College of Graduate and Professional Studies

UNE Online
UNIVERSITY OF NEW ENGLAND

STUDENT HANDBOOK

2018-2019

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Welcome Message from the Dean

Dear Student,

As Dean of the College, it is my honor and privilege to welcome you into the College of Graduate and Professional Studies here at UNE.

In an effort to foster our student-centered approach in distance learning, the University of New England established the College of Graduate and Professional Studies (CGPS). The department responsible for providing services to the online student population, Online Worldwide Learning (OWL), was moved into the college to begin building a foundation as we subsequently welcome each of our online programs into this college.

UNE recognizes that the needs of online, adult learners are different than those of traditional, on-campus students. Providing one "home college" for all of our online programs within the College of Professional and Graduate Studies allows the University to ensure that our curriculum, policies, and procedures are established with you – *the online student* – at the core. The College is equipped to assess your needs and provide the services necessary to ensure your success.

The College of Graduate and Professional Studies is dedicated to providing you comprehensive student support and visionary instructional design, ensuring that you graduate from UNE with the competencies and skills needed to become a leader in your field. We will continue to ensure the highest level of academic integrity and accreditation standards.

As the University of New England moves forward as an innovator in online education, thank you for allowing us to be a part of your educational journey.

Warmly,

Martha K. Wilson, Ph.D.
Dean, College of Graduate and Professional Studies
Associate Provost of Online Learning

About the College

College of Graduate and Professional Studies at the University of New England

The University of New England (UNE) is a private, non-profit institution accredited by the New England Association of Schools and Colleges (NEASC). In addition to a strong online presence, UNE has campus locations in Biddeford and Portland Maine as well as Tangier, Morocco. The College of Graduate and Professional Studies (CGPS) is one of six colleges within the university.

Mission, Vision, and Values

Mission: CGPS educates and supports future leaders in industry and service via programs designed to catalyze meaningful career development.
Vision: To advance the fields we serve: by functioning as a nexus for relationships between scholars and professionals, and by educating clients to lead in that evolving convergence.
Values:
- **Growth**: To grow in community, infrastructure and scope, in order to give more options while making all options stronger.
- **Relationships**: To prioritize connection and community as the bedrock for all endeavors.
- **Agility**: To cultivate the agency necessary to grapple with and execute on opportunities.
- **Sustainability**: To consider ourselves an ecosystem built first upon the healthy balance of all our values, and second upon the exploratory process necessary to our evolution.

Academic Core Values
Critical and Innovative Thinking:
- Graduates of the CGPS programs are capable of critical analysis of the scholarship in their discipline. Graduates are able to synthesize and interpret theory and apply it to their field of practice; evaluating what is most appropriate for their professional setting is a habit of mind leading to deeper learning.

Oral and/or Written Communication:
- Graduates of CGPS programs are able to effectively and accurately communicate with industry stakeholders, professional colleagues, and academic peers. Graduates communicate with coherence and organization. Graduates work exhibits proper mechanics and grammar, along with accurate style and citation relevant to their discipline. Graduates are able to offer both oral and written products to meet the needs of the intended audience.

Ethical Reasoning and Practice:
- Graduates of CGPS programs have a sound understanding of the ethics in their area of expertise. Graduates have an understanding of the pertinent regulations that protect the

communities or industries that they serve. Graduates are able to enter into their field of practice with the ability to make ethical decisions and to engage in culturally sensitive behavior to enhance the greater good.

Application of Scholarship and Research:

- Graduates of CGPS programs are critical consumers of research and evidence. Graduates are adept at analyzing and translating the findings of primary sources, including literature, data, and research. Graduates are able to synthesize current literature and propose novel research in their field of study. Graduates understand the importance of evidence-based decision-making and utilize data to support their professional practice.

Field-based learning, practicum, capstone, and ePortfolio demonstrate mastery of all core academic values

Curriculum

Curriculum Delivery Model

The College of Graduate and Professional Studies delivers an interdisciplinary, online curriculum that explores cutting-edge research, anticipates emerging national and global needs, and prepares students to become leaders in their fields. Programs are fully online and are delivered asynchronously. There is no residential requirement. CGPS offers innovative technology with multimedia and diversifies learning activities and assessments to address visual, auditory, and kinesthetic learning styles. Significant focus is placed on the student experience with collaborative learning communities, professional networking, and post-degree career emphasis.

Program Descriptions and Objectives

Each program within the college is required to have a well-defined and clearly articulated set of competencies and learning objectives.

Graduate Program in Applied Nutrition:

Mission Statement: The mission of the Master of Science in Applied Nutrition is to prepare individuals for leadership roles in the nutrition field, to advance knowledge and expand skills that promote excellence and innovation in all areas of nutrition practice, and to emphasize evidence-based best practices to support the well-being and health outcomes of individuals, families, and communities through education, research, and service.

Goals of the Master of Science in Applied Nutrition Program:

1. Prepare competent Masters-level nutrition professionals who can interpret, evaluate, communicate and apply complex nutritional concepts to a wide variety of individuals, communities and organizations
2. Prepare competent Masters-level applied nutrition practitioners to use evidence-based knowledge to inform best practices in nutrition professions
3. Provide leadership and innovation to the nutrition profession, facilitating the growth and application of best practices in the field to our region and globally

4. Emphasize a strong background in theory of health behavior and the translation of theory into practice as a valuable tool in public health, community and clinical nutrition settings

Objectives in support of the goals of the Master of Science in Applied Nutrition Program:

Program Objectives:

Graduates of the program are able to
1. Develop and utilize nutrition concepts and best-practices for nutrition and health promotion initiatives
2. Apply core research principles to measure the nutrition status and environment of individuals and communities
3. Develop communications and collaboration strategies with representatives from government, non-profit, community, and business entities regarding nutrition initiatives
4. Interpret and modify explanations of complex nutrition concepts for various audiences
5. Research, develop and disseminate evidence-based and theory driven educational materials and work-products at an audience appropriate level for topics related to nutrition and health promotion

There are four degree focus areas that allow the Masters of Science, Applied Nutrition student to concentrate in growing areas of the nutrition industry and to pursue an educational pathway that best address their personal and professional needs.

Degree Focus Areas:
- Business, Social Media, & Entrepreneurship
- Obesity and Health Promotion
- Nutrition and Disease Prevention
- Generalist, Applied Nutrition

Graduate Programs in Education:

Mission Statement: The mission of the Graduate Programs in Education is to advance the quality of life through developing reflective and resourceful teachers and school leaders who are competent, caring, and qualified.

Educational Objectives for the Post-Master's Certificate in Education:

- Apply research results to leadership decisions.
- Describe the requirements of the PSEL (formerly the ISLLC) standards.
- Demonstrate a high degree of specialized knowledge and skills about school administration.
- Exhibit leadership skills in actual school administrative settings.

Educational Objectives for the Master of Science in Education:

- Address the full range of student motivation and differentiation issues encountered in today's school systems.
- Analyze and conduct research relevant to their teaching or administrative interests.
- Document professional development in the program via electronic portfolio of course work.
- Demonstrate a high degree of specialized knowledge and skills about their chosen concentration area.
- Exhibit leadership in their classroom and/or school system.
- Develop online collaborative relationships with peers.

Educational Objectives for the Certificate of Advanced Graduate Study:

- Apply research results to leadership decisions.
- Describe the requirements of the ISLLC standards.
- Demonstrate a high degree of specialized knowledge and skills about school administration.
- Exhibit leadership skills in an actual school administrative setting.

Educational Objectives for the Doctorate of Education in Educational Leadership:

- Participate fully and responsibly in supportive and action-based learning environments of authentic value for colleagues in K-12 education, community college, health, business, and other sectors.
- Develop and utilize transformative institutional processes to foster, assess the results, and respond to the reported analyses for continued systemic change.
- Use technology for research collaboration and dissertation development among colleagues and faculty (e.g. web/videoconferencing).
- Fully utilize an integrated curriculum that fuses discrete elements of each candidate's program of study into a coherent whole.
- Fully utilize online search tools and databases to identify research studies and other relevant researches.
- Participate in virtual seminars and conferences building a professional learning community.
- Employ problem and case-based learning strategies extensively in courses and dissertation.
- Write and successfully defend a field-based dissertation.

Graduate Programs in Health Informatics:

Mission Statement: The mission of the Master of Science in Health Informatics program is to prepare future leaders in health informatics to leverage technology tools to improve health and healthcare outcomes through the execution of data-driven management techniques and

strategies, to adapt to rapidly-changing landscapes, and to provide leadership and innovation to the health informatics profession.

Educational Objectives for the Graduate Program in Health Informatics:

- Describe the American healthcare system and the effects technology and data have had on it.
- Explain the complex system of legal and regulatory compliance that governs the healthcare system.
- Apply core concepts of database design to facilitate managing the large amounts of data produced and captured in the healthcare setting.
- Identify foundational concepts and theories of leadership and management, especially with respect to data-driven business intelligence.
- Apply technology and the healthcare quality framework to meet the goals of the triple aim of improving the patient experience of care, improving the health of populations, and reducing the per capita cost of health care.
- Analyze, evaluate, and apply the range of tools needed to implement new technology, including identifying, evaluating, selecting, implementing, and upgrading technological systems.
- Evaluate the ways in which new and developing healthcare technology trends influence world-wide health outcomes, and propose potential technology-based solutions for increasing world-wide health outcomes.
- Identify and apply project management tools, concepts, and best practices to oversee the successful completion of complex projects.

Graduate Programs in Public Health:

The Graduate Programs in Public Health are organized around the Core Competencies for Public Health Professionals. The Core Competencies reflect foundational skills desirable for professionals engaging in the practice, education, and research of public health.

The Core Competencies are organized into eight domains, reflecting skill areas within public health, and three tiers, representing career stages for public health professionals. These competencies are at the center of the knowledge, skills, and abilities needed by emerging leaders in the field of public health.

Students may access the Core Competencies for Public Health Professionals here:

www.phf.org/resoursestools/documents/core_competencies_for_public_health_professionals_2014 june.pdf

Program Mission:

The Graduate Programs in Public Health are globally accessible programs that are committed to improving the health and well-being of communities through education, research, and service using a scholar-practitioner model.

Educational Goals:

1. Enroll and support qualified, diverse, and dedicated students who demonstrate a passion for improving public health.
2. Cultivate a learning environment that values communication, collaboration, and diversity.
3. Ensure all graduates possess the knowledge, skills, and values necessary to become successful public health practitioners.
4. Recruit, retain, and support qualified instructors.

Research Goals:

1. Sustain a dynamic research agenda driven by emerging public health priorities and identified needs of the workforce.
2. Encourage scientific inquiry among students and provide practical learning opportunities that allow the honing of research skills and generation of new knowledge.
3. Support a collaborative learning environment for students and faculty that allows engagement with public health practitioners, community partners, and each other to develop new endeavors.

Service Goals:

1. Encourage and facilitate meaningful community service activities with a public health focus by students and faculty.
2. Maintain a cadre of competent public health professionals with the mindset of activism who collaborate to improve the wellbeing of their local and global communities.

Graduate Program in Social Work:

Vision
The Graduate Program in Social Work envisions a world where social workers are at the forefront of advocating with individuals and communities for human dignity and social inclusion by mobilizing efforts to end inequities, exploitation, and violence.

Mission
To provide transformative and collaborative learning that embraces the values of social inclusion and promotes enhanced quality of life for individuals and communities.

Values

Our values promote social inclusion conceptualized as actions taken to improve quality of life, access to equitable resources, enhancement of human bonds within the context of cultural diversity and engagement of people, populations and communities to fully participate in society.

Towards this end:
- We promote culturally informed practice that is respectful of the complexity and diversity of people's lives and circumstances.
- We recognize that social exclusion prevents people from full and just participation in their communities as a consequence of inequities, discrimination and disadvantage arising from adversity in early life and continuing across the life course.
- We practice social responsibility by raising public awareness of social exclusion, challenging discrimination and acting with and on behalf of groups, populations and communities.
- We support person-centered collaborative practices and partnerships that bring together diverse workers and community members to meet the best interests of individuals, families and groups.

Program Outcomes

Graduates of the UNE School of Social Work (SSW) will demonstrate knowledge, skills, and leadership in the following seven program outcomes. Associated with each of these outcomes are the competencies specified by our accrediting body, the Council of Social Work Education (CSWE).

1. Practice social inclusion to enable people, populations, and communities to fully participate in society, enhance human bonds in the context of cultural diversity and ensure improved quality of life and equitable resource distribution. *EPAS Competencies 2, 3 & 5*

2. Engage in culturally-informed relationship building respectful of the complexity and diversity of contexts and circumstances. *EPAS Competency 2*

3. Utilize theories of human behavior, social systems and social inclusion when offering interventions with people and their environments. *EPAS Competencies 7, 8, & 9*

4. Promote ethical reflection, critical consciousness and shared decision-making based in social work values and with consideration of the broader contexts of the world in which we live. *EPAS Competency 1*

5. Balance the roles of helpers, activists, and advocates through collaboration with communities to build healthy and sustainable resources. *EPAS Competencies 3, 5, & 6*

6. Engage as critical consumers and producers of research and evaluation applied to clinical and community practices. *EPAS Competencies 4, 8 & 9*

7. Practice person-centered and collaborative community partnerships across diverse settings. *EPAS Competency 6*

Students may access the Educational Policy and Accreditation Standards (EPAS) competencies for Social Work Professionals here:

https://cswe.org/Accreditation/Standards-and-Policies/2015-EPAS

Science Prerequisites for Health Professions:

Mission Statement: The mission of the Science Prerequisites for Health Professions program is to provide rigorous courses in science and mathematics that help non-matriculated students develop a strong understanding of the content, oral and written communication skills, and critical and innovative thinking skills that provide the foundation for entry into, and successful completion of, graduate programs, particularly in the health sciences. Courses are taken individually and do not require students to be enrolled in a program.

Educational Objectives for the Science Prerequisites for Health Professions:

In lecture courses, students should be able to:

1. Communicate scientific concepts and information clearly.
2. Illustrate fundamental principles of the scientific method, as well as fundamental laws, theories, and principles of scientific disciplines.
3. Apply knowledge and critical thinking skills to scientific problems.

In lab courses, students should be able to:

1. Ask a question or define a problem that can be tested.
2. Hypothesize possible result(s).
3. Plan and/or conduct an investigation individually and/or collaboratively to produce data to serve as the basis for evidence.
4. Analyze data using tools, technologies, and/or models (i.e. computational, mathematical, graphical, etc.) in order to make valid and reliable scientific claims or determine an optimal design solution.
5. Communicate the results by constructing an explanation based on multiple pieces of valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
6. Apply scientific ideas, principles, and/or evidence gained from various experiments, as well as other observations and/or research, to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects.

Assessment Strategies

Student work in all programs is rigorously assessed for evidence that students have mastered the learning outcomes central to each course. Each course builds knowledge, skills, and abilities.

Program Degree Requirements

Please refer to the University of New England's academic catalog for each program's curricular requirements.

Eligibility and Admissions Standards

College Eligibility and Application Standards

Applicants who have earned a baccalaureate or graduate degree from a regionally accredited academic institution are eligible to apply for admission into online programs at the university. Graduates of colleges or universities that are accredited by other recognized accrediting bodies may be considered eligible after a review for exception by a committee consisting of the Dean of Admissions, the University Registrar, and the Dean of the College of Graduate and Professional Studies. The decision to admit an applicant to his or her intended program is made by an admissions committee based on a combination of criteria according to the requirements of the specific program.

Students currently completing their undergraduate or graduate studies are encouraged to apply to our programs and, if admitted, are accepted on a conditional basis pending receipt of a transcript showing proof of graduation. Students must submit a letter "in good standing" from the institution from which they are graduating at point of application and supply proof of graduation before the end of the first term in which they are registered or they will be administratively withdrawn from the program.

University of New England transcripts will be obtained by UNE admissions staff from the Registrar's office on behalf of applicants that have completed prior degrees or coursework at the university.

All applicants with international degrees or coursework are responsible for having their transcripts evaluated for degree and grade equivalency to that of an accredited institution within the U.S. We accept foreign educational credential evaluations from all [NACES® (National Association of Credential Evaluation Services) members](#), as well as [AACRAO](#) (the American Association of Credentialed Registrars and Admissions Officers).

Please note: Any evaluations submitted to UNE by approved credential evaluators need not include the original transcript.

Please see the [International Student Admissions policies](#) for additional requirements regarding English language proficiency, ECFMG requirements and verification of financial support.

Application Process

ALL programs other than the Science Prerequisites for Health Professions program require the following:

- Completed online application: http://go.une.edu/apply
- Submission of $40 non-refundable application fee
- Resume or Curriculum Vitae
- Official transcripts reflecting conferral of prior degree (bachelor's degree for master's programs; master's degree for doctoral programs) from a regionally accredited institution. All transcripts are to be submitted from the original institutions.
  Note: Transcripts for any coursework appearing as transfer credit on the transcript of the conferred degree can be waived if the coursework is unrelated to the degree being sought. The program admissions committee defines all coursework not eligible for waiver.

Individual programs may require application materials in addition to those listed above. Please refer to the University of New England's academic catalog for each program's specific admission requirements.

Students may enter the Science Prerequisites for the Health Professions program at any time as long as they meet the prerequisite requirements for the course to which they are applying.

Transfer and Waiver Credit

To request consideration for transfer credit, a student must provide an official transcript and a course syllabus for each course. Transfer credit is awarded at the discretion of the College of Graduate and Professional Studies based on specific program details list below. Requests for approval of transfer credit should be submitted to, and will be granted at the discretion of, the Program Director.

Every student, once matriculated at the College of Graduate and Professional Studies (CGPS), is expected to complete his or her degree requirements at CGPS. In exceptional circumstances, a student who is in good academic standing may request to take a course at another regionally accredited post-secondary institution. Some programs may have additional specialty accreditation requirements. Students must get permission of the Program Director in advance of taking courses at other institutions for transfer and may not, in total, exceed the allowable credits outlined in the transfer policy of the program. Credits will be transferred to CGPS only upon completion of the course with a grade of "B" or better. Final grades of all transferred credits are not included in a student's GPA.

Graduate Program in Applied Nutrition:

Master of Science in Applied Nutrition Program: Upon acceptance, students may apply to transfer up to three, 3-credit courses (maximum of nine credits) into the program.

Transfer courses must:
- Be classified as graduate level.
- Be worth 3 credits.
- Have been taken within five years of application.
- Have been completed with a grade of "B" or better.
- Be equivalent to one of the required program courses or an elective course that meets the goals of the student's education.
- Not have been applied toward any other degree.

Graduate Programs in Education:

Master of Science in Education: Upon acceptance, students may apply to transfer up to two, 3-credit courses (maximum of six credits) into the program.

Transfer courses must:
- Be classified as graduate level.
- Be worth 3 credits.
- Have been taken within five years of application.
- Have been completed with a grade of "B" or better.
- Be equivalent to one of the required program courses or an elective course that meets the goals of the student's education.
- Not have been applied toward any other degree.

NO transfer credit will be accepted into the Master of Science in Education – Reading Specialist/Literacy Coach Track or any other program leading to State of Maine certification.

Post-Master's Certificate: Transfer credit is not accepted by the Post-Master's Certificate program.

Certificate of Advanced Graduate Studies: Transfer credit is not accepted by the CAGS program.

Doctor of Education in Educational Leadership: Upon acceptance, students may apply to transfer up to two, 3-credit courses (maximum of six credits) into the program.

Transfer courses must:
- Be classified as graduate level.
- Be worth 3 credits.
- Have been taken within five years of application.
- Have been completed with a grade of "B" or better.
- Be equivalent to one of the required program courses or an elective course that meets the goals of the student's education.
- Not have been applied toward any other degree.

Graduate Programs in Health Informatics:

Graduate Certificate in Health Informatics Program: Upon acceptance, students may apply to transfer up to two, 3-credit courses (maximum of six credits) into the program.

Master of Science in Health Informatics Program: Upon acceptance, students may apply to transfer up to three, 3-credit courses (maximum of nine credits) into the program.

Transfer courses must:
- Be classified as graduate level.
- Have been taken within five years of application.
- Have been completed with a grade of "B" or better.
- Be equivalent to one of the required program courses or an elective course that meets the goals of the student's health informatics education.
- Not have been applied toward any other degree.

Individuals who earned a Graduate Certificate in Health Informatics from the University of New England within the last five years may apply for admission to the Master of Science in Health Informatics program and request that all courses be accepted. Current certificate students, who are in good standing, may apply to the Master of Science in Health Informatics program at any time during the certificate program by requesting a "change of major" with their Student Support Specialist.

Graduate Programs in Public Health:

Graduate Certificate in Public Health Program: Upon acceptance, students may apply to transfer up to two, 3-credit courses (maximum of six credits) into the program.

Master of Public Health Program: Upon acceptance, students may apply to transfer up to three, 3-credit courses (maximum of nine credits) into the program.

Transfer courses must:
- Be classified as graduate level.
- Have been taken within five years of application.

- Be from a CEPH accredited program.
- Have been completed with a grade of "B" or better.
- Be equivalent to one of the required program courses or an elective course that meets the goals of the student's public health education.
- Not have been applied toward any other degree.

Individuals who earned a Graduate Certificate in Public Health from the University of New England within the last five years may apply for admission to the MPH program and request that all courses be accepted. Current GCPH students, who are in good standing, may apply to the MPH program at any time during the certificate program by requesting a "change of major" with their Student Support Specialist.

Graduate Program in Social Work:

Upon acceptance, students may apply to transfer up to three, 3-credit courses (maximum of nine credits) into the program.

Transfer courses must:
- Be classified as graduate level.
- Have been taken within seven years of application.
- Have been completed with a grade of "B" or better (P/F courses will not be accepted).
- Be equivalent to one of the required program courses.
- Not have been applied toward any other degree.

Consideration of transfer credit beyond nine (9) credits and 7-year matriculation may be considered on a case-by-case basis at the time of admission to the college.

Advanced Standing
Qualified graduates of BSW programs accredited by the Council on Social Work Education may be considered for Advanced Standing under the following conditions:

1. Graduation from a CSWE accredited BSW program within seven (7) years of enrollment in the Master of Social Work is preferred; exceptions may be made on a case-by-case basis depending on work experience and the quality of the application materials.
2. It is strongly preferred that Advanced Standing applicants have received a "B" or better in all BSW courses.
3. Evidence of employment or volunteer experience working with people in a human service environment.
4. Three letters of reference are required: (1) one reference that speaks to applicant's academic ability within the BSW program; (2) one reference letter from a supervisor/instructor from the BSW internship/field site; (3) an additional academic or professional reference from someone acting in a supervisory role.

5. Field Evaluations must be submitted, documenting the grade and hours completed in the BSW field placement. If the applicant's BSW program is not able to supply the original Field Evaluations, a letter must be provided confirming that the student received a passing grade and the number of field hours documented.

6. Advanced Standing online students will take SSWO 526 during their first semester in the program.

COURSE WAIVERS

Waivers of required courses are granted when graduate courses have been taken elsewhere which equal or parallel UNE equivalent course content. Students requesting a waiver must petition the College of Graduate and Professional Studies in writing, submitting a transcript with a grade of "B" or better for relevant courses, and course syllabi.

Note: Waivers are not the same as transfer credits; waivers result in students being able to take other courses in the curriculum to replace approved waivers.

Experiential Learning

Experiential learning is highly valued by the College of Graduate and Professional Studies. Many courses within the College feature experiential-learning components. However, no credit will be awarded to students for purely experiential learning experiences undertaken in lieu of coursework.

Staff and Faculty Roles and Activities

Student Support Specialist Role and Activities

All students in the College of Graduate and Professional Studies are assigned to a Student Support Specialist who helps guide the student from the first course through graduation. Any student who does not know his or her Student Support Specialist should visit success.une.edu and contact the Student Support Specialist listed for his/her program or course.

The Student Support Specialist is the primary contact person throughout a student's education and assists the student in a variety of ways, including:

- Monitoring course performance and providing assistance or guidance when needed.
- Assisting with student orientation, course selection and registration, course materials, billing and navigating the online courses.
- Communicating vital course information (such as textbook details) and posting announcements about course or schedule revisions.

A student should contact his/her Student Support Specialist for the following issues:

- Course registration
- Withdrawing from a course
- Change of address, phone, or email
- Non-receipt of course materials
- Difficulty contacting a faculty member
- Assistance with academic petitions
- Difficulty navigating the course site or using course tools
- General course information

The Student Support Specialist is responsible for the following activities:

- Monitoring academic performance
- Assisting in solving academic planning problems
- Clarifying academic policies and procedures (e.g. leave of absence)
- Answering questions regarding program requirements along with general university questions.
- Acting as a concierge to connect students with university resources when students experience unexpected life events that may interfere with participation or progress in a course.

Academic Program Director Role and Activities

The Academic Program Director is responsible for the ongoing development and implementation of a specific program and the academic experience of the program's students.

The Academic Program Director is responsible for the following activities:

- Advising students about career goals and plans
- Advising students on academic concentration choices
- Supervising the faculty and curriculum of the program

Faculty Role and Activities

Faculty who teach for the College of Graduate and Professional Studies are committed to a high standard of academic quality and integrity, and facilitate educational experiences that are engaging and collaborative.

Faculty members are responsible for the following activities:

- Clearly communicating course outcomes, grading guidelines, due dates for grades, and expectations of students
- Providing timely and substantive feedback in the electronic classroom and to all student assignments and final products

- Signing into the course daily (minimally five out of seven days)
- Leading and facilitating student discussions as needed to keep the dialogue on topic and promote meaningful learning and critical thinking.
- Being present in the discussion boards a minimum of five out of seven days
- Returning assignments and other grading items (discussion boards, participation, etc.) to students within three days of the assignment due date, providing substantive feedback on student performance. Feedback can be delivered as comments within the submitted student work, or via the feedback feature in the gradebook.
- Responding to emails (and Course Message section of the course) sent by students within 24 hours
- Posting announcements to communicate or clarify expectations
- Hosting office hours with a minimum of one hour per week
- Directing students to their support services specialist as needed and follow up with support to at-risk students
- Submitting final grades by indicated due date

Students should contact faculty members for the following issues:
- Difficulty understanding the course material
- Grade clarification
- Clarity on specific assignments and expectations
- Unexpected life events that may interfere with participation or progress in the course

Student Resources

Resources through the Student Portal

Students are able to access a variety of academic resources such as the library, bookstore, and career services through the student portal.

Success.une.edu

Financial Assistance

The Student Financial Services team at the University of New England understands that financing a college education is often a demanding part of the process. Comprised of both the Financial Aid and Student Accounts offices, Student Financial Services helps students discover the financial means to achieve their educational goals.

http://www.une.edu/sfs/online

Student Access Center

The Student Access Center works to ensure that the University promotes respect for individual differences and that no person who meets the academic and technical standards needed for admission and continued enrollment at UNE is denied benefits or subjected to discrimination due to

a disability. Toward this end, and in conjunction with federal and state laws, the University provides reasonable accommodations for qualified students.

www.une.edu/student-access-center

Student Academic Success Center

The Student Academic Success Center (SASC) provides a broad array of programming to assist students with meeting the University's academic standards and attaining their personal educational goals. Services include developmental coursework in writing and mathematics, writing support, and undergraduate content area tutoring by peer and professional tutors. A Learning Specialist is available to meet by phone appointment with students to discuss note-taking skills, active reading skills, time-management skills, and test-taking skills. The Learning Specialist administers and interprets Learning Style Inventories, identifies study skills in accordance with each student's learning style and his/her specific course demands, and helps the student develop a personal learning plan. In addition, SASC professionals offer a variety of workshops and classroom presentations, including discipline-specific study strategies and preparation for national exams such as the PRAXIS, CCNA, NCLEX, NBDH, NBCOT, and COMLEX. SASC also maintains a library of exam preparation guides (MCAT, GRE), handouts on preparing bibliographies, and other references for student use.

The Student Academic Success Center is responsible for the following student support activities:
- Helping with writing skill for assigned papers
- Improving reading strategies
- Becoming comfortable with learning in the online environment
- Understanding learning styles
- Preparing for licensing and other kinds of exams

Students should contact the Student Academic Success Center with the following types of questions:
- How can I manage all the reading assigned in this course?
- How do I read for information? To memorize material? To research a paper?
- How do I format an assigned paper?
- How do I get started with a writing assignment?
- How do I participate confidently in online discussions?
- What is my learning style and how does it influence me as a learner and as a professional service provider to my clients?

Please reach out to your Student Support Specialist to be referred to the appropriate Learning Specialist or visit www.une.edu/studentlife/portland/sasc

Please note that services from the Student Academic Success Center are not available to students taking individual courses within the Science Prerequisites for the Health Professions program to due to their non-matriculating status.

Academic Standards

Academic Integrity Policy

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

Academic dishonesty includes, but is not limited to the following:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information.
2. Fabrication or falsification of data, results, or sources for papers or reports.
3. Action which destroys or alters the work of another student.
4. Multiple submission of the same paper or report for assignments in more than one course without permission of each instructor.
5. Plagiarism, the appropriation of records, research, materials, ideas, or the language of other persons or writers and the submission of them as one's own.

Charges of academic dishonesty will be reviewed by the Program Director. Penalties for students found responsible for violations may depend upon the seriousness and circumstances of the violation, the degree of premeditation involved, and/or the student's previous record of violations. Appeal of a decision may be made to the Dean whose decision will be final. Student appeals will take place through the grievance process outlined in this handbook.

www.une.edu/studentlife/plagiarism

Course Participation

Courses within the College of Graduate and Professional Studies are demanding and exacting. Students are expected to be present in course discussions and group activities, prepared for class, and actively engaged as evidenced by critical thinking and meaningful participation. Students are expected to schedule their personal and/or professional obligations and their course registrations so as to maintain continuous and complete participation throughout courses. Any absence from course activities will impede learning. However, circumstances may arise that cause students to be absent from active course participation on either a preplanned or an emergency basis.

Active course participation is defined as engaged participation in group activities and fulfilling discussion requirements within the published timeline and submitting assignments within the published timeline. **Absence is defined as lacking engaged participation in group activities**

and not fulfilling discussion requirements within the published timeline and/or not submitting assignments within the published timeline.

Both preplanned and emergency "absences" are to be kept to a minimum and should not exceed, cumulatively, 10% of the assignments in a course. Exceeding this limit may result in grade reduction for the course or failing the course. Students are to make arrangements in advance of the "absence" with the instructor for submission of assignments and discussion participation, in accordance with specifications communicated in the course syllabus. An emergency "absence" is one that students do not know about in advance and often involves situations such as health issues. In this case, students are to notify the instructor as soon as possible and make arrangements for submission of assignments and discussion participation in accordance with specifications communicated in the course syllabus.

Students should also remain in contact with their Student Support Specialist and notify him/her of any situations which are preventing participation in a course.

Student Engagement via Participation in Online Discussion

The College of Graduate and Professional Studies (CGPS) recognizes that online discussion can serve diverse curricular and instructional purposes and that student dialogue is an essential part of the learning process. CGPS courses require consistent, substantive, and timely participation in and contributions to online discussion as described and required in each course syllabus. Students are expected to post online as described in syllabi and discussion prompts. Although the pedagogy may vary from week to week within a course, depending upon the instructional objectives, and from course to course depending upon the educational outcomes to be achieved, the college in general suggests that students' discussion is enhanced and learning strengthened when postings and discussion are substantive and distributed throughout the week.

Failure to post with the expected timeliness, quantity, quality, and frequency of postings as stated in the syllabus, discussion descriptions, and other course materials may result in grade reduction for the discussion. Students should read each syllabus and discussion prompt carefully, as posting requirements may vary across and within courses in order to meet learning goals.

Late Policy

Assignments: Late assignments will be accepted up to three days late; however, there is a 10% grade reduction (from the total points) for the late submission. After three days, the assignment will not be accepted. No assignments will be accepted after the course ends.

Discussion posts: If the initial post is submitted late, but still within the discussion board week, there will be a 10% grade reduction from the total discussion grade. Any posts submitted after the end of the Discussion Board week will not be graded.

Students are encouraged to make every effort ahead of time to contact their instructor and their student support specialist if they are not able to meet an assignment deadline. Arrangements for extenuating circumstances may be considered by faculty.

Any exceptions to the above late policy will be noted on the syllabus.

College of Graduate and Professional Studies Grading Scale

Grade	Grade Point	Grade Point Average (GPA)
A	94-100	4.00
A-	90-93	3.75
B+	87-89	3.50
B	84-86	3.00
B-	80-83	2.75
C+	77-79	2.50
C	74-76	2.00
C-	70-73	1.75
D	64-69	1.00
F	00-63	0.00

Minimum Grade Point Average

Matriculated graduate students must maintain a cumulative GPA of 3.0 (B) or better. Failure to do so will result in academic probation and possible termination from the program. Any student receiving a grade below B- on any individual course has failed that course must re-enroll and repeat the course to achieve a grade of B- or better. Students receiving a grade of F in any course will be immediately placed on academic probation. Any student who receives a grade of F in two or more courses is dismissed from the program.

Students enrolled in the Science Prerequisites for the Health Professions who fail or withdraw from a course can re-enroll during the following semester subject to program approval. The student should reach out to his or her Student Support Specialist to begin the approval process.

Student Progression Standards

General Satisfactory Academic Progress Policy

The University of New England is required by federal law to regularly monitor a student's academic progress. The standards of Satisfactory Academic Progress (SAP) measure a student's performance in three areas:

1. Completion Rate
2. Cumulative Grade Point Average (GPA)
3. Maximum Time Frame.

The SAP policies apply to all financial aid programs. Students who are not successfully meeting all SAP requirements risk losing financial aid. SAP is reviewed at the end of each semester, and students failing to meet requirements will be notified and placed on Financial Aid Probation for the following semester. During the probationary semester, students will continue to receive financial aid. At the conclusion of the probationary semester, if students are still not meeting SAP requirements, financial aid will be suspended until all SAP requirements are successfully met.

Maximum Timeframe Warning

When students' academic records indicate that they have attempted more than 125% of their degree or certificate credit hour requirements, they will receive a warning that they are approaching the Maximum Timeframe. Students remain eligible for federal financial aid during that time but may want to plan coursework accordingly to complete their degree within the Maximum Timeframe. Students who exceed the Maximum Timeframe before finishing studies become ineligible for federal financial assistance but may continue studies and complete their programs under their own funding.

1. Completion rate

A student must pass a minimum of 67 % percent of the total attempted credits. This is measured by comparing the number of attempted credit hours to the earned credit hours.

2. Cumulative grade point average (GPA)
Students must maintain a cumulative grade point average of 3.0.

3. Maximum time frame

A student cannot attempt more than 150% of the normal credits required for their degree or certificate program.

The following are considered when evaluating a student's satisfactory academic progress:

- Withdrawals, incompletes, and failures are considered attempted but not earned hours.
- Passing credits received for pass/fail courses are considered attempted and earned credits; failing grades in pass/fail courses are considered attempted but not earned.
- Repeated courses and courses for which the student has been granted academic amnesty are included in the calculation of both attempted and earned hours.
- Audited courses are not considered credits attempted or earned.
- Remedial courses are included in the calculation of both attempted and earned hours.
- A Leave of Absence (LOA) period is considered as a part of the time allotted to complete an academic program.

Please refer to the University of New England catalog for the published maximum length of each graduate program.

Independent Study

Independent Study courses are credit bearing learning experiences available to matriculated students and are completed within a specified time period. Please note that such arrangements are to be rare and should be utilized in unusual cases. They must be selected and approved by the Program Director in advance of the term and before finalization with a student. A student must meet with his or her Student Support Specialist and, if deemed appropriate, the student must petition the Program Director with the details of the circumstances. If approved, the Program Director will contact an appropriate faculty member with the details of the arrangement including compensation. Details regarding the course expectations, beginning and ending dates, number of meetings and grading expectations are required.

The following policies apply:
- The intent of an independent study is to examine an emerging issue or topic rather than to replace content already covered in existing courses.
- Faculty must be selected and approved by the Program Director and will be hired by the College of Graduate and Professional Studies.
- Independent studies are for courses not available in a given term schedule. Requests for a course that is being offered during the semester in which the request is made will be granted only under extenuating circumstances.

- Withdrawals and incompletes are subject to the same policies as regular courses.
- Students may not exceed 6 credits of independent study coursework during the length of their program.
- For graduating students, independent studies must be completed no later than the last day of the final term.

Once the independent study is approved, the Program Director connects the student with the faculty member via email. All independent study courses will follow the program's grading scale.

Audit Policy

Courses within the Science Prerequisites for the Health Professions are not available for audit.

A student may, with prior consent of the Program Director or designee, enroll in a course for an audit grade (AU). This must be requested at the time of registration for the course and must be accompanied by signed approval of the instructor and Program Director or designee. This applies to both matriculated and non-matriculated students. Reversal or change of an audit grade is not possible. Once enrolled for AU the grade becomes permanent on a student's academic record. The student who wishes later to be graded for such a course must re-enroll in and pay for graded credit. In auditing a course, the student is expected to complete all lectures and discussion boards, but is not permitted to submit course work for evaluation, take examinations, receive grades, or earn credit. Auditing a course does not count toward enrollment status (i.e. part-time, full-time, etc.) and therefore cannot be considered for financial aid purposes, veteran's benefits, etc.

Leave of Absence

Matriculated students must enroll and successfully complete at least one course per term. A leave of absence (LOA) for a specified period of time, not to exceed one academic year, may be granted to a matriculated student with the authorization of the Dean and the Program Director or designee. If not enrolled for one full term, students must contact their Student Support Specialist and complete the required Request for Leave of Absence form available from Registration Services. Application for readmission is not necessary if the student returns as planned. However, the student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. Policy on leave of absence tuition credit is located in the Financial Aid section of the University catalog located at *www.une.edu/sfs/online.*

The LOA period is considered as part of the time allotted to complete the academic program. *Note: It is the responsibility of the student to contact the office of the Program Director to indicate a change of plans.*

Medical Leave of Absence
In the event that a leave of absence is taken due to medical reasons, a doctor's note may be required in order to return to active standing within your program.

Adding, Dropping, and Withdrawing from Courses

- **The last day permissible for matriculating graduate students to add or drop a course without financial penalty is the second day of class.**

- **The last day permissible for non-matriculating SPHP students to add or drop a course without financial penalty is the first day of class.**

- **SPHP students do not receive a refund after the first week of the course.**

- **SPHP students cannot withdraw after they have taken the final exam or have completed the course.**

Students who withdraw from a course must do so in writing and must attach a withdrawal form (SPHP students must use their UNE email account to request the withdrawal). Matriculated students will receive a partial refund if they withdraw from a course within the first or second week. Be aware that no portion of the tuition will be refunded after the second week of the course. Matriculated students who have not participated in the course by the end of the second week will be administratively withdrawn from the course and will not receive a tuition refund.

Email requests for withdrawals must be submitted from a student's UNE e-mail to be considered.

Non-matriculating students who withdraw will receive a grade of "W." Matriculating students who withdraw after completing more than 2/3 of a course will receive a grade of "WF" (withdrawn failing) or "WP" (withdrawn passing), based on the instructor's assessment of the student's current standing in the course. A "WF" is calculated as an "F" in the student's GPA. Upon successful completion of the course, the new grade will be used to calculate the GPA. Students will be dismissed from their program after two failing grades (including a "WF").

University Withdrawal

All matriculated students who wish to withdraw from the University must complete notification documentation available from Registration Services. Documentation must be signed by designated academic and administrative authorities.

Tuition Refund Policy

Final determination of any tuition refunds will be made by the University.

Incomplete Grades

Students are expected to complete all course work by the appointed end date of the course. Under extenuating circumstances a student may petition the course instructor **in writing**, for an Incomplete (I) grade. The petition must include an expected date of course completion and any other conditions stipulated by the instructor. **An incomplete may not be granted without consultation with the Program Director.** The I grade must be changed within the time limit imposed by the course instructor, but no more than four weeks following the end of the course. Failure to complete the work within the time period imposed by the instructor will result in an administrative F for the course. In exceptional circumstances an additional extension may be requested. Any such request must be reviewed and signed by the College Dean.

Graduation

Candidates must fulfill all program requirements and are required to earn a minimum cumulative GPA of 3.0 to be eligible to graduate. All students must file an Application to Graduate with the registrar's office via U-Online. Please access the following link for complete instructions and the answers to frequently asked questions:

www.une.edu/registrar/graduation

E-mail Policy

The University of New England provides every student with an e-mail account and a Blackboard user ID and password for the delivery of course materials while they are enrolled in CGPS courses. The e-mail account (@une.edu) is recognized as the official means of communicating with students for all UNE correspondence including, but not limited to, announcements, list-servers, course-instructor evaluations, online grading, emergency response, and other systems as developed.

Students are responsible to review e-mail messages on a regular basis. If a student elects to have correspondence from his/her UNE e-mail forwarded to another e-mail account, it is his/her responsibility to ensure he/she is receiving all forwarded documents and information. A student is responsible for all University and CGPS information or correspondence provided via his/her UNE e-mail account. Faculty and staff members will not make provisions or accommodations for a student if he/she misses University or CGPS information because s/he did not read email messages or the message was forwarded to another e-mail account. Blackboard software is used for instruction. **While classes are being delivered via Blackboard, students should check their Blackboard website for course messages or other correspondence on a daily basis.**

E-mail communications are subject to all applicable university policies.

Code of Professional Conduct

The College of Graduate and Professional Studies (CGPS) is committed to promoting in all students a sense of professionalism; students are expected to exhibit the highest standards of professional conduct, avoiding impropriety or the appearance of impropriety.

The Code of Professional Conduct exists to promote honorable conduct on the part of all students in the college and instill in students a life-long commitment to the principles embodied within the code. Its purpose is to create an environment where honesty, integrity and respect are rewarded and unethical, dishonest or disrespectful behaviors are prevented, deterred, or do not exist. The credibility of any professional is based on the high degree of trust accorded by the individuals he or she serves. College work is geared to prepare students to enter their respective professions and have a unique, particular obligation to conduct themselves at all times in a manner that reflects honesty, integrity and respect for others.

Responsibility for success of the Code of Professional Conduct lies principally with the individual student as well as with the collective academic community of students, faculty, and staff. Ultimately, the value of the code depends on students monitoring their own behavior and discouraging violations of the code.

No set of policies or procedures can anticipate every issue or situation, and circumstances may, at times, require alterations or adaptations. What follows are the general policies that will govern these situations routinely while maintaining the College's commitment to these policies and to applying them fairly. The College of Graduate and Professional Studies does, however, reserve the right to modify policies and/or procedures at any time as may be necessary.

A student enrolled in the College of Graduate and Professional Studies is expected to demonstrate professional behavior and conduct by:

- Behaving in a responsible, reliable and dependable manner -- e.g. to manage time well; be on time for assignments, meetings, and appointments; to plan ahead and to follow through with commitments; to cooperate with person(s) in charge of programs; and to take responsibility for absences or missed assignments.

- Demonstrating personal integrity, honesty, and self-discipline – e.g. to be consistent and truthful, to show appropriate personal control, to take on tasks that he/she can manage; to be honest in reports and self-evaluations.

- Projecting a professional image in manner, interpersonal relationships, and writings, including social media, that is consistent with the profession's accepted contemporary standards.

- Recognizing his/her personal limitations and biases, whether they are intellectual, physical or emotional; to strive to correct them (e.g. overcome negative behaviors such as procrastination); to learn to be a team member; to adapt to new situations; and to avoid discriminatory conduct or speech.

- Demonstrating the professional and emotional maturity to manage tensions and conflicts which occur among professional, personal, and family responsibilities. e.g. to meet with supposed antagonists to resolve misunderstandings; to get needed help from faculty, student support, tutors, learning assistance professionals and other qualified persons; to show ability to prioritize appropriately one's personal, professional, and academic expectations and activities; to accept decisions of persons of authority at the CGPS and UNE as well as in the professional environment.

- Demonstrating the ability to exercise sound judgment and to function under pressure – e.g. to request help when needed and to avoid endangering others; to remain focused on the task at hand; to remember that as a student he/she represents CGPS to the greater community at large.

- Demonstrating the ability to self-assess, to continually learn and to learn from mistakes and failures and to heed admonitions and warnings from faculty and administrators (or their staff representatives) of CGPS and from preceptors – e.g. to be responsive to feedback and constructive criticism regarding professional behavior and attitude; and, to understand the seriousness of academic and disciplinary warnings.

- Demonstrating compassion and respect toward others – e.g. to be respectful of others; to work cooperatively with differences and diversity in personalities and in cultural backgrounds as well as with differences in social and in economic status; and, to respect the privacy, confidentiality and individual choice of others.

- Demonstrating respectful behavior at all times toward the faculty, staff, and students

- Respecting individuals from diverse backgrounds as a part of a university education. Prejudices against individuals because of race, ethnic or cultural background, gender, disability or other personal characteristics will not be tolerated.

- Displaying mature judgment and abiding by the reasonable decisions communicated by faculty and staff. Profane language or disrespectful behavior by students is unacceptable. Misunderstandings, changes in curricula or mistakes in administrative aspects of the program will occur from time to time. Appropriate mechanisms exist to communicate student concerns about the operation of the college through the program administration, faculty members, and college administrators.

These standards are taken very seriously and evaluated regularly. *Failure to abide by these standards may result in academic warning, prescribed or proscribed actions, probation, or dismissal from the student's program.*

Adapted from UNE's College of Pharmacy handbook

Etiquette

The College of Graduate and Professional Studies seeks to foster a positive and supportive learning environment for all students so they may attain their educational goals. Active, yet respectful, discourse is encouraged in all courses and in any other forum.   Online learning is a form of social interaction and, as such, has its own rules for interacting with others. This guide is intended to be an overview of appropriate etiquette for interaction in this online environment.

A key distinguishing feature of an online course is that communication occurs primarily via the written word. Because of this, the body language, voice intonation, and instantaneous listener feedback of the traditional classroom are absent. These differences need to be taken into consideration both when posting to a discussion and when reading the posts of others. Keep in mind the following points:

- Respect others and their opinions. In online learning, students from various backgrounds come together to learn. It is important to respect their feelings and opinions though they may differ from your own.
- Tone down your language. Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points.
- In general, avoid humor and sarcasm. These frequently depend either on facial or tone-of-voice clues absent in text communication.
- Be aware that the thoughts and ideas that you post on the discussion board are public. Make sure you are sensitive to those who may read your comments when talking about your work environment or coworkers.
- Use proper spelling, grammar, capitalization, and punctuation. Do not use ALL CAPITAL LETTERS because this is equivalent to SHOUTING! Acronyms and emoticons can make your message difficult to read.
- Cite all references used. Students are required to use proper citations in all contributed work.
- Refer to and follow the Discussion Board Rubric provided by the instructor in the course syllabus for participation and contribution requirements.
- Be concise and ensure that all of your responses remain on topic.
- Test for clarity. Messages may appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to the reader. One way to test for clarity is to read your message aloud to see if it is comprehendible.

Social Media Guidelines

The blending of public and private communications is a new reality. While many would like to think that personal accounts are private, it is hard for others to distinguish the difference between online personal and professional opinions. As members of the University of New England community, what students do and say reflects directly on the institution, including activity on social media.

It is important to remember this when posting content online in personal accounts. Remember that social media is not private; no matter how strict one may be with privacy settings. Students should maintain the highest level of professionalism and should keep in mind that any post may eventually be seen by coworkers, bosses, friends, family, faculty, program and university administration, and even future employers.

Students should be aware that most graduate programs in the College of Graduate and Professional Studies are guided by national professional associations that adhere to a specific Code of Ethics. Students should use their program's Code of Ethics to guide their communication on social media sites.

Use of these social networking sites can have legal ramifications. Comments made regarding interaction with patients or clients or that portray you or a colleague in an unprofessional manner can be used in court or other disciplinary proceedings. Anything you write in an e-mail, text, tweet, or on social media sites is stored electronically, out of your control and can be copied or distributed without your prior knowledge, or subpoenaed for legal cause.

Under no circumstances should photos of patient or clients be displayed online. Remember, even if you have permission, such photos may be downloadable and forwarded by others. Online discussions of specific patents or clients should be avoided, even if all identifying information is excluded. Discussion, specifically calling out your peers, instructors, and administrators can be taken out of context, cause confusion, and provide fodder for gossip and misinformation. This, too, is a reflection of how you conduct yourself in the professional arena and is not consistent with college policy.

Please remember that a student's online activity may be subject to other UNE policies, including but not limited to the following:

- Student Code of Conduct
- Nondiscrimination, harassment, and bullying policies
- Information security policies
- Acceptable use policies

Petition and Grievance Processes

The College of Graduate and Professional Studies provides avenues for students to voice their concerns through clearly defined channels depending upon the level and nature of the complaint. Student petitions fall into one of two categories:

> 1.) academic*
> 2.) professional behavior

Petitions are resolved at the program level. Prior to pursuing a complaint, students are required to communicate with the faculty member or other parties involved in an attempt to resolve the issue.

*A petition for a grade change may only be filed in instances where a student disagrees with the faculty evaluation due to:
- Arithmetic or clerical error
- Arbitrariness

Barring the above categories, the academic judgment used in determining the merits of the grade is not reviewable.

Petition Process

Student concerns and complaints should be approached in the following manner:

1. The student must try to resolve the issue with the faculty within five business days of the initial event. If the student is unsatisfied with the result, s/he must contact his/her Student Support Specialist (for the matter being petitioned) within five business days of the communication with the faculty member.

2. The Student Support Specialist will facilitate the petition process and will provide the student with the necessary petition form to complete. The completed petition must include a clear statement of the student's requested action, a summary of the conversation(s) with faculty or other involved parties, and appropriate supporting materials (including any items that provide relevant history or context of the issue).

3. The student must return the completed petition to Student Support no later than five business days after the petition process has been initiated as referenced in step 2 above. The petition will be sent to Program Leadership by the Student Support Specialist.

4. Program Leadership will review each petition and may contact the student, instructor, Student Support Specialist, or other university personnel should additional information be

necessary or helpful before rendering a decision. Depending upon the nature of the petition, students may be prevented from registering for a subsequent session or term until the petition is resolved. Decisions will be communicated to the student and Student Support Specialist through UNE email by Program Leadership within seven business days of receipt of the petition. The Student Support Specialist will record the decision in the student's record.

Grievance Process

Opposition to Program Leadership decisions regarding petitions may be presented in the form of a grievance to the Dean of the College of Graduate and Professional Studies. Grievances can only follow a petition and will be accepted **only in cases where there has been a procedural violation or a demonstrable mistake of fact**. A written grievance must be submitted to the Dean of the College of Graduate and Professional Studies within five business days of written notification of the program decision. The grievance should succinctly state all facts relevant to **procedural violations or factual errors**.

1. If the student believes there has been a procedural violation or mistake of fact in the rendering of the Program Leadership decision on a student petition, the student should contact his/her Student Support Specialist to discuss the grievance process.

2. The Student Support Specialist will facilitate the grievance process and will provide the student with explanations of what information should be submitted for the Dean of CGPS to review in relation to the grievance.

3. As referenced above, the student must return the materials related to a grievance Student Support no later than five business days after the academic decision has been rendered. The materials will be sent to the Dean's office by the Student Support Specialist.

4. Upon receipt of the grievance, the Dean will appoint an Ad Hoc Appeals Committee comprised of the Dean or Designee, an unbiased Faculty member from the program, and a member of the executive committee of CGPS Faculty. The student will present the grievance to the Appeals Committee via phone or web meeting within 10 business days of the appointment of the Appeals Committee. The Appeals Committee will review the grievance and supporting documentation.

In presenting to the Appeals Committee, the student should provide an overview of the issue and introduce material of a substantiating nature; the Committee may request additional information from specific sources or individuals. Within 5 business days of the hearing, the Committee will forward to the Dean a summary of the grievance and its recommendations for resolving the grievance. Depending upon the nature of the grievance, students may be prevented from registering for a subsequent session or term until the grievance is resolved.   The Dean, while taking the committee's recommendation into consideration, will render the decision on the grievance. The

Dean's decision will be communicated via writing to the student and program within 7 business days of receipt of the Committee's report. The decision by the Dean is final.

Technical Support

Technical Requirements

Required
- Supported operating systems for Microsoft® Windows® and Apple® Mac OS®: Click Here
- Students are required to have an application that can output .docx file formats (e.g. Microsoft Word, Google Docs, Apple Pages), and slide presentation (e.g. PowerPoint, Keynote)
- Access to reliable Internet speeds of 1.5 Mbs download and upload; basic broadband (4 Mbs) recommended
- Computer with processor equal or superior to 2008's Intel Core 2 Duo with 2.4 Ghz processing speed. Note: Newer processors can have a slower Ghz speed and still be more powerful than the one listed above; this particular processor is listed more for its date of development than for its speed. A good rule of thumb is that your processor should be less than 6 years old at any point in time during your student experience.
- Minimum 2 GB of RAM
- Internal or external speakers & webcam or camcorder
- SPHP students require internal or external speakers, webcam, and smart phone, tablet, or camera
- Headset with microphone
- Adobe Reader, or another PDF viewer to view PDF files: Click Here
- Adobe Flash Player to view videos: Click Here
- QuickTime: Click Here

Computer Set-up and Important Utilities
- **Certified Web Browsers:** Most technical problems inside a Blackboard (Bb) course are due to the wrong version of a web browser or not having the latest version of Java installed on your computer. UNE monitors the list of certified browsers on a regular basis. Important: **Install two (2) different web browsers.** Why two? One web browser may not allow a certain function in Bb to operate properly while another web browser allows that same function to run properly (e. g., link to a journal article, video, discussion thread). **We do not recommend Internet Explorer**.
- **Java**: The latest version of Java must be installed; most glitches inside of Bb are resolved when the latest version of Java is installed. Check for Java updates on a regular basis. For Windows users: Download the latest version of Java: http://java.com/en/ (remove older versions). Check regularly for the latest version. For Mac users: Apple supplies their own version of Java and will send updates automatically. Check weekly for Java software updates from the Apple icon (top-left).
- **Enable Cookies from third parties** (this should already be enabled by default on all supported browsers). Depending on which browser you are using, find option for "cookies"

under Tools/Options or Preferences. This will be especially important for third party content, like SafeAssign and YouTube.

- **Disable (turn-off) Pop-up Blockers**. Do not turn on the pop-up blocker. Bb needs pop-up windows to run properly, i.e., threaded discussions, download links, and other tools.
- **Required Plug-ins:** Third party plug-ins, such as Adobe Flash, Windows Media Player, Realplayer, and others may be required to view certain content within your course. If these applications are needed, a notification and link should pop-up with a message to install a new plug-in. Only install trusted plug-ins that are necessary for the course work as malicious plug-ins can harm a computer.
- Clearing cache (in response to problems, this is often a reliable fix): https://kb.iu.edu/d/ahic

Mobile Devices:
- You may use mobile devices with the understanding that certain features are not available through the mobile interface. Some of those features may include uploading files and recording using Video Everywhere. You may be able to read, view documents and watch most videos.
- For Blackboard Collaborate on Mobile Devices (not a full-featured app): http://www.blackboard.com/Platforms/Collaborate/Products/Blackboard-Collaborate/Mobile-Collaboration.aspx

Technical Requirements for Science Prerequisites for Health Professions

In order for SPHP students to have the best experience possible, below are necessary specifications:

	Mac	Windows
Operating System	OSX 10.10 or later	Microsoft Windows 7 or later
Processor	2.4 GHz Intel Core 2 Duo	2.4 GHz Intel Core 2 Duo
Memory	2 GB	2 GB
Hard Drive	4 GB Free Space	4 GB Free Space
Web Browsers Supported	Google Chrome, Safari	Google Chrome

Other requirements include:

- Access to a computer and internet without atypical security settings
- Basic computer proficiency
- Internet speed:
  - 1.5 Mbs upload & download required

- o Basic broadband (4 Mbs) recommended
- o To test your internet speed, go to www.speedtest.net
- Webcam
- Microphone
- Java 7

Not supported at this time:

- Mobile devices and mobile operating systems
- Linux-based operating systems

Helpdesk

Students should notify their Student Support Specialist and instructor in the event of a problem relating to a course. In addition, the IT Help Desk is available any day and any time you need technical assistance. IT Help Desk staff is available to work on "trouble tickets" during normal business hours (Monday - Friday, 7:30 a.m. - 7:00 p.m. E.S.T.).

Phone: (877) 518-4673 **Available 24/7**
Internet (ITHelpDesk): http://www.une.edu/its/
E-mail: helpdesk@une.edu
To access IT Help Desk, you will use your UNE email address and Password.

When placing calls to the IT Help Desk, students will be asked to answer two from four possible questions to help provide proof of identity. These will include D.O.B., Zip Code, PRN, or last four digits of a student's social security number. IT Help Desk representatives do not have access to full SSNs.

- Accessing the IT Help Desk via the web self-service now requires the UNE email address as the username and its associated password.

- When submitting self-service tickets please check the contact number is correct and if necessary provide an alternative contact number.

Helpdesk is responsible for:

- Assisting students having difficulties accessing the course, discussion forums, course email, and submitting/posting assignments, and quizzes online

- Providing support for basic hardware, software, ISP, and Internet browser issues

- Providing software/hardware support for both PCs and MACs

The Helpdesk will attempt to resolve issues immediately; however, some of the highly advanced hardware issues may require additional assistance. If this is the case, the Helpdesk may suggest seeking assistance from the student's local computer repair establishment.