

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/>

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.

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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)

College, office, or area:

For information on:

Ask for extension:

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

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



**Accreditation, Memberships,
and Other Notices**



research, and the improvement of health care in osteopathic medical hospitals and related institutions.” These

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



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’ cil n23 Tc-0.0636 chb prenata5nCnm n8Cl85,gSouth Port

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 persons with disabilities to ensure the student's full and equal participation in the educational process.

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.

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

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	

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 with-

Financial Aid Programs

The Financial Aid Office at the University of New

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 Patneade, 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

Scholastic Regv8tivon

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

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

#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

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 por-

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.



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.

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 appropriate

education

and

to

prepare students for a career in the specialty of the Office of Clinical

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

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 Serv2-kills:**

throughout the curriculum.

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

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.

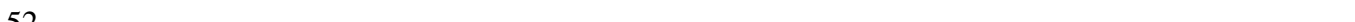
Late Payment Charge

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



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.



**ADMINISTRATION,
CALENDAR and
INDEX**



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
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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
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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
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Division of Medical Humanities

Victoria Thieme, D.O.	Director, Assistant Professor
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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
James Owens, D.O.	

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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



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
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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
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Maine Geriatric/Gerontology Education Center

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

Other Departments

University Health Care

Paul N. Loisel, 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

