326 1-404-975-5000.

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Admissions

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.

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Program Academic and Technical Standards

1. Baccalaureate coursework 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 or math course.

Nursing Program Technical Standards

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Grading

Course and Instructor evaluations are one of the most important tools that we have for evaluating the quality of your education, and for providing meaningful feedback to course instructors on their teaching. In order to assure that the feedback is both comprehensive and precise, we need to receive it from everyone. Please note that the beginning of this semester (Spring 2010), course evaluations are a required element of every course; to receive your grades at the end of the semester, students will need to complete the on-line course evaluation. In order to make this as convenient as possible, we will provide a two week window for completion. If students have any questions regarding this requirement, they may contact the Westbrook College of Health Professions' Dean's Office.

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Curricular Requirements

RN-BSN Program Curriculum Requirements

	Credits
Program Required Courses	
Minimum Transfer Credits	**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	3
Nursing Elective	3
Total	**15**
Spring, Year 3 (Semester 2)	
NSG 304 - Families in Crisis	3
NSG 305 - Health Education in the Community	3
MAT 120 - Statistics	3
Humanities Elective	3
Nursing Elective	3
General Elective	3
Total	**18**
Total First Year	**33**
Fall, Year 4 (Semester 4)	
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
BIO 309 - Pathophysiology	3
Humanities Elective	3
General Elective (Not required of branch campus in Israel)	3
Total	**15**
Total Second Year	**30**
Minimum Total Required Credits	**123**
Note: Credit for developmental coursework is not reflected in the minimum total credits required for degree completion.	

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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. These expenses vary each year. Students may inquire in the nursing office for an estimate of current costs.

Financial Aid

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

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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.

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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 2010-2011 academic year. The information contained herein is accurate as of date of publication August 1, 2010.

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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ADMISSIONS ACADEMICS STUDENT LIFE ATHLETICS ABOUT UNE RESEARCH ALUMNI & FRIENDS

Bachelor of Science in Nursing (4 Year Program)

Degree: Bachelor of Science in Nursing
College: Westbrook College of Health Professions
Department: Department of Nursing
Contact: Bonnie Davis, Ph.D., RN, Director
bdavis@une.edu

Mission
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Program Academic and Technical Standards
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Financial Information
Nursing Department Website

Mission

The mission of the Department of Nursing is to facilitate the education of future professional nurses to be effective clinicians and leaders. As clinicians, graduates are prepared to promote the ability of all persons, families and communities in attaining their highest level of wellness. As leaders, graduates are prepared to use research for evaluating and improving health care approaches and for continued study in 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.

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Degree Description

The Bachelor of Science in Nursing is an academically rigorous four-year professional program. During the first four semesters, students build a foundation of knowledge in science, humanities and related professional disciplines. The student begins the process of knowledge application from theory to actual practice utilizing the sciences and experiential learning.
During the last four semesters students are deeply immersed in nursing course work and clinical experiences which emphasize clinical judgment, health and human functioning, care and therapeutics, person and environment and health care resources. Nursing skill laboratories combined with simulation, and clinical experiences occur in a variety of hospital and community settings. These settings, serving diverse populations, actualize the process of integrating theory to practice.
Upon successful completion of the curriculum, The University of New England awards a Bachelor of Science in Nursing degree and students are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX).

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Accreditation

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Nursing Program Technical Standards

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Curricular Requirements

	Credits
Core Requirements	

First Year - Fall Term	**15**
ENG 110 - English Comp	4
BIO 104 - General Biology	4
PSY 105 - Introduction to Psychology	3
IHS 120 - Health Care Issues	1
One (1) Explorations Course	3
First Year - Spring Term	**18**
BIO 208 - Introduction to Anatomy and Physiology	4
MAT 120 - Statistics	3
SOC 150 - Introduction to Sociology	3
IHS 110 = Introduction to Health Care	2
One (1) Social Global Awareness (SGA) Course*	3
One (1) Creative Arts (ART, ARH or MUS) Course*	3
Second Year - Fall Term	**17**
BIO 209 - Introduction to Anatomy and Physiology II	4
CHE 130 - Principles of Chemistry	4
PSY 250 - Lifespan Development	3
IHS 310 - Ethical Practice in Health Professions	3
One (1) Advanced Studies Course*	3
Second Year - Spring Term	**16**
IHS 210 - Methods of Scholarly Inquiry	3
DEN 210 - Nutrition *or* EXS 210 - Fundamentals of Nutrition and Exercise	3
BIO 309 - Pathophysiology	3
BIO 242 - Applied Microbiology	4
NSG 202 - Introduction to Nursing	3
Total Core Requirement Credits	**66**

*May be taken in an alternate term to accommodate student schedule

	Credits
Nursing Curriculum	
Third Year - Fall Term	**14**
NSG 307 - Adult Health I	7
NSG 327 - Health Assessment	3
NSG 342 - Pharmacology	3
NSG 351 - Integrating Experience I	1
Third Year - Spring Term	**16**
NSG 308 - Adult Health II	6
NSG 328 - Mental Health	4
NSG 332 - Evidence Based Practice (EBP) I	2
NSG 352 - Integrating Experience II	1
IPE/Professional Elective	3
Fourth Year - Fall Term	**17**
NSG 408 - Adult Health III	8
NSG 420 - Community/Public Health Nursing	3
NSG 432 - Evidence Based Practice (EBP) II	2

NSG 442 - Integrating Experience III	1
NSG 485 - Preceptorship (January)	3
Fourth Year - Spring Term	**15**
NSG 409 - Adult Health IV	2
NSG 425 - Maternal/Child Care	9
NSG 445 - Leadership	2
NSG 446 - Transition to Practice	1
NSG 452 - Integrating Experience IV	1
Total Nursing Curriculum Credits	**62**
Total Credits	**128**

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Financial Information

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Library Services
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Multicultural & Diversity Services
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Occupational Therapy

Degree: Bachelor of Science in Occupational Studies and/or Master of Science in Occupational Therapy
College: Westbrook College of Health Professions
Department: Occupational Therapy
Contact: Jane O'Brien
jobrien@une.edu

Mission
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Mission

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 intervention while assuming leadership roles at the local, state and national levels.

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Major Description

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 Portland and Biddeford is the longest standing and largest occupational therapy program in the state of Maine. We offer a combined BS to MS in Occupational Therapy, and a 24/27 month MS in OT 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 two-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 Westbrook College of Health Professions' Integrated Interprofessional Education. More on IPE
- 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.

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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.

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Admissions

Combined BS to MS Program - High School Graduates

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, 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 with up to 60 credits from other accredited institutions of higher learning.
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 master's 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 master's program if they then meet the 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 3.5 at UNE by the end of spring semester of his/her third year, is in good standing, who has completed all the required course work, and at least 90 credits is guaranteed a place in the professional master's program. OT pre-professional students who have a UNE GPA between 2.75 and 3.5 at this time will compete with post BA/BS applicants 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 for 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 and #8

Master's Program (Post Baccalaureate Students)

The University of New England offers a 24/27 month Masters Program (MS in OT), depending on point of entry. Admissions: Apply online

Prerequisites for entry into the Masters Program:

1. A solid background in the human sciences including at least 12 credits specifically in anatomy and physiology, and neuroscience.
2. At least 9 credits in psychology/sociology including abnormal psychology, and lifespan human development.
3. College level statistics and research methods.*
4. Evidence of the ability to communicate effectively, with at least one course in college level English or an adequate TOEFL score.
5. Medical terminology, college level chemistry or physics, and introduction to occupational therapy are strongly recommended.

In addition to the anatomy and physiology courses listed above, students may also transfer in Gross Anatomy with a cadaver lab, and Kinesiology. Those who are missing Gross Anatomy and/or Kinesiology will start their graduate program at UNE in the summer semester (27 month program). Those applicants who have taken these courses as prerequisites will start the graduate program in the fall semester (24 month program).

Questions regarding these requirements should be directed to the Graduate Admissions Office. After applying to the graduate program, questions may be directed to Jan Froehlich, advising Coordinator, or Regi Robnett, Director.

* Students may take a comprehensive exam on research methods, based on prescribed readings, if they have not taken a research methods course.

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Transfer Credit

Transfer Student Policy (For students who do not have a BA/BS)

UNE accepts qualified transfer students.

The minimum GPA to be considered from another institution is 2.75 (B-). A 3.0 (B average or higher is preferred). The following guidelines apply:

- The UNE OT program accepts transfer students with up to 60 credits.

- Those who tranfer in with two years of course work will not be responsible for the first two years of the core curriculum. However all OT majors must meet the professional master's prerequisite requirements (refer to First Three Years Pre-professional Curriculum below).
- Transfer students must have a minimum of 90 credits to enter the professional master's portion of the curriculum.
- Post baccalaureate students may not transfer into the undergraduate program.

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Program Academic and Technical Standards

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.

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).

Professional Program (numbered 500 and higher)
All graduate OT majors must attain a "B-" (2.75) or better in EVERY graduate course. An exception of this rule is Level II fieldwork (which is offered only pass/fail).

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.

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.

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Grading

Undergraduate Grading Policies: All OT majors must maintain good grades as described below.

Procedures:

1. 1. Two "D's" or one "F" - A student in the pre-professional phase of the occupational therapy program who receives one "F" or two "D's" in any college course(s) will be dismissed from the pre-professional program. A "WF" is equivalent to an "F".

2. One "D":

    a. A "D" in any course results in the student being placed on departmental probation.

    b. OT majors are encouraged to make up every "D". 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 encouraged to repeat the course at UNE whenever possible.

    c. If the "D" is not retaken and the student receives a second "D" in any course he/she will be dismissed from the OT program.

    d. 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. Any further grade of "D" results in dismissal. If the new grade is an "F" the student will be dismissed from the OT program.

3. Biology Courses: Students who receive a "D" or an "F" in a biology course may not proceed into the next level of biology. This includes but may not be limited to BIO 104, BIO 105, BIO 208, BIO 209, BIO 245 and BIO 345. Therefore OT students must attain at least a "C-" in all biology courses required for the OT program.

4. Minimum Grades: All students in the OT undergraduate program are expected to receive the minimum of a "C-" in every course. One "D" may remain on the student's record only if it is not in biology or an occupational therapy course. 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.

5. GPA Requirement: All students must maintain an overall GPA of 2.75. If a 2.75 GPA is not maintained, even if grades are adequate ("C-" or better) the student will be placed on departmental probation. After the first semester (freshman year), a cumulative GPA of 2.5 or lower will result in dismissal from the occupational therapy program.

6. Departmental Academic Probation: Students on departmental probation must complete the following:

    a. The student should make contact with his/her advisor monthly.

    b. Students are encouraged to remain at UNE to take additional courses and to work on and receive support for their remediation.

    c. The student and his/her advisor will devise a plan to accomplish the following:

        i. Retake and pass with a "C-" or better the undergraduate professional level course(s) he/she previously attained "D" in (with only one possible exception. See "One 'D'" above.

        ii. Pass any additional college level courses taken with a "C-" or better.

        iii. Demonstrate with evidence that any factors which previously interfered with academic performance have been addressed and are in process of resolution.

        iv. The plan will address academic problems and include behavioral changes needed to support academic success. Examples of issues which might be addressed in 3c and d:

            1. Utilization of the Learning Assistance Center

            2. Addressing weaknesses in documentation and communication skills.

            3. Addressing any learning disability issues through evaluation and the development of a learning plan

            4. Others as appropriate.

    d. A student must rectify the situation which put him/her on probation within one year. Failure to do so will result in dismissal from the program.

7. Dismissal: dismissal from the OT program does not automatically entail dismissal from the University. It does mean, however, that the student may not remain enrolled in courses specifically for OT majors (e.g. kinesiology, gross anatomy)

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 Master's 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)

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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 combined BS to MS 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 master's program will graduate with an occupational therapy degree.

In the program the student is exposed to:

Normal human development, functions, structure, and systems and how these interact to influence health maintenance.
Biological, psychological, environmental, and sociocultural conditions that may contribute to or interfere with optimum functioning.
Medical, psychosocial, and holistic interventions, which may be used to treat these conditions.
Occupational therapy procedures and activities, which may be used to help the individual attain maximal functioning in occupational behavioral ability, choice, and satisfaction.
Basic research procedures, supervisory and administrative strategies, and health care delivery systems.
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.

Core Curriculum	Credits
Year One	**30**

BIO 104 - General Biology	4
BIO 208 - Introduction to Anatomy and Physiology I	4
ENG 110 - English Composition	4
IHS 110 - Introduction to Health Care	2
IHS 120 - Health Care Issues	1
MAT 120 - Statistics	3
PSY 105 - Introduction to Psychology	3
SOC 150 - Introduction to Sociology	3
One (1) Creative Arts Course	3
One (1) Explorations Course	3
Year Two	**28**
BIO 209 - Introduction to Anatomy and Physiology II	4
BIO 309 - Pathophysiology	3
CHE 125/125L - Introduction to Chemistry and Physics	4
OTR 201 - Introduction to Occupational Therapy	2
IHS 210 - Methods of Scholarly Inquiry	3
IHS 310 - Ethical Practice in Health Professions	3
PSY 205 - Abnormal Psychology	3
PSY 250 - Lifespan Development	3
One (1) Social Global Awareness Course	3
Year Three	**32**
BIO 404 - Neuroscience	4
OTR 316 - Research Methods	3
PHI 315 - Bioethics *or* IHS 402 - Interdisciplinary Approach to Ethics	3
One (1) Advanced Studies Course	3
Electives (to total 90 credits)	19

Program Required Courses	Credits
Year Four - Summer	**14**
OTR 505 - Foundations of OT	3
OTR 520 - Functional Anatomy and Kinesiology	4
OTR 503 - Biopsychosocial Dimensions of Older Adults	3
OTR 503L - OT Interventions with Older Adults	2
OTR 522 - Communications, Culture and Group Processes	2
Year Four - Fall	**16**
OTR 502 - Occupational Analysis	3
OTR 513 - Biopsychosocial Dimensions of Mental Health and Wellness	3
OTR 513L - OT Interventions in Mental Health & Wellness	0
OTR 515 - Biopsychosocial Dimensions of Adults	3
OTR 515L - OT Interventions with Adults	2
OTR 524 - Applied UE Interventions	2
OTR 526 - Integrative Practice with Adults	3

Year Four - Spring	**16**
OTR 610 - Integrative Practice with Children	3
OTR 611 - Biopsychosocial Dimensions of Children	3
OTR 611L - OT Interventions with Children	2
OTR 614 - Therapeutic Use of Self and Group Intervention	2
OTR 621 - Health care Management and Delivery	3
OTR 628 - Research Methods and Design	3
Year Five - Summer	**6**
OTR 601 - Fieldwork IIA	6
Year Five - Fall	**6**
OTR 602 - Fieldwork IIB	6
Year Five - Spring	**15**
OTR 619 - Evidence Based Practice	3
OTR 630 - Essentials for Practice in OT	3
OTR 640 - Neuro-occupation	3
OTR 650 - Leadership/Advocacy within Delivery Systems	3
OTR Elective - One of the following courses: OTR 605 - Special Interest Practice Seminar OTR 606 - Cognitive Neurorehabilitation OTR 607 - Hand Therapy OTR 608 - Advanced School Based OT OTR 609 - Advanced Listening Skills in Health Professions OTR 641 - Advanced Applied Motor Control	3

Clinical Experience
Students should be prepared for the added expense of weekly travel during Community Practica. In addition, two three-month full-time Fieldwork II clinical placements are required. All Fieldwork II must be completed within 24 months following the completion of the Professional IV semester. 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 master's 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.

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:

Basic exposure, observation, and experience with clients and patients served or potentially served by occupational therapy;
Observation and description of treatment, evaluation, and behavior of clients and patients;
Recognition and description of conditions abilities and disabilities; and
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.

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Academic Policy

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.

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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.

Special Expenses for Occupational Therapy
Students who are admitted into the Occupational Therapy Master's 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	**Grad Year 1**	**Grad Year 2**
Books and Supplies	$800	$600
Fieldwork Travel	$400	$2,000*
Fieldwork Housing		$3,600*
Student Malpractice Insurance	$75	$75
Total	$1,275	$6,275

*Includes 6 months Fieldwork II

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Graduation Requirements

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

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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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Political Science

Degree: Bachelor of Arts with a major in Political Science
College: College of Arts and Sciences
Department: Political Science
Contact: Dr. Ali Abdullatif Ahmida (Chair)
aahmida@une.edu

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Political Science Department Website

Mission

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.

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Major 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.

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

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.

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Transfer Credit

See Undergraduate Admissions

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	Credits
Program Required Courses	
One of these courses:	3
PSC 105 - Introduction to Political Science	
PSC 202 - Politics as Social Science	
Three of these four courses:	9
PSC 101 - Introduction to American Studies	
PSC 200 - Introduction to Political Theory	
PSC 201 - Introduction to International Relations	
PSC 204 - Introduction to Comparative Politics	
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 (as needed to reach 120 credits)	variable
Minimum Required Total Credits	**120**

Secondary Education Certification

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

Note: students preparing for social studies certification should also complete 24 credits of associated grade 7 - 12 courses they may teach. Although no specific courses are required, students should select courses that are primarily history, with at least one course in psychology, sociology and economics.

	Credits
Education Courses	
EDU 105 - Exploring Education	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 330 Educational Psychology and Classroom Management*	3
EDU 430 - Educational Assessment and Evaluation	3
EDU 438 - Methods of Teaching Secondary Social Studies	3
EDU 486 - Secondary Education Practicum	1 - 4
EDU 492 - Secondary Internship	15
EDU 346 - Technology in the Secondary Classroom (Part of the internship semester as of Spring 2009)	1
*EDU 330 Educational Psychology and Classroom Management is highly recommended. (PSY 270	

Sociocultural Context H.D. II may be completed in lieu of EDU 330, also fulfilling CORE requirements)	
Education Minimum Required Total Credits	**38 - 41**

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Honors

The Department of Political Science offers qualified students the option of graduating with Honors in the Research Track. The department does not offer the Scholastic option. See details on the Honors homepage.

Political Science Honors Research Requirements

Complete requirements for major

Maintain GPA of 3.50 or higher overall and GPA of 3.70 or higher in major

HONR 180 - Introduction to Research Across the Disciplines

HONR 480 - Senior Honors Research Seminar

Honors elective (1) offered by Political Science department ***or***
one (1) honors course in another department

PSC 490H Senior Seminar

Honors Thesis and public defense

Presentation at CAS Research Symposium

Contact:
Dr. Julie Mueller, jmueller@une.edu

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Minor(s)

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 or PSC 202 Political Sciences Social Sciences, two (2) 100-200 level courses and three (3) 300-400 level courses.

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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.

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Psychology

Degree: Bachelor of Arts with a major in Psychology
College: College of Arts and Sciences
Department: Psychology
Contact: Dr. Linda L. Morrison (Chair)
lmorrison@une.edu

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Psychology Department Website

Mission

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 four majors: psychology, neuroscience, animal behavior, and psychology and social relations.

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Major Description

The psychology major blends interdisciplinary work with intensive training in psychology to prepare students 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, clinical psychology, cognitive neuroscience, learning and memory, the biological basis of behavior and animal modeling.

An essential theme of the program is our focus on psychology as a science which is manifested through our coursework in research methodology 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 used classroom projects in research methods to investigate student satisfaction with residence halls on campus, and a second project for that same class investigated faculty knowledge of learning disabilities accommodation requirements and policies. Coursework across the psychology curriculum includes a focus on the scientific method and how psychological science can inform real world problems and practice.

A second essential theme of the psychology major includes the internship or field experience work. 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. Internships are divided into an introductory and advanced internship course. These experiences provide the student the opportunity to learn experientially and to explore different career directions based on a student's unique interest. 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 would typically entail a student writing a senior thesis or becoming a research assistant in one of the psychology department labs.

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Admissions

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.

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Program Academic and Technical 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.

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Curricular Requirements

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University Core Requirements	**42-43**

	Credits
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*	3
PSY 450 - Fourth Year Thesis *or*	3
PSY 495 - Animal Behavior Intern/Research	1-12
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 382 - Learning and Behavior	
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**

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Honors

The Department of Psychology offers qualified students the option of graduating with Honors in the Research Track. The department does not offer the Scholastic option. See details on the Honors homepage.

Psychology Honors Research Requirements
Complete requirements for major
Maintain GPA of 3.50 or higher
HONR 180 - Introduction to Research Across the Disciplines
HONR 480 - Senior Honors Research Seminar
Honors elective (1) offered by Psychology Department
Honors elective (1) offered by any department

Honors Thesis and public defense

Presentation at CAS Research Symposium

Contact:
Dr. Linda Morrison, Chair of Department, lmorrison@une.edu

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Minor(s)

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: College of Arts and Sciences
Department: Interdisciplinary (Psychology and Sociology)
Contact: Dr. Linda L. Morrison
lmorrison@une.edu or
Dr. Samuel McReynolds
smcreynolds@une.edu
(Coordinators of Psychology and Social Relations)

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Mission

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.

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Major 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, law, criminal justice and public health.

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 a student's advisor to determine the best sequence to reach specific academic and professional proficiencies. Each student will have an advisor in Psychology as well as Sociology.

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Admissions

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.

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Program Academic and Technical Standards

A grade point average of 2.75 in major courses is necessary in order to be fully admitted as a psychology and social relations major. PSR majors must complete Statistics (MAT 120) before the beginning of the second year and PSY 225 or SOC 225 must be completed before the end of the second year.

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Curricular Requirements

	Credits
University Core Requirements	**42-43**

	Credits
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
PSY/SOC 285 - Research Methods	3
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	
One PSY course at 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**

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Honors

The Department of Psychology offers qualified students the option of graduating with Honors in the Research Track. The department does not offer the Scholastic option. See details on the Honors homepage.

Psychology Honors Research Requirements
Complete requirements for major
Maintain GPA of 3.50 or higher
HONR 180 - Introduction to Research Across the Disciplines
HONR 480 - Senior Honors Research Seminar
Honors elective (1) offered by Psychology Department
Honors elective (1) offered by any department
Honors Thesis and public defense
Presentation at CAS Research Symposium

Contact:
Dr. Linda Morrison, Chair of Department, lmorrison@une.edu

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Minor(s)

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: College of Arts and Sciences
Department: Sociology
Contact: Dr. Alex Campbell (Chair)
acampbell@une.edu

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Mission

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.

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Major 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 have chosen to continue their education in fields including, sociology, social work, law, economics, environmental studies and public health. They have also chosen to work directly with social deviance, criminal justice, as well as 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.

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Transfer Credit

See Undergraduate Admissions.

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Curricular Requirements

	Credits
University Core Requirements	**42-43**

	Credits

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	
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	
Option 3 - Internship	**9 - 16**
Option 4 - Capstone Thesis	**9 - 16**
Total Credits in Major	**39 - 46**
Open Elective Courses (needed to reach 120 credits)	**variable**
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.

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Minor(s)

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:

	Credits
Required Courses for Minor	**18**
SOC 150 - Introduction to Sociology	3
Three 3-credit Sociology courses at the 200 level or higher	9
One 3-credit Sociology course at the 300 level or higher	3
One 3-credit Sociology course at any level of the student's choosing.	3

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Sport Management

Degree: Bachelor of Science with a major in Sport Management
College: College of Arts and Sciences
Department: Business & Communications
Contact: Dr. Richard LaRue (Advising Liason)
rlarue@une.edu

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Mission

As a UNE Sport Management graduate you will be prepared for entry-level sport management career opportunities and/or further study at the graduate level. With this preparation comes the skill and ability to serve as an effective leader, passionate about life's work and making a difference in the lives of those you choose to serve through sport and sport-related programming. A variety of fields are open to sport management graduates including athletic and sports administration, sport marketing,and sport venue and event management

- The Sport Management-Bachelor of Science degree program begins with a commitment to the liberal arts (42 credits).
- The Sport Management major affords the successful student a Minor in Business Administration (18 credits).
- The Sport Management major encourages all students to maintain a creative and physically active lifestyle, across the lifespan. Sport Management majors are required to complete a course in Personal Health and Wellness (three credits).
- The Sport Management major requires successful completion of a total of 11 courses, including: Introduction to Sport Management, Economics and Sports, Sport Governance, Sport Marketing, Athletic and Sports Administration, Sport Finance, Sport Venue Planning and Management, Leadership, Law and Ethics in Sport Management, Research Methods, and our Seminar in Sport Management (33 credits).
- The Sport Management major requires students to fulfill no less than 480 hours of experiential learning, after completing the Junior Year (Internships are established working with our Internship Coordinator and "tailored" to meet the career goals of each student) (12 credits).
- The balance of the Sport Management degree requirements are fulfilled with elective courses. Informed and supported by your academic advisor (appointed from within the department), each student chooses from a variety of courses offered by the College (six credits).

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Major 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.

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Program Academic and Technical 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. 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.)

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Curricular Requirements

	Credits
University Core Requirements	**42-43**
includes MAT 120 or MAT 150 - Statistics* *prerequisite for SPT 420 Research Methods	

	Credits
Major Requirements (Business Foundation)	**24**
BUAC 201 - Financial Accounting	3
BUAC 203 - Managerial Accounting	3
BUMG 200 - Management	3
BUMG 301 - Organizational Behavior	3
BUMG 302 - Human Resource Management	3
BUMG 325 - Legal Environment of Business	3
BUMK 200 - Marketing	3
COD 220 - Communication Dynamics in Organizations	3

	Credits
Sport Management Major Requirements	**48**
EXS 120 - Personal Health and Wellness	3
SPT 160 - Introduction to Sport Management	3
SPT 202 - Economics and Sport	3
SPT 325/BUMK 325 - Sport Marketing	3
SPT 330 - Sport Governance	3
SPT 340 - Athletic and Sport Administration	3
SPT 350 - Sport Finance and Management	3
SPT 355 - Sports Venue Planning and Management	3
SPT 360/BUMG 360 - Leadership	3
SPT 370 - Law and Ethics in Sport Management	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**

Internship Experiences

Each of our Sport Management majors is required to complete no less than 480 contact hours at an approved internship site(s); upon attaining Senior Standing (completion of their Junior year). The internship experience is a primary requirement for degree completion.

The internship experiences allow our Sport Management majors to gain pre-professional experience, designed to enhance development of knowledge, skills and abilities in the sport management field. Therefore, the internship serves as preparation for additional experiential learning, graduate school and/or entry level employment.

Common Internship experiences include one or more of the following ”hands-on” activities:
- Customer interaction and personnel supervision
- Observation and participation in program leadership.
- Observe/research/analyze current activities and future trends in the industry
- Involving the student intern, as applicable in management meetings and communications
- A “capstone” experience, e.g., marketing plan, fundraising project, special event promotion, etc.; professional presentation, or research/case study in a sport management discipline.

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Minor(s)

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

	Credits
An introductory course in Sport Management	
SPT 160 - Introduction to Sport Management	3
Minimum four 300 or 400 level courses:	
SPT 325 - Sport Marketing	3
SPT 330 - Sport Governance	3
SPT 340 - Athletic & Sports Administration	3
SPT 350 - Sport Finance	3
SPT 355 - Sport Venue Planning and Management	3
SPT 360/BUMG 360 - Leadership	3
SPT 370 - Law and Ethics in Sport	3
SPT 401 - Seminar in Sport Management	3
Minimum three-credit Sport Management 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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Minor in Education

Minor: Minor in Education
College: College of Arts and Sciences
Department: Education
Contact: Dr. Douglas Lynch (Chair)
dlynch@une.edu

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Mission

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 four guiding principles that are used in development and delivery of all courses and programs. These principles are:

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

"Rigorous mind" and "compassionate 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 mind" and "compassionate 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 minds, compassionate hearts, competent demonstrations and reflective stances. That is, we seek students who are suitable to contribute to the teaching profession.

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Minor Description

The Education Department minor meets the needs of the students who wish to consider an education role as a career as well as those who wish to work in a teaching role outside of K - 12 school settings. Numerous institutions need teacher expertise to: train new workers, inform patients/clients of services provided by the institution, work with immigrant agencies, design curricular materials for government, environmental, or charitable agencies, or work overseas in an educational capacity. There are numerous alternative settings that use educational skills: health care, museums, environmental programs, social agencies and with children or teens in group homes, non-profit associations and human resource departments. Specialized academic areas such as mathematics combined with computing skills may lead to a career in designing software utilizing educational principles. An Education minor validates professional skills to qualify for such career opportunities.

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Curricular Requirements

Eighteen credits are required for the Education Minor. The four 3-credit courses listed below are required. The additional six credits may be taken from any of the remaining education courses (with the exception of intern teaching).

	Credits
Program Required Courses	**18**
EDU 105 - Exploring Teaching	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 330 - Educational Psychology and Classroom Management	3
Electives	6

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Minor in Health Services Management

Minor: Minor in Health Services Management
College: Westbrook College of Health Professions
Department: Integrated Health Sciences
Contact: Karen Pardue, MS, CNE, ANEF, Assistant Dean for Undergraduate Education, Westbrook College of Health Professions
kpardue@une.edu

Minor Description
Financial Information
Integrated Health Sciences Department Website

Minor Description

Health services management is a field of study exploring the organization and administration of health care facilities. As a minor, students are provided opportunity to gain a greater understanding of the business and operations inherent throughout the health care industry. Students are encouraged to apply this new learning to their major field of study. Students completing the minor are well positioned for expanded roles of leadership within acute care and community based organizations. 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 a faculty advisor to design a minor consisting of six courses (18 credits) that supports the student's interests, using the following guidelines:

	Credits
Program Required Courses	**18**
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

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Minor in Latin American Studies

Minor: Minor
College: College of Arts and Sciences
Department: Interdisciplinary Studies
Contact: Dr. Paul Burlin
pburlin@une.edu

Minor Description
Curricular Requirements
Financial Information
Latin American Studies Department Website

Minor 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.

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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.

	Credits
SPA 211 - Intermediate Spanish *or*	3
POR 211 - Intermediate Portuguese (to be developed in 2010)	3

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.

	Credits
HIS 240 - Latin American History I: Colonial Latin America	3
HIS 241 - Latin American History II: Modern Latin America	3

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.

	Credits
SOC 230 - Society in Latin America	3

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 2010)

POR 101 - Basic Portuguese (to be developed in 2010)

History of Latin America

HIS 240 - Latin American History I: Colonial Latin America

HIS 241 - Latin American History II: Modern Latin America

HIS 244 - US/Latin American Exchange

HIS 246 - Slaves and Citizens: Africans in the Americas

HIS 331 - Revolution and Social Protest in Mexico

Society in Latin America

SOC 310 - Population, Society and Culture

Politics and Economics in Latin America

HIS 330 - Politics and Change in Modern Latin America

PSC 320 - Global Systems: Origins, Politics and Culture

PSC 405 - Latin American Politics

PSC 406 - State and Society Relations in Third World Countries

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

Minor: Minor in Philosophy
College: College of Arts and Sciences
Department: Philosophy and Religious Studies
Contact: Dr. Linda Sartorelli (Chair)
lsartorelli@une.edu

Mission
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Philosophy Department Website

Mission

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.

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Minor 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.

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Admissions

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 Studieswith a concentration in Philosophy and/or Religious Studies.

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Transfer Credit

See Undergraduate Admissions

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Curricular Requirements

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

	Credits
Philosophy (PHI) and Religious Studies (REL) courses	**18**
PHI 110 - Problems of Knowledge	
PHI 120 - Living the Good Life	
PHI 125 - Phil of Friendship, Love, Marriage, and Sex	
PHI 130 - Philosophy Through Science Fiction	
PHI 150 - Critical Thinking	
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	
PHI 402 - Adv: Philosophy of Biology	
PHI 408 - Adv: Theory of Knowledge	
REL 200 - World Religions	
REL 250 - The Bible	
REL 325 - Topics in Religion	

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Minor in Women's and Gender Studies

Minor: Minor in Women's and Gender Studies
College: College of Arts and Sciences
Department: Interdisciplinary Studies
Contact: Dr. Jennifer Tuttle (Director)
jtuttle@une.edu

Mission
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Interdisciplinary Studies Department Website

Mission

Through exploring the social construction of gender in a variety of cultural contexts, women's and gender 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.

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Minor Description

The minor in women's and gender studies introduces students to the theories, methods, and issues of the field of women's and gender studies. Complementing and building upon the traditional humanities and social science offerings of the UNE College of Arts and Sciences, the women's and gender studies minor provides an interdisciplinary perspective to students' education by combining the scholarly traditions of many fields of knowledge in new and productive ways.

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Admissions

All admitted, matriculated UNE students can declare a minor in women's and gender studies with the permission of the program co-directors. All students are invited to enroll in women's and gender studies courses.

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Transfer Credit

See Undergraduate Admissions

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Curricular Requirements

Eighteen credits as indicated below will satisfy the minor in women's and gender studies

	Credits
Program Required Courses	
WGST 200 - Introduction to Women's Studies	3
WGST 400 - Capstone in Women's and Gender Studies ***or*** Advanced (300 - 400-level) WGST approved course (see list below)	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 326 - Madness in Literature	
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 255 - Gender in Latin American History	
HIS 290 - Sex and Power: Women in the Americas	
HIS 336 - Women & the American Experience	
HIS 337 - Topics in Women's History	
PHI 125 - Friendship, Love, Marriage and Sex	
PSC 312 - The Family and Politics	
PSC 321 - Women and Politics	
PSC 432 - Autonomy and the Politics of Reproduction	
PSC 450 - Contemporary Feminist Theories	
PSY 215 - Psychology of Gender	
PSY 405 - Special Topics Seminar: Psychology of Sexual Orientation	
SOC 240 - Race, Class, and Gender: Sociological Perspectives	
WGST 300 - Topics in Women's and Gender Studies	
WGST 310 - Medieval Women in History and Legend	

Elective credit may, in some cases, be available through internships, topics courses, or directed studies when approved by the Advisory Committee for Women's and Gender Studies. This elective credit must have content that is women and/or gender-focused.

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- Addictions Counseling - **Not Currently Accepting Applications**
- Gerontology - **Not Currently Accepting Applications**
- Medical Leadership: Program Development
- Medical Leadership: Leadership Development
- Public Health

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- Curriculum and Instructional Strategies
- Advanced Educational Leadership
- Educational Leadership
- Inclusion Education
- Leadership Ethics and Change
- Literacy (K-12)

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- Elementary Teacher Certification
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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 Biddeford Campus in Decary Hall, and on the Portland Campus in Hersey Hall. Office hours are 8 a.m. - 4 p.m. weekdays on the Biddeford Campus and 7:30 a.m. - 3:30 p.m. on the Portland Campus. To schedule an appointment, please call (207) 602-2342 or email finaid@une.edu. Please specify which campus you plan to visit.

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Certificate of Advanced Graduate Study in Educational Leadership

General Services Fee *(one-time, non-refundable for matriculated students)*	$100
Tuition *(per credit hour)*	$440

Graduate Certificate, Addictions Counseling or Gerontology

Application Fee *(non-refundable)*	$40
General Services Fee *(one-time, non-refundable for matriculated students)*	$100
Tuition *(per credit hour*)*	$715

Master of Science: Biological Sciences & Marine Sciences

Application Fee	$40
General Services Fee *(annual)*	$445
Tuition *(Academic year)*	$26,010

Master of Science in Education - On-line Instruction

Application Fee *(non-refundable)*	$40
General Services Fee *(one-time, non-refundable)*	$100
Tuition *(per credit hour)*	$440

Master of Science: Medical Education Leadership

Application Fee (non-refundable)	$40
General Services Fee (*one time only*)	$100
Tuition *(per credit hour)*	$630

Nurse Anesthesia (Master of Science)

Application Fee *(non-refundable)*	$40
General Services Fee *(annual)*	$520
Tuition *(per credit hour*)*	$1,050
Malpractice Insurance Fee *(annual)*	$500
Junior AANA Membership	$20
Qualifying Examination Fee	$625

Occupational Therapy (Master of Science)

Application Fee	$40
General Services Fee *(annual)*	$445
Tuition *(fall/spring)*	$28,520
Tuition *(summer)*	$1,830
Malpractice Insurance Fee *(annual, first and second years)*	TBD

Occupational Therapy (Post Professional Master of Science)

Application Fee	$40
General Services Fee *(annual)*	$100
Tuition *(per credit)*	$650
Malpractice Insurance Fee	$75

Pharmacy Program

Application Fee (*Students apply through PharmCAS*)	N/A
General Services Fee *(annual)*	$520
Tuition *(Academic year)*	$30,990
Pharmacy Program Fee (*annual*)	$1,500
Malpractice Insurance Fee	$35

Physician Assistant (Master of Science)

Application Fee *(Students apply through CASPA)*	N/A
General Services Fee *(annual)*	$520
Tuition *(Academic year)*	$34,530
PA Program Fee *(first year)*	$425
PA Program Fee *(second year)*	$100
Malpractice Insurance Fee *(annual, first and second years)*	$310

Physical Therapy (Doctor of Physical Therapy)

Application Fee *(non-refundable)*	$40
General Services Fee *(annual)*	$520
Tuition *(Fall and Spring combined)*	$26,620
Tuition *(Summer)*	$6,880
Malpractice Insurance Fee	$75

Physical Therapy - (Post Professional Doctor of Physical Therapy)

Application Fee *(non-refundable)*	$40
General Services Fee *(one-time, non-refundable)*	$100
Tuition *(per credit hour)*	$650
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)*	$100
Tuition *(per credit hour)*	$545
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*)	$925

Social Work (Master of Social Work)

Application Fee *(non-refundable)*	$40
General Services Fee *(annual)*	$520
Tuition *(per credit hour)*	$715
Malpractice Insurance Fee *(annual)*	$40

Teacher Certification Program (TCP)

Application Fee *(non-refundable)*	$40
General Services Fee *(one time, non-refundable)*	$100
Tuition *(per credit hour)*	$520

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 2009-2010 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 BiddefordCampus or the Business Office at the Portland 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 or Registration Services on either campus. 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 or Registration Services on either campus. 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 Biddeford Campus and in the breezeway between Proctor and Hersey Halls on the Portland 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 Biddeford 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.
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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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.

Undergraduate Student Research

InterProfessional Education Collaborative
School of Community and Population Health

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Biological Sciences

Degree: Master of Science (M.S.), Biological Sciences
College: College of Arts and Sciences
Department: Biology
Contact: Kathryn A. Ono, Chair, Graduate Program Committee
Department of Biology
11 Hills Beach Road
Biddeford, ME 04005
(207)602- 2814 or kono@une.edu

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Mission

The mission of the Department of Biology 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.

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Major Description

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.

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.

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Admissions

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
Applicants may apply to the program through our online application. Detailed instructions are included in the online application. Any questions regarding the application process should be directed to the Office of Graduate and Professional Admissions at 800-477-4863, ext. 4225 or gradadmissions@une.edu.

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.

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Transfer Credit

Transfer Credit
Students must complete a minimum of 36 credits at UNE, therefore, transfer of credit is not accepted.

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Program Academic and Technical 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 Biology and the Dean of the College of Arts and Sciences.

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Curricular Requirements

Program Required Courses	Credits
BIO 503 - Research Methods	3
BIO 510 - Graduate Seminar	1
BIO 500-Level Graduate Topics in Biological Sciences	12+
BIO 500-Level Additional Electives	6
Minimum Subtotal	**22 - 24**
Thesis/Research/Internship	12 +
Minimum Total Credits	**36**

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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.

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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 Biddeford 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 Biology graduate programs website :

www.une.edu/cas/biological/graduate.

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ADMISSIONS ACADEMICS STUDENT LIFE ATHLETICS ABOUT UNE RESEARCH ALUMNI & FRIENDS

Master of Science in Education (On-line Instruction)

Degree: Master of Science in Education (MSEd) with a choice of four concentrations
College: College of Arts and Sciences
Department: Education
Contact: Dr. Douglas Lynch (Chair)
dlynch@une.edu

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Major Description

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. Includes methods and strategies for teaching all students in inclusion settings with a special course on the range and use of assistive technologies. Study skills and literacy interventions that can be used within the content area will be explored.
- 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.

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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).

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Admissions

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.

Procedures and Policies
Applicants may apply to the program through our online application. Detailed instructions are included in the online application. Any questions regarding the application process should be directed to University of New England Offsite Admissions at 800-994-2804 or p.plutz@online.une.edu.

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Transfer Credit

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.

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Grading

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.

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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. Action Reasearch and Case Study are 15 weeks long.

Program Required Courses

MSEd - Curriculum and 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 (15 weeks)

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 and 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 (15 weeks)

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 (15 weeks)

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 (15 weeks)

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

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Academic Policy

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.

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 are required to take a course every term, otherwise they must request a Leave of Absence, or be withdrawn from the program. 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.

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.

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Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the Financial Information section of this catalog.

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Master of Science in Education - Teaching Meth Major

Degree: Master of Science in Education
College: College of Arts and Sciences
Department: Education
Contact: Dr. Douglas Lynch (Chair)
dlynch@une.edu

Degree Description
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Degree Description

The Master of Science in Education - Concentration in Teaching Methodology Program is a 33-credit master's degree encompassing 18 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 on-line. Please see admission requirements for the guidelines for admittance into the 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.

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Admissions

- 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:
    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.

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Transfer Credit

No transfer credit will be applied to this degree. **(Fifteen credits of UNE TCP graduate courses form the 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

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Grading

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.

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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

	Credits
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 Art Certification

	Credits
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	
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.

	Credits
Sample Sequence	
Year 1	
Fall Semester	
EDU 502, Curriculum Theory and Design (required for K-8 certification)	3
EDU 517, Teaching Reading (required for K-8 certification)	3

Enter Course	
Spring Semester	
EDU 520, Language Arts (required for K-8 certification)	3
EDU 561, Teaching Social Studies (required for K-8 certification)	3
EDU 549, Educational Psychology & Classrm Management (required for K-8 certification)	3
Summer Semester	
EDU 510, Exceptionality in the Classroom (required for K-8 certification)	3
EDU 530, Educational Assessment & Evaluation (required for K-8 certification)	3
Year 2	
Fall Semester	
EDU 567, Teaching Science in the Elem. School (required for K-8 certification)	3
EDU 573, Teaching Elem. School Mathematics (required for K-8 certification)	3
Spring Semester	
EDU 490, Internship (not to be used toward the master degree)	15
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
Year 3	
Fall Semester	
EDU 610, Differentiation Theory and Strategies (Core Course)	3
EDU 615, Motivational Theory & Classroom Management (Core Course)	3
Spring Semester	
EDU 690, Action Res. & Case Study Res. for the Classroom (Core Course)	3
Summer Semester	
EDU 695, Portfolio	3
Total	**30**

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.

	Credits
Sample Sequence	
Year 1	
Fall Semester	
EDU 502, Curriculum Theory and Design (required for 7-12/K-12 certification)	3
EDU 533, American Education (required for 7-12/K-12 certification)	3
Spring Semester	
Choose the appropriate Secondary Methods Course (required for 7-12/K-12 art certification)	3
EDU 549, Educational Psychology & Classrm Man (required for 7-12/K-12 certification)	3

Summer Semester	
EDU 510, Exceptionality in the Classroom (required for 7-12/K-12 certification)	3
EDU 530, Educational Assessment & Evaluation (required for 7-12/K-12 certification)	3
Year 2	
Fall Semester	
EDU 492 or 493,Internship (not to be used toward a master degree)	15
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
EDU 620, Differentiation Theory and Strategies (Core Course)	3
Spring Semester	
EDU 615, Motivational theory & Classroom Management (Core Course)	3
EDU 690, Action Research and Case Study Research for the Classroom (Core Course)	3
Summer Semester	
EDU 695, Portfolio	3
Total	**30**

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.

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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.

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.

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Marine Sciences

Degree: Master of Science (M. S.), Marine Sciences
College: College of Arts and Sciences
Department: Marine Sciences
Contact: Dr. Geoff Ganter
Chair of the Graduate Studies Committee
Department of Biological Sciences
University of New England
11 Hills Beach Road, Biddeford, ME 04005
or
Dr. Stephan Zeeman, Chair,
Department of Marine Sciences
University of New England
11 Hills Beach Rd.
Biddeford, ME 04005
(207) 602-2410 or szeeman@une.edu

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Mission

The mission of the Department of Marine Sciences at University of New England is to enable students to understand the real-world relevance of the marine sciences, foster scientific literacy and critical thinking skills, and lay the foundation for lifelong learning and meaningful, productive contributions to society.

The Marine Sciences encompass a wide variety of disciplines that seek to understand the way the ocean functions, and how it is related to earth systems science, as well as to human interactions with the environment. Students will learn the theoretical underpinnings and applications of disciplines from biology, to chemistry, geology and physics. These disciplines are critical to life as we know it on the planet, and beyond. Students will be able to apply these disciplines to solving real problems, not only in ocean sciences, but in fields as far ranging as meteorology and space exploration

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 research skills in marine sciences.

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Major Description

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.

Program Goals

- Provide a knowledge base in the marine sciences that is deeper than the typical undergraduate experience.
- Foster participation in the production of new 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.

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Admissions

Marine Biology Track

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 (with labs).
5. 8 credits of Physics. (with labs)
6. 4 credits of Calculus.
7. A competitive score in the general Graduate Record Exam (GRE).

Oceanography Track

1. Bachelor's or master's degree from an accredited program in mathematics, engineering or one of the physical, biological, or earth sciences
2. Grade point average of 3.0 or better on a 4.0 scale, or equivalent
3. 8 credits of Chemistry (with labs)
4. 8 credits of Physics (with labs)
5. 4 credits of Calculus
6. 16 additional credits in mathematics, chemistry, physics, geology or biology
7. A competitive score in the general Graduate Record Exam (GRE)

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
Applicants may apply to the program through our online application. Detailed instructions are included in the online application. Any questions regarding the application process should be directed to the Office of Graduate and Professional Admissions at 800-477-4863, ext. 4225 or gradadmissions@une.edu.

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 contact faculty with whom they want to work, and ascertain if they are taking graduate students, and what kind of thesis projects they would supervise.

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Program Academic and Technical 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 thesis continuation credit 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-. The Department of Marine Sciences and the Dean of the College of Arts and Sciences will consider for dismissal any student who fails to meet these criteria.

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Curricular Requirements

	Credits
Program Required Courses	
MAR 503 - Research Methods	3
MAR 510 - Graduate Seminar	1
MAR 512 - Marine Science Center Seminar	1
MAR 566 - Advanced Oceanography I	3

MAR 568 - Advanced Oceanography II	3
Electives - Additional Coursework	9
Thesis/Research	
MAR 590 - Research and Thesis	12 min
Electives/Research (as needed to reach 36 credits)	variable
Total Credits Required	**36**

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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.

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Continued Enrollment

After two academic years, a student who has completed all coursework except his/her thesis will be required to pay for a thesis continuation credit plus mandatory fees each semester to remain in the program.

Lab Fees

Courses with laboratory components have separate 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 on the Biddeford 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.

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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: Medical Education Leadership

Degree: Master of Science (M.S.) in Medical Education Leadership; (also available- the Certificate in Program Development in Academic Medicine or the Certificate in Leadership Development in Academic Medicine. See details below).

College: College of Osteopathic Medicine

Department: MMEL

Contact: For curriculum and program information, contact the Medical Education Leadership Office: India Broyles, EdD, MMEL Director, at 1-207-602-2694/ ibroyles@une.edu or Diane Labbe, MMEL Coordinator at 207-602-2459/ dlabbe@une.edu

For information about the application process for the Medical Education Leadership programs, please contact the Office of Graduate and Professional Admissions through email at gradadmissions@une.edu or by phone at 800-477-4863.

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Mission

The mission of the Medical Education Leadership Program is three-fold:

- **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 Goals
The program reflects a vision of the medical education leader as a master teacher and executive leader. The student learning 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.

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Major Description

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 and instruction, leadership and administration, and educational research and evaluation with opportunities for application to each individual's unique professional environment.

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Accreditation

The University of New England is accredited through the New England Association of Schools and Colleges. The UNE Board of Trustees approved the Master of Science in Medical Education Leadership on June 1, 2007. The Maine State Board of Education unanimously approved MMEL on May 14, 2008.

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Admissions

Application for admissions into the Master of Science in Medical Education Leadership program and certificate programs must be submitted to the Office of Graduate and Professional Admissions Admissions (OGPA) through the online application portal. The application process for the master's degree as well as individual certificates in academic medicine, requires completion of an online application form, a current Curriculum Vita or Resume, a personal statement describing the applicant's interests in pursuing a Master's or a certificate in Medical Education Leadership, transcripts, and three reference forms with a letter of recommendation. Transcripts should be mailed directly to the OGPA at the University of New England, 716 Stevens Avenue, Portland, ME, 04103. Applications are due on or before August 1 (fall admission) or December 1 (spring admission). Completed applications are submitted to the program's admissions committee for review. Incomplete applications will be rolled to the next semester for consideration of possible admission. Students may enroll in up to two courses as non-matriculated students on a space available basis while completing their applications.

Prerequisites

Prerequisites for the medical education leadership program and 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.
- Motivation to complete all course assignments in a satisfactory and timely manner
- Sufficient computer skills to navigate the worldwide web and effectively participate in an on-line program
- Own or have regular access to a computer with internet connection

Requirements

- Applicants for admission to the Master of Medical Education Leadership program are generally expected to have an advanced degree in a health profession. Proof of graduation is required.
- For applicants who do not have an advanced degree in a health profession, a bachelor's degree or its equivalent from an accredited institution is required. A grade point average Undergraduate overall GPA of 3.0 (A = 4.0) is usually expected.
- 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 the native language, the applicant must submit documentation that indicates level of English proficiency -- 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.
- A degree/diploma received from a foreign institution must be evaluated for U.S. equivalence by an approved evaluation services, and their official report must be sent from the service directly to the UNE Office of Graduate and Professional Admissions. You can chose from one of those listed below or other agencies that are members of the NACES:

World Education Services P.O. Box 5087 New York, NY 10274-5087 (212) 966-6311 http://www.wes.org	Josef Silny & Associates, Inc. International Educational Consultants 7101 SW 102 Avenue Miami, FL 33173 (305) 273-1616 http://www.jsilny.com
Educational Credential Evaluators, Inc. P.O. Box 514070 Milwaukee, WI 53203-3470 (414) 289-3400 http://www.ece.org	American Association of Collegiate Registrars and Admissions Officers (AACRAO) Foreign Education Credential Services One Dupont Circle, NW, Suite 520 Washington, DC 20036-1135 (202) 296-3359 http://www.aacrao.org/credential/individual.htm

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:

Applicants may apply to the program through our online application. Detailed instructions are included in the online application. Any questions regarding the application process should be directed to the Office of Graduate and Professional Admissions at 800-477-4863, ext. 4225 or gradadmissions@une.edu.

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).

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Transfer Credit

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.

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Program Academic and Technical Standards

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.

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.

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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.

	Credits
MEL 604 Curriculum Program Development	3
MEL 605 Improving Instructional Effectiveness	3
MEL 606 Learner Assessment & Program Evaluation	3
MEL 610 Leadership Skills in Academic Medicine	3
MEL 611 Prof Dev: Developing a Culture Life-long Learning	3
MEL 612 Organizational Development: Foster Learn Envir	3
MEL 620 Research and Evaluation in Med Education	3
MEL 651 Applied Project in Curriculum or Leadership I	3
MEL 652 Applied Project in Curriculum or Leadership II	3
MEL Electives*	6
*MEL Elective Courses	
MEL 630 Special Topics (3 credits)	
MEL 639 Directed Study (3 - 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.

	Credits
MEL 604 Curriculum Program Development	3
MEL 605 Improving Instructional Effectiveness	3
MEL 606 Learner Assessment & Program Evaluation	3

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.

	Credits
MEL 610 Leadership Skills in Academic Medicine	3
MEL 611 Professional Development: Culture Lifelong Learn	3
MEL 612 Organizational Development: Foster Learn Envir	3

MEL 604 Curriculum Design & Program Development (3 cr) Instructor: India Broyles, EdD

Learners will be able to: 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 indicators. 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 to: 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 to: 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 to: 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 to: 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 to: 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.

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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 Registration Services. 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.

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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.

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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 2010-2011 academic year. The information contained herein is accurate as of date of publication August 1, 2010.

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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ADMISSIONS ACADEMICS STUDENT LIFE ATHLETICS ABOUT UNE RESEARCH ALUMNI & FRIENDS

Nurse Anesthesia

Degree: Master of Science (M.S.), Nurse Anesthesia
College: Westbrook College of Health Professions
Department: Nurse Anesthesia
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 Elena Lippolis in the Department of Nurse Anesthesia, elippolis@une.edu at 207-221-4516.

For additional curriculum and program information for the St. Joseph's Hospital Program, contact Anne Tierney, Program Director, saintjoes@aol.com or at 401-456-3639.

Mission
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Mission

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.
2. Formulate a comprehensive anesthetic care plan for a given patient based on the pre-anesthetic assessment (ASA Classification I-V).
3. Implement and evaluate anesthesia management plans.
4. Demonstrate proficiency in skills necessary to deliver anesthesia care.
5. Evaluate the postoperative course of a patient.
6. Perform, within medically established guidelines, resuscitation of the newborn infant, child or adult.
7. Function, within medically established guidelines, as a team leader for cardiovascular and/or pulmonary emergencies.
8. Provide first echelon care and maintenance of all anesthesia equipment.
9. Critically analyze published data in the field of anesthesia and apply new evidence in technology, pharmacology, and techniques to patient care.
10. Develop interpersonal behaviors consistent with that of a health care professional.

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Major Description

Overview
Nurse Anesthetists, as Advanced Practice Registered Nurses, have been providing anesthesia care in the United

States of America 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!

The School of Nurse Anesthesia at the University of New England has been an 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 of Health Professions Campus, situated in the picturesque coastal city of Portland. The first eight months of study consists primarily of didactic instruction in basic medical sciences and anesthesia taught by our CRNA and anesthesiologists faculty, as well as physiologists and pharmacologists, who share a joint appointment with the University of New England's College of Osteopathic Medicine. Included within this 8 month didactic curriculum is instruction using state-of-the-art simulation labs which prepare students for their clinical curriculum.

The second phase of the curriculum entails clinical training based at our hospital affiliates for a period of 19 months. Didactic instruction continues during the clinical phase through web-based courses in advanced principles of anesthesia, as well as periodic lectures and seminars held on campus. The School has contractual relationships with over 24 hospitals located in New England and as far as Florida, which offer our students a varied and diverse clinical education experience.

With successful completion of the 27 month program, students are awarded a Master of Science degree in Nurse Anesthesia. The graduate is then qualified 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.

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Accreditation

The School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, a specialized accrediting body recognized by the Council on Post-secondary Accreditation and the U.S. Department of Education. The School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs through fall of 2010.

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Admissions

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 at least 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. The program has no role in facilitating either of these experiences.

Requirements

1. Graduation from an accredited baccalaureate or higher degree generic program in nursing or from an accredited associate degree/diploma program in nursing and completion of a baccalaureate degree in another field.
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, ER) prior to applying to the program. Recovery room or Post-Anesthetic Care Unit (PACU) will be considered on a case by case basis and is generally not sufficient as the sole critical care experience.
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).
9. 3 recommendations must be submitted with application with one being from the applicant's immediate acute care nursing supervisor/manager; they must attest to the total length of time the applicant has worked in the acute care setting as a registered nurse.

The Admissions Committee reserves the right to make exceptions to the above when it deems such a decision is appropriate.

Policies and Procedures

Applicants may apply to the program through our online application. Detailed instructions are included in the online application. Any questions regarding the application process should be directed to the Office of Graduate and Professional Admissions at 800-477-4863, ext. 4225 or gradadmissions@une.edu.

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.

Immunizations
All students are required to meet the requirements for immunizations prior to matriculation. 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.

Please refer to Student Health Service website for specific details.

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 education, 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 reasonable accommodations 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

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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.

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Program Academic and Technical 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 below 80%** 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.

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Curricular Requirements

The MSNA curriculum is designed so that students are based on UNE's Portland 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 - Advanced Pharmacology I	45	3
ANE 507 - Chemistry/Physics	60	4
ANE 601 - Professional Aspects I	30	2
ANE 603 - Advanced 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 - Advanced Physiology II	45	3
ANE 606 - Advanced Pharmacology II	60	4
ANE 602 - Anesthesia Principles I	60	4
ANE 612 - Advanced 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 624 - Anesthesia Principles III	45	3
ANE 652 - Clinical Practicum	15	1
Subtotal	**60**	**4**
Term 3 - Spring (January - May)		
ANE 625 - Anesthesia Principles IV	60	4
ANE 654 - Clinical Practicum III	15	1
Subtotal	**75**	**5**
THIRD YEAR		
Term 1 - Summer (May-August)		
ANE 619 - Special Topics in Anesthesia	30	2
ANE 656 - Clinical Practicum IV	15	1
Subtotal	**45**	**3**
Term II - Fall (September-November)		
ANE 613 - Research Practicum	30	2
ANE 658 - Clinical Practicum V	15	1
Subtotal	**45**	**3**
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 school website for a list of clinical sites currently utilized by the School of Nurse Anesthesia.

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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.

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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	$725.00

Financial Aid

Financial Aid
Detailed information and applications are available on request from the Financial Aid Office at the Biddeford Campus. Call 207-283-0170, extension 2342 or by visiting the Financial Aid website.

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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.

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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 2010-2011 academic year. The information contained herein is accurate as of date of publication August 1, 2010.

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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ADMISSIONS ACADEMICS STUDENT LIFE ATHLETICS ABOUT UNE RESEARCH ALUMNI & FRIENDS

Pharmacy

Degree: Doctor of Pharmacy
College: College of Pharmacy
Department: Pharmacy
Contact: Please call: 1-800-477-4UNE or 207-221-4500 for further information. Applications are available online from PharmCAS (Pharmacy College Application Service) www.pharmcas.org.

Mission
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Mission

Graduate Professional Mission Statement
The mission of the College will be to provide an outstanding 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 also cultivate and nurture in its students the value and need for a commitment to life-long learning, community service and social responsibility.

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Degree Description

Overview
The College offers the Doctor of Pharmacy as the professional degree that prepares students for careers as pharmacists in a variety of practice settings. A minimum of two years of undergraduate pre-professional education is required for admission. The two-year, undergraduate pre-professional program (Pre-Pharmacy) is offered on UNE's Biddeford Campus in Biddeford, Maine and at other institutions. The Doctor of Pharmacy (Pharm.D.) degree is awarded after successful completion of four years of professional study in the College of Pharmacy located on UNE's Portland Campus in Portland, Maine. To apply or to learn more about this exciting program, please call (800) 477-4UNE, or email gradadmissions@une.edu

Pharmacy is one of the most highly respected healthcare professions in the United States. The vast majority of states are currently doing their best to address a crisis in our health care delivery system due to a shortage of pharmacists. Maine ranks quite high in its need for pharmacists and although we recognize that not all of our graduates will remain in our state, we believe that our program will definitely make a difference in providing competent practitioners to serve the health needs of our citizens. Admission to pharmacy programs is very competitive and at UNE there is a high demand for entrance into our four-year professional degree program.

Research Objectives
The College of Pharmacy will strive to achieve balance in its research efforts between discovery of clinically relevant drugs or drug delivery systems and pre-clinical and clinical development of these entities. Our primary area of focus will be the discovery and development of new drug molecules. Other areas of research activity will include therapeutic biomarkers, drug delivery methods, nutraceuticals, herbal medicines, and strategies for assessing individual variations in drug response, nutritional status or inborn errors of metabolism. All pre-clinical and clinical work will be performed in analytical facilities that are fully compliant with good laboratory practice. Such facilities will allow for translation of basic research discoveries into clinical development. In addition to bridging the gap between basic academic research and clinical development, we plan to educate our pharmacy students about the drug discovery

process and the necessary regulatory compliance required for drug development. Our students will understand the basic science, thought process, and strategies for the generation of new drug discoveries. They will also be familiar with the safety, the formulation, and the delivery of new drug entities. They will have instruction on the principles of proper clinical trial design and the process by which a new drug product is introduced into commercial use.

Core Values

The College operates guided by a set of values that:

- Foster Pride in pharmacy's contributions to society.
- Maintain a Student-Centered approach in its teaching.
- Promote Leadership in its students to further develop the profession.
- Provide Diverse Pathways for its students to continue their formal education.
- Embrace and learn from the Diversity of its students and faculty.
- Instill in its students the value of Lifelong Learning.
- Conduct all of its programs in an atmosphere of Collegiality and Mutual Respect.
- Develop a spirit of Community Service and Social Responsibility.
- Deliver its programs guided by a spirit of Integrity and Accountability.
- Maintain a program of on-going faculty and staff Development.
- Strive to achieve Academic Excellence by adhering to its standards for quality.
- Pursue Discovery with a passion for improving quality of life.

The College initiative is clearly consistent with UNE's mission, which is to "provide a highly integrated learning experience that promotes excellence through interdisciplinary collaboration and innovation in education, research, and service."

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Accreditation

The College of Pharmacy at the University of New England has attained Candidate Status through the Accreditation Council for Pharmacy Education (ACPE). The final step in the accreditation process is the granting of Full Accreditation for the Doctor of Pharmacy Program by the ACPE Board of Directors after the inaugural class graduates in May 2013. For more information see: Accreditation status.

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Admissions

Pre-Pharmacy Admissions
Application for the two-year undergraduate pre-professional (Pre-Pharmacy) program is made through Undergraduate Admissions. Visit the Undergraduate Admissions website and find details on admissions criteria in the Catalog.

Doctor of Pharmacy Admissions
To be eligible for consideration as a doctor of pharmacy student, UNE pre-pharmacy students and transfer applicants must:

- Complete the 72 credit hours of specific undergraduate level pre-pharmacy courses in the Pre-Pharmacy program. All pre-pharmacy coursework must be completed by the end of the summer session of the year of matriculation into the College of Pharmacy.
- Maintain an overall GPA of 2.5 for pre-pharmacy coursework with grades of "C" or better in each course.
- Demonstrate participation in community/campus activities.
- Complete the Pharmacy College Admission Test (PCAT) no later than January of the year of anticipated enrollment.
- Complete the online application for admission into the College of Pharmacy through the Pharmacy College Application Service (PharmCAS) www.pharmcas.org. The application deadline is February 1st, 2010 to be considered for acceptance in the fall of 2010.
- Submit two letters of recommendation. One letter will be from a pharmacist and the other from a professor familiar with the student's work.
- Undergo a criminal background check.
- Successfully interview with the College of Pharmacy faculty.

For further details regarding transfer admission, contact the UNE graduate admissions office at: 800-477-4UNE or (207) 221-4225 or via email at gradadmissions@une.edu.

Specific Course Requirements
All math and science courses must have been completed within five years of matriculation into the College of Pharmacy.

- At least 72 acceptable undergraduate credits from an accredited institution(s).
- At least eight credit hours in general biology with labs, equivalent to two semester courses.
- At least eight credit hours of general chemistry, equivalent to two semester courses consisting of lecture and laboratory.
- At least eight credit hours of anatomy and physiology consisting of lecture and laboratory.
- At least eight credit hours of organic chemistry, equivalent to two semester courses consisting of lecture and laboratory.

- At least four credit hours of physics, equivalent to a one semester course consisting of lecture and laboratory.
- Completion of three credits in college calculus.
- Completion of three credits in statistics for life sciences or an equivalent statistics course.
- Completion of six credits in English, including at least three credits in English composition.
- Completion of three credits in psychology.
- Completion of three credits in public speaking.
- Completion of three credits in the humanities.
- Completion of three credits in a social/global awareness course.
- Completion of six credits in liberal arts electives.
- Completion of a Red Cross certified Professional Rescuer Training course that includes cardiopulmonary resuscitation (CPR) and defibrillator training.

The College of Pharmacy 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. This information must be presented upon registration.

Procedures and Policies

- Applications for admissions are accepted through the Pharmacy College Application Service (PharmCAS) www.pharmcas.org. All admission decisions are completed in the early spring prior to the start of the fall semester.
- On-campus interviews are granted to qualified applicants upon invitation by the College of Pharmacy Admissions Committee, and are required for admission to the program.
- All admission policies and procedures are subject to continuous review by the College of Pharmacy Admissions Committee and may be changed without notice.
- Deadline for submission of a completed application with all supporting documents is February 1st, 2010 to be considered for acceptance in the fall of 2010.

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Transfer Credit

Transfer credits are rarely awarded to students who transfer from another Doctor of Pharmacy program. The Associate Dean of the College of Pharmacy with input from the course directors will award transfer credits on a case-by-case basis.

Experiential Learning
No credit will be awarded to transfer students from another Doctor of Pharmacy program for experiential learning.

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Program Academic and Technical Standards

Academic Program Standards
Pharmacy students must complete all Doctor of Pharmacy Program requirements and receive a passing grade in all courses and clinical rotations to be eligible for graduation. The graduating student must have a cumulative grade point average of a 2.0 or better and be recommended for graduation by the faculty.

Technical Standards
All students must be able to meet the following University of New England Doctor of Pharmacy Program technical standards. A candidate for the Doctor of Pharmacy 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.

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: Candidates must have sufficient motor function to execute movements required to provide care to patients, counsel patients, demonstrate medical devices and compound prescriptions (measure ingredients and prepare creams, ointments, intravenous solutions etc.). Candidates must be able to move between settings, such as clinic, classroom building, and hospital.

Intellectual: Candidates must be able to measure, calculate, reason, analyze and synthesize. Candidates must be able to read and understand clinical and basic science literature.

Behavioral and Social: 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.

For more information on disabilities and accommodation, please contact the UNE Office of Students With Disabilities

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Curricular Requirements

	Credits
1st Year	
Fall Semester	
PHP 100 - Introduction to Pharmacy Practice	3
PHP 101 - Pharmacy Calculations	2
PHS 102 - Pharmaceutics I with Laboratory	4
PHS 106 - Biochemistry & Drug Analysis	4
PHP 108 - Introduction to Drug Information & Biostatistics	2
PHS 111 - Pathophysiology	3
Total	**18**
Spring Semester	
PHS 104 - Pharmaceutics II with Laboratory	4
PHA 107 - Pharmacy Practice Management	2
PHS 109 - Medical Immunology	3
PHS 110 - Microbiology	3
PHS 112 - Pharmacogenomics	3
PHA 113 - Health Care Delivery & Finance	3
Total	**18**
Summer	
PHP 115 - Introductory Pharmacy Practice Experience I	**4**
2nd Year	
Fall Semester	
PHS 200 - Biopharmaceutics/Pharmacokinetics	3
PHS 202 - Medicinal Chemistry I	3
PHS 204 - Pharmacology I	3
PHP 207 - Self Care Therapeutics	3
PHS 208 - Biostatistics	3
Elective	2
Total	**17**
Spring Semester	
PHP 201 - Therapeutics I	6
PHS 203 - Medicinal Chemistry II	3
PHS 205 - Pharmacology II	3
PHP 206 - Patient Assessment	3
Elective	2
Total	**17**
Summer	
PHP 215 - Introductory Pharmacy Practice Experience II	**4**
3rd Year	

Fall Semester	
PHP 301 - Therapeutics II	8
PHP 303 - Advanced Pharmacy Practice Laboratory	3
PHA 304 - Pharmacy Law & Ethics	3
PHS 306 - Pharmacy Seminar Series	1
Elective	2
Total	**17**
Spring Semester	
PHP 300 - Clinical Pharmacokinetics	3
PHP 302 - Therapeutics III	6
PHP 305 - Outcomes Research	3
PHP 309 - Advanced Drug Information	3
Elective	2
Total	**17**
4th Year	
Summer, Fall, Spring	
PHP 400 - Advanced Pharmacy Practice Experience (6 x 6 weeks)	**36**
Total Credit Hours	**148**

PHA- Pharmacy Administration
PHP- Pharmacy Practice
PHS- Pharmaceutical Science

Pharmacy Practice Experiences

The process of experiential education allows students to learn through action in real-world settings, putting to use the skills learned in didactic coursework.

Introductory Pharmacy Practice Experience (IPPE)
The Introductory Pharmacy Practice Experience (IPPE) will consist of two, one-month assignments which, when completed, will provide 320 contact hours of experience in a community pharmacy and a hospital pharmacy. Introductory pharmacy practice experiences in community and institutional pharmacy settings begin early in the professional curriculum and are interfaced with didactic course instruction. This provides an introduction to the profession and continues in a progressive manner preparing the pharmacy student for the advanced pharmacy practice experiences.

Advanced Pharmacy Practice Experience (APPE)
The Advanced Pharmacy Practice Experience (APPE) will be scheduled in the fourth and final year and will consist of six, six-week experiences. Each experience will provide 6 semester hours of credit for a total of 36 credit hours. Each student will be required to successfully complete four required experiences in the following patient care settings: inpatient acute care medicine (including the medical specialties); outpatient or ambulatory care such as primary care clinics, family medicine clinics, and other sites providing care to ambulatory patients; community pharmacy services as provided by independent or chain store pharmacies to include prescription dispensing, patient counseling and other patient focused services; and hospital pharmacy services to include drug distribution, therapeutic drug monitoring, patient discharge counseling and other patient focused services that might be available. Experiential pharmacy education at this level is conducted under direct pharmacist-preceptor supervision and monitoring.

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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 the Associate Dean of the College of Pharmacy. The Doctor of Pharmacy Program uses a standard letter grade format with the exception that below average work (below a grade of C) will result in a failing grade. (A, A-, B+, B, B-, C+, C, and F)

Incomplete Policy
An incomplete grade (I) is given to a student who is doing passing work in a course, but who, for reasons beyond their control, is not able to complete the work on time. The incomplete 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. The incomplete 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 a failing grade (F) for the course.

Course Add/Drop or Withdrawal Policy
Due to the standard curriculum sequence within the Doctor of Pharmacy Program, students are not allowed to add or drop Doctor of Pharmacy Program core courses. Students may not withdraw from a Doctor of Pharmacy Program core course; to do so indicates a complete withdrawal from the Doctor of Pharmacy Program. A pharmacy student may withdraw from an elective course within the first week of classes.

Repeat Course Policy
Courses in the Doctor of Pharmacy Program are offered once per year. If a course is failed the student is allowed to repeat it; however, the student must wait until the next time that course is offered or come to an agreement with the course instructor and the Scholastic Standing Committee in the Doctor of Pharmacy Program.

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.

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Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the Financial Information section of this catalog.

Books and Computers
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. A laptop computer is required for all students entering the Doctor of Pharmacy program. At least one copy of all required textbooks will be available for use within the Portland Campus library.

Other Expenses
Students are responsible for expenses involved with travel, parking, living expenses and meals at clinical sites.

Student Employment
The program discourages students from having outside employment while attending the Doctor of Pharmacy Program. If a student feels that it is necessary to work while in the program, it is advisable that the student informs their academic advisor.

Housing
For information on on-campus and off-campus housing visit the Housing and Residence Life web pages.

Student Health Care
UNE has Student Health Care Centers on both the Biddeford Campus and the Portland Campus. For more information visit the Student Health Care website.

Financial Aid

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

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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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Physical Therapy

Degree: Doctor of Physical Therapy (DPT)
College: Westbrook College of 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

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Mission

The Department of Physical Therapy educates students for contemporary physical therapy and advances the profession through its commitment to excellence in academics, clinical education, scholarship, and service. The department seeks to develop compassionate leaders who think critically, reason intelligently, collaborate interprofessionally, and who promote health and wellness.

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Degree Description

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. More than 300 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.

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 program goals:

1. **Core Attributes:** Graduate Compassionate, Collaborative Leaders who are Critical Thinkers and who promote Health & Wellness.
2. **Academics:** Develop academic excellence within the program and in collaboration with other units of the University.
3. **Clinical Practice and Education:** Develop clinical practice and education opportunities for students and faculty within and beyond UNE.
4. **Research & Scholarship:** Develop areas of interdisciplinary and individual research and scholarship.
5. **Service:** Develop opportunities for the department to promote community and professional service.
6. **Program Development:** Create efficient processes and resources to support and develop the DPT program.

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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

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Admissions

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.

Essential Technical Standards for Doctor of Physical Therapy (DPT) Candidate

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 rolling 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.

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 and one from a physical therapist

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 will be offered by invitation only.

The Department Admissions Committee uses a portfolio approach in reviewing applications. To be considered for admissions, the applicant must have earned a minimum cumulative GPA of 3.0 (4.0 scale) and a minimum GPA of 3.0 (4.0 scale) in the specified math and science prerequisites. 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 the past few years were 3.55, 3.35, and 1100, respectively. 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 Biology[1,3]
  o 4 Credits of Anatomy[1,2,3]
  o 4 Credits of Physiology[1,2,3]
  o 4 Credits of Chemistry I[1,3]
  o 4 Credits of Chemistry II[1,3]
  o 4 Credits of Physics I[1,2]
  o 4 Credits of Physics II[1,3]
  o 3 Credits of Intro to Psychology
  o 3 Credits in a Psychology elective
  o 3 Credits in Statistics[3]

- 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.

[3] Minimum GPA of 3.0 (4.0 scale) required for these math and science prerequisites.

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 application. 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 Westbrook 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.*

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Transfer Credit

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.

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Program Academic and Technical Standards

The Department of Physical Therapy, the Westbrook 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.

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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 103 required credits, students are invited to take up elective coursework offered by the department and by other graduate programs within the university.

	Credits
Program Required Courses	
BIO 502 - Gross Anatomy	6
BIO 504 - Neuroscience	4
PTH 501 - Foundations of PT Practice	5
PTH 502 - Kinesiology	5
PTH 503 - Normal Development	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	11
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 - Physical Therapy Management of Children with Special Health Needs	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 703 - PT Management of Patients with Disorders of the Integumentary System	4
PTH 704 - Disease Prevention and Health Promotion	3
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
PTH 710 - Complex Case Management	1
Total Credits Required	**104**

**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
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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 (Guide to Physical Therapist Practice, 2nd ed., 2003) and the APTA's Code of Ethics (Guide to Physical Therapist Practice, 2nd ed., 2003). 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 or "Pass", all courses that meet the requirements for graduation. Students who earn a grade of "C" or lower or "Fail" in any of these courses must re-take the course (or its equivalent as determined by the course instructor) and receive a "B"- or better or "Pass". 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 receive a "B"- or better or "Pass" in 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. If a student is not satisfied with the resolution at the faculty member level OR if the student has a grievance with the department, they may request a review by a Department grievance committee. Such requests will be submitted to the Department Director. The Department Director will then form a Committee to review the grievance. The Committee's recommendation will be conveyed to the Dean by the Department Director. Questions about procedural options should be directed to the Department Director.

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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.

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.

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 Blackboard or similar on-line education format.

Financial Aid

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

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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.

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Post-Professional Physical Therapy

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College: Westbrook College of 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

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Mission

The Department of Physical Therapy educates students for contemporary physical therapy and advances the profession through its commitment to excellence in academics, clinical education, scholarship, and service. The department seeks to develop compassionate leaders who think critically, reason intelligently, collaborate interprofessionally, and who promote health and wellness.

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Degree Description

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.

Program Goals
The DPT-P program at the University of New England is designed to

- 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.

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Accreditation

The University of New England is accredited by the New England Association of Schools and Colleges.

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Admissions

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 July 1. The application deadline for the Spring start date is November 15.

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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.

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Program Academic and Technical 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.

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Grading

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.

Course and instructor evaluations are one of the most important tools that we have for evaluating the quality of your education, and for providing meaningful feedback to course instructors on their teaching. In order to assure that the feedback is both comprehensive and precise, we need to receive it from everyone. Please note that the beginning of this semester (Spring 2010), course evaluations are a required element of every course; to receive your grades at the end of the semester, students will need to complete the on-line course evaluation. In order to make this as convenient as possible, we will provide a two week window for completion. If students have any questions regarding this requirement, they may contact the Westbrook College of Health Professions' Dean's Office.

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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:

	Credits

PTH 730 - Pharmacology	3
PTH 732 - Management Sciences	3
PTH 734 - Clinical Reasoning and Evidence-Based Practice	3
PTH 736 - Prevention, Health Promotion and Wellness	3
PTH 738 - Legislation and Policy	3
PTH 740 - Capstone in Clinical Practice	3

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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.
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.

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Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more information regarding tuition and fees, please consult the Financial Information section of this catalog.

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 Blackboard or similar on-line education format.

Financial Aid

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

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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 Major

Degree: Master of Science (M.S.) Physician Assistant
College: Westbrook College of Health Professions
Department: Physician Assistant
Contact: Please call: 1-800-477-4UNE or 207-221-4225 for further information. Applications are available online from Central Application Service for Physician Assistants (CASPA) www.caspaonline.org

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Mission

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.

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Major Description

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.

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.

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Admissions

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.
- Eight credit hours of anatomy and physiology consisting of lecture and laboratory. This must consist of either 4 credits of anatomy with lab and 4 credits of physiology with lab or 8 credits of A & P I and II (both with lab). This prerequisite in anatomy and physiology must have been completed within the seven years prior to matriculation.
- 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 advanced physiology, pathophysiology, microbiology, statistics, physics, biochemistry, and computer science are highly recommended.
- A minimum overall cumulative GPA of 3.00 is required.
- A minimum CASPA BCP gpa of 3.0 is required. (BCP is the calculated CASPA gpa of all biology, chemistry, and physics courses completed).
- No prerequisite courses with a grade less then C are acceptable.
- 250 hours of direct patient care is required. A link to examples of preferred direct patient care experiences is on our website in the Admission section.
- If applicable, the TOEFL requirement must be completed and the score received by the application deadline.
- To get a clear understanding of the PA role on the medical team, “shadowing” of PAs in preferably more than one practice type is highly recommended and will be given consideration upon review of youir CASPA application. “Shadowing” must be recorded in the “Health Care Shadowing Experience” section of CASPA and does not count toward direct patient care hours.
- 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. Immunization of students is based on current Centers for Disease Control recommendations for health professionals. This information must be presented upon registration. As required by clinical training sites, students will be subject to criminal background checks and drug screens.

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.

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Transfer Credit

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.

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Program Academic and Technical 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.

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Grading

Upon completion of a course of study, the faculty member in charge of that course submits the number of hours taught and a grade for each student to the academic coordinator. The MSPA program uses a pass/fail grading system.

Incomplete Policy
An incomplete (I) grade is given to a student who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The I grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or thirty days following the end of an eight-week session. The I grade defers computation of credits for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative F grade for the course.

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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 Certification 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	2
PAC 511 - Health Promotion Disease Prevention	2
PAC 520 - Behavioral Science	1
PAC 541 - Epidemiology	1
Semester total	**14**
Fall **September - December (15 weeks)**	
PAC 513 - Clinical Assessment II	2
PAC 516 - Integrating Seminar II	1
PAC 517 - Microbiology	3
PAC 518 - Pharmacology I	3
PAC 519 - Clinical Medicine II	7
PAC 522 - Interprofessional Geriatric Education Program 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 - Interprofessional Geriatric Education Program 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 620 - Preparation for Clinical Practice	3
PAC 624 - Evidence Based Medicine II	1
Semester Total	**52**

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Academic Policy

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.

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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), Objective Structured Clinical Examinations (OSCEs), and evaluative testing, including the use of high-fidelity simulators.

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.

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.

Financial Aid

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

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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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Notice and Responsibilities Regarding this Catalog

This Catalog documents the academic programs, policies, and activities of the University of New England for the 2010-2011 academic year. The information contained herein is accurate as of date of publication August 1, 2010.

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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Public Health

Degree: Master of Public Health (M.P.H.) and Graduate Certificate in Public Health
College: College of Graduate Studies
Department: Public Health
Contact: For information about the application process for the Graduate Programs in Public Health please contact the Office of Graduate and Professional Admissions gradadmissions@une.edu or 1-800-477-4863.

For curriculum and program information, contact the Graduate Programs in Public Health Office, 1-207-221-4463.

Gainful Employment Program Disclosure

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Mission

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.

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Major Description

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, pharmacy and medical students. The format includes online web-based distance learning, part-time capability, 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 or via video conferencing prior to graduation.

The Master of Public Health is a 46-credit hour curriculum designed to enhance student 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.

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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.

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Admissions

Application for admissions into the Master of Public Health program and Graduate Certificate in Public Health, must be submitted with all supplemental materials (transcripts, reference letters, etc.) to the Office of Graduate and Professional Admissions. Deadlines for applications are April 1 (summer admission), June 1 (fall admission), or October 1 (spring admission). Only entirely complete applications submitted 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. Current UNE students applying for the MPH or GCPH as a second major need to contact the Office of Graduate and Professional Admissions 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.
- The ability to pursue rigorous online graduate study.
- Current employment in a setting conducive to applying course concepts and strategies (highly desired).

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, specific software as described in course syllabi and capacity to succeed in a distance learning format. Courses in the Graduate Programs in Public Health are delivered by Blackboard (WebCT), an online course management system with an audio component.

Procedures and Policies
Applicants may apply to the program through our online application. Detailed instructions are included in the online application. Any questions regarding the application process should be directed to the Office of Graduate and Professional Admissions at 800-477-4863, ext. 4225 or gradadmissions@une.edu.

Immunization
Due to the online format, students in the Graduate Programs in Public Health are exempt from the immunization requirements. If, at a later date, courses in our program were to be offered on campus, immunizations would follow the University policy and Maine State law requiring immunization documentation. Though our program is web-based, as stewards in public health, we highly regard the efforts to prevent disease and promote health. We hope that you model this practice by contacting your healthcare provider and voluntarily keeping your immunizations current according to the laws of your individual state.

Non-Degree Seeking Students
Students who do not wish to seek a degree may enroll into individual courses as a non-matriculant, space permitting and up to the maximum of two courses. 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. To request a registration form please call, 1-207-221-4463.

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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.

To request consideration for transfer credit, the student must provide an official transcript, a course syllabus, and complete the transfer credit form. Transfer credit is awarded at the discretion of the Graduate Programs in Public Health.

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 the 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

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Grading

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 and is not calculated in the GPA.

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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 Certificate in Public Health Programs competencies are noted below.

1. **Analytic Assessment**
   a. Defines a problem.
   b. Determines the appropriate uses and limitations of both quantitative and qualitative data and statistical methods.
   c. Selects and defines variables relevant to defined public health problems.
   d. Identifies relevant and appropriate data and information sources.
   e. Evaluates the integrity and comparability of data and identifies gaps in data sources.
   f. Applies the ethical principles to the collection, maintenance, use, and dissemination of data and information.
   g. Partners with communities to attach meaning to collect quantitative and qualitative data.
   h. Makes relevant inferences from quantitative and qualitative data.
   i. Obtains and interprets information regarding risks and benefits to the community.
   j. Applies data collection process, information technology applications, and computer systems storage/retrieval strategies.
   k. Recognizes how the data illuminates ethical, political scientific, economic, and overall public health issues.

2. **Communication Skills**
   a. Communicates effectively both in writing and orally, or in other ways.
   b. Solicits input from individuals and organizations.
   c. Advocates for public health programs and resources.
   d. Leads and participates in groups to address specific issues.
   e. Uses the media, advanced technologies, and community networks to communicate information
   f. Effectively presents accurate demographic, statistical, programmatic and scientific information for professional and lay audiences.
   g. Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives.

3. **Cultural Competency Skills**
   a. Utilizes appropriate method for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethic, and professional backgrounds, and persons of all ages and lifestyle preferences.

b. Identifies the role of cultural, social and behavioral factors in determining the delivery of public health services.
c. Develops and adapts approaches to problems that take into account cultural differences.
d. Understands the dynamic forces contributing to cultural diversity.
e. Understands the importance of a diverse public health workforce.

4. **Community Dimensions of Practice Skills**
   a. Establishes and maintains linkages with key stakeholders.
   b. Utilizes leadership, team-building, negotiation, and conflict resolution skills to build community partnerships.
   c. Collaborates with community partners to promote the health of the population.
   d. Identifies how public and private organizations operate within a community.
   e. Accomplishes effective community engagements.
   f. Identifies community assets and available resources.
   g. Develops, implements, and evaluates a community public health assessment.
   h. Describes the role of government in the delivery of community health services.

5. **Basic Public Health Science Skills**
   a. Identifies the individual's and organization's responsibilities within the context of the Essential Public Health Services and core functions.
   b. Defines, assesses, and understands 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.
   c. Understands the historical development, structure, and interaction of public health and health care systems.
   d. Identifies and applies basic research methods used in public health.
   e. Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries.
   f. Identifies and retrieves current relevant scientific evidence.
   g. Identifies the limitations of research and the importance of observations and interrelationships.
   h. Develops a lifelong commitment to rigorous critical thinking.

6. **Financial Planning and Management**
   a. Develops and presents a budget.
   b. Manages programs within budget constraints.
   c. Applies budget processes.
   d. Develops strategies for determining budget priorities.
   e. Monitors program performance.
   f. Prepares proposals for funding from external sources.
   g. Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.
   h. Manages information systems for collection, retrieval, and use of data for decision-making.
   i. Negotiates and develops contracts and other documents for the provision of population-based services.
   j. Conducts cost-effectiveness, cost-benefit, and cost utility analyses.

7. **Leadership and System Thinking Skills**
   a. Creates a culture of ethical standards within organizations and communities.
   b. Helps create key values and shared vision and uses these principles to guide action.
   c. Identifies internal and external issues that may impact delivery of essential public health services (i.e. strategic planning).
   d. Facilitates collaboration with internal and external groups to ensure participation of key stakeholders.
   e. Promotes team and organizational learning.
   f. Contributes to development, implementation, and monitoring of organizational performance standards.
   g. Uses the legal and political systems to effect change.
   h. Applies 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 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 and Plain Language (3 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 Integrated Public Health Practicum (4 credits)

Internships/Practical Experience
The integrated public health practicum, a 4-credit course, includes a field experience requirement. Field experiences in public health provide students with numerous benefits including the ability to apply classroom learning in a practice setting, to increase leadership skills and to enhance understanding of the profession. This experience places students in a variety of public health settings (e.g. state government, city health departments, public health organizations or work-sites) and helps them develop additional practice and leadership skills and adds to their personal growth in the field. For students new to the public health field, the experience adds the additional benefit of developing professional network and future job prospects. Students will also develop a culminating project as part of the practicum course.

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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 and is not calculated in the GPA.

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 drop 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, or Registration Services. 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, or Registration Services. 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 the Graduate Programs in Public Health; (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 Graduate and Professional 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.

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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.

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Graduation Requirements

To qualify for completion of and receive the Graduate Certificate in Public Health (GCPH) 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 46 credits of specified course work.
- Maintain a minimum GPA of 3.0.
- Have been recommended by the MPH faculty for graduation.
- Completed the required 46 credits within six consecutive years.
- Have no outstanding financial obligations to the University.

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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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Social Work

Degree: Master of Social Work (M.S.W.)
College: Westbrook College of 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.
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.

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Mission

The University of New England School of Social Work embraces a vision of sustainable, equitable, diverse communities committed to universal human rights and social and economic justice. From this perspective, health is identified as physical, emotional, social and spiritual well-being. The mission of the School of Social Work is to educate a diverse cadre of professional social workers who will translate this vision into practice, to produce applied and evidence-based knowledge to push this vision forward, and to create and sustain interdisciplinary and collaborative partnerships with communities toward this vision.
We are committed to human dignity, diversity, and self-determination and the struggle against domination, exploitation, and violence in all forms. Our vision is firmly grounded in human resilience, capacity building, and the potential for individual and collective transformation at all systemic levels and within all organizations. This includes a professional obligation to combat and dismantle barriers to human dignity and to advocate for resource equity and social justice. We respect people's memberships in groups and communities distinguished by class, ethnicity, gender, sexual orientation, age, ability, and culture while honoring each person's individuality. Our program advances growth and change, global and local equity, and relational connection among all people.
As a program within the College of Health Professions, the School embraces a comprehensive definition of health as a state of complete physical, emotional, social, and spiritual well-being and not merely the absence of disease or infirmity. We believe that health, defined in this way, is a universal right. The majority of human suffering is embedded in inequity in the distribution of resources, with vulnerable populations at greatest risk. Thus, our focus is on changing those structures and relationships that foster the inequities that undermine the promotion of health. The School realizes this goal by teaching empowering theories for practice and developing collaborative relationships based on mutuality and respect, at all levels, from direct practice to societal movements.

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Major Description

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.

The School of Social Work offers two program options for those interested in getting their MSW degree: a campus-based option and an online option. In the campus-based option, students take classes at the Portland campus. The

online option is a fully online degree that does not require the student to come to campus. Both options use the same curriculum taught by School faculty.

Goals of the Program

1. Prepare competent Masters-level professional social workers who at every system level:

a. Challenge the inequities of existing social, political, economic and cultural institution and relationships.

b. Create collaborative, sustainable, and health-promoting relationships and communities.

2. Develop and apply value-based, theory-driven and evidence-guided empowering social work practice.

3. Provide leadership to advance equitable social structures and practices for human health and well-being.

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.

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Accreditation

The School of Social Work at the University of New England is accredited by the Council on Social Work Education to offer the master's degree in social work.

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Admissions

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.

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.
Individuals making application to the online program option should contact www.online.une.edu and follow the procedures outlined at this web site.
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. Conditional admission status is not available in the online program option.

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. Non-matriculated status is not available in the online program option.

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Transfer Credit

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 seven 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 bridge courses prior to the fall semester (SSW 515 Integrating Micro and Macro Frameworks; and SSW 525 Introduction to

Advanced Practice) prior to starting their advanced year courses. 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.

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Curricular Requirements

Students in the campus-based option may undertake their graduate education in the School of Social Work on a full-time or part-time basis; online students take their program on a part-time basis only. Full-time students complete the program in four semesters (two academic years or extended years, with 1-2 summer sessions) while part-time campus-based students and online students have four 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 campus-based 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 for campus-based students and a part-time option for online students.

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 Field 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 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 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.

	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	3
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 (Required for IFG; elective for OCP)	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**

	Credits
Advanced Standing Program	**66***
Transfer Credits (Up to)	29
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 (Required for IFG; elective for OCP)	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**

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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 course of a two-course course sequence may not take the second course until the first course 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 or semester 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. Online students should check with their Program Manager and course instructor for specifics around incompletes.

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 and online courses are subject to different policies specific to 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.

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Financial Information

Tuition and Fees

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Contact: School of Social Work, 1-207-221-4513

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Mission

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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.

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Certificate Description

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 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.

Faculty
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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Accreditation

The School of Social Work at the University of New England is accredited by the Council on Social Work Education to offer the master's degree in social work.

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Admissions

Admissions into this certificate program are currently on hold pending curriculum revisions.

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.

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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 SSW Admissions Coordinator 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.

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Curricular Requirements

**Currently under curriculum revisions. Please contact the school about required coursework*

	Credits
Program Required Courses	**18**
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

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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.

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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

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

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Graduation Requirements

Students must successfully complete the 18-credit-hour curriculum to receive the certificate of graduate study. While each student may work closely with an academic advisor, the student retains the individual responsibility for meeting the requirements of this certificate program.

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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 2010-2011 academic year. The information contained herein is accurate as of date of publication August 1, 2010.

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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Gerontology

Certificate: Graduate Certificate, Gerontology
College: Westbrook College of Health Professions
Department: School of Social Work
Contact: School of Social Work, 1-207-221-4513

Gainful Employment Program Disclosure

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Mission

The University of New England School of Social Work embraces a vision of sustainable, equitable, diverse communities committed to universal human rights and social and economic justice. From this perspective, health is identified as physical, emotional, social and spiritual well-being. The mission of the School of Social Work is to educate a diverse cadre of professional social workers who will translate this vision into practice, to produce applied and evidence-based knowledge to push this vision forward, and to create and sustain interdisciplinary and collaborative partnerships with communities toward this vision.
We are committed to human dignity, diversity, and self-determination and the struggle against domination, exploitation, and violence in all forms. Our vision is firmly grounded in human resilience, capacity building, and the potential for individual and collective transformation at all systemic levels and within all organizations. This includes a professional obligation to combat and dismantle barriers to human dignity and to advocate for resource equity and social justice. We respect people's memberships in groups and communities distinguished by class, ethnicity, gender, sexual orientation, age, ability, and culture while honoring each person's individuality. Our program advances growth and change, global and local equity, and relational connection among all people.
As a program within the College of Health Professions, the School embraces a comprehensive definition of health as a state of complete physical, emotional, social, and spiritual well-being and not merely the absence of disease or infirmity. We believe that health, defined in this way, is a universal right. The majority of human suffering is embedded in inequity in the distribution of resources, with vulnerable populations at greatest risk. Thus, our focus is on changing those structures and relationships that foster the inequities that undermine the promotion of health. The School realizes this goal by teaching empowering theories for practice and developing collaborative relationships based on mutuality and respect, at all levels, from direct practice to societal movements.

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.

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Certificate Description

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.

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Accreditation

The School of Social Work at the University of New England is accredited by the Council on Social Work Education to offer the master's degree in social work.

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Admissions

Admissions into the certificate program are currently on hold pending curriculum revisions.

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.

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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 SSW Admissions Coordinator 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.

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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 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.

	Credits
Program Required Courses	**18**
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

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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.

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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

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.

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Graduation Requirements

Students must successfully complete the 18-credit-hour curriculum to receive the certificate of graduate study. While each student may work closely with an academic advisor, the student retains the individual responsibility for meeting the requirements of this certificate.

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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; (also available- the Certificate in Program Development in Academic Medicine or the Certificate in Leadership Development in Academic Medicine. See details below).

College: College of Osteopathic Medicine

Department: MMEL

Contact: For curriculum and program information, contact the Medical Education Leadership Office: India Broyles, EdD, MMEL Director, at 1-207-602-2694/ ibroyles@une.edu or Diane Labbe, MMEL Coordinator at 207-602-2459/ dlabbe@une.edu

For information about the application process for the Medical Education Leadership programs, please contact the Office of Graduate and Professional Admissions through email at gradadmissions@une.edu or by phone at 800-477-4863.

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Mission

The mission of the Medical Education Leadership Program is three-fold:

- **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 Goals
The program reflects a vision of the medical education leader as a master teacher and executive leader. The student learning 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.

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Major Description

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 and instruction, leadership and administration, and educational research and evaluation with opportunities for application to each individual's unique professional environment.

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Accreditation

The University of New England is accredited through the New England Association of Schools and Colleges. The UNE Board of Trustees approved the Master of Science in Medical Education Leadership on June 1, 2007. The Maine State Board of Education unanimously approved MMEL on May 14, 2008.

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Admissions

Application for admissions into the Master of Science in Medical Education Leadership program and certificate programs must be submitted to the Office of Graduate and Professional Admissions Admissions (OGPA) through the online application portal. The application process for the master's degree as well as individual certificates in academic medicine, requires completion of an online application form, a current Curriculum Vita or Resume, a personal statement describing the applicant's interests in pursuing a Master's or a certificate in Medical Education Leadership, transcripts, and three reference forms with a letter of recommendation. Transcripts should be mailed directly to the OGPA at the University of New England, 716 Stevens Avenue, Portland, ME, 04103. Applications are due on or before August 1 (fall admission) or December 1 (spring admission). Completed applications are submitted to the program's admissions committee for review. Incomplete applications will be rolled to the next semester for consideration of possible admission. Students may enroll in up to two courses as non-matriculated students on a space available basis while completing their applications.

Prerequisites

Prerequisites for the medical education leadership program and 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.
- Motivation to complete all course assignments in a satisfactory and timely manner
- Sufficient computer skills to navigate the worldwide web and effectively participate in an on-line program
- Own or have regular access to a computer with internet connection

Requirements

- Applicants for admission to the Master of Medical Education Leadership program are generally expected to have an advanced degree in a health profession. Proof of graduation is required.
- For applicants who do not have an advanced degree in a health profession, a bachelor's degree or its equivalent from an accredited institution is required. A grade point average Undergraduate overall GPA of 3.0 (A = 4.0) is usually expected.
- 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 the native language, the applicant must submit documentation that indicates level of English proficiency -- 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.
- A degree/diploma received from a foreign institution must be evaluated for U.S. equivalence by an approved evaluation services, and their official report must be sent from the service directly to the UNE Office of Graduate and Professional Admissions. You can chose from one of those listed below or other agencies that are members of the NACES:

World Education Services P.O. Box 5087 New York, NY 10274-5087 (212) 966-6311 http://www.wes.org	Josef Silny & Associates, Inc. International Educational Consultants 7101 SW 102 Avenue Miami, FL 33173 (305) 273-1616 http://www.jsilny.com
Educational Credential Evaluators, Inc. P.O. Box 514070 Milwaukee, WI 53203-3470 (414) 289-3400 http://www.ece.org	American Association of Collegiate Registrars and Admissions Officers (AACRAO) Foreign Education Credential Services One Dupont Circle, NW, Suite 520 Washington, DC 20036-1135 (202) 296-3359 http://www.aacrao.org/credential/individual.htm

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:

Applicants may apply to the program through our online application. Detailed instructions are included in the online application. Any questions regarding the application process should be directed to the Office of Graduate and Professional Admissions at 800-477-4863, ext. 4225 or gradadmissions@une.edu.

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).

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Transfer Credit

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.

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Program Academic and Technical Standards

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.

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.

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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.

	Credits
MEL 604 Curriculum Program Development	3
MEL 605 Improving Instructional Effectiveness	3
MEL 606 Learner Assessment & Program Evaluation	3
MEL 610 Leadership Skills in Academic Medicine	3
MEL 611 Prof Dev: Developing a Culture Life-long Learning	3
MEL 612 Organizational Development: Foster Learn Envir	3
MEL 620 Research and Evaluation in Med Education	3
MEL 651 Applied Project in Curriculum or Leadership I	3
MEL 652 Applied Project in Curriculum or Leadership II	3
MEL Electives*	6
*MEL Elective Courses	
MEL 630 Special Topics (3 credits)	
MEL 639 Directed Study (3 - 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.

	Credits
MEL 604 Curriculum Program Development	3
MEL 605 Improving Instructional Effectiveness	3
MEL 606 Learner Assessment & Program Evaluation	3

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.

	Credits
MEL 610 Leadership Skills in Academic Medicine	3
MEL 611 Professional Development: Culture Lifelong Learn	3
MEL 612 Organizational Development: Foster Learn Envir	3

MEL 604 Curriculum Design & Program Development (3 cr) Instructor: India Broyles, EdD

Learners will be able to: 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 indicators. 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 to: 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 to: 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 to: 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 to: 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 to: 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.

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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 Registration Services. 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.

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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.

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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 2010-2011 academic year. The information contained herein is accurate as of date of publication August 1, 2010.

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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Public Health

Degree: Master of Public Health (M.P.H.) and Graduate Certificate in Public Health
College: College of Graduate Studies
Department: Public Health
Contact: For information about the application process for the Graduate Programs in Public Health please contact the Office of Graduate and Professional Admissions gradadmissions@une.edu or 1-800-477-4863.

For curriculum and program information, contact the Graduate Programs in Public Health Office, 1-207-221-4463.

Gainful Employment Program Disclosure

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Mission

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.

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Major Description

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, pharmacy and medical students. The format includes online web-based distance learning, part-time capability, 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 or via video conferencing prior to graduation.

The Master of Public Health is a 46-credit hour curriculum designed to enhance student 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.

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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.

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Admissions

Application for admissions into the Master of Public Health program and Graduate Certificate in Public Health, must be submitted with all supplemental materials (transcripts, reference letters, etc.) to the Office of Graduate and Professional Admissions. Deadlines for applications are April 1 (summer admission), June 1 (fall admission), or October 1 (spring admission). Only entirely complete applications submitted 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. Current UNE students applying for the MPH or GCPH as a second major need to contact the Office of Graduate and Professional Admissions 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.
- The ability to pursue rigorous online graduate study.
- Current employment in a setting conducive to applying course concepts and strategies (highly desired).

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, specific software as described in course syllabi and capacity to succeed in a distance learning format. Courses in the Graduate Programs in Public Health are delivered by Blackboard (WebCT), an online course management system with an audio component.

Procedures and Policies
Applicants may apply to the program through our online application. Detailed instructions are included in the online application. Any questions regarding the application process should be directed to the Office of Graduate and Professional Admissions at 800-477-4863, ext. 4225 or gradadmissions@une.edu.

Immunization
Due to the online format, students in the Graduate Programs in Public Health are exempt from the immunization requirements. If, at a later date, courses in our program were to be offered on campus, immunizations would follow the University policy and Maine State law requiring immunization documentation. Though our program is web-based, as stewards in public health, we highly regard the efforts to prevent disease and promote health. We hope that you model this practice by contacting your healthcare provider and voluntarily keeping your immunizations current according to the laws of your individual state.

Non-Degree Seeking Students
Students who do not wish to seek a degree may enroll into individual courses as a non-matriculant, space permitting and up to the maximum of two courses. 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. To request a registration form please call, 1-207-221-4463.

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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.

To request consideration for transfer credit, the student must provide an official transcript, a course syllabus, and complete the transfer credit form. Transfer credit is awarded at the discretion of the Graduate Programs in Public Health.

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 the 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

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Grading

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 and is not calculated in the GPA.

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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 Certificate in Public Health Programs competencies are noted below.

1. **Analytic Assessment**
   a. Defines a problem.
   b. Determines the appropriate uses and limitations of both quantitative and qualitative data and statistical methods.
   c. Selects and defines variables relevant to defined public health problems.
   d. Identifies relevant and appropriate data and information sources.
   e. Evaluates the integrity and comparability of data and identifies gaps in data sources.
   f. Applies the ethical principles to the collection, maintenance, use, and dissemination of data and information.
   g. Partners with communities to attach meaning to collect quantitative and qualitative data.
   h. Makes relevant inferences from quantitative and qualitative data.
   i. Obtains and interprets information regarding risks and benefits to the community.
   j. Applies data collection process, information technology applications, and computer systems storage/retrieval strategies.
   k. Recognizes how the data illuminates ethical, political scientific, economic, and overall public health issues.

2. **Communication Skills**
   a. Communicates effectively both in writing and orally, or in other ways.
   b. Solicits input from individuals and organizations.
   c. Advocates for public health programs and resources.
   d. Leads and participates in groups to address specific issues.
   e. Uses the media, advanced technologies, and community networks to communicate information
   f. Effectively presents accurate demographic, statistical, programmatic and scientific information for professional and lay audiences.
   g. Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives.

3. **Cultural Competency Skills**
   a. Utilizes appropriate method for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethic, and professional backgrounds, and persons of all ages and lifestyle preferences.

b. Identifies the role of cultural, social and behavioral factors in determining the delivery of public health services.
c. Develops and adapts approaches to problems that take into account cultural differences.
d. Understands the dynamic forces contributing to cultural diversity.
e. Understands the importance of a diverse public health workforce.

4. **Community Dimensions of Practice Skills**
   a. Establishes and maintains linkages with key stakeholders.
   b. Utilizes leadership, team-building, negotiation, and conflict resolution skills to build community partnerships.
   c. Collaborates with community partners to promote the health of the population.
   d. Identifies how public and private organizations operate within a community.
   e. Accomplishes effective community engagements.
   f. Identifies community assets and available resources.
   g. Develops, implements, and evaluates a community public health assessment.
   h. Describes the role of government in the delivery of community health services.

5. **Basic Public Health Science Skills**
   a. Identifies the individual's and organization's responsibilities within the context of the Essential Public Health Services and core functions.
   b. Defines, assesses, and understands 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.
   c. Understands the historical development, structure, and interaction of public health and health care systems.
   d. Identifies and applies basic research methods used in public health.
   e. Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries.
   f. Identifies and retrieves current relevant scientific evidence.
   g. Identifies the limitations of research and the importance of observations and interrelationships.
   h. Develops a lifelong commitment to rigorous critical thinking.

6. **Financial Planning and Management**
   a. Develops and presents a budget.
   b. Manages programs within budget constraints.
   c. Applies budget processes.
   d. Develops strategies for determining budget priorities.
   e. Monitors program performance.
   f. Prepares proposals for funding from external sources.
   g. Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.
   h. Manages information systems for collection, retrieval, and use of data for decision-making.
   i. Negotiates and develops contracts and other documents for the provision of population-based services.
   j. Conducts cost-effectiveness, cost-benefit, and cost utility analyses.

7. **Leadership and System Thinking Skills**
   a. Creates a culture of ethical standards within organizations and communities.
   b. Helps create key values and shared vision and uses these principles to guide action.
   c. Identifies internal and external issues that may impact delivery of essential public health services (i.e. strategic planning).
   d. Facilitates collaboration with internal and external groups to ensure participation of key stakeholders.
   e. Promotes team and organizational learning.
   f. Contributes to development, implementation, and monitoring of organizational performance standards.
   g. Uses the legal and political systems to effect change.
   h. Applies 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 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 and Plain Language (3 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 Integrated Public Health Practicum (4 credits)

Internships/Practical Experience
The integrated public health practicum, a 4-credit course, includes a field experience requirement. Field experiences in public health provide students with numerous benefits including the ability to apply classroom learning in a practice setting, to increase leadership skills and to enhance understanding of the profession. This experience places students in a variety of public health settings (e.g. state government, city health departments, public health organizations or work-sites) and helps them develop additional practice and leadership skills and adds to their personal growth in the field. For students new to the public health field, the experience adds the additional benefit of developing professional network and future job prospects. Students will also develop a culminating project as part of the practicum course.

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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 and is not calculated in the GPA.

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 drop 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, or Registration Services. 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, or Registration Services. 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 the Graduate Programs in Public Health; (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 Graduate and Professional 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.

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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.

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Graduation Requirements

To qualify for completion of and receive the Graduate Certificate in Public Health (GCPH) 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 46 credits of specified course work.
- Maintain a minimum GPA of 3.0.
- Have been recommended by the MPH faculty for graduation.
- Completed the required 46 credits within six consecutive years.
- Have no outstanding financial obligations to the University.

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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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ADMISSIONS ACADEMICS STUDENT LIFE ATHLETICS ABOUT UNE RESEARCH ALUMNI & FRIENDS

Curriculum & Instruction Strategies

Certificate: Certificate of Advanced Graduate Study (CAGS)
Curriculum & Instruction Strategies
College: College of Arts and Sciences
Department: Education
Contact: Dr. Douglas Lynch (Chair)
dlynch@une.edu

Gainful Employment Program Disclosure

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Certificate Description

The Curriculum & Instruction Strategies Certificate of Advanced Graduate Study is a 15-credit online program for professional K-12 educators who would like to develop better curriculum, become better leaders, and advance their inclusion teaching methods.

The Curriculum & Instruction Strategies online certificate program begins by addressing leadership and showing teachers how to instill motivation and creativity it their fellow teaching staff. Students will learn current models for curriculum design to insure that materials meet appropriate content and learning goals.

Participants will learn how to address the diverse needs, abilities and experiences of their students. This includes teaching and learning methods for special education students as well as strategy and learning standards. Technology will be examined to determine its effectiveness in reaching special needs students, as well as a wide range of assisting technologies and strategies.

Other topics of study include: study skills, connecting reading and writing, instructional strategy, ESL students, students with disabilities, literacy development, and more.

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.

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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).

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Admissions

Prerequisites to participate in the Curriculum & Instruction Strategies 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 Curriculum and Instruction Strategies 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.

Applicants may apply to the program through our online application. Detailed instructions are included in the online application. Any questions regarding the application process should be directed to University of New England Offsite Admissions at 407-573-2000, ext. 375 or p.plutz@online.une.edu

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.

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.

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Transfer Credit

Transfer credit is not accepted by the CAGS program, since the program has been developed holistically to meet the six ISLLC standards.

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Grading

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.

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Curricular Requirements

The Certificate of Advanced Graduate Study in Curriculum and Instructional Strategies curriculum consists of five 3-credit online courses. 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 15 credits must be taken to be awarded the certificate.

The University of New England's Certificate of Advanced Graduate Study in Curriculum and Instruction Strategies 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.

CAGS Curriculum & Instruction Strategies Program Required Courses

EDU 707 - Instructional Leadership

EDU 721 - Using Technology within Inclusion Education

EDU 723 - Teaching and Learning in Inclusion Settings

EDU 742 - Study Skills and Content Literacy Instruction for All

EDU 743 - Connecting Reading and Writing for Success

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Academic Policy

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.

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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.

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Graduation Requirements

To complete the program and receive a Certificate of Advanced Graduate Study in Curriculum and Instruction Strategies, you must:

- Complete 15 credits which is composed of five 3-credit on-line courses.
- Maintain a minimum GPA of 3.0.
- Pay all tuition and fees when due.

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Notice and Responsibilities Regarding this Catalog

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

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ADMISSIONS ACADEMICS STUDENT LIFE ATHLETICS ABOUT UNE RESEARCH ALUMNI & FRIENDS

Advanced Educational Leadership

Certificate: Certificate of Advanced Graduate Study (CAGS), Advanced Educational Leadership
College: College of Arts and Sciences
Department: Education
Contact: Dr. Douglas Lynch (Chair) dlynch@une.edu

Gainful Employment Program Disclosure

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Certificate Description

Overview
The Certificate of Advanced Graduate Study (CAGS) in Advanced 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.

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.

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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).
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Admissions

Prerequisites to participate in the Advanced 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.

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.

Applicants may apply to the program through our online application. Detailed instructions are included in the online application. Any questions regarding the application process should be directed to University of New England Offsite Admissions at 407-573-2000, ext. 375 or p.plutz@online.une.edu.

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.

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.

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Transfer Credit

Transfer credit is not accepted by the CAGS program, since the program has been developed holistically to meet the six ISLLC standards.

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Grading

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.

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Curricular Requirements

The Certificate of Advanced Graduate Study in Advanced Educational Leadership curriculum consists of nine 3-credit online courses 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 Advanced 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 Changes/School Reform

EDU 704-Supervision and Evaluation of Instructional Personnel

EDU 705-Leadership, Professional Responsibilities, and Ethics

EDU 706-School Community Relations and Communications

EDU 707-Instructional Leadership

EDU 709-School Finance

EDU 715-Organizational Theory and Strategic Planning

EDU 791-Internship I

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Academic Policy

Academic Honesty Policy

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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.

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.

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Financial Information

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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

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Graduation Requirements

To complete the program and receive a Certificate of Advanced Graduate Study in Advanced 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.

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ADMISSIONS ACADEMICS STUDENT LIFE ATHLETICS ABOUT UNE RESEARCH ALUMNI & FRIENDS

Educational Leadership

Certificate: Certificate of Advanced Graduate Study (CAGS) Educational Leadership
College: Arts and Sciences
Department: Education
Contact: Dr. Douglas Lynch (Chair)
dlynch@une.edu

Gainful Employment Program Disclosure

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Certificate Description

The Educational Leadership Certificate of Advanced Graduate Study is a 15-credit online program for professional 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 organizational theory especially as it relates to change. Specific state requirements for entry level into the assistant principal or principal level should be researched to ensure requirements for your locale will be met. Additional courses in Educational Leadership are available for further study.

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.
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Admissions

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.

Applicants may apply to the program through our online application. Detailed instructions are included in the online application. Any questions regarding the application process should be directed to University of New England Offsite Admissions at 407-573-2000, ext. 375 or p.plutz@online.une.edu

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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.

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Transfer Credit

Transfer Credit
Transfer credit is not accepted by the CAGS program, since the program has been developed holistically to meet the six ISLLC standards.

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Grading

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.

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Curricular Requirements

The Certificate of Advanced Graduate Study in Educational Leadership curriculum consists of five 3-credit online courses. 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 15 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.

CAGS Educational Leadership Program Required 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

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Academic Policy

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.

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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.

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Graduation Requirements

To complete the program and receive a Certificate of Advanced Graduate Study in Educational Leadership, you must:

* Complete 15 credits which is composed of five 3-credit online courses.
* Maintain a minimum GPA of 3.0.
* Pay all tuition and fees when due.

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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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ADMISSIONS ACADEMICS STUDENT LIFE ATHLETICS ABOUT UNE RESEARCH ALUMNI & FRIENDS

Inclusion Education

Certificate: Certificate of Advanced Graduate Study (CAGS)
Inclusion Education
College: Arts and Sciences
Department: Education
Contact: Dr. Douglas Lynch (Chair)
dlynch@une.edu

Gainful Employment Program Disclosure

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Certificate Description

The Inclusion Education Certificate of Advanced Graduate Study is a 15-credit online program for 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 inclusive education learning concludes this concentration. This does not lead to a special education certification.

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.

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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).

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Admissions

Prerequisites to participate in the Inclusion Education 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.

Applicants may apply to the program through our online application. Detailed instructions are included in the online application. Any questions regarding the application process should be directed to University of New England Offsite Admissions at 407-573-2000, ext. 375 or p.plutz@online.une.edu.

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.

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.

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Transfer Credit

Transfer credit is not accepted by the CAGS program, since the program has been developed holistically to meet the six ISLLC standards.

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Grading

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.

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Curricular Requirements

The Certificate of Advanced Graduate Study in Inclusion Education curriculum consists of four 3-credit online courses 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 15 credits must be taken to be awarded the certificate.

The University of New England's Certificate of Advanced Graduate Study in Inclusion Education 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.

Inclusion Education Program Required 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

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Academic Policy

Academic Honesty Policy
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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.

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.

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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.

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Graduation Requirements

To complete the program and receive a Certificate of Advanced Graduate Study in Educational Leadership, you must:

- Complete 15 credits composed of four 3-credit courses and a 3-credit internship within your local area.
- Maintain a minimum GPA of 3.0.
- Pay all tuition fees when due.

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ADMISSIONS ACADEMICS STUDENT LIFE ATHLETICS ABOUT UNE RESEARCH ALUMNI & FRIENDS

Leadership, Ethics & Change

Certificate: Certificate of Advanced Graduate Study (CAGS)
Leadership, Ethics & Change
College: Arts and Sciences
Department: Education
Contact: Dr. Douglas Lynch (Chair)
dlynch@une.edu

Gainful Employment Program Disclosure

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Certificate Description

The Leadership, Ethics & Change Certificate of Advanced Graduate Study is a 15-credit online program for professional educators who are pursuing school administrator positions. The certificate program includes a 15-week internship experience.

The Leadership, Ethics & Change certificate program focuses on providing a thorough foundation in educational leadership theory, principles, and practices. Participants address the current state of the educational system and progress into educational change, and school reform. The responsibilities and ethics involved with educational leadership are explored. The relationship between school, administrators, and the community is examined. Special focus is paid to the skills needed to instruct, inspire and lead fellow teachers and administrators. Team building, decision-making, and motivational techniques are also discussed.

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.

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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).

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Admissions

Prerequisites to participate in the Leadership, Ethics & Change 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 Leadership, Ethics & Change 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.

Applicants may apply to the program through our online application. Detailed instructions are included in the online application. Any questions regarding the application process should be directed to University of New England Offsite Admissions at 407-573-2000, ext. 375 or p.plutz@online.une.edu

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.
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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.

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.

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Transfer Credit

Transfer credit is not accepted by the CAGS program, since the program has been developed holistically to meet the six ISLLC standards.

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Grading

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.

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Curricular Requirements

The Certificate of Advanced Graduate Study in Leadership, Ethics & Change curriculum consists of four 3-credit online courses 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 15 credits must be taken to be awarded the certificate.

The University of New England's Certificate of Advanced Graduate Study in Leadership, Ethics & Change 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.

Leadership, Ethics & Change Program Required Courses
EDU 703 Educational Change/School Reform
EDU 705 Leadership, Professional Responsibilities & Ethics
EDU 706 School-Community Relations & Communications
EDU 707 Instructional Leadership
EDU 791/792 Internship I & II

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Academic Policy

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Graduation Requirements

To complete the program and receive a Certificate of Advanced Graduate Study in Leadership, Ethics and Change, you must:

- Complete 15 credits which is composed of four 3-credit on-line courses and a 3-credit internship within your local area.
- Maintain a minimum GPA of 3.0.
- Pay all tuition and fees when due.

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ADMISSIONS ACADEMICS STUDENT LIFE ATHLETICS ABOUT UNE RESEARCH ALUMNI & FRIENDS

Literacy (K-12)

Certificate: Certificate of Advanced Graduate Study (CAGS) Literacy (K-12)
College: Arts and Sciences
Department: Education
Contact: Dr. Douglas Lynch (Chair)
dlynch@une.edu

Gainful Employment Program Disclosure

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Certificate Description

The Literacy (K-12) Certificate of Advanced Graduate Study is a 15-credit online program for 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 literacy program strategies and join colleagues online 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. This does not lead to reading specialist certification.

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.

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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).

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Admissions

Prerequisites to participate in the Literacy (K-12) 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 Literacy (K-12) 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.

Applicants may apply to the program through our online application. Detailed instructions are included in the online application. Any questions regarding the application process should be directed to University of New England Offsite Admissions at 407-573-2000, ext. 375 or p.plutz@online.une.edu.

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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.

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.

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Transfer Credit

Transfer credit is not accepted by the CAGS program, since the program has been developed holistically to meet the six ISLLC standards

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Grading

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

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Curricular Requirements

The Certificate of Advanced Graduate Study Literacy (K - 12) curriculum consists of five 3-credit online courses. 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 15 credits must be taken to be awarded the certificate.

The University of New England's Certificate of Advanced Graduate Study in Literacy (K - 12) 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.

Program Required Courses
EDU 740 Supporting Literacy Development
EDU 741 Literacy Assessments as Teaching Tools
EDU 742 Study Skills & Content Literacy Instruction
EDU 743 Connecting Reading with Writing for Success
EDU 744 Meeting Student Literacy Challenges

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Academic Policy

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.

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

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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.

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Graduation Requirements

To complete the program and receive a Certificate of Advanced Graduate Study in Literacy (K - 12), you must:

- Complete 15 credits which is composed of five 3-credit on-line courses.
- Maintain a minimum GPA of 3.0.
- Pay all tuition and fees when due.

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Post-Baccalaureate Teacher Certification Program (TCP)

Certificate: Eligible for Teaching Certification by State of Maine
College: College of Arts and Sciences
Department: Education
Contact: Dr. Douglas Lynch (Chair) dlynch@une.edu

Certificate Description
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Certificate Description

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, political science mathematics), or art education can be obtained. With the exception of Intern Teaching all coursework must be completed at the graduate level (EDU 500 - 600). After completion of this certification program, 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.

CE students may enroll in one semester with a limit of two courses (6 credit hours). One of those courses must be EDU 502 Curriculum Theory and Design. To enroll in any more courses for subsequent semesters, CE students must be matriculated into the TCP.

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Accreditation

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.

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Admissions

Applicants may apply to the program through our online application. Detailed instructions are included in the online application. Any questions regarding the application process should be directed to the Office of Graduate and Professional Admissions at 800-477-4863, ext. 4225 or gradadmissions@une.edu.

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.

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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.

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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
Program Required Courses	**33-43**
EDU 502 - Curriculum Theory & Design*	3
EDU 517 - Teaching Reading*	3
EDU 510 - Exceptionality in the Classroom*	3
EDU 545 - Technology for Teaching and Learning	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*	15
Total Elementary Certification Credits ***Indicates that the course requires a field experience.	**45**
Secondary or Art Certification	
EDU 503 - Reading and Writing in Content Area	3
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:	3
EDU 536 - Teaching Secondary English*	
EDU 537 - Teaching Secondary Science*	
EDU 538 - Teaching Secondary Social Studies*	
EDU 539 - Teaching Secondary Math*	
EDU 541 - Methods of Art Education*	
EDU 492 - Secondary Internship and Seminar * *or* EDU 493 - K-12 Internship and Seminar*	15
EDU 546 - Technology in Secondary Teaching (Part of internship semester)	1
Total Secondary or Art Certification Credits ***Indicates that the course requires a field experience.	**37**

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.) Transportation to and from schools is the responsibility of the student.
A minimum of 30 hours field experience is required per semester.

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-EDU 546 1-credit technology module is part of the internship semester.* 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.

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Academic Policy

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.

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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.

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Graduate Education Video Courses for Non-Degree Seeking Students

Program: Courses generally used by teachers for salary advancement or recertification
College: College of Arts and Sciences
Department: Education
Contact: Dr. Douglas Lynch (Chair) dlynch@une.edu

Program Description
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Program Description

These DVD and online 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/.

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Admissions

- Must hold a teaching certificate
- Cannot be matriculated in a master's level UNE program

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Curricular Requirements

	Credits
Video Course Selections	
EDUV-503 Supporting the Struggling Reader	3
EDUV-504 Assertive Discipline And Beyond	3
EDUV-505 How to Get Parents On Your Side	3
EDUV-506 Succeeding With Difficult Students	3
EDUV-507 The High-Performing Teacher	3
EDUV-508 Strategies for Literacy Instruction: Phonics, Vocab. & Fluency	3
EDUV-509 Classroom Management to Promote Student Learning	3
EDUV-511 Strategies for Literacy Instruction: Comprehension	3
EDUV-513 Helping Struggling Readers with Content Area Learning	3
EDUV-514 Teaching Students To Get Along	3
EDUV-515 Foundations of Reading and Literacy	3
EDUV-516 Building Your Repertoire of Teaching Strategies	3
EDUV-519 Curriculum & Instruction Design to Promote Student Learning	3
EDUV-523 Motivating Today's Learner	3

EDUV-524 Including Students w/Special Needs: Curriculum, Instruction, and Assessment	3
EDUV-526 Math: Teaching for Understanding K-6	3
EDUV-527 Learning Differences: Effective Teaching w/Learning Styles & Mult. Intelligences	3
EDUV-532 Helping Students Become Self Directed Learners	3
EDUV-534 Teaching Reading in the Elementary Grades	3
EDUV-543 Integrating the Internet into the K-12 Curriculum	3
EDUV-546 Improving Reading in the Content Areas 6-12	3
EDUV-547 Teacher Leadership in Professional Learning Communities	3
EDUV-548 Differentiating Instr/Stu Success	3
EDUV-549 Return Creativity to the Classroom	3
EDUV-550 Technology and 21st Century Literature Skills	3
EDUV-551 Using Technology to Enhance Content Area Learning	3

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Academic Policy

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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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, research, and community health for the people of Maine, New England, and the nation.

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 University of New England College of Osteopathic Medicine has been accredited by the Maine Medical Associations's Council on Continuing Medical Education and Accreditation (CCMEA) 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 26 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, Geriatric 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 and more then 50 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.

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 Campuses 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 Clinical Campuses are 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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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 the United States Department of Education.

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 or comparable writing courses,
   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 Committee on Admisssions 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 Committee on Admisssions believes that undergraduates should receive a broad-based education that includes the humanities and social sciences.

Personal Factors

The Committee on Admissions considers a number of other factors beyond academics when evaluating applicants for incoming classes:

1. An understanding of the unique philosophy and practice of osteopathic medicine is critical.
2. Personality and the ability to establish rapport and trust with classmates, colleagues and future patients are important.
3. Maturity, exposure to health care and human services, a sense of responsibility, and breadth of both work and volunteer experience are also key factors.
4. Leadership, whether through clubs and organizations, volunteer and community service, and/or employment is also considered by the Committee.

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 Committee on Admissions can further evaluate candidates. Preference is given to qualified applicants from the New England states (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont).

The University of New England does not discriminate in admission or access to, or treatment in, its programs and activities on the basis of race, ethnicity, national origin, color, 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.

Application Procedures

AACOMAS Central Application Process
The University of New England College of Osteopathic Medicine participates with other osteopathic colleges in a centralized application process through the American Association of Colleges of Osteopathic Medicine (AACOM). AACOM Application Service (AACOMAS) is the starting point to apply to the UNE College of Osteopathic Medicine.

AACOMAS collects personal and academic information, official transcripts, and MCAT scores; verifies academic records and computes grades; and then transmits standardized information to the UNE College of Osteopathic Medicine and other colleges designated by the applicant.

The AACOMAS application process for the class entering August 2011 opened May 1, 2010. Applicants for this next cycle should plan on sending the following information to AACOMAS:

- A fully completed AACOMAS application including the AACOMAS processing fee.
- Complete official transcripts of scholastic records from ALL colleges and universities attended. (All required courses must be completed before matriculation.)
- The Medical College Admissions Test (MCAT) scores sent directly from the testing service. AACOMAS' number is 600.

The AACOMAS application process can take four to six weeks following receipt of all transcripts. AACOM and AACOMAS take no part in the evaluation, selection, or rejection of applicants.

UNE College of Osteopathic Medicine Supplemental Application
In order for the Committee on Admissions to best evaluate applicants, all candidates meeting College's minimum academic requirements will be invited to submit a UNECOM supplemental application. An instructions document with link and password to UNE College of Osteopathic Medicine supplemental application will be provided to such candidates after a brief review.

The UNE College of Osteopathic Medicine supplemental application deadline for the class entering August 2011 is March 15, 2011. Applicants are encouraged to complete their supplemental application as soon as possible to be considered for possible interview. There is a $55 supplemental application fee.

Letters of Recommendation
In addition to the online application form, the UNE College of Osteopathic Medicine Supplemental Application includes letters of recommendation from academic and professional evaluators.

- The academic letter requirement may be met in one of three ways. It may be from a pre-health committee (whenever available), from a pre-health advisor (if a committee letter is not available), OR two letters from faculty members, preferably in the sciences (if a pre-health committee or advisor letter is not obtainable).
- A letter of recommendation from an osteopathic physician is strongly encouraged, but not required. If it is to be submitted, it should be from a physician who knows the applicant's character, potential as a future physician, ability to work with and relate to others, and preparation for both the science of medicine and art of healing. A letter from an osteopathic physician can be used to meet the professional recommendation requirement, but candidates are also eligible to submit a separate professional reference.
- The professional letter requirement is rather broad, and the letter may be from an osteopathic or allopathic physician, allied health professional, supervisor, mentor, or similar professional who is familiar with the candidate's character.

Additional letters of recommendation may be submitted if the candidate believes they provide information beyond what may be articulated in the required letters. While the Committee on Admissions has not set a maximum number of letters it will accept, candidates are encouraged to use sound judgment in soliciting additional evaluators. A large number of letters – essentially conveying the same information or perspective – is not necessarily better than a smaller number of carefully constructed letters.

Letters of recommendation can be submitted electronically through VirtualEvals (through the pre-health committee or advisor), electronically through Interfolio, or by mail (or by any combination). Mailed letters should be sent to:

COM Committee on Admissions
C/O COM Office of Constituent Services (RSAS)
University of New England
11 Hills Beach Road
Biddeford, Maine 04005

Technical Standards
The UNE College of Osteopathic Medicine has established Essential Technical Standards for education, practice and licensure as an osteopathic physician.

If accepted, but before matriculation in August, all incoming students will be asked to read and attest that they meet each of the Minimum Technical Standards with or without reasonable accommodation. The Essential Technical Standards for the UNE College of Osteopathic Medicine document is available here.

Interviews
The UNE College of Osteopathic Medicine reviews candidates' application files after all of the materials noted above have been received. Select, qualified applicants are invited to campus for an interview so that members of the Committee on Admissions can meet and further evaluate candidates. Interviews, and final evaluation of candidates, are conducted on a rolling admissions basis beginning in September and continuing through March or April.

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.

Deadlines
For the class entering August 2011, the deadline is February 1, 2011, for the AACOMAS central application, and March 15, 2011, for the UNE College of Osteopathic Medicine supplemental application and letters of recommendation. Candidates are urged to complete their applications as early as possible in order to receive consideration for an interview.

Applicant State Residency
Prospective students from across the country, Canada and abroad apply to the UNE College of Osteopathic Medicine and are encouraged to do so. In support of the mission of the College to serve the people of New England, some preference is given to candidates from the New England states (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont).
Still, all prospective students are encouraged to apply for admission. Approximately 60 percent of the each class is from the New England states; and approximately 20 percent are from the northeast states of New Jersey, New York and Pennsylvania; and the remaining members of the class are from around the country.

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.
- **University of Hartford** 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 Students/ Advanced Standing

Transfer Application Information and Process
The UNE College of Osteopathic Medicine welcomes applications for possible transfer from students in good standing at another American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA) approved school or college of osteopathic medicine. The last two years of instruction must by completed at UNECOM in order for UNE to award the Doctor of Osteopathic Medicine degree. Application materials should be submitted to:

Lisa Lacroix-Lane
Assistant Director of Graduate and Professional Admissions
University of New England
11 Hills Beach Road
Biddeford, Maine 04005

Application for transfer into the third year
Individuals who intend to apply for transfer into the third year of the curriculum from another American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA) approved school or college of osteopathic medicine must submit all application materials by December 31 of the calendar year prior to their desired year of transfer/matriculation. Applicants must submit the following materials in order to received full consideration for transfer:

1. Letter of interest, indicating desire to transfer and stating the reasons for the same.
2. Letter from the dean of the current osteopathic medical school or college indicating good academic standing.

3. Two letters of recommendations from faculty of the current osteopathic medical school or college.
4. Official transcripts from the osteopathic medical school or college in which currently enrolled.
5. Official transcripts from all schools previously attended: undergraduate, graduate and professional.
6. Official MCAT scores and COMLEX Level 1 scores (if available). Students who are applying to transfer into the third year will need to demonstrate successful passage of COMLEX Level 1 as a condition of acceptance and progression onto clinical rotations.

Criteria for consideration of transfer includes: Receipt of official MCAT scores, receipt of official transcripts of all institutions previously attended, successful completion of comparable coursework deemed acceptable to meet UNECOM degree requirements, and successful passage of COMLEX Level 1.

Application materials will be reviewed during the winter months, with a decision anticipated late winter/early spring. The UNE College of Osteopathic Medicine reserves the right to request applicants come to campus for an interview to complete this process. Determination of similarity or compatibility of the curriculum is at the discretion of the Committee on Admissions. Any offer of acceptance will be dependent upon satisfactory completion of the curriculum at the current institution and meeting requirements for entry into the third-year curriculum at the UNE College of Osteopathic Medicine.

Application for transfer into the first or second year
Individuals who are intending to apply for transfer into the first or second year of the curriculum from an American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA) approved school or college of osteopathic medicine must submit all application materials by January 31 of the calendar year in which they wish to transfer/matriculate. Applicants must submit the following materials in order to received full consideration for transfer:

1. Letter of interest, indicating desire to transfer and stating the reasons for the same.
2. Letter from the dean of the current osteopathic medical school or college indicating good academic standing.
3. Two letters of recommendations from faculty of the current osteopathic medical school or college.
4. Official transcripts from the osteopathic medical school or college from which currently enrolled.
5. Official transcripts from all schools previously attended: undergraduate, graduate and professional.
6. Official MCAT scores.

Criteria for consideration of transfer includes: Receipt of official MCAT scores, receipt of official transcripts of all institutions previously attended, successful completion of comparable coursework deemed acceptable to meet UNECOM degree requirements.

Application materials will be reviewed in during the winter months, with a decision anticipated late winter/early spring. The UNE College of Osteopathic Medicine reserves the right to request applicants come to campus for an interview to complete this process. Determination of similarity or compatibility of the curriculum is at the discretion of the Committee on Admissions. Any offer of acceptance will be dependent upon satisfactory completion of the curriculum at the current osteopathic medical school and meeting any outstanding requirements for entry into the respective first or second year class at the UNE College of Osteopathic Medicine.

Advanced Standing Credit
Only students in good standing at an American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA) approvedschool or college of osteopathic medicine are eligible to transfer into the second or third year of the UNE College of Osteopathic Medicine curriculum. Applicants from allopathic, chiropractic, naturopathic, podiatric and other professional health programs may apply to enter the full four-year curriculum, but are not considered transfer students.
Due to the integrated nature of the first-year curriculum, the Committee on Educational Programs has made the decision to no longer allow students with master's or other allied health graduate or professional schooling be considered for advanced standing. Only students transferring from an AOA COCA approved school or college of osteopathic medicine will be considered for advanced standing.

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Deposits

First-Year Admission Deposit
A $500 non-refundable Admission Deposit is due according to the following schedule:

- 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

Tuition	$44,900
General Service Fee	$580
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 $1,020 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 accounts 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 UNE-COM 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*	
June 1 to Orientation	90%
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

*First year only - refund calculated after deducting admission deposit
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 Bank, 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 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 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 DOctoring courses. Hospital clerkships continue to emphasize these same concepts in the setting of inpatient care with its attendant special needs and requirements.

UNECOM has adopted the American Osteopathic Association Core Competencies, which 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 out professional responsibilities in an ethical and sensitive manner.
7. System-Based Practice: The student will demonstrate an awareness of and responsiveness to the system of health care, to provide care that is of optimal value.

Curriculum Sections

Both the on-campus Basic and Clinical Sciences Curriculum and the Clinical Rotations (Clerkship) Training Curriculum are under the direct supervision of the Associate Dean for Academic Affairs via the Committee on Educational Programs.

Curriculum

The curriculum of UNECOM is divided into four phases described below. Each of these is designed to complement the development of increasingly complex and integrated concepts of knowledge, attitude and skill as the learner advances through the curriculum. The curriculum's centrality is the driving force of medicine – the patient. The "Patient First Curriculum" develops 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 phase of the osteopathic medical curriculum contains a variety of biomedical, social, and clinical science courses during the first year and includes DOctoring I, II, and III, Osteopathic Principles and Practice I, Human Structure I and II, Human Function: Cellular & Organ System Physiology I and II, Human Function: Biochemistry & Molecular Biology I and II, Nutrition, Pathology, Parasitology, Virology, Immunology, Bacteriology, Pharmacology, and Medical Jurisprudence. Small group and case based instruction are used where possible. Early observerships occur during the preceptor program embedded in the DOctoring course and the clinical performance center activities with standardized patient encounters which emphasize humanistic patient-physician relationship building and the demonstration of physical examination skills.

The second phase in year two builds on the concepts presented in the first year and is organized into a DOctoring IV

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: the 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 Transitional Clerkship course designed to prepare them for the transition into the following two years of clinical training experiences. Clinical observerships continue and practice at the clinical performance center, utilized to practice and assess the application of year one skills to case-based and system-related clinical encounters with standardized patients and simulations.

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 DOctoring I, II, III and IV and the Transitional Clerkship courses, which encompass:

- Psycho-social aspect of the patient interview
- Motor Skills
- History and Physical (H&P) Format; and Initial Differential Diagnosis

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.

Phase three of the curriculum occurs at the affiliated clinical campuses throughout the northeast. Students rotate through clinical experiences in Family Medicine, Psychiatry, Pediatrics, Surgery, Internal Medicine, Obstetrics/Gynecology and Community Health at hospitals, clinics and outpatient sites. These rotations emphasize independent learning in clinical practice within the context of the curriculum with guided learning, end of service examinations and a summative evaluation at the end of year three at the campus clinical performance center. This summative evaluation utilizes standardized patients and cognitive assessment tools concentrating on the retention and application of knowledge and skills to the patient encounter emphasizing the application of knowledge to the performance of the history and physical and the development of diagnosis and treatment plans. The precepts and concepts learned in the courses and systems of year one and two along with behavioral medicine and medical humanities are applied in the clinical rotations of the third and fourth year.

Intersession Clinical Colloquium, Course Number: 801
This course is intended to provide a summative evaluation in selected skills in the physician/patient clinical interaction within a clinical skills assessment process while preparing students for the COMLEX-PE exam. Principles of critical care, utilizing a prescribed standardized course from the Society of Critical Care Medicine, are presented in anticipation of specialty and emergency medicine clerkships. Activities to assist students understanding of the residency interview process and the postgraduate match are included as are activities to insure compliance with certain college and professional regulatory matters.

Phase four continues the clinical experiences curriculum in year four with selective and elective clinical rotations. Students complete selectives, which are additional required services, at sites of their choosing. These include Surgery, Emergency Medicine, Internal Medicine, Community Health and Osteopathic Manipulative Medicine. Students also have elective time that may be used to complement their professional interests, expand their learning options and explore postgraduate residency opportunities within the guidelines established by the college.

The courses and systems taught each year are as follows. (Also see Course Descriptions)

College	Course number	Course Title	Credit Hours
		Year 1	
COM	507	Human Structure I	8
COM	508	Human Structure II	8
COM	535	Human Function: Cellular & Organ System Physiology I	3
COM	536	Human Function: Cellular & Organ System	3
COM	515	Physiology II Human Function: Biochemistry & Molecular Biology I	3
COM	516	Human Function: Biochemistry & Molecular Biology II	3
COM	514	Nutrition	1
COM	523	Medical Immunology	1
COM	524	Medical Virology	1
COM	526	Medical Bacteriology/Mycology	3
COM	529	Medical Parasitology	1
COM	542	Medical Pharmacology	2

COM	552	Introduction to Pathology	3
COM	568	Medical Jurisprudence	1
COM	581	DOctoring I	2
COM	582	DOctoring II	2
COM	584	DOctoring III	2
COM	586	Basic Life Support	0
COM	593	Osteopathic Principles & Practices I, Section I	3
COM	596	Osteopathic Principles & Practices I, Section II	3

Year 2

COM	601	Neuroscience/Neurology System	8
COM	605	Psychiatry System	2
COM	611	Musculoskeletal System	4
COM	623	Respiratory System	3
COM	633	Hematology System	3
COM	642	Cardiovascular System	5
COM	652	Renal System	3
COM	660	Endocrine System	2
COM	662	Gastrointestinal System	3
COM	632	Dermatology System	2
COM	664	Reproductive System	5
COM	668	Advanced Cardiac Life Support (ACLS)	1
COM	673	DOctoring IV	2
COM	675	Essentials of Pediatrics	2
COM	677	Essentials of Geriatrics	2
COM	687	Pharmacology and Therapeutics I	2
COM	688	Pharmacology and Therapeutics II	2
COM	695	Osteopathic Principles & Practice II, Section I	3
COM	696	Osteopathic Principles & Practice II, Section II	3
COM	694	Pre-Clinical Transitional Clerkship	2

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 residency training. Each clinical rotation is designed to fulfill a necessary step in the evolution of the COM student to competency for graduation and entry into a residency training program. Cognitive, manual and psychomotor objectives are directed toward developing the student's physician skills and attitudes. Also during this time, the student is expected to complete the transition to adult learner, asking questions and independently seeking and synthesizing information.

It is expected that the future physician will consistently adhere to the osteopathic philosophy and concepts 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 a physician 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.

Clinical services are arranged to meet UNECOM's core, selective and elective requirements for graduation. Utilizing our Clinical Campuses, 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 practice 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, are assigned by the Office of Clinical Education at our clinical campuses. The core rotations include Internal Medicine, Surgery, Obstetrics/Gynecology, Pediatrics, Family Medicine, Psychiatry and Community Health. Required selective rotations include Internal Medicine, Surgery, Emergency Medicine, Osteopathic Manipulative Medicine, and Community Health. The student selects the sites, subject to Clinical Education Office approval, at which these clinical rotations 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. This rotation 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. Training sites located in Maine are affiliated with the Maine Area Health Education Center (AHEC) Network.

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 must be BLS (Basic Life Support) and ACLS (Advanced Cardiac Life Support) certified prior to this service. BLS is offered during the first-year curriculum and ACLS 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 rotation. 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 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 in general Internal Medicine at their assigned Clinical Campus and one selective clerkship in an IM subspecialty at a medical facility of the student's choosing. Internal Medicine clerkships are conducted as predominantly hospital-based experiences and are intended to provide practical clinical exposure and learning designed to apply the 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.

Pediatrics
Students are required to complete one core clerkship in Pediatrics. This 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 educate 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
The required Psychiatry core clerkship is intended to apply the concepts of diagnosis and management presented during preclinical course work. The recognition of key target symptoms of common mental illnesses is emphasized with the Mental Status Examination providing a basis for 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.

Colloquium Course Clinical Performance Examinations (CPX)
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 appropriate paperwork, e.g., differential diagnosis list, answers to multiple choice questions or a written progress note.

Affiliate Hospitals
The affiliate hospitals of the College of Osteopathic Medicine 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 the new generation of osteopathic physicians who follow them. A list of the affiliate hospitals is available on the department website.

Graduate Educational Affiliations
University of Connecticut School of Medicine: IM Residency and Internship
UMass/Fitchburg Family Practice: FP Residency
Berkshire Medical Center: IM Residency and Internship
Maine-Dartmouth Family Medicine Residency: FP Residency and NMM+1 Residency
Eastern Maine Medical Center: FP Residency and NNM+1 Residency
Central Maine Medical Center: FP Residency
Saint Michael's Medical Center: EM Residency, IM Residency, and Internship
St. Joseph's Regional Medical Center: EM Residency, FP Residency, General Surgery Residency, and Internship
Albany Medical Center: FP Residency and Internship
St. Elizabeth Family Medicine Residency Program: FP Residency and Internship
Samaritan Medical Center: FP Residency, IM Residency, and Internship
Kent Hospital: EM Residency, FP Residency, IM Residency and Undersea and Hyperbaric Medicine (UHM) Fellowship
University of New England College of Osteopathic Medicine Residency Program: NMM Residency and NMM+1 Residency

Notice and Responsibilities Regarding this Catalog

This Catalog documents the academic programs, policies, and activities of the University of New England for the 2010-2011 academic year. The information contained herein is accurate as of date of publication August 1, 2010.

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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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 Committee on Admissions 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 UNE-COM 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 Registration Services, 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 Registration Services, 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 Registration Services.

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 a written request that identifies the records they wish to inspect to Registration Services. 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 Registration Services 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".

Academic Standing

The Committee on Student Progress 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. 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.

The Committee on Student Progress may review the status of a student 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 Committee on Student Progress.
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.

For more detailed information on this topic, please refer to the UNECOM Student Handbook Supplement

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 UNE commencement and the COM Physicians Hooding Ceremony of his/her class at the time the degree is conferred.

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Student Services

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Student Support Services
Dining Services
Other Student Services

COM Office of Constituent Services

The COM associate dean for students, in conjunction with the staff of the Office of Constituent Services, 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 Constituent Services serves as a one-stop shop for addressing the needs of medical students on the Biddeford campus. They are aided in meeting the needs of medical students by other offices in the Division of Student 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 Student Government Association (SGA) supports nearly 40 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), 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.

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 Registration Services. 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 three 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. The Windward Cafe, in the Bush Cultural Center, offers pannini, sandwiches, Starbucks coffee and similar items.

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, racquetball 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 2010-2011 academic year. The information contained herein is accurate as of date of publication August 1, 2010.

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

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