

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.

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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

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

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 43.

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 44.

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 combined collections of the Jack S. Ketchum Library on the University campus and the Josephine S. Abplanalp '45 Library on the Westbrook College campus provide access to over 150,000 volumes and approximately 1300 current periodical titles. In addition, videos, compact discs, and audio cassettes are available. Web-interface databases are accessible from the UNE Libraries Homepage.

All students, faculty and staff have access to library services on both campuses including:

- online public access catalog
- print and computerized bibliographic databases
- World Wide Web Access
- reference and research assistance
- individual and course-related library research instruction
- online literature searches

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

**ADMINISTRATIVE
SERVICES and POLICIES**



Student Services

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 din-

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.

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 himself 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).

Add/Drop and 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, course registration and add/drop regulations.

All accommodations to registration and add/drop policies 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, 6110 Executive Blvd., Suite 405, Rockville, MD 20852.

Once the processed application is received, the College will forward to all applicants meeting the minimum requirements 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, 2000 for August, 2000).
 - 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.
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.
 - 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.

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. English composition and literature	1 year
b. General chemistry	8 sem. hrs.
c. Organic chemistry	8 sem. hrs.
d. Physics	8 sem. hrs.
e. Biology	8 sem. hrs.

- 4) Satisfactory completion of the New Medical College Admissions Test (MCAT), taken within two (2) years of application.

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.

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 not eege01us at sahealthrovifeion Tstuh rT*0.0007

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Tuition & Fees

	Fall 2000	Spr 2001
Tuition	\$13,110	\$13,110
Microscope Rental (First Year Only)	\$ 125	
General Services Fee	\$ 265	
Technology Fee	\$ 75	

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 \$525 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.

Student Technology Fee

A mandatory fee of \$75 is billed to all matriculating students to partially fund the UNE on-campus technology infrastructure. This infrastructure includes: campus wiring, public access computers, public access Internet stations, and the wiring of residence halls and academic buildings for plug-in access.

Health Insurance

Medical students must enroll in UNE's Student Medical Insurance Plan unless they can demonstrate proof of comparable medical insurance. The 1999-2000 program cost for twelve months of coverage was \$300. 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.

Transcript

A \$3 fee must accompany a request for an official transcript. Registrar will only release transcripts for students whose accounts are paid in full.

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

Beginning with students entering UNECOM in Fall 1997, 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 September 1, 2000; the Spring tuition is due on January 15, 2000.

Late Payment Charge

The balance due each semester will be considered overdue if not paid by the due date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month.

Delinquent Accounts

A 1.00% per month (12.00% per annum) late charge will be assessed on any overdue balance. The Dean may deny the privilege of taking examinations to any student who is delinquent. Promotion and/or graduation may also be denied to any student with an unpaid bill at the end of the academic year.

Refund Policies

Overpayments - Students may request a refund of a credit balance, or tuition credit, on their account resulting from an overpayment from a withdrawal. Students will be advised of the scheduled refund date when the request for refund is received.

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 fed-

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 College of Osteopathic Medicine 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 UNECOM 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/home.html>.

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.

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 avail-

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 UNECOM Financial Aid Handbook has a description of some of the most advantageous alternative loan programs. Contact the Financial Aid Office for additional information.

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.

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 semes-

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.

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 is not eligible to participate as an official representative of the College nor as an elected official in student government. 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 to personal, medical, or family problems.

National Board of Osteopathic Medical Examiners

The Comprehensive Medical Licensing Examinations (COMLEX) are administered by the National Board of

CURRICULUM and CLINICAL CLERKSHIPS



UNECOM 2 + 2 Curriculum

Effective for entering first-year medical students, Fall term 1999

Fall

Winter

Spring

Year I

Gross Anatomy
Histology
Human Function
Immunology
Embryology

Human Function
Virology
Nutrition
Parasitology
Bacteriology
Prin. of Population Health
Pharmacology

Human Function
Pathology
Pharmacology
Medical Jurisprudence
Dermatology System

Foundations in Doctoring; Osteopathic Principles & Practice I

Year II

Neuroanatomy
Nervous System
Psychiatry System
Respiratory System
Musculoskeletal System

Hematology System
Cardiovascular System
Renal System

Gastrointestinal System
Reproductive System
Emergency Medicine
Endocrine System
Complex Level I Exam
Clinical Decision Making

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

The Curriculum

For Students Beginning Fall 1999

The curriculum outlined in this section is designed for students entering their first year at UNECOM as members of the class of 2003 and who will begin their studies in the Fall term, 1999. This curriculum reflects changes in sequencing and requirements as compared to students from prior years. These changes are designed to improve and lengthen the clinical experiences of our graduates. Students who are intending to graduate in 2000, 2001, and 2002 should refer to the catalog applicable to their entrance year for curricular requirements.

Curriculum Objectives

The curriculum is designed to produce osteopathic primary care physicians who are skilled both in health promotion and illness prevention and in 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 Integrated Clinical Medicine (ICM) course.

After an initial program in the principles of human behavior, the student has the opportunity to see those principles in action during ICM I. In the office of a practicing physician, for example, the student can clearly see the complexities of the patient/physician relation-

**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 are applied in the clinical clerkships of the third and fourth year. Interwoven throughout all three didactic phases of the curriculum are courses on the osteopathic principles and practice, behavioral medicine, and medical humanities. An attempt is made, where possible, to integrate the material in these courses with that of the ongoing system of Phase II.

As the curriculum unfolds, the basic science knowledge is necessary for the student to understand clinical science; the clinical science taught is necessary to understand the practice relevant osteopathic family medicine. 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	10
503	Medical Histology	5
505	Medical Embryology	2
523	Medical Immunology	2
511	Human Function: Biochemistry and Cell Biology	5
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	2
530	Medical Parasitology	1
532	Human Function: 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.

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 2 Hrs.

Medical Immunology presents the field of immunology to medical students from the prospective of the host's interaction with the environment. The 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. The manipulation and control of the immune response, and innate immune mechanisms are discussed. A brief introduction to laboratory methodology is presented.

#524 Medical Virology 2 Hrs.

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 roles susceptibilities, infection and disease within the human host is presented in an organ-system method. Medically important viral diseases of the central nervous system, gastrointestinal tract, respiratory tract, and dermatological system are presented with specific emphasis on the biological history of the agent, its transmission and incubation cycles, the signs and symptoms of disease, and prevention, control, and identification procedures are presented.

#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 microbial pathogens.

#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.**

The course examines 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.

#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.

#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 1 Hr.

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

Second-Year Curriculum Outline

August to December

No.	Title	Credit Hrs.
601	Nervous System	5
603	Medical Neuroanatomy	2
605	Psychiatry System	2
611	Musculoskeletal System	4
623	Respiratory System	3
633	Hematology System	3

#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.

#632 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.

This System introduces the student to the basic physiology and pathophysiology of the male and female reproductive systems. Emphasis will be on correlations between histopathology, 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. Stu-

Curriculum Review

The UNECOM has undertaken a curriculum review aimed at improving its educational experience. The goal of

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 along the Eastern seaboard and to the Midwest, 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 a possible 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

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 pre-clinical 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 to 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

Internal Medicine clerkships are conducted as predominantly hospital-based experiences. The Core clerkships are completed at a clerkship training center or other affiliate site. An additional medicine service is selected by the student in a field of interest. The

UNECOM/Ohio Clinical Training Center

DOCTORS Hospital,
Columbus, Ohio
St. Vincent Mercy Medical Center
Toledo, Ohio

UNECOM/Rhode Island Clinical Training Center

Roger Williams Hospital
Providence, Rhode Island

UNECOM/Bassett 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
Mercy Primary Care
Maine
Southern Maine Medical Center
Biddeford, Maine
Spring Harbor Hospital
South Portland, Maine
St. Mary's Regional Medical Center
Lewiston, Maine
Togus Veterans Administration Hospital
Togus, Maine
University Health Care
Biddeford, Maine

Postgraduate Educational Affiliations

Other Core Affiliates

UMDNJ/SOM Affiliate Hospitals
Stratford, New Jersey

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

ADMINISTRATION, CALENDAR and INDEX



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Clinical Instructor
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Clinical Instructor

Osteopathic Manipulative Medicine

John P. Smith, D.O.

Clinical Instructor

Adjunct Faculty - Off Campus

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.

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