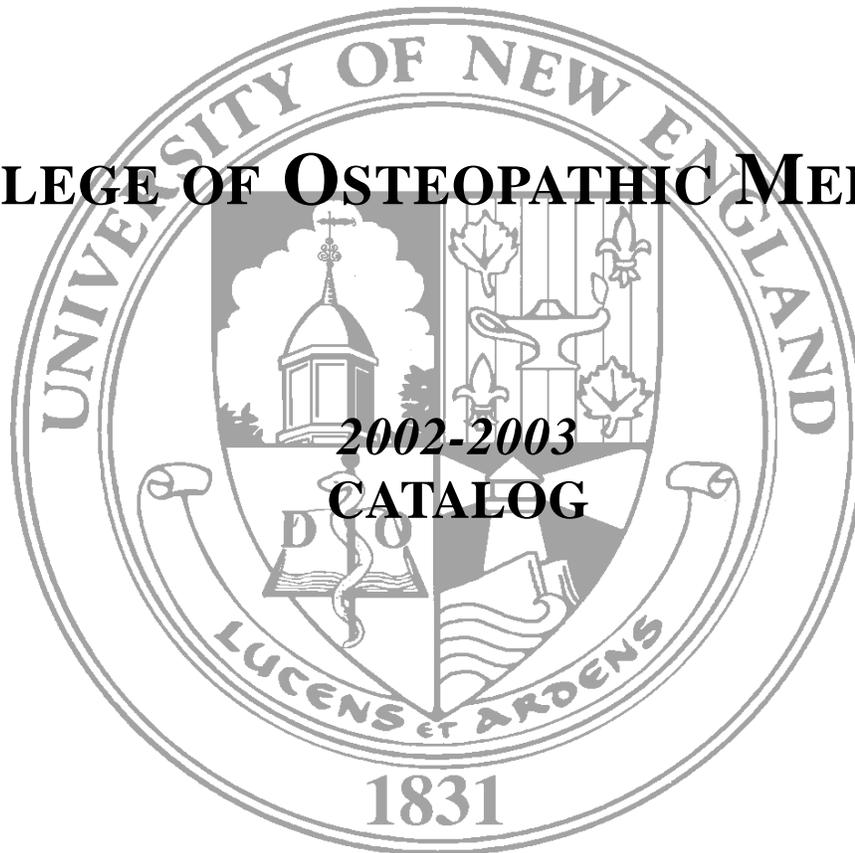


# University of New England

## COLLEGE OF OSTEOPATHIC MEDICINE



**2002-2003  
CATALOG**

### **Notice**

Print date on this document is May 6, 2002. Subject to change - see page 7, **Accreditation, Memberships, and Other Notices**. To be made available in hard copy format to all first-time matriculated students entering in the academic year 2002-2003; -or- available electronically through the University of New England's Web Page\*

**Hills Beach Road  
Biddeford, Maine  
04005-9599**

**207-283-0171**

*This catalog is available at the UNE Web Site  
\*Visit our Internet Web Site: <http://www.une.edu/>*

## *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.

Rules and regulations in this catalog and other relevant university and college documents apply to all students of the College of Osteopathic Medicine. It should be noted that the courses, requirements, policies, and procedures described in this catalog are being continually reviewed by the faculty and administration, and are subject to change without notice.

The College may refuse further registration to any student whom the faculty or staff deems incompetent or unfit to continue in the course of study. Students accepted for admission pledge themselves to observe and abide by the existing regulations and standards of conduct of the College put forth in this catalog.

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

# **Table of Contents**

|  |           |
|--|-----------|
| <b>The Osteopathic Oath.....</b>                       | <b>2</b>  |
| <b>Information Directory .....</b>                     | <b>4</b>  |
| <b>About the University of New England.....</b>        | <b>6</b>  |
| <b>About the College of Osteopathic Medicine .....</b> | <b>8</b>  |
| <b>Administrative Services &amp; Policies.....</b>     | <b>13</b> |
| <b>Curriculum and Clinical Clerkships.....</b>         | <b>33</b> |
| <b>Graduate Certificate in Public Health .....</b>     | <b>47</b> |
| <b>Administration and Faculty.....</b>                 | <b>55</b> |
| <b>Academic Calendar 2002-2003 .....</b>               | <b>64</b> |
| <b>Index.....</b>                                      | <b>66</b> |

---



---

# Information Directory

*Inquiries concerning the University are cordially invited. Prospective students and their parents are welcome to visit the campus and may make arrangements for individual conferences to discuss admissions, programs of study, financial aid, or other matters of interest.*

**These numbers connect all departments:**

**(207) 283-0171 (UC - University Campus Switchboard, Biddeford)**  
**(207) 797-7261 (WCC - Westbrook College Campus Switchboard, Portland)**

| <b>College, office, or area:</b>             | <b>For information on:</b>   | <b>Ask for extension:</b> |
|--|--|---------------------------|
| College of Osteopathic Medicine              | Academic policies, procedures, program, general curriculum             | 2340                      |
| College of Arts and Sciences (CAS)           | Academic policies, procedures, program, general curriculum             | 2271                      |
| CAS Department Chairs                        | Biological Sciences  | 2388                      |
|  | Business Administration  | 2592/2483                 |
|  | Certificate of Advanced Graduate Study in School Leadership            | 2691                      |
|  | Chemistry & Physics  | 2388                      |
|  | Education  | 2857                      |
|  | Master of Science in Education   | 2682                      |
|  | English  | 2144                      |
|  | Environmental Science & Studies  | 2388                      |
|  | Exercise & Sport Performance   | 2605/2483                 |
|  | Creative & Fine Arts   | 2144                      |
|  | History & Politics   | 2144                      |
|  | Interdisciplinary Majors   | 2130                      |
|  | Learning Assistance Center   | 2443                      |
|  | Mathematical Sciences  | 2371                      |
|  | Philosophy & Religious Studies   | 2144                      |
|  | Psychology   | (UC) 2103; (WCC) 4243     |
|  | Sociology  | 2327/2231                 |
| College of Health Professions (CHP)          | Academic policies, procedures, program, general curriculum             | 4520/4521                 |
| CHP Departments//Programs/Schools            | Certificate Programs   | 4264                      |
|  | Dental Hygiene   | 4277                      |
|  | Health Services Management   | 4241                      |
|  | Nurse Anesthesia (Master of Science)                                   | 4516                      |
|  | Nursing  | (UC) 2341; (WCC) 4272     |
|  | Occupational Therapy   | (UC) 2258; (WCC) 4532     |
|  | Physical Therapy (Master of Physical Therapy)                          | 2374                      |
|  | Physician Assistant (Master of Science)                                | 4529/4525/4526            |
|  | School of Social Work (Master of Social Work)                          | 4513                      |
| Office of Continuing Education               | General information  | 4406                      |
|  | Noncredit programs and Elderhostel                                     | 2855/2151                 |
|  | Conferences/Rentals  | 2151/2122                 |
|  | Continuing Medical/Health Professions Education                        | 2125                      |
| Admissions                                   | Admissions, general program, initial contact                           | 2297                      |
| Alumni Development and Public Relations      | Alumni and public relations  | 4377                      |
| Athletics                                    | Athletic programs  | 2376                      |
| Business and Finance                         | Financial  | 2338                      |
| Campus Center (UC)                           | Activities, events, programs   | 2546                      |
| Counseling & Career Center (UC)              | Student counseling, career development                                 | 2549                      |
| Financial Aid                                | Student grants, loans, Veterans Administration and other financial aid | 2342                      |
| Financial Payment                            | Student accounts   | (UC) 2357; (WCC) 4200     |
| Finley Recreation Center (WCC)               | Gymnasium  | 4349                      |
| Learning Assistance                          | Tutoring and Academic Support Services                                 | (UC) 2443; (WCC) 4235     |
| Library & Information Services               | Library and information services                                       | 2361                      |
| Housing and Residence Life                   | Student housing, residence issues                                      | (UC) 2272; (WCC) 4263     |
| Office for Students with Disabilities (OSD)  | Students with disabilities assistance                                  | 2815                      |
| Registration and Records                     | Student records, transcripts, registration                             | (UC) 2675; (WCC) 4200     |
| Student Activities/Orientation               | Student activities and orientation                                     | (UC) 2595; (WCC) 4269     |
| Student Administrative Services Center (WCC) | Student records, transcripts, registration, Veterans Administration    | (UC) 2675; (WCC) 4200     |
| Student Affairs, Graduate                    | Graduate student issues, policies, procedures, and services            | (UC) 2329                 |

**ABOUT THE UNIVERSITY and  
THE COLLEGE OF OSTEOPATHIC MEDICINE**



# About the University of New England

## **The University of New England**

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

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

## **University Mission Statement**

The University of New England is an independent coeducational institution committed to academic excellence and the enhancement of the quality of life for the people, organizations and communities it serves. The purpose of the University is to prepare students, through an education based on the liberal arts and sciences in an atmosphere rich in scholarship and service, for meaningful and rewarding careers in the health sciences, osteopathic medicine, life sciences, human service, education, and management.

## **The College of Osteopathic Medicine**

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

## **The College of Arts and Sciences**

The College of Arts and Sciences (CAS) offers preparation for the undergraduate degrees of Bachelor of Arts, Bachelor of Science, and an Associate in Applied Science. CAS also offers Master of Science degrees in Education, Occupational Therapy and Physical Therapy. CAS offers programs of study at both the University Campus and Westbrook College Campus. For more information consult the Undergraduate and Graduate Programs catalogs.

## **The College of Health Professions**

The College of Health Professions prepares graduates to assume entry and advanced professional positions in the ever changing health arena. The College of Health Professions (CHP) offers Associate and Bachelor Degrees through the Dental Hygiene and Nursing programs, Master Degrees through the Nursing, Nurse Anesthesia, Physician Assistant, and Social Work programs, and graduate certification in Gerontology, Marriage and Family Therapy and Substance Abuse Counseling. The College of Health Professions offers programs of study at both the University Campus and the Westbrook College Campus. For more information please consult the Undergraduate and Graduate Programs catalog.

## **Office of Continuing Education**

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

## **Accreditation, Memberships, and Other Notices**

The University of New England is accredited by the New England Association of Schools and Colleges, Inc., which accredits schools and colleges in the six New England states. Accreditation by the Association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators. The education program leading to elementary certification is approved by the State of Maine Department of Education. The Physical Therapy educational program is accredited by the American Physical Therapy Association. The Occupational Therapy educational program is accredited by the American Occupational Therapy Association. Nursing programs are accredited by the National League of Nursing. Dental Hygiene programs are accredited by the American Dental Association Commission on Dental Accreditation. The Social Work program is accredited by the Commission on Accreditation on the Council of Social Work Education. The School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, a specialized accrediting body recognized by the Council on Post-secondary Accreditation and the U.S. Department of Education. The Physician Assistant program is accredited by the Commission on Accreditation of Allied Health Education Programs. The College of Osteopathic Medicine is accredited by the Bureau of Professional Education of the American Osteopathic Association.

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

The University is authorized under Federal law to enroll non-immigrant alien students.

The University holds, among others, membership in: the New England Association of Schools and Colleges, the Maine Consortium of Health Professionals, the Council of Independent Colleges and Universities, the National Association of College Auxiliary Services, the College Entrance Examination Board, the National Collegiate Athletic Association, the National Association of College Admissions Counselors, the New England Association of

College Admissions Counselors, the American Association of Collegiate Registrars and Admissions Officers, the National Association of College and University Business Officers, the American Association of Colleges of Osteopathic Medicine, and the Greater Portland Alliance of Colleges and Universities.

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

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

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

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

# About the College of Osteopathic Medicine

## College Mission Statement

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

## History and Philosophy of the Osteopathic Profession

Osteopathic medicine was conceived by a frontier American doctor, Andrew Taylor Still, who recognized the limitations in the medical care of his day and approached the treatment of the patient from an aspect of complete unity. That is, man is the unified whole of all his components which interrelate inseparably in physical and psychological functions. He articulated a set of principles that have continued to guide the profession into its second century. These are:

1. The body is an integral unit, a whole. The structure of the body and its functions work together interdependently.
2. The body systems have built-in repair processes that are self-regulating and self-healing in the face of disease.
3. The circulatory system with its distributive channels throughout the body, along with the nervous system, provide the integrating functions for the rest of the body.
4. The contribution of the musculoskeletal system to a person's health is much more than providing framework and support. The musculoskeletal system and disorders of the musculoskeletal system may affect the functioning of other body systems.
5. While disease may be manifested in specific parts of the body, other body parts may contribute to restoration or correction of the disease.

The first school of osteopathic medicine was founded by Dr. Still in 1892 in Kirksville, Missouri (now the Kirksville College of Osteopathic Medicine). There are currently nineteen colleges of osteopathic medicine, and graduates are privileged and credentialed in hospitals throughout the country.

The degree of Doctor of Osteopathic Medicine, or Doctor of Osteopathic Medicine (D.O.) is granted to graduates of osteopathic medical schools to indicate to the public that these physicians have received an education that is distinctive from allopathic (M.D.) physicians.

Consistent with the philosophy and training programs of the osteopathic profession, the majority of osteopathic physicians practice primary care medicine. Their interest in holistic medicine, one of the basic tenets of their osteopathic heritage, encourages them to provide both preventive and curative services to their patients on a comprehensive and continuing basis.

In order to serve the total needs of osteopathic family physicians and their patients, the profession has developed training programs and certifying boards in the various established specialties. Osteopathic specialists adhere to the same basic philosophy of medicine as their family practice colleagues. Osteopathic specialists are required to follow the same educational program, which includes a twelve-month rotating internship, as the basis for entry into post-doctoral specialty training. Today, licensed osteopathic physicians practice all branches of medicine and surgery in all fifty states.

In 1972, a group of New England osteopathic physicians met informally to discuss their concern about the aging population of D.O.s in the New England area and the difficulty of New England students in securing admission to osteopathic colleges. Osteopathic physicians comprised the majority of physicians available in numerous rural and urban areas. Failure to replace them would cause not only a marked loss to the profession but, more important, to the patients who had come to depend on osteopathic medical care. The group discussed ways of dealing with this problem and moved to establish an osteopathic college in New England.

The New England Foundation for Osteopathic Medicine (NEFOM) was incorporated in 1973 in the Commonwealth of Massachusetts. Since its inception, the purpose of this nonprofit tax-exempt organization was "to operate and maintain a foundation for the promotion of osteopathic medical education, osteopathic medical

research, and the improvement of health care in osteopathic medical hospitals and related institutions.” These goals were established as a response to the needs recognized by the profession, which later became documented in studies supported by the Bureau of Health Manpower of the then U.S. Department of Health, Education and Welfare. The establishment of NEFOM as well as the planning for the creation of a college of osteopathic medicine was based on regionalism: the development of one osteopathic medical school to serve the six New England states was looked upon as an efficient and economical use of the region’s resources.

The University of New England College of Osteopathic Medicine opened its doors in the Fall of 1978 with an entering class of 36 students. This momentous achievement was largely due to the financial support and hard work of individual osteopathic physicians, their state societies, the region’s osteopathic hospitals, and grateful patients. Following four years of continued effort and financial support from the profession and its friends, the College graduated its first class in June of 1982.

The purposes of this College are consistent with those established for all accredited colleges of osteopathic medicine by the Committee on Colleges of the American Osteopathic Association. According to these guidelines, the primary purpose of all accredited colleges of osteopathic medicine is to educate competent osteopathic physicians. In addition, the colleges should contribute to the advancement of knowledge and the development of the osteopathic contribution to medicine through research. The colleges are also responsible for the creation of opportunities for continued study for teachers, investigators, and physicians. In the area of public service, the colleges are expected to provide quality osteopathic health care to their respective communities.

As the only college of osteopathic medicine in New England, the following are UNECOM’s distinctive purposes:

1. To develop physicians who understand in depth and will utilize the premises of osteopathic medicine and the holistic approach to health care, thus providing New England with health care that is distinctly osteopathic in philosophy and orientation.
2. To develop osteopathic physicians who realistically perceive their potentials and limitations as physicians and

human beings, and whose primary focus is people and health rather than disease.

3. To educate physicians who are well qualified to practice family medicine and thereby increase the number of qualified primary care physicians in the New England region.
4. To develop physicians who will practice medicine in the underserved rural and urban areas of New England.
5. To provide health care training at an overall lower cost to society than alternate models.
6. To continue New England’s tradition of leadership in the development of new health care concepts and techniques.

As these goals indicate, the educational program is oriented toward the training of osteopathic primary care physicians. This is not an empty set of words reflecting the current interest of the federal government and society on holistic health care and family medicine. Both the didactic curriculum and the clinical training programs emphasize the knowledge and skills basic to osteopathic family practice.

What is an osteopathic family practitioner? The family practice physician assumes responsibility for comprehensive and continuous health care for families and patients of all ages, evaluating their total health needs and providing long-term medical care. When referral of a patient to a specialist is indicated, the family practice physician makes the referral and then acts as the coordinator of the team providing specialized health services while still preserving the continuity of care. In short, the osteopathic family practitioner provides and coordinates comprehensive health care for a group of patients of all ages over an extended period of time.

While the College has chosen family practice as the focus of its educational program, it does not expect all of its graduates to enter family practice. However, regardless of a student’s eventual field of practice, the orientation to family practice provides a good foundation upon which to build: the knowledge and skills of family practice medicine are fundamental to all medical practices and the philosophy of comprehensive care can prevent some of the negative effects of overspecialization that can result from early specialty training. For graduates who elect to enter a specialty, the profession has specialty residency training programs.

## **Clinical Affiliations**

Consistent with the college's emphasis on primary care, its clinical training programs include community hospitals and health centers. Such community hospitals are similar to the facilities where many of the college's graduates will eventually practice. While community hospitals form the core of the clinical clerkships, affiliations have been arranged to provide a variety and range of clinical experiences. Students are required to complete core clerkships in the assigned disciplines at sites selected by the college during the third year, and selective and elective training at approved programs during the fourth year. It is frequently necessary for the student to leave the New England area for part or all of the core clerkship training period.

The college has formulated the concept of community based Clerkship Training Centers (CTCs) which it began to phase into the academic schedule in 1997. The CTC is a community-based education site of one or more training institutions within geographic proximity that allow a coordinated delivery of the third-year Core academic training experience. These coordinated sites will provide the patient base, the didactic and experiential opportunities, the supervisory infrastructure and the longitudinal evaluation necessary for the accomplishment of the educational goals of the core clerkships. Core predoctoral clinical clerkship affiliates are listed on page 46.

The UNECOM enjoys an educational affiliation with a number of postgraduate internship and residency programs. Serving as a sponsor for these independent programs, the college provides liaison services to the American Osteopathic Association for the purpose of assuring AOA approval for the training programs. Graduates can apply to these and other postgraduate programs for internship and residency for postdoctoral training. The college believes these affiliations exemplify the breadth and depth that these collaborative arrangements offer our graduates for postgraduate training. Postgraduate affiliates are listed on page 46.

For ambulatory-based programs, the College uses the offices of clinical faculty members throughout New England as well as a number of community health programs. The ambulatory programs train students in office practice and teach students about the collaborative roles and skills of non-physician health care providers.

In addition, the College operates University Health Care which has established model primary care facilities. Through rotations at the centers, the College is able to demonstrate the type of medicine it would like its students to practice.

## **UNECOM Accreditation**

The University of New England College of Osteopathic Medicine is accredited by the Bureau of Professional Education of the American Osteopathic Association, which is the accrediting agency recognized by the U.S. Department of Education for the approval of colleges preparing osteopathic physicians and surgeons.

## **Some Campus Features**

### **The Harold Alfond Center for Health Sciences**

The Harold Alfond Center for Health Sciences provides a significant focus for the University. Located at the center of campus, this three story building houses numerous laboratories and lecture halls, many used by the College of Osteopathic Medicine. This Center brings the University to the national forefront of health and life sciences education.

### **Stella Maris Hall**

Stella Maris Hall houses faculty research laboratories and classrooms, as well as faculty and administrative offices and conference rooms.

### **Sanford F. Petts University Health Center**

The Sanford F. Petts University Health Center is the base clinical facility for University Health Care. At that location clinical faculty and staff provide expanded health and preventive care services to the University's students, faculty, staff, and their dependents, as well as the community at large. It is a focal point for collaboration among the different health care disciplines on campus including: osteopathic medicine, nursing, social work, occupational therapy, physical therapy, and the physician assistant program.

## **University of New England Libraries**

The Jack S. Ketchum Library on the University Campus and the Josephine S. Abplanalp '45 Library on the Westbrook College Campus provide UNE students, faculty, and staff with these services:

- Libraries homepage: <http://www.une.edu/library>
- Web access databases
- e-books, e-journals, e-newspapers, e-forms
- Public access computers
- Data jacks and wireless access for individual laptops
- Remote access to databases
- Over 150,000 volumes
- Over 4,000 print and electronic journal titles
- Videos, compact discs, CD-ROMs, and audio cassettes
- Reference, research, and literature search assistance
- Individual and course-related library research instruction
- Circulation and reserve
- Interlibrary loan and intercampus loan
- Maine InfoNet and WorldCat
- Photocopiers and microfilm reader/printers
- Group and individual study space

The Libraries support undergraduate and graduate programs in the allied health professions and the liberal arts and sciences. The Jack S. Ketchum Library also supports the curriculum of the College of Osteopathic Medicine. The Josephine S. Abplanalp '45 Library houses the Maine Women Writers Collection, containing literary, cultural, and social history sources representing more than 500 Maine women writers.

## **Information Technology Services**

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

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

Each campus has a central computing area dedicated to use by students in all disciplines, seven days a week. On the University Campus, Decary Hall houses a state-of-the-art classroom and labs of Windows (IBM) and Macintosh computers; on the Westbrook College Campus, a new IBM-compatible classroom and lab are in Blewett Hall. In lab settings, a student staff provides assistance to users of educational, scientific, graphics, business, and Internet software. Laser printing is available in each computer area; there is no per-page charge.

UNE is committed to the goal of preparing its students for the computing and communications challenges of the new century. Wireless Internet connections have been made available in many of the buildings and libraries for students with laptops on both campuses. The University is committed to implementing a Web-based portal and online registration system.

## **Media Services**

UNE's Media Services department staff advises and assists UNE faculty, students, and staff in the development and presentation of media projects. The Department supports both linear and digital editing systems. The University has multiple video conferencing units, on each campus. Department facilities include: live studio production; video, audio, photo, and slide production; as well as layout and graphics.

## **Campus Center**

The Campus Center houses a 25-yard/6-lane handicapped accessible swimming pool; a ten-person hot tub; a fitness center that includes 15 weight machines, free weights, exercise bikes, rowing machines, stair masters and Nordic tracks, two racquetball courts, and 12,000 indoor track. The Campus Bookstore, Snack Bar and Multipurpose Rooms are located in the Campus Center as well. Outdoor facilities offer jogging and cross country trails, and an outdoor volleyball court. Aerobics and the Bodywise Center for Health and Fitness program are available to students.

## **Other Campus Buildings**

There are other academic buildings on the UNE campus as well. Marcil Hall is a three story building primarily for class and conference rooms. Decary Hall, which

houses the College of Arts and Sciences and the College of Professional and Continuing Studies, and classrooms, labs, faculty /administrative offices, facilities maintenance shops, and the cafeteria. Five undergraduate residence halls, a security building, some portable classroom and office space, and the graduate housing park are also on campus. The University's admissions office is located across Highway 9 in its own building.

### **Westbrook College Campus**

The Westbrook College Campus, designated a national historic district, is quintessential New England: a central green surrounded by classic brick buildings set on 40 acres in a quiet residential setting in Portland.

The Maine Women Writers Collection in the Westbrook College Campus Abplanalp Library is a pre-eminent special collection of literary, cultural and social history sources by and about women authors, either natives or residents of Maine. It was recently selected as a national literary landmark.

The Westbrook College Gallery houses a permanent collection of paintings, sculptures, drawings and photography by nationally and internationally famous artists. The Gallery also serves as a venue for the exhibition of works by outstanding regional artists.

### **The University Campus Community**

Biddeford is a small city with a population of just under twenty thousand. In the center of town are mills, industrial parks, and small businesses. The section of town where the University is located is known as Hills Beach. This area is commercially undeveloped and is primarily a summer resort area.

Neighboring towns include Saco, Old Orchard Beach, Kennebunk, Kennebunkport, and Wells. Portland, the largest city in Maine, is a 25 minute drive from Biddeford. This growing metropolis is justifiably proud of its fine symphony orchestra, active theater groups, and numerous quality restaurants and shops. Portsmouth, New Hampshire, a 35 minute drive from campus, affords the curious an opportunity for exposure to a seaport steeped in North American history. In addition, the historical and cultural riches of Boston are a 90 minute drive from the campus. Located off exit 4 of the Maine Turnpike (Route I-95), Biddeford is within easy reach of most major Eastern cities.

# ADMINISTRATIVE SERVICES and POLICIES



## Student Services

The Dean of Students, in conjunction with the Associate Dean of Students and Student Affairs staff, is responsible for the management and development of the following areas: Student support services (e.g. student orientation, professional development, student personnel records, housing, student government, clubs, special events, and counseling). Matters and concerns which do not fall within either the curricular or clinical areas may be directed to the Associate Dean of Students located in the Office of Graduate and Medical Student Affairs.

The office of Graduate and Medical Student Affairs serves as a one-stop shop for addressing the needs of graduate and medical students on the university campus. They are aided in meeting the needs of graduate and medical student by other offices in the Students Affairs Division. A description of those offices and services follows.

### Housing

The Office of Residence Life is responsible for rental and maintenance of twenty-four (24) apartment-style housing units on the University campus. These house both graduate and undergraduate students and are leased on an academic-year basis. The units are furnished with a bed, dresser, table, chair, and bookshelves. All units include an efficiency kitchen as well. The housing fee paid to the University includes all utilities with the exception of telephone and TV cable.

Listings of off-campus housing are also available through the Office of Housing and Residence Life. Students are encouraged to begin their search for housing in the spring, prior to their fall enrollment.

### Dining Services

Graduate students may choose to participate in the University of New England dining service program. The University dining service provides three meals per day, Monday through Friday, with brunch and dinner on weekends. A variety of entrees are offered with a deli bar at lunch and a complete salad bar at both lunch and dinner. Holiday meals and specialty nights are periodically offered.

In addition to the cafeteria, the “Hang,” located in the Campus Center, and the Alford Cafe, located in the Alford Center for Health Sciences, offer a varied menu for students, faculty, staff, and visitors to the University.

### University Health Care

The Sanford Petts Health Center provides high quality health care services to the public and to the entire UNE community, students, faculty, staff, and their dependents. This facility is located across from Marcil Hall, between Hills Beach Road and Pool Road (Route 9). A second facility available to students is the Main Street Health Center, located on Main Street in Saco, Maine (telephone number: 283-1407). Additional specialty facilities are located in Portland, South Portland, Falmouth, and the student clinic at the University’s Westbrook College site.

Under the direction of osteopathic physicians, the health centers provide care in a model ambulatory care setting and provide an integrated approach to the following services: family practice, prenatal care, workers’ compensation injuries, osteopathic manipulative medicine, eating disorders program, acute emergency care, X-ray/EKGs, geriatrics, gynecology, pediatrics, internal medicine/gastroenterology, physical therapy, counseling, sports medicine, orthopedics, minor surgery, and industrial medicine. Many UNE students have the opportunity to broaden their training in health care delivery through preceptorships in the health centers and through a month-long rotation during their third and fourth years. The Health Center staff are committed to playing an active role in the maintenance of individual and community health. They have established these goals:

- A) to promote health through campus-wide programs,
- B) to encourage individual participation in health care decisions, and
- C) to provide prompt and effective attention to all health care needs.

Physicians are on call 24 hours per day and office hours are available Monday through Wednesday (8 am to 8 pm), Thursday and Friday (8 am to 5 pm), and Saturday (8 am to noon). The direct telephone number for the Health Center is 207-282-1516, or through the University at 207-283-0171, ext. 2358. Appointments

are preferred for routine office visits and non-emergency procedures. Urgent problems are evaluated and treated based on their severity. University Health Care Physicians provide in-hospital care at Southern Maine Medical Center in Biddeford, at Mercy Hospital in Portland, or Maine Medical Center in Portland.

## **Counseling Center**

The Counseling Center at the University provides a variety of services which address the psychological and emotional health of the graduate and undergraduate student population. The staff consists of professionals trained in counseling and psychology. Individual and group counseling are available to all matriculated full-time students. 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 a counselor can be released to anyone without written consent. Homicide, suicide and child abuse are exceptions to confidentiality and will be reported to the appropriate persons.

The Peer Health Education Program is comprised of a volunteer group of students (Peer Health Educators) dedicated to increasing student awareness in personal and interpersonal health-related areas. These students make presentations to their peers and in the community regarding health-related topics. Students have spoken, written and facilitated discussions on topics such as: relationship violence, cultural diversity, eating disorders, safer sex, stress management, accessing services on campus, and substance abuse. Training for Peer Health Educators is offered through the Counseling Center.

The Counseling Center location: University Campus, Decary 109 (ext. 2549). Westbrook College Campus, Proctor Hall 320 (ext. 4233).

## **Career Services**

The Career Services office is designed to help students with career and life planning. Career advising and assessment are available for those who need assistance with identifying skills and interests, defining career goals,

changing careers and developing job search strategies, which includes creating/ 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.

The Career Services location: University Campus, Decary 102 (ext. 2817).

## **Student Activities**

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 this 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. Currently, the COM SGA supports in excess of twenty-three active students organizations. Some of the club activities which are supported by the SGA include the Sports Medicine Club, the Undergraduate American Academy of Osteopathy, local chapters of the Student Osteopathic Medical Association (SOMA) and the American Medical Student Association (AMSA), Synapse (COM yearbook), and various other clubs and organizations. Sigma Sigma Phi, a national osteopathic honor society, has chartered a chapter as has Psi Sigma Alpha, the national osteopathic academic honor society. In addition, partners are involved with the school by participation in the Student Auxiliary Association (SAA).

All students are invited to participate in the lecture series, movies, concerts, intramurals, and other events sponsored by the University's Cultural Affairs Committee, Athletic Office, and Student Activities Office.

## **Learning Assistance Center**

The Learning Assistance Center (LAC) provides a comprehensive array of academic support services, including courses, workshops, group and individual tutoring, and advising. The LAC's goal 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. While many of the LAC's services are oriented towards undergraduates, the following services are used frequently by medical students: individual learning consultations concerning learning styles and course-specific study strategies, test-taking skill development, professional tutoring in writing, and professional tutoring in oral and/or written English for ESL students. By faculty arrangement, the LAC can provide presentations in the classroom concerning learning styles, learning strategies, taking tests, or writing in the discipline.

### **Office for Students with Disabilities (OSD)**

As part of its mission, the University of New England (UNE) seeks to promote respect for individual differences and to ensure that no person who meets the academic and technical standards requisite for admission to, and continued enrollment at, the University is denied benefits or subjected to discrimination at UNE solely by reason of his or her disability. Toward this end, and in conjunction with federal laws, the University both accepts and provides reasonable accommodations for students with disabilities. Both UNE and the student have responsibilities to ensure equal educational opportunities. While the University stands ready to provide reasonable accommodations, the student must make an effort to avail him or herself of all services and modifications.

The Office for Students with Disabilities (OSD) at UNE exists to provide qualified students with disabilities equivalent access to, and equal opportunity in, the educational environment. A major goal of the OSD 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 disability; however, it need not provide the most comprehensive or expensive accommodation requested by the student.

Applicants and students who would like more information about the OSD, including registration information, can read UNE's Student and Faculty Guide to Accommodating Students with Disabilities and are encouraged to contact the OSD.

The OSD location: University Campus, Decary 109 (ext. 2815). Westbrook College Campus, Proctor Hall 318 (ext. 4418).

### **Registration Policies for Students with Disabilities**

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 the Office for Students with Disabilities. The University will make a concerted effort to accommodate the student's request within reasonable means upon timely notice by the student to the Registrar's Office. The University cannot guarantee that the courses, times and locations will be equal to the student's request.

# Admissions

## Admission Procedures

The college 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. Application request cards may be obtained from UNECOM or from AACOMAS, 5550 Friendship Boulevard, Suite 310, Chevy Chase, MD 20815-7231.

Once the processed application is received, the College give 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:

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 1st of the year for which admission is sought i.e, January, 2002 for August, 2002).
  - c. The New Medical College Admissions Test (MCAT) scores, taken within two years, sent directly from the testing service. AACOMAS’ number is 600.
2. To be sent to this College by the applicant after the supplementary material has been received:
  - a. Completed supplemental application with a \$55.00 application fee.
  - b. Recommendations from two (2) faculty members (preferably in the sciences) familiar with the applicant’s undergraduate or graduate work OR one (1) letter from the applicants 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 this College prior to matriculation:
  - a. Official transcripts.
  - b. Submission of health and immunization records as required by UNECOM policy.

Inquiries specific to the college may be directed to:

**Admissions Office**  
**University of New England**  
**College of Osteopathic Medicine**  
**11 Hills Beach Road**  
**Biddeford, ME 04005-9599**

**1-800-477-4UNE**

*or*

**207-283-0171 extension 2297**

*or*

**email: <http://www.une.edu/index.html>**

## Criteria For Admission

Applicants 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% credit toward a baccalaureate degree from a college or university accredited by a regional accrediting agency.
- 2) A cumulative grade point average of 2.7 or better on a 4.0 scale in both elective and required subjects.
- 3) Satisfactory completion of the following courses, including laboratory:
  - a. One year of English Composition and Literature.
  - b. Four semesters of chemistry, one of which must be Biochemistry. The usual sequence would include two semesters of General Chemistry including lab, one of Organic Chemistry including lab and one of Biochemistry.
  - c. Eight semester hours of Physics.

d. Eight semester hours of Biology..

- 4) Satisfactory completion of the New Medical College Admissions Test (MCAT), taken within two (2) years of application. The Admissions Committee reserves the right to adjust the minimum requirement as it deems appropriate on a yearly basis.

Students are encouraged to enroll in some additional courses to broaden their science background in subjects such as: calculus, anatomy, physiology, biochemistry, genetics, microbiology, and physical and quantitative or analytical chemistry. However, it is not advisable to elect science courses exclusively; the Admissions Committee believes that undergraduates should receive a broad-based education that includes the humanities and social sciences.

The Admissions Committee also considers a number of other factors when evaluating applicants. Some of these variables are: personality, maturity, breadth of background, work experience, extracurricular activities, and sense of responsibility.

The average GPA and MCAT scores for the class entering in 2001: average GPA = 3.40; average MCAT = 9.

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 can further evaluate candidates. Preference is given to qualified applicants from the New England states (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont).

## Applicant Protocol

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.

## Advanced Standing

Individuals with extraordinary credentials in the basic science disciplines may apply for credit for a particular course or courses. All applicants, regardless of their intent, must apply as if seeking first year enrollment, and must meet all of the minimum entrance requirements. Applicants who, subsequent to their interview, are offered acceptance may then complete the application for advanced standing. All advanced standing applications for first-year courses must be completed prior to matriculation. Criteria by which advanced standing is determined is established by each Department Chairperson/Course Instructor.

## Extended Curriculum Plan (ECP)

### Definition

The ECP is designed to afford students the opportunity to complete the medical school curriculum within the 6- year time limit for graduation by taking a reduced course load during years 1 and 2. Students may be placed into this program upon application to the Student Affairs Committee (SAC) and with the consent and approval of the Academic Dean. 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. Students seeking an extended rotation curriculum during years 3 and 4, are referred to the Clinical Clerkship Manual and its processes.

### **Criteria for Determining Eligibility**

Students must be accepted for admissions to UNECOM and must have satisfied all admissions criteria for matriculation. The applicant must demonstrate academic promise to the SAC. Students who are admitted into the ECP must demonstrate continued academic progress while enrolled in ECP and this progress will be reviewed monthly by the SAC.

### **Eligibility**

- Medical circumstances
- Academically at risk
- Leave of Absence
- Student's choice
  - Pre-matriculation
  - Planned leave of absence including concurrent academic or professional study

### **Process for Enrollment**

The Academic Dean may recommend that a student consider applying for acceptance into the ECP. The Dean may receive recommendations for this application from the relevant Associate Dean or the SAC. When a student elects to request entry in the ECP, he/she must meet with his/her assigned faculty advisor who shall inform the student of all possible additional options such as leave of absence, behavioral counseling, learning assistance counseling, consultations with the appropriate Associate Dean, or other UNE academic or student resources.

When, in the opinion of the Academic Dean, an emergency exists, the Academic Dean may request an expedited review process which will be conducted by an Ad Hoc Committee, consisting of any 2 members of the SAC. This Ad Hoc Committee will report its recommendation directly to the Academic Dean as soon as its findings are completed.

## **Initiation of the ECP**

### **Student Selection of the ECP**

#### **Prematriculation Application (Beginning with Academic Year 2002-2003)**

Under normal circumstances, a student must submit an ECP application to the SAC, not less than 45 days in advance of matriculation. Students should prepare a written request for the SAC for admission into the program, which includes the stated reasons for the request, a proposed planned course of action, and a justification for the proposed course of action. The SAC will review the application and request that the Student Affairs Committee Review Committee (SACRC) investigate application. The SACRC will present their findings to the SAC and the SAC will forward a recommendation to the Academic Dean.

#### **Concurrent Academic or Professional Study Leave of Absence Application**

Under normal circumstances, a student must submit an ECP application to the SAC, not less than 45 days in advance of matriculation. Students should prepare a written request for the SAC for admission into the program, which includes the stated reasons for the request, a proposed planned course of action, and a justification for the proposed course of action. The SAC will review the application and request that the SACRC investigate application. The SACRC will present their findings to the SAC and the SAC must their recommendation to the Academic Dean.

#### **Academic at Risk Application**

The SAC will consider the request as rapidly as possible. Students are expected to maintain their normal UNECOM course load while applying to the ECP. Students and faculty will assume no change in courses, exams, or other academic requirements until final approval of an extended curriculum is received from the Academic Dean in writing. If a student withdraws from a course in progress, he/she will receive a grade of WP or WF, whichever is applicable.

## Informal Review

The first step of an ECP application will be a meeting, which must include the student, the student's advisor, and one of the Associate Deans. The student will supply a letter of application and all relevant data needed to support the request. The next step will be a formal review.

## Formal Review

Students should prepare a written request for admission into the program, which includes the stated reasons for the request, a proposed planned course of action, and a justification for the proposed course of action. A complete application, including a curriculum data sheet, shall be submitted to the SAC. The SAC will review the application and request that the SACRC investigate application. The SACRC will present their findings to the SAC. The SAC shall consider the outstanding deficiencies, the reasonableness of the curriculum, the promise for success in the curriculum.

The Academic Dean may grant an urgent LOA for medical or social circumstances at any time, as he/she deems appropriate. Students who request a planned LOA or who need the ECP because of a LOA must file an ECP with the SAC. The SAC will review the plan and submit a LOA recommendation to the Academic Dean.

When, in the best interest of the student and the UNECOM, a member of the UNECOM administration, faculty, or staff, perceives the need to consider a student for the ECP, that person shall notify the appropriate Associate Dean. The Associate Dean shall initiate the process of an informal review and formal review.

## Program Approval

The SAC must review the SACRC report and pass on a recommendation to the Academic Dean. When the Academic Dean requests an expedited review, the SACRC may report its findings directly to the Academic Dean. Final approval of the ECP will be made by the Academic Dean.

All applications for the ECP will be reviewed by the Office of the Academic Dean to insure that UNECOM academic resources, including classroom and laboratory space, are sufficient to place ECP students and that third and fourth-year rotation sites placements are available for each given UNECOM class. In the event

that space is not available, UNECOM reserves the right to refuse ECP admissions. Prioritization will be given to 1. Medical/family reasons; 2. COM academic reasons; and 3. Student's election of the ECP.

## Notification

The Academic Dean shall notify the student, student's advisor, SAC, Registrar, Financial Aid Office, Student Affairs Office, Curriculum Office, and the Business Office of the approved ECP. This notification will include the date of initiation of the plan, the conditions required to remain on the plan, the length of the plan, and when the student is to return to the regular curriculum. This notification will also include a prorated tuition plan for ECP coursework.

## Review of Academic Progress

The student and the UNECOM compliance with the plan shall be monitored by the SAC and the Academic Affairs Committee of the College. The student's academic performance will subject to the academic standards for UNECOM students as described in the College of Osteopathic Medicine Catalog and COM/UNE Handbook.

## Advanced Standing Policy

### First-Year Courses

Advanced standing in one or more of the first-year courses will be considered for all applicants who are offered an admission into the first-year class. All advanced standing applications must be completed prior to matriculation.

**Applicants:** All applicants who are offered an admission will be sent the Advanced Standing policy after they have made an initial tuition deposit. Those who wish to pursue advanced standing can request an application from the Admissions Office. Upon receipt of the completed advanced standing application, copies will be sent to appropriate UNECOM Department Chairpersons/Instructors for review and action.

Course work for which advanced standing might be granted must:

1. Have been completed within five (5) years of matriculation date.
2. Have been completed with a grade of B (or >80) or better.

3. Be similar in structure and rigor to that which would be required in the UNECOM curriculum (e.g., similar laboratory components).
4. Be judged to be equivalent by the appropriate UNECOM Department Chairperson/Instructor, who may require additional evidence of competency via an examination.

Provision, in a timely matter, of all documentation necessary to demonstrate these criteria, will be the responsibility of the applicant.

**Notification: Applicants for advanced standing in the first-year courses will be notified prior to initiation of the course in question by the appropriate Department Chairperson/Instructor.**

### Second-Year Courses

Matriculating first-year students who wish to apply for advanced standing in second year courses should apply through the UNECOM Curriculum Office prior to completion of their first year. The Curriculum Office will process the application and forward the requests to the appropriate course director/system manager, who will apply the same criteria as described above, and to the Dean's Office. Applicants will be notified of the decision in writing prior to entrance into the second year.

### Transfer Students

Students in good standing at other colleges of osteopathic medicine may apply for admission as transfer students. The student must provide:

1. Official transcripts from all colleges and universities attended.
2. New Medical College Admission Test scores.
3. Letter from the Dean of the osteopathic college in which the student is enrolled, stating that the student is in satisfactory standing.
4. Letters of recommendation from two faculty members at the osteopathic college where the student is enrolled.
5. A fully completed application, accompanied by a non-refundable application fee of \$55.

Acceptance of a transfer student will be dependent upon the student's qualifications, academic compatibility, and available space. Such requests are to be sent directly to the UNECOM Academic Dean, not to AACOMAS.

### Articulation Agreements

1. The College of Arts and Sciences of the University of New England (UNECAS) provides students the opportunity to prepare for careers in health professions such as allopathic, osteopathic, dental or podiatric medicine, pharmacy, medical technology, nursing, occupational and physical therapy. Qualified students at UNECAS who wish to become a Doctor of Osteopathic Medicine may apply for early admission to the College of Osteopathic Medicine at the University of New England following their junior year at UNECAS. The program which allows them to do this is known as the "3-4 Program." The 3-4 Program allows mature, qualified students of the UNECAS 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 the UNECAS and is open to any major.
2. The University of Maine, Orono, and the UNECOM have established an articulation agreement enabling qualified University of Maine students to complete an undergraduate degree and D.O. degree in seven years.
3. The Utica College of Syracuse University, Utica, NY, and UNECOM have established an articulation agreement enabling qualified Utica College students to complete an undergraduate degree and D.O. degree in seven years.
4. The Tufts University Post-Baccalaureate Premedical Program and UNECOM have entered into an agreement whereby qualified individuals who have previously completed a Baccalaureate Degree can fulfill the required prerequisite courses at Tufts University.
5. An agreement also exists between the University of Vermont Post-Baccalaureate Premedical Program and UNECOM.

## Tuition & Fees

|                                     | Fall 2002 | Spr 2003 |
|-------------------------------------|-----------|----------|
| Tuition                             | \$14,550  | \$14,550 |
| Microscope Rental (First Year Only) | \$ 125    |          |
| General Services Fee                | \$ 315    |          |

### Deposits and Fees

First-Year Admission Deposit: This \$500.00 non-refundable deposit is due according to the following schedule and is credited against tuition.

- Those accepted prior to November 15th will have until December 15th to submit their deposit.
- Those accepted between November 15th and January 14th will have thirty (30) days.
- Those accepted between January 15th and June 14th will have fourteen (14) days.
- Those accepted on or after June 15th will be asked for an immediate deposit.

First-Year Tuition Installment: This \$1,000.00 deposit is due according to the following schedule and is credited against tuition. It is refundable subject to withdrawal policies.

- Those accepted between November 15th and January 15th will have sixty (60) days from receipt of their initial \$500.00 Admission Deposit.
- Those accepted beyond January 16th will have thirty (30) days from receipt of their initial \$500.00 Admission Deposit.

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 \$600 per credit hour. Students who later become UNECOM matriculated students will pay the full-time rate.

### General Services Fee

This mandatory fee is billed to all medical students and provides the following services:

1. Graduation activities including cost of receptions, speakers, diplomas.
2. Student Government activities including support for clubs, programs, cultural events, etc.
3. Campus Center featuring a gymnasium, running track, fitness center with racquetball courts, snack bar, and bookstore.

4. Athletic events including intramural programs and all intercollegiate home games.
5. Transcripts

### Health Insurance

Medical students must enroll in UNE's Student Medical Insurance Plan unless they can demonstrate proof of comparable medical insurance. The 2001-2002 program cost for twelve months of coverage was \$490. Refer to our insurance brochure for additional instructions.

Students are expected to maintain health insurance coverage throughout their tenure at UNECOM. Students electing to enroll in comparable plans should be careful to ascertain their coverage for hazards inherent to physicians, such as hazards associated with needle sticks or blood-borne pathogens.

### Parking Fees

Each student parking a vehicle on campus for extended periods of time must purchase a parking permit from the Student Accounts Office at a cost of \$30. Failure to register a vehicle will result in a \$25 fine.

### Dean's Letter of Recommendation

Institutional letters of recommendation for prospective postgraduate programs, such as internships, residencies, and fellowships are provided to graduating students. The first ten requests for letters shall be free of charge. All additional requests shall be assessed a \$3 fee.

### Special Examination Fee

All students are required to take Parts I and II of the Comprehensive Medical Licensing Exam (COMLEX). All fees are determined by the National Board of Osteopathic Medical Examiners and are paid directly to the Board.

## Payment Schedule

Fall tuition and fees are due on August 1, 2002; the Spring tuition is due on January 15, 2003.

## Late Payment Charge

The balance due each semester will be considered overdue if not paid by the specified date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month. Students with unpaid bills will not be placed on the official school roster nor can they attend classes until they have received clearance from the Business Office. Students with overdue account are not eligible for academic credit, transcripts, or degrees.

## 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 that a student's Stafford Student Loan check is received prior to the HEAL loan proceeds or government checks as partial payment for semester charges and the student finds that he/she will 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 Tuition Refund Policy

A student who intends to withdraw from the University will be required to go through the withdrawal process. He/she must first see the UNECOM Academic Dean (COM) 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 Christmas Break | None |

\*First year only - Refund calculated after deducting admission deposit.

### Spring Tuition Refund

|  |      |
|--|------|
| During the first four weeks of classes after Christmas Break | 25%  |
| After fourth week of classes after Christmas Break           | None |

Refunds will not be made in the case of absence, suspension or dismissal.

Adjustments to students' financial aid awards will be made according to federal refund policies as well as specific program policies. Students who withdraw during their first semester at the University and received federal financial aid, may be entitled to a refund under the federal rules labeled "pro-rata." Students who receive federal Title IV financial aid may be entitled to a refund under the federal refund policy. The federal refund policy allows students a refund based on the percentage of time they were in attendance up to the 50% point within the semester. Details are available in the Financial Aid Office.

## Leave of Absence Tuition Credit Policy

In the event a student desires to apply for a leave of absence, a Leave Form must be submitted to the Academic Dean. 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 credit towards the student's tuition upon resumption of attendance. Failure to return on the date agreed will result in a withdrawal and the leave of absence credits will be subject to the refund policy for withdrawals. No penalty is assessed for a leave of absence during the Clerkship Training Curriculum. Leave of absence credits are as follows:

### Fall Tuition Credit

|  |     |
|--|-----|
| June 1 to start of classes                           | 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 Christmas Break | 10% |

### Spring Tuition Credit

|  |     |
|--|-----|
| During the first four weeks of classes after Christmas Break | 25% |
| After fourth week of classes after Christmas Break           | 10% |

## Notes

1. Students should expect annual increases in the cost of attending UNE since the University is subject to the same inflationary pressures that affect the rest of society.
2. UNE will continue to make every effort to contain costs from the date they are announced through the current academic year. The Trustees, however, reserve the right to make changes in tuition and fees at any time.
3. For their own protection while at the University, it is recommended that students carry their own local checking accounts to provide funds for incidental expenses and emergencies. The University recommends that students open a checking account with People's Heritage Bank, who has installed a full-service ATM machine on campus. Checks may also be cashed daily at the Student Accounts Office and Bookstore (\$75 maximum).
4. The University will not be responsible for the loss of property on or off campus although it strives to safeguard students' property on campus.
5. Textbooks usually cost about \$600 per semester. Students are expected to pay for those books at the beginning of the semester. Books, supplies, and other items available at the University Bookstore may be paid for with cash, check, Mastercard, VISA, and Discover credit cards. NOTE: First-year textbook costs are considerably higher.
6. Student Malpractice Insurance: A group insurance policy is purchased and provided by UNE to insure its medical students and faculty in the amount of \$1,000,000/\$3,000,000.

# Financial Aid Programs

The Financial Aid Office at the University of New England is committed to providing students with information about the different education financing options available. Each year the Financial Aid Office publishes a Financial Aid Handbook for all students. This handbook describes the aid application process, the types of financial assistance available, and other important information. The following pages provide a brief overview of the different types of aid available. Students looking for more detailed information should obtain a Financial Aid Handbook, available from the Financial Aid Office, or visit the Financial Aid Office on the world wide web at <http://www.une.edu/finaid/>.

The material described below represents the most up to date information available at the time that this catalog went to print. Due to the nature of federal, state, institutional and private program guidelines, this information is subject to change without notice.

## Scholarship Programs

### College of Osteopathic Medicine Scholarship

This scholarship is awarded to students demonstrating exceptional financial need. Applicants should have all of their financial aid application materials complete by May 1st in order to be considered for this scholarship.

### Sewall Osteopathic Foundation Scholarship

Two third year UNECOM students are chosen to receive \$10,000 each during their fourth year. Applicants must be committed to primary care practice in rural areas. Applicants cannot have a conflicting service obligation (National Health Service Corps, Armed Forces, Indian Health Service). Applicants must be in good academic standing. Eligibility is not based on financial need. Applicants must complete an application essay and an interview with the scholarship selection panel.

### Founders' Scholarship Fund

This scholarship will be awarded to a deserving senior UNECOM student from New England who is judged to be in financial need and who exemplifies high ethical standards toward the Osteopathic profession.

### Other University Scholarships

These scholarships are available to students demonstrating exceptional financial need. Funding comes from the University and private donors. Applications will be available on the financial aid web site in early summer.

### National Health Service Corps Scholarship

These competitive scholarships will pay full tuition and required fees for the academic year, a single payment toward other allowable expenses and a monthly stipend (\$1028 for the 01/02 academic year). For each year of scholarship support (2 year service minimum) recipients owe 1 year of full-time professional practice at mainly rural sites in high-priority health professions shortage areas of the U.S. at facilities approved by the Public Health Service. Awards are not based on financial need. Application packets usually are available in early January, and can be requested by calling 1-800-638-0824.

### Armed Forces Health Professions Students Scholarships

In exchange for a later active duty service obligation, these scholarship programs will pay full tuition, fees, the cost of required textbooks and equipment, and a monthly stipend. The Financial Aid Office has a listing of the Armed Forces Recruiters local to the University who can provide additional information regarding these programs.

### Maine Osteopathic Association Scholarships

Maine residents enrolled in the College of Osteopathic Medicine should contact the Maine Osteopathic Association for scholarship applications. The application deadline is May 1st. Contact: Executive Director, Maine Osteopathic Association, RR2 Box 1920, Manchester, ME 04351. Tel: (207) 623-1101.

### **Russel C. McCaughan Education Fund Scholarship**

The American Osteopathic Foundation awards each college of osteopathic medicine a \$400 scholarship to a second-year student. The Dean of the College of Osteopathic Medicine selects the recipient on the basis of academic performance, extracurricular activities, and promise as an osteopathic physician during the student's first year. Selection is made in April of each year.

## **Loan Programs**

### **Federal Perkins Loan**

This is a low-interest loan program available to students with high financial need. The Financial Aid Office makes funding decisions based upon the availability of funding and the total number of eligible applicants. Students whose application materials are complete by May 1st will automatically be considered for this program.

### **Primary Care Loan**

This loan program is designed to assist students intending to practice in primary care. Applicants must provide complete disclosure of family financial information on their application, including the student's and parents' income and assets, regardless of the applicant's age or independent status. Funding decisions are based upon the availability of funding and the total number of eligible applicants. Students must have their application materials complete by May 1st in order to be considered for this program.

### **UNECOM Direct Tuition Credit Loan**

This program is available to New England residents. The loan is interest free during the borrower's UNECOM matriculation and remains interest free if the borrower establishes practice in New England for five years following the completion of an internship / residency program.

### **Federal Subsidized Stafford Loan**

This federally-guaranteed loan is available to students demonstrating financial need. The maximum amount per financial aid year is \$8,500. The student does not pay principal or interest until six months after the time when the student ceases to be enrolled at least half time.

### **Federal Unsubsidized Stafford Loan**

This federally guaranteed loan is similar to the Subsidized Stafford Loan, except that interest begins to accrue from the time the loan is disbursed through repayment. Students can pay the interest while in school or elect to have all the unpaid interest added into the loan principal at the start of repayment. The maximum amount per financial aid year is \$30,000.

### **Gilbert Loan**

This low-interest loan program is available to medical students who are graduates of the University of Maine. Loan amounts vary depending upon availability of funds and the total number of eligible applicants. Contact: Student Financial Aid Office, University of Maine, Orono, Maine 04469. (207) 581-1324.

### **Maine Health Professions Loan**

Available to Maine residents who demonstrate financial need. Applicants (under the age of 30) must provide complete disclosure of family financial information on their application, including the student's and parents' income and assets, regardless of the applicant's independent status. Applicants over the age of 30 are required to provide income information for themselves (and spouse, if applicable). Loan amounts range from \$5,000 to \$20,000 annually. Contact: Tom Pattneau, c/o FAME, P.O. Box 949 S Community Drive, Augusta, Maine 04333. (800) 228-3734. The deadline is October 1st of each academic year.

### **New England Osteopathic Association Loan**

This loan is available to students who have successfully completed their first year at UNECOM, have New England origins and demonstrate financial need. The loan carries a low interest rate (4%) if the recipient maintains a practice in New England; the interest rate is 12% (compounded annually) if conditions for the loan are not met. Application forms are available from the Financial Aid Office.

### **Alternative Loans**

There are currently several private lenders who offer osteopathic students funding under alternative loans. These credit-based loans are designed to make up the difference between the student's recognized cost of

attendance and the amount of financial aid the student receives. The Financial Aid Office will send a brochure, which has a description of some of the most advantageous alternative loan programs, to students with their award package. Contact the Financial Aid Office for additional information.

## **Short-Term Loan Funds**

### **Dr. Roswell P. and Virginia Bates Memorial Loan Fund**

Dr. Bates served as Executive Secretary of the Maine Osteopathic Association for 35 years and was the first president of the New England Foundation for Osteopathic Medicine Corporation. The family, patients, friends, and colleagues of Dr. and Mrs. Bates created the fund. The fund is administered by the Student Accounts Office and makes short-term loans of up to \$500.

### **W.E. Wyatt, D.O., Student Loan Fund**

An anonymous donor who benefited from services rendered by William E. Wyatt, D.O, created this fund. Since its inception, several people, who also wished to assist students of osteopathic principles and practice, have augmented this fund. Administered by the Student Accounts Office, this fund makes available sort-term loans of up to \$500.

## **Contacting the Financial Aid Office**

The Financial Aid Office is located in Room 121 in Decary Hall. Office hours are 9 a.m. to 4 p.m. Monday through Friday. Students wishing to make an appointment with a financial aid counselor should call (207) 283-0171, extension 2342. We can be reached via fax at (207) 282-6379. General correspondence can be sent via the Internet to [finaid@mailbox.une.edu](mailto:finaid@mailbox.une.edu).

## Scholastic Regulations

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.

### Student Rights and Responsibilities

As part of its review, the Admissions Committee evaluates each applicant in the areas of personal and academic integrity and personal values. An invitation to join the COM community indicates that the institution feels that the applicant has a well-developed set of values and a high level of integrity. The faculty and administration are committed to fostering this sense of integrity and helping students develop an increasing awareness of the multifaceted demands of professionalism: as student physicians who are ultimately responsible for their own learning, as people who need constantly to reappraise themselves, and as future physicians who must learn to cope with a new set of demands.

Student physicians are expected to behave 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 judgement and to function under pressure. e.g. Requests help when needed and does not endanger others, respects the difference between student doctor and doctor, and remains focused on the task at hand; remembers that as student doctor he/she represents UNECOM to the community.
7. Demonstrates ability to learn from mistakes and failures, heeds admonitions and warnings from officers of UNECOM and of clinical supervisors. e.g. Is responsive to feedback and constructive criticism regarding professional behavior and attitude, understands the seriousness of academic and disciplinary warnings.
8. Demonstrates compassion and respect toward others. e.g. Works cooperatively with differences and diversity in personalities and in cultural backgrounds as well as with differences in social and in economic status, and respects the privacy and individual choice of others.
9. Consistently demonstrates respect for administrators, faculty, staff, and fellow students of the University.

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 & Fees”, including filing appropriate documents with the Offices of the Registrar, Financial Aid, Business Affairs, and Student Affairs. 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.

## Academic Records

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

University students wishing to review their records may do so by providing a written request to the Office of the University Registrar at least 48 hours in advance of the desired appointment.

## Student Conduct Records

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

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

## Student Access and Annual Notification

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

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. The student should submit to the Office of the Registrar (at the University Campus) or the Student Administrative Services Center (at the Westbrook College Campus) a written request that identifies the records which they wish to inspect. The office will notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University Registrar, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If it is determined not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will accompany this notification.
3. The right to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits

disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her task; or the Veterans Administration for students registered for various GI Bill programs. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failure(s) by The University of New England to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

## Directory Information and Disclosure

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

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

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

## Response Time and End-of-Term Processing

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

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

For students graduating at the end of spring semester: degree verification and posting must be done after end-of-term grades are processed. Students are advised to anticipate waiting these periods of time, and should plan ahead when working with employers, graduate schools, agencies, or licensing bureaus when ordering transcripts, grade reports, or degree verifications.

## Transcripts

The following are the policies and regulations concerning transcripts:

No official transcript will be issued until all financial obligations have been met.

Transcripts are issued only at the written and signed request of the student. The purpose of this policy is to protect the privacy of the individual concerned and to minimize the possibility of the use of another’s transcripts by an imposter.

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

## Attendance

The University expects the student to attend all scheduled lectures, laboratories and clinical assignments unless appropriate permission has been secured prior to the absence. Any student missing a class is NOT exempted from completing the assignment covered during the absence. For further information, student should consult the "excused absence policy" as found in the Student Handbook.

## Grading

Upon completion of a unit of study, the faculty member in charge of that unit submits the number of hours taught and a grade for each student to the Academic Dean. Grades are based on a High Pass/Pass/Fail grade system.

If a student is required to repeat a unit of study, the name of the unit of study and the new grade shall be entered a second time on the transcript. The original recording of the unit of study will not be removed from the transcript. All units of study shall be listed chronologically by trimester, summer, and/or academic year during which they are completed.

## Academic Standing

The Student Affairs Committee is responsible for evaluating performance and making recommendations to the Academic Dean on student disciplinary and academic matters, performance, and on action(s) to be taken. Yearly, the Committee makes recommendations to the Academic 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 Academic

Dean, the awarding of the Degree of Doctor of Osteopathic Medicine to those students who have satisfied the requirements.

The status of a student may be reviewed by the Student Affairs Committee when the student's performance is found to be unsatisfactory in the accumulation of knowledge and/or personal growth. For example, the student may be reviewed for any of the following reasons:

1. unexcused absence(s) from class, laboratory, or clinical experience;
2. failure to obtain a satisfactory grade in every unit of study such as a course, preceptorship, or clerkship;
3. failure to abide by the Standards for Professional Behavior and Conduct (p. 26) or to exhibit the behavior, ethics, or professional manner deemed necessary for the continued study and later practice of osteopathic medicine in the judgment of the Student Affairs Committee;
4. personal or medical reasons; in assessing personal growth, such factors as morals, emotional stability, integrity, general conduct, reliability, judgment, and rapport with patients is considered.

After discussion, the Student Affairs Committee may decide by majority vote to make one of the following recommendations to the Academic 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 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.

## Withdrawal/Dismissal

A student who is dismissed from the College may appeal this decision to the Academic Dean. The Dean will convene a five-member Appeals Committee for a review of the decision and recommendation. If the appeal body upholds the dismissal decision, the student is dismissed from the College. If the Appeals Committee and Student Affairs Committee do not agree on dismissal, the Academic Dean will make a final determination.

Placement of a student on academic probation or disciplinary probation indicates the faculty's extreme dissatisfaction with the student's academic or behavioral performance. While on probation, the student will not represent the college at outside events and will be asked to curtail elected office responsibilities until their academic performance improves. In addition, a student on academic probation must pass all units of study; a student on disciplinary probation must discontinue the behavior leading to probation and maintain a record of exemplary behavior. Students who violate the conditions of probation as listed above will be reviewed again by the Student Affairs Committee, which will make such recommendations to the Academic Dean as it sees fit.

An application for voluntary withdrawal from the College must be submitted in writing to the Academic Dean. The Academic Dean may grant a leave of absence due to financial difficulties or for personal, medical, or family problems.

## National Board of Osteopathic Medical Examiners

The Comprehensive Medical Licensing Examinations (COMLEX) are administered by the National Board of Osteopathic Medical Examiners (NBOME) and are divided into three levels. Levels I and II are given during the college years and Level III is given to qualified graduates during their internship year. Students must pass COMLEX Level I in order to continue into the third-year clinical rotations. Prior to graduation, students must take and pass the Level II examination (effective with the class entering fall 2002).

*Note:* Applications must be in the Office of the National Board of Medical Examiners one (1) month before the date scheduled for the exams. The College will not be responsible for late applications.

## Laptop Computer 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 at least two years.
4. Be free of indebtedness to this College, the University, and their affiliates.
5. Have demonstrated the ethical, personal, and professional qualities deemed necessary for the successful and continuing study and practice of osteopathic medicine.
6. Have been recommended by the faculty for graduation.
7. Be present at the commencement ceremony of his/her class at the time the degree is conferred.

# **CURRICULUM and CLINICAL CLERKSHIPS**



## UNECOM Curriculum

### Fall

Gross Anatomy  
Histology  
Human Function  
Immunology  
Embryology

### Winter

Human Function  
Virology  
Nutrition  
Parasitology  
Bacteriology  
Prin. of Population Health

### Spring

Human Function  
Pathology  
Pharmacology  
Medical Jurisprudence  
Basic Life Support-Health  
Care Provider (CPR)  
Dermatology System

### Year I

Foundations of Doctoring; Osteopathic Principles & Practice I

### Year II

Neuroanatomy  
Nervous System  
Psychiatry System  
Musculoskeletal System  
Respiratory System  
Hematology System

Cardiovascular System  
Gastrointestinal System  
Renal System

Reproductive System  
Endocrine System  
Comlex Level I Exam  
Emergency Medicine  
Clinical Decision Making  
Advanced Cardiac Life  
Support (ACLS)

Experiences in Doctoring; Osteopathic Principles & Practice II; Pharmacology and Therapeutics

## The Curriculum

### Curriculum Objectives

The curriculum is designed to educate osteopathic primary care physicians who are skilled in health promotion and illness prevention as well as the delivery of illness care.

In order to educate this type of physician, the basic and clinical science foundations of the curriculum are augmented by a strong program in human behavior and community medicine in the Foundations of Doctoring and Experiences in Doctoring courses. Hospital clerkships continue to emphasize these same concepts in the setting of inpatient care with its attendant special needs and requirements.

### Curriculum Outline

The curriculum of the Medical College is under the direct supervision of the Dean via the Academic Affairs Committee and the Faculty Assembly. The curriculum is divided into two sections: The On-campus Basic and Clinical Sciences Curriculum and the Clerkship Training Curriculum.

### On-campus Basic and Clinical Sciences Curriculum

The first year of the medical curriculum contains a variety of basic science courses and the beginning of the organ systems courses with Dermatology. The first year courses include: Anatomy, Biochemistry, Nutrition, Physiology, Pathology, Parasitology, Virology, Immunology, Bacteriology, Pharmacology, Principles of Population Health, Medical Jurisprudence, Embryology, and Histology.

The second year is organized into a Neuroanatomy course and Experiences in Doctoring course plus a series of ten systems representing related organ-groupings of the body; namely, Nervous, Psychiatry, Musculoskeletal, Respiratory, Hematology, Cardiovascular, Renal, Gastrointestinal, Endocrine and Reproductive Systems. All systems are presented from a multi-disciplinary approach integrating lectures on basic science, internal medicine, pathology, surgery, radiology, pediatrics and family medicine. Near the completion of the second year, students encounter Emergency Medicine

and the Clinical Decision Making course designed to prepare students for the transition into the following two years of clinical training experiences.

The knowledge to conduct a good history and physical exam is perhaps the most important information acquired in the four (4) years of medical training. At UNECOM, this skill is developed during the Foundations of Doctoring, Experiences in Doctoring and the Clinical Decision Making courses, and encompasses:

**Socio-psychological aspect of the patient interview;  
Motor Skills;  
History and Physical (H&P) Format; and  
Initial Differential Diagnosis.**

The precepts and concepts learned in these courses and systems along with Behavioral Medicine and Medical Humanities are applied in the clinical clerkships of the third and fourth year. Interwoven throughout both didactic phases of the curriculum is the course on Osteopathic Principles and Practice. An attempt is made, where possible, to vertically integrate the material in this course with that of the ongoing systems of the second year. The courses and systems taught each year are as follows.

### Medical Curriculum for Pre-Clinical Phase

#### First-Year Curriculum Outline

##### August to December

| No. | Title   | Credit Hrs |
|-----|---|------------|
| 501 | Medical Gross Anatomy                         | 9          |
| 503 | Medical Histology                             | 5          |
| 505 | Medical Embryology                            | 2          |
| 511 | Human Function: Biochemistry and Cell Biology | 5          |
| 523 | Medical Immunology                            | 1          |
| 587 | Foundations of Doctoring                      | 5          |
| 591 | Osteopathic Principles & Practice             | 5          |

##### January to March

*“Ctd.” represents a continuation of course work from a prior term.*

| No. | Title   | Credit Hrs |
|-----|---|------------|
| 512 | Human Function: Biochem & Cell Biology (5) Ctd. |            |
| 524 | Medical Virology                                | 1          |
| 530 | Medical Parasitology                            | 1          |

|     |   |      |
|-----|---|------|
| 532 | Human Function:<br>Cellular & Organ System Physiology | 5    |
| 586 | Basic Life Support - Health Care Provider             | 0    |
| 587 | Foundations of Doctoring                              | Ctd. |
| 591 | Osteopathic Principles & Practice I (5)               | Ctd. |

**April to June**

“Ctd.” represents a continuation of course work from a prior term.

| No. | Title   | Credit Hrs |
|-----|---|------------|
| 514 | Nutrition   | 1          |
| 526 | Medical Bacteriology                                      | 3          |
| 532 | Human Function:<br>Cellular & Organ System Physiology (5) | Ctd.       |
| 542 | Medical Pharmacology                                      | 2          |
| 552 | Introduction to Pathology                                 | 3          |
| 558 | Dermatological System                                     | 2          |
| 568 | Medical Jurisprudence                                     | 1          |
| 587 | Foundations of Doctoring                                  | Ctd.       |
| 591 | Osteopathic Principles & Practice I (5)                   | Ctd.       |
| 598 | Principles of Population Health                           | 2          |

**Course Descriptions-First Year**

**#501 Medical Gross Anatomy 9 Hrs.**

Human Gross Anatomy is the study of the body’s structure. The course is divided into four major sections: upper limb; back and lower limb; thorax, abdomen and pelvis; and head and neck. Laboratory dissection is emphasized throughout the entire course, with supplemental lectures and tutorials offered where necessary. Computer-aided instruction is available as well, to assist students learning anatomy. The student is expected to learn anatomical terminology, three-dimensional anatomy, and begin studying clinical correlations. The latter continues to become a more integral part of the anatomy curriculum. Students are evaluated by a series of four written examinations and four laboratory practicals, one of each per major section.

**#503 Medical Histology 5 Hrs.**

The cells, tissues and organs of the body are studied using the light microscope. In addition, students are expected to recognize certain structures as they appear in the electron microscope. The relationship of the structures observed to their function in the body is heavily emphasized. The course begins with a study of the structure/function of normal cells and tissues. This information is then used to study the microscopic structure/function of all the organ

systems which form the body. Wherever possible, the microscopic structure of the organ system being studied is related to the study of the same organ system in other anatomy courses, as well as to the other basic science disciplines and the profession of Osteopathic medicine. Students are evaluated by three written (lecture) examinations and three (laboratory) examinations.

**#505 Medical Embryology 2 Hrs.**

This course is designed to provide an overview of human development and, subsequently, deal with the development of major organ systems. Clinical applications, such as discussion of several of the more common congenital abnormalities of each system, will be presented. It is also intended that this course supplement the human gross anatomy course by providing the student with an understanding of the developmental processes involved in establishing adult structures.

**#511 Human Function: Biochemistry and Cell Biology 5 Hrs.**

This course examines the fundamentals of general biochemistry. Topics covered include the nature and control of metabolic pathways in carbohydrate, lipid, and protein metabolism, membrane structure, nucleic acid metabolism and control of cell division. Weekly, small group exercises, in which students examine problems or case histories related to biochemical principles, are an integral part of the course. The primary objective of the course is to prepare the student for subsequent courses in the basic medical sciences and for the more medically-related biochemistry included in the Systems in the second year of the UNECOM curriculum.

**#514 Nutrition 1 Hr.**

This course familiarizes students with the fundamentals of normal nutrition through a combination of self-study and discussion-oriented lectures. Students will be expected to record, examine and analyze their diet with a computer-based diet analysis program, as well as develop techniques to evaluate and advise patients on controversial nutritional issues. This knowledge will form a basis for clinical nutrition to be covered in the systems.

**#523 Medical Immunology****1 Hr.**

This course focuses on the adaptive immune response and the interactions of cells, tissues, and molecules of the immune system. The course presents how the immune system recognizes and discriminates between self and non-self and how the body eliminates pathogens from the body. Allergy and autoimmune mechanisms are presented to show roles where the immune system causes disease.

- Recognize questionable assumptions;
- Use key physiological concepts effectively;
- Use physiological language in keeping with established professional usage;
- Reason carefully and logically from clearly stated premises.

Students will demonstrate the basic physiological knowledge and reasoning skills described above through their performance on written examinations containing a variety of question formats.

**#524 Medical Virology****1 Hr.**

The Medical Virology course presents a survey of the field of virology in which the properties of viral agents and their specific cellular and systemic replication cycles are discussed. The signs and symptoms of disease, prevention, control, and identification procedures are presented.

The specific course HF532 examines the physiological aspects of cellular function and applies these concepts to understanding the contribution of various organ systems to homeostasis. Topics covered include membrane transport, membrane receptors and second messenger systems, properties of excitable cells, mechanisms of hormone action, autonomic nervous system function, physiological control mechanisms, the integrated function of the cardiovascular, respiratory, gastrointestinal, and renal systems, and hydrogen ion balance. Weekly small group exercises, in which students examine problems or case histories related to physiological principles, are an integral part of the course.

**#526 Medical Bacteriology****3 Hrs.**

Medical Bacteriology presents lectures which introduce clinically relevant bacteria and fungi and their associated diseases. The laboratory component of this course teaches practical techniques which will assist a physician in identifying and treating microbial pathogens.

**#542 Medical Pharmacology****2 Hrs.**

This course will provide the student with a basic understanding of the relationships among biochemistry, physiology, pharmacology, and other basic medical sciences. The course will include the following topics: pharmacokinetics, pharmacodynamics, toxicology, drugs affecting the autonomic nervous system, antibiotics, and drugs used in the treatment of dermatological diseases.

**#530 Medical Parasitology****1 Hr.**

Current status of important protozoan and helminthic diseases of humans with emphasis on prevalence, transmission, pathology, diagnosis, control, prevention and treatment.

**#532 Human Function:****Cellular and Organ System Physiology****5 Hrs.**

General Goals of the Physiology Curriculum: Students successfully completing the Physiology curriculum in the College of Osteopathic Medicine will demonstrate a range of physiological thinking skills and abilities which they will use in the acquisition of further knowledge and in the treatment of patients. They will demonstrate their command of key physiological terms and concepts and their ability to identify and solve fundamental physiological problems. In addition, they will demonstrate the ability to do each of the following:

- Analyze physiological and pathophysiological questions and issues clearly and precisely;
- Formulate physiological information accurately, distinguishing the relevant from the irrelevant;

**#552 Introduction to Pathology****3 Hrs.**

In this course, students develop an understanding of how basic science principles apply to pathophysiologic processes and how these processes affect gross and microscopic changes that are manifestations of disease.

**#558 Dermatological System****2 Hrs.**

In this course, students should learn the normal states of the skin, diseases affecting the skin and dermal manifestations of internal disease states. By the end of the course, students should be able to diagnose diseases frequently encountered in general practice, recommend appropriate therapy, or determine when referral to a specialist is appropriate.

**#568 Medical Jurisprudence 1 Hr.**

This course introduces students to principles of the American Jurisprudence system as it applies to the practice of medicine. Included are: bases and elements of the law; civil lawsuits; torts; negligence and medical malpractice; physician-patient privilege; confidentiality; access to records; medical records; informed consent; substance abuse treatment records; subpoenas and search warrants; hospital medical staff membership and privileges; peer review, reporting adverse actions; mandatory and optional reporting to the authorities, including child abuse and elder and adult abuse; medical licensure; prescription drug issues concerning physicians; advanced medical directives; sexual harassment; medical economics: HIV and AIDS confidentiality and testing; and termination of patient care.

**#586 Basic Life Support-Health Care Provider 0 Hr.**

This course is offered to prepare students to provide assistance to patients in cases of cardiac arrest and/or pulmonary obstruction for adults and children in accord with the American Heart Association (AHA). Attendance is MANDATORY at class and demonstration labs.

**#587 Foundations of Doctoring 5 Hrs.**

Introduces and establishes the basic philosophy and principles necessary for the development of skills and attitudes required for success in the art and practice of osteopathic medicine. Emphasis is placed on the physician/patient relationship, interview skills, physical examination and health promotion. Instruction utilizes lecture, small group discussions, demonstration/practice sessions and practical community-based experiences. The course will lay the foundation by which students will develop and apply the osteopathic concepts of the whole person, relationships of structure and function, and homeostatic health in preparation for the general practice of medicine.

**#591 Osteopathic Principles and Practice I 5 Hrs.**

The objectives of OP&P I are as follows: To teach osteopathic history and philosophy; to teach the student to think in an osteopathic fashion; to develop palpatory diagnostic skills; and to apply visual and palpatory skills to basic structural diagnosis and manipulation.

**#598 Principles of Population Health 2 Hr.**

The goals of this course are to: introduce the context in which epidemiologic thinking and research occurs; introduce, define, and give examples of applications of key epidemiologic concepts and principles; and apply selected concepts and principles in a clinically relevant context. In addition, this course introduces students to principles of occupational and public health: building on the student's knowledge of disease process and elements of preventive medicine.

**Second-Year Curriculum Outline**

**August to December**

| No. | Title                                | Credit Hrs. |
|-----|--------------------------------------|-------------|
| 601 | Nervous System                       | 6           |
| 603 | Medical Neuroanatomy                 | 2           |
| 605 | Psychiatry System                    | 2           |
| 611 | Musculoskeletal System               | 4           |
| 623 | Respiratory System                   | 3           |
| 633 | Hematology System                    | 3           |
| 673 | Experiences in Doctoring             | 5           |
| 687 | Pharmacology and Therapeutics        | 2           |
| 691 | Osteopathic Principles & Practice II | 5           |

**January to March**

*"Ctd." represents a continuation of course work from a prior term.*

| No. | Title                                    | Credit Hrs. |
|-----|--|-------------|
| 642 | Cardiovascular System                    | 5           |
| 652 | Renal System                             | 3           |
| 662 | Gastrointestinal System                  | 3           |
| 673 | Experiences in Doctoring                 | Ctd.        |
| 688 | Pharmacology and Therapeutics            | 2           |
| 691 | Osteopathic Principles & Practice II (5) | Ctd.        |

**March to June**

*"Ctd." represents a continuation of course work from a prior term.*

| No. | Title                                    | Credit Hrs. |
|-----|--|-------------|
| 660 | Endocrine System                         | 1           |
| 673 | Experiences in Doctoring                 | Ctd.        |
| 688 | Pharmacology and Therapeutics (2)        | Ctd.        |
| 691 | Osteopathic Principles & Practice II (5) | Ctd.        |
| 693 | Clinical Decision Making                 | 2           |
| 664 | Reproductive System                      | 5           |
| 670 | Emergency Medicine                       | 1           |
| 668 | Advanced Cardiac Life Support (ACLS)     | 1           |

---

---

## Course Descriptions - Second Year

### **#601 Nervous System 6 Hrs.**

The Nervous System is a six-week, integrated, multidisciplinary course on the normal and abnormal structure and function of the human nervous system. The course is divided into two broad areas; peripheral/sensory followed by central neurological mechanisms. A majority of the system is delivered in a lecture format. The system ends with hands-on review of the neurological exam and the ophthalmologic exam. The goal of the course is to provide the student with a solid foundation of knowledge and skills concerning the nervous system as a background to other organ systems courses to follow, and as background for the clinical clerkships.

### **#603 Medical Neuroanatomy 2 Hrs.**

This course parallels the beginning weeks of the Nervous System. It is a laboratory course which provides a structural and functional background for interpreting neurological signs and symptoms. The topics are approached using a case study format. Gross brains, glass slide preparations and CNS images are used as study material.

### **#605 Psychiatry System 2 Hrs.**

The Psychiatry System is a two-week, interdisciplinary course that introduces second-year medical students to disorders of higher central nervous system function that affect motivation, mood, consciousness and cognition. The focus is on such mental disorders as depression, anxiety, somatization, personality disorders and sleep disorders.

### **#611 Musculoskeletal System 4 Hrs.**

The Musculoskeletal System is a four-week, integrated, multidisciplinary course on the normal and abnormal function of the human musculoskeletal system. The system presents normal and abnormal function, as well as diagnosis and therapy. Within the system, normal function precedes clinical disciplines. Specifically, the disciplines included in the musculoskeletal system are: the biochemistry of muscle, connective tissue and bone, and pharmacological treatments for gout, inflammation and arthritides. The manifestations and diagnosis of musculoskeletal disorders are covered in pathology and internal medicine.

Topics in orthopedics and otorhinolaryngology are covered. Case presentations using actual patients are used throughout the system in rheumatology. Diagnosis and therapy of sports injuries are covered in family medicine. Finally, there is a discussion of the biological basis of osteopathic manipulative medicine. The goal of the musculoskeletal system is to provide the students with a solid foundation of knowledge as a background to other organ system courses to follow, as well as a background for the clinical clerkships in general practice, medicine, surgery and relevant electives.

### **#623 Respiratory System 3 Hrs.**

The Respiratory System begins with a review of the anatomy, biochemistry and physiology of the lungs and respiratory passageways. Subsequent topics include radiology, pathology, pharmacology, surgery and the management of respiratory disorders by the general practitioner using various treatment regimens in conjunction with Osteopathic techniques. Anesthesiology and inhalation therapy are also included.

### **#633 Hematology System 3 Hrs.**

This system is designed to teach the students the principles of normal and abnormal differentiation and maturation of red blood cells, white blood cells (including lymphocytes) and platelets and how these principles apply to the diagnosis and treatment of diseases resulting from these abnormalities.

### **#642 Cardiovascular System 5 Hrs.**

The Cardiovascular System provides an overall approach to cardiovascular medicine. Basic science and clinical presentations are interwoven throughout the first portion of the course. Initial emphasis is placed on the understanding of basic mechanisms including electrophysiology, electrocardiograms, arrhythmias and cardiac metabolism. Integrated control of the cardiovascular system is addressed on several levels and a detailed understanding of autonomic nervous system dynamics is essential. Clinical and basic science disciplines provide detailed information regarding identification and treatment of myocardial ischemia, myocardial infarction, congestive heart failure and hypertension in addition to other cardiovascular problems that are often seen

by the primary care physician. Clinical conferences provide direct experience with patients and provide students with a chance to actively participate in discussions relevant to the integration of clinical approaches with basic science. Additional approaches to cardiovascular health include discussions of nutrition and behavior, as well as ethical issues.

**#652 Renal System 3 Hrs.**

This System is designed to provide the students with a strong background in the principles of renal physiology, as well as a basic understanding of the etiology and diagnosis of the most common renal disorders. Radiologic techniques and pathology of the renal system are also considered.

**#660 Endocrine System 1 Hr.**

The Endocrine System will consider the five major endocrine glands plus carbohydrate and ionic homeostasis. The endocrines of the reproductive system will not be considered in this unit of study. Outline: Using an outline of objectives, these subjects will be approached from the position of excess (hyper) function, deficient (hypo) function and anatomical abnormalities (neoplasms). Each clinical situation will be examined using a series of five questions: (1) What is the clinical presentation? (2) What diagnostic tests can confirm your hypothesis? (3) How is this differentiated from closely related diseases? (4) What is the etiology, pathophysiology and prognosis if left untreated of this disease? (5) How is this disease treated? (6) How is this disease monitored and managed over time? Students, working either individually or in groups, are advised to develop responses for each of the objectives. The examinations will come from the objectives.

**#662 Gastrointestinal System 3 Hrs.**

The Gastrointestinal System begins with a review of the basic structure and function of human alimentary canal and accessory organs of digestion. This provides a basis for a discussion of the pathological, pathophysiological and clinical consequences of various gastrointestinal disorders including: disorders of motility, peptic ulcers, gastrointestinal bleeding, malabsorption, diseases of the pancreas, gallbladder, and liver, inflammatory diseases of the bowel, neoplastic disease and infectious diseases of the gastrointestinal tract. In addition, methods of nutritional support and gastrointestinal diseases encountered in pediatrics will be discussed.

**#664 Reproductive System 5 Hrs.**

The Reproductive System introduces the student to the basic physiology and pathophysiology of the male and female reproductive systems. Emphasis will be on correlations between histopathology and clinical obstetrics and gynecology. The student should become familiar with clinical principles consistent with the needs of a general practitioner. Attention will be directed towards those areas where specialty knowledge is essential.

**#668 ACLS 1 Hr.**

The Advanced Cardiac Life Support is a certification program to develop the student's proficiency in advanced cardiac life support techniques. It is presented for the second-year medical students prior to their leaving the campus for hospital rotations and conforms to the standards of the American Heart Association. Students are required to be certified in ACLS prior to graduation. A prerequisite is a current basic life support certificate (CPR) through the American Heart Association.

**#670 Emergency Medicine 1 Hr.**

This course emphasizes the approach to, the differential diagnosis of, and the treatment of the patient in the emergency department. Topics for the lectures are chosen because they are essential to the practice of emergency medicine or because they are important topics that may not have been covered in other lectures.

**#673 Experiences in Doctoring 5 Hrs.**

Emphasizes observation and practice of the fundamental skills of patient assessment and the medical encounter. Students will focus on hands-on learning in the community and institutional setting to practice skills related to the physical examination, the process of the differential diagnosis, the medical presentation and the medical record. Students are expected to develop and demonstrate these skills in the Simulated Patient Program, the Geriatric Practicum and the OSCE (Objective Structured Clinical Exam) program. Lectures will focus on the differential diagnostic process as well as the medical link with the social aspects of abuse/violence, end of life care and issues of the geriatric population. Instruction will include clinical experiences, lectures and small group sessions. The course will stress the "whole person" context of medicine with an appreciation of the psych-social dynamics of each encounter between patient, family, community and the physician.

**#687 Pharmacology and Therapeutics 2 Hrs.**

After completion of this course, the student should have an understanding of the drugs used in the treatment of common diseases of the Nervous System, the Psychiatry System, the Musculoskeletal System, the Respiratory System and the Hematology System. Students will be expected to know the major classes of drugs and the most important and commonly used members of each class; the mechanisms of action of these drugs; the actions, major side effects, and major interactions with other drugs; and the clinical indications and contraindications for the drugs.

**#688 Pharmacology and Therapeutics 2 Hrs.**

After completion of this course, the student should have an understanding of the drugs used in the treatment of common diseases of the Cardiovascular System, the Renal System, the Gastrointestinal System, the Reproductive System and the Endocrine System. Students will be expected to know the major classes of drugs and the most important and commonly used members of each class; the mechanisms of action of these drugs; the actions, major side effects, and major interactions with other drugs; and the clinical indications and contraindications for the drugs.

**#691 Osteopathic Principles & Practice II 5 Hrs.**

This is a continuation of the OP&P I course. Additional skills will be developed, as well as exposure to a wider variety of manipulative approaches such as myofascial release and cranial concepts. Integration into course systems will begin.

**#693 Clinical Decision Making 2 Hrs.**

The Clinical Decision Making course is the capstone of the second year at UNECOM. The course is an exercise in the application of clinical, decision-making skills. Eight to ten students are assigned to a physician facilitator. Over three weeks, the students work on longitudinal patient management, differential diagnosis and case presentation. The students are evaluated on their ability to integrate and prioritize information and to present it in an efficient and professional manner.

## Curriculum Review

The UNECOM has undertaken a curriculum review aimed at improving its educational experience. The goal of that review is to make changes reflecting the needs of osteopathic physicians for the 21st century. This is reflected in the following list of competencies adopted by the UNECOM faculty for use as guiding principles in the review process:

### UNECOM Graduate Competencies for the Twenty-First Century

Graduates will have the knowledge, skills, and professional perspective to:

1. Integrate Osteopathic philosophy in all aspects of their professional activities, including:
  - using Osteopathic principles to guide health care delivery
  - using Osteopathic manipulative medicine in therapeutic management
2. Understand health and illness in the context of the inter-relationships of the structure and function of the mind and body, by:
  - mastering a core of basic and clinical sciences
  - understanding the etiology, natural history, and prevention of core diseases
  - using this knowledge in the provision of health care
3. Prevent illness; diagnose and manage acute and chronic illness; and maintain health.
4. Gather and interpret patient information, including history and physical examinations and diagnostic testing.
5. Incorporate the practice of health promotion and disease prevention in the care of patients, families and communities.
6. Use the principles of scientific inquiry in:
  - understanding the design and conduct of clinical research
  - interpreting and critically evaluating research literature
  - evaluating practice guidelines
7. Use scientific, economic, and ethical principles in managing cost-effective and quality care to patients, families and populations - including the use and evidence-based selection of:
  - diagnostic testing
  - treatment modalities
  - preventive techniques
8. Understand the influence of the physical and social environment on the health of individuals, families, and communities.
9. Effectively teach patients, students, colleagues, and others.
10. Apply the principles of patient-centered care, including:
  - understanding the patient's experience of health and illness
  - communicating effectively - listening, informing and educating
  - enhancing patient self-care competence
  - honoring individual and community values, beliefs, ability and preferences
11. Critically appraise non-traditional healing modalities and provide guidance to patients in their use.
12. Recognize and discuss with patients, families and colleagues the ethical and legal issues involved in clinical and preventive care.
13. Pursue continuous professional development and competency through study, consultation, and personal reflection.
14. Use information technology to search out, organize and analyze information to guide clinical decision-making and quality care management.
15. Function in an integrated health care system, either as an independent practitioner or as a member of a multidisciplinary team.
16. Recognize the economic and political environment in which health care occurs and its effect on the organization and business climate in which health care is provided.

Curricular changes and modifications should be expected as part of the UNECOM's ongoing process of continuing curricular review and improvement.

## **Clinical Clerkship Program Descriptions**

The UNECOM student rotates through the clinical clerkships during the final phase of his/her predoctoral education. The clinical clerkship experience has a broad and specific goal to provide a module of osteopathic medical education preparing the student to enter a general rotating internship. Students are trained to effectively render service and to benefit from the clinical experience available in the internship setting. The clerkship is designed to fulfill a necessary step in the evolution of the UNECOM student to competency for general practice as a primary care physician. Cognitive, manual and psychomotor objectives are directed toward developing physician skills and attitudes of the student in preparation for internship. Also during this time, the student is expected to complete the transition to adult learner, asking questions and independently seeking and synthesizing information.

A part of this goal is the expectation that the future physician will consistently adhere to the osteopathic philosophy and concept in the practical management of persons for maintenance of health and for the treatment of disease, acute and chronic. Further, the student will develop the ethical character expected of future physicians as a caring person skilled in problem solving, therapeutic management and interpersonal relations and with a social sense of fiscal accountability and responsibility toward health management.

During those months, clinical services are arranged to meet core and elective requirements of the clinical practicum. Utilizing the clerkship training centers, affiliate hospitals, ambulatory care sites, and other clinical settings, students gain exposure to a scope and variety of clinical experiences appropriate to the preparation of the general practitioner. Students travel to a number of sites in the Eastern United States, experiencing health care delivery from the rural private practitioner to the inner city, tertiary care facility. Students may be required to travel or relocate to affiliate regions to complete this segment of training.

Core rotations, as determined by the Academic Affairs Committee, are assigned by the Office of Clinical Affairs from a list of affiliate sites. The core rotations include Internal Medicine, Surgery, Obstetrics/Gynecology, Pediatrics, Family Practice and Psychiatry. Required Selective rotations include Internal Medicine, Surgery,

Emergency Medicine, Osteopathic Manipulative Medicine, and Rural Health Care (AHEC). With the exception of OMM, the student selects the sites, subject to Clinical Affairs Office approval, at which these clerkships will be done. Elective months are scheduled by the student with the approval of the Office of Clinical Affairs.

Documentation of immunization and/or a criminal background check may be required by specific affiliates or elective sites.

To graduate, the student must successfully complete all required core, selective and elective clerkship assignments as specified in the clerkship manual and syllabi. Integral to this success is the maintenance of the highest levels of academic and professional behavior standards.

## **Family Practice**

Students are required to complete one core clerkship in Family Practice. The Core Family Practice clerkship is a hospital and/or ambulatory care experience where the student will apply basic concepts and skills presented during the preclinical years. By basing the experience in a community setting, the student is exposed to clinical resources united in a continuum of care, thus developing within the student an awareness of the physician's role in the total health care team. Emphasis is on the patient's reaction to illness, the physician/patient relationship, family dynamics in illness and health, and the careful and economical use of medical therapeutics, technology consultations, clinical laboratory investigation and hospitalization. Special attention is given to the patient interview, directed physical examination and patient education in the therapeutic use of the physician. In addition to training in the hospital setting, the student is likely to spend time in various clinics and the offices of individual physicians. Students may schedule additional family practice experiences during their elective months with the approval of the Office of Clinical Affairs.

## **Internal Medicine**

Students are required to complete two core clerkship and one selective clerkship in Internal Medicine. Internal Medicine clerkships are conducted as predominantly hospital-based experiences. The Core clerkships are completed at a clerkship training center or other affiliate site. For the selective Clerkship, an additional medicine service is selected by the student in a field of interest. The clerkships are intended to provide practical clinical exposure and learning designed for the application

of concepts and principles presented during the preclinical years. Additional knowledge and practical experience are emphasized to identify the range of normal functioning, to identify, diagnose and manage patients with pathologic functioning and to predict the natural course of health and disease.

Students may schedule additional general or subspecialty internal medicine experiences during their elective months with the approval of the Office of Clinical Affairs.

## **Surgery**

Students are required to complete one core clerkship and one selective clerkship in Surgery. Surgical clerkships are conducted as hospital and/or ambulatory-based experiences. Successful completion of two services is required for graduation. For the Core rotation, students will be assigned to a clerkship training center or other affiliate site for general and/or speciality surgical services. The selective rotation may be scheduled at a site chosen by the student, with the approval of the Office of Clinical Affairs. The major goal of these clerkships is to provide an appreciation of the principles of surgical practice by expanding on the precepts of the classroom in a practical experience in clinical medicine. It is intended that emphasis be placed on the totality of care from the presurgical visit through the surgical encounter and the postoperative recovery.

Students may elect additional surgical clerkship time during their elective months with the approval of the Office of Clinical Affairs.

## **Obstetrics/Gynecology**

Students are required to complete one Core clerkship in Obstetrics and Gynecology. This clerkship is intended to provide practical clinical exposure in the diagnosis and management of the female patient with normal and pathologic obstetric and gynecologic processes. Gynecologic surgery, labor and delivery, preoperative evaluations and postoperative care are emphasized. Students are encouraged to participate in ambulatory care where appropriate.

Students may schedule additional obstetrical and/or gynecologic clerkships during their elective months with the approval of the Office of Clinical Affairs.

## **Psychiatry**

Students must complete successfully one Psychiatry clerkship to meet Core clinical requirements. This Core assignment is intended to apply the concepts of diagnosis and management presented during the preclinical course work. The recognition of key target symptoms of common mental illnesses is emphasized with the mental status examination providing a basis of differential diagnosis and therapy. The student will be given additional exposure in cognitive, psychomotor and affective development.

Students may schedule additional clerkships in mental health and psychiatry during their elective months with the approval of the Office of Clinical Affairs.

## **Pediatrics**

Students are required to complete one core clerkship in Pediatrics. The required Core clerkship in Pediatrics allows the student to extend the concepts and principles developed during the preclinical years through clinical work in a hospital, clinic, and/or office setting as designed by the Clinical Training site. Students will learn observational and interviewing skills related to parent and child and engage individual patients and families across cultural and social boundaries. Their scientific and clinical understanding of normal growth and development will prepare them to engage parents and caregivers in health promotion. Students will gain clinical experience in the diagnosis and management of primary care pediatric patients with normal or pathologic functioning as well as an understanding of the natural course of diseases and preventive care. Their direct experiences will help them become aware of the unique vulnerabilities of infants and children that may require special attention, consultation, and/or referral. During this clerkship, students will have the opportunity to demonstrate an investigatory and analytic thinking approach to clinical situations. Further, they will use published evidence to evaluate clinical practice guidelines as they apply in multiple patient care environments.

Students will have some exposure to intensive care and pediatric subspecialties, but the emphasis is on primary care of the newborn to the adolescent. Students are encouraged to design an additional Pediatric elective based on their own learning goals in either inpatient or ambulatory care settings, scheduled with the approval of the Office of Clinical Affairs.

## **AHEC**

The Area Health Education Center was developed at UNECOM through funding by the federal government to: 1) provide educational experiences in rural Maine; 2) recruit qualified students from rural Maine; and 3) provide educational support for health professionals in rural Maine.

As part of this program, students from UNECOM are required to perform a selective rural health clerkship as part of their clinical requirements. Emphasizing, but not limited to, primary ambulatory care, students are assigned to a preceptor location in rural Maine to apply basic concepts and principles of medical care. The service is designed to develop an appreciation for the philosophy and style of rural practice by involvement with the community, physician and patient. Involvement in patient diagnosis protocols, health screening, preventive medicine and patient education are utilized.

Successful completion of one service is required for graduation. Assignment is conducted by the AHEC Office, in coordination with the Office of Clinical Affairs.

## **Emergency Medicine**

An Emergency Medicine clerkship is a required selective hospital experience where the UNECOM student will apply the concepts of diagnosis and management of patient problems presented during the preclinical years. Students are expected to be ACLS (Advanced Cardiac Life Support) certified prior to this service. ACLS is offered during the second-year curriculum. The practical experience of recognition, differential diagnosis and therapeutic management of the patient with surgical, medical or psychiatric problems requiring urgent care is emphasized in this requirement. The student will apply psychomotor skills in musculoskeletal injuries, vascular access, wound management and cardiovascular resuscitation while demonstrating concepts of patient evaluation and management.

Students may schedule additional emergency medicine services during their elective time with the approval of the Office of Clinical Affairs.

## **Osteopathic Manipulative Medicine**

The OMM rotation is a mandatory selective designed to provide hospital inpatient, nursing home &/or assisted living community, and outpatient practical (hands on)

experiences. In addition, there will be the opportunity for attendance at family practice and OMM didactics.

## **Electives**

Students are afforded elective time during their clerkship training. With the approval and counseling of the Office of Clinical Affairs, students may pursue areas of special interest to complement the required core and selective services. International elective clerkships are available, with approval of the Office of Clinical Affairs. Students are encouraged to explore a wide range of options with an emphasis on the broad preparation of the general practice physician. Students are urged to pursue a course which will not narrow their career path but provide for a wider appreciation of the diversity of medicine. Specific specialty tracking during clerkships is not in keeping with the mission of UNECOM. This general preparation will provide a firm foundation for entry to internship and residency level training.

## **Clinical Skills Assessment (CSA)**

This program uses trained actors/evaluators as surrogate patients to test students' assessment skills and to provide feedback for students' future benefit. Each student sees several "patients" in established scenarios. Specific tasks are assigned for each scenario and may include interview, patient communication, physical assessment, ethical issue, interpretation of lab results, EKG or X-ray or any combination. Upon concluding the task, the student completes whatever paperwork is appropriate, e.g., listing of differential diagnosis, providing answers to multiple choice questions or writing a progress note.

## **Affiliate Hospitals**

The following are major affiliate hospitals of the College. They play a significant role in the clinical experience of our students. We appreciate the dedication of those physicians who provide their time and expertise for the education of those osteopathic physicians who follow them. In addition, they are staffed by dedicated physicians who provide their time and expertise to educate a new generation of osteopathic physicians.

## Core Predoctoral Educational Affiliates

### UNECOM/Lehigh Area Clinical Training Center

**St. Luke's Hospital -  
Allentown & Bethlehem Campuses**  
*Allentown & Bethlehem, Pennsylvania*  
**Warren Hospital**  
*Phillipsburg, New Jersey*

### UNECOM/Newark Clinical Training Center

**St. Michael's Medical Center**  
*Newark, New Jersey*  
**St. Joseph's Hospital & Medical Center**  
*Paterson, New Jersey*

### UNECOM/Rhode Island Clinical Training Center

**Roger Williams Hospital**  
*Providence, Rhode Island*  
**Kent Hospital**  
*Warwick, Rhode Island*

### UNECOM/Leather Stocking Clinical Training Center

**Bassett Health Care**  
*Cooperstown, New York*  
**St. Elizabeth Hospital**  
*Utica, New York*

### UNECOM/Keystone Clinical Training Center

**Community Hospital of Lancaster**  
*Lancaster, Pennsylvania*  
**St. Joseph Medical Center**  
*Reading, Pennsylvania*

### UNECOM/Maine Clinical Training Center

**Central Maine Medical Center**  
*Lewiston, Maine*  
**Eastern Maine Medical Center**  
*Bangor, Maine*  
**Maine-Dartmouth FP**  
*Augusta, Maine*  
**Maine Medical Center**  
*Portland, Maine*  
**Mercy Hospital**  
*Portland, Maine*  
**Southern Maine Medical Center**  
*Biddeford, Maine*  
**St. Mary's Regional Medical Center**  
*Lewiston, Maine*  
**Togus Veterans Administration Hospital**

*Togus, Maine*  
**UMDNJ/SOM Affiliate Hospitals**  
*Stratford, New Jersey*  
**United Health Services Hospital**  
*Johnson City, New York*  
**University Health Care**  
*Biddeford, Maine*  
**University Health Care for Kids**  
*Portland, Maine*

## Postgraduate Educational Affiliations

### AOA Internship in a Family Practice Residency

**Eastern Maine Medical Center**  
*Bangor, Maine*  
**Central Maine Medical Center**  
*Lewiston, Maine*  
**Maine/Dartmouth**  
*Augusta, Maine*  
**UMASS/Fitchburg**  
*Fitchburg, Massachusetts*  
**Albany Medical Center**  
*Albany, New York*  
**St. Clare's Hospital**  
*Schenectady, New York*  
**St. Elizabeth's Hospital**  
*Utica, New York*

### AOA Internship in an Internal Medicine Residency

**UMASS/Memorial Health Care**  
*Worcester, Massachusetts*  
**UMASS/St. Vincent's Hospital**  
*Worcester, Massachusetts*  
**University of Connecticut**  
*Farmington, Connecticut*  
**St. Michael's Medical Center**  
*Newark, New Jersey*

### AOA Internship and AOA Internal Medicine Residency

**UMASS/Berkshire Medical Center**  
*Pittsfield, Massachusetts*  
**St. Luke's Hospital**  
*Bethlehem, Pennsylvania*

### AOA Internship and AOA FP Residency

**Warren/Coventry FP Residency**  
*Phillipsburg, New Jersey*  
**St. Luke's Hospital**  
*Bethlehem, Pennsylvania*

### Osteopathic Manipulative Medicine Residency and AOA Approved Family Practice Residency

**University of New England**  
*Biddeford, Maine*

# **Graduate Certificate in Public Health**

## ***College of Osteopathic Medicine/College of Health Professions***

Tipton, Meredith L.

Ph.D., Lasalle University, M.P.H., University of Michigan; B.S. University of San Francisco.

Associate Dean of Community Programs, COM

Beaulieu, Ellen Glidden,

Ed.D., Nova Southeastern University; M.P.H., B.A., University of Hawaii.

Assistant Dean, CHP

### **Overview**

The Graduate Certificate of Public Health is an 18 credit hour program offered by the University of New England with emphasis on the core courses for public health study. The program is conducted in collaboration with the University of New Hampshire Masters in Public Health degree program. The Graduate Certificate in Public Health is designed to provide graduate level education in the disciplines associated with public health to working adults, traditional students, health professions' and medical students. The format includes distance learning, part-time capability, summer intensive workshops, and other aspects to make the program both flexible and useful to students interested in graduate level education in public health.

The GCPH is an 18-credit certificate program that includes the following required courses:

1. Principles of Epidemiology (3 credits)\*
2. Social and Behavioral Health (3 credits)\*
3. Public Health Administration/Health Services Administration (3 credits)\*
4. Introduction to Environmental Health (3 credits)\*
5. Electives [two of three courses: Biostatistics (3 credits)\*, Seminar in Clinical Research, Methodology and Design (3 credits), and Integrating Public Health Practicum (3 credits):

*\*Core Public Health Courses*

Courses are scheduled in an alternate delivery pattern to accommodate flexibility in format including evenings, summer intensives, practicums, and utilizing distance education.

A key element of the program is that twelve of the fifteen Core Public Health credits of the GCPH directly articulate with the University of New Hampshire's Masters in Public Health degree.

### **Program Objective/Outcomes**

1. Provide students with an introduction to the basic knowledge skills and values necessary for individuals engaged in professions related to Public Health.
2. Provide a program that is: population based, community oriented, based on a concept of social justice, provides a multi-cultural perspective, is multi-disciplinary, highlights public/private linkages, and is based on the attainment of defined student competencies.
3. Provide a program that is a value-added degree to health professional students and graduates.
4. Provide a program that meets the needs of professionals working in public health related areas seeking advanced training and credentials.
5. Provide a program that is convenient in its delivery and accessibility.

## Specific Objectives or Student Outcomes

The UNE/GCPH curriculum competencies are founded upon core competencies proposed in 1997 by the Council on Linkages Between Academia and Public Health Practice to guide educational institutions in developing their curricula for graduate education in public health. The UNE/GCPH program competencies are:

1. **Analytical Skills: Developed through Principles of Epidemiology and Biostatistics courses along with other learning experiences throughout the curriculum.**
  - a. Define a problem.
  - b. Determine the appropriate use of data and statistical methods.
  - c. Select and define variables relevant to defined public health problems.
  - d. Evaluate the integrity and comparability of data and identify gaps in data sources.
  - e. Understand how data illuminate ethical, political, scientific, economical, and overall public health issues.
  - f. Understand basic research designs used in public health.
2. **Communication Skills: Developed via term papers, written projects, class presentations, group projects, and core course work along with other learning experiences throughout the curriculum.**
  - a. Communicate effectively both verbally and in writing.
  - b. Present demographic, statistical, programmatic, and scientific information accurately and effectively.
  - c. Solicit input from individuals and organizations.
  - d. Lead and participate in groups to address specific issues.
3. **Population Development/Program Planning Skills: Developed through Public Health Administration/Health Services Administration, and Integrating Public Health Practicum courses along with other learning experiences throughout the curriculum.**
  - a. Collect and summarize data relevant to an issue.
  - b. State policy.
  - c. Articulate the health, fiscal, administrative, legal, social, and political implications of policy options.
  - d. State feasibility and expected outcomes of policy options.
  - e. Decide on the appropriate course of action.
  - f. Write a clear and concise policy statement.
  - g. Develop a plan to implement the policy, including goals, outcome and process objectives, and implementation steps.
4. **Cultural Skills: Developed through Principles of Epidemiology, Social and Behavioral Health, and Integrating Public Health Practicum courses along with other learning experiences throughout the curriculum.**
  - a. Understand the dynamic forces contributing to cultural diversity.
  - b. Identify the role of cultural, social and behavioral factors in determining disease, disease prevention, health promoting behavior, and medical service organization and delivery.
5. **Basic Public Health Science Skills: Developed through Public Health Administration/Health Services Administration, Epidemiology, Social and Behavioral Health, Introduction to Environmental Health, Biostatistics, and Integrating Public Health Policy courses along with other learning experiences throughout the curriculum.**
  - a. Define, assess and understand the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services.
  - b. Understand research methods in basic public health science.
  - c. Apply the basic public health sciences including both behavioral and social sciences, biostatistics, and epidemiology, environmental public health and prevention of chronic and infectious diseases and injuries.
  - d. Understand the historical development and structure of federal, state, and local public health agencies.
6. **Financial planning and Management: Developed through Public Health Administration/Health Services Administration, and Integrating Public Health Practicum courses along with other learning experiences throughout the curriculum.**
  - a. Develop strategies for determining budget priorities.
  - b. Analyze proposals for external funding.
  - c. Monitor program performance.
  - d. Apply basic human relations skills to the management and organizations and the resolution of conflicts.
  - e. Understand the theory of organizational structure and its relationship to professional practice.
- h. Translate policy into organizational plans, structures, and programs.
- i. Identify public health laws, regulations, and policies related to specific programs.
- j. Develop mechanisms to monitor and evaluate programs for their effectiveness and quality.

7. **Ecological Health Skills: Developed through Introduction to Environmental Health and Principles of Epidemiology courses along with other learning experiences throughout the curriculum.**

- a. Understand the dynamic forces contributing to ecological health, including climate, poverty, and development at the local, regional and global scales.
- b. Understand the epidemiological significance of ecological health and the interdependence of human societies with the rest of nature.
- c. Understand the wide range of temporal and spatial scales relevant to the direct and indirect effects of ecological changes to human health.
- d. Understand the magnitude of scientific uncertainty regarding the causes and effects of global and regional climate change, biodiversity and chemical pollution and the understanding and ability to invoke the precautionary principle to protect public health.
- e. Identify the role of change in ecology, such as those related to changes in land use, demography, social relations and technology (including biotechnology), in determining disease, prevention, health promoting behavior, and health services organizations delivery.
- f. Understand and be able to identify the hazards that exist in the environment that affect the health of the individual. This will include the ability to recognize these issues in the occupational setting and propose the controls that limit exposure and risk.

## Practicum

Students employed in applicable public health settings are encouraged to use their own worksite for field placements. Additionally, a variety of organizations have indicated support for this program and a desire to serve in this capacity. The City of Portland Public Health Division, Healthy Community Coalitions, Maine Center for Public Health, Anthem Blue Cross Blue Shield and the Maine Bureau of Health, Divisions of Community Health and Family Health have offered to be field placement sites.

## Sample Projects in Which GCPH Students Could Engage

1. Work on background and need sections of major federal grant proposal.
2. Development of program website.
3. Strategic identification of partners and locations for distribution of outreach materials targeting at risk population.

4. Development of county-specific data highlights.
5. Focus groups of women for women's health plans
6. Analysis of sources of primary and secondary health data.
7. Development of adolescent health surveillance system.
8. Analysis of sources of data on older women's health; recommendations of joint projects to improve health status of older women.
9. Research and analysis for policy statements, legislative drafts and position papers.
10. Design of surveillance system.
11. External reviewer for public health programs.
12. Program evaluation design and analysis.
13. Technical writing.
14. e-health projects.

## Admission Prerequisites

Prerequisites to participating in the GCPH include, but are not limited to:

- A sincere interest in continuing professional development and a role in public health.
- The potential to improve practice through application of new knowledge and skills;
- Current employment in a setting conducive to applying course concepts and strategies;
- The ability to pursue rigorous graduate study.

## Admission

Applications for admissions into the GCPH are considered as received, and course work can begin following admission. Applicants are encouraged to prepare application materials carefully and completely in order to ensure timely action by the admissions committee.

## Admission criteria for the GCPH Program

- Bachelor's degree from a regionally accredited undergraduate institution or international college or university with a major that is relevant to the student's professional goals.
- Undergraduate overall GPA of 3.0.
- College level courses in mathematics and science (either biology, chemistry or physics).  
Students may transmit GRE subject test scores in mathematics, biology, chemistry, physics or the GRE quantitative ability score in lieu of college-level courses in either.
- Potential to improve practice through application of new knowledge and skills.

## Certificate-Seeking Student

The application process to be admitted to the program consists of the following steps:

1. Complete the GCPH application forms and submit to UNE by the Admission deadlines.
2. Submit the non-refundable application fee of \$50. The fee must be in U.S. funds and may be submitted by check, money order, or cash.
3. Submit official transcripts of all post-secondary attendance. International students must submit officially evaluated transcripts that have been reviewed by World Education Service in New York City.
4. Goal statement (500-700 words) that describes: personal development and future professional goals, relevant professional experience, and interest in graduate study in public health.
5. Arrange to have *three letters of recommendation and accompanying recommendation forms* sent to the GCPH Office (one must be from a supervisor), substantially addressing the applicant's qualifications for GCPH study.
6. International students must provide an official TOEFL Score of 550 or higher, or an official minimum Cambridge Test score at level 6. Also required are official post-secondary transcripts, translated into English (if necessary). It is recommended this evaluation be conducted and sent by World Education Services, Inc., of New York City. These materials must be submitted before applications can be considered for admission.

## Non-Matriculated Student

Students who do not wish to seek the GCPH may enroll in individual courses. Students may take up to maximum two (2) courses as a non-matriculant. Students wishing to take more than two (2) courses in the GCPH program must apply to UNE and be accepted into the GCPH program prior to enrolling for the third course.

To enroll as a non-matriculated student an abbreviated application is all that is required. This enrollment form enables students to enroll in a single course without formal admission to the University of New England.

There is no application fee; however, students admitted under this status will pay an additional program fee of \$25 per term. Non-matriculated students must:

1. Meet the same GCPH admission requirements.
2. Complete the GCPH Application for Non-Matriculated Student.

3. Matriculated students will be given priority over Non-Matriculated students in cases where courses are filled to capacity.

An application/information packet can be obtained by mail from:

**Admissions Office**  
**University of New England**  
**11 Hills Beach Road**  
**Biddeford, ME 04005**

## Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing.

Applicants are encouraged to review their financial resources carefully and anticipate them realistically.

## Tuition & Fees

|                                  |       |
|----------------------------------|-------|
| Application Fee (non-refundable) | \$40  |
| General Services Fee             | TBD   |
| Tuition per credit hour*         | \$395 |
| Materials Fee/per course         | TBD   |

\*Tuition is charged per course and is payable in full at the beginning of each semester along with fees.

For more information regarding tuition and fees, please consult the Student Handbook.

## General Services Fee

This mandatory fee is billed to all students which covers certificate and transcripts.

## Late Payment Charge

The balance due each semester will be considered overdue if not paid by the specified date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month. Students with unpaid bills will not be placed on the official school roster nor can they attend classes until they have received clearance from the Business Office. Students with overdue account are not eligible for academic credit, transcripts, or degrees.

## University Withdrawal

All matriculated students who wish to withdraw from the University must complete notification documentation available from the Director of the Graduate Certifi-

cate in Public Health, Student Affairs Office, Student Registration & Financial Services Center (WCC), or the Office of the Registrar (UC). Documentation must be signed by designated academic and administrative authorities. Student responsibilities include: a) knowledge of the University's policies regarding refund of tuition and/or fees as stated in this catalog; b) return of University identification (ID) card to the Office of Student Affairs; c) return of any University keys to the appropriate departments. The University reserves the right to withhold the issuance of refunds and transcripts until the process has been completed. Following withdrawal, any student wishing to re-enroll at the University of New England must apply through the Office of Admissions (see below).

For purposes of computing refunds, the date of withdrawal recorded by the Academic Dean of the College of Osteopathic Medicine upon receipt of the withdrawal notice from the student, shall be considered official and will be used to compute refunds, if any, due to the student.

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

**Based on a traditional semester length (14 - 16 weeks)**

**Fall\Spring\Summer**

**Tuition Refunds**

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

**Short-Term Courses (3-8 weeks)**

**Fall\Spring\Summer**

**Tuition Refunds**

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

**Leave of Absence**

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 COM Academic Dean, GCPH Director or designate and upon completion of the required "Request for Leave of Absence" form available from the SSW Program Office, Student Affairs Office, Student Registration & Financial Services Center (WCC), or the Office of the Registrar (UC). Application for readmission is not neces-

sary 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 COM Academic Dean or GCPH Director to indicate change of plans.

**Leave of Absence Tuition Credits**

**Fall\Spring\Summer**

**Tuition Credit**

|                                 |           |
|---------------------------------|-----------|
| During first two weeks          | 80%       |
| During third week               | 60%       |
| During fourth week              | 40%       |
| During fifth and sixth weeks    | 30%       |
| During seventh and eighth weeks | 20%       |
| Over eight weeks                | No Credit |

**Refunds - Other Fees**

After registration there shall be no refund of fees.

**Program Completion**

To complete the program and receive a Graduate Certificate in Public Health, students must:

- Satisfactorily complete 18 credits of specified course work;
- Maintain a minimum GPA of 3.0; and
- Pay all tuition and fees when due.

**Transfer Credit**

Upon *acceptance* to the Graduate Certificate in Public Health program, students may apply to transfer up to two, 3-credit graduate-level courses (a maximum of 6 credits) into the program. Transfer courses must:

- a. Be classified as graduate-level;
- b. Have been taken within five years of application;
- c. Be from a regionally accredited institution;
- d. Have a grade of at least 'B'; and
- e. Be equivalent to required program courses.

To request consideration for transfer credit, the student must provide an official transcript, a course syllabus, and a succinct statement proposing justification of equivalency for the course (or courses). Materials will be reviewed for equivalency recommendation by GCPH faculty. Transfer credit is awarded at the discretion of the GCPH Program Director, or designee.

## Academic Policies

In general, policies and procedures that have been developed for graduate and professional programs apply to the University of New England GCPH program. Students taking courses are expected to follow these policies and requirements in regard to registration and matriculation.

## Academic History

The University of New England regards academic integrity as an essential component to the educational process. Charges of academic dishonesty will be handled through the Dean of the appropriate College. Academic Dishonesty includes, but is not limited to:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information;
2. Fabrication or falsification of data, results, or sources for papers or reports;
3. Action which destroys or alters the work of another student;
4. Multiple submission of the same paper or report for assignments in more than one course without permission of each instructor; and
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.

## Grading Policies

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 of "F" in any course will be immediately placed on academic probation. A student receiving an "F" must re-enroll in and pass the failed course with a grade of "C" or better before any additional course registrations.

Students are expected to complete all course work by the appointed end date of the term. Under extenuating circumstances, a student may petition the course instructor, in writing, for a temporarily-assigned Incomplete ("I") grade. The petition must include an expected date of course completion, *not to exceed four weeks following the end of the term*. All requests for Incomplete grades must be reviewed and signed by the program director.

## Dropping a Course

GCPH students may drop a course based on the following schedule and refund policy:

Time Period (after deducting a processing fee of \$35)

|                |                        |           |
|----------------|------------------------|-----------|
| <b>Refunds</b> | During the first week  | 100%      |
|                | During the second week | 80%       |
|                | During the third week  | 60%       |
|                | Over four weeks        | No Refund |

*Note: The one-time technology fee is non-refundable.*

## Course Descriptions

### **GPH 706** **3 credits** **Public Health Administration/Health Services Administration**

This course focuses on public health managers, organizational culture, management process, management functions and roles, leadership, motivation, communication, and human resource management.

### **GPH 712** **3 credits** **Principles of Epidemiology**

In this course students explore the factors underlying the distribution and determinants of states of health in various human populations. Emphasis is placed on investigative techniques, epidemiological methodology, and disease prevention.

### **GPH 715** **3 credits, elective** **Seminar in Clinical Research, Methodology and Design**

This is an advanced course in clinical/health outcomes and research. *Prerequisites: Introduction to Biostatistics and Principles of Epidemiology.*

### **GPH 716** **3 credits, elective** **Biostatistics**

This is an introduction to biostatistics in public health. The course includes sampling theory and basic statistical and probability concepts that underlie public health research and practice.

### **GPH 722** **3 credits** **Introduction to Environmental Health**

This course provides an introduction to the ecological basis of health and disease. Students will gain an understanding of the application of the principles and framework of ecosystems to issues such as toxic chemicals, fibers and dust, ioniz-

ing and non-ionizing radiation, air and water pollution, food chains, and the infectious agents in the environment. General principles and global processes will be linked to local issues and the regulatory environment through case studies and site visits.

**GPH726** **3 credits**  
**Social and Behavioral Health**

This is a graduate level course that provides grounding in fundamental concepts of the behavioral sciences as they illuminate public health. Since public health practice is the application of physical, biological and behavioral knowledge to living societies, a firm understanding of human social organization and behavior is essential. Individual and community responses to prevention, identification of symptoms, diagnoses, treatments, chronic ailments and rehabilitation are discussed. In each of these areas, the course explores the interaction between community, family, patient and health care provider.

**GPH742** **3 credits, elective**  
**Integrating Public Health Practicum**

This course provides the opportunity for students from various concentrations in public health to focus on a common public health problem from their individual and joint perspectives. This course incorporates substantive, analytical, administrative, and policy perspectives. Students make a formal presentation of recommendations.

*This page left intentionally blank...*

**ADMINISTRATION,  
CALENDAR and  
INDEX**



# University Administration

## Board of Trustees

Harold E. Woodsum, Jr., L.L.B, Chair  
Vincent E. Furey, Jr., Vice Chair  
Donna Litchfield Cheney '62, Secty/Treasurer  
Martha Herald Banfield '60  
Thomas Benenti, D.M.D. '69  
Sumner Bernstein, L.L.B.  
Ann Butterworth, '77, '81  
John V. Chang, D.O. '84  
Sandra Cochrane  
Joseph H. Detmer  
Jeffrey Doss, D.D.S.  
John D. Downing  
Elwood Fox, D.O. '89 '94  
Edward Friedman, D.O.  
A. LeRoy Greason, Ph.D.  
Charles P. Harriman  
Carol L. Hills  
Barry J. Hobbins, J.D.  
Louise Parker James '43  
Betty Jurgenson  
John Keffer

Theresa S. Ketchum, J.D.  
Peter L. Lynch '64  
Robert E. MacAfee, M.D.  
Lincoln J. Merrill, Jr.  
Paul D. Merrill, Jr.  
Victoria Brandt Miele '63  
Eleanor Manning Morrell '49  
Michael A. Morel  
Diane M Nugent, D.O. '92  
Robert R. Occhialini '66  
Owen Pickus, D.O.  
James L. Pierce '66  
Neil Rolde  
William Ryan  
Herbert A. Sandler  
Normand E. Simard  
Joseph A. Troiano  
Paul A. Wescott, LL.B  
Jean T. Wilkinson  
James G. Zoll, Ed.D., '69

## Trustees Emeriti

William F. Bergen, D.O.  
Laurence Bouchard, D.O.  
Wilma Additon Bradford '39  
Norman Brackett  
Helene R. Cahners-Kaplan '40  
Lillian Corey '56  
Rev. Luke M. Chabot, O.F.M.  
Ruth DeVenne Cuming '41  
Rev. Clarence LaPlante, O.F.M.  
Mildred Holbrook O'Day '47  
Henry Pollard, D.M.D.  
Wilma Parker Redman '41  
Charles E. Stickney, Jr.  
Widgery Thomas, Jr.

## Chairman Emeritus

Jack S. Ketchum

## President Emeritus

Thomas H. Reynolds

## University Officers

Sandra Featherman, Ph.D.  
Lemuel Berry, Ph.D.  
Bernard Chretien  
Stephen C. Shannon, D.O., M.P.H.  
Andrew Golub, M.S., M.A.  
Edward P. Legg, J.D.  
Patricia Cribby  
Jacque Carter, Ph.D.  
Vernon Moore, Ed.D., MSSW  
Brenda Robinson, PH.D.  
Barbara Hazard, MA  
Michael Miles

President  
Vice President for Academic Affairs  
Vice President for Business and Finance  
Vice President for Health Services & Dean, College of Osteopathic Medicine  
Vice President for Information Services  
Interim, Vice President for University Relations  
Dean, Admissions & Enrollment Management  
Dean, College of Arts and Sciences  
Dean, College of Health Professions  
Dean of Graduate Studies  
Dean of Students  
Director, Human Resources

---



---

# College of Osteopathic Medicine Administration

## ***Academic Affairs***

Academic Dean  
Curriculum Director  
Coordinator, Medical Curriculum

Stephen C. Shannon, D.O., M.P.H.  
James M. Vaughn, Ph.D.  
Suezan I. Moore

## ***Admissions***

Assistant Director, Medical Admissions  
Assistant Director

Lisa LaCroix-Lane  
Dennis Farrell

## ***Alumni Relations***

Director of Development and Alumni relations

Ronald Drouin

## ***Basic Sciences***

Associate Dean

David R. Manyan, Ph.D.

## ***Clinical Affairs***

Associate Dean  
Director of Medical Education  
Director, Predoctoral Education  
Director of Faculty Development  
Director of Continuing Medical Education/Health Professions Education  
Director of Family Medicine Residency  
Director of Neuromusculoskeletal (NMM) Residency  
Co-Director of Combined NMM/Fam Medicine Residency  
Co-Director of Combined NMM/Fam Medicine Residency  
Medical Director of Northeast Osteopathic Medical Education Network (OPTI)  
Executive Director of Northeast Osteopathic Medical Education Network (OPTI)  
Coordinator of Clinical Clerkships

Boyd R. Buser, D.O.  
Richard Stockwell, D.O.  
Sarah Sprafka, Ph.D.  
Evelyn Schwalenberg-Leip, D.O.  
Leslie Ingraham, MSN, RN  
Craig Wallingford, D.O.  
George Pasquarello, D.O.  
Craig Wallingford, D.O.  
George Pasquarello, D.O.  
Boyd Buser, D.O.  
Edward Kittredge, FACHE  
Rita Brown

## ***Community Programs***

Associate Dean of Community Programs

Meredith Tipton, Ph.D., MPH

## ***Financial Aid***

Director  
Associate Director

John Bowie  
Kathryn Blair

## ***Registrar***

Registrar  
Associate Registrar

Steve Kelly, M.Ed.  
Catherine Durette

## ***Student Affairs***

Associate Dean

Patricia Kelley, M.A.

## ***University Health Care***

Interim, Medical Director  
Executive Director

Bruce Bates, D.O.  
Paul Loiselle, M.B.A.

# Academic Departments

## ***Anatomy***

**Department Chair**  
David Koester, Ph.D.

Associate Professor

**Faculty**  
Allen Bell, Ph.D.

Professor

|                      |                     |
|----------------------|---------------------|
| Neal Cross, Ph.D.    | Associate Professor |
| Steve Hartman, Ph.D. | Professor           |
| Frank Willard, Ph.D. | Professor           |

***Biochemistry & Nutrition***

**Department Chair**

|                       |           |
|-----------------------|-----------|
| Gene Yonuschot, Ph.D. | Professor |
|-----------------------|-----------|

**Faculty**

|                               |                     |
|-------------------------------|---------------------|
| David Manyan, Ph.D.           | Associate Professor |
| Kathryn Thompson, Ph.D., R.D. | Associate Professor |
| Larry Davis, Ph.D.            | Adjunct Professor   |

***Family Medicine***

**Department Chair**

|                   |                     |
|-------------------|---------------------|
| Bruce Bates, D.O. | Associate Professor |
|-------------------|---------------------|

**Alzheimer's Geriatric Evaluation Service (AGES)**

|                         |                    |
|-------------------------|--------------------|
| James Donahue, D.O.     | Medical Director   |
| Darby Northway, M.H.A.  | Executive Director |
| Susan Levadoski, R.N.C. | Coordinator        |

**Division on Aging**

|                        |                    |
|------------------------|--------------------|
| James Donahue, D.O.    | Medical Director   |
| Darby Northway, M.H.A. | Executive Director |

**Division of Community Health/Preventive Med.**

|                               |                               |
|-------------------------------|-------------------------------|
| Kathleen Brown-Hodgetts, D.O. | Director, Assistant Professor |
|-------------------------------|-------------------------------|

**Division of Medical Humanities**

|                       |                               |
|-----------------------|-------------------------------|
| Victoria Thieme, D.O. | Director, Assistant Professor |
|-----------------------|-------------------------------|

**Faculty**

|                           |                              |
|---------------------------|------------------------------|
| Marie Albert, D.O.        | Clinical Instructor          |
| Judith Aldrich, D.O.      | Clinical Instructor          |
| Penny Armstrong           |                              |
| Kenneth Baker, D.O.       | Clinical Instructor          |
| Leigh Baker, D.O.         | Clinical Associate Professor |
| Reuben Bell, D.O.         | Clinical Associate Professor |
| James Berry, M.D.         | Clinical Instructor          |
| Judith Berry, M.S.        | Clinical Lecturer            |
| Dee Bickmore              | Clinical Lecturer            |
| Spence Bisbing, D.O.      | Clinical Assistant Professor |
| John Brewer, D.O.         | Clinical Associate Professor |
| Alan Carter, D.O.         | Clinical Instructor          |
| John Comis, D.O.          | Clinical Instructor          |
| Ardis Conner, D.O.        | Clinical Instructor          |
| Elisabeth DelPrete, D.O.  | Clinical Assistant Professor |
| Art Dingley, D.O.         | Clinical Instructor          |
| James Donahue, D.O.       | Clinical Associate Professor |
| Brian Dorsk, M.D.         | Clinical Instructor          |
| Beth Ellers, M.D., M.P.H. | Assistant Professor          |
| Barry Gendron, D.O.       | Clinical Instructor          |
| Paul Grace, D.O.          | Clinical Instructor          |
| Marie Guay, D.O.          | Clinical Instructor          |
| Betsy Hart, M.D.          | Clinical Assistant Professor |
| Lane Kaplan, D.O.         | Clinical Associate Professor |
| Carolyn Kase              | Clinical Instructor          |
| Joel Kase                 | Clinical Instructor          |
| Jeraldine Keane, Ph.D.    | Clinical Lecturer            |
| Raymond Kelly, D.O.       | Clinical Instructor          |

|                                 |                              |
|---------------------------------|------------------------------|
| Bruce Kenney, D.O.              | Clinical Assistant Professor |
| Catherine Kimball, D.O.         | Clinical Instructor          |
| James Kirsh, D.O.               | Clinical Associate Professor |
| Mary Zachary Lange, M.A.        | Clinical Lecturer            |
| Kenneth Lehman, J.D.            | Adjunct Lecturer             |
| Stephen Leverett, D.O.          | Clinical Instructor.         |
| Susan Mansfield                 | Clinical Lecturer            |
| Alex McPhedran                  | Clinical Lecturer            |
| Frank Oberti, D.O.              | Clinical Assistant Professor |
| Audrey Okun-Langlais, D.O.      | Clinical Assistant Professor |
| James Owens, D.O.               | Clinical Lecturer            |
| Charlotte Paolini, D.O.         | Clinical Assistant Professor |
| John Pelletier, D.O.            | Clinical Instructor          |
| Walter Peterlein, M.D.          | Clinical Instructor          |
| Bethany Picker, M.D.            | Clinical Instructor          |
| Hanna Pressler                  | Instructor                   |
| James Pringle, M.D.             | Clinical Instructor          |
| Sheelagh Prosser, M.D.          | Clinical Instructor          |
| Chase Rand, D.O.                | Clinical Professor           |
| Challa Reddy, M.D.              | Clinical Instructor          |
| Usha Reddy, M.D.                | Clinical Instructor          |
| Martyn Richardson, D.O.         | Clinical Professor           |
| Ronald Rovner, M.D.             | Clinical Associate Professor |
| Craig Ryan, D.O.                | Clinical Assistant Professor |
| Joseph Sardina, M.D.            | Clinical Instructor          |
| Bruce Schober, D.O.             | Clinical Instructor          |
| Carl Schuler, D.O.              | Clinical Associate Professor |
| Stephen Shannon, D.O., M.P.H.   | Professor                    |
| Ira Shapiro, M.D.               | Clinical Instructor          |
| Mary Smith, D.O.                | Clinical Assistant Professor |
| Nancy Sonnenfeld, Ph.D.         | Assistant Professor          |
| Sarah Sprafka, Ph.D.            | Associate Professor          |
| Richard Stephenson              | Clinical Lecturer            |
| Martha Stewart, D.O.            | Clinical Instructor          |
| Elizabeth Stockwell, D.O.       | Clinical Instructor          |
| George Stockwell, D.O.          | Clinical Instructor          |
| Ira Stockwell, D.O.             | Clinical Associate Professor |
| Richard Stockwell, D.O.         | Assistant Professor          |
| Chester Suske, D.O.             | Clinical Associate Professor |
| Kathleen Thibault, D.O.         | Clinical Instructor          |
| Victoria Thieme, D.O.           | Assistant Professor          |
| Meredith Tipton, Ph.D., M.P.H.  | Associate Professor          |
| Arthur VanDerburg, D.O.         | Clinical Professor           |
| Craig Wallingford, D.O.         | Associate Professor          |
| Alan Weiner, D.O.               | Clinical Assistant Professor |
| Marc Wilson, Ph.D.              | Clinical Lecturer            |
| Amy Wyatt, D.O.                 | Clinical Instructor          |
| William Wyatt, D.O.             | Clinical Professor           |
| <b><i>Internal Medicine</i></b> |                              |
| <b>Department Chair</b>         |                              |
| John Thompson, D.O.             | Associate Professor          |
| <b>Faculty</b>                  |                              |
| Seth Adjovu, M.D.               | Clinical Instructor          |
| Michael Appiagyei, M.D.         | Clinical Instructor          |

|                                |                              |
|--------------------------------|------------------------------|
| Paul Cass, D.O.                | Clinical Associate Professor |
| Arthur Dingley, D.O.           | Clinical Instructor          |
| Kurt Ebrahim, D.O.             | Clinical Instructor          |
| David Friedenber, D.O.         | Clinical Instructor          |
| Steve Gefvert, D.O.            | Associate Professor          |
| Howard Glass, D.O.             | Clinical Assistant Professor |
| Peter Guzzetti, D.O.           | Clinical Instructor          |
| James Hogin, D.O.              | Clinical Assistant Professor |
| Christopher Martino, D.O.      | Clinical Instructor          |
| Robert McArdle, D.O.           | Clinical Assistant Professor |
| Owen Pickus, D.O.              | Clinical Professor           |
| Charles Radis, D.O.            | Clinical Professor           |
| Edward Reardon, D.O.           | Clinical Assistant Professor |
| Jeffrey Rosenblatt, M.D.       | Clinical Instructor          |
| Ronald Rovner, M.D.            | Clinical Associate Professor |
| Mitchell Ross, M.D.            | Clinical Instructor          |
| Evelyn Schwalenberg-Leip, D.O. | Assistant Professor          |
| Stephen Wilkinson, D.O.        | Clinical Instructor          |

### ***Microbiology & Immunology***

#### **Department Chair**

|                      |           |
|----------------------|-----------|
| James Novotny, Ph.D. | Professor |
|----------------------|-----------|

#### **Faculty**

|                     |           |
|---------------------|-----------|
| James Vaughn, Ph.D. | Professor |
|---------------------|-----------|

### ***Obstetrics & Gynecology***

#### **Department Chair**

|                            |                              |
|----------------------------|------------------------------|
| Jacquelyn Blackstone, D.O. | Clinical Assistant Professor |
|----------------------------|------------------------------|

#### **Faculty**

|                         |                              |
|-------------------------|------------------------------|
| Ann Babbitt, M.D.       | Clinical Instructor          |
| Donna Carr, D.O.        | Clinical Assistant Professor |
| Peter Konchak, D.O.     | Clinical Instructor          |
| Anthony Sciscione, D.O. | Clinical Instructor          |

### ***Osteopathic Manipulative Medicine***

#### **Department Chair**

|                     |                     |
|---------------------|---------------------|
| Jane Carreiro, D.O. | Associate Professor |
|---------------------|---------------------|

#### **Faculty**

|                          |                              |
|--------------------------|------------------------------|
| Boyd Buser, D.O.         | Professor                    |
| Teresa Caprio, D.O.      | Instructor                   |
| Charles Carr, D.O.       | Assistant Professor          |
| Anthony Chila, D.O.      | Clinical Instructor          |
| Guy Defeo, D.O.          | Clinical Assistant Professor |
| Hugh Ettlinger, D.O.     | Clinical Instructor          |
| Peter File, D.O.         | Clinical Instructor          |
| Steve Goldbas, D.O.      | Assistant Professor          |
| George Pasquarello, D.O. | Assistant Professor          |
| Ralph Thieme, D.O.       | Assistant Professor          |
| William Wyatt, D.O.      | Clinical Professor           |

### ***Pathology***

#### **Department Chair**

|                     |                              |
|---------------------|------------------------------|
| Robert Cawley, D.O. | Clinical Assistant Professor |
|---------------------|------------------------------|

#### **Faculty**

|                        |                     |
|------------------------|---------------------|
| Berte Baker, D.O.      | Clinical Professor  |
| Robert Christman, M.D. | Clinical Instructor |

|                          |                     |
|--------------------------|---------------------|
| Elizabeth Dellers, M.D.  | Clinical Instructor |
| Douglas Dressel, D.O.    | Clinical Instructor |
| Timothy Hayes, M.D.      | Clinical Instructor |
| Michael Jones, M.D.      | Clinical Instructor |
| Ady Kendler, M.D., Ph.D. | Clinical Instructor |
| Carol Male, M.S.         | Clinical Lecturer   |
| Anthony Mattia, M.D.     | Clinical Instructor |

## ***Pediatrics***

### **Department Chair**

|                         |                              |
|-------------------------|------------------------------|
| Lisa Gouldsbrough, D.O. | Clinical Assistant Professor |
|-------------------------|------------------------------|

### **Faculty**

|                               |                              |
|-------------------------------|------------------------------|
| Gary Allegretta, M.D.         | Clinical Instructor          |
| India Broyles                 | Associate Professor          |
| Ann Marie Cairns, D.O.        | Clinical Instructor          |
| Stephen Donnelly, D.O.        | Clinical Assistant Professor |
| Renee Fournier, D.O.          | Clinical Instructor          |
| Matthew Hand, M.D.            | Clinical Instructor          |
| Philip Hommes, D.O.           | Clinical Professor           |
| Kathryn Landon-Molone, P.N.P. | Clinical Instructor          |
| Christopher Pezzullo, D.O.    | Clinical Assistant Professor |
| Russell Shipman, D.O.         | Clinical Instructor          |

## ***Pharmacology***

### **Department Chair**

|                     |                    |
|---------------------|--------------------|
| Richard Reese, M.D. | Clinical Professor |
|---------------------|--------------------|

### **Faculty**

|                      |                     |
|----------------------|---------------------|
| Edward Bilsky, Ph.D. | Assistant Professor |
| Amy Davidoff, Ph.D.  | Associate Professor |
| Dennis Grossano      | Clinical Instructor |
| David Mokler, Ph.D.  | Professor           |
| Peter Morgane        | Adjunct Professor   |

## ***Physiology***

### **Department Chair**

|                     |           |
|---------------------|-----------|
| James Norton, Ph.D. | Professor |
|---------------------|-----------|

### **Faculty**

|                          |                     |
|--------------------------|---------------------|
| David Johnson, Ph.D.     | Associate Professor |
| Carl Spirito, Ph.D.      | Associate Professor |
| Barbara Winterson, Ph.D. | Professor           |

## ***Radiology***

### **Department Chair**

|                   |                    |
|-------------------|--------------------|
| Brian Brock, D.O. | Clinical Professor |
|-------------------|--------------------|

### **Faculty**

|                       |                              |
|-----------------------|------------------------------|
| Charles O'Brien, D.O. | Clinical Assistant Professor |
|-----------------------|------------------------------|

## ***Surgery***

### **Department Chair**

|                        |                              |
|------------------------|------------------------------|
| Benjamin Russell, D.O. | Clinical Associate Professor |
|------------------------|------------------------------|

### **Faculty**

|                                    |                              |
|------------------------------------|------------------------------|
| John Blocksom, D.O.                | Clinical Professor           |
| Leon Deisering, M.S.               | Associate Professor          |
| Christopher Fitzmorris, D.O., P.A. | Clinical Instructor          |
| Martha Friberg, D.O.               | Clinical Associate Professor |
| Mark Hirschorn, M.D.               | Clinical Instructor          |

|                                  |                              |
|----------------------------------|------------------------------|
| David Hurst, M.D., Ph.D.         | Clinical Instructor          |
| Daniel Mazza, D.O.               | Clinical Instructor          |
| Harry Payton, D.O.               | Clinical Professor           |
| Wayne Piers, D.O.                | Clinical Instructor          |
| Gregory Pomeroy, M.S., M.A./M.S. | Clinical Assistant Professor |
| Rodney Routsong, D.O.            | Clinical Assistant Professor |
| Samuel Scott, M.D.               | Clinical Instructor          |
| John Smith, D.O.                 | Clinical Associate Professor |
| Dennis Sullivan, M.D.            | Clinical Instructor          |
| James Timoney, D.O., M.A./M.S.   | Clinical Instructor          |

### **Adjunct Faculty**

The University is fortunate to have a large off-campus faculty who participate in the education of its students in preceptorships, clerkships, and assistantships. This faculty is too numerous to list individually.

## **Department of Community Programs**

### ***Area Health Education Center (AHEC) Program***

|                                |                                 |
|--------------------------------|---------------------------------|
| Meredith Tipton, Ph.D., M.P.H. | AHEC Program Director           |
| Chester Suske, D.O.            | AHEC Clinical Clerkship         |
| Patrick Enking, P.A., P.A.     | PA Clinical Coordinator         |
| Michael Cox                    | Database Administrator          |
| Paul Weston                    | Executive Director, AHEC Center |

### ***Coastal Healthy Communities Coalition***

|                     |          |
|---------------------|----------|
| Emily Rines, M.P.H. | Director |
|---------------------|----------|

### ***Graduate Certificate in Public Health***

|                                   |                     |
|-----------------------------------|---------------------|
| Meredith L. Tipton, Ph.D., M.P.H. | Director            |
| Nancy Sonnenfeld, Ph.D.           | Assistant Professor |

### ***Health Literacy Center***

|                               |          |
|-------------------------------|----------|
| Sue Stableford, M.P.H., M.S.B | Director |
|-------------------------------|----------|

### ***Maine Geriatric/Gerontology Education Center***

|                        |                    |
|------------------------|--------------------|
| Darby Northway, M.H.A. | Associate Director |
| Outreach Coordinator   |                    |

## **Other Departments**

### ***University Health Care***

|                          |                    |
|--------------------------|--------------------|
| Paul N. Loiselle, M.B.A. | Executive Director |
| Heidi Russell            | Associate Director |

### ***BodyWISE Center for Health & Fitness***

|                          |  |
|--------------------------|--|
| Marilyn Gugliucci, Ph.D. | Director                                   |
| John Thompson, D.O.      | Medical Director                           |
| Paul Meadows, M.D.       | HeartWISE Cardiac Rehab Medical Director   |
| Patrick Tangney, M.D.    | Pulmonary Rehab Medical Director           |
| Owen Pickus, D.O.        | HIV/AIDS (Wellness and You) Rehab Director |
| Mimi Magee Mills, M.A.   | Clinical Exercise Physiologist             |

### ***Family Practice***

|                        |
|------------------------|
| Lisa Arsenault, F.N.P. |
| Bruce Bates, D.O.      |

---

Kim Boothby-Ballantyne, N.P.  
Audrey Okun-Langlais, D.O.  
Stephen C. Shannon, D.O., M.P.H.  
Richard Stockwell, D.O.  
Craig Wallingford, D.O.

**Gastroenterology**

Steve Gefvert, D.O.  
John Thompson, D.O.

**Internal Medicine**

Frank Green, D.O.

**Osteopathic Manipulative Medicine**

Boyd Buser, D.O.  
Charles Carr, D.O.  
Jane Carreiro, D.O.  
George Pasquarello, D.O.  
Ralph Thieme, D.O.

Interim Chair

**Pediatrics**

Lisa Gouldsbrough, D.O.

**Physical Therapy**

Karen Bragdon, P.T.  
David Brown, P.T.  
Barry Butler, P.T.  
Dennis Leighton, P.T., A.T.C.  
Kirsten Potter, P.T.  
Mike Sheldon, P.T.

**UNECOM/Mercy Hospital Interns**

Christine Blake, D.O.  
William Foley, D.O.  
Christopher Frothingham, D.O.  
Leslie Gass, D.O.  
Charles Landry, D.O.  
Christina Steele, D.O.

**Counseling Program**

Lauren Como, L.M.S.W.  
Robert Cummings, Ph.D.  
Dana Koch, L.C.S.W.

**Residents**

Ron Ashkenasy, D.O.  
Judy Brasier, D.O.  
Mitchell Flores, D.O.  
Heather Ferrill, D.O.  
Rasha Hanafy, D.O.  
Anthony Kozma, D.O.  
Debra Meness, D.O.  
Ronald Mosiello, D.O.  
Doris Newman, D.O.  
Kendi Pim, D.O.  
Eden Zoll, D.O.

Family Practice  
Family Practice/Osteopathic Manipulative Medicine  
Osteopathic Manipulative Medicine  
Family Practice/Osteopathic Manipulative Medicine  
Family Practice  
Family Practice  
Family Practice/Neuromusculoskeletal Program  
Family Practice/Osteopathic Manipulative Medicine  
Osteopathic Manipulative Medicine  
Family Practice/Osteopathic Manipulative Medicine  
Osteopathic Manipulative Medicine

# Academic Calendar 2002-2003

| Summer Semester 2002                      |                            |                                    |  |                               |                             |  |                  |                                 |                                    |                                |                      |                 |
|---|----------------------------|------------------------------------|--|-------------------------------|-----------------------------|--|------------------|---------------------------------|------------------------------------|--------------------------------|----------------------|-----------------|
| Summer 2002                               | College of Arts & Sciences |                                    |  | College of Health Professions |                             |  |                  |                                 |                                    |                                | College              |                 |
| Session I                                 | CE Summer I                | MSEd/CAGS                          | Org Leadership   | CE Summer I                   | Israel Branch               | MPT                                      | MOT              | MSNA                            | MSPA                               | MSW                            | 1st Year             |                 |
| Classes Begin                             | May 13                     | June 1                             | <i>Segment A --<br/>May 18, Jun 1, 8, 15 &amp; 22</i>  | May 13                        | N/A                         | May 20                                   | May 13           | May 6                           | <i>Yr 1 -Jun 10; Yr 2 - May 28</i> | <i>Yr 1 -May 6; Adv Stand</i>  | <i>For CE</i>        |                 |
| Memorial Day Holiday - No Classes         | May 27                     | N/A                                |  | May 27                        | N/A                         | May 27                                   | May 27           | May 27                          | May 27                             | May 27                         |                      |                 |
| Classes End                               | June 28                    | Aug 30                             |  | June 28                       | N/A                         | Jun 21                                   | May 31           | <i>Yr 2-Aug 29; Yr 3-Sep 27</i> | Aug 23                             | <i>Yr 1 -Jun 25; Adv Stand</i> |                      |                 |
| Session II                                | CE Summer II               |                                    |  | CE Summer II                  |                             |  |                  |                                 |                                    |                                | College              |                 |
| Classes Begin                             | Jul 1                      | <i>Campus Seminars: Jul 7 - 26</i> | <i>Segment B -- Jun 29, Jul 6, 13, 20 &amp; 27</i>   | Jul 1                         | N/A                         | <i>Yr 5 - Jun 24</i>                     | <i>See Above</i> | <i>See Above</i>                | <i>See Above</i>                   | <i>See Above</i>               | <i>For CE</i>        |                 |
| 4th of July Holiday - No Classes          | Jul 4                      | N/A                                |  | Jul 4                         | N/A                         | Jul 1 - 5                                | N/A              | Jul 4                           | Jul 4                              | Jul 4                          |                      |                 |
| Classes End                               | Aug 17                     | See Above                          |  | Aug 17                        | <i>Commencement: Nov 27</i> | <i>Break Aug 28-Sep 3; End Oct 24</i>    | <i>See Above</i> | <i>See Above</i>                | <i>See Above</i>                   | <i>See Above</i>               |                      |                 |
| Fall Semester 2002                        |                            |                                    |  |                               |                             |  |                  |                                 |                                    |                                |                      |                 |
| Fall 2002                                 | College of Arts & Sciences |                                    |  | College of Health Professions |                             |  |                  |                                 |                                    |                                | College              |                 |
| Fall 2002                                 | CAS General and CE         | MSEd/CAGS                          | Org Leadership   | CHP General and CE            | Israel Branch               | MPT                                      | MOT              | MSNA                            | MSPA                               | MSW                            | 1st Year             |                 |
| Fall Assembly                             | Aug 27                     | N/A                                | N/A  | Aug 27                        | N/A                         | Aug 27                                   | Aug 27           | Aug 27                          | Aug 27                             | Aug 27                         | Aug 27               |                 |
| Orientation                               | Sep 1 - 3                  | N/A                                | Aug 28   | Sep 1 - 3                     | <i>In Israel:</i>           | Sep 1 - 3                                | Sep 1 - 3        | Sep 3                           | <i>UC-Jun 10 11 WCC-</i>           | Sep 3                          | Jul 29               |                 |
| Labor Day Holiday - No Classes            | Sep 2                      | N/A                                | <i>Segment A -- Aug 31, Sep 7, 14, 21, 28<br/>Segment B -- Oct 5, 12, 19, 26 &amp; Nov 2<br/>Segment C -- Nov 9, 16, 30, Dec 7, 14</i> | Sep 2                         | N/A                         | Sep 2                                    | Sep 2            | Sep 2                           | Sep 2                              | Sep 2                          | Sep 2                |                 |
| Classes Begin                             | Sep 4                      | Oct 1                              |  | Sep 4                         | Oct 20                      | <i>Yr 4 -Sep 4; Yr 5 Clin II -Oct 28</i> | Sep 4            | Sep 4                           | Sep 4                              | Sep 4                          | Sep 4                | Jul 31          |
| Enrollment Confirmation                   | Sep 4 - 10                 | N/A                                |  | Sep 4 - 10                    | N/A                         | N/A                                      | N/A              | N/A                             | N/A                                | Sep 4 - 10                     | N/A                  |                 |
| Add/Drop                                  | Sep 4 - 10                 | Oct 1 - 11                         |  | Sep 4 - 10                    | Oct 20 - 31                 | <i>Yr 4 - Sep 4-10</i>                   | Sep 4 - 10       | Sep 4 - 10                      | Sep 4 - 10                         | Sep 4 - 10                     | Sep 4 - 10           | N/A             |
| Last Day to Apply for P/F Grade           | Sep 23                     | N/A                                |  | Sep 23                        | Nov 6                       | <i>Yr 4 - Sep 23</i>                     | Sep 23           | N/A                             | N/A                                | N/A                            | N/A                  |                 |
| Fall Long Weekend                         | Oct 12, 13 & 14            | N/A                                |  | Oct 12, 13 & 14               | N/A                         | Oct 12, 13 & 14                          | Oct 12, 13 & 14  | Oct 12, 13 & 14                 | Oct 12, 13 & 14                    | Oct 12, 13 & 14                | (Classes in Session) | Oct 12, 13 & 14 |
| Last Day to Withdraw w/o Academic Penalty | Nov 8                      | N/A                                |  | Nov 8                         | Dec 24                      | <i>Yr 4 - Nov 8</i>                      | Nov 8            | N/A                             | N/A                                | Nov 8                          | Nov 8                |                 |
| PreRegistration Deadline for Spring 2003  | Nov 12                     | Dec 19                             |  | Nov 12                        | N/A                         | Nov 12                                   | Nov 12           | Nov 12                          | Nov 12                             | Nov 12                         | Nov 12               |                 |
| Thanksgiving Holiday                      | Nov 28 & 29                | N/A                                |  | Nov 28 & 29                   | N/A                         | Nov 28 & 29                              | Nov 28 & 29      | Nov 28 & 29                     | Nov 28 & 29                        | Nov 28 & 29                    | Nov 25 - 29          | Nov 28 & 29     |
| Classes End                               | Dec 12                     | Jan 31, 2003                       |  | Dec 12                        | Jan 23, 2003                | <i>Yr 4 - Dec 12; Yr 5 Clin -Dec 20</i>  | Dec 12           | Dec 12                          | Dec 12                             | <i>Yr 1-Dec 13 Yr 2</i>        | Dec 19               | Dec 13          |
| Reading Day                               | Dec 13                     | N/A                                | Dec 13   | N/A                           | Dec 13                      | Dec 13                                   | N/A              | N/A                             | N/A                                | N/A                            |                      |                 |
| Final Examinations                        | Dec 16 - 20                | N/A                                | Dec 16 - 20  | Jan 26-30                     | <i>Yr 4 -Dec 16-20</i>      | Dec 16 - 20                              | N/A              | N/A                             | (Classes in Session)               | N/A                            |                      |                 |

# Academic Calendar 2002-2003

| Spring Semester 2003   |                            |                                    |   |                               |                         |   |                  |             |                            |                    |                                 |             |             |
|--|----------------------------|------------------------------------|---|-------------------------------|-------------------------|---|------------------|-------------|----------------------------|--------------------|---------------------------------|-------------|-------------|
| <i>Spring 2003</i>   | College of Arts & Sciences |                                    |   | College of Health Professions |                         |   |                  |             |                            |                    | College of Osteopathic Medicine |             |             |
|  | CAS<br>General<br>and CE   | MSEd/C<br>AGS                      | Org<br>Leadership   | CHP<br>General<br>and CE      | Israel<br>Branch        | MPT   | MOT              | MSNA        | MSPA                       | MSW                | 1st Year                        | 2nd Year    |             |
| Orientation  | Jan 14                     | N/A                                | Jan 2   | Jan 14                        | <i>In Israel:</i>       | N/A   | Jan 14           | N/A         | N/A                        | N/A                | N/A                             | N/A         |             |
| Classes Begin  | Jan 15                     | Feb 1                              | Segment A -<br>Jan 4, 11,<br>18, 25 &<br>Feb 1<br><br>Segment B -<br>Feb 15, 22,<br>Mar 1, 8 &<br>15<br><br>Segment C -<br>Mar 29, Apr<br>5, 12, 19 &<br>26 | Jan 15                        | Feb 2                   | <i>Yr 4 Clinic<br/>I -<br/>Start Jan<br/>6, End<br/>Feb 28; Yr<br/>4 Classes<br/>Start Mar<br/>4, End<br/>Apr 29;<br/>Yr 5<br/>Classes<br/>Start Jan<br/>7, End<br/>Mar 6;<br/><br/>Yr 5 Clinic<br/>III Start<br/>Mar 10,<br/>End May<br/>2</i> | Jan 15           | Jan 15      | Jan 15                     | Jan 15             | Jan 2                           | Jan 2       |             |
| Enrollment Confirmation                                      | Jan 15 -22                 | N/A                                |   | Jan 15 -22                    | N/A                     |   | N/A              | N/A         | N/A                        | N/A                | Jan 15 -22                      | N/A         | N/A         |
| Add/Drop   | Jan 15 -22                 | Feb 1 - 14                         |   | Jan 15 -22                    | Feb 2 - 13              |   | Jan 15 -22       | N/A         | N/A                        | N/A                | Jan 15 -22                      | N/A         | N/A         |
| ML King Holiday -<br>No Classes                              | Jan 20                     | N/A                                |   | Jan 20                        | N/A                     |   | Jan 20           | Jan 20      | Jan 20                     | Jan 20             | Jan 20                          | Jan 20      | Jan 20      |
| ML King<br>Celebration - No<br>Classes noon - 200pm          | Jan 22                     | N/A                                |   | Jan 22                        | N/A                     |   | Jan 22           | Jan 22      | Jan 22                     | Jan 22             | Jan 22                          | Jan 22      | Jan 22      |
| Last Day to Apply<br>for P/F Grade                           | Feb 5                      | N/A                                |   | Feb 5                         | Feb 19                  |   | Feb 5            | N/A         | N/A                        | N/A                | N/A                             | N/A         | N/A         |
| Spring Break   | Mar 17 -<br>21             | N/A                                |   | Mar 17 - 21                   | Apr 6 - 10              |   | Mar 17 - 21      | Mar 17 - 21 | Mar 17 - 21                | Mar 17 - 21        | Mar 17 - 21                     | Mar 17 - 21 | Mar 17 - 21 |
| Last Day to<br>Withdraw w/o<br>Academic Penalty              | Apr 4                      | N/A                                |   | Apr 4                         | Apr 13                  |   | Apr 4            | N/A         | N/A                        | N/A                | Apr 4                           | N/A         | N/A         |
| Registration Deadline<br>for Fall 2003                       | Apr 18                     | Apr 29<br><i>(summer<br/>2003)</i> |   | Apr 18                        | N/A                     |   | Apr 18           | Apr 18      | Apr 18                     | Apr 18             | Apr 18                          | Apr 18      | Apr 18      |
| Classes End  | May 6                      | May 31                             |   | May 6                         | May 15                  |   | <i>See Above</i> | May 6       | Yr 1-Apr 24;<br>Yr 2-May 2 | Yr 1 & 2<br>May 16 | Apr 24                          | May 23      | Jun 27      |
| Final Examinations   | May 8, 9,<br>12, 13, 14    | N/A                                | May 8, 9,<br>12, 13, 14   | May 18 - 22                   | May 8, 9,<br>12, 13, 14 | May 8, 9,<br>12, 13, 14   | N/A              | N/A         | N/A                        | N/A                | N/A                             |             |             |
| Commencement   | May 17                     | May 17                             | May 17  | May 17                        | Nov 1, 2003             | May 17  | May 17           | May 17      | May 17                     | May 17             | N/A                             | N/A         |             |
| May Term(OT)   | --                         | --                                 | --  | --                            | --                      | --  | May 19 - Jun 6   | --          | --                         | --                 | --                              | --          |             |
| Memorial Day<br>Holiday - No classes<br><i>(Summer 2003)</i> | May 26                     | N/A                                | May 26  | May 26                        | N/A                     | May 26  | May 26           | May 26      | May 26                     | May 26             | May 26                          |             |             |

### Codes

*Codes: CAGS=Certificate of Advanced Graduate Study; CAS=College of Arts & Sciences; CE=Continuing Education; CHP=College of Health Professions; COM=College of Osteopathic Medicine; MPT=Master of Physical Therapy; MSEd=Master of Science-Education; MSNA=Master of Science-Nurse Anesthesia; MOT=Master of Occupational Therapy; MSPA=Master Science-Physician Assistant; MSW=Master of Social Work; TBD=To Be Determined (see program); NA=Not Applicable or Not Available (see program).*

# Index

## A

About the College of Osteopathic Medicine 8  
About the University of New England 6  
Academic Calendar 2002-2003 64  
Academic Records 29  
Academic Standing 31  
Accreditation, Memberships, and Other Notices 7  
Admissions 17  
Advanced Standing 18  
Affiliate Hospitals 45  
AHEC 45  
Articulation Agreements 21  
Attendance 31

## B

Board of Trustees 56

## C

Campus Center 11  
Campus Features 10  
Career Services 15  
Clinical Clerkship Program Descriptions 43  
Counseling Center 15  
Course Descriptions - Second Year 39  
Course Descriptions-First Year 36  
Curriculum 35

## D

Dining Services 14

## E

Educational Affiliates 46  
Emergency Medicine 45

## F

Family Practice 43  
Financial Aid Programs 25  
First-Year Curriculum 35

## G

Graduate Certificate in Public Health 47  
Graduate Competencies 42

## H

Health Care 14  
Health Center 10  
Housing 14

## I

Information Directory 4  
Internal Medicine 43

## L

Laptop Computer Requirement 32  
Learning Assistance Center 15  
Leave of Absence 24  
Libraries 11

## O

Obstetrics/Gynecology 44  
Office for Students with Disabilities (OSD) 16

## P

Pediatrics 44  
Professional Behavior and Conduct 28

## R

Refund Policies 23  
Registration 29  
Response Time and End-of-Term Processing 30

## S

Scholastic Regulations 28  
Second-Year Curriculum 38  
Student Activities 15  
Student Services 14  
Surgery 44

## T

The College of Arts and Sciences 6  
The College of Health Professions 6  
The Osteopathic Oath 2  
Transcripts 30  
Tuition & Fees 22

## U

University Administration 56  
University Mission Statement 6

## W

Westbrook College Campus 12  
Withdrawal/Dismissal 32