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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, business and the healthcare professions.

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 DPT Program at the University of New England is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>
- The Occupational Therapy Educational Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). ACOTE is an active member of the Association of Specialized and Professional Accreditors (ASPA) and is recognized and fully compliant with all requirements of both the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA).
- Nursing programs are accredited by the National League for Nursing Accrediting Commission (NLNAC).
- 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 (CSWE) which is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.
- 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.
- UNE is accredited by the New England Association of Schools and Colleges. The Physician Assistant Program is accredited by the Accreditation Review Committee on Education for the Physician Assistant (ARC-PA). The PA Program received Provisional Accreditation in 1996 and full accreditation in 1998. The Program last received continuing accreditation in March of 2008. It's accreditation review is next scheduled for 2012.
- 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 College of Pharmacy Doctor of Pharmacy Program (Pharm.D.) has attained Candidate status through the Accreditation Council for Pharmacy Education (ACPE).
- 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.
- 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

Notice and Responsibilities Regarding this Catalog

This Catalog documents the academic programs, policies, and activities of the University of New England for the 2012-2013 academic year. The information contained herein is accurate as of date of publication August 12, 2012.

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.

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

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Ph.D., Texas Tech University Health Sciences Center; M.Ed., Georgia State University; B.A., Rhodes College

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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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Ph.D., University of Arizona; M.S., B.S., Rensselaer Polytechnic Institute

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Ph.D., University of Alabama

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M.A. University of Alabama in Birmingham; B.S., Empire State College, State University of New York; A.A.S., Erie Community College

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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., M.A., The Ohio State University; B.A., Bucknell University

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D.D.S., University of Illinois College of Dentistry; M.J., Health Law, Loyola University School of Law; M.S., Oral Biology, Loyola University; B.S., John Carroll University

Ford, Timothy – Dean of Graduate Studies, Interim Dean of the Westbrook College of Health Professions

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

University Administrators

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Gato, Stacy – Director of Graduate and Professional Admissions

B.A., St. Joseph's College

Golub, Andrew – Dean of Library Services

M.S., Simmons College; M.A., Miami University; B.A., Boston University

Handy, Ray – Assistant Dean of Students – WCC

CAGS Springfield College; M.S., Springfield College; B.S. Springfield College

Henderson, Paul - Director, Student Financial Services

M.Ed., University of Massachusetts, Lowell

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Ph.D., Columbia Pacific University; M.A., Azusa Pacific University; B.A./B.S.W., California State University

Loftus, Craig - Chief Information Officer**Nahorney, Mark J - Dean of Students**

M.S., Central Connecticut State University; B.S., Central Connecticut State University

Taggersell, Kathleen - Director of Marketing and Communications

B.S., Springfield College

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Ph.D., M.A., The Ohio State University; B.A., Bucknell UniversitySt. Ours, Paulette - Associate Dean, College of Arts and Sciences
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Ph.D., University of Washington-Political Science; M.A., University of Washington-Political Science; B.A., Cairo University-Political ScienceAnderson, Matthew - Chair-Department of English
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Ph.D., University of Oregon, Oregon Institute of Marine Biology; B.A., Bowdoin CollegeBurt, Stephen - Chair – Creative and Fine Arts
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Ph.D., M.Phil., Cambridge University - Criminology; B.A., University of York, St. JohnDe Wolfe, Elizabeth - Chair-Department of History
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Ph.D., University of New Hampshire - Nineteenth-Century British LiteratureHabraken, Joseph - Chair - Department of Business Administration
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Ph.D., Ohio State University - Counseling PsychologySartorelli, Linda - Chair - Department of Philosophy and Religious Studies
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Ph.D., University of Hawai'i; M.Sc., University of Vermont; B.A., Drew University**Westbrook College of Health Professions Administration**

Ford, Timothy – Dean of Graduate Studies, Interim Dean of the Westbrook College of Health Professions
Ph.D., University of Wales, Bangor; B.Sc., Sussex University

Graybeal, Clay T. – Associate Dean of Academic Affairs *and* Program Director (Interim) - School of Social Work
Ph.D., Rutgers University; M.S.W., Fordham University; B.A., Ohio University

Rudolph, Katherine - Associate Dean for Research
Ph.D., University of Delaware; M.S., Boston University; B.S., Syracuse University

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

Mason, Trisha - Director - Service Learning
M.A., Muskie School of Public Service, University of Southern Maine; B.A., Hamilton College

Massie, Maribeth - Program Director - Master of Nurse Anesthesia
Ph.D., Virginia Commonwealth University; M.S., Columbia University; B.S., Ohio State University

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

Morgan, Patricia - Program Director - Department of Nursing and Health Services Management
Ph.D., Swansea University; M.S., University of New Hampshire; B.S.N., University of Rhode Island

O'Brien, Jane – Program Director – Department of Occupational Therapy
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Sheldon, Michael - Program Director - Department of Physical Therapy
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Zoology; B.S., University of Rhode Island -Zoology

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Ph.D., M.P.H., University of Pittsburgh; M.S., George Williams College; B.S., Pennsylvania State University

College of Osteopathic Medicine Administration

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

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

Bates, Bruce P. - Interim Associate Dean for Clinical Affairs; Chair, Department of Geriatric Medicine
D.O., KCOM

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

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

Schwalenberg, Evelyn, FACP - Assistant Dean for Clinical Education
D.O., University of New England College of Osteopathic Medicine; B.A., Assumption College

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

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

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

Gugliucci, Marilyn R. - Director, Geriatric Education & Research
Ph.D.

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

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

Hurley, Laurilee- Assistant Director of Recruitment and Alumni Services
M.Ed., Plymouth State University; B.S., Southern New Hampshire University

Lacroix-Lane, Lisa - Assistant Director of Graduate & Professional Admissions
A.S., Westbrook College

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

Carrier, Jane - Section Head, OMM; DME/Program Director Graduate Medical Education
D.O.

Doane, Cheryl - Section Head, Primary Care
D.O., Chicago College of Osteopathic Medicine; M.S.Ed, Northern Illinois University; B.S., Northern Illinois University

College of Pharmacy Administration

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

Woodward, Jean M. B. - Associate Dean for Student Affairs and Admissions
Ph.D., University of Texas - Austin; M.S., Purdue University; B.S., University of Rhode Island

Rosenthal, Glenn W. - Associate Dean, Academic Affairs, College of Pharmacy
Ed.D., University of Pennsylvania; MBA, Rider University; M.A. Psych., Ohio University; B.A., Ohio University

McCall III, Kenneth L. - Chair, Department of Pharmacy Practice
Pharm.D., University of Oklahoma Health Sciences Center College of Pharmacy; B.S. Pharmacy, University of Oklahoma

Sutton, Steve – Chair (Interim), Department of Pharmaceutical Sciences
Ph.D., State University at Buffalo, State University of New York, School of Pharmacy and Pharmaceutical Sciences; B.S. Pharmacy, Massachusetts College of Pharmacy and Allied Health Sciences

Krebs, James R. - Director, Experiential Education
Pharm.D., University of Rhode Island; B.S. Pharmacy, Ohio Northern University

Redwanski, John - Director, Drug Information Center
Pharm.D., Purdue University, B.S., Ball State University

Morrisette, Robert A. - Director, Office of Continuing Education
B.S. Pharm., Massachusetts College of Pharmacy

College of Graduate Studies Administration

Ford, Timothy – Dean of Graduate Studies
Ph.D., University of Wales, Bangor; B.Sc. Sussex University

College of Dental Medicine Administration

Koelbl, James J. - Dean of the College of Dental Medicine
D.D.S., University of Illinois College of Dentistry; M.J., Health Law, Loyola University School of Law; M.S., Oral Biology, Loyola University; B.S., John Carroll University.

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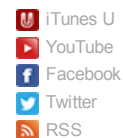
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Sandra Featherman

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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
- Department of Arts and Communications
- Department of Chemistry and Physics
- Department of Education
- Department of English
- Department of Environmental Studies
- Department of Exercise and Sport Performance
- Department of History and Philosophy
- Department of Interdisciplinary Studies Programs
- Department of Liberal Studies
- Department of Marine Sciences
- Department of Mathematics
- Department of Political Science
- Department of Psychology
- Department of Society, Culture and Languages

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

The College 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 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 Office US Department of Education 600 Independence Avenue, SW Washington, DC 20202-4605

Directory Information and Disclosure

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

Active students who wish to have directory information withheld from release must do so in writing on a "per-academic-year" basis. Request forms are available in the 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 via the "Apply to Graduate" link in UOnline. 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 30th

Further information regarding graduation procedures can be obtained through the credentials evaluator at the Office of the Registrar, extension 2138.

For more information see:

[Frequently Asked Questions About Graduation](#)

[Commencement Ceremony](#)

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".

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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://www.une.edu/admissions/undergrad/visits/schedule.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 and Nursing) 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.

Nursing Students

Students interested in the following programs should apply online using The Centralized Application Service for Nursing Programs (NursingCAS):

- Accelerated Second Degree Bachelor (A-BSN) Program
- Registered Nurse Bachelor Completion (RN-BSN) Program

All other first-year applicants are required to submit the following:

- A Common Application with the \$40 application fee.
- Official SAT or ACT results.
- Official copy of high school transcript, with 1st semester senior grades.

Admissions Deadlines

Fall

Early Action- December 1

We offer an Early Action Application deadline for undergraduate applicants who desire early notification of their admission status. Applicants wishing to be considered for Early Action 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	4	ENG 110	4
English Literature and Composition	4	ENG 199 - Exploration	3
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 220 or PSY 270	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 Elective	3
Criminal Justice	3B/49	General Elective	3
Fundamentals of Counseling	3B/45	General Elective	3
Principles of Finance	3BU/46	BUMG 315	3
Principles of Financial Accounting	3B/49	BUAC 201	3
Human Resource Management	3B/48	BUMG 302	3

Organizational Behavior	3B/48	BUMG 301	3
Principles of Supervision	3B/46	BUMG 199	3
Business Law II	3BU/52	BUMG 325	3
Introduction to Computing	3B/47	CITM 100	3
Introduction to Business	3B/46	BUMG 199	3
Money and Banking	3BU/48	BUMG 199	3
Personal Finance	3B/46	BUFI 199	3
Management Information Systems	3BU/46	CITM 100	3
Business Mathematics	3B/48	General Elective	3
Astronomy	3B/48	General Elective	3
Here's to Your Health	3B/48	HSM 199	3
Environment and Humanity: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 or 2	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, and an interview may also be requested by the Director 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.

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.

Notice and Responsibilities Regarding this Catalog

This Catalog documents the academic programs, policies, and activities of the University of New England for the 2012-2013 academic year. The information contained herein is accurate as of date of publication August 12, 2012.

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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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 2012 - 2013](#)

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Undergraduate Tuition and Fees

(2012 - 2013 Fees subject to change)

Full-Time	Fall	Spring	Total
Tuition	\$15,375	\$15,375	\$30,750
Room and Board**	\$6,250	\$6,250	\$12,500
General Services Fee*	\$1,120		\$1,120
Total Full Time	\$22,745	\$21,625	\$44,370

*Biddeford Campus only (for 2012-2013); General Services Fee for Portland Campus is \$790 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 \$1,090 per credit hour.

Part-Time Matriculating: \$1,090 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, 2012-2013)

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, 2012-2013)

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

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

Health Insurance

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

Student Malpractice Insurance

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

Athletic Training, annual, 2 nd , 3 rd and 4 th years	\$70
Dental Hygiene, annual, 3 rd and 4 th years	\$230
Nursing, annual, 3 rd and 4 th years	\$60
Occupational Therapy, annual, 3 rd , 4 th and 5 th 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.thepermitsstore.com. Enter your destination as University of New England. Permit prices vary. For 2012-2013 a Resident Permit is \$300.00. 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. Contact the Office of Continuing Education for more information and course listings.

College of Arts and Sciences' Courses

\$300 per undergraduate credit
\$650 per directed study undergraduate credit
\$300 per audited undergraduate course
\$570 per graduate credit (non-matriculated students and courses not part of a graduate program)
\$670 per audited graduate course

Westbrook College of Health Professions' Courses

\$1,090 per undergraduate credit
\$300 per audited undergraduate 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.

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. People's United Bank, which is our preferred bank, provides a full-service ATM machine located in the Campus Center and in the Alford Forum on the Biddeford Campus, and in the breezeway between Proctor and Hersey Halls on the Portland Campus. For those students who have People's United Bank 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.

Notice and Responsibilities Regarding this Catalog

This Catalog documents the academic programs, policies, and activities of the University of New England for the 2012-2013 academic year. The information contained herein is accurate as of date of publication August 12, 2012.

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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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 30th prior to intended commencement.
5. Satisfaction of all Business Office obligations.
6. Minimum cumulative GPA of 2.0. Higher grade point requirements may apply in certain programs. Refer to departmental and degree/major requirements.

Notes:

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

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

* A student might have greater than 6-8 credits if the two courses involve clinical, practicum, or internship study. Learning Assistance Center and developmental mathematics courses do not carry degree credits for fulfillment of graduation requirements, with the exception of the courses Peer Tutor Workshop and Peer Tutor Practicum.

Petition to Graduate and Receipt of Diploma

In the last year of enrollment, students who anticipate completion of all degree requirements must submit a petition to graduate. The Petition to Graduate form is available via the "Apply to Graduate" link in UOnline. 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 six to eight weeks of a student's completion of studies.

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

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

If graduation is anticipated by the end of:

Summer Semester
Fall Semester
Spring Semester

Submit the petition to graduate by:

June 30th
September 30th
January 30th

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 2138.

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.

For more information see:

[Frequently Asked Questions About Graduation](#)

[Commencement Ceremony](#)

Academic Load

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

Semester and Semester Hour Credit

Semester: A calendar 15 weeks of instructional time or its equivalent in effort.

Federal Definition of the Credit Hour

Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester .
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

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 than 15 class days into the given semester on a form provided for this purpose. The decision to take a course pass/fail is final. Note: Students may not elect to take a course that satisfies a core requirement on a pass/fail basis.

Passing represents earned grades of an assigned A through C-. The Registrar will translate the letter grade submitted by the instructor to either pass or fail. Most courses are open to pass/fail enrollment except courses in major fields and English composition and courses satisfying core requirements. Students may register for not more than one course per semester on a pass/fail basis (with the exception of student teaching, field education, LAC 020 Math Basics) not to exceed eight courses in a degree program. Students in health science programs should consult their departmental requirements for exceptions to the pass/fail policy.

Incomplete Policy

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

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 [study abroad website](#). 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. Effective with the graduating Class of 2011, honors are based on all academic course work completed at UNE. 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 loan deferments. [Enrollment classifications](#)

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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CAS Core Curriculum

The College of Arts and Sciences (CAS) Core Curriculum provides an innovative common learning experience for all UNE CAS 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 I and LILE 202 or LILH 202 - Human Traditions II	
One course with "LIL"E" designation is required	
One course with 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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WCHP Common Curriculum

The Westbrook College of Health Professions (WCHP) Common Curriculum is designed to provide undergraduate students with the opportunity to engage in liberal arts and sciences course work while exploring health profession study. Contemporary education in the health professions is demanding and unique. The shaping of a competent health professional requires strong traditional liberal arts and sciences foundations, comprehensive disciplinary knowledge and the advancement of interprofessional abilities. The construction of the WCHP Common Curriculum supports the development of the student in this educational endeavor.

The WCHP Common Curriculum is constructed around three (3) domains of study: Study in the Arts and Sciences, Interprofessional Education and Discipline-specific Study.

Study in the Arts and Sciences: Engagement in the arts and sciences provides an essential underpinning for health profession study and renders a framework for the first two academic years. This arena serves to develop important intellectual skills, and is characterized by a well-scaffolded sequence of biological course work and study in social-behavioral science. Quantitative reasoning and critical thinking are examined through mathematics and scientific inquiry. Written and oral communication abilities are cultivated through English composition and supporting exploratory humanities. Elements of the College of Arts and Sciences Core Curriculum are interwoven throughout, providing academic offerings in creative arts, social-global awareness, humanities exploration, and advanced studies/human traditions course work. Understanding in the arts and sciences is additionally fostered through Core Connections and other special campus co-curricular events and throughout general collegiate life.

Interprofessional Education: Contemporary health profession practice demands that graduates be competent not only in disciplinary expertise but also interprofessional collaboration. This requires health professionals to learn about, with and from each other in gaining knowledge and capability in communication, teamwork, understanding of roles and responsibilities and ethical comportment. Interprofessional education course work (IPE) examines these competencies, providing students with the opportunity to engage in complex problem solving, work collaboratively in teams, analyze systems, apply principles of intrapersonal/ interpersonal communication, and appraise and utilize best evidence in patient care delivery. Interprofessional course work is delivered in years one and two, with application occurring through experiential learning in years three and four.

Discipline-specific study: Engagement in the major characterizes years three and four of health profession course work. Study within the major provides the student with experiential learning opportunities integrating foundational cognitive, psychomotor, and affective knowledge gained from study in the arts and sciences and IPE. Disciplinary education is informed by classroom learning experiences, guided hands-on clinical laboratory, facilitated simulation exercises, and diverse experiences in field work and clinical practice sites. Study within the major advances critical and creative thinking within the discipline, instills a spirit of inquiry and life-long learning, and upholds the imperative of citizenship within a complex, changing society.

WCHP Common Curriculum Objectives and Summary

- Employ critical thinking and problem solving skills
- Examine ethical knowledge, professional standards and values congruent with interprofessional practice
- Demonstrate effective communication and interprofessional collaboration abilities
- Appraise knowledge of self and self-reflective abilities for interprofessional practice

The WCHP Common Curriculum is outcomes-oriented and emphasizes active, engaged approaches to learning. It challenges students to acquire and then integrate knowledge across fields of study in shaping a capable and competent health professional. The faculty in the Westbrook College of Health Professions uphold the Common Curriculum as an essential component to producing graduates who are highly effective in their disciplinary practice, competent with interprofessional collaboration and informed citizens ready to contribute to a complex, dynamic society.

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Learning Assistance Services

Learning Assistance Services (LAS), a unit within Student Support Services, provides a comprehensive array of academic support services, including placement testing courses, workshops, tutoring, individual consultations, and advising. The goal of Learning Assistance Services is to assist students in becoming more independent and efficient learners so that they are able to meet the University's academic standards and to attain their personal educational goals.

Placement Testing

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

Those students who do not meet the University's predetermined criteria are placed into an appropriate developmental mathematics course, Writing Tutorial Course (LAC 010), or both. LAC courses are subject to the academic policies and procedures set forth by CAS and CHP. LAC courses, however, do not satisfy core curriculum or graduation requirements.

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

- L1: Basic Mathematics and Algebra (LAC 020)
- L2: Introduction to Algebra and Problem Solving (LAC 021)
- L3: Advanced Algebra and Problem Solving (LAC 022), Quantitative Reasoning (MAT 110), or Statistics (MAT 120)
- L4: Mathematics for Elementary School Teachers (MAT 130), Statistics for the Life Sciences (MAT 150), or Precalculus (MAT 180)
- L5: Calculus I (MAT 190) or Geometry (MAT 240)
- L6: Calculus II (MAT 195), Linear Algebra (MAT 220), or Foundations of Mathematics (MAT 230).

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

UWT: Developmental level Writing Tutorial (LAC 010)

UEC: English Composition (ENG 110)

Tutoring

Learning Assistance Services offers professional and peer tutoring to support a variety of undergraduate courses. Peer tutors receive specialized training leading to certification by the College Reading and Learning Association. Peer and professional writing support services are also available. Tutors' regularly scheduled hours are posted in the Biddeford Campus Learning Assistance Center and the Portland Campus Proctor Center.

English Speakers of Other Languages (ESOL)

Test proctoring services are available to students whose first language is not English. Contact extension xt 2584 for further information.

Individual Consultation

A learning specialist is available (by appointment) to meet with students seeking assistance with their specific course demands. Consultation regarding learning styles, note-taking skills, active reading skills, time management skills, test-taking skills and preparation for professional boards is available.

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Animal Behavior

Degree: Bachelor of Science with a major in Animal Behavior**College:** College of Arts and Sciences**Department:** Psychology**Contact:** dDr. Linda Morrison (Chair)lmorrison@une.edu[Mission](#)[Major Description](#)[Transfer Credit](#)[Program Academic and Technical
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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.

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

Major

	Credits
CAS 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 275 - Introduction to Techniques in Animal Behavior	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 - Animal Learning and Behavior	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)	
<i>*Organismal Topics Include: MAR 250 Marine Biology; MAR 252 Natural History of Marine Mammals; BIO 319 Ornithology; BIO 330 Comparative Vertebrate Anatomy; MAR 331 Biology of Fishes, MAR 355 Biology of Marine Mammals; PSY 406 Spec Topics Psychobiology.</i>	
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	
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
ENV 318 - Advanced Methods in Avian Ecology	4
ENV 356 - Terrestrial Wildlife and Ecology	4
PHY 110/PHY 111 - Physics	4-8
PSY 205 - Abnormal Psychology	3
PSY 235 - Health Psychology	3
PSY 245 - Evolutionary Psychology	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 382 - Animal Learning and Behavior	3

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Course Descriptions

Faculty

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., RSCC, CSCS*D, NSCA-CPT*D, HFS (Program Director)
hpierce@une.edu[Mission](#)[Major Description](#)[Accreditation](#)[Admissions](#)[Program Academic and Technical Standards](#)[Curricular Requirements](#)[Financial Information](#)[AES Department Website](#)

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

Students accepted to the Westbrook College of Health Professions (WCHP) at the University of New England are subject to two sets of academic guidelines, one to meet minimum qualifications for ongoing enrollment at the University of New England and the other to meet specific program requirements.

WCHP Common Curriculum Standards – Semesters One Through Four (Freshman and Sophomore Years)

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, EXS 120, EXS 180 and IHS 220. Failure to achieve a "C" will result in program-level probation, and may affect academic progression and delay graduation.
4. Failure to earn a C or above in any of the above courses requires the student to repeat the course.
5. Failure to achieve a C or above a second time the course is taken will result in dismissal from the major.
6. A student may enroll in any of the courses listed above a maximum of two times. Enrollment in a course consists of achieving a WP or WF or a letter grade. Receiving a W in a course is not considered officially enrolled and will not result in academic penalty.

Applied Exercise Science Program Standards – Semesters Four Through Eight (Junior and Senior Years)

Minimum acceptable semester-end GPA	2.5
Minimal grade of a C or better in any EXS or ATC prefix course	2.0

1. Once in course work within the major (fall of the junior year and beyond), students must maintain a minimum semester-end grade point average GPA of 2.5. Failure to do so will result in program-level probation and may affect academic progression and delay graduation.
2. Students whose semester-end GPA falls below the 2.5 threshold for two consecutive semesters will be dismissed from the program.
3. Students must achieve a minimum grade of "C" in each EXS and ATC prefix course
4. Student may only enroll in any course in the major a maximum of two times. Enrollment in a course consists of achieving a WP or WF or a letter grade. Receiving a W in a course is not considered officially enrolled and will not result in academic penalty.

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Curricular Requirements

	Credits
First Year	30
IHS 110 - Introduction to Health Care	2
IHS 120 - Health Care Issues	1
BIO 208 - Introduction to Anatomy and Physiology I	4
BIO 104 - General Biology	4
ENG 110 - English Composition	4
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
IHS 210 - Methods of Scholarly Inquiry	3
IHS 220 - Nutrition	3
IHS 310 - Ethics for Interprofessional Practice	3
ATC 333 - Gross Anatomy	3
EXS 120 - Personal Health and Wellness	3
EXS 180 - Motor Learning and Performance	3
BIO 209 - Introduction to Anatomy and Physiology II	4
CHE 110 - General Chemistry I	4
MAT 180 - Precalculus	3
PSY 250 - Lifespan Development	3
Third Year	32
ATC 101 - Prevention and Care of Athletic Injuries	3
ATC 420 - Research Methods	3
EXS 310 - Kinesiology and Biomechanics w/Lab	3
EXS 320 - Exercise Physiology w/Lab	3
EXS 330 - Fitness Evaluation and Prescriptions	3
EXS 322 - Metabolism and Bioenergetics of Sport Nutrition	3
EXS 380 - 12 Lead ECG Interpretation w/Lab	3
EXS 392 - Clinical Exercise Testing/Presc	3
EXS 495 - AES Seminar	1
BIO 309 - Pathophysiology	3
PHY 110 - General Physics w/ Lab	4
Fourth Year	27
ATC 306 - Psychology of Sport and Exercise	3
AES Elective Course	3
AES Elective Course	3
EXS 340 - Concepts of Strength and Conditioning	3
EXS 432 - Exercise Management for Chronic Disease & Disability	3
One Social Global Awareness Course	3
One Advanced Studies Course	3
EXS 499 - Internship*	6
Or	
EXS 479 - Research Practicum I and	3
EXS 489 - Research Practicum II	3
Minimum Required Credits	121

INTERNSHIP EXPERIENCE

*The senior-level culminating experience may be either EXS 499 taken as a six-credit field experience internship (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. Each student is required to complete a minimum of 270 hours (45 hours/credit) under the direct supervision of an approved clinical internship site supervisor, averaging between 20-24 hours per week.

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Financial Information**Tuition and Fees**

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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
jfox@une.edu
 or
 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 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

<u>CAS Core Requirements</u>	42-43
Program Required Courses	Credits 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 232 - Microbiology or BIO 234 Environmental Microbiology	4
MAR 250 - Marine Biology	4
BIO 323 - Principles of Aquarium Operations and Science	4
MAR 325 - Marine Science Speaker Series	1
Program Required Credits Sub-Total	36-37
Topic Area Program Required Courses (to be selected in consultation with advisor)	Credits
Physiological Topic Area	4
Ecological Topic Area	4
BIO 495 - Internship	6
Program Minimum Required Total Credits	50 - 51
Science and Mathematics Required Courses	Credits
CHE 110 - Chemistry I	4
CHE 111 - Chemistry II	4
MAT 150 - Statistics for Life Sciences	3
Business Administration Required Courses	Credits
BUMG 200 - Management	3
BUFI 302 - Personal Finance	3
Highly Recommended Elective Credits	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 any department

Honors Thesis Proposal

Honors Thesis and public defense

Presentation at CAS Research Symposium

Contact:

Dr. Lei Lei

llei@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.

Aquaculture and Aquarium Sciences 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 MAR 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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Graduation Requirements

A minimum grade of C- must be achieved in all science and mathematics courses used toward graduation in any of the programs in the Department of Biological Sciences. A 2.00 cumulative average in sciences is a requirement for

graduation in any of the programs in the Department of Biological Sciences.

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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 Lamarre
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 Common Application.

The Athletic Training Education Program employs a competitive secondary admissions process at the end of the fall semester in the second 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 a minimum 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

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, IHS 220 BIO 309. Failure to achieve a "C" will result in program-level probation, and may affect academic progression.
3. 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 "C".
4. Students enrolled in the Professional Phase of the ATEP must maintain a minimum cumulative semester GPA of 2.5.
5. Students enrolled in the Professional Phase of the ATEP must maintain a minimum grade of "C" in each required course. Students may enroll in required courses in the Professional Phase a maximum of two times regardless of the final grade, including "W", "WP" or "WF".

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 [Disability Services](#) for more information.

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	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 202 - Fundamentals of Athletic Training	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 - Ethics for Interprofessional Practice	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 Training 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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Course Descriptions

Faculty

Biochemistry

Degree: Bachelor of Science with a major in Biochemistry**College:** College of Arts and Sciences**Department:** Chemistry and Physics**Contact:** Dr. Stephen Fox
SFox4@une.edu[Mission](#)[Major Description](#)[Admissions](#)[Program Academic and Technical
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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.

[Back to Top](#)**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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	Credits
CAS 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	
<i>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.</i>	
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

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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. Stephen Fox (Chair), sfox4@une.edu
Dr. Deena Small, dsmall1@une.edu

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Course Descriptions

Faculty

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 SFox4@une.edu
Dr. Jerome Mullin (Pre-pharmacy Coordinator)
jmullin@une.edu

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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 chemistry 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 (<i>prereq: MAT 180 or test placement</i>)	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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Faculty

Biological Sciences

Degree: Bachelor of Science with a major in Biological Sciences**College:** College of Arts and Sciences**Department:** Biology**Contact:** Dr. Stine Brown
sbrown@une.edu
or
Dr. Jeri Fox
jfox@une.edu[Mission](#)[Major Description](#)[Transfer Credit](#)[Curricular Requirements](#)[Honors](#)[Minor\(s\)](#)[Financial Information](#)[Graduation Requirements](#)[Biology Department Website](#)

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 Admissions](#) also.

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Curricular Requirements

	Credits
CAS 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
<i>Topic Areas- (to be selected in consultation with advisor) See below.</i>	
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
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 211 - Organic Chemistry II or	5
CHE 310 - Fundamentals of Biochemistry	4
<i>Mathematics</i>	
MAT 150-Statistics for Life Sciences	3
MAT 190 - Calculus I	4
<i>Physics</i>	
PHY 110 - Physics I <i>and</i>	4
PHY 111 - Physics II	4
<i>Or</i>	
PHY 210 - University Physics I <i>and</i>	
PHY 211 - University Physics II	
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
<i>Ecology Area</i>
BIO 333 - Evolution
BIO 335 - Animal/Behavioral Ecology
BIO 350 - Ecology
<i>Organismal Biology Area</i>
BIO 204 - Parasitology
BIO 208/209 - Introductory Anatomy and Physiology
BIO 214 - Plant Biology

BIO 223 - Health, Nutrition and Feeding Cultured Organisms
 BIO 232 - Microbiology *or* BIO 234 Environmental Microbiology
 BIO 245/345 - Human Anatomy, Physiology and Pathophysiology
 MAR 252 - Natural History of Marine Mammals
 BIO 255 - Entomology
 MAR 310 - Phycology
 BIO 319 - Ornithology
 MAR 320 - Invertebrate Zoology
 BIO 323 - Principles of Aquarium Operations and Science
 BIO 330 - Comparative Vertebrate Anatomy
 MAR 331 - Biology of Fishes
 MAR 355 - Biology of Marine Mammals
 MAR 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	
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	3-4
EDU 492 - Secondary Internship	15
EDU 346 - Technology in the Secondary Classroom (Part of the internship semester)	1
Education Minimum Required Total Credits	40 - 41

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 electives (2) offered by any department

Honors Thesis Proposal

Honors Thesis and public defense

Presentation at CAS Research Symposium

Dr. Stine Brown
sbrown@une.edu

or

Dr. Lei Leil
lei@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**Contact:** Paulette St. Ours (Interim Chair)
pstours@une.edu[Mission](#)[Major Description](#)[Accreditation](#)[Program Academic and Technical
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Mission

Mission Statement

The mission of the Department of Business 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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Accreditation

All degree programs offered by the Department of Business are accredited by The New England Association of Schools and Colleges (NEASC). The Business Administration Degree Program in the Department of Business and Communications is additionally accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

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Program Academic and Technical Standards

1. Business majors must earn a minimum of a 2.0 GPA ("C") in all Business Core required courses and all business elective courses.
2. Business minors must earn a minimum of a 2.0 GPA ("C") in all four required courses and the two business elective courses.

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Curricular Requirements

	Credits
CAS Core Requirements (Includes MAT 120)	42-43

	Credits
Program Required Courses	45
BUAC 201 - Financial Accounting	3
BUAC 203 - Managerial Accounting	3
BUEC 203 - Macroeconomics	3
BUEC 204 - Microeconomics	3
BUFI 302 - Personal Finance	3
BUFI 315 - Financial Management	3
BUMG 200 - Management	3
BUMG 311 - Business and Society Relations	3
BUMG 325 - Legal Environment of Business	3
BUMG 495A - Internship in Business Administration	3
BUMG 498 - Strategic Management	3
BUMK 200 - Marketing	3
BUMK 335 - Global Marketing	3
CITM 100 - Introduction to Microcomputer Software	3
MAT 110 - Quantitative Reasoning	3

	Credits
Business Elective Required Courses	15
<i>Choose FIVE of the following courses*</i>	
BUEC 380 - Economic Development of the United States	
BUEC 385 - Health Economics	
BUEC 390 - Environmental Economics	
BUEC 395 - Ecological Economics	
BUMG 301 - Organizational Behavior	
BUMG 302 - Human Resource Management	
BUMG 312 - Entrepreneurship/Small Business Management	
BUMG 328 - Employment Law	
BUMG 360 - Leadership	
BUMG 400 - Management Seminar	
BUMG 495B - Internship in Business Administration	
BUMK 301 - Services Management	
BUMK 310 - Advertising	
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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Financial Information**Tuition and Fees**

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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[Mission](#)[Major Description](#)[Admissions](#)[Program Academic and Technical
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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 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
CAS 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 280/280L - Intermediate Inorganic Chemistry	3
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 401 Seminar	1
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)	
<i>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.</i>	
CHE 320 - Mechanistic Organic Chemistry	3
CHE 380 - Inorganic Chemistry	3
CHE 405 - Medicinal Chemistry	3
CHE 410 - Research I	1 - 4
CHE 420 - Spectroscopic Methods of Structural Analysis	3
Minimum Program Credits	65
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
<u>University Core Requirements</u>	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 280/280L - Intermediate Inorganic Chemistry	3
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 Courses	
<i>Select a minimum of two courses below, at least one of which must be a CHE course. Consult with your academic advisor for approval of advanced CHE courses not listed below.</i>	
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)	1
EDU 430 - Educational Assessment and Evaluation	3
EDU 437 - Methods of Teaching Secondary Science	3
EDU 486- Secondary or Art Education Practicum	3-4

EDU 492 - Secondary Internship or Seminar	15
Minimum Required Education Credits	40 - 41
Open electives credits (as needed to reach 126 credits)	variable
Minimum Required Total Credits	126

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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	23
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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Communications

Degree: Bachelor of Arts in Communications**College:** College of Arts and Sciences**Department:** Arts and Communications**Contact:** Stephen Burt, Chair
sburt@une.edu[Mission](#)[Major Description](#)[Program Academic and Technical Standards](#)[Curricular Requirements](#)[Minor\(s\)](#)[Financial Information](#)[Arts and Communications Department Website](#)

Mission

The mission of the Department of Arts 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

1. Communication majors must earn a minimum of a 2.0 GPA ("C") in all Communications required courses and all additional required courses.
2. Communication minors must earn a minimum of a 2.0 GPA ("C") in the two required courses and the four elective courses.

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Curricular Requirements

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Credits

<u>CAS Core Requirements</u> (includes MAT 120)	42-43
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	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 Communications	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
COD 122 - Oral Communication	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 110 - Introduction to Communication	3
COD 210 - Understanding Media	3
Elective Courses	
Select two of the following communication theory courses:	
COD 220 - Communication Dynamics in the Organization	3

COD 305 - Principles of Public Relations	3
COD 320 - Intercultural Communication	3
COD 411 - Communication Law and Regulation	3
COD 416 - Communication and Global Organization	3
Select two of the following communication practice courses:	
CITM 201 - Intro to Information Technology	3
COD 300 - Photo and Video Documentation	3
COD 311 - Digital Audio and Video Production	3
COD 410 - Writing for Digital and New Media	3
Total Credits	18

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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
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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. Faculty support individuals in an academic environment that develops both intellectual curiosity and professional expertise.

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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 Common 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, MAT and DEN prefix courses, IHS 220 and professional electives. A "C" or higher must be achieved in all prerequisites for these courses.

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Grading

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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
IHS 220 - Nutrition	3
IHS 310 - Ethics for Interprofessional Practice	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 ARH, ART or MUS)	3
One (1) Social Global Awareness (SGA) Course	3
One Human Traditions Course ARH, ENG, HIS, LIL, PHI, PSC or REL 276 or 278	3
Total Core Requirements	65

	Credits
Program Required Courses	
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 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 425 - Periodontology I	3
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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Financial Information

Tuition and Fees

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Course Descriptions

Faculty

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
bmills@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. Individuals are supported by faculty in an environment that develops both intellectual curiosity and professional expertise.

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Major Description

The University of New England offers a bachelor of science completion program for registered dental hygienists already holding an Associate Degree in Dental Hygiene. 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 - Applied 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
Exploration	3
SPC 100 - Speech	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
Elective courses	6
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 470 - Dental Hygiene Internship	3
Professional Elective(s) - <i>Should be selected with approval of your program director or academic advisor-must be 300 level or higher.</i>	6
Integrated, Interdisciplinary Health and Healing Course	3
Minimum Major Course Requirement Credits	63
Minimum Required Total Credits	120

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Course Descriptions

Faculty

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[Mission](#)[Major Description](#)[Admissions](#)[Curricular Requirements](#)[Honors](#)[Financial Information](#)[Education Department Website](#)

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 in Educational Studies without the K-8 certification.

2. Secondary Certification (grades 7-12) is based upon a solid academic preparation within an academic major.

Students complete a four-year curriculum leading to a bachelor's degree in a content area. Maine state requirements mandate 24 credits in the major. Academic areas that lead to secondary certification are: biology (and associated life science majors), chemistry, English, environmental science, environmental studies, history, marine biology, mathematics and political science. Other majors, like psychology, can lead to partial fulfillment, and a consultation with a member of the EDU department can help direct students towards

certification. The Education Department provides professional teacher preparation courses culminating in a semester of student teaching. Successful passing of the Professional Education Review Board leads to UNE recommending Maine state teacher certification. Areas of secondary certification are: English, life science, mathematics, physical science, and social studies.

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 Arts and Communications 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 or secondary certification (7-12). For more information see the [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.

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, or change their major to Education Studies. 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: www.ets.org.

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 pass the Professional Education Review Board (referenced later in this section of the catalog) at which competency in the 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
CAS 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* (<i>fulfills Creative Arts requirement for the University Core</i>)	3
EDU 217 - Literacy for Diverse Learners*	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: Elementary*	3
EDU 367 - Teaching Science: Elementary*	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**	
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	123

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.

<u>Secondary (7-12) or Art (K-12) Education Certification</u>	Credits
University Core Requirements	42
Major Subject Requirements <i>See requirements for your major: Art, Biology, Chemistry, English, Environmental Science, Environmental Studies, History, Marine Sciences, Mathematics, Political Science, Psychology.</i>	varies
Professional Core Courses (<i>*Indicates that the course requires a field experience</i>)	40-41
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:	3
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*	
EDU 486- Secondary Practicum*	3-4
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.)	1
Minimum Required Total Credits	121

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 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

Without specific permission from the Education Department Chair, 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 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 Department of Education offers qualified students the option of graduating with Honors in the Research Track.

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Course Descriptions

Faculty

Art Education

Degree: Bachelor of Arts with a major in Art Education

College: College of Arts and Sciences

Department: Arts and Communications

Contact: Stephen Burt (Chair, Arts and Communications Department)
sburt@une.edu

Dr. Douglas Lynch (Chair, Education Department)
dlynch@une.edu

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Mission

The Arts and Communications 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 Arts and Communications Department in collaboration with the Department of Education offers a Bachelor of Arts degree in art education. Staffed by professional scholars and artists with national reputations, students learn the theory and practice of education as well as effective educational strategies that prepare them as elementary and secondary teachers. Through in-depth study in the studio, culminating in an exhibition of their personal work developed in the Studio Concentration Seminar students will gain a strong understanding of the artistic process and their own expressive capabilities. Students will leave the program as skilled and confident advocates for the arts with Maine state teaching certification (levels K-12) in the visual arts.

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Curricular Requirements

	Credits
CAS 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
ARH 210 - Art History Survey I	3
ARH 211 - Art History Survey II	3
ARH 260 - Renaissance and Baroque Art or	3
ARH 270 - Art in the Modern World	
ART 395 - Studio Concentration Seminar	3
ART Elective	3
One additional courses in studio arts (ART 200-499)	3
Art Minimum Required Total Credits	36
Required Education Courses	
EDU 105 - Exploring Teaching	3
EDU 133 - American Education	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 330 - Edu Psych & Classroom Mgmt	3
EDU 430 - Educational Assessment and Evaluation	3
EDU 441 - Methods of Art Education	3
EDU 486 - Secondary or Art Ed Practicum	3 - 4
EDU 492 - Secondary Education Internship and Seminar	15
EDU 346 - Technology in the Secondary Classroom (Part of the internship semester as of Spring 2009)	1
Education Minimum Required Total Credits	40 - 41
Open Elective Courses (as needed to reach 120 credits)	

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Minor(s)

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

	Credits
ART 100 - Drawing I	3
ART 101 - Watercolor <i>or</i> ART 104 - Painting <i>or</i> ART 106 - 2D Design	3
ART 110 - Ceramics <i>or</i> ART 113 - Sculpture	3
One Studio Elective	3
One 200 Level Studio	3
Any ART History	3
Minimum Required Total Credits	18

A student with a major in another department may minor in Art Therapy with the permission of the Arts and Communications department chair or the Psychology department chair. Twenty-one credit hours** as indicated below are required:

	Credits
Psychology Department	12
PSY 105 - Introduction to Psychology	3

PSY 410 - Theories, Research and Practice of Counseling (Pre-req PSY 105)	3
PSY 430 - Introduction to Art Therapy (Pre-req PSY 410)	3
One of the following courses:	
PSY 205 - Abnormal	3
PSY 295 - Listening & Communication Skills	3
PSY 310 - Children & Stress	3
PSY 250 - Lifespan Development	3
Arts and Communications Department	9
ART 100 - Drawing I	3
ART 104 - Painting I	3
One of the following courses:	
ART 110 - Ceramics	3
ART 113 - Sculpture	3
In the event that the above courses have been taken to fulfill requirements for the Art Education major or an art minor, students will be required to take 9 credits from the following list:	
ART 102 - Photography	3
ART 103 - Intro to Image Capture	3
ART 114 - Printmaking	3
ART 199 - Art Topics Course	3
ART 204 - Painting II	3
ART 214 - Color Digital Photography	3
ART 230 - Graphic Design	3
Minimum Required Total Credits	21

****Because of the pre-requisite for PSY 410, students are required to take 21 credits to complete this minor. Courses may not be used to fulfill both major and minor requirements.**

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Tuition and Fees

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Course Descriptions

Faculty

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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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
CAS 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

Note: the department encourages students to learn a foreign language and recognizes up to six credits of foreign-language study toward fulfilling the electives credit requirement for the major.

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)	1
EDU 430 - Educational Assessment and Evaluation	3
EDU 436 - Methods of Teaching Secondary English/Language Arts	3
EDU 486 - Secondary Education Practicum	3 - 4
EDU 492 - Secondary Internship	15
Education Total Number of Credits	40 - 41

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Honors

The department of English and Language Studies offers qualified students the option of graduating with Honors in the Research Track. Application details available on [Honors homepage](#).

<p>English and Language Studies Honors Research requirements:</p> <ol style="list-style-type: none"> 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.

Note: the department encourages students to learn a foreign language and recognizes up to six credits of foreign-language study toward fulfilling the credit requirement for the minor.

	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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Faculty

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[Mission](#)[Major Description](#)[Program Academic and Technical Standards](#)[Curricular Requirements](#)[Double Major](#)[Minor\(s\)](#)[Financial Information](#)[Environmental Studies Department Website](#)

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 & the Environment (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, social, 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. In the Environmental Sustainability Lab, students apply classroom learning as they propose, research, and bring about a sustainability project on the campus or the larger community. 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 psychology, as well as in environmental science. Environmental studies majors in the third and fourth years choose advanced courses from the following distribution groups: Conservation, Preservation, and Restoration; 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 Sustainability in which students apply the knowledge and skills they have acquired to an in-depth study of the concept.

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, history, 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 and 3 credits of environmental issues for a total of 17 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
CAS Core Requirements (includes 13 credits required by major)	42-43
Program Required Courses including Green Learning Community (First year)	17
ENV 100, 101 - Introduction to Environmental Issues (3 cr) <i>Fulfills University Core Requirement</i>	3
BIO 105/105L - Biology I : Ecology/Evolution <i>Fulfills University Core Requirement</i>	4
BIO 106/106L - Biology II : Cellular/Molecular	4
LIT 121/122 - Exploration: Literature, Nature and The Environment <i>Fulfills University Core Requirement</i>	3
BUEC 104/105 - Exploration: Economics in Context <i>Fulfills University Core Requirement</i>	3
CHE 110/110L - General Chemistry I	4

CHE 111/111L - General Chemistry II	4
MAT 150 - Statistics for Life Sciences <i>Fulfills University Core Requirements</i>	3
Interdisciplinary Environmental Issues Courses (<i>Second year</i>)	17
ENV 200 Population and the Environment	3
ENV 220 Conservation and Preservation	3
ENV 220L Conservation and Preservation Lab	2
ENV 240 Environmental Sustainability Lab	2
ENV 250 Environmental Policy in Comparative Perspective	3
BIO 350 - Ecology (Third year)	4
Upper-Division Science Electives	16
After consulting with their academic advisors, ENV Science Majors will choose at least sixteen credit hours of upper-division science courses from the Department of Environmental Studies, and from the Departments of Biology, Marine Science, Chemistry/Physics and/or Psychology. (This group of courses should be taken during third and fourth years.)	
Environmental Studies Distribution Requirements** (<i>Third and fourth year - See listing below</i>)	6 - 8
Two courses chosen from different distribution groups in the list of Environmental Studies Distribution Requirements	
Internship:	3-9*
*An additional 3 credits may be arranged with special permission from the department chair.	
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

**Environmental Studies Distribution Requirements List

Group One: Conservation, Preservation, Restoration

ENV 275 Environmental Studies Colloquium
 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 315 Land Conservation Practicum
 ENV 316 Land Conservation Practicum with Field Lab
 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 275 Environmental Studies Colloquium
 ENV 321 Env Communication/Expert Practice
 ENV 324 Environmental Economics
 ENV 325 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 372 Forest Landscape Eco/Management
 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 Studies Colloquium
 ENV 331 Women and the Environment
 ENV 332 The Literature of Nature
 ENV 333 The Nature Writers with Field Lab
 ENV 334 Contemporary Nature Writing
 ENV 334L Contemporary Nature Writing Lab
 ENV 335 Environmental History of New England
 ENV 336 Seminar on Edward Abbey
 ENV 337 Outdoor Environmental Education
 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 Studies Colloquium
 ENV 340 Environmental Movements and Social Change
 ENV 341 Indigenous Ecology, Conservation Biology, and the Politics of Knowledge
 ENV 344 Environmental Ethics
 ENV 348/348 L Environment, Health, and Community Development in East Africa
 ENV 376/376L Adv: Caribbean/Sustainable Development
 ENV 398 Advanced Topics in Environmental Studies (3 credits)
 ENV 399 Advanced Topics in Environmental Studies (4 credits)

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)	1
EDU 430 - Educational Assessment and Evaluation	3
EDU 437 - Teaching Secondary Science	3
EDU 486 Secondary Education Practicum	3 - 4
EDU 492 - Secondary Internship	15
Education Minimum Required Total Credits	40-41

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 161 - GIS I: Fundamentals of Geospatial Science & Technology	3
GIS 162 - GIS II: Application of Geospatial Science & Technology	3
GIS 224 - Remote Sensing	4
GIS 265 - Global Positioning Systems (optional)	2
GIS 364 - Spatial Analysis	3
GIS 495 - GIS Internship (variable credit)	3+

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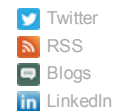
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Faculty

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)
ogrumbli@une.edu[Mission](#)[Major Description](#)[Program Academic and Technical Standards](#)[Curricular Requirements](#)[Double Major](#)[Minor\(s\)](#)[Financial Information](#)[Environmental Studies Department Website](#)

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 & the Environment (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, social 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. In the Environmental Sustainability Lab students apply classroom learning as they propose, research and bring about a sustainability project on the campus or the larger community. These interdisciplinary core environmental 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 psychology, as well as in environmental science. **Environmental studies majors** in the third and fourth years choose advanced courses from the following distribution groups: Conservation, Preservation and Restoration; 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 Sustainability in which students apply the knowledge and skills they have acquired to an in-depth study of the concept..

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 and 3 credits of environmental issues for a total of 17 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
<u>CAS Core Requirements</u>	42-43
Program Required Courses including Green Learning Community (First Year)	17
ENV 100, 101 - Introduction to Environmental Issues	3
BIO 105/105L - Biology I : Ecology/Evolution <i>Fulfills University Core Requirement</i>	4
BIO 106/106L - Biology II : Cellular/Molecular	4
LIT 121/122 - Exploration: Literature, Nature and the Environment <i>Fulfills University Core Requirement</i>	3
BUEC 104/105 - Exploration: Economics in Context <i>Fulfills University Core Requirement</i>	3
CHE - Any college level Chemistry course w/	4

MAT 150 - Statistics for Life Sciences <i>Fulfills University Core Requirements</i>	3
Interdisciplinary Environmental Issues Courses (Second year)	13
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
ENV 240 - Environmental Sustainability Lab	2
BIO 350/350L - Ecology (Third year)	4
Environmental Science Elective	3 - 4
After consulting with their academic advisors, ENV Studies Majors will choose 3 - 4 credit hours of an upper-division science course from the Department of Environmental Studies, and from the Departments of Biology, Marine Science, Chemistry/Physics and/or Psychology. (This course should be taken during third and fourth years.)	
Environmental Studies Distribution Requirements** (Third and fourth year - See listing below)	21 - 28
One course from each of the 4 Distribution Groups in the list of Environmental Studies Distribution Requirements, and 3 other courses chosen from any of the Groups.	
Internship	3 - 9
ENV 295 or ENV 495	
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

Group One: Conservation, Preservation, Restoration
ENV 276 Environmental Studies Colloquium
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 315 Land Conservation Practicum
ENV 316 Land Conservation Practicum with Field Lab
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 315 Land Conservation Practicum
ENV 316 Land Conservation Practicum with Field lab
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 276 Environmental Studies Colloquium
ENV 331 Women and the Environment

ENV 332 The Literature of Nature
ENV 333 The Nature Writers with Field Lab
ENV 334 Contemporary Nature Writing
ENV 334L Contemporary Nature Writing Lab
ENV 335 Environmental History of New England Seminar
ENV 336 Seminar on Edward Abbey
ENV 337 Outdoor Environmental Education
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 276 Environmental Studies Colloquium
ENV 340 Environmental Movements and Social Change
ENV 341 Indigenous Ecology, Conservation Biology, and the Politics of Knowledge
ENV 344 Environmental Ethics
ENV 348/348L Environment/ Health, and Community Development in East Africa
ENV 398 Advanced Topics in Environmental Studies (3 credits)
ENV 399 Advanced Topics in Environmental Studies (4 credits)

Secondary Education Certification

The department offers environmental studies 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)	1
EDU 430 - Educational Assessment and Evaluation	3
EDU 437 - Teaching Secondary Science	3
EDU 486 - Secondary Education Practicum	3 - 4
EDU 492 - Secondary Internship	15
Education Total Number of Credits	40 - 41

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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 161 - GIS I: Fundamentals of Geospatial Science & Technology	3
GIS 162 - GIS II: Application of Geospatial Science & Technology	3
GIS 224/224L - Remote Sensing	4
GIS 265 - Global Positioning Systems (<i>optional</i>)	2
GIS 364 - Spatial Analysis	3
GIS 495 - GIS Internship	3+

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Health, Wellness and Occupational Studies

Degree: Bachelor of Science in Health, Wellness and Occupational Studies
College: Westbrook College of Health Professions
Department: Occupational Therapy
Contact: Kathryn Loukas, OTD, MS, OTR/L, FAOTA
 Associate Director/Associate Clinical Professor
kloukas@une.edu

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Mission

Our mission is to develop caring, collaborative scholars through a dynamic, student-centered, occupation-focused educational program.

Vision

Our vision is to address society's occupational needs by fostering excellence in health, wellness, and occupational studies through teaching, scholarship, and service.

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Degree Description

The major in Health, Wellness, and Occupational Studies (HWOS) prepares students for a variety of roles in health, education, and human services. In addition to core arts and science courses and courses focused on human occupation, students enroll in interdisciplinary health and wellness courses with nursing, applied exercise science, athletic training, and dental hygiene students. Students may also choose to complete a minor or study abroad.

Upon graduating with a bachelor's degree, students are encouraged to apply to the UNE graduate OT program or they may apply to other graduate programs. Graduates can also apply for ACSM/NSPAPPH specialty certification in Physical Activity in Public Health (www.acsm.org) and/or ACSM/NCPAD certification as an Inclusive Fitness Trainer. With appropriate supplemental coursework, they may decide to work in a paraprofessional position in mental health settings or in the educational system.

Accelerated Program

Students in good standing who have completed 75 credits are eligible to apply for admission to the accelerated masters in OT program. Students will be selected based upon GPA, interview, related work or volunteer experience, letters of reference, and a writing sample. Those students who are accepted must complete 90 undergraduate credits and all OT pre-requisites prior to entering the program in the summer after their third year. Students in the accelerated program forfeit their senior year and will not receive a BS degree.

Program Goals

1. At the conclusion of the program, the HWOS student will:
2. Critically analyze concepts of health and wellness through application at the personal (micro), population (meso), and societal (macro) levels.
3. Synthesize biological, psychosocial, and educational theories that influence human behavior and occupational participation.
4. Assess the influence of disease and disability with respect to health promotion and occupational well-being.
5. Model compassion as an essential attribute in understanding diverse occupational engagement across the lifespan
6. Collaboratively engage in integrative leadership in occupational media, research and science in preparation for inter-professional endeavors.
7. Be prepared to apply for graduate study in the field of occupational therapy or a related health profession.

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Admissions

High School Graduates

For entrance into the BS in Health, Wellness, and Occupational Studies (HWOS) students must meet the following requirements:

1. Students seeking admission should have completed high school courses in chemistry, biology, and two to three years of mathematics including Algebra II.
2. Applicants 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.

Internal Transfer Students

Students who are enrolled in other majors at the University may apply for admission into the Health, Wellness and Occupational Studies major by completing a change of major form. The Admissions Committee meets at the close of each semester to determine eligibility on a space available basis.

The potential student is encouraged to explore the professional possibilities by shadowing a health professional, going to appropriate web-sites, and/or volunteering in a program that supports people with disabilities to participate in occupations. Include this information in the essay (#4 below)

Students who wish to transfer into the Health, Wellness, and Occupational Studies must complete the following:

1. Discuss interest in the program with the Associate Director, Kathryn Loukas; kloukas@une.edu
2. Fill out, complete, and submit a change of major form.
3. Write an essay of 300 words or less on the rationale for transfer into the HWOS major. Email to the OT department through K. Loukas.
4. Have a cumulative GPA of 2.5 or above at the end of the semester of transfer request.

All of these steps should be completed prior to the end of the semester and submitted to Dr. Loukas.

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

1. UNE accepts qualified transfer students.
2. The minimum GPA to be considered from another institution is 2.75 (B-). A 3.0 (B average or higher is preferred).
3. Students are responsible for completing all WCHP and University core coursework for the HWOS major.

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Grading

All students in the Health, Wellness, and Occupational Studies major are subject to the UNE WCHP undergraduate grading policy ([see undergraduate academic policy](#)) and progression guidelines.

Progression Guidelines

HWOS follows the WCHP Common Curriculum Academic Progression Guidelines

The requirements laid out below are for the first two years of enrollment in any undergraduate program of the Westbrook College of Health Professions. Beginning with the Fall semester of the third year, students will be held to their program specific progression guidelines.

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

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

2. Students must achieve a minimum grade of "C" in the following courses: MAT 120, CHE 110, CHE 125, CHE 130, BIO 104, BIO 208, BIO 209, BIO 242, IHS 220, BIO 309. Failure to achieve a "C" will result in program level probation, and may affect academic progression.
3. Students may enroll in any of the math/ sciences courses referenced above a maximum of two times.
4. Cumulative GPA required for enrollment into the "300" and "400" level courses of the OT Major is 2.50.

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Curricular Requirements

Courses	Credits
WCHP Common Curriculum	
BIO 104/104L - General Biology	4
BIO 208/208L - Anatomy & Physiology I	4
BIO 209/209L - Anatomy & Physiology II	4
BIO 309 - Pathophysiology	3
CHE 125/25L - Introduction to Chemistry & Physics	4
ENG 110 - English Composition	4
EXS 120 - Personal Health & Wellness	3
EXS 180 - Motor Learning & Performance	3
IHS 120 - Health Care Issues	1
IHS 110 - Introduction to Health Care	2
IHS 210 - Methods of Scholarly Inquiry	3
IHS 310 - Ethical Practice in Health Professions	3
MAT 120 - Statistics	3
PSY 105 - Introduction to Psychology	3
PSY 205 - Abnormal Psychology	3
PSY 250 - Lifespan Development	3
SOC 150 - Introduction to Sociology	3
Creative Arts Course (with ARH, ART or MUS prefix)	3
Explorations Course	3
Social Global Awareness Course	3
HWOS Requirements	
BIO 404/404L - Neuroscience	4
HWOS 305 - Introduction to OT	3
HWOS 313 - Occupational Media	3
HWOS 316 - Research Methods	3
HWOS 331 - Principles of HP, DX Prevention	3
HWOS 341 - Health and Wellness in an Aging Society	3
HWOS 405 - Occupational Science	3
HWOS 414 - Stress Management	3
HWOS 424 - Theories of Education & HP	4
HWOS 432 - Disability Studies & Inclusive Communities	3
HWOS 434 - Substance Abuse & Prevention	3
Advanced Studies Course	3
Electives	21
Total Credits	121

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History

Degree: Bachelor of Arts with a major in History

College: College of Arts and Sciences

Department: History and Philosophy

Contact: Dr. Elizabeth DeWolfe
edewolfe@une.edu

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[History and Philosophy Department Website](#)

Mission

The objectives of the Department of History and Philosophy 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 and philosophy 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. A minimum grade of C must be achieved in HIS 290 to be used toward the major.

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Curricular Requirements

	Credits
CAS Core Requirements	42-43

	Credits
Program Required Courses	33-43
Two of the following three options:	
<u>Option I</u>	
HIS 222 - US History: Contact through the Civil War	3
HIS 223 - US History: Reconstruction to Present or	3
<u>Option II</u>	
HIS 230 - Continuity/Change from Ancient to Renaissance	3
HIS 231 - Continuity/Change in Modern Europe or	3
<u>Option III</u>	
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)	1
EDU 430 - Educational assessment and Evaluation	3
EDU 438 - Methods of Teaching Secondary Ed Social Studies	3
EDU 486 - Secondary Education Practicum	3 - 4
EDU 492 - Secondary Internship	15
Total Education Credits	40-41

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Minor(s)

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

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Faculty

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
SFfox4@une.edu[Mission](#)[Major Description](#)[Transfer Credit](#)[Program Academic and Technical Standards](#)[Curricular Requirements](#)[Financial Information](#)[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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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
CAS 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 232 - 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	12-14
<i>*Choose a minimum of three courses selected from the following</i>	
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

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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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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

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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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Curricular Requirements

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

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

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Faculty

Marine Sciences

Degree: Bachelor of Science with a major in Marine Sciences**College:** College of Arts and Sciences**Department:** Marine Sciences**Contact:** Dr. Barry Costa-Pierce
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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

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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
CAS Core Requirements	42-43

	Credits
Marine Biology Track Curriculum	32 - 36
MAR 105 - Biology I: Ecology/Evolution of Marine Organisms	4
MAR 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 <i>or</i> 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
MAR 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 400-level 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 232 - Microbiology
 BIO 234 - Environmental Microbiology
 BIO 319 - Ornithology
 BIO 330 - Comparative Vertebrate Anatomy
 MAR 310 - Phycology
 MAR 320 - Invertebrate Zoology
 MAR 331 - Biology of Fishes
 MAR 355 - Biology of Marine Mammals
 MAR 375 - Biology of Sharks, Skates, and Rays

Process Area

BIO 333 - Evolution
 BIO 350 - Ecology
 MAR 335 - Animal/Behavioral Ecology
 MAR 350 - Marine Ecology

Physiology Area

BIO 203 - Histology
 BIO 208 - Anatomy & Physiology I
 BIO 209 - Anatomy & Physiology II
 BIO 245 - Anatomy, Physiology & Pathophysiology I
 BIO 322 - Comparative Animal Physiology
 BIO 340 - Embryology
 BIO 345 - Anatomy, Physiology & Pathophysiology II
 BIO 404 - Neuroscience
 BIO/MAR 421 - Physiological Ecology of Fishes
 MAR 326 - Experimental Animal Physiology

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	3 - 4
EDU 492 - Secondary Internship	15
EDU 346 - Technology in the Secondary Classroom (Part of the internship semester)	1
Education Minimum Required Total Credits	40 - 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 <i>or</i> BIO 105 - Biology I: Ecology/Evolution) <i>and</i> MAR 106 Biology II: Cellular/Molecular Biology of Marine Organisms <i>or</i> BIO 106 - Biology II: Cellular/Molecular	8
or BIO 104 - General Biology <i>and</i> (MAR 105 - Biology I: Ecology/Evolution of Marine Organisms <i>or</i> MAR 106 - Biology II: Cellular/Molecular Biology of Marine Organisms)	
MAR 266 - Oceanography I: Bio/Che	4
MAR 250 - Marine Biology	4

Two additional organismal topics courses (see course listing above)	6-8
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	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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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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Course Descriptions

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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

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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.

Effective with the class entering Fall 2013, the Bachelor of Science degree in Mathematics and the Bachelor of Science degree in Mathematics with Secondary Teacher Certification will change to a Bachelor of Science degree in applied Mathematics and the Bachelor of Science degree in Applied Mathematics with Secondary Teacher Certification.

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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
CAS 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 applied 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 applied mathematics, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will meet standards for 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)	1
EDU 430 - Educational Assessment and Evaluation	3
EDU 439 - Teaching Secondary Mathematics	3
EDU 486 - Secondary Practicum	3 - 4
EDU 492 - Internship	15
Education Minimum Required Total Credits	40 - 41
Science Elective	3 - 4
Open Elective Courses (as needed to complete 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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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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Course Descriptions

Faculty

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. Stine Brown
sbrown@une.edu[Mission](#)[Major Description](#)[Transfer Credit](#)[Curricular Requirements](#)[Honors](#)[Minor\(s\)](#)[Financial Information](#)[Graduation Requirements](#)[Biology Department Website](#)

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 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
CAS 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
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 211 - Organic Chemistry II	5
CHE 310 - Fundamentals of Biochemistry	4
<i>Mathematics</i>	
MAT 150-Statistics for Life Sciences	3
MAT 190 - Calculus I	4
<i>Physics</i>	
PHY 110 - Physics I <i>and</i>	4
PHY 111 - Physics II	4
<i>Or</i>	
PHY 210 - University Physics I <i>and</i>	
PHY 211 - University Physics II	
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. Stine Brown sbrown@une.edu

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Minor(s)

The 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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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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Course Descriptions

Faculty

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[Mission](#)[Major Description](#)[Transfer Credit](#)[Curricular Requirements](#)[Honors](#)[Minor\(s\)](#)[Financial Information](#)[Graduation Requirements](#)[Biology Department Website](#)**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.

[Back to Top](#)**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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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
CAS Core Curriculum	42 - 43
Program Required Courses	30 - 33
BIO 105 - Biology I: Ecology/Evolution (included in core requirements)	4
BIO 106 - Biology II: Cellular/Molecular	4
BIO 200 - Genetics <i>or</i> 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	5
BIO 370 - Cell Biology	3
BIO 200 or higher elective (not satisfied by Internship/Research)	3 - 4
BIO 400 or higher elective (not satisfied by Internship/Research)	3 - 4
Program Required Science and Mathematics Courses	32 - 33
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 310 - Fundamentals of Biochemistry <i>or</i> CHE 211 - Organic Chemistry	4 5
<i>Mathematics</i>	
MAT 150 - Statistics for Life Sciences	3
MAT 190 - Calculus I	4
<i>Physics</i>	
PHY 110 - Physics I <i>and</i>	4
PHY 111 - Physics II	4
<i>Or</i>	
PHY 210 - University Physics I <i>and</i>	
PHY 211 - University Physics II	
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 completed 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. Lei Lei

llei@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 Required Courses

BIO 105 - Biology I: Ecology/Evolution *and*

BIO 106 - Biology II: Cellular/Molecular

Or

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 (BIO 105 - Biology I: Ecology/Evolution
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 MAR150 - Introduction to Oceanography)

And

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BIO 245 - Anatomy, Physiology and Pathophysiology I

BIO 345 - Anatomy, Physiology and Pathophysiology II

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

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

Michael Burman Ph.D, Assistant Professor
Department of Psychology
K - 12 Outreach Coordinator for the Neurosciences
mburman@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
CAS 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 205 - Abnormal Psychology
 PSY 226 - Motivation and Emotion
 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
 PAY 365 - Biological Basis of Behavior
 PSY 380 - Learn/Cond & Human Behavior Modification **or** PSY 382 Animal Learning and Behavior
 PSY 383 - Memory and Cognition
 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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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 2012-2013 academic year. The information contained herein is accurate as of date of publication August 12, 2012.

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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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: Patricia Morgan PhD, RN, CNE, Director
pmorgan1@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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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

The Nursing programs are accredited by the National League for Nursing Accrediting Commission (NLNAC). Further information can be obtained from NLNAC at 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326. 1-404-975-5000. Programs leading to RN licensure are approved by The Maine State Board of Nursing.

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Program Academic and Technical Standards

Department of Nursing Academic and Progression Standards

Students accepted to the WCHP at the University of New England are subject to two sets of academic guidelines, one to meet minimum qualifications for ongoing enrollment at the University of New England and the other to meet specific program requirements.

Freshman and Sophomore Years (Semesters 1 through 4)

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

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 also achieve a minimum grade of "C" in the following courses: MAT 120, CHE 110, BIO 104, BIO 208, BIO 209, BIO 309, IHS 220 and NSG 202. Failure to achieve a "C" will result in program-level probation and may affect academic progression and delay graduation.
4. Failure to earn a "C" or above in any of the above courses requires the student to repeat the course.
5. Failure to achieve a "C" or above a second time the course is taken will result in dismissal from the major.
6. A student may enroll in any of the courses listed above a maximum of two times. Enrollment consists of achieving a WP or WF or a letter grade. Receiving a W from a course is not considered being officially enrolled.

Junior & Senior Years (Semesters 5 through 8), and Accelerated (ABSN) and RN to BSN Completion Programs

1. Students must maintain a minimum grade point average (GPA) of 2.50
2. Students must comply with requirements for attendance and professionalism.
3. Student must comply with policies stated in UNE and Nursing Student Handbooks.
4. Students must obtain a minimum examination final average of 77 (C+) in all 300 and 400 level nursing courses in order to continue to progress through the program.
5. Students must obtain a C or better in all required science and mathematics courses.
6. Students must obtain a minimum final course average of 77 (C+) in all 300 and 400 level nursing courses in order to continue to progress through the program.
7. Students must meet the competencies for satisfactory completion of the clinical component of each nursing course. An unsatisfactory grade (U) in clinical, regardless of the grade in the theoretical component of the course, will result in a course grade no higher than C. In addition, a student cannot progress to the next clinical nursing course.
8. Students must perform in the clinical area in a manner that is deemed safe by the faculty.

If student's exam average is 77 (C+) or greater, his/her final grade will be determined by the calculation as stated in the syllabus for the course. If student's exam average is less than 77 (C+), the final grade will be determined by the calculation as stated in the syllabus for the course, but not to exceed a C regardless of the earned average.

Failure to obtain a minimum grade of 77 (C+) in any 300 or 400 level nursing course would necessitate that the student repeat the course to achieve the minimum grade. A student may enroll in a nursing course twice. To promote retention of previous learning, and to maximize the likelihood of success in the course to be repeated, students who

must repeat a nursing course are strongly encouraged to register to audit the nursing course immediately preceding the course to be retaken.

Failure to obtain a minimum grade of C in any required science or math course as described above would necessitate that the student repeat that course until a C is obtained as a final grade.

Dismissal from Nursing Program

Freshman and Sophomore Years

A student may be dismissed from the nursing program for any of the following reasons:

1. Violations of the academic integrity policies
2. Violation of the American Nurses Association "Code for Nurses" guidelines for ethical practice, or the National Student Nurses' Association "Code of Academic and Clinical conduct."
3. Failure to maintain a grade point average (GPA) of 2.0 in the WCHP Core Courses
4. Failure to achieve a grade of C or higher in a 200 level nursing course after a prior failure to achieve a satisfactory grade in the same course.
5. Failure to achieve a grade of C or higher in a required science or math course after a prior failure to achieve a satisfactory grade in the same course.
6. A documented pattern of unprofessional behavior

Junior & Senior Years, and Accelerated (ABSN) and RN to BSN Completion Programs

A student may be dismissed from the nursing program for any of the following reasons:

1. Violations of the academic integrity policies
2. Violation of the American Nurses Association "Code for Nurses" guidelines for ethical practice, or the National Student Nurses' Association "Code of Academic and Clinical conduct."
3. Failure to maintain a grade point average (GPA) of 2.50
4. Failure to achieve a grade of C+ or higher in a 300 or 400 level nursing course after a prior failure to achieve a satisfactory grade in the same course.
5. Failure to achieve a grade of C or higher in a required science or math course after a prior failure to achieve a satisfactory grade in the same course.
6. A documented pattern of unprofessional behavior.
7. Unsafe practice in the clinical area, as defined by the leveled clinical evaluation tools included in each course syllabus.

Students dismissed from the nursing program related to academic deficiencies (low GPA or second failure of a nursing course) may petition the nursing faculty for readmission if they wish to reenter the program. Matters of personal concern to the student will be considered at this time. Faculty will make a recommendation to the chair of the Nursing Department regarding readmission to the nursing program.

Students dismissed from the program may initiate an appeal process as documented in the UNE student manual. Students wishing to appeal an issue should refer to the UNE Student Handbook "Academic and Disciplinary Appeals Policy".

Technical Standards

[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. 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

Courses	Credits
Core Requirements	
First Year	33
BIO 104 - General Biology	4
BIO 208 - Introduction to Anatomy and Physiology	4
ENG 110 - English Comp	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) Social Global Awareness (SGA) Course*	3
One (1) Creative Arts (ART, ARH or MUS) Course*	3
Second Year	33
BIO 209 - Introduction to Anatomy and Physiology II	4
BIO 309 - Pathophysiology	3
BIO 242 - Applied Microbiology	4
CHE 130 - Principles of Chemistry	4
IHS 210 - Methods of Scholarly Inquiry	3
IHS 220 - Nutrition	3
IHS 310 - Ethics for Interprofessional Practice	3
NSG 202 - Introduction to Nursing	3
PSY 250 - Lifespan Development	3
One LILE or LILH Human Traditions Course	3
Total Core Requirement Credits	66

Courses	Credits
Nursing Curriculum	
NSG 307 - Adult Health I	6
NSG 308 - Adult Health II	6
NSG 327 - Health Assessment	3
NSG 328 - Mental Health	4
NSG 332 - Evidence Based Practice (EBP) I	2
NSG 342 - Pharmacology	3
NSG 351 - Integrating Experience I	1
NSG 352 - Integrating Experience II	1
NSG 408 - Adult Health III	7
NSG 409 - Adult Health IV	3
NSG 420 - Community/Public Health Nursing	3
NSG 425 - Maternal/Child Care	9
NSG 432 - Evidence Based Practice (EBP) II	2
NSG 442 - Integrating Experience III	1
NSG 445 - Leadership	2
NSG 446 - Transition to Practice	1
NSG 452 - Integrating Experience IV	1
NSG 485 - Preceptorship (January)	3

Elective	3
Total Nursing Curriculum Credits	61
Total Credits	127

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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 at the University Campus. Call 207-602-2342 or visit the [Financial Aid website](#).

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Graduation Requirements

Courses	Credits Needed 4 Yr BSN
Nursing	61
General Education	66
Transfer	N/A
Prereqs	0
Total	127

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Phone: (207) 283-0171 [eServices](#) [Contact Us](#)

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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:** Patricia Morgan PhD, RN, CNE, Director
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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 are 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) and the Maine Nurse Core Competencies (MPNEP, 2012).

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. Faculty believes that reflective practice is continuous one wherein the student develops a unique holistic awareness of self and how one's self affects others. 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 integration of academic and clinical experience. Faculty are committed to a foundation of study grounded in arts, sciences, and humanities that leads to Interprofessional and nursing education. The acquisition of competency based knowledge, skills and attitudes prepare future nurses to meet the healthcare needs of a diverse population. Faculty believe that student centeredness is the cornerstone to optimal learning and are committed to a supportive, caring and interactive environment that takes into account the diversity of culture and experience that students bring to the learning situation. Learning is a collaborative process whereby

students and faculty learn from each other, clients, peers, mentors, preceptors as well as other health care professionals.

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Major Description

The RN to BSN Nursing Program is designed for registered nurses who embrace the opportunity to broaden and enhance current knowledge and skills, acquire knowledge in evidence-based nursing, further their 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, health assessment, critical thinking, clinical theory and practice, health care of populations, leadership, management, teaching and learning. Nursing course work is offered one or two days during the week depending on completion options. This allows the student to continue practicing as a registered nurse and encourages individuals to apply concepts presented in the classroom to actual clinical practice. The RN to BSN curriculum exposes students to different ways of knowing through interprofessional opportunities, exploration of social sciences, natural sciences and the humanities. Upon completion of the program, the student is awarded the Baccalaureate of Science in Nursing (B.S.N.) degree. Graduates of the program are prepared to participate in the health care delivery system in the role of direct care provider to populations, researcher, manager and leader, health teacher to aggregates, change agent and interprofessional collaborator or coordinator.

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Accreditation

The Nursing programs are accredited by the National League for Nursing Accrediting Commission (NLNAC). Further information can be obtained from NLNAC at 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326. 1-404-975-5000. Programs leading to RN licensure are approved by The Maine State Board of Nursing.

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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. Licensure as a registered nurse. (copy of license)
4. Minimum GPA of 2.50.

Clinical Placement Requirements

1. Current CPR certification (CPR for Health Professionals).
2. Completion of all health requirements including the following immunizations and tests: Tetanus, Diphtheria, Attenuated Pertussis, Measles, Mumps, Rubella, Meningococcal, Hepatitis B, Varicella, Tuberculin Skin Testing.
3. Other immunizations and tests as required by clinical facilities.
4. Professional liability (malpractice) insurance (\$1,000,000-\$3,000,000 coverage is required).
5. Maintain current RN License in Maine
6. HIPAA Training Module completion.

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Program Academic and Technical Standards

Department Policies

A. Academic Integrity Policy

The University of New England values academic integrity in all aspects of the educational experience. Academic dishonesty in any form undermines this standard and devalues the original contributions of others. It is the responsibility of all members of the university community to actively uphold the integrity of the academy; failure to act, for any reason, is not acceptable.

Charges of academic dishonesty will be reviewed by the dean of the appropriate College and, if upheld, will result at minimum in a failing grade on the assignment and a maximum of dismissal from the University of New England. Academic dishonesty includes, but is not limited to the following:

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. Actions that destroy or alter the work of another student.
4. Multiple submissions 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.

B. HIPAA Compliance

Prior to attending any clinical experience, it is mandatory that each nursing student document yearly completion of the UNE training program explaining their legal responsibilities under the Health Insurance Portability and Accountability Act (HIPAA). Under this regulation, nursing students are permitted to have access to Protected Health Information (PHI) only when observing and performing direct client/patient care as a part of their training, and must follow approved HIPAA policies on usage of PHI. More detailed information is available in the UNE Department of Nursing Student Handbook, and will also be provided by the UNE HIPAA training program. Students requiring further clarification are referred to the faculty of this course. Students must comply with requirements and expectations for appropriate storage and transmittal of client information. No PHI can leave a covered entity site unless it is de-identified. All HIPAA violations will be reported to the UNE HIPAA Compliance Officer.

C. Office for Students with Disabilities

The University of New England will make reasonable accommodations for students with documented disabilities. Students need to register with Disability Services and inform their instructors of any academic accommodations. Timely accommodations are dependent on early registration with Disability Services. This office is located in Stella Maris 131 on the Biddeford Campus and on the Lower Level of Ginn Hall on the Portland Campus.

D. WCHP Course & Instructor Evaluation Policy

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, so course evaluations are a required element of every course. Students who complete all their evaluations on time will have access to their grades as soon as they are available. For those students who do not complete their evaluations, grades will be masked for approximately two weeks.

Academic Progression Guidelines for Nursing Students in the RN to BSN Completion Programs

1. Students must maintain a minimum grade point average (GPA of 2.50).
2. Students must comply with requirements for attendance and professionalism.
3. Student must comply with policies stated in UNE and Nursing Student Handbooks.
4. Students must obtain a minimum examination final average of 77 (C+) in all 300 and 400 level nursing courses in order to continue to progress through the program.
5. Students must obtain a C or better in all required science and mathematics courses.
6. Students must obtain a minimum final course average of 77 (C+) in all 300 and 400 level nursing courses in order to continue to progress through the program.
7. Students must meet the competencies for satisfactory completion of the clinical component of each nursing course. An unsatisfactory grade (U) in clinical, regardless of the grade in the theoretical component of the course, will result in a course grade no higher than C. In addition, a student cannot progress to the next clinical nursing course.
8. Students must perform in the clinical area in a manner that is deemed safe by the faculty.
9. If student's exam average is 77 (C+) or greater, his/her final grade will be determined by the calculation as stated in the syllabus for the course. If student's exam average is less than 77 (C+), the final grade will be determined by the calculation as stated in the syllabus for the course, but not to exceed a C regardless of the earned average.
10. Failure to obtain a minimum grade of 77 (C+) in any 300 or 400 level nursing course would necessitate that the student repeat the course to achieve the minimum grade. A student may enroll in a nursing course twice. To promote retention of previous learning, and to maximize the likelihood of success in the course to be repeated, students who must repeat a nursing course are strongly encouraged to register to audit the nursing course immediately preceding the course to be retaken.
11. Failure to obtain a minimum grade of C in any required science or math course as described above would necessitate that the student repeat that course until a C is obtained as a final grade.

Dismissal from Nursing Program at the 300 and 400 course level:

A student may be dismissed from the nursing program for any of the following reasons:

1. Violations of the academic integrity policies
2. Violation of the American Nurses Association "Code for Nurses" guidelines for ethical practice, or the National Student Nurses' Association "Code of Academic and Clinical conduct."
3. Failure to maintain a grade point average (GPA) of 2.50
4. Failure to achieve a grade of C+ or higher in a 300 or 400 level nursing course after a prior failure to achieve a satisfactory grade in the same course.
5. Failure to achieve a grade of C or higher in a required science or math course after a prior failure to achieve a satisfactory grade in the same course.
6. A documented pattern of unprofessional behavior.
7. Unsafe practice in the clinical area, as defined by the leveled competency evaluation tools included in each course syllabus.

Students dismissed from the nursing program related to academic deficiencies (low GPA or second failure of a nursing course) may petition the nursing faculty for readmission if they wish to reenter the program. Matters of personal concern to the student will be considered at this time. Faculty will make a recommendation to the Director of the Nursing Department regarding readmission to the nursing program.

Students dismissed from the program may initiate an appeal process as documented in the UNE student manual. Students wishing to appeal an issue should refer to the UNE Student Handbook "Academic and Disciplinary Appeals Policy."

Technical Standards

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... (Please continue to link below)

[Nursing Program Technical Standards](#)

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Grading

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Curricular Requirements**The RN to BSN program curriculum requirements**

	Credits
Program Required Courses	
Minimum Transfer Credits	60
Fall (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 (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 (Semester 3)	
NSG 401 - Nursing Research Methods	3
NSG 402 - Community Health Nursing	6
Humanities Elective	3
Economics or Political Science course or HSM Elective	3
Total	15
Spring (Semester 4)	
NSG 403 - Leadership and Management Nursing	6
Humanities Elective	3
Pathophysiology	3
General Elective	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.
 Nursing courses in each semester are offered on one day of the week.
 Statistics must be taken prior to taking Nursing Research Methods.

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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](#).

Tuition and Fees

Tuition and fees for subsequent years may vary. The cost of books is in addition to tuition and fees. 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.

Transportation

Nursing students are responsible for their own transportation to clinical experiences 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 on the Biddeford Campus. Call 207-602-2342 or visit the [Financial Aid website](#).

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Graduation Requirements

A total of 123 hours of credit with a 2.5 GPA or above is required for the Bachelor of Science in Nursing degree.

Courses	RN to BSN Credits Needed
Nursing	36
General Education	27
Transfer	60
Pre-reqs	0

Total	123
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See [Academic Policy and Regulations](#) also.

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Course Descriptions

Faculty

Accelerated Bachelor of Science in Nursing (17 Months)

Degree: Bachelor of Science in Nursing**College:** Westbrook College of Health Professions**Department:** Department of Nursing**Contact:** Patricia Morgan PhD, RN, CNE, Director
pmorgan1@une.edu[Mission](#)[Degree Description](#)[Accreditation](#)[Program Academic and Technical
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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 Nursing Association Code of Ethics (ANA 2001).

Health, a personally perceived state of well being, 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 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.

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Degree Description

The Accelerated Bachelor of Science in Nursing (ABSN) is an academically rigorous 17-month professional program for highly motivated and committed students who already have a bachelors degree in a discipline other than nursing. The ABSN is designed to run continuously for 17 months and totals 72 credits. Entry to the program is predicated

upon applicants having successfully completed a baccalaureate degree (not in nursing), completion of program prerequisite course work*, a GPA of 3.0 or higher in science, and achievement of other requirements for admission to the University. The ABSN mirrors the Department of Nursing's vision, mission, philosophy and program outcomes for BSN education.

*Prerequisite Course Work

Anatomy & Physiology w/Lab
Microbiology w/Lab
Chemistry w/Lab
Human Growth and Development
Nutrition
Statistics

Students build on previous academic foundations and are able to engage quickly in nursing course work and clinical experiences that emphasize clinical judgement, 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

The Nursing programs are accredited by the National League for Nursing Accrediting Commission (NLNAC). Further information can be obtained from NLNAC at 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326. 1-404-975-5000. Programs leading to RN licensure are approved by The Maine State Board of Nursing.

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Program Academic and Technical Standards

1. Academic Progression Guidelines for the Nursing Students in Junior & Senior Year, and Accelerated (ABSN) and RN to BSN Completion Programs

1. Students must maintain a minimum grade point average (GPA) of 2.50
2. Students must comply with requirements for attendance and professionalism.
3. Student must comply with policies stated in UNE and Nursing Student Handbooks.
4. Students must obtain a minimum examination final average of 77 (C+) in all 300 and 400 level nursing courses in order to continue to progress through the program.
5. Students must obtain a C or better in all required science and mathematics courses.
6. Students must obtain a minimum final course average of 77 (C+) in all 300 and 400 level nursing courses in order to continue to progress through the program.
7. Students must meet the competencies for satisfactory completion of the clinical component of each nursing course. An unsatisfactory grade (U) in clinical, regardless of the grade in the theoretical component of the course, will result in a course grade no higher than C. In addition, a student cannot progress to the next clinical nursing course.
8. Students must perform in the clinical area in a manner that is deemed safe by the faculty.

If student's exam average is 77 (C+) or greater, his/her final grade will be determined by the calculation as stated in the syllabus for the course. If student's exam average is less than 77 (C+), the final grade will be determined by the calculation as stated in the syllabus for the course, but not to exceed a C regardless of the earned average. Failure to obtain a minimum grade of 77 (C+) in any 300 or 400 level nursing course would necessitate that the student repeat the course to achieve the minimum grade. A student may enroll in a nursing course twice. To promote retention of previous learning, and to maximize the likelihood of success in the course to be repeated, students who must repeat a nursing course are strongly encouraged to register to audit the nursing course immediately preceding the course to be retaken.

Failure to obtain a minimum grade of C in any required science or math course as described above would necessitate that the student repeat that course until a C is obtained as a final grade.

Dismissal from Nursing Program at the 300 and 400 course level:

A student may be dismissed from the nursing program for any of the following reasons:

1. Violations of the academic integrity policies
2. Violation of the American Nurses Association "Code for Nurses" guidelines for ethical practice, or the National Student Nurses' Association "Code of Academic and Clinical conduct."
3. Failure to maintain a grade point average (GPA) of 2.50
4. Failure to achieve a grade of C+ or higher in a 300 or 400 level nursing course after a prior failure to achieve a satisfactory grade in the same course.
5. Failure to achieve a grade of C or higher in a required science or math course after a prior failure to achieve a satisfactory grade in the same course.
6. A documented pattern of unprofessional behavior.
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Students dismissed from the nursing program related to academic deficiencies (low GPA or second failure of a nursing course) may petition the nursing faculty for readmission if they wish to reenter the program. Matters of personal concern to the student will be considered at this time. Faculty will make a recommendation to the chair of

the Nursing Department regarding readmission to the nursing program.

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Curricular Requirements

Courses	Credits
Winter I (Semester 1)	5
NSG 202 - Introduction to Nursing	3
IHS 110 - Introduction to Health Care (online)	2
Spring I (Semester 2)	17
NSG 327 - Health Assessment	3
NSG 342 - Pharmacology	3
NSG 307 - Adult Health I Clinical/Lab/Simulation	6
NSG 351 - Integrating Experience I	1
BIO 309 - Pathophysiology	3
IHS 120 - Health Care Issues	1
Summer I (Semester 3)	14
NSG 308 - Adult Health II Clinical/Lab/Simulation	6
NSG 328 - Mental Health Clinical/Simulation	4
NSG 334 - Foundations in Evidence Based Practice	3
NSG 352 - Integrating Experience II	1
Fall I (Semester 4)	18
IHS 310 - Ethics for Interprofessional Practice	3
NSG 445 - Leadership	2
NSG 425 - Maternal/Child Care Clinical/Lab/Simulation	9
NSG 434 - Nursing Research	3
NSG 444 - Accelerated Integrative Experience III	1
Spring II (Semester 5)	18
NSG 408 - Adult Health III Clinical/Lab/Simulation	7
NSG 409 - Adult Health IV	3
NSG 420 - Community/Public Health	3
NSG 454 - Accelerated Integrative Experience IV	1
NSG 446 - Transition to Practice	1
NSG 485 - Preceptorship (135 hours)	3
Total Credits Required	72

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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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Course Descriptions

Faculty

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[Mission](#)[Major Description](#)[Transfer Credit](#)[Curricular Requirements](#)[Honors](#)[Minor\(s\)](#)[Financial Information](#)[Political Science Department
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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 is 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
<u>CAS Core Requirements</u>	42-43

	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 meet standards for 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	3 - 4
EDU 492 - Secondary Internship	15
EDU 346 - Technology in the Secondary Classroom (Part of the internship semester)	1
Education Minimum Required Total Credits	40 - 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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Course Descriptions

Faculty

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[Mission](#)[Major Description](#)[Admissions](#)[Program Academic and Technical
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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

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. The faculty provides 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 required-internship or field experience work. The internship is a critical part of our students' learning. It is typically completed in the third year and must be taken for an equivalent of three credits. Each credit hour of internship is equivalent to 40 hours of work at the internship site. 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. Some students elect to take a second internship (if space permits) while others 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

	Credits
<u>CAS Core Requirements</u>	42-43
PSY Majors must take PSY 250 as one of their SGA courses	
PSY Majors must take EXP courses outside of the Psychology Department for their core requirement	
PSY Majors are encouraged to take MAT 120 or MAT 150 as their Math core	

	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 405 - Special Topics Seminar	3
PSY 205 - Abnormal Psychology	3
PSY 255 - Social Psychology	3
PSY 350 - Theories of Personality	3
PSY 365 - Biological Bases of Behavior	3
PSY 380 - Learning/Conditioning and Human Behavior Modification or PSY 382 Animal Learning and Behavior	3
PSY 383 - Memory and Cognition	3
3 open PSY or NEU electives (at the 200 level or higher)	9
These courses might include options such as PSY 212, PSY 215, PSY 226, PSY 235, PSY 236, PSY 252, PSY 275, PSY 295, PSY 310, PSY 335, PSY 340, PSY 345, PSY 360, PSY 362, PSY 370, PSY 410, NEU 210, NEU 310, NEU 320	
Program Minimum Required Total Credits	42
Open Elective Courses (needed to reach 120 credits)	variable
Minimum Required Total Credits	120

The department offers Psychology majors the opportunity to select all of the EDU secondary education certification courses (listed below) as their open electives in order to become middle school or high school psychology teachers (grades 7-12). While providing a solid foundation in Psychology, this program includes extensive coursework in education, which, when combined with the secondary teaching internship, will meet standards for 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)	1
EDU 430 - Educational Assessment and Evaluation	3
EDU 436 - Methods of Teaching Secondary English/Language Arts	3
EDU 486 - Secondary Education Practicum	3-4
EDU 492 - Secondary Internship	15
Education Total Number of Credits	40-41

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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 as indicated below is required:

	Credits
Psychology Minor Required Courses	
PSY 105 - Introduction to Psychology	3
SOC 150 - Introduction to Sociology	3
Four other Psychology courses at the 200 level or higher. (May not include PSY 225, PSY 250, PSY 285 or PSY 300)	12
Minimum Required Total Credits	18

A student with a major in another department may minor in Art Therapy with the permission of the Psychology department chair or the Arts and Communications department chair. Twenty-one credit hours* as indicated below are required:

	Credits
Psychology Department	12
PSY 105 - Introduction to Psychology	3
PSY 410 - Theories, Research and Practice of Counseling (Pre-req PSY 105)	3
PSY 430 - Introduction to Art Therapy (Pre-req PSY 410)	3
One of the following courses:	
PSY 205 - Abnormal Psychology	3
PSY 295 - Listening and Communication Skills	3

PSY 310 - Children and Stress	3
PSY 250 - Lifespan Development	3
Creative and Fine Arts Department	9
ART 100 - Drawing I	3
ART 104 - Painting I	3
One of the following courses	
ART 110 - Ceramics	3
ART 113 - Sculpture	3
In the event that the above courses have been taken to fulfill requirements for the Art Education major or and Art minor, students will be required to take 9 credits from the following list:	
ART 102 - Photography	3
ART 103 - Introduction to Image Capture	3
ART 114 - Printmaking	3
ART 199 - Art Topics Course	3
ART 204 - Painting II	3
ART 214 - Color Digital Photography	3
ART 230 - Graphic Design	3
Minimum Required Total Credits	21

*Because of the prerequisite for PSY 410, students are required to take 21 credits to complete this minor.

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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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This Catalog documents the academic programs, policies, and activities of the University of New England for the 2012-2013 academic year. The information contained herein is accurate as of date of publication August 12, 2012.

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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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Course Descriptions

Faculty

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. Morrisonlmorrison@une.edu or

Dr. Alex Campbell

acampbell@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
CAS Core Requirements	42-43
Program Required Courses	
ANT 102 - Cultural Anthropology	3
PSY 105 - Introduction to Psychology	3
PSY 205 - Abnormal Psychology	3
PSY 225 - Psychology Statistics or SOC 225 - Statistics for Social and Behavioral Science	3
PSY 255 - Social Psychology	3
PSY/SOC 285 - Research Methods	3
PSY/SOC 300 - Internship	3
PSY 350 - Theories of Personality	3
PSY/SOC 400 - Internship or SOC 495 - Field Experience	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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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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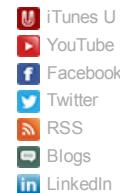
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Sociology

Degree: Bachelor of Arts with a major in Sociology
College: College of Arts and Sciences
Department: Society, Culture and Languages
Contact: Dr. Alex Campbell
acampbell@une.edu

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Mission

The mission of the Department of Society, Culture and Languages 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

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CAS 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 Society, Culture and Languages 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[Mission](#)[Major Description](#)[Transfer Credit](#)[Program Academic and Technical
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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.

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Major Description

- The Sport Management-Bachelor of Science degree program begins with a commitment to the liberal arts core(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 11 courses, including: Introduction to Sport Management, Economics and Sport, 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 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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Transfer Credit

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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. Grade point of 2.0 in at least six of the eight "business foundation" of the sport management requirements; and, a 2.0 cumulative GPA for all eight courses.
2. Grade point of 2.0 in each sport management major required course with the SPT prefix. Students who receive a grade point below 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.
3. Sport management students must hold current certification in First Aid and CPR prior to enrollment in internships.

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Curricular Requirements

	Credits
CAS 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 - Sport Marketing	3
SPT 330 - Sport Governance	3
SPT 340 - Athletic and Sport Administration	3
SPT 350 - Sport Finance and Management	3
SPT 355 - Sport 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
<i>An introductory course in Sport Management</i>	
SPT 160 - Introduction to Sport Management	3
<i>Minimum four 300 or 400 level courses:</i>	
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
<i>Minimum three-credit Sport Management Internship</i>	
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 necessary to complete this minor. Select courses carefully in consultation with your academic advisor.

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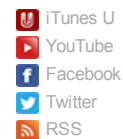
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Minor in Education

Minor: Minor in Education**College:** College of Arts and Sciences**Department:** Education**Contact:** Dr. Douglas Lynch (Chair)
dlynch@une.edu[Mission](#)[Minor Description](#)[Curricular Requirements](#)[Financial Information](#)[Education Department Website](#)

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 - The Culture of Schools	3
EDU 202 - Curriculum Theory and Design	3
EDU 220 - Exceptionality in the Classroom	3
EDU 330 - Educational Psychology and Classroom Management	3
EDU 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](#)
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- [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: Steven Byrd
sbyrd@une.edu

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[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 <i>or</i>	3
POR 211 - Intermediate Portuguese (to be developed in 2013)	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 2013)

POR 101 - Basic Portuguese (to be developed in 2013)

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: Minor in Philosophy**College:** College of Arts and Sciences**Department:** History and Philosophy**Contact:** Dr. Elizabeth DeWolfe
edewolfe@une.edu[Mission](#)[Minor Description](#)[Admissions](#)[Transfer Credit](#)[Curricular Requirements](#)[Financial Information](#)[History and Philosophy Department
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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 History and Philosophy 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 Studies](#) with a concentration in Philosophy and/or Religious Studies.

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Transfer Credit

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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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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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Minor in Women's and Gender Studies

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

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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 director. 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

Program Required Courses	Credits
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 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 252 - Gender in Latin American History	
HIS 290 - Sex and Power: Women in the Americas	
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	
SOC 350 - Deviance	
WGST 101/201/301/401 - Topics in Women's and Gender Studies	
WGST 310 - Medieval Women in History and Legend	
Women's and Gender Studies elective credit may be given for the following topics courses. Examples of specific sections for which credit will be given are listed in parentheses.	
ENG 216 - Topics in Law & Literature I (Criminals, Idiots and Minors)	
ENG 234 - Topics in British Literature (Fallen Angels: New Woman Fiction in England and America)	
ENG 326 - Topics in Literature & Health (Madness in Literature)	
ENG 435 - Topics in American Literature (Women of the West)	
HIS 290 - History Hands On (Sex and Power: Women in the Americas)	
HIS 399 - Topics in History (Gender and Sexuality in Latin American History)	
LILH 201 - Human Traditions I (Gender and Politics)	
PSY 405 - Special Topics Seminar (Psychology of Sexual Orientation)	

Elective credit may, in some cases, be available through internships 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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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 Marine Sciences
11 Hills Beach Road
Biddeford, ME 04005
(207)602- 2814
kono@une.edu[Mission](#)[Major Description](#)[Admissions](#)[Transfer Credit](#)[Program Academic and Technical
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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

Prerequisites

Courses

Specifics Semester
Credits

Biology	Labs	16
General Chemistry	Labs	12
Physics	Labs	8
Calculus		4

Academic/Experience Requirements

- Graduation from a regionally accredited baccalaureate or higher degree program. (If a Bachelor degree is in progress at time of application, it must be completed prior to matriculation).
- All prerequisite courses must be completed with a grade of "C" or better.
- Prerequisite courses must be completed prior to matriculation.
- Minimum overall cumulative GPA of 3.0 or better on a 4.0 scale is required.
- Submit official transcripts from all colleges and universities attended to the Office of Graduate and Professional Admissions.
- Have completed the Graduate Record Exam (GRE) General Test with competitive scores. Official transcript of scores must be submitted to the Office of Graduate and Professional Admissions.
- Prior to or during the admissions process, students should communicate with faculty with whom they want to work.

Procedures and Policies

- Applications for admissions are accepted through the University of New England's [online application](#). Detailed instructions are included in the online application.
- Deadline for submission of completed application is February 1st of each year prior to the fall start of the Program.
- All completed applications will be reviewed after the application deadline by the program admissions committee. **Applications received after the deadline will be reviewed on a space available basis.**
- Decisions will be sent the Office of Graduate and Professional Admissions by March 1st (The deposit to secure the seat for this program is minimal and will be applied to any fees that are not covered by the assistantship or grant that the student receives upon acceptance. The deposit is non-refundable and will be forfeited should student decide not to matriculate into the program)
- International applicants and applicants with international degrees must have transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the US. See [International Applicants](#) for a list of educational credential evaluators.
- International applicants must submit the [International Student Supplemental Application Form](#) if accepted to UNE.
- All applicants to UNE must be able to understand and communicate in English to be admitted to the university. UNE accepts several methods of English Proficiency, see [International Applicants](#). If applicable, the TOEFL requirement must be completed and the score received by the application deadline. Minimum TOEFL scores required by the University of New England: Paper based- 550, Computer based- 213, Internet based -79.

The Admission Committee reserves the right to make changes or exceptions to the admission policies and procedures without notice when it deems such a decision is appropriate.

For additional information on the admissions process and requirements, please access the [Department of Biology](#).

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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.

Advanced Placement

There is no advanced placement.

Experiential Learning

No credit will be awarded to students for experiential learning.

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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 Biological Sciences 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
BIO 590Thesis/Research	12 Min
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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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

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](#).

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Dental Medicine

Degree: Doctor of Dental Medicine
College: College of Dental Medicine
Department: Dental Medicine
Contact: University of New England
 Office of Graduate and Professional Admissions
 716 Stevens Avenue
 Portland, ME 04103
 207-221-4225 or 800-477-4863, ext. 4225

- [Admissions](#)
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Admissions

Prerequisite Courses

Courses	Specifics	Semester Hours	Quarter Hours
General Biology (Zoology is acceptable)	Lab	4	6
Microbiology	Lab	4	6
General Chemistry	Lab	4	6
Organic Chemistry	Lab	4	6
Biochemistry		3	4
Additional Biology, Chemistry and/or Physics courses		15	22.5
English Composition/Technical Writing		3	4

Recommended Courses:

- Studies that include Human Physiology are strongly recommended.
- Others:
 - o Human Anatomy
 - o Physics
 - o Business, computers
 - o 3-Dimensional Art (e.g., Sculpture)
 - o Communications
 - o Ethics
 - o Histology and/or Genetics

Academic / Experience Requirements

- College/University Education: formal minimum of three years college or university coursework from a regionally accredited school (90 semester hours or 135 quarter hours); however, baccalaureate degree is preferred
- US Dental Admissions Test (DAT): Applicants are required to take and submit DAT scores. The DAT examination must be taken by November 1st of the application year and scores must be sent directly to ADEA AADSAS from the American Dental Association.
- Demonstrated Community Service: Applicants must demonstrate community service through volunteerism or service-oriented employment
- Clinical Dental Experience: Minimum of thirty (30) hours dental experience is required
- Technical Standards for Dental Medicine: Applicants must meet all technical standards for the profession.

Prior to Matriculation accepted students must meet the following:

- **Health Standards:** Complete and submit the following to the Student Health Center on the Portland campus of UNE ([Health Forms](#))

- o Evidence of immunizations
- o Health history questionnaire
- o Physical examination

- **Criminal Background Check:** Consent to and have an acceptable criminal background check prior to matriculation and periodically throughout the program

Procedures and Policies

- Applications for admissions are accepted through the Associated American Dental Schools Application Service ([AADSAS](#))
- Applications must be submitted to AADSAS by December 1st of the application year. Given the normally heavy volume of applications, it is strongly encouraged that completed applications be submitted as early as possible in the cycle. The AADSAS application portal opens annually in early June.
- Upon request, submit supplemental application and all supplemental materials directly to UNE by December 1st for the application year.
- On-campus interviews, by invitation only, are required for admission to the program
- Applicants are selected for interviews on a rolling basis, with interviews taking place between September and March
- UNE follows the AADSAS "traffic" rules and accepted applicants are notified by mail on or after December 1st until the class has been filled.
- International students and students with international degrees must have transcripts evaluated for degree and grade equivalency to that of a regionally accredited US institution. See [International Students](#) for a list of educational credential evaluators.
- International applicants must submit the [International Student Supplemental Application Form](#) at time of acceptance to the university.
- All applicants to UNE must be able to understand and communicate in English to be admitted to the university. UNE accepts several methods of English Proficiency, see [International Students](#). English Proficiency requirement must be completed at the time of application.
- If you are accepted and decide to matriculate into the DMD program, UNE requires all official transcripts and official DAT report to be submitted to the Office of Graduate and Professional Admissions from the issuing school or organization.

The Admission Committee reserves the right to make changes or exceptions to the admission policies and procedures without notice when it deems such a decision is appropriate.

For additional information about the DMD program please access the [College of Dental Medicine](#) website.

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Transfer Credit

Transfer Credit

No transfer credit will be granted.

Advanced Placement

No Advanced Placement will be granted.

Experiential Learning

No credit will be awarded to students for experiential learning.

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Master of Science in Education (On-line Instruction)**Degree:** Master of Science in Education (MSEd) with a choice of four concentrations**College:** College of Arts and Sciences**Department:** Education**Contact:** Dr. Douglas Lynch (Chair)
dlynch@une.edu[Major Description](#)[Accreditation](#)[Admissions](#)[Transfer Credit](#)[Grading](#)[Curricular Requirements](#)[Academic Policy](#)[Financial Information](#)[Education Department Website](#)**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 Career and Technical Education, Curriculum and Instruction Strategies, Educational Leadership, Inclusion Education, or Literacy, K-12.

Concentrations

- [MSEd with a concentration in Career & Technical Education](#)
The Career & Technical Education (CTE) concentration is designed for practicing CTE instructors who wish to enhance their CTE knowledge and skills. The focus of the program is on improving instructional and curricular competencies as well as the development of leadership skills. Participants will develop the capability to make use of research findings relevant to the CTE classroom. The program provides an opportunity for CTE instructors to establish collaborative relationships with colleagues from across the nation and world. Click here for more information (link to CTE individual page)
- [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 a regionally 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 for the MSEd in Career & Technical Education should be directed to OWL Admissions at ialey@une.edu or 855-325-0896. For the MSEd concentrations in Literacy, Curriculum & Instruction, Inclusion or Educational Leadership, please contact 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 Research and Case Study are 15 weeks long.

Program Required Courses

MSEd – Career & Technical 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 751 The Application Model of Learning – Curriculum Development

EDU 753 Working with Special Needs Students

EDU 755 Utilizing Literacy Strategies in CTE Learning Environments

EDU 757 Health and Safety Implementation for CTE

EDU 759 Preparing Students for College, Careers, & Citizenship

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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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 2012-2013 academic year. The information contained herein is accurate as of date of publication August 12, 2012.

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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Course Descriptions

Faculty

Master of Science in Education - Teaching Methodologies**Degree:** Master of Science in Education**College:** College of Arts and Sciences**Department:** Education**Contact:** Dr. Douglas Lynch (Chair)
dlynch@une.edu[Degree Description](#)[Admissions](#)[Transfer Credit](#)[Grading](#)[Curricular Requirements](#)[Academic Policy](#)[Financial Information](#)[Education Department Website](#)**Degree Description**

The Master of Science in Education - Concentration in Teaching Methodology Program is a 30-credit master's degree encompassing 15 graduate credits that already are offered within the Teacher Certification Program (TCP) and an additional 15 credits that have been designated as core courses delivered 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.

[Back to Top](#)**Admissions**

After completion of UNE's [Post Baccalaureate Teacher Certification program](#), a student is eligible to enroll in the Master of Science in Education degree program with a concentration in Teaching Methodology. The MSED in Teaching Methodology is available only to UNE graduate Teacher Certification Students. This program is a 30 credit master's degree encompassing 15 graduate credits from the Teacher Certification Program (TCP) and an additional 15 credits that have been designated to satisfy Department and state requirements for certification in areas of elementary education (K-8), secondary education (7-12), or art education (K-12). The remaining 15 credits will be completed following initial certification and will provide in-depth study in the areas of differentiation, classroom management and research.

Requirements for Admission

- Student must have completed UNE's Teacher Certification program within one to five years of applying to the MSED Teaching Methodology program
- Students must have completed a minimum of 15 graduate TCP credits to be considered for admissions

Procedures and Policies

- Applications for admissions are submitted electronically through specific [MSED in Teaching Methodology application form](#).
- Applicants must submit the following to the Office of Graduate and Professional Admissions, 716 Stevens Avenue, Portland, ME, 04103

- Official transcripts for all colleges and universities attended since the receipt of Teacher Certification (if applicable)

The Admission Committee reserves the right to make changes or exceptions to the admission policies and procedures without notice when it deems such a decision is appropriate.

For additional information on the admissions process and requirements, please access the [MSEd in Teaching Methodology website](#).
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Transfer Credit

No transfer credit accepted.

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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
<u>COMMON CORE</u> 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	
<u>CONCENTRATION</u> (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
<u>COMMON CORE</u> 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	
<u>CONCENTRATION</u> (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	
<u>Fall Semester</u>	
EDU 502, Curriculum Theory and Design (required for K-8 certification)	3
EDU 517, Teaching Reading (required for K-8 certification)	3
Enter Course	
<u>Spring Semester</u>	
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 & Classroom Management (required for K-8 certification)	3
<u>Summer Semester</u>	
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	
<u>Fall Semester</u>	
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
<u>Spring Semester</u>	
EDU 490, Internship (not to be used toward the master degree)	15
<i>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.</i>	
<u>Summer Semester</u>	
EDU 600, Teacher as Leader (Core Course)	3
Year 3	
<u>Fall Semester</u>	
EDU 610, Differentiation Theory and Strategies (Core Course)	3
EDU 615, Motivational Theory & Classroom Management (Core Course)	3
<u>Spring Semester</u>	
EDU 690, Action Res. & Case Study Res. for the Classroom (Core Course)	3
<u>Summer Semester</u>	
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	
<u>Fall Semester</u>	
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
<u>Spring Semester</u>	
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
<u>Summer Semester</u>	
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	
<u>Fall Semester</u>	
EDU 492 or 493, Internship (not to be used toward a master degree)	15
<i>Important note: At this juncture, the student would become a certified teacher in the state of Maine. Fifteen (15)</i>	

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
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Total	30
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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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Academic Policy

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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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 2012-2013 academic year. The information contained herein is accurate as of date of publication August 12, 2012.

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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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Faculty

Doctor of Education with Concentration in Educational Leadership

Degree: Doctor of Education**College:** College of Arts and Sciences**Department:** Education**Contact:** Michelle Collay
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Mission

The mission of the Department of Education is to develop - through research, service, and innovative teaching - reflective practitioners and leaders who are competent and caring lifelong learners.

Four guiding principles are used in development and implementation of our courses and programs. Our courses foster rigorous minds, compassionate hearts, reflective stances and competent demonstration.

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Degree Description

The Online Doctoral program in Educational Leadership, with a focus on Transformative Leadership, admits cohorts on an annual basis.

This program provides current and aspiring administrative and instructional leaders in diverse settings (e.g., education, health, non-profits, NGOs, public and private organizations and agencies, etc.) with the attitudes, knowledge, experience, and skills needed to transform their organizations through the effective use of human and technological resources.

This is a three-year program requiring completion of 13 required 8 week 3 credit courses and a 12 credit dissertation representing a total of 51 credits (a maximum of 6 credits can be transferred from another post Masters program). The program (including dissertation) will be completed entirely online with no residency requirement.

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Admissions

Cohorts are admitted for an annual Fall start. Applicants are reviewed on a rolling basis through June 1st.

Prerequisites to participation in the doctor of education program include:

- The potential to improve practice through application of new knowledge and skills.
- Regular access to an environment in which you can apply course concepts and strategies. If you are not currently employed, you must have an organizational setting where you can try out the transformational leadership ideas we will discover and discuss.
- The ability to pursue challenging online graduate study.
- Sufficient computer skills to navigate the worldwide web and effectively participate in an on-line program.

Requirements

- Completion of a Master of Science or Arts degree from a regionally accredited institution

- Submission of UNE's online application with
 - Three letters of recommendation which focus on personal, professional, and academic qualifications for completion of a doctoral level program
 - A current resume or curricula vita
 - An application essay of a maximum of 1200 words, following APA format demonstrating academic writing, including references to peer reviewed scholarly work, to include but not limited to the following:
 - Why applicants value the study and practice of transformational leadership
 - Description of your leadership experiences
 - Lessons learned from your leadership experience, focusing on questions that are worthy of further investigation
 - Academic and professional background that supports your candidacy to pursue this unique program of study
 - Initial thoughts on the line of research and institutional context in which you wish to pursue or apply academic principles and concepts
- Submission of official transcripts from ALL colleges and universities attended
- Completion of a faculty interview, by invitation only, after application file has been reviewed by the department admissions committee
- Admissions decisions will be made on rolling basis as applications are received and completed. Applications received after the deadline will be reviewed on a space available basis only.

Procedures and Policies

- Applications for admissions are accepted through UNE's Online Application only
- Deadline for submission of an application is June 1st of each year prior to the fall start of the program. Applications received by the deadline will be given full consideration. Applications submitted after the deadline will be reviewed on a space available basis only.
- Interviews are granted to qualified applicants upon invitation by the Ed.D Program Admissions Committee only, and are required for admission to the program. Interviews will be conducted via Skype or telephone.
- Admissions are rolling and offers of acceptance are made as applications are received and reviewed by the Admissions Committee.
- International students and students with international degrees must have transcripts evaluated for degree and grade equivalency to that of a regionally accredited US institution. See International Students for a list of educational credential evaluators.
- All applicants to UNE must be able to understand and communicate in English to be admitted to the university. UNE accepts several methods of English Proficiency, see International Students. English Proficiency requirement must be completed at the time of application.

The Admission Committee reserves the right to make changes or exceptions to the admission policies and procedures without notice when it deems such a decision is appropriate.

For additional information on the admissions process and requirements, please contact the Doctor of Education Program using contact information listed on the Educational Leadership program's website.

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Transfer Credit

If approved, up to 6 credits of graduate coursework may be transferred into the Ed. D. program. The syllabus of the course must provide clear evidence that the course is comparable to the Ed. D. required course. Requests for approval of transfer should be submitted to the Doctoral Program Director.

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Grading

The criteria for all courses in the Ed. D. program are straightforward with consistent standards applied throughout the curriculum. In general, these include, but are not limited to:

All assignments are to be completed in a timely manner with appropriate accuracy, detail, thought and reflection fitting of doctoral-level degree candidates. All assignments (done in writing or with other media applications) are graded on the basis of faculty assessment of your ability to accurately apply concepts from readings, organization, and mechanics.

All academic work to be assessed and graded by faculty mentors is based on the following schema:

High Pass (HP): Work that exceeds all or most of the criteria noted above, and which reflects exceptional command and display of all or most required elements. *As a profession, we need to recognize those individuals whose academic work is truly exceptional. To assure the high level of professionalism inherent in graduate level high education, the grade of "High Pass" is reserved for exceptionally strong academic performance. Only students who demonstrate consistently superior performance will be recognized with the "High Pass" grade.*

Pass (P): Work that meets all requirements and expectations as specified in assignments, and is fully satisfactory in every respect; *Academic work that meets the criteria defined by course rubrics or scoring guides may result in less than an "High Pass" (or its numerical equivalent on assignments). Students who meet the minimal criteria of a rubric (but no more) are demonstrating a lower level of proficiency compared to those who do work that goes beyond the basic requirements in course assignments, writing, expression of ideas, and integrated information.*

Low Pass (LP): Work that does not meet all requirements and expectations, and while satisfactory in certain respects, reflects marginal quality in other key elements.

Minimal Grade Standard and Academic Progress

Candidates may proceed to subsequent courses in the curriculum with one Low Pass grade. A second Low Pass course grade results in termination from the doctoral program.

Academic Appeals

The procedure for Academic Appeal is fully described in the UNE CAS Student Handbook located in the Student Life website: <http://www.une.edu/studentlife/handbook/index.cfm>

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Curricular Requirements

Courses	Credits
EDU 801 - Preparation for Transformative Leadership	3
EDU 802 - Qualitative Analysis	3
EDU 803 - Quantitative Analysis	3
EDU 804 - Technology and Educational Transformation	3
EDU 805 - Managing Change	3
EDU 806 - Educational Policy	3
EDU 807 - Simulated Leadership Seminar	3
EDU 808 - Research Team Project A	3
EDU 809 - Research Team Project B	3
EDU 810 - Ethical Analysis and Decision Making	3
EDU 811 - Diagnosing Organizational Dynamics	3
EDU 812 - Dissertation Seminar	3
EDU 813 - The Politics of Change	3
EDU 814 - 817 - Dissertation	12

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Academic Policy

Timeline for Completion

A student who has not completed the Doctoral Program within five (5) years will be administratively withdrawn from the program and be required to apply for readmission.

Leave of Absence

Students may take one 8 week term leave of absence per academic year (3 terms) but must enroll for the subsequent term to remain on track for program completion. The course must be made up the next time it is offered. Students may take no more than two course-long leaves of absence within the five-year limit in the Doctoral program. The required Request for Leave of Absence form must be filed if this will be occurring. Any request for a leave of absence must be approved by the Doctoral Program Director. 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. It is the responsibility of the student to contact the Doctoral Program Director to indicate a change of plans. Policy on leave of absence tuition credit is found in the respective [Financial Information](#) sections of the website.

Dismissal from the Program

Termination from the Program will occur when the Graduate Program Director and Chair of the Education Department become aware of one of the following:

- Surrender of a professional 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".)

Re-admission

Students who have withdrawn from the program 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 three years old will not be accepted for credit in the program. Older courses that have been revised or eliminated from the program offerings will not be accepted upon re-admission.

Students who have been administratively withdrawn from the program may petition for re-admission after a full

semester has elapsed. The petition letter must provide a justification for re-admission that addresses how past issues have been resolved and will not re-occur. In addition, a letter of recommendation is required from the student's work supervisor that attests to their ability to successfully complete a graduate program. Both letters should be sent electronically to the UNE program director prior to applying for re-admission.

Academic Procedures

Procedure for reporting and review of alleged academic dishonesty in the College of Arts and Sciences.

A course instructor who believes a student has engaged in academic dishonesty shall

1. notify the student in writing of the suspicion of academic dishonesty,
2. report the alleged incident to his or her program director,
3. provide the program director with a written account of the incident, including all relevant documentation.
4. program director notifies the department chair and the College of Arts and Sciences (CAS) Dean's Office

The instructor may include a recommendation for the appropriate sanction (the minimum sanction is a failure on the assignment in question).

The department chair shall confer with the CAS Dean's Office to determine if the student is a repeat offender, review the material provided by the instructor, and notify the accused student in writing or e-mail of the charge of academic dishonesty. The student must reply within 5 days of receiving the communication from the chair. The program director will then communicate in writing with the accused student to discuss the charge.

After reviewing the documentation and communicating with the student, the program director and department chair will provide:

1. all relevant documentation,
2. a description of his or her decision on the veracity of the charge and, if necessary,
3. a recommendation of an appropriate sanction to the CAS Dean's Office within 5 days of meeting with the student.

If the student does not reply to the program director's request to discuss the charge, then the program director will proceed without input from the student within 10 days of receiving the material from the course instructor.

If the program director and department chair conclude that the student has not committed an act of dishonesty, the department chair must

1. communicate in writing with the course instructor to determine an appropriate course of action,
2. forward the appropriate documentation to the CAS Dean's Office, and
3. inform the student and course instructor of the program director's decision.

If the program director and department chair conclude that the student has committed an act of dishonesty, the Associate Dean will review the relevant documentation, the program director's and department chair's conclusion, and the recommended sanction. If the Associate Dean disagrees with the conclusion and/or the recommended sanction, the Associate Dean will meet with the department chair to determine an appropriate course of action. The Associate Dean will then notify in writing the department chair, the faculty member, and the student of the Associate Dean's final decision and the sanction, if appropriate, within 5 days of receiving the material from the department chair.

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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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Marine Sciences

Degree: Master of Science (M. S.), Marine Sciences**College:** College of Arts and Sciences**Department:** Marine Sciences**Contact:** Dr. Kathryn Ono
Chair of the Graduate Studies Committee
Department of Marine Sciences
University of New England
11 Hills Beach Road
Biddeford, ME 04005
(207) 602-2814
kono@une.edu**or**Dr. Barry Costa-Pierce, Chair
Department of Marine Sciences
University of New England
11 Hills Beach Rd.
Biddeford, ME 04005
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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

Requirements**Marine Biology Track**

Courses	Specifics	Semester Credits
Biology	Labs	16
General Chemistry	Labs	12
Physics	Labs	8
Calculus		4

- Graduate from a regionally accredited Baccalaureate or higher degree program (if Bachelor degree is in progress at time of application, it must be completed prior to matriculation).

Oceanography Track

Courses	Specifics	Semester Credits
General Chemistry	Labs	8
Physics	Labs	8
Calculus		4
Additional credits in Mathematics, chemistry, physics, geology or biology		16

- Graduate from a regionally accredited Baccalaureate or higher degree program in mathematics, engineering or one of the physical, biological, or earth sciences (if Bachelor degree is in progress at time of application, it must be completed prior to matriculation).

Academic/Experience Requirements for both tracks

- All prerequisite courses must be completed with a grade of "C" or better.
- Prerequisite courses must be completed prior to matriculation.
- A minimum overall cumulative GPA of 3.0 or better on a 4.0 scale is required.
- Submit official transcripts from all colleges and universities attended to the Office of Graduate and Professional Admissions.
- Competitive Graduate Record Exam (GRE) General Test scores. Official transcript of scores must be submitted to the Office of Graduate and Professional Admissions.
- Prior to or during the admissions process, students are advised to communicate with faculty with whom they want to work.

Procedures and Policies

- Applications for admissions are accepted through the University of New England's [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.
- Deadline for submission of completed application is February 1st of each year prior to the fall start of the Program.
- All completed applications will be reviewed after the application deadline with decisions being mailed out by March 1st.
- International students and students with international degrees must have transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the US. See [International Students](#) for a list of educational credential evaluators.
- International applicants must submit the [International Student Supplemental Application Form](#) if accepted to UNE.
- All applicants to UNE must be able to understand and communicate in English to be admitted to the university. UNE accepts several methods of English Proficiency, see International Students. If applicable, the TOEFL requirement must be completed and the score received by the application deadline. Minimum TOEFL scores required by the University of New England: Paper based- 550, Computer based- 213, Internet based- 79.

The Admission Committee reserves the right to make changes or exceptions to the admission policies and procedures without notice when it deems such a decision is appropriate.

For additional information on the admissions process and requirements, please access the [Marine Sciences website](#).

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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.

Advanced Placement

There is no advanced placement.

Experiential Learning

No credit will be awarded to students for experiential learning.

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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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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 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 Marine Sciences [graduate programs website](#).

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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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Course Descriptions

Faculty

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: Division of Clinical Affairs

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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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 (OGPA) through UNE's [online application portal](#).

Admissions Requirements

Prerequisites, 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

Academic Requirements

- Applicants should have at least one graduate degree related to health professions or the equivalent for basic science faculty. This degree must be from a regionally accredited institution or equivalent.
- For applicants who do not have an advanced graduate degree, a bachelor's degree or its equivalent from a regionally accredited institution is required
- Required minimum grade point average of 3.0 (A=4.0) or higher
- Official transcripts from all colleges and universities attended

Technology Requirements

- Access to the Internet and computer audio capability
- Students must have key computer competencies and the willingness to learn new software applications:
 - Create, edit, and save new documents in MS OFFICE programs – WORD, EXCEL, & PowerPoint
 - Create a table in a WORD document
 - Use "track changes"/review functions
 - Change parameters such as page numbers, paper orientation, margins, proportions, etc.
 - Manage files, folders, and databases on a personal computer
 - Attach/detach documents to/from e-mail messages

Procedures and Policies

- Applications for admissions are accepted through the University of New England's [online application](#) only.
- Deadline for submission of a completed application with all supporting documentation is December 1st for matriculation into the spring term every other year (there is no new admit term in spring 2012), and August 1st for matriculation into the fall term of each year.
- Admissions decisions will be made by the program Admissions Committee on a rolling basis. Decision letters will be sent to applicants from the Office of Graduate and Professional Admissions. Applicants are encouraged to complete the application early.
- Applications will not be considered complete until all pre-requisites have been met and all documentation materials have been received.
- International students and students with international degrees must have transcripts evaluated for degree equivalency to that of a regionally accredited institution in the US. See [International Students](#) for a list of educational credential evaluators. (For MMEL applicants only, the degree that needs to be evaluated will be the highest degree completed, with the minimum degree required for admission into the program being the Bachelor's degree.)
- All applicants to UNE must be able to understand and communicate in English to be admitted to the university. UNE accepts several methods of English Proficiency, see [International Students](#). English Proficiency requirement must be completed at the time of application.

The Admission Committee reserves the right to make changes or exceptions to the admission policies and procedures without notice when it deems such a decision is appropriate.

For additional information on the admissions process and requirements, please access the [Medical Education Leadership website](#).

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Transfer Credit

Transfer Credit

Upon acceptance to the program, students may request to transfer up to two 3-credit graduate level courses (maximum of 6 credits) into the MMEL program. The courses must meet the following criteria:

- Graduate-level courses taken after the receipt of any other degree
- Completed within five years before application to MMEL program
- Completed at a regionally accredited college or university
- Completed with a grade of "B" or higher
- Equivalent to courses required in the MMEL program or used as an elective

To request consideration for transfer credit, students must provide official transcripts, course syllabus and outline, along with 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.

Transfer Credit for Harvard Macy Institute Program Coursework

UNE's Master of Science in Medical Education Leadership (MMEL) Program, in accordance with an agreement between the University and Harvard Macy Institute, will accept the following coursework as transfer credit into the MMEL program:

- "Leading Innovations in Health Care and Education" (3 elective credits)
- "A Systems Approach to Assessment in Health Science Education" (3 elective credits)
- "Program for Educators in Health Professions" (6 elective credits)

To request the transfer of credit the applicant will submit a copy of the institute certificate of CME credits and the applicant's project materials to the MMEL Director for review, to assure that student learning and achievement are comparable in breadth, depth, and quality to the results of university provided courses.

Advanced Standing

Individuals who have completed 9 credits in one of our certificates (Program Development in Academic Medicine or Leadership Development in Academic Medicine) may request a change of major to the Master's in Medical Education Leadership. However, students must do so within five years of completing a single course or within five years of completing the graduate certificate in academic medicine.

Experiential Learning

No credit will be awarded to students for experiential learning.

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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 consecutive years of admission to the program, unless a specified leave of absence has been granted by the Dean. Students must complete a certificate within two consecutive years of admission to the certificate program, unless a specified leave of absence has been granted by the Dean.

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 may not be accepted for credit in the MMEL program.

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Grading

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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 Professional Dev: Developing a Culture of Life-Long Learning	3
MEL 612 Organizational Development: Fostering the Learning Environment	3
MEL 620 Research and Evaluation in Medical 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 Independent 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 Developing a Culture of Lifelong Learning	3
MEL 612 Organizational Development: Fostering the Learning Environment	3

MEL 604 Curriculum Design & Program Development (3 cr)

Instructor: India Broyles, EdD

Curriculum work is a complex and sophisticated endeavor. Students will come to understand the curriculum & program planning process by working through experiences that will promote the cognitive, personal and social development of curriculum planners. The course challenges curriculum planners to be inquirers and to critically examine the practices of medical & other clinical educational programs. We will explore questions both in theory and in practice by examining the foundations and principles of curriculum development. We will consider the institutional

context and the collaborative nature of much of curriculum work. The course provides numerous practical ideas for engaging in the work of curriculum development and implementation.

MEL 605 Improving Instructional Effectiveness (3 cr)

Instructor: Robert Trowbridge, MD and India Broyles EdD

This course introduces key concepts in theories of learning, adult learning principles, and their application to instructional design and improved teaching and learning. Theoretical and practical approaches to organizing learning experiences in a variety of settings [small group, large group, teams, simulations, and collaboration] will be examined. Students will be asked to describe the application of these approaches to their own learning environment.

MEL 606 Learner Assessment & Program Evaluation (3 cr)

Instructor: Larry Grupen, PhD

Assessing learner outcomes is an essential component of any educational activity and applies to individual sessions as much as to multi-year curricula. Such assessment is critical to making decisions – decisions about improving the curriculum, advancing students, competence attainment, program evaluation and numerous others. This course will address the procedures and practices that produce high-quality assessment information that can support these decisions. We will closely examine the learning goals of a curriculum and how these outcomes can be translated into measureable outcomes. We will also probe the nuances of different types of outcomes and how these differences link to preferred assessment methods. These activities will be structured around the development of an “assessment blueprint” that each course participant will design in connection with the curriculum developed in MEL604

MEL 610 Leadership Skills in Medical Education (3 cr)

Instructor: Bob Bing-You, MD, MEd, MBA

This course introduces multiple concepts and theories regarding leadership approaches and skills. We will apply such concepts for medical education leaders. The course will focus on differences between leadership vs. management, and specific areas necessary for a successful leader [e.g., meeting management, communications, negotiation techniques, marketing]. Students will explore their own preferred leadership styles. As much as possible, students will describe application of this new knowledge and/or skills to their own current situations.

MEL 611 Professional Development: Developing a Culture of Life-long Learning [3 cr]

Instructor: Jacqueline Cawley, DO

This interactive course is designed to provide students with a comprehensive introduction to human resource issues important to leaders in medical education. The content includes: team building; communication styles; conflict resolution; hiring, engaging and retaining staff; development of professional portfolios; and recognition of contributions to educational programs. Participants will bring a human resource case study to the group at the outset. Through the course, they will collaborate with classmates to identify best practice solutions.

MEL 612 Organizational Development: Fostering a Learning Environment (3 cr)

Instructor: Bob Bing-You, MD, MEd, MBA

This course introduces multiple concepts and theories regarding organizational development. We will apply such concepts for medical education leaders. The course will focus on differences between types of organizations, smaller components within organizations, meeting management, succession planning, and politics. Students will explore their own role within organizations as they foster a learning environment. As much as possible, students will describe application of this new knowledge and/or skills to their own current situations

MEL 620 Research and Evaluation in Medical Education (3 cr)

Instructor: Jeff Beaudry PhD

The central focus of the course is the study of the concepts, principles, and methods of research and program evaluation in medical education. The course emphasizes the principles of research and evaluation design, how to access current research in medical education and write a research review, sampling procedures, tools of data collection and data analysis, and the scientific method of problem solving.

MEL 651-652 Applied Project in Curriculum or Leadership (6 cr)

Instructors: India Broyles, EdD and Bob Bing-You, MD MEd, 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.

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 another

institution or an external fellowship program/institutes.

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 seven 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

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, or veteran's benefits.

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 withdraw from a course prior to the course start date by notifying the program office in writing. As all courses officially begin on a Saturday, students must notify the program office during business hours no later than the Friday prior to the start date. A student may withdraw from a course without academic penalty with a grade of W at any time during the first two-thirds of the semester as specified in the current academic calendar. If withdrawal occurs after that date, the grade of WP (withdrew passing) or WF (withdrew failing) will be entered. The grade of WF is computed in the grade point average. Course withdrawals will result in tuition refunds based on 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.

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 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 part of the five years to complete the MMEL program or two years to complete the certificate.

University/ Program Withdrawal

All matriculated students who wish to withdraw from the University must complete a University Withdrawal form available from 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; and (b) return of University identification (ID) card to the Office of Student Affairs. 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 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. 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 2012-2013 academic year. The information contained herein is accurate as of date of publication August 12, 2012.

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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Two Campuses: [Biddeford](#) and [Portland](#), Maine
Phone: (207) 283-0171 [eServices](#) [Contact Us](#)

UNIVERSITY CATALOG 2012-2013

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Course Descriptions

Faculty

Nurse Anesthesia

Degree: Master of Science (M.S.), Nurse Anesthesia**College:** Westbrook College of Health Professions**Department:** Nurse Anesthesia**Contact:** Office of Graduate and Professional 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 the Department of Nurse Anesthesia,
lbeirne@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](#)[Major Description](#)[Accreditation](#)[Admissions](#)[Transfer Credit](#)[Program Academic and Technical
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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).
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.

Certified Registered Nurse Anesthetists (CRNAs) are anesthesia specialists who safely administer approximately 30 million anesthetics to patients in the United States each year. As advanced practice nurses, they can serve in a variety of capacities in daily practice, such as a clinician, educator, administrator, manager and researcher.

- CRNAs administer anesthesia for all types of surgical cases, using all anesthetic techniques and practice in every setting in which anesthesia is delivered, from university-based medical centers to free-standing surgical facilities.
- CRNAs are the sole anesthesia providers in more than two-thirds of all rural hospitals in the United States, affording some 70 million rural Americans access to anesthesia. CRNAs provide a significant amount of the anesthesia in inner cities as well.
- CRNAs are qualified and permitted by state law or regulations to practice in every state in the nation.

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 a 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 32 hospitals located in New England and as far away 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 (COA) 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 the spring of 2021. The Program received the full 10-year accreditation length in June 2011.

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Admissions

All applicants to the University of New England's Nurse Anesthesia program must apply through UNE's [online application](#). This includes applicants to UNE's integrated M.S.-Nurse Anesthesia program (Portland, ME), as well as, applicants to [St. Joseph's Hospital School of Anesthesia for Nurses](#) program (Providence, RI). UNE serves as the academic center for St. Joseph's hospital-based program.

Requirements for Admission

Biochemistry Course: Biochemistry is required and must be completed within the five years prior to expected enrollment into the Nurse Anesthesia program; and must be completed with a grade of "B" or better. The nurse anesthesia program will accept the online biochemistry course offered through UNE's [distance education program](#), as well as many other courses.

Courses	Specifics	Semester Credits
Required		
Biochemistry	Lab/No Lab	4 - 3
Other Recommended Science Courses		

Anatomy	Lab	4
Physiology	Lab	4
Biology	Lab	4
Chemistry	Lab	4
Microbiology	Lab	4
Organic Chemistry	Lab	4
Pharmacology	No lab	3 - 4
Physics	Lab	4

Grades for the science courses listed above are used to calculate a cumulative science GPA for the Admissions Committee to review the applicant's foundational science base and to evaluate the applicant's aptitude for the sciences.

Academic / Experience Requirements

- Graduation from a regionally accredited baccalaureate or higher degree generic program in nursing OR graduation from a regionally accredited associate degree/diploma program in nursing and completion of a baccalaureate degree in another field.
- Official transcripts from all colleges and universities attended must be submitted as part of a complete application
- Proof of current licensure as a registered nurse in your own state at the time of application. Upon acceptance into the program, licensure in the state where clinical experience is obtained will be required.
- A minimum overall cumulative GPA of 3.0, especially in the science and professional courses
- Applicants are strongly encouraged to "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, but are **highly recommended**.
- Minimum of one year of experience as a registered nurse in a critical care area (specifically ICU, CCU, SICU, MICU, and Neuro ICU) prior to application to the program. Note: *Emergency Room, Recovery Room or Post-Anesthetic Care Unit (PACU) will be considered on a case by case basis but is generally not sufficient as the sole critical care experience.*
- Successful (all section scores above the 30th percentile) completion of the general GRE test
- Three references/recommendations, submitted as part of the online application; **one reference must be from the applicant's immediate acute care nursing supervisor/manager and must attest to the total length of time the applicant has worked in the acute care setting as a registered nurse.**
- Current Advanced Cardiac Life Support (ACLS) Certification
- Current Pediatric Advanced Life Support (PALS) Certification
- CCRN, highly recommended

Note: Before matriculation, accepted applicants will need to obtain a physical exam with proof of up-to-date immunization status. Immunization of students is based on current Centers for Disease Control recommendations for health professionals. This information must be presented prior to matriculation.

As required by clinical training sites, students will be subject to criminal background checks and drug screens periodically throughout the Nurse Anesthesia program.

Procedures and Policies

- Applications for admissions are accepted through the University of New England's [online application](#) only.
- Deadline for submission of a completed application is November 1st of each year for matriculation in the following summer term. (Applications submitted and/or completed after the deadline will be reviewed on a space available basis only)
- On-campus interviews are granted to qualified applicants upon invitation by the Admissions Committee, and are required for admission to the program. Interviews will be held after the application deadline.
- Admissions decisions will be made, by the program Admissions Committee. Decision letters will be sent to applicants, from the Office of Graduate and Professional Admissions, as soon as all decisions have been made.
- International students and students with international degrees must have transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the US. See [International Students](#) for a list of educational credential evaluators.
- International applicants must submit the [International Student Supplemental Application](#) Form at time of acceptance to the university.
- All applicants to UNE must be able to understand and communicate in English to be admitted to the university. UNE accepts several methods of English Proficiency, see [International Admissions](#). English Proficiency requirement must be completed at the time of application.

The Admission Committee reserves the right to make changes or exceptions to the admission policies and procedures without notice when it deems such a decision is appropriate.

For additional information on the admissions process and requirements, please access the [Nurse Anesthesia](#) program website.

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Transfer Credit

There is no transfer credit awarded to students in the Nurse Anesthesia program.

Advanced Placement

There is no advanced placement.

Experiential Learning

No credit will be awarded to students for experiential learning.

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Program Academic and Technical Standards

Academic 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%** is encouraged to 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. The Student Affairs Committee (SAC) will review the academic performance of any student who fails two (2) exams in the same course in one semester. The student will be asked to appear before SAC at this time and may be placed on probation until the end of the semester. The decision will be based on recommendations from SAC and the Program Director. 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 a "fail" 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.

Essential Technical Standards

Principles:

Nurse anesthesia education requires that 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 prepared 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's School of Nurse Anesthesia.

Abilities and Skills:

A candidate for this program must have abilities and skills of five varieties including observational skills; communication skills; fine and gross motor skills; intellectual skills: conceptual, integrative and quantitative abilities; and behavioral and social/emotional attributes.

I. Observational Skills

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 Skills

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. Fine and Gross Motor Skills

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 Skills - 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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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		
<u>FIRST YEAR</u>	Hours	Credits
Fall (September - December)		
ANE 504 - Advanced Pharmacology I	45	3
ANE 507 - Basic Principles of Anesthesia I	60	4
ANE 601 - Professional Aspects I	30	2
ANE 603 - Advanced Physiology I	45	3
ANE 609 - Research Methods for the Health Professions	45	3
ANE 615 - Pathophysiology I	30	2
Subtotal	255	17
Spring (January-April)		
ANE 512 - Airway Management and Regional Techniques	60	4
ANE 602 - Anesthesia Principles II	60	4
ANE 604 - Advanced Physiology II	45	3
ANE 606 - Advanced Pharmacology II	45	3
ANE 612 - Advanced Physical Assessment	30	2
ANE 616 - Pathophysiology II	30	2
ANE 617 - Research Seminar	15	1
Subtotal	285	19
<u>SECOND YEAR</u>		
Summer (May-August)		
ANE 623 - Advanced Anesthesia Principles I	45	3
ANE 650 - Clinical Practicum I	15	1
Subtotal	60	4
Fall (September - December)		
ANE 624 - Advanced Anesthesia Principles II	45	3
ANE 652 - Clinical Practicum II	15	1
Subtotal	60	4
Spring (January - May)		
ANE 625 - Advanced Anesthesia Principles III	45	3
ANE 654 - Clinical Practicum III	15	1
ANE 628 - Research Practicum I	15	1
Subtotal	75	5
<u>THIRD YEAR</u>		
Summer (May-August)		
ANE 656 - Clinical Practicum IV	15	1
ANE 630 - Research Practicum	15	1
ANE 619 - Special Topics in Anesthesia I	15	1
Subtotal	45	3
Fall (September-November)		
ANE 658 - Clinical Practicum V	15	1
ANE 627 - Special Topics in Anesthesia II	15	1
Subtotal	30	2

Program Total	810	54
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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. neurosurgery, 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 learning. Students are able to obtain experience in general anesthetics, intravenous agents, and regional anesthesia to include, but not limited to: 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

Please refer 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	Withdraw Early in Course
WP	Withdraw Late, Passing
WF	Withdraw 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
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 2012-2013 academic year. The information contained herein is accurate as of date of publication August 12, 2012.

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

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

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UNIVERSITY CATALOG 2012-2013

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Master of Science in Occupational Therapy

Degree: Occupational Therapy**College:** Westbrook College of Health Professions**Department:** Occupational Therapy**Contact:** Jane O'Brien
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Mission

Mission

The mission of the Occupational Therapy Department is to develop competent, compassionate occupational therapy practitioners and scholars through a dynamic, student-centered, occupation-based educational program.

Vision

Our vision is to lead the profession in the meeting society's occupational needs by fostering excellence in occupational therapy teaching, scholarship and service.

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Degree Description

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.

Practitioners work with infants, children, adults, and elders with physical and emotional disabilities. The occupational therapist helps clients perform self-care, leisure, work, and daily living activities and may work in a hospital, clinic, school, rehabilitation center, home care program, community health center, psychiatric facility, or nursing home. With experience, the therapist might function in private practice, as a university faculty member, as an administrator, or as a consultant.

The graduate occupational therapy (OT) program has a unique emphasis on integrating theory into practice by emphasizing critical thinking, experiential learning, and clinical application of knowledge. Each semester involves coursework in theory and application of clinical knowledge, courses to develop therapeutic use of self and the art of intervention, and opportunities to engage in community experiences. Students build upon basic science courses by applying concepts to design intervention for clients over the lifespan. In addition the graduate OT program at Westbrook College of Health Professions emphasizes inter-professional education among all the health professions at the University, including nursing, nurse anesthesia, athletic training, applied exercise science, physical therapy, social work, dental hygiene, physician assistant, pharmacy, public health, and osteopathic medical students.

Program Goals

Upon completion of the Occupational Therapy curriculum, the student will be able to:

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, and competencies of an entry-level occupational therapist within the domains of the profession (e.g., work, play/leisure, activities of daily living).
4. Evaluate clients, interpret data, develop and implement efficacious interventions across the lifespan based on current theory.
5. Engage in activity and occupational analysis as part of occupational therapy practice.
6. Employ a systems approach to understanding and utilizing health care and technological resources within practice settings.
7. Demonstrate critical thinking in all OT processes including client-therapist relationships, intervention planning, management and occupational analysis.
8. Demonstrate and value client/family-centered philosophy in occupational therapy practice.
9. Recognize, value, and respect human diversity and relate these to occupational therapy theory and practice.
10. Communicate effectively with clients, families, peers, professionals and agencies.
11. Consistently demonstrate commitment to professional and ethical behavior.
12. Demonstrate leadership skills as an entry-level occupational therapist.
13. Evaluate professional literature to make informed practice decisions.
14. Contribute to the development of a body of knowledge relevant to the profession of occupational therapy.
15. Demonstrate clinical practice skills of an entry-level occupational therapy practitioner.

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Accreditation

Accreditation

The Occupational Therapy Program was first awarded accreditation in January 1985. The OT 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. [(301) 652-AOTA].

Graduates of the program are eligible to take 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 to practice. (State licensure requires NBCOT Certification Examination results). Eligibility for the National Certification Examination requires:

- Master's degree, with a major in occupational therapy.
- Successful completion of an accredited occupational therapy curriculum; and
- Successful completion of a minimum of six months of supervised fieldwork (Level II).

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Admissions

Accelerated Master's Program, (3+2 program for undergraduates beginning with the class entering UNE as freshmen in 2011)

UNE students with the BS in Health, Wellness, and Occupational Studies major will be eligible to apply in the fall of their junior year for early admission to the master's program following the completion of the junior year. These students will **not** receive a Bachelor's degree but will progress to the Master's program after 3 years of undergraduate coursework. Students will be selected based upon GPA, interview, related work or volunteer experience, letters of reference, and a writing sample. Those students who are accepted must complete a minimum of 90 credits of undergraduate work including all MS in OT pre-requisites prior to entering the program in the summer after their third year.

Master's Program (4+2 program for Post Baccalaureate Students)

The University of New England offers a 24-month Masters Program (MS in OT). This is a full time 2-year program beginning in late May (summer term) each year. The program will begin with a strong foundation in science including a functional anatomy and kinesiology course (4 credits), as well as a practice class focused on working with older people. In the fall semester the emphasis will be on adults who have psycho-social and/or physical disabilities. The spring semester content will focus on working with children who have a wide range of abilities, therapeutic use of self, and developing research knowledge and skills. Upon completion of the first graduate year, students spend two semesters in full time fieldwork (summer and fall). They then return in the spring to complete one semester of academic work to integrate and apply their learning.

Prerequisite Courses

Courses	Specifics	Credits
Human Anatomy & Physiology	Labs	8
Neuroscience	Lab	4
Introduction to Sociology		3
Introduction to Psychology		3
Abnormal Psychology		3
Human Development (Lifespan)		3
Statistics (taught in Math, Biology or Psychology dept.)		3

- The Anatomy & Physiology and Neuroscience prerequisites must have been completed within seven years prior to matriculation (taken summer 2006 or more recently). The Anatomy & Physiology I & II courses must include all body systems and be a full-year (two semester sequence) or the equivalent. The courses must consist of either 4 credits of anatomy with lab and 4 credits of physiology with lab OR 8 credits of A&P I & II (both with lab). **Animal Physiology or Exercise Physiology will not satisfy the physiology prerequisite.**
- All prerequisite courses must be completed with a grade of "C" or better ("C-" grades are not acceptable).
- Prerequisites can be in-progress or planned at the time of application, but must be completed by May, prior to matriculation. Please include any in-progress or planned coursework in your OTCAS application. If you are accepted into the MS in OT Program, official transcript(s) must be sent directly to UNE's Office of Graduate and Professional Admissions upon completion of the course(s).
- Courses in medical terminology, college level chemistry or physics, and introduction to occupational therapy are highly recommended.

Academic/Experience Requirements

- Successful completion of a Bachelor's Degree, in any major, from a regionally accredited institution
- A minimum overall cumulative GPA of 3.0
- Volunteer experience in a healthcare setting is recommended
- Computer experience is strongly recommended

Note: Before matriculation, accepted applicants will need to obtain a physical exam with proof of up-to-date immunization status. Immunization of students is based on current Centers for Disease Control recommendations for health professionals. This information must be presented prior to matriculation.

As required by clinical training sites, students will be subject to criminal background checks and drug screens periodically throughout the MS in OT program.

Procedures and Policies

- Applications for admissions are accepted through the Central Application Service for Occupational Therapy (OTCAS) at www.otcas.org
- Deadline for submission of an OTCAS application is January 1st of each year prior to the summer start of the Program. (Applications submitted after this deadline will be reviewed on a space available basis only.)
- On-campus interviews will be granted to qualified applicants upon invitation by the Admissions Committee, beginning with the application cycle for summer 2014 matriculation.
- Admissions will be rolling and decisions will be made after each interview session and continue until the Program starts (beginning with applications for summer 2014).
- International students and students with international degrees must have transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the US. See [International Students](#) for a list of educational credential evaluators.
- UNE requires all deposited students, to submit official transcripts from all colleges and universities attended, to the Office of Graduate and Professional Admissions prior to matriculation.
- International applicants must submit the [International Student Supplemental Application Form](#) at time of acceptance to the university.
- All applicants to UNE must be able to understand and communicate in English to be admitted to the university. UNE accepts several methods of English Proficiency, see [International Students](#). If applicable, the TOEFL requirement must be completed and the score received by the application deadline.

The Admission Committee reserves the right to make changes or exceptions to the admission policies and procedures without notice when it deems such a decision is appropriate.

For additional information on the admissions process and requirements, please access the [OT Website](#).

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Transfer Credit

Transfer Credit

Transfer credits are rarely awarded to students who transfer from another occupational therapy program. The program director will review and award transfer credits on a case-by-case basis.

Advanced Placement

There is no advanced placement.

Experiential Learning

No credit will be awarded to students for experiential learning.

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Program Academic and Technical Standards

[WCHP Graduate Program Progression Policies and Procedures](#)

Technical Standards for the Profession of Occupational Therapy

The following abilities and skills are necessary to engage in the Occupational Therapy Program at the University of New England:

- Cognitive abilities to analyze, synthesize, and integrate information related to anatomy, physiology, human development, psychology, sociology, kinesiology, and occupational studies in order to make clinical judgments for planning and implementing effective occupation-based interventions.
- Problem solving and judgment that promotes safety, optimal functional performance, remediation and adaptation. Time management and organizational skills to meet demands of classroom.
- Interpersonal skills that include participating in classroom discussion, conducting interviews, observing subtle bodily cues, listening, responding, joint goal setting, and developing positive 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 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 handle the demands of a 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.
- Ability to maintain personal appearance and hygiene conducive to working in clinical and community settings.

Professional Development Evaluation for MS OT Graduate Students - Key Areas

Communication Skills:

- The student is able to communicate in class, in groups and in one to one situations.
- The student accepts constructive criticism.
- Non-verbal behavior reflects an interest in lectures, respect for guests, peers and faculty.

Assumes Responsibility for own Learning:

- The student shows good time management skills.
- Assignments are consistently completed on time.
- The student takes the initiative to make up missed assignments and classes.
- The student demonstrates evidence of honesty and integrity in doing his/her own work.

Interpersonal Skills:

- The student is cooperative and tactful with peers and instructors.
- The student exhibits self-confidence.

Problem Solving Skills:

- The student demonstrates self-awareness.
- The student adopts behavior based on feedback from faculty/peers.
- The student shows evidence of the ability to manage change and disruptions to a schedule in a professional manner.

Professionalism in Simulations – Fieldwork:

- The student presents a “professional appearance”.
- The student demonstrates ability to make/keep appointments.
- The student interacts professionally with peers, clients, speakers and faculty.

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Curricular Requirements

	Credits
Program Required Courses	
Summer	
OTR 505 - Foundations of OT	3
OTR 520 - Functional Anatomy & Kinesiology	4
OTR 503 - Biopsychosocial Dimensions of Older Adults	3
OTR 503L - OT Interventions w/ Older Adults	2
OTR 522 - Communications, Culture & Group Process	2
	14
Fall	
OTR 513 - Biopsychosocial Dimensions of Mental Health	3
OTR 513L - OT Interventions in Mental Health	0
OTR 515 - Biopsychosocial Dimensions of Adults	3
OTR 515L - OT Interventions w/ Adults	2
OTR 502 - Occupational Analysis	3
OTR 524 - Applied UE Interventions	2

OTR 526 - Integrative Practice w/Adults	3
	16
Spring	
OTR 621 - Health Care Management & Administration	3
OTR 611 - Biopsychosocial Dimensions of Children	3
OTR 611L - OT Interventions w/ Children	2
OTR 614 - Therapeutic Use of Self & Group Intervention	2
OTR 610 - Integrative Practice w/Children	3
OTR 628 - Research Methods & Design	3
	16
Summer/Fall	
OTR 601 - Fieldwork IIA	6
OTR 602 - Fieldwork IIB	6
	12
Spring	
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
Student must take one (1) of the following: 605, 606, 607, 608, 609, 641 or an approved elective from another department	
OTR 605 - Special Interest Practice Seminar	3
OTR 606 - Cognitive Neurorehabilitation	3
OTR 607 - Hand Therapy	3
OTR 608 - Advanced School Based OT	3
OTR 609 - Advanced Listening Skills for Health Professions	3
OTR 641 - Advanced Applied Motor Control	3
Approved elective from other department	3
Total	73

Clinical Experiences

Students complete **Level I Fieldwork experiences** as part of didactic courses in a variety of community settings. This experience reinforces class concepts. Students are supervised by qualified personnel including occupational therapists, teachers, social workers, public health nurses, and physical therapists.

Level II Fieldwork emphasizes the application of knowledge by providing the student with an in-depth experience in delivery of occupational therapy service to patients/clients. Students complete two full time level II fieldwork experiences, each is 3 months long. A third three-month internship may be recommended for some students or a specialty internship may be elected.

The expenses incurred for room and board during these internships, and travel to and from them, are the responsibility of each student. Students may complete fieldwork at any approved location.

The requirements for Level II fieldwork include:

- 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;
- Completion of all fieldwork experience no later than 24 months following completion of academic preparation;
- Direct supervision provided by a registered occupational therapist with at least one year of experience.

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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

Students must successfully complete all courses prior to graduation and fulfill all curriculum requirements.

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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 2012-2013 academic year. The information contained herein is accurate as of date of publication August 12, 2012.

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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Mission

College of Pharmacy 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. All Pre-pharmacy students must apply for admission to the Doctor of Pharmacy Program, i.e., **admission is not automatic or assured**.

Doctor of Pharmacy Admissions

All Candidates applying to UNE's Pharm D program must:

- Complete a minimum of 72 acceptable undergraduate credits from a regionally accredited institution(s) to include the following:

Courses	Specifics	Credits
General Biology, equivalent to 2 semester courses	Labs	8
General Chemistry, equivalent to 2 semester courses	Labs	8
Human Anatomy & Physiology, equivalent to 2 semester courses	Labs	8
Physics I	Lab	4
Organic Chemistry, equivalent to 2 semester courses	Labs	8
College Calculus		3
Statistics for life sciences		3
English (including 1 course in English Composition)		6
Introduction to Psychology		3
Public Speaking		3
Humanities		3
Social/Global Awareness		3
Liberal Arts Electives		6

- Have completed all math and science courses within five years of matriculation into the Doctor of Pharmacy program.
- Complete all coursework by the end of the summer session of the year of matriculation into the Doctor of Pharmacy program.

- Have earned a minimum overall GPA of 2.5 with grades of "C" or better in each course.
- Have successfully completed the Pharmacy College Admissions Test (PCAT).

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 examination with proof of up-to-date immunization status. Immunization of students is based on current Centers for Disease Control recommendations for health professionals. This information must be presented prior to matriculation.

As required by clinical training sites, students will be subject to criminal background checks and drug screens prior to matriculation, and periodically throughout the Pharmacy program.

Procedures and Policies (For all applicants)

Applications for admissions are accepted through the Pharmacy College Application Service([PharmCAS](#)).

- Deadline for submission of a PharmCAS application is February 1st of each year prior to the fall start of the Program. If the 1st falls on a weekend the deadline will be the business day closest to the 1st. Applications received by the deadline will be given full consideration. Applications submitted after the deadline will be reviewed on a space available basis.
- 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.
- Admissions are rolling and offers of acceptance are made after each interview session. All decisions are completed in the early spring prior to the start of the fall semester.
- International students and students with international degrees must have transcripts evaluated for degree and grade equivalency to that of a regionally accredited US institution. See [International Students](#) for a list of educational credential evaluators.
- International applicants must submit the [International Student Supplemental Application Form](#) at time of acceptance to the university.
- If you are accepted and decide to matriculate into the Doctor of Pharmacy program, UNE requires that all official transcripts be sent to the Office of Graduate and Professional Admissions to become a part of your student academic file.
- All applicants to UNE must be able to understand and communicate in English to be admitted to the university. UNE accepts several methods of English Proficiency, see [International Students](#). English Proficiency requirement must be completed at the time of application.

The Admission Committee reserves the right to make changes or exceptions to the admission policies and procedures without notice when it deems such a decision is appropriate.

For additional information on the admissions process and requirements, please access the [College of Pharmacy's website](#).

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Transfer Credit

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 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 (UNE) College of Pharmacy technical standards. A student accepted into the Doctor of Pharmacy Program must have abilities and skills in five categories: observation, communication, motor, intellectual, and behavioral/social. Standards are developed as criteria to achieve the Doctor of Pharmacy degree in preparation for licensure as a practicing pharmacist and for postgraduate professional training and education in any of the varied fields of pharmacy. Further, the safety of the patient, on whom the pharmaceutical education process is largely focused, must be guarded as the final and ultimate consideration.

The University of New England, College of Pharmacy acknowledges Section 504 of the 1973 Vocational Rehabilitation Act and PL 11-336, the Americans with Disabilities Act (ADA) 19903, and requires minimum technical standards be present in students accepted into the Doctor of Pharmacy program. The College of Pharmacy will engage in an interactive process with applicants with disabilities but the College of Pharmacy reserves the right not to admit any applicant who cannot meet the Technical Standards set forth below, with reasonable accommodations. Applicants are not required to disclose the nature of their disability(ies), if any, to the Admissions Committee. However, any applicant with questions about these technical standards is strongly encouraged to discuss his/her specific issue(s) with Disability Services prior to the interview process. If appropriate, and upon the request of the applicant, reasonable accommodations will be provided.

Reasonable accommodation for persons with documented disabilities will be considered on an individual basis, but a student in the Doctor of Pharmacy program must be able to perform in an independent manner. Every applicant is considered without regard to disability. Once accepted, students must complete all elements of the curriculum with or without reasonable accommodations. In the case of a documented disability, the College of Pharmacy must be fully satisfied that the applicant can make progress through the curriculum. Students in the Doctor of Pharmacy program must have the functional use of the senses of vision and hearing. A student's skills will also be lessened without the functional use of the senses of equilibrium and smell. Additionally, they must have sufficient exteroceptive senses (touch, pain and temperature), and sufficient motor functions to permit them to carry out the activities described in the sections that follow. Doctor of Pharmacy students must be able to integrate information received from multiple senses quickly and accurately. They must also have the intellectual ability to learn, integrate, analyze and synthesize data. Graduates of the College of Pharmacy must have the knowledge and skills to function in a broad variety of clinical, administrative and leadership situations and to render a wide spectrum of pharmaceutical care.

Throughout the pharmacy program, a student will be expected to maintain the technical standards and demonstrate them through their coursework, interaction with peers and faculty, and in their professional experiences. Students who fail to demonstrate the technical standards while in the program will be evaluated and appropriate action (e.g., remediation, counseling, or dismissal) will be taken. Because this expectation is separate from academic achievement, simply maintaining a passing GPA is not sufficient.

While the College of Pharmacy recognizes that certain disabilities can be accommodated without compromising the standards required by the college and the integrity of the curriculum, the use of a trained intermediary means that a student's judgment must be mediated by someone else's powers of selection and observation, and is not acceptable. Additionally, those individuals who would constitute a direct threat to the health or safety of others are not considered suitable candidates for continued matriculation.

The following skills are required, with or without accommodation:

Observation

Students must be able to observe demonstrations and conduct exercises in a variety of areas related to contemporary pharmacy practice, including but not limited to monitoring of drug response and preparation of specialty dosage forms. Students must be able to observe demonstrations and experiments in the basic and pharmaceutical sciences, medical illustrations and models, microscopic studies of microorganisms and tissues in normal and pathological states. A student must be able to observe a patient accurately at a distance and close at hand, noting nonverbal as well as verbal signals. The student must be able to observe and interpret presented information. Specific vision-related requirements include, but are not limited to the following abilities: visualizing and discriminating findings on monitoring tests; reading written and illustrated material; discriminating numbers and patterns associated with diagnostic and monitoring instruments and tests; observing the activities of technical staff operating under their supervision; reading information on a computer screen and small print on packages or package inserts; distinguishing shapes, colors, markings, and other characteristics of small objects (eg. different dosage forms); and competently using instruments for monitoring drug response. Observation requires not only the functional use of the sense of vision, but other sensory modalities as well such as hearing and other somatic senses. For example, observation can be enhanced in some situations by the use of the sense of smell.

Communication

A pharmacy student should be able to speak, to hear and to observe patients and other health care professionals in order to elicit both verbal and non-verbal information, and must be able to communicate effectively with and about patients. Communication includes speech, reading, writing and computer literacy. The student must be able to perceive and respond appropriately to all types of communication including telephone communications (verbal, non-verbal, written) from faculty, staff, peers, patients, caregivers, family of patients, the public, and all members of the health care team.

Specific requirements include but are not limited to the following abilities; reading, writing, speaking and comprehending English with sufficient mastery to accomplish didactic, clinical and laboratory curricular requirements in a timely, professional and accurate manner; eliciting a thorough medication and medical history; and communicating complex findings in appropriate terms that are understood by patients, caregivers, and members of the healthcare team. Each student must be able to read and record observations and care plans legibly, efficiently and accurately. Students must be able to prepare and communicate concise but complete summaries of individual activities, decisions and encounters with patients. Students must be able to complete forms or appropriately document activities according to directions in a complete and timely fashion.

Motor

Pharmacy students must have sufficient motor function to carry out basic laboratory techniques and skills to accomplish basic pharmacy practice tasks utilizing both gross and fine motor skills. These include but are not limited to; compounding prescriptions, filling prescriptions, counting prescription medications, administering medications, preparing intravenous products, and administering intramuscular and subcutaneous injections. The student must be able to conduct a physical assessment of a patient by palpation, auscultation and other diagnostic maneuvers. Other motor activities include performing first aid and/or cardiopulmonary resuscitation in the clinical setting.

The student must be able to transport him or herself to off-site settings and experiential locations in a timely manner. Students must be able to respond promptly to urgencies within the practice setting and must not hinder the ability of their co-workers to provide prompt care. Examples of such emergency treatment reasonably required of pharmacists include arriving quickly when called, rapidly and accurately preparing appropriate emergency medication, and the preparation of sterile intravenous medications.

Students must be able to use computer-based information systems and have sufficient motor function and coordination required for manipulation of small and large objects. The student must have the ability to move and position another person in a manner that will facilitate physical assessment or other diagnostic lab testing. Lastly, students must exhibit the physical and mental stamina needed while standing or sitting for prolonged periods of time.

Intellectual

A student should possess sufficient intellectual, conceptual, integrative and quantitative abilities to complete a rigorous and intense didactic and experiential curriculum. These abilities include measurement, calculation, reasoning, analysis, decision-making, judgment, information integration, and solution synthesis. In addition, the student should

be able to comprehend three-dimensional relationships and to understand the spatial relations of structures. Especially important is the appropriate and rapid calculation of dosages for a variety of patient-specific conditions such as renal or hepatic failure, obesity, cardiac or respiratory arrest, etc. Additionally, calculations involving appropriate dilution or reconstitution of drug products, electrolytes, etc. must be made accurately and quickly. Students must be able to retain and recall critical information in an efficient and timely manner. Students must be able to identify and acknowledge the limits of their knowledge to others when appropriate and be able to recognize when the limits of their knowledge indicate further study or investigation before making a decision. Students must be able to interpret graphs or charts describing biologic, economic or outcome relationships. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction, small group activities, individual study, preparation and presentation of reports, and use of computer technology. Students are expected to be fully alert and attentive at all times in classroom and clinical settings.

Behavioral and Social

A pharmacy student must possess the physical and emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the care of patients, and the development of effective relationships with patients. Students must adapt to changing environments, to display flexibility and function in the face of uncertainties inherent in the academic and clinical environments with appropriate coping responses. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are qualities that are assessed during the admission and education process. The student must recognize and display respect for differences in culture, values, and ethics among patients, faculty, peers, clinical and administrative staff and colleagues. The student must be able to identify and demonstrate appropriate behavior to protect the safety and well being of patients, faculty, peers, clinical and administrative staff and colleagues. Lastly, the student should handle situations appropriately and professionally when those situations may be physically, emotionally, or intellectually stressful, including those situations that must be handled promptly and calmly. At times, this requires the ability to be aware of and appropriately react to one's own immediate emotional responses and environment.

When a letter of acceptance to the University of New England College of Pharmacy is mailed, a detailed copy of the Technical Standards for completion of the curriculum will be included. The applicant will be asked to respond in writing whether he/she can meet the standards with or without accommodation. An applicant should be able to evaluate him or herself for compliance with these Technical Standards. In the event that accommodation is requested, the student must submit documentation of disability with the proposed accommodation from a certified specialist to UNE's Disability Services. A continuing student who develops a disability should request accommodations based on the limitations of the disability through Disability Services. Individuals unable to meet the above Technical Standards may be unable to progress and/or complete the Pharm.D. program.

Students must be able to meet the Maine State Board of Pharmacy licensing requirements to obtain a valid Introductory (IPPE) and Advanced Pharmacy Practice Experiences (APPE) License. These licenses are required to complete off-campus experiential courses. Inability to obtain a Maine IPPE or APPE License may prevent completion of experiential courses and prevent a student from continuing in the program and completing the requirements for graduation. Students completing their experiential education in other states must meet the licensing requirements of that state.

The College of Pharmacy's Admissions Committee will consider the applicant based on the criteria for admission of all applicants. An applicant who discloses a disability and requests accommodation in the admission process may be required to submit, in writing, the request for accommodation and pertinent supporting documentation. This pertinent information may include a history of accommodations granted previously in other educational programs. Requests for accommodation may be initiated with UNE's Disability Services.

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	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 provides the student with the ability to integrate first-hand practical experience with their didactic and laboratory course work.

Introductory Pharmacy Practice Experience (IPPE)

The Introductory Pharmacy Practice Experience (IPPE) will consist of two, four week assignments. One assignment will occur in a community (retail) pharmacy while the other will occur in an institutional (hospital) pharmacy. Each experience will provide 4 semester hours of credit for a total of 8 credit hours (320 contact hours). 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 occur immediately following the third year and throughout the fourth and final year which will consist of six, six-week assignments. Each experience will provide 6 semester hours of credit for a total of 36 credit hours (1440 contact hours). Each student will be required to successfully complete four required experiences in the following patient care settings: inpatient acute care medicine; outpatient or ambulatory care, community pharmacy, and hospital pharmacy as well as two elective experiences in various practice environments.

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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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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](#).

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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Notice and Responsibilities Regarding this Catalog

This Catalog documents the academic programs, policies, and activities of the University of New England for the 2012-2013 academic year. The information contained herein is accurate as of date of publication August 12, 2012.

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

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

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Physical Therapy

Degree: Doctor of Physical Therapy (DPT)**College:** Westbrook College of Health Professions**Department:** Physical Therapy**Contact:** University of New England
Office of Graduate and Professional Admissions
716 Stevens Avenue
Portland, ME 04103
207-221-4225 or 800-477-4863[Mission](#)[Degree Description](#)[Accreditation](#)[Admissions](#)[Transfer Credit](#)[Program Academic and Technical
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Mission

The Department of Physical Therapy believes that optimal 21st century, person-centered health care is best delivered by well-educated, compassionate leaders who think critically, reason intelligently, collaborate inter-professionally, and who promote health and wellness. In this spirit, the department is dedicated to preparing students for contemporary physical therapy and advances the profession through its steadfast commitment to excellence in academics, clinical education, scholarship, research, and service.

Core Values

The Department of Physical Therapy values excellence in student-focused teaching and learning, evidence-based practice, service to the community and profession, interprofessional collaboration, scholarship, and clinical practice.

Student-Focused

- Friendly, collegial atmosphere
- Low student-to-faculty ratios
- Supportive faculty and staff

Academic Excellence

- Expert academic and clinical faculty
- State-of-the-art equipment and technology
- Experiential learning, critical thinking and problem solving
- Quality clinical experiences
- High standards and expectations of student admission and retention
- Continuous quality improvement

Evidence-based Practice

- Critical appraisal of evidence
- Integrate evidence, expertise and patient values
- Best practice

Community & Diversity

- Professional and community service
- Embrace and learn from diversity
- Non-discriminatory
- Academic-Community partnership

Professional Conduct

- Respect for all individuals
- Trustworthy and truthful
- Confidentiality of patient-therapist relationship
- Sound judgment
- Competence and professional development
- Pro bono service
- Life-long learning

Collaboration

- Interprofessional Grand Rounds, seminars and symposia
- Research and scholarship
- Teaching and learning

Scholarship

- Student participation and choice
- Collaborative, interprofessional and individual intellectual pursuits

Health and Wellness

- Whole person wellness
- Injury and disease prevention
- Promotion of healthy environments

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 and wellness.
2. **Academics:** Develop academic excellence.
3. **Clinical Practice and Education:** Promote faculty and student involvement in physical therapy practice across the continuum of care.
4. **Research and Scholarship:** Generate and disseminate new knowledge.
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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Degree Description

The entry-level DPT Program is three calendar years (8 semesters) in length and includes a combination of classroom, laboratory, and clinical practicum experiences. The curriculum begins with the foundational sciences, through which the student explores and studies normal human structure and function, and fundamental physical therapy techniques. From this critical underpinning, the student engages in the evidence-based approach to the physical therapy management of impairments, functional limitations and disabilities related to movement, function and health across the life span. The curriculum sequence is generally organized according to key body systems (i.e., musculoskeletal, cardiopulmonary, neuromuscular, integumentary). Coursework includes study of the functional and psychosocial impacts of health conditions, 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 disease prevention and health promotion, education, consultation, legislation and policy-making, and administration. The student engages in scholarly inquiry, either by completing a case report or conducting a research project under the direction and mentorship of a faculty member. The student may also explore topics beyond those required in the professional curriculum through elective courses or workshops offered by the Department and College.

Students complete three full-time clinical practica, totaling 36 weeks of clinical experience. 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. Full-time clinical practica experiences are integrated in the second and third professional years, enabling students to apply information learned in didactic courses to patients and clients.

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Accreditation

The DPT Program at the University of New England is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone:703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>

The Department, through its policies and procedures, is committed to assuring compliance with the evaluative criteria established by CAPTE. Accreditation indicates that the institution and program have been carefully evaluated and found to meet standards agreed upon by qualified educators.

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Admissions

The faculty in the Department of Physical Therapy value students with diverse educational backgrounds and life experiences. Individuals with a bachelor's degree, in any major, from any regionally accredited institution (see [PTCAS](#) for specific accrediting bodies) are encouraged to apply for admission.

Enrollment in the DPT Program assumes certain essential cognitive, emotional, and technical skills. The [Essential Technical Standards](#) delineates the abilities and skills that degree candidates must possess to engage safely and competently in required learning activities.

Requirements for Admissions

Prerequisite Courses

Courses	Specifics	Credits
Biology	Lab	4
General Chemistry I & II	Labs	8
Human Anatomy & Physiology I & II*	Labs	8
Physics I & II	Labs	8
Statistics		3
Introduction to Psychology		3
Psychology Elective		3

- All science prerequisites must have been completed within seven years prior to the PTCAS application deadline. *The Anatomy and Physiology courses must include all body systems and be a full-year (two semester sequence) or the equivalent. This must consist of either 4 credits of human anatomy with lab and 4 credits of human physiology with lab OR 8 credits of A&P I & II (both with lab). Animal Physiology or Exercise Physiology will not satisfy the physiology prerequisite.
- All prerequisite courses must be completed with a grade of "C" or better; "C"-grades are not acceptable. Prerequisite courses may be in-progress or planned at the time of application, but must be completed by August, prior to matriculation. Please include any in-progress or planned coursework in your PTCAS application. Official transcripts must be submitted to UNE's Office of Graduate and Professional Admissions upon completion of the in-progress and planned coursework.

Academic/Experience Requirements

- Distinguished record of excellence and achievement in college as established by cumulative GPA and math/science pre-requisite GPA, extracurricular activities, community involvement, GRE scores, and letters of recommendation
- Completion of Bachelor's Degree from a regionally accredited institution prior to matriculation
- A minimum cumulative GPA of 3.0
- A minimum math/science pre-requisite GPA of 3.0 (excludes the 2 Psychology courses)
- Successful completion of the General Graduate Record Exam (GRE). Recommended that all section scores be above the 30th percentile.
- Observation in PT practice is highly recommended.** While a specific number of hours are not required, the Admissions Committee evaluates applicants on their knowledge of the breadth and depth of PT practice.

Note: Before matriculation, accepted applicants will need to obtain a physical examination with proof of up-to-date immunization status. Immunization requirements are based on recommendations for health professionals by the Centers for Disease Control. This information must be presented prior to matriculation.

As required by clinical training sites, students will be subject to criminal background checks and drug screens periodically throughout the DPT program.

Procedures and Policies

- Applications for admissions are accepted through the Central Application Service for Physical Therapy (PTCAS).
- Deadline for submission of a PTCAS application is January 15th of each year prior to the fall start of the program. If the 15th falls on a Saturday, the deadline will be the 14th; if the 15th falls on a Sunday, the deadline will be the 16th.
- On-campus interviews are granted to qualified applicants by invitation of the Admissions Committee, and are required for admission.

- Admissions are rolling and decisions are made after each interview session and continue until the program starts. Applications received before the deadline will be given full consideration. Applications submitted after the deadline will be reviewed on a space available basis only.
- International students and students with international degrees must have transcripts evaluated for degree and grade equivalency to that of a regionally accredited US institution. See International Students for a list of educational credential evaluators.
- If you are accepted and decide to matriculate into the DPT program, UNE requires all official transcripts to be sent to the Office of Graduate and Professional Admissions to become a part of your student academic file. International applicants must submit the International Student Supplemental Application Form at time of acceptance to the university.
- All applicants to UNE must be able to understand and communicate in English to be admitted to the university. UNE accepts several methods of English Proficiency, see [International Students](#), which must be completed at the time of application.

The Admission Committee reserves the right to make changes or exceptions to the admission policies and procedures without notice when it deems such a decision is appropriate.

For additional information on the admissions process and requirements, please access the [PT Website](#).

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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 transfer credit for advanced standing placement will be handled on a case-by-case basis.

Experiential Learning

No credit will be awarded to students for experiential learning.

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Program Academic and Technical Standards

Academic 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. The program provides learning experiences to enable graduates to achieve the outcomes required for the practice of physical therapy. Please refer to the [WCHP Graduate Program Progression Policies and Procedures](#) for detailed description of academic standards.

Essential Technical Standards

The essential technical standards are pre-requisites for successful completion of the DPT program at the University of New England (UNE). Guidelines for reasonable accommodation are discussed. Please read this document carefully to determine whether you possess the abilities and skills reflected in the technical standards below.

Principles:

1. Physical Therapy is an intellectually, physically, and psychologically demanding profession.
2. The obligation and mission of the UNE DPT program is to produce effective and competent physical therapists who are best able to serve the needs of society. Therefore, all applicants, regardless of disability, will be held to the same admission standards. Once accepted, all DPT degree candidates will be held to the same technical standards, with reasonable accommodations provided when necessary and appropriate.
3. Individuals with documented disabilities applying to the UNE DPT Program will be expected to have completed the same academic prerequisites as their non-disabled peers. No applicant is required to disclose the details of a disability and no otherwise qualified individual will be denied admission to the DPT program based solely upon a disabling condition.
4. Upon acceptance, the Westbrook College of Health Professions, under the law, is obligated to provide reasonable accommodations to DPT candidates and students with documented disabilities who are registered with the University's Disability Services while completing the academic and clinical requirements for graduation from the program.

Reasonable accommodations:

Are provided to help minimize the impact of the student's disability, provide equal access to the University's programs and services while upholding the academic, clinical, and technical standards of the DPT Program.

Are provided to assist the student in learning, performing and satisfying the fundamental standards, so long as the student provides comprehensive documentation establishing his/her disability status prior to the need for reasonable accommodation

Are provided only to the extent that such accommodation does not result in lowering the technical standards of the Department of Physical Therapy or interfering with the rights of other students

Do not exempt DPT candidates from completing certain tasks deemed essential

Do not include reliance on peers-

When a candidate's ability to function is compromised (with or without accommodation) the candidate must demonstrate alternative means and/or abilities to acquire essential information and demonstrate essential tasks without reliance upon another person to help perform that essential task.

Are determined by UNE Disability Services in consultation with DPT faculty.

In addition, DPT faculty are available to work with candidates with disabilities to help identify strategies that might assist them in performing technical standards.

Candidate Declaration of abilities and skills*

1. Prior to the start of DPT classes, matriculating students must indicate that they possess the abilities reflected in the technical standards described below, either with or without reasonable accommodation.
2. A DPT candidate with a disability who wishes reasonable accommodation must contact the Disability Services, Portland Campus, Lower Level, Ginn Hall, Phone: (207) 221-4418, Fax: (207) 523-1919. An offer of admission may be withdrawn or a DPT candidate may be withdrawn from the program if it becomes apparent at any time that he or she cannot complete the technical standards even with accommodations, that the accommodations needed are not reasonable, or that fulfilling the functions would create a significant risk of harm to the health or safety of the student or others.

Technical Standards: Abilities and Skills

Matriculation into the DPT Program assumes certain essential cognitive, emotional, and technical skills. Reflected in the standards that follow are those abilities and skills that degree candidates must possess to engage safely and competently in required learning activities. The abilities and skills are described in five domains, including observation skills; communication skills; motor skills (fine and gross); intellectual-conceptual, integrative and quantitative abilities; and behavioral and social/emotional attributes.

I. Observation

Observation requires the functional use of vision, hearing, touch, and the use of common sense. Candidates must have visual perception, which includes depth and acuity. A candidate must be able to observe lectures, laboratory dissection of cadavers, and lecture and laboratory demonstrations. The candidate must be able to observe a patient accurately and obtain an appropriate medical history directly from the patient or guardian. Examples in which these observational skills are required include: observation of skin color; breathing regularity; temperature of skin; muscle tone; facial expressions; palpation of peripheral pulses, bony prominences and ligaments; visual and tactile evaluation for areas of inflammation; and visual and tactile assessment of the presence and degree of swelling. A candidate must be able to observe a patient accurately at a distance and close at hand, noting nonverbal as well as verbal signals. The candidate must have sufficient vision, hearing, and touch to detect patient/client needs in a busy clinical environment. The candidate must be able to read and interpret equipment, patient charts, and diagnostic tests. The candidate must also be able to accurately monitor dials, displays, and equipment used in treatment of patients including exercise equipment and electrical modalities.

II. Communication

Communication includes: speech, language, reading, writing and computer literacy. Students must be able to communicate effectively, sensitively, and convey a sense of compassion and empathy with patients and their families, as well as perceive non-verbal communications, and to deal effectively with cultural and ethnic diversity. Physical therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Candidates must be able to communicate quickly, effectively and efficiently in oral and written English with all members of the health care team. Candidates must be able to complete forms according to directions in a complete and timely fashion. The candidate must be able to demonstrate the ability to deliver and receive complex information in one-on-one and group settings, respond to questions from a variety of sources and respond appropriately to verbal and non-verbal communication, as well as explain complex information according to the listener's needs and abilities, both formally and informally. A candidate must be able to complete paper and/or on-line forms and documentation according to directions in a timely fashion, accurately elicit information and describe a patient's change in mood, thought, activity and posture. Candidates must be able to demonstrate sufficient communication skills to effectively train other DPT candidates, patients, family and support personnel.

III. Motor

The candidate must have sufficient strength, endurance and motor skills to effectuate the coordination of both gross and fine muscular movement, equilibrium, and the integrated use of touch and vision. Sufficient physical stamina is required to complete the rigorous course of didactic and clinical study. The candidate must be able to access and negotiate laboratories, classrooms and workstations, attend clinical internships, and accomplish required tasks in the clinic and academic settings. The candidate must be able to perform emergency procedures such as: cardiopulmonary resuscitation; safely lift, transfer and position patients; safely assist and guard patients during gait training; safely and effectively administer exercise and examination procedures that require resistance or facilitation; perform non-surgical wound debridement, and manually adjust exercise equipment and assistive devices. Long periods of sitting, standing, and moving are required in classroom, laboratory and clinical experiences. The candidate must demonstrate: sufficient balance, coordination and ability to accompany and detect loss of balance in patients who are walking; the ability to support and guard patients who lose their balance during walking on level surfaces, as well as on stairs and uneven terrains/ramps; sufficient freedom of movement to be able to participate in all classroom and clinical activities; and the ability to lift and carry heavy objects. Required movements may include: pushing; pulling; standing; sitting for long periods of time with and without back support; twisting; kneeling; stooping and bending. The candidate must be able to use motor skills to accurately assess changes in: muscle tone, tissue and skin temperature, joint position, chest sounds and peripheral pulses, joint play and other examination tests. The candidate must also be able to: effectively apply compression, traction, resistance, and percussion; and demonstrate sufficient fine motor skills to be able to manipulate small objects and write legibly. The candidate must be able to respond to bells and alarms related 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

To effectively solve problems, the candidate must be able to: measure, calculate, reason, analyze, comprehend, integrate and synthesize information from the clinical, natural, and social sciences in a timely fashion. For example, the candidate must be able to synthesize knowledge and integrate the relevant aspects of a patient's history, physical examination, and laboratory data. The candidate must be able to: provide a reasoned explanation for likely therapy, recalling and retaining information in an efficient and timely manner. The ability to incorporate new information from

peers, teachers, and the medical literature in formulating treatment plans is essential. In addition, the candidate must be able to comprehend three-dimensional relationships and to understand spatial relationships of structures. The candidate must have the ability to use computers for searching, recording, storing, and retrieving information. The candidate must be able to understand theory, research literature, and principles that apply to physical therapy practice, and analyze and solve complex patient problems. The candidate must be able to utilize knowledge of natural, clinical, and social sciences to develop appropriate interventions in a clinical setting. The ability to use critical analysis to understand theory, research literature, and principles that apply to physical therapy practice and to apply inductive and deductive clinical reasoning to solve complex patient problems is necessary. The candidate must be able to effectively engage in self-assessment of performance, as well as provide objective and constructive assessments of peers and faculty. The candidate must be able to identify significant findings based upon history and physical examination and interpret laboratory and diagnostic imaging data. The candidate must utilize sufficient judgment to ensure safe encounters with peers and patients and to effectively delegate to support personnel.

V. Behavioral and Social/Emotional Attributes

The candidate must be: dependable, punctual, ethical, and reliable; maintain professional demeanor in all situations; recognize stressors and be able to seek assistance as needed. Candidates must possess the emotional health required for full utilization of their intellectual abilities. They must: exercise good judgment, promptly complete all responsibilities attendant to the care of patients, and develop mature, sensitive and effective relationships with patients. The candidate must also demonstrate a commitment to learning by seeking new knowledge and understanding, formulating their own thoughts and ideas, and taking ownership of their educational advancement. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to: adapt to changing environments, display flexibility and function in the face of uncertainties inherent in clinical practice. They must be able to measure, calculate, reason, analyze and synthesize information effectively in the limited time demanded by a given clinical setting, while under stress, and in an environment in which other distractions may be present. The candidate must be able to abide by the APTA Code of Ethics, the Standards of Physical Therapy Practice and the Core Values, which can be found on the American Physical Therapy Association website at www.apta.org. Candidates must also be able to establish professional and empathetic relationships with individuals across the lifespan and from various cultures. Candidates must demonstrate integrity and honesty in the academic and clinical environment, as well as being able to engage in respectful interactions with individuals from various lifestyles, cultures, races, socioeconomic classes and abilities. They must be able to develop and maintain respectful working relationships with peers, faculty, professional colleagues, patients, family members and the general public and to recognize the psychosocial impact of movement dysfunction and disability on clients and families. The candidate must be able to accept constructive feedback and respond with suitable action.

Specific Examples of Technical Skills (Essential Functions) and Abilities:

Specifically, candidates must be able to:

1. Attend and participate in classes for 30 or more hours per week during each academic semester. Classes consist of a combination of lecture, discussion, laboratory, and clinical activities.
2. Use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat patients.
3. Read, write, speak, and understand English at a level consistent with successful course completion and development of positive patient-therapist relationships.
4. Complete readings, assignments, and other activities outside of class hours.
5. Apply critical thinking processes to their work in the classroom and the clinic.
6. Exercise sound judgment in class and in the clinic.
7. Participate in clinical experiences, which typically require students to be present 40 or more hours per week on a schedule that corresponds to the operating hours of the clinic.
8. Gather decision-making pieces of information during patient assessment activities in class or in the clinical setting without the use of an intermediary (classmate, aide, etc).
9. Perform treatment activities in class or in the clinical setting by direct performance.
10. Sit for two to 10 hours at a time, stand for at least one to two hours at a time, and walk or travel for at least two hours at a time
11. Frequently lift weights less than 10 pounds and occasionally lift weights between 10 and 100 pounds.
12. Occasionally carry up to 25 pounds while walking up to 50 feet.
13. Frequently exert 75 pounds of push/pull forces up to 50 feet and occasionally exert 150 pounds of push/pull forces for this distance.
14. Frequently twist, bend and stoop.
15. Occasionally squat, crawl, reach above shoulder level, and kneel.
16. Frequently move from place to place and position to position at a speed that permits safe handling of classmates and patients.
17. Frequently stand and walk while providing support to a classmate simulating a disability or while supporting a patient with a disability.
18. Occasionally climb stairs and negotiate uneven terrain.
19. Frequently use hands repetitively with a simple grasp and frequently with a firm grasp.
20. Frequently perform tasks requiring manual dexterity skills.
21. Frequently coordinate activities with gross motor and communication skills.

*Information and design from *The Essential Standards and Technical Standards* documents from the Graduate Program in Physical Therapy at Central Michigan and Sacramento State, and University of Buffalo's Doctor of Physical Therapy Program, as well as the generic abilities developed by the physical therapy program at the University of Wisconsin-Madison.

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Grading

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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 - Practice Management	1
PTH 601 - Clinical Practicum 1	8
PTH 602 - Scientific Inquiry 2	2
PTH 603 - Pathology and Medical Management – Neuromuscular System	3
PTH 604 - PT Management of Children with 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 - 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 - Public Policy & Physical Therapy	2
PTH 707 - Clinical Practicum 3	8
PTH 710 - Complex Case Management	1
Total Credits Required	103

**Students complete either PTH 608 and PTH 708 (Case Report 1 & 2) OR PTH 606 and PTH 705 (Research Proposal and Research Project)*

Please note: Curriculum is subject to change.

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Double Major

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Academic Policy

Students are expected to abide by the academic policies and procedures and conduct code outlined in the [University of New England \(UNE\) Student Handbook](#) and the [Department of Physical Therapy Student Handbook](#) and the [WCHP](#)

[Graduate Program Progression Policies and Procedures](#). Failure to abide by these policies, procedures or codes may result in disciplinary action.

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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 and a laptop computer 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 103 academic credits.

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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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Course Descriptions

Faculty

Transitional Doctor of Physical Therapy

Degree: Transitional Doctor of Physical Therapy (tDPT)**College:** Westbrook College of Health Professions**Department:** Physical Therapy**Contact:** University of New England
Office of Graduate and Professional Admissions
716 Stevens Avenue
Portland, ME 04103

207-221-4225 or 800-477-4863

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Mission

The Department of Physical Therapy believes that optimal 21st century, person-centered health care is best delivered by well-educated, compassionate leaders who think critically, reason intelligently, collaborate inter-professionally, and who promote health and wellness. In this spirit, the department is dedicated to preparing students for contemporary physical therapy and advances the profession through its steadfast commitment to excellence in academics, clinical education, scholarship, research, and service.

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Degree Description

Overview

The transitional DPT (tDPT) program culminates in the DPT degree and is "conferred upon completion of a structured transitional educational experience that results in the augmentation of knowledge, skills, and behaviors to a level consistent with the current professional (entry-level) DPT standards. The transitional DPT program enables the US-licensed physical therapist to attain degree parity with therapists who hold the professional DPT by 'filling in' any gaps between their professional baccalaureate or master's degree PT education and the current professional DPT degree education.*" The tDPT program is a logical extension of curricular offerings from the Department serving the needs of our program graduates as well as graduates from other accredited baccalaureate or master's degree programs

Program Goals

The tDPT 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.

¹[Frequently Asked Questions: Doctor of Physical Therapy Program \(Transitional\)](#)

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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 for Admissions

All applicants to the Transitional Doctor of Physical Therapy (t) program must meet the following criteria:

- Have completed a baccalaureate or master's level degree in physical therapy from a Physical Therapy program accredited by the Commission on Accreditation in Physical Therapy (CAPTE) or equivalent
- Have a current license to practice, and be employed as a physical therapist in the United States

Procedures and Policies

- Applications for admissions are submitted through the [UNE online application](#).
- Courses are offered in the summer, fall, and spring terms. Applications for new students will only be reviewed for fall and spring terms. Deadline for submission of an application is July 1st for the fall term and November 15th for the spring term of each year.
- Admissions are rolling and applications are reviewed as they are received at the University.
- International students and students with international degrees must have transcripts evaluated for degree and grade equivalency to that of a regionally accredited US institution. See [International Students](#) for a list of educational credential evaluators.
- All applicants to UNE must be able to understand and communicate in English to be admitted to the university. UNE accepts several methods of English Proficiency, see [International Students](#). English Proficiency requirement must be completed at the time of application.

The Admission Committee reserves the right to make changes or exceptions to the admission policies and procedures without notice when it deems such a decision is appropriate.

For additional information on the admissions process and requirements, please access the [tDPT website](#).

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Transfer Credit

Transfer credit for up to one course requirement may be granted by demonstration of course equivalency. The criteria for course equivalency include 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. Work or other educational experiences may also be considered in addition to graduate coursework in determining course equivalency. All requests for transfer credit will be reviewed only at the time of matriculation to the program by the Department Admissions Committee.

Advanced Placement

No credit will be awarded for Advanced Placement.

Experiential Learning

No credit will be awarded to students for experiential learning.

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Program Academic and Technical Standards

The educational outcomes of the tDPT program are based on many of the [consensus-based competencies](#) for the transitional DPT graduate published by the APTA.

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Grading

Grading

Students must complete, with a grade of "B-" or higher, all academic courses in the tDPT curriculum. Students who earn a grade of "C+" or lower in any of these courses must re-take the course and earn a "B-" or better on the next attempt. If the student does not earn a "B-" or better in re-taking the course, the student will be dismissed from the tDPT 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 course evaluations are a required element of every course; to receive grades at the end of the semester, students will need to complete the on-line course evaluations. 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 tDPT 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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Academic Policy

The University of New England (UNE) [Student Handbook](#) contains policies and procedures, including the University Conduct Code that applies to all students at the University. Students are also expected to abide by the American Physical Therapy Association's (APTA) [Guide for Professional Conduct](#) and the APTA's [Code of Ethics](#). You will note that many of the policies described in the UNE Student Handbook are congruent with the APTA's Guide for Professional Conduct and Code of Ethics.

Students will be expected to abide by additional course policies established by individual faculty members. Failure to abide by the conduct code described above, course policies or Department policies may result in disciplinary action.

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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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

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 Biddeford Campus. Call 207-602-2342 or visit the [Financial Aid](#) website.

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Faculty

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[Mission](#)[Major Description](#)[Admissions](#)[Transfer Credit](#)[Program Academic and Technical Standards](#)[Grading](#)[Curricular Requirements](#)[Academic Policy](#)[Financial Information](#)[Graduation Requirements](#)[Physician Assistant Department Website](#)

Mission

The mission of the University of New England Physician Assistant Program is to prepare masters level primary care Physician Assistants who will practice with physicians and other members of the health care team. The Program is committed to developing practitioners who are educated in all aspects of healthcare including geriatrics, health promotion and disease prevention, and public health practice. Special emphasis is placed on training clinicians who will provide primary healthcare to rural and urban underserved populations.

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' Guidelines for Ethical Conduct for the Physician Assistant 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 five 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 for Admission

Prerequisite Courses

Courses	Specifics	Semester Credits
Biology	Labs	8
General Chemistry	Labs	8
Human Anatomy & Physiology	Labs	8
Psychology/Sociology or related behavioral science		6
English		6

- The Anatomy & Physiology prerequisite must have been completed within seven years prior to matriculation (taken summer 2006 or more recently). The courses must include all body systems and be a full-year (two semester sequence) or the equivalent. 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 & II (both with lab). Animal Physiology or Exercise Physiology will not satisfy the physiology prerequisite.
- All prerequisite courses must be completed with a grade of "C" or better.
- Prerequisites may be in-progress or planned at the time of application, but must be completed by December, prior to matriculation. Please include any in-progress or planned coursework in your CASPA application. Upon completion of the in-progress and planned coursework please submit official transcripts to UNE.
- If you are accepted and decide to matriculate into the MSPA Program, official transcript(s) from all colleges and universities attended must be sent directly to UNE's Office of Graduate and Professional Admissions, to become part of your student file at the University.
- Courses in advanced physiology, pathophysiology, microbiology, statistics, physics, and biochemistry are highly recommended.

Academic/Experience Requirements

- At least 90 undergraduate credits from a regionally accredited institution(s) at time of application, and a Bachelor Degree prior to matriculation (unless in UNE pre-PA accelerated 3/2 track).
- A minimum overall cumulative GPA of 3.0 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.)
- A minimum of 250 hours of direct patient care is required.
- 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 your 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 is strongly recommended.

Note: Before matriculation, accepted applicants will need to obtain a physical exam with proof of up-to-date immunization status and a current American Heart Association Basic Life Support course for the Provider. 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 prior to matriculation, and periodically throughout the PA program.

Procedures and Policies

- Applications for admissions are accepted through the Central Application Service for Physician Assistants (CASPA) at www.caspaonline.org
- Deadline for submission of a CASPA application is October 1st of each year prior to the summer start of the Program.
- On-campus interviews are granted to qualified applicants upon invitation by the Admissions Committee, and are required for admission to the program.
- Admissions are rolling and decisions are made after each interview session and continue until the Program starts.
- International students and students with international degrees must have transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the US. See [International Students](#) for a list of educational credential evaluators.
- UNE requires all deposited students, to submit official transcripts from all colleges and universities attended, to the Office of Graduate and Professional Admissions prior to matriculation.
- International applicants must submit the [International Student Supplemental Application Form](#) at time of acceptance to the university.
- All applicants to UNE must be able to understand and communicate in English to be admitted to the university. UNE accepts several methods of English Proficiency, see [International Students](#). If applicable, the TOEFL requirement must be completed and the score received by the application deadline.

The Admission Committee reserves the right to make changes or exceptions to the admission policies and procedures without notice when it deems such a decision is appropriate.

For additional information on the admissions process and requirements, please access the [PA website](#).

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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 Placement

There is no advanced placement.

Experiential Learning

No credit will be awarded to students for experiential learning.

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Program Academic and Technical Standards

[Westbrook College of Health Professions](#)
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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

Note: The curricular requirements below apply to the the class entering May 2011 (Class of 2013). The curriculum for the class entering May 2012 (Class of 2014) is undergoing review and will be posted at a future date.

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	3.5
PAC 503 - Clinical Assessment I	2.5
PAC 508 - Principles of Biological Science	4
PAC 509 - Clinical Medicine I	1
PAC 523 - Introduction to Public Health	1.5
PAC 525 - Evidence Based Medicine I	.5
Semester total	13
Fall	
September - December (15 weeks)	
PAC 513 - Clinical Assessment II	2.5
PAC 518 - Pharmacology I	4
PAC 519 - Clinical Medicine II	8
PAC 522 - Interprofessional Geriatric Education Practicum I	2.5

PAC 524 - Integrating Seminar I	1
PAC 526 - Evidence Based Medicine II	2
Semester Total	20
Spring	
January - May (20 weeks)	
PAC 510 - Professional and Ethical Issues for the Physician Assistant	1
PAC 527 - Evidence Based Medicine III	1
PAC 528 - Specialty Disciplines	8
PAC 529 - Integrating Seminar II	1
PAC 533 - Clinical Assessment III	3
PAC 538 - Pharmacology II	3.5
PAC 539 - Clinical Medicine III	3
PAC 540 - Interprofessional Geriatric Education Practicum II	2.5
Semester Total	23
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 630 - Evidence Based Medicine IV	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. The Student Affairs Committee in association with the Program Director determines whether or not a course or part of it must be repeated. It may be necessary for the student to await the next time the course is offered in the MSPA Program schedule. Until the course is offered again the student may have to apply for and be 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 is charged to cover the expenses for specific science courses (e.g., anatomy), and certain specific course or program component (Objective Structured Clinical Examinations (OSCEs), evaluative testing, including the use of high-fidelity simulators, etc.).

Clinical Fee

The Clinical Fee is dispersed to clinical sites during the student's clinical year. It is an honorarium paid to the clinical site in appreciation for clinical training. While dispersed to clinical sites during the clinical year, to better equalize charges and award financial aid, the fee is billed to students during both the didactic and clinical year. Tuition and fees are refunded per UNE policy. The refund policy can be found in the University Catalog section on [Financial Information for Graduate Programs](#).

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 \$775 - \$1200. 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 \$1,500 to \$2,000 on required textbooks. Course syllabi and the program book list may 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

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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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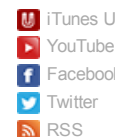
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Public Health

Degree: Master of Public Health (M.P.H.) and Graduate Certificate in Public Health (GCPH)**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.

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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.

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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 via video conferencing or in person 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 sciences they need to either enhance their professional knowledge or to pursue a graduate degree in the field.

Program Goals

Educational

1. Provide students with the knowledge, skills and values necessary for individuals engaged in professions related to public health.
2. Provide a program that is based on the attainment of defined student competencies.
3. Provide a public health education for professionals active in the area of health.
4. Provide a program to upgrade the skills and competencies of current public health professionals.
5. Provide a program that is convenient in its delivery and accessibility, regardless of where students live or work.
6. Provide faculty development activities.

Research

1. Implement a public health research program commensurate with faculty interest and program areas of concentration.
2. Provide students with research learning opportunities that allow for meaningful participation in the generation of new knowledge in the program's area of interest- including rural delivery systems, health disparities, chronic disease prevention and environmental health.

Service

1. Provide opportunities for students to perform community service with public health focus.
2. Encourage faculty members to share their expertise in service activities as a public health professional.

Workforce Development

1. Monitor and address the public health related workforce development needs and potential solutions.
2. Collaborate with Area Health Education Center (AHEC), Geriatric Education Center (GEC) and the Health Literacy Institute.

Program Development

1. Recruit and select students with diversity in ethnicity, race, age, gender, experience, and personal goals for the program who meet or exceed academic requirements for the program.

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Accreditation

The Master of Public Health program is accredited by the Council of Education for Public Health (CEPH). 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.

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Admissions

The Master of Public Health (MPH) degree is a 46-credit graduate program of the University of New England's College of Graduate Studies that provides education in the disciplines associated with public health.

The program is delivered completely online and offers a part-time option. The MPH program is designed to be accessible anywhere there is a computer, and welcomes both adult learners and traditional students.

Requirements for Admissions

Prerequisites 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 desirable).

Academic prerequisites:

- Bachelor's degree from a regionally accredited undergraduate institution, or international equivalent, with a major that is relevant to the student's professional goals.
- Undergraduate cumulative GPA or 3.0 or better.
- College-level courses in mathematics and science with a minimum grade of a "B" or satisfactory completion of a graduate level course in mathematics or science. In lieu of college-level courses in either, students may submit GRE subject test scores in mathematics or science, or the GRE quantitative ability score.

Technology requirements:

- Access to the internet and to computer audio capability
- Specific software as described in course syllabi
- Capacity to succeed in a distance learning format

Courses in the Graduate Programs in Public Health are delivered by Blackboard, an online course management system with an audio component.

Procedures and Policies

- Applications for admissions are submitted through the [UNE online application](#). Submission of the online application will include a current curriculum vita or resume, a personal statement describing applicant's interest in Public Health, and the names and email addresses of three reference letter writers.
- Applications for new students will be accepted for the summer, fall, and spring terms.
- Applicants must submit the following to the Office of Graduate and Professional Admissions, 716 Stevens Avenue, Portland, ME, 04103
 - Official transcripts from all other colleges and universities attended
 - GRE scores if applicable

- Only entirely complete applications submitted by the deadline will be considered by the Admissions Committee.
- Students not seeking a degree may enroll into individual courses as a non-matriculated student, space permitting and upon approval by the Director of the program. (Non-matriculated students must hold a bachelor's degree and may take up to 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 in the third course. **Students cannot move from non-matriculated to matriculated status within the same semester.**
- International students and students with international degrees must have transcripts evaluated for degree and grade equivalency to that of a regionally accredited US institution. See [International Students](#) for a list of educational credential evaluators.
- All applicants to UNE must be able to understand and communicate in English to be admitted to the university. UNE accepts several methods of English Proficiency, see [International Students](#). English Proficiency requirement must be completed at the time of application.

The Admission Committee reserves the right to make changes or exceptions to the admission policies and procedures without notice when it deems such a decision is appropriate.

For additional information on the admissions process and requirements, please access the [Public Health website](#).

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Transfer Credit

Transfer Credit

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.

- Graduate Certificate in Public Health (GCPH) Program: upon acceptance, students may apply to transfer up to two, 3-credit courses (maximum six semester credits) into the program.
- Master of Public Health (MPH) Program: upon acceptance, students may apply to transfer up to three, 3-credit courses (maximum nine semester credits) into the program.

Transfer courses must:

- Be classified as graduate level.
- Have been taken within five years of application.
- Be from a CEPH accredited institution.
- Have been completed with a grade of "B" or better.
- Be equivalent to one of the required program courses or a particular course that meets the goal of the student's public health education.
- Not have been applied toward any other degree here or elsewhere.

Advanced Placement

Students who have earned a certificate of graduate study in public health from another institution within the last five years, may apply for admissions 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, who are in good standing, may apply to the MPH program and request advanced standing at any time during the certificate program. UNE students who have completed the graduate certificate program may apply for advanced standing in the MPH program within five years of completing the graduate certificate program in Public Health.

Experiential Learning

No credit will be awarded to students for experiential learning.

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Curricular Requirements

The Graduate Certificate in Public Health includes the following required courses (18 credits):

1. GPH 702 Public Health Policy and Management (3 credits)
2. GPH 712 Principles of Epidemiology (3 credits)
3. GPH 714 Principles of Public Health (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)

The Master in Public Health program includes the following courses (46 credits):

The following five core courses (15 credits):

1. GPH 702 Public Health Policy and Management (3 credits)
2. GPH 712 Principles of Epidemiology (3 credits)
3. GPH 716 Biostatistics (3 credits)
4. GPH 722 Introduction to Environmental Health (3 credits)

5. GPH 726 Social and Behavioral Health (3 credits)

All students must complete the following required courses (10 credits)

1. GPH 714 Principles of Public Health Concepts (3 credits)
2. GPH 719 Research Methods (3 credits)
3. GPH 745 Integrated Public Health Practicum: Practical Experience (2 credits)
4. GPH 746 Integrated Public Health Practicum: Capstone Project (2 credits)

7 of the following 10 electives (21 credits)

1. GPH 704 Public Health Law, and Ethics (3 credits)
2. GPH 705 Community-Based Participatory Research (3 credits)
3. GPH 706 Public Health Administration (3 credits)
4. GPH 720 Organizational Theory and Behavior (3 credits)
5. GPH 724 Occupational Health (3 credits)
6. GPH 725 Public Health Financial Management (3 credits)
7. GPH 728 Health Literacy and Plain Language (3 credits)
8. GPH 730 Health Economics (3 credits)
9. GPH 735 Health Information Systems (3 credits)
10. GPH 740 Global Health (3 credits)

Integrated Public Health Practicum

The integrated public health practicum includes a 2-credit practical experience (GPH 745) and a 2-credit capstone project (GPH 746).

GPH 745 Integrated Public Health Practicum: Practical Experience (2 credits)

The field experience is a required part of the Master of Public Health program and provides students with the opportunity to apply classroom learning in a public health environment and to work with experienced public health professionals. Working with a preceptor, students will develop goals for the practical experience and complete a defined project in a minimum of 120 hours. This will be an opportunity to develop practice-based skills that enhance individual career goals and to demonstrate additional skills such as leadership, communication and teamwork. This experience is supervised by an approved preceptor and takes place at an approved placement site.

GPH 746 Integrated Public Health Practicum: Capstone Project (2 credits)

This is the synthesis component of the Master of Public Health Program, which allows each student the opportunity to apply the theory, principles and science of public health. Each student is required to design, execute and complete a project and must have successfully completed all Master of Public Health course requirements before registering for this component. The project will complement each student's professional and personal goals. The capstone project provides the opportunity for students to integrate and apply learning from throughout the public health curricular experience.

GPH 795 Independent/Directed Study (3 credits)

Students enrolled in the Master of Public Health (MPH) degree program may propose independent or directed studies to further special scholarship or research interests. Students should complete all core MPH courses prior to the independent/directed study course. The proposed course requires the approval of the faculty sponsor, the Director of the Program and the Dean of the College of Graduate Studies.

Competencies

The Graduate Programs in Public Health adapted the Association of Schools of Public Health (ASPH) competencies. In addition, the programs have special emphasis on three public health competencies for all students adapted from the ASPH competencies that are core to our program.

[UNE Master of Public Health Program and Graduate Certificate of Public Health Programs competencies](#)

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Academic Policy

Repeat Grades

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 745 and 746 (Integrated Public Health Practicum courses) will be on a high pass, pass or fail grading system and are 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

Course drops are allowed until the day after classes begin. As all courses officially begin on a Wednesday, students may drop a course without financial penalty until Thursday after the start date through UOnline. 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 one academic session or more, 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 Integrity

The University of New England values academic integrity in all aspects of the educational experience. Academic dishonesty in any form undermines this standard and devalues the original contributions of others. It is the responsibility of all members of the university community to actively uphold the integrity of the academy; failure to act, for any reason, is not acceptable.

Charges of academic dishonesty will be reviewed by the dean of the appropriate College and, if upheld, will result at minimum in a failing grade on the assignment and a maximum of dismissal from the University of New England. Academic dishonesty includes, but is not limited to the following:

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

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Financial Aid

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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 within three consecutive years.
- Maintain a minimum GPA of 3.0.
- Have been recommended by the GPPH faculty for graduation.
- 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 within six consecutive years.
- Maintain a minimum GPA of 3.0.
- Have been recommended by the GPPH faculty for graduation.
- Have no outstanding financial obligations to the University.

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UNIVERSITY CATALOG 2012-2013

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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 Office of Graduate and Professional Admissions at 1-207-221-4225.

The School of Social Work in conjunction with the Office of Graduate and Professional Admissions provides periodic Information Sessions for the Master of Social Work degree program. Some are in the form of on-line chat sessions, others take place on campus, and include presentations by students and faculty, followed by question and answer sessions and the opportunity to meet one-on-one with faculty or staff. Please contact the admissions office of the School of Social Work at 207-221-4513 for a schedule of events.

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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 Westbrook 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.

Program Options

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 attend 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 the School faculty. Beginning in September 2013, in addition to our regular 2 year full-time program and part-time options, it will be possible to obtain an MSW degree in as little as 16 months. This innovative design incorporates a summer semester in the second year and two field placement experiences.

Program Goals

1. Prepare competent Master-level professional social workers who at every system level:
 - Challenge the inequities of existing social, political, economic and cultural institutions and relationships.
 - Create collaborative, sustainable and health-promoting relationships and communities.
3. Develop and apply value-based, theory-driven and evidence-guided empowering social work practice.
4. 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. The Admissions Committee oversees the selection process and recommends admissions policies to the School.

Requirements for Admission

Academic prerequisites:

- Completion of a Bachelor's degree from a regionally accredited college or university. (If degree is in progress at time of acceptance, degree must be completed prior to matriculation.)
- Cumulative GPA of 3.0 or better is preferred. (If your GPA is lower, please address this in your personal statement.)
- Have completed a distribution of liberal arts courses, including content in human biology. (Applicants, who have not taken a course with content in human biology, must complete a human biology course during the first year of the MSW program.)
- Evidence of significant work or volunteer experience in the human service field with MSW supervision is highly recommended

Procedures and Policies

- Applications for admissions are submitted through [UNE's online application](#).
 - Submit a 1,400 - 1,800 word personal essay as part of the online application addressing the following issues:
 - With reference to the School's mission statement, discuss your views on social justice, cultural diversity and human dignity.
 - What do you see as the most pressing issues facing our society? In what ways should we, as social workers, respond to these issues? If applicable, discuss your personal involvement in working on these issues.
 - What do you consider to be your personal strengths and areas in need of development in relation to becoming a professional social worker?
 - Provide two education/professional references as part of the online application
- Applicants must submit the following to the Office of Graduate and Professional Admissions, 716 Stevens Avenue, Portland, ME, 04103
 - Official transcripts from all colleges and universities attended
- Admissions decisions are made on a rolling basis throughout the year. Applicants are encouraged to apply early.
- Deadline for submissions of a completed application with supporting documentation to the on-campus program is April 1st of each year prior to the start of fall classes. Complete applications submitted by the deadline will be considered by the Admissions Committee. (Applications received after the deadline will be reviewed on a space available basis.)
- International students and students with international degrees must have transcripts evaluated for degree and grade equivalency to that of a regionally accredited US institution. See [International Students](#) for a list of educational credential evaluators.
- All applicants to UNE must be able to understand and communicate in English to be admitted to the university. UNE accepts several methods of English Proficiency, see [International Students](#). English Proficiency requirement must be completed at the time of application.

The Admission Committee reserves the right to make changes or exceptions to the admission policies and procedures without notice when it deems such a decision is appropriate.

For additional information on the admissions process and requirements, please access the [School of Social Work website](#).

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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:

- Transfer students with one full year of graduate social work education accredited by the Council on Social Work Education
 - Minimum grade of “B” in all courses and acceptable field work evaluation
 - Graduate work must have been completed within five years of admission to UNE
 - Student must complete a minimum of 32 credit hours at UNE’s School of Social Work to earn a degree the university
- Transfer students with less than one full year of graduate education must meet the following requirements:
 - Request for transfer of credit must be initiated at the time of application, but no later than beginning of attendance as a degree-seeking student
 - Earned graduate credit at an accredited university within five years of the request for transfer credit
 - Graduate coursework must be accepted by the SSW as having a direct relevance to the program of study at UNE
 - Maximum of nine credit hours for graduate credits earned in another discipline may be transferred toward elective credit, provided the credits were not taken as part of an earned graduate degree at another institution
- All coursework was completed with a minimum grade of “B”.
- Graduate credit earned from a completed graduate program of study in another discipline will not be considered for transfer into the SSW. Waivers of requirements, without award of credit will be reviewed by faculty for consideration
- Applicants wishing to apply for transfer of credit must provide the SSW with written petition along with the following documents:
- Official transcript indicating course was completed with a grade of “B” or better
- Copy of the course description, 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 may be considered for Advanced Standing under the following conditions:

- Graduation from a C.S.W.E. accredited BSW program within five to seven years of enrollment in the School of Social Work
- Minimum cumulative 3.0 GPA for the last 60 credit hours of the BSW program.
- 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 “B” average (3.0) on a four-point scale.
- Evidence of significant work or volunteer experience in the human service field with MSW supervision preferred

Applicants meeting the above criteria may be awarded up to twenty-nine (29) credit hours toward degree requirements. Applicant may be required to take additional coursework preceding regular enrollment to address knowledge deficits or gaps in their undergraduate education.

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).

Experiential Learning

Applicants may not receive academic credit for work experience in the field or for life experience.

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Curricular Requirements

Beginning in 2013 students in the campus-based option will have the option to complete their degree in as little as 16 months. They can also attend for the traditional 2 years, or attend part-time for up to 4 years. Online students take their program on a part-time basis only. 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). The individual, family and group practice (IFG) concentration prepares students with knowledge and skills for advanced practice primarily focused on 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. Both are enriched by a selection of electives.

	Credits
Year One - Foundation	
SSW 501 Human Behavior & the Social Environment I	3
SSW 502 Human Behavior & the Social Environment II	3
SSW 505 Social Welfare Policy and Programs I	3
SSW 506 Social Welfare Policy and Programs II	3
SSW 503 Social Work Research I	3
SSW 504 Social Work Research II	3
SSW 510 Social Work Practice I	3
SSW 511 Social Work Practice II	3
SSW 520 Field Practicum I/Seminar	4
SSW 522 Field Practicum II/Seminar	4
Year One Total	32
Year Two - Concentration	
SSW 552 Contemporary Theory of Social Work Practice for Individuals and Families 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

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Grading System

The School of Social Work has a letter grading system (A, A-, B+, B, B-, C+, C, C- and F). Students in the program are expected to maintain a "B" (3.0) average over the course of their study. 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 for on-campus incompletes and seven (7) days for online incompletes. This form must be completed by the last day of class for the given course. Any student who does not follow the above guidelines will receive an F for the course. In exceptional circumstances (death in family, significant illness, accident), an additional extension may be requested. Any such request must be reviewed and signed by the School director.

Course Add/Drop or Withdrawal

Course changes (add/drops) are allowed during the first five days of classes for on-campus students and first three days of classes for online students; tuition may be adjusted dependent upon number of hours enrolled. After the first week of classes no refunds are made for course changes.

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 course. 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.

Repeat Course Policy

MSW students may repeat a course in the event of a failing grade if that is the recommendation of the Student Development 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

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

Students must successfully complete all courses prior to graduation and fulfill all curriculum requirements.

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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 2012-2013 academic year. The information contained herein is accurate as of date of publication August 12, 2012.

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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Course Descriptions

Faculty

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: Division of Clinical Affairs

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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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.

[Back to Top](#)**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 (OGPA) through UNE's [online application portal](#).

Admissions Requirements

Prerequisites, 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

Academic Requirements

- Applicants should have at least one graduate degree related to health professions or the equivalent for basic science faculty. This degree must be from a regionally accredited institution or equivalent.
- For applicants who do not have an advanced graduate degree, a bachelor's degree or its equivalent from a regionally accredited institution is required
- Required minimum grade point average of 3.0 (A=4.0) or higher
- Official transcripts from all colleges and universities attended

Technology Requirements

- Access to the Internet and computer audio capability
- Students must have key computer competencies and the willingness to learn new software applications:
 - Create, edit, and save new documents in MS OFFICE programs – WORD, EXCEL, & PowerPoint
 - Create a table in a WORD document
 - Use "track changes"/review functions
 - Change parameters such as page numbers, paper orientation, margins, proportions, etc.
 - Manage files, folders, and databases on a personal computer
 - Attach/detach documents to/from e-mail messages

Procedures and Policies

- Applications for admissions are accepted through the University of New England's [online application](#) only.
- Deadline for submission of a completed application with all supporting documentation is December 1st for matriculation into the spring term every other year (there is no new admit term in spring 2012), and August 1st for matriculation into the fall term of each year.
- Admissions decisions will be made by the program Admissions Committee on a rolling basis. Decision letters will be sent to applicants from the Office of Graduate and Professional Admissions. Applicants are encouraged to complete the application early.
- Applications will not be considered complete until all pre-requisites have been met and all documentation materials have been received.
- International students and students with international degrees must have transcripts evaluated for degree equivalency to that of a regionally accredited institution in the US. See [International Students](#) for a list of educational credential evaluators. (For MMEL applicants only, the degree that needs to be evaluated will be the highest degree completed, with the minimum degree required for admission into the program being the Bachelor's degree.)
- All applicants to UNE must be able to understand and communicate in English to be admitted to the university. UNE accepts several methods of English Proficiency, see [International Students](#). English Proficiency requirement must be completed at the time of application.

The Admission Committee reserves the right to make changes or exceptions to the admission policies and procedures without notice when it deems such a decision is appropriate.

For additional information on the admissions process and requirements, please access the [Medical Education Leadership website](#).

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Transfer Credit

Transfer Credit

Upon acceptance to the program, students may request to transfer up to two 3-credit graduate level courses (maximum of 6 credits) into the MMEL program. The courses must meet the following criteria:

- Graduate-level courses taken after the receipt of any other degree
- Completed within five years before application to MMEL program
- Completed at a regionally accredited college or university
- Completed with a grade of "B" or higher
- Equivalent to courses required in the MMEL program or used as an elective

To request consideration for transfer credit, students must provide official transcripts, course syllabus and outline, along with 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.

Transfer Credit for Harvard Macy Institute Program Coursework

UNE's Master of Science in Medical Education Leadership (MMEL) Program, in accordance with an agreement between the University and Harvard Macy Institute, will accept the following coursework as transfer credit into the MMEL program:

- "Leading Innovations in Health Care and Education" (3 elective credits)
- "A Systems Approach to Assessment in Health Science Education" (3 elective credits)
- "Program for Educators in Health Professions" (6 elective credits)

To request the transfer of credit the applicant will submit a copy of the institute certificate of CME credits and the applicant's project materials to the MMEL Director for review, to assure that student learning and achievement are comparable in breadth, depth, and quality to the results of university provided courses.

Advanced Standing

Individuals who have completed 9 credits in one of our certificates (Program Development in Academic Medicine or Leadership Development in Academic Medicine) may request a change of major to the Master's in Medical Education Leadership. However, students must do so within five years of completing a single course or within five years of completing the graduate certificate in academic medicine.

Experiential Learning

No credit will be awarded to students for experiential learning.

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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 consecutive years of admission to the program, unless a specified leave of absence has been granted by the Dean. Students must complete a certificate within two consecutive years of admission to the certificate program, unless a specified leave of absence has been granted by the Dean.

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 may not be accepted for credit in the MMEL program.

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Grading

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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 Professional Dev: Developing a Culture of Life-Long Learning	3
MEL 612 Organizational Development: Fostering the Learning Environment	3
MEL 620 Research and Evaluation in Medical 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 Independent 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 Developing a Culture of Lifelong Learning	3
MEL 612 Organizational Development: Fostering the Learning Environment	3

MEL 604 Curriculum Design & Program Development (3 cr)

Instructor: India Broyles, EdD

Curriculum work is a complex and sophisticated endeavor. Students will come to understand the curriculum & program planning process by working through experiences that will promote the cognitive, personal and social development of curriculum planners. The course challenges curriculum planners to be inquirers and to critically examine the practices of medical & other clinical educational programs. We will explore questions both in theory and in practice by examining the foundations and principles of curriculum development. We will consider the institutional

context and the collaborative nature of much of curriculum work. The course provides numerous practical ideas for engaging in the work of curriculum development and implementation.

MEL 605 Improving Instructional Effectiveness (3 cr)

Instructor: Robert Trowbridge, MD and India Broyles EdD

This course introduces key concepts in theories of learning, adult learning principles, and their application to instructional design and improved teaching and learning. Theoretical and practical approaches to organizing learning experiences in a variety of settings [small group, large group, teams, simulations, and collaboration] will be examined. Students will be asked to describe the application of these approaches to their own learning environment.

MEL 606 Learner Assessment & Program Evaluation (3 cr)

Instructor: Larry Grupen, PhD

Assessing learner outcomes is an essential component of any educational activity and applies to individual sessions as much as to multi-year curricula. Such assessment is critical to making decisions – decisions about improving the curriculum, advancing students, competence attainment, program evaluation and numerous others. This course will address the procedures and practices that produce high-quality assessment information that can support these decisions. We will closely examine the learning goals of a curriculum and how these outcomes can be translated into measureable outcomes. We will also probe the nuances of different types of outcomes and how these differences link to preferred assessment methods. These activities will be structured around the development of an “assessment blueprint” that each course participant will design in connection with the curriculum developed in MEL604

MEL 610 Leadership Skills in Medical Education (3 cr)

Instructor: Bob Bing-You, MD, MEd, MBA

This course introduces multiple concepts and theories regarding leadership approaches and skills. We will apply such concepts for medical education leaders. The course will focus on differences between leadership vs. management, and specific areas necessary for a successful leader [e.g., meeting management, communications, negotiation techniques, marketing]. Students will explore their own preferred leadership styles. As much as possible, students will describe application of this new knowledge and/or skills to their own current situations.

MEL 611 Professional Development: Developing a Culture of Life-long Learning [3 cr]

Instructor: Jacqueline Cawley, DO

This interactive course is designed to provide students with a comprehensive introduction to human resource issues important to leaders in medical education. The content includes: team building; communication styles; conflict resolution; hiring, engaging and retaining staff; development of professional portfolios; and recognition of contributions to educational programs. Participants will bring a human resource case study to the group at the outset. Through the course, they will collaborate with classmates to identify best practice solutions.

MEL 612 Organizational Development: Fostering a Learning Environment (3 cr)

Instructor: Bob Bing-You, MD, MEd, MBA

This course introduces multiple concepts and theories regarding organizational development. We will apply such concepts for medical education leaders. The course will focus on differences between types of organizations, smaller components within organizations, meeting management, succession planning, and politics. Students will explore their own role within organizations as they foster a learning environment. As much as possible, students will describe application of this new knowledge and/or skills to their own current situations

MEL 620 Research and Evaluation in Medical Education (3 cr)

Instructor: Jeff Beaudry PhD

The central focus of the course is the study of the concepts, principles, and methods of research and program evaluation in medical education. The course emphasizes the principles of research and evaluation design, how to access current research in medical education and write a research review, sampling procedures, tools of data collection and data analysis, and the scientific method of problem solving.

MEL 651-652 Applied Project in Curriculum or Leadership (6 cr)

Instructors: India Broyles, EdD and Bob Bing-You, MD MEd, 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.

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 another

institution or an external fellowship program/institutes.

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 seven 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

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, or veteran's benefits.

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 withdraw from a course prior to the course start date by notifying the program office in writing. As all courses officially begin on a Saturday, students must notify the program office during business hours no later than the Friday prior to the start date. A student may withdraw from a course without academic penalty with a grade of W at any time during the first two-thirds of the semester as specified in the current academic calendar. If withdrawal occurs after that date, the grade of WP (withdrew passing) or WF (withdrew failing) will be entered. The grade of WF is computed in the grade point average. Course withdrawals will result in tuition refunds based on 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.

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 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 part of the five years to complete the MMEL program or two years to complete the certificate.

University/ Program Withdrawal

All matriculated students who wish to withdraw from the University must complete a University Withdrawal form available from 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; and (b) return of University identification (ID) card to the Office of Student Affairs. 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 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. 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 2012-2013 academic year. The information contained herein is accurate as of date of publication August 12, 2012.

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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 Phone: (207) 283-0171 [eServices](#) [Contact Us](#)

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Course Descriptions

Faculty

Public Health

Degree: Master of Public Health (M.P.H.) and Graduate Certificate in Public Health (GCPH)

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.

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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.

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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 via video conferencing or in person 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 sciences they need to either enhance their professional knowledge or to pursue a graduate degree in the field.

Program Goals

Educational

1. Provide students with the knowledge, skills and values necessary for individuals engaged in professions related to public health.
2. Provide a program that is based on the attainment of defined student competencies.
3. Provide a public health education for professionals active in the area of health.
4. Provide a program to upgrade the skills and competencies of current public health professionals.
5. Provide a program that is convenient in its delivery and accessibility, regardless of where students live or work.
6. Provide faculty development activities.

Research

1. Implement a public health research program commensurate with faculty interest and program areas of concentration.
2. Provide students with research learning opportunities that allow for meaningful participation in the generation of new knowledge in the program's area of interest- including rural delivery systems, health disparities, chronic disease prevention and environmental health.

Service

1. Provide opportunities for students to perform community service with public health focus.
2. Encourage faculty members to share their expertise in service activities as a public health professional.

Workforce Development

1. Monitor and address the public health related workforce development needs and potential solutions.
2. Collaborate with Area Health Education Center (AHEC), Geriatric Education Center (GEC) and the Health Literacy Institute.

Program Development

1. Recruit and select students with diversity in ethnicity, race, age, gender, experience, and personal goals for the program who meet or exceed academic requirements for the program.

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Accreditation

The Master of Public Health program is accredited by the Council of Education for Public Health (CEPH). 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.

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Admissions

The Master of Public Health (MPH) degree is a 46-credit graduate program of the University of New England's College of Graduate Studies that provides education in the disciplines associated with public health.

The program is delivered completely online and offers a part-time option. The MPH program is designed to be accessible anywhere there is a computer, and welcomes both adult learners and traditional students.

Requirements for Admissions

Prerequisites 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 desirable).

Academic prerequisites:

- Bachelor's degree from a regionally accredited undergraduate institution, or international equivalent, with a major that is relevant to the student's professional goals.
- Undergraduate cumulative GPA or 3.0 or better.
- College-level courses in mathematics and science with a minimum grade of a "B" or satisfactory completion of a graduate level course in mathematics or science. In lieu of college-level courses in either, students may submit GRE subject test scores in mathematics or science, or the GRE quantitative ability score.

Technology requirements:

- Access to the internet and to computer audio capability
- Specific software as described in course syllabi
- Capacity to succeed in a distance learning format

Courses in the Graduate Programs in Public Health are delivered by Blackboard, an online course management system with an audio component.

Procedures and Policies

- Applications for admissions are submitted through the [UNE online application](#). Submission of the online application will include a current curriculum vita or resume, a personal statement describing applicant's interest in Public Health, and the names and email addresses of three reference letter writers.
- Applications for new students will be accepted for the summer, fall, and spring terms.
- Applicants must submit the following to the Office of Graduate and Professional Admissions, 716 Stevens Avenue, Portland, ME, 04103
 - Official transcripts from all other colleges and universities attended
 - GRE scores if applicable

- Only entirely complete applications submitted by the deadline will be considered by the Admissions Committee.
- Students not seeking a degree may enroll into individual courses as a non-matriculated student, space permitting and upon approval by the Director of the program. (Non-matriculated students must hold a bachelor's degree and may take up to 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 in the third course. **Students cannot move from non-matriculated to matriculated status within the same semester.**
- International students and students with international degrees must have transcripts evaluated for degree and grade equivalency to that of a regionally accredited US institution. See [International Students](#) for a list of educational credential evaluators.
- All applicants to UNE must be able to understand and communicate in English to be admitted to the university. UNE accepts several methods of English Proficiency, see [International Students](#). English Proficiency requirement must be completed at the time of application.

The Admission Committee reserves the right to make changes or exceptions to the admission policies and procedures without notice when it deems such a decision is appropriate.

For additional information on the admissions process and requirements, please access the [Public Health website](#).

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Transfer Credit

Transfer Credit

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.

- Graduate Certificate in Public Health (GCPH) Program: upon acceptance, students may apply to transfer up to two, 3-credit courses (maximum six semester credits) into the program.
- Master of Public Health (MPH) Program: upon acceptance, students may apply to transfer up to three, 3-credit courses (maximum nine semester credits) into the program.

Transfer courses must:

- Be classified as graduate level.
- Have been taken within five years of application.
- Be from a CEPH accredited institution.
- Have been completed with a grade of "B" or better.
- Be equivalent to one of the required program courses or a particular course that meets the goal of the student's public health education.
- Not have been applied toward any other degree here or elsewhere.

Advanced Placement

Students who have earned a certificate of graduate study in public health from another institution within the last five years, may apply for admissions 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, who are in good standing, may apply to the MPH program and request advanced standing at any time during the certificate program. UNE students who have completed the graduate certificate program may apply for advanced standing in the MPH program within five years of completing the graduate certificate program in Public Health.

Experiential Learning

No credit will be awarded to students for experiential learning.

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Curricular Requirements

The Graduate Certificate in Public Health includes the following required courses (18 credits):

1. GPH 702 Public Health Policy and Management (3 credits)
2. GPH 712 Principles of Epidemiology (3 credits)
3. GPH 714 Principles of Public Health (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)

The Master in Public Health program includes the following courses (46 credits):

The following five core courses (15 credits):

1. GPH 702 Public Health Policy and Management (3 credits)
2. GPH 712 Principles of Epidemiology (3 credits)
3. GPH 716 Biostatistics (3 credits)
4. GPH 722 Introduction to Environmental Health (3 credits)

5. GPH 726 Social and Behavioral Health (3 credits)

All students must complete the following required courses (10 credits)

1. GPH 714 Principles of Public Health Concepts (3 credits)
2. GPH 719 Research Methods (3 credits)
3. GPH 745 Integrated Public Health Practicum: Practical Experience (2 credits)
4. GPH 746 Integrated Public Health Practicum: Capstone Project (2 credits)

7 of the following 10 electives (21 credits)

1. GPH 704 Public Health Law, and Ethics (3 credits)
2. GPH 705 Community-Based Participatory Research (3 credits)
3. GPH 706 Public Health Administration (3 credits)
4. GPH 720 Organizational Theory and Behavior (3 credits)
5. GPH 724 Occupational Health (3 credits)
6. GPH 725 Public Health Financial Management (3 credits)
7. GPH 728 Health Literacy and Plain Language (3 credits)
8. GPH 730 Health Economics (3 credits)
9. GPH 735 Health Information Systems (3 credits)
10. GPH 740 Global Health (3 credits)

Integrated Public Health Practicum

The integrated public health practicum includes a 2-credit practical experience (GPH 745) and a 2-credit capstone project (GPH 746).

GPH 745 Integrated Public Health Practicum: Practical Experience (2 credits)

The field experience is a required part of the Master of Public Health program and provides students with the opportunity to apply classroom learning in a public health environment and to work with experienced public health professionals. Working with a preceptor, students will develop goals for the practical experience and complete a defined project in a minimum of 120 hours. This will be an opportunity to develop practice-based skills that enhance individual career goals and to demonstrate additional skills such as leadership, communication and teamwork. This experience is supervised by an approved preceptor and takes place at an approved placement site.

GPH 746 Integrated Public Health Practicum: Capstone Project (2 credits)

This is the synthesis component of the Master of Public Health Program, which allows each student the opportunity to apply the theory, principles and science of public health. Each student is required to design, execute and complete a project and must have successfully completed all Master of Public Health course requirements before registering for this component. The project will complement each student's professional and personal goals. The capstone project provides the opportunity for students to integrate and apply learning from throughout the public health curricular experience.

GPH 795 Independent/Directed Study (3 credits)

Students enrolled in the Master of Public Health (MPH) degree program may propose independent or directed studies to further special scholarship or research interests. Students should complete all core MPH courses prior to the independent/directed study course. The proposed course requires the approval of the faculty sponsor, the Director of the Program and the Dean of the College of Graduate Studies.

Competencies

The Graduate Programs in Public Health adapted the Association of Schools of Public Health (ASPH) competencies. In addition, the programs have special emphasis on three public health competencies for all students adapted from the ASPH competencies that are core to our program.

[UNE Master of Public Health Program and Graduate Certificate of Public Health Programs competencies](#)

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Academic Policy

Repeat Grades

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 745 and 746 (Integrated Public Health Practicum courses) will be on a high pass, pass or fail grading system and are 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

Course drops are allowed until the day after classes begin. As all courses officially begin on a Wednesday, students may drop a course without financial penalty until Thursday after the start date through UOnline. 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 one academic session or more, 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 Integrity

The University of New England values academic integrity in all aspects of the educational experience. Academic dishonesty in any form undermines this standard and devalues the original contributions of others. It is the responsibility of all members of the university community to actively uphold the integrity of the academy; failure to act, for any reason, is not acceptable.

Charges of academic dishonesty will be reviewed by the dean of the appropriate College and, if upheld, will result at minimum in a failing grade on the assignment and a maximum of dismissal from the University of New England. Academic dishonesty includes, but is not limited to the following:

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

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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 upon 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 within three consecutive years.
- Maintain a minimum GPA of 3.0.
- Have been recommended by the GPPH faculty for graduation.
- 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 within six consecutive years.
- Maintain a minimum GPA of 3.0.
- Have been recommended by the GPPH faculty for graduation.
- 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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Curriculum & Instruction Strategies

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Department: Education

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

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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 in 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

Admission Requirements

- A Master's degree from a regionally accredited U.S. college or university, or its equivalent.
- Have a minimum of three years' teaching experience in an accredited public or private school.
- Current employment in an educational setting where you have regular access to an environment in which you can apply course concepts and strategies.
- Sufficient computer skills to navigate the worldwide web.
- Own or have regular access to a computer with internet connection, with the hardware and software requirements described on the CAGS webpage.
- Additional prerequisites to participate in the Educational Leadership Program include:
- A sincere interest in continuing professional development as an educational leader.
- The potential to improve practice through application of new knowledge and skills.
- The ability to pursue challenging online graduate study.
- Ability to be a positive change agent, maintaining professional ethics and supportive management strategies.
- 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).

Procedures and Policies

- Students are admitted to the CAGS program six (6) times a year: Summer A & B, Fall A & B, Spring A & B.
- Applications for admission are accepted through [UNE's online application](#) only. Detailed instructions are included in the online application.
- Applications are reviewed by the Program Admissions Committee using the following criteria for evaluating your personal goal statement and letters of recommendation:
 - Indications of leadership potential
 - Indications of a desire for professional improvement and growth
 - Writing conveys excitement of learning and leading
 - Evidence of compatibility with the distance-learning format
 - Writing is organized, cohesive, and cogent
 - Evidence that the applicant is willing to apply new ideas and techniques
- Applications received by the respective deadlines will be given full consideration. Applications submitted after the deadline will be reviewed on a space available basis only or for the next available term.
- Admissions are rolling and decisions are made by the program admissions committee throughout the cycle.
- International applicants and applicants with international degrees must have their transcripts evaluated for degree and grade equivalency to that of a regionally accredited US institution. See [International Admissions](#) for a list of educational credential evaluators.
- All applicants to UNE must be able to understand and communicate in English to be admitted to the university. UNE accepts several methods of English Proficiency, see [International Admissions](#). English Proficiency requirement must be completed at the time of application.

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.

Any questions regarding the application process should be directed to the following:

For the CAGS concentrations in Literacy, Curriculum & Instruction, Inclusion Ethics and Change, Educational Leadership or Advanced Educational Leadership, please contact University of New England Offsite Admissions at 800-994-2804 or l.pollack@online.une.edu.

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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 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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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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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.
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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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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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Educational Leadership

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

Requirements

- A Master's degree from a regionally accredited U.S. college or university, or its equivalent.
- Have a minimum of three years' teaching experience in an accredited public or private school.
- Current employment in an educational setting where you have regular access to an environment in which you can apply course concepts and strategies.
- Sufficient computer skills to navigate the worldwide web.
- Own or have regular access to a computer with internet connection, with the hardware and software requirements described on the [CAGS webpage](#).

Additional prerequisites to participate in the Educational Leadership Program include:

- A sincere interest in continuing professional development as an educational leader.
- The potential to improve practice through application of new knowledge and skills.
- The ability to pursue challenging online graduate study
- 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).

Procedures and Policies

- Students are admitted to the CAGS program six (6) times a year: Summer A & B, Fall A & B, Spring A & B.
- Applications for admission are accepted through UNE's online application only. Detailed instructions are included in the online application.
- Applications are reviewed by the Program Admissions Committee using the following criteria for evaluating your personal goal statement and letters of recommendation:
 - Indications of leadership potential
 - Indications of a desire for professional improvement and growth
 - Writing conveys excitement of learning and leading
 - Evidence of compatibility with the distance-learning format
 - Writing is organized, cohesive, and cogent
 - Evidence that the applicant is willing to apply new ideas and techniques
- Applications received by the respective deadlines will be given full consideration. **Applications submitted after the deadline will be reviewed on a space available basis only or for the next available term.**
- Admissions are rolling and decisions are made by the program admissions committee throughout the cycle.
- International applicants and applicants with international degrees must have their transcripts evaluated for degree and grade equivalency to that of a regionally accredited US institution. See International Admissions for a list of educational credential evaluators.
- All applicants to UNE must be able to understand and communicate in English to be admitted to the university. UNE accepts several methods of English Proficiency, see [International Admissions](#). English Proficiency requirement must be completed at the time of application.

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.

Any questions regarding the application process should be directed to the following:

For the CAGS concentrations in Literacy, Curriculum & Instruction, Inclusion Ethics and Change, Educational Leadership or Advanced Educational Leadership, please contact University of New England Offsite Admissions at 800-994-2804 or l.pollack@online.une.edu.

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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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Program Academic and Technical 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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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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Notice and Responsibilities Regarding this Catalog

This Catalog documents the academic programs, policies, and activities of the University of New England for the 2012-2013 academic year. The information contained herein is accurate as of date of publication August 12, 2012.

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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Inclusion Education

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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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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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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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Leadership, Ethics and Change

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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:
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Accreditation

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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

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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.

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Transfer Credit

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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 Internship I

EDU 792 Internship II (Elective course for students requiring an extended Internship)

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Academic Policy

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4. Multiple submission of the same paper or report for assignments in more than one course without permission of each instructor.
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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 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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Course Descriptions

Faculty

Literacy (K-12)

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

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 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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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 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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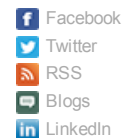
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Faculty

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](#)[Accreditation](#)[Admissions](#)[Transfer Credit](#)[Curricular Requirements](#)[Academic Policy](#)[Financial Information](#)[Education Department Website](#)

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 online core courses (15 credits), one may earn a Master of Science in Education degree.

Continuing education (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

This program is for individuals who hold a baccalaureate degree and are interested in a career in teaching. Certification may be obtained in elementary education (K-8), secondary education (7-12) or art education (K-12). Secondary certification areas are: life science, physical science, social studies or mathematics.

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 (MSM). **The MSM is available only to UNE's graduate Teacher Certification Students.** This program is a 30 credit master's degree encompassing 15 graduate credits from the Teacher Certification Program (TCP) and an additional 15 credits online that have been designated to satisfy Department and state requirements for certification in areas of elementary education (K-8), secondary education (7-12), or art education (K-12). The remaining 15 credits will be completed following initial teaching certification. These credits are from a totally online graduate program with in depth study in the areas of professional learning communities, differentiation, motivation and action research.

Requirements for Admission

Academic prerequisites:

- Bachelor's degree from a regionally accredited undergraduate institution
- Undergraduate cumulative GPA of 2.5 or better.
 - For applicants seeking secondary certification, a minimum cumulative grade point average of 3.0 in the secondary level teaching content area is required.
 - Applicants who do not have the required 3.0 GPA for secondary level teaching may be admitted to the program by passing the PRAXIS II in your subject area (e.g., science, social studies, etc.)
 - Provide official report of passing scores on all sections of the PRAXIS I.
 - Provide official copy of Education Tech III certification from the State of Maine. (As part of the certification process you must satisfy the Maine Department of Education student security clearance. The procedure for meeting security clearance requirements is available from the Maine Department of Education.)

NOTE: UNE does not accept students for student teaching only, regardless of whether a state transcript analysis shows that all other academic and professional education requirements have been satisfied

Procedures and Policies

- Applications for admission are submitted through the [UNE online application](#). Submission of the online application will include a personal statement, names and email addresses of three reference letter writers
- Applications for new students will be accepted for the summer, fall, and spring terms.
- Students may enroll in no more than two (2) TCP courses (a maximum of 6 credits) through the Office of Continuing Education before applying to the program. **EDU 502 must be one of the two initial TCP courses.**
- Applicants must submit the following to the Office of Graduate and Professional Admissions, 716 Stevens Avenue, Portland, ME, 04103
 - Official transcripts from ALL colleges and universities attended
 - Official report of PRAXIS I scores; and Praxis II scores if applicable
 - Official copy of Education Tech III certification
- Transcript analysis from the State of Maine Department of Education
- Completed applications submitted by the posted deadline, will be considered by the Admissions Committee. Applications submitted after the deadline for one term will be reviewed on a space available basis; or for admissions into the next available term.
- International applicants and applicants with international degrees must have transcripts evaluated for degree and grade equivalency to that of a regionally accredited US institution. See [International Students](#) for a list of educational credential evaluators.
- All applicants to UNE must be able to understand and communicate in English to be admitted to the university. UNE accepts several methods of English Proficiency, see [International Students](#). English Proficiency requirement must be completed at the time of application.

Note: At the time of application, all TCP Candidates need to request a transcript analysis from the State of Maine Department of Education and submit it to the UNE Education Department. The transcript analysis is necessary for academic advising upon matriculation into the program.

The Admission Committee reserves the right to make changes or exceptions to the admission policies and procedures without notice when it deems such a decision is appropriate.

For additional information on the admissions process and requirements, please access the [TCP Website](#).

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Transfer Credit

Individuals who have full acceptance in the Teaching Certification Program can transfer up to, but no more than (6) education credits from other universities.

In-service or workshop-type courses that do not carry college credit will not be accepted for transfer equivalency.

No courses of any kind will be accepted from other institutions after your acceptance into the program at UNE without a course equivalency granted prior to the course's being taken.

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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 - Literacy for Diverse Learners*	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 1005 - Elementary Internship and Seminar*	15
Total Elementary Certification Credits	45
*Indicates that the course requires a field experience.	
Secondary or Art Certification	
EDU 533 - American Education*	3
EDU 502 - Curriculum Theory & Design*	3
EDU 510 - Exceptionality in the Classroom*	3
EDU 549 - Educational Psych and Classroom Management*	3
EDU 530 - Education Assessment and Evaluation*	3
Select one appropriate methods course from the following list:	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 1010 - Secondary Internship and Seminar * or	15
EDU 1015 - K-12 Internship and Seminar*	
EDU 546 - Technology in Secondary Teaching (Part of internship semester)	1
Total Secondary or Art Certification Credits	34
*Indicates that the course requires a field experience.	

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 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.

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

Students in the Teacher Certification Program must maintain a 3.0 grade point average in order to continue in the program. If a student does not pass an education course with a C or better. They are eligible to retake the course only once. 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).

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 Education Testing Service website: www.ets.org.

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 pass the Professional Education Review Board (reference later in this section of the catalog) at which competency in the Maine teaching standards must be shown.

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 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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Post Baccalaureate Science Prerequisites

Post Baccalaureate Sequence

Contact:
 Rebecca Rowe
rowe@une.edu

Mission

The University is committed to our distance-learning students. The students who choose to learn through the University's extended campus are an integral part of the University community. Technological links enable students to interact with their faculty, advisors, support service administrators, as well as their student colleagues.

Program Description

The post baccalaureate sequence is for students who have completed a baccalaureate degree and wish to enter a health professions program but lack the necessary prerequisite courses. Most students will be in the workforce and changing careers. They may find it difficult to attend a traditional college for various reasons: some are in the military, some hold jobs with inflexible work hours, and some live in rural areas. Students may enroll in the post baccalaureate courses at any time and from anywhere in the world. The courses are designed to be completed in 16 weeks, but they are self-paced so depending on the circumstances students may adjust the completion time to meet their needs.

All of the courses are accredited through the University of New England and the New England Association of Schools and Colleges (NEASC) and the American Osteopathic Association (AOA).

Many health professions programs accept these courses but we encourage you to check with the schools to which you are planning to apply to verify that the courses are acceptable before you register.

For more information on the Post Baccalaureate Sequence, the courses that are offered, including prerequisites, registration information and a description of the laboratory component please call or e-mail Com Distance Education (CDE).

comdistance@une.edu
 207-602-2494

Admissions

Students may enter the sequence at any point as long as they meet the prerequisites for the individual courses. They may take as many courses as they need in order to meet the prerequisite requirements for the health professions program to which they are applying.

Technology Requirements

Technology requirements may differ by course offered. Please refer to [COM Online Education](#) or email comdistance@une.edu for technology requirements for the class you are interested in taking.

Curriculum

Courses	Credits
DPPP 320 - Medical Terminology	3
DPPP 330 - Statistics for the Health Professions	4
DPPP 335 - Physics for the Health Professions I	4
DPPP 340 - Medical General Chemistry I w/Lab	4
DPPP 340A - Medical General Chemistry I/Lecture	3

DPPP 340L - Medical General Chemistry I/Lab	1
DPPP 341 - Medical General Chemistry II w/Lab	4
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Exam Procedures

Students can either take their final proctored exam online using Proctor U or at the campus of the University of New England.

Written Proctored Exam

Students may take the exam at the University of New England College of Osteopathic Medicine's Campus. The exam is offered the first Monday of every month. If the first Monday of the month is a holiday, the exam will take place on the second Monday of the month.

Students wishing to take a paper version of the exam close to home with an approved proctor can do so with the permission of the instructor. Please contact us for information at comdistance@une.edu or (207) 602-2494. For a detailed Exam Policy please see course syllabus.

Online Exams

For instructions on taking online exams visit, [ProctorU](#).

Academic Policy

Course Length and Extensions:

1. Courses in the CDE program are equivalent to one-semester courses designed to be completed in 16 weeks.
2. Many students are nontraditional students who have elected an online course for its flexibility. Therefore students may complete this course in less than 16 weeks or they may take as long as 8 months.
3. Enrollment in the course will begin on the day that the payment is processed.
4. Students for whom a grade has not been posted for the course by 32 weeks (8 months) will be flagged by the administrative staff. An email will be sent to the instructor asking him/her to contact the student and determine the best option based on the student's needs.

Grading Policy

Upon completion of a course, the faculty member submits a grade for each student. Below average work (below a grade of "C") will be considered a failing grade. The instructor will notify students once their final grade has been calculated.

Withdrawal from the Course and Refunds

Enrollment for this course begins on the day the payment is processed. Students may withdraw from the course during the first 28 days after date of enrollment. In this case a "Withdraw (W)" will be entered on the official transcript. The withdrawal date will be the dated that written notice of the withdrawal such as email, fax, or the University of New England receives letter; verbal notification is not sufficient. During this 28 day withdraw period, a percentage of the student's tuition, but not the registration or laboratory fees, will be refunded according to the following schedule: 100% of tuition refunded for withdrawal within 14 calendar days; 66% of tuition refunded for withdrawal from 15 to 21 calendar days; 33% of tuition refunded for withdrawal from 22 to 28 calendar days. No refund will be made after 29 calendar days.

After the 28-day withdrawal period, students may still withdraw from the course at any time they wish before taking the final exam. In this instance, either a "Withdraw Pass (WP)" or a "Withdraw Fail (WF)" will be entered on the student's transcript depending on the student's academic standing, based on the quiz grades taken up to the time the student withdraws. Again, the University of New England must be notified in writing of the withdrawal.

Notification that the course materials have been received, and all requests for withdrawal, should be directed to:

Ms Angela Morse
 Basic Sciences Department
 University of New England
 11 Hills Beach Road,
 Biddeford, ME 04005
 Phone: (207)-602-2494
 Fax: (207)-602-5931
 Email: COMDistance@une.edu

Financial Information

We do not accept any type of financial aid or payment plan at this time, with the exception of military assistance.

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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 than 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 a regional accrediting agency.
2. A cumulative grade point average of 2.7 or better on a 4.0 scale in both elective and required subjects.
3. Satisfactory completion of the following courses, including laboratory:
 - a. One year of English composition and literature 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 Admissions 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 Admissions believes that undergraduates should receive a broad-based education that includes the humanities and social sciences.

The Committee on Admissions also considers a number of other factors when evaluating applicants. Some of these variables are: personality, maturity, breadth of background, work experience, extracurricular activities, and sense of responsibility.

For the purpose of eventual licensure to practice, applicants are also encouraged to study the detailed requirements of the laws governing preprofessional educational requirements in the states in which they are contemplating practice.

On-campus interviews are given to qualified applicants upon invitation so that the 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

The College of Osteopathic Medicine participates with other osteopathic colleges in a centralized application

processing service called the [American Association of Colleges of Osteopathic Medicine Application Service \(AACOMAS\)](#). The service collates materials, computes grades and transmits standardized information to the applicant and to the colleges that the applicant designates to receive them. AACOMAS takes no part in the evaluation, selection, or rejection of applicants.

Once the processed AACOMAS application is received, the College provides all applicants meeting the minimum requirements an opportunity to submit supplementary materials that must be returned directly to the College with a \$55.00 application fee. The College reviews and interviews students on a "rolling admissions" basis beginning in the fall. Applicants are urged to complete their applications as early as possible in order to receive early consideration for an interview. The College reserves the right to close applications at any time that it deems necessary.

The following information is required by the College of Osteopathic Medicine:

1. To be sent to AACOMAS:
 - a. A fully completed [AACOMAS application](#) including the AACOMAS processing fee.
 - b. Complete official transcripts of scholastic records from all colleges and universities attended. Required courses must be completed by January 1 of the year for which admission is sought (i.e., January 1, 2011 for August 2011).
 - c. The Medical College Admissions Test (MCAT) scores, taken within two years of application, sent directly from the testing service. AACOMAS' number is 600.
2. To be sent to the College of Osteopathic Medicine by the applicant upon invitation to do so:
 - a. Completed UNECOM supplemental application with a \$55.00 application fee.
 - b. Recommendations from two faculty members (preferably in the sciences) familiar with the applicant's undergraduate or graduate work OR one letter from the applicant's premedical committee or advisor.
 - c. Recommendation from another professional person acquainted with the applicant's background.
 - d. Although optional, it is strongly suggested that the applicant provide one or more recommendations from an osteopathic physician.
3. To be sent to the College of Osteopathic Medicine prior to matriculation:
 - a. Official transcripts from all college and universities attended.
 - b. Submission of health and immunization records as required by UNECOM policy.
 - c. Signed Technical Standards document.

Inquiries specific to the College' application process may be directed to:

Admissions Office
 University of New England
 College of Osteopathic Medicine
 11 Hills Beach Road
 Biddeford, Maine 04005-9599
 1-800-477-4UNE or 207-602-2212

Applicant Protocol

From the American Association of Colleges of Osteopathic Medicine (AACOM):

Applicants aspiring to become osteopathic physicians (D.O.) are expected to act professionally in their interactions with the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) and with each college of osteopathic medicine. Responsibility, respect, good judgment and cooperation are qualities valued by the osteopathic medical profession and it is expected that applicants will demonstrate these qualities throughout the application process.

1. Applicants are responsible for becoming familiar with admission requirements, following application procedures and meeting all deadlines at each school to which they apply.
2. Applicants are responsible for the collection and timely submission of supplemental applications, letters of evaluation, transcripts and all applicable fees.
3. Applicants are responsible for reporting and updating any changes in the initially submitted applications (e.g., address, telephone number, academic status, and state of residence).
4. Applicants are responsible for responding promptly, either to accept or to decline all interview invitations and offers of admission.
5. Applicants who have a final decision on the medical school they plan to attend, have the obligation to promptly withdraw their applications from all other schools.

Articulation Agreements

The College of Osteopathic Medicine has established articulation agreements with both undergraduate institutions and post-baccalaureate programs.

- Qualified students in the **University of New England College of Arts and Sciences** may apply for early admission to the College of Osteopathic Medicine following their junior year. The 3-4 Program allows mature, qualified UNECAS students to complete an undergraduate degree and doctor of osteopathic medicine (D.O.) degree in seven years. The 3-4 Program is for students admitted to UNECAS and is open to any major.
- **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 Credit

Students in good standing at other colleges of osteopathic medicine may apply for transfer admission to UNECOM. Acceptance of a transfer student will be dependent upon the student's qualifications, academic compatibility, and available space. Credits may be transferred only from colleges accredited by the American Osteopathic Association Commission on Osteopathic College Accreditation (AOA COCA). The last two years of instruction must be completed at UNECOM in order for UNE to award the Doctor of Osteopathic Medicine degree to the graduate.

Transfer application requests are to be sent directly to the UNECOM academic dean, not to AACOMAS. The transfer candidate must provide:








1. Letter of application.
2. Official transcripts from all colleges and universities attended, including the current college of osteopathic medicine.
3. Medical College Admission Test (MCAT) scores.
4. Letter from the dean of the college of osteopathic medicine in which the student is enrolled, stating that the student is in satisfactory standing.
5. Letters of recommendation from two faculty members at the osteopathic college where the student is enrolled.

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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

Table with 2 columns: Fee Name, Amount. Rows include Tuition (\$48,800), General Service Fee (\$630), Malpractice Insurance (\$85), and 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.

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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 \$1,090 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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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.

The Curriculum Below is for the 2010-2011 Academic Year. The Curriculum is Being Revised.

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.

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 subspecialty 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

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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".

Student Enrollment Status

The University of New England classifies student credit load status for the purposes of financial aid loan deferments. [Enrollment classifications](#)

Attendance

The University expects the student to attend all scheduled lectures, laboratories and clinical assignments unless appropriate permission has been secured prior to the absence. Any student missing a class is NOT exempted from completing the assignment covered during the absence. For further information, student should consult the Excused Absence Policy as found in the Student Handbook Supplement for the College of Osteopathic Medicine.

Grading

Upon completion of a unit of study, the faculty member in charge of that unit submits a grade for each student to the dean. Grades are based on a Honors/High Pass/Pass/Fail grade system.

If a student is required to repeat a unit of study, the name of the unit of study and the new grade shall be entered a second time on the transcript. The original recording of the unit of study will not be removed from the transcript. All units of study shall be listed chronologically by trimester, summer, and/or academic year during which they are completed.

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. Yearly, the Committee makes recommendations to the dean on the promotion of students to the next class. At any time the Committee deems necessary, it may inform the appropriate faculty and administrative personnel of students experiencing academic difficulties so that corrective or remedial action may be taken. Also, each year the Committee recommends to the faculty, through the dean, the awarding of the degree of doctor of osteopathic medicine to those students who have satisfied all graduation requirements.

The status of a student may be reviewed by the Committee on Student Progress 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.

After discussion, the Committee on Student Progress may decide by majority vote to make one of the following recommendations to the dean:

1. No significant deficiency exists, and the student is promoted, with such oral or written caution to the student as may be recommended.
2. A significant deficiency exists and one or several of the following actions is to be taken according to the severity of the deficiency, the student's overall achievement and circumstances surrounding the deficiency (illness, family emergency, etc.):
 - a. Student is to take remedial examination(s) after an appropriate interval recommended by the department chairpersons or system coordinator most involved and approved by a majority vote of the Student Affairs Committee.
 - b. Student is to undertake special projects or studies required in the deficient area(s).
 - c. Student is placed on academic or disciplinary probation for a stated period of time.
 - d. Student is required to repeat the course(s), preceptorship(s), or clerkship(s) in which there is a deficiency.
 - e. Student is required to repeat the academic year.
 - f. Student is suspended from the College.
 - g. Student is dismissed from the College.

Extended Curriculum Plan

The Extended Curriculum Plan (ECP) is designed to afford students the opportunity to complete the medical school curriculum within the six-year time limit for graduation by taking a modified course load during years one and two. Students may be placed into this program upon application to the Committee on Student Progress (CSP) and with the consent and approval of the dean. CSP may also place a student on the ECP if deemed necessary. Availability of ECP will vary according to prioritization of applications and the availability of resources to accommodate such requests, including the availability of space and clinical rotations. Additional clinical experiences (preceptorships) may be made available to students on ECP only on a space available basis after required curricular assignments. Students seeking an extended rotation curriculum during years three and four are referred to the Clinical Clerkship Manual and its processes.

Withdrawal/Dismissal

A student who is required to repeat an academic year, suspended or dismissed from the College may appeal this decision to the dean within ten (10) days of the decision to repeat, suspend or dismiss. The dean will convene a five-

member Faculty Appeals Committee for a review of the decision. If the Faculty Appeals Committee does not uphold the requirement to repeat the year, suspension or dismissal, it will impose such other lesser requirements as it deems appropriate.

Placement of a student on academic probation or disciplinary probation indicates the faculty's extreme dissatisfaction with the student's academic or behavioral performance. While on probation, the student will not represent the college at outside events and will be asked to curtail elected office responsibilities until their academic performance improves. In addition, a student on academic probation must pass all units of study; a student on disciplinary probation must discontinue the behavior leading to probation and maintain a record of exemplary behavior. Students who violate the conditions of probation as listed above will be reviewed again by the Committee on Student Progress, which will make such recommendations to the dean as it sees fit.

An application for voluntary withdrawal from the College must be submitted in writing to the dean. The dean may grant a leave of absence due to financial difficulties or for personal, medical, or family problems.

Comprehensive Osteopathic Medical Licensing Examinations

The Comprehensive Osteopathic Medical Licensing Examinations (COMLEX-USA) are administered by the National Board of Osteopathic Medical Examiners (NBOME) and are divided into three levels. Levels 1 and 2 are given during the college years and Level 3 is given to qualified graduates during their first year of postgraduate (residency) training. The Level 2 examination consists of two independent components; cognitive (level 2-CE) and clinical skills (Level 2-PE). Students are eligible for the Level 1 examination upon completion of Year 2 and approval from their college, and become eligible for the Level 2 examinations in Year 3 after approval from their college. Students must have received a passing score on COMLEX -USA Level 1 in order to begin clinical rotations. Students must take and pass both components of the Level 2 examination as a condition of graduation.

Effective with the class entering in the fall of 2004, students are allowed a maximum of three attempts to pass COMLEX-USA Level 1 and each component of COMLEX-USA Level 2. Failure to pass any individual component of the COMLEX-USA examination series after three attempts will result in dismissal from the College.

Note: Registration and scheduling of the exams is the responsibility of the student. Students should also plan to register and take the COMLEX-USA Level 1 and 2 (PE and CE) with sufficient time allowed to receive exam results and be able to comply with any deadlines for clinical rotations or graduation. Graduating fourth year students are advised to schedule a date for their COMLEX-USA Level 2-PE (clinical skills examination) no later than December 31 of the year preceding their anticipated graduation date in order to receive scores to meet graduation requirements. This may require registration and scheduling with NBOME up to 12 months in advance.

Laptop Requirement

The College has instituted a mandatory laptop computer requirement. Specifics regarding the minimum configuration will be available on a yearly basis.

Graduation

The Board of Trustees of the University of New England confers the degree doctor of osteopathic medicine (D.O.) upon those students who have satisfactorily completed the requirements for graduation and who have been recommended for graduation by the faculty of the College.

Every candidate for the degree of doctor of osteopathic medicine must:

1. Be of good moral character.
2. Have fulfilled the requirements of study for the degree as determined by the faculty.
3. Have met the academic requirements of the College for the awarding of the degree and have been in residence at this College for the last two years.
4. Be free of indebtedness to this College, the University, and their affiliates.
5. Have demonstrated the ethical, personal, and professional qualities deemed necessary for the successful and continuing study and practice of osteopathic medicine.
6. Have been recommended by the faculty for graduation.
7. Be present at the UNE commencement and the COM Physicians Hooding Ceremony of his/her class at the time the degree is conferred.

Notice and Responsibilities Regarding this Catalog

This Catalog documents the academic programs, policies, and activities of the University of New England for the 2012-2013 academic year. The information contained herein is accurate as of date of publication August 12, 2012.

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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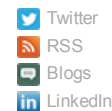
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COM Office of Constituent Services

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 Alford Cafe, Alford Center for Health Sciences. Refrigerator storage, microwave ovens, toasters and purified water dispenser are also available in the Alford 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

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Post Baccalaureate Science Prerequisites

Post Baccalaureate Sequence

Contact:
 Rebecca Rowe
rowe@une.edu

Mission

The University is committed to our distance-learning students. The students who choose to learn through the University's extended campus are an integral part of the University community. Technological links enable students to interact with their faculty, advisors, support service administrators, as well as their student colleagues.

Program Description

The post baccalaureate sequence is for students who have completed a baccalaureate degree and wish to enter a health professions program but lack the necessary prerequisite courses. Most students will be in the workforce and changing careers. They may find it difficult to attend a traditional college for various reasons: some are in the military, some hold jobs with inflexible work hours, and some live in rural areas. Students may enroll in the post baccalaureate courses at any time and from anywhere in the world. The courses are designed to be completed in 16 weeks, but they are self-paced so depending on the circumstances students may adjust the completion time to meet their needs.

All of the courses are accredited through the University of New England and the New England Association of Schools and Colleges (NEASC) and the American Osteopathic Association (AOA).

Many health professions programs accept these courses but we encourage you to check with the schools to which you are planning to apply to verify that the courses are acceptable before you register.

For more information on the Post Baccalaureate Sequence, the courses that are offered, including prerequisites, registration information and a description of the laboratory component please call or e-mail Com Distance Education (CDE).

comdistance@une.edu
 207-602-2494

Admissions

Students may enter the sequence at any point as long as they meet the prerequisites for the individual courses. They may take as many courses as they need in order to meet the prerequisite requirements for the health professions program to which they are applying.

Technology Requirements

Technology requirements may differ by course offered. Please refer to [COM Online Education](#) or email comdistance@une.edu for technology requirements for the class you are interested in taking.

Curriculum

Courses	Credits
DPPP 320 - Medical Terminology	3
DPPP 330 - Statistics for the Health Professions	4
DPPP 335 - Physics for the Health Professions I	4
DPPP 340 - Medical General Chemistry I w/Lab	4
DPPP 340A - Medical General Chemistry I/Lecture	3

DPPP 340L - Medical General Chemistry I/Lab	1
DPPP 341 - Medical General Chemistry II w/Lab	4
DPPP 341A - Medical General Chemistry II/Lecture	3
DPPP 341L - Medical General Chemistry II/Lab	1
DPPP 350 - Medical Organic Chemistry I w/Lab	4
DPPP 350A - Medical Organic Chemistry II/Lecture	3
DPPP 350L - Medical Organic Chemistry I/Lab	1
DPPP 351 - Medical Organic Chemistry II w/Lab	4
DPPP 351A - Medical Organic Chemistry II/Lecture	3
DPPP 351L - Medical Organic Chemistry II/Lab	1
DPPP 360 - Medical Biology I w/Lab	4
DPPP 361 - Medical Biology II w/Lab	4
DPPP 368 - Medical Biochemistry	4
DPPP 370 - Medical Physiology	4
DPPP 376 - Microbiology for the Health Professions w/ Lab	4
DPPP 376 - Microbiology for the Health Professions/Lecture	3
DPPP 378 - Medical Anatomy for the Health Professions	4
DPPP 380 - Human Lifespan Development	4

Exam Procedures

Students can either take their final proctored exam online using Proctor U or at the campus of the University of New England.

Written Proctored Exam

Students may take the exam at the University of New England College of Osteopathic Medicine's Campus. The exam is offered the first Monday of every month. If the first Monday of the month is a holiday, the exam will take place on the second Monday of the month.

Students wishing to take a paper version of the exam close to home with an approved proctor can do so with the permission of the instructor. Please contact us for information at comdistance@une.edu or (207) 602-2494. For a detailed Exam Policy please see course syllabus.

Online Exams

For instructions on taking online exams visit, [ProctorU](#).

Academic Policy

Course Length and Extensions:

1. Courses in the CDE program are equivalent to one-semester courses designed to be completed in 16 weeks.
2. Many students are nontraditional students who have elected an online course for its flexibility. Therefore students may complete this course in less than 16 weeks or they may take as long as 8 months.
3. Enrollment in the course will begin on the day that the payment is processed.
4. Students for whom a grade has not been posted for the course by 32 weeks (8 months) will be flagged by the administrative staff. An email will be sent to the instructor asking him/her to contact the student and determine the best option based on the student's needs.

Grading Policy

Upon completion of a course, the faculty member submits a grade for each student. Below average work (below a grade of "C") will be considered a failing grade. The instructor will notify students once their final grade has been calculated.

Withdrawal from the Course and Refunds

Enrollment for this course begins on the day the payment is processed. Students may withdraw from the course during the first 28 days after date of enrollment. In this case a "Withdraw (W)" will be entered on the official transcript. The withdrawal date will be the dated that written notice of the withdrawal such as email, fax, or the University of New England receives letter; verbal notification is not sufficient. During this 28 day withdraw period, a percentage of the student's tuition, but not the registration or laboratory fees, will be refunded according to the following schedule: 100% of tuition refunded for withdrawal within 14 calendar days; 66% of tuition refunded for withdrawal from 15 to 21 calendar days; 33% of tuition refunded for withdrawal from 22 to 28 calendar days. No refund will be made after 29 calendar days.

After the 28-day withdrawal period, students may still withdraw from the course at any time they wish before taking the final exam. In this instance, either a "Withdraw Pass (WP)" or a "Withdraw Fail (WF)" will be entered on the student's transcript depending on the student's academic standing, based on the quiz grades taken up to the time the student withdraws. Again, the University of New England must be notified in writing of the withdrawal.

Notification that the course materials have been received, and all requests for withdrawal, should be directed to:

Ms Angela Morse
 Basic Sciences Department
 University of New England
 11 Hills Beach Road,
 Biddeford, ME 04005
 Phone: (207)-602-2494
 Fax: (207)-602-5931
 Email: COMDistance@une.edu

Financial Information

We do not accept any type of financial aid or payment plan at this time, with the exception of military assistance.

Notice and Responsibilities Regarding this Catalog

This Catalog documents the academic programs, policies, and activities of the University of New England for the 2012-2013 academic year. The information contained herein is accurate as of date of publication August 12, 2012.

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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Course Descriptions

Faculty

Faculty

Note: Listing as October 2012.**Ahmida, Ali Abdullatif** - Professor, Political Science
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