College of Graduate and Professional Studies

UNE Online
UNIVERSITY OF NEW ENGLAND

Faculty Guide
2020-2021

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Welcome Message from the Dean

Dear Faculty,

As Dean of the College, it is my honor and privilege to welcome you to 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) in 2014. The college began with a strong commitment to supporting online students throughout their time with us, as applicants, enrolled students, and alumni.

UNE recognizes that the needs of online faculty and online adult learners are different than those of traditional, on-campus faculty and students. Providing one "home college" for all of our online programs within the College of Graduate and Professional Studies allows the University to ensure that our curriculum, policies, and procedures are established with the online learning community at the core. The leadership and staff of the College understand your needs as online faculty and are striving to foster a supportive, forward-thinking environment to facilitate your success and the success of the online programs.

The College of Graduate and Professional Studies is dedicated to providing you with the opportunity to infuse your courses with the knowledge and skills you have gained in your professional field experience, enriching the curriculum, and providing enhanced learning opportunities for your students. We will continue to ensure the highest level of academic integrity and accreditation standards.

It is my honor and privilege to welcome you into the College of Graduate and Professional Studies here at UNE. As the University of New England moves forward as an innovator in online education, we value the crucial role you play in our students' 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 Commission of Higher Education (NECHE). 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 and is the academic home for all of the university's fully-online programs.

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 their intended audience.

- *Ethical Reasoning and Practice:* Graduates of CGPS programs have a sound understanding of the ethics in their area of expertise. Graduates understand 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.

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

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 technology with multimedia and a variety of learning activities and assessments to meet the needs of all learners. Significant focus is placed on the student experience with collaborative learning communities and professional networking and post-degree career emphasis.

College of Graduate and Professional Studies Academic Model

Instruction in the College of Graduate and Professional Studies is conducted predominantly by part-time faculty. CGPS does not follow a traditional faculty model; instead, the emphasis is placed on a practitioner-scholar faculty model. Our faculty members are professionals in their field and bring to the role of instructor the current application of theory to practice as well as the challenges that they confront in their professional setting. They enable our curriculum development process to be authentic and current.

This model values the knowledge and skills that the faculty bring from their work place and their capacity to share and develop these capacities in our graduate students. Our faculty are passionate lifelong learners. They combine a deep curiosity and commitment to solving problems in their field or area of expertise, with a desire to share their knowledge and ideas with students as they constantly evolve in their own careers. CGPS faculty members have extensive and diverse experiences from the field of practice and research, and faculty integrate their perspectives from the field into the classroom through course discussion and assignments.

CGPS values research, and embraces its importance in educating qualified and competent professionals. The research model used by CGPS is a collaborative one that builds research relationships both within the University of New England (UNE) and with external research partners. A majority of the students in CGPS are working adults who are attracted to a program that offers the real-world perspective they are seeking in their professions. As many of the students in our program are located throughout the world, this requires a research model that extends beyond the University's geographic location. This collaborative research model is different from the more traditional approach, in which each faculty member has both teaching and research responsibilities. Scholar-practitioners bridge the gap between academia and the real-world, blending scholarly research with practical application to solve complex problems in their professions.

Many of our teaching faculty and program administrators engage in research and scholarly activities as part of their professional lives, and CGPS values the many benefits conducting research brings to the students and to the community of professionals in our programs. Faculty members are also encouraged to involve students in their research and scholarly activities when possible. Potential research and scholarly activities are shared with students via e-mail, and students are welcome to participate based on their interests and the research needs. Research can include projects alone, in collaboration with colleagues at UNE, or with outside institutions or agencies.

Faculty who serve as Subject Matter Experts (SMEs), developing course curriculum, are also encouraged to incorporate research-related project-based activities into core, required, and elective courses as an instructional tool to enrich the curricula. Such activities are viewed as a positive way to involve students at all levels in research, especially those who otherwise might not have the opportunity due to their employment status or professional training.

Academic Program Organization and Governance

Each academic program is directed by a program director who is credentialed in that discipline's academic field. In those programs that require field experiences or individuals with other areas of expertise, academic program management will include those positions. To insure robust input from faculty around admission and curriculum content, academic governance is structured within each program. At minimum, each program has three standing committees:

- *Advisory Committee:* The purpose of the advisory committee is to guide and assist program leaders by making recommendations that reflect the needs of industry and the community. Its function is to strengthen the program by providing updates on industry trends and standards and suggesting potential curricular development. The advisory committee offers a forum for program stakeholders to communicate their perspectives and share their expertise.

- *Admissions Committee:* The purpose of the admissions committee is to perform the essential function of evaluating candidates for admission to a program. It is the responsibility of the committee to select students with appropriate academic qualities, attributes, and experiences to allow them to be successful. The committee may also conduct a periodic review of admissions policies and practices and recommend any necessary revisions.

- *Curriculum Committee:* The purpose of the Curriculum Committee is to maintain the quality and integrity of CGPS educational programs. The committee provides guidance and oversight to ensure that all curricula are sound, comprehensive, and responsive to the evolving needs of students, employers, and the community. Courses and programs may be evaluated for their educational content, appropriateness, and value to the students served and the committee is responsible for making recommendations to program leaders for additions and revisions.

Membership in each committee is determined by the program. As a faculty member, you may be asked to participate in a committee.

- *Departmental Faculty Meetings:* Faculty meetings serve as a platform to discuss challenges and successes in the class environment and to support and collaborate with colleagues. These practices can facilitate faculty growth, positively impact student experiences and enhance the quality of educational offerings. Meetings are held each semester (Fall, Spring, and Summer) and all faculty members are strongly encouraged to participate.

Faculty Governance Within CGPS

The faculty at CGPS have a representative governing body, the CGPS Faculty Assembly, which is comprised of full-time CGPS faculty and representatives from each of the academic programs' adjunct faculty members.

The CGPS Faculty Assembly considers academic issues brought forward from both the CGPS adjunct faculty and "Faculty B." The assembly may consider curricular additions, new program development, as well as academic policy and other academic concerns.

In December of each year, program managers will email all adjunct faculty to solicit candidates for nomination. Adjunct representatives seeking nomination will follow the guidelines of each program. Each program will elect one adjunct faculty member to serve as adjunct representative to the CGPS Faculty Assembly for that program.

To stand for election as an adjunct representative to the CGPS Faculty Assembly, an adjunct faculty member must:

- Have taught a minimum of two courses for a CGPS program
- Have been active in a CGPS adjunct position within the last year
- Be in good standing with the CGPS program(s) with which they are affiliated
- Represent only one CGPS program

In addition, adjunct representatives may not have been a full-time or tenured UNE faculty during the three (3) years previous to the role as Program Adjunct Faculty Representative, unless otherwise authorized by the Program Manager.

Adjunct faculty may seek nomination to the CGPS Faculty Assembly only once every three (3) years, unless otherwise authorized by the Program Manager. The representative will receive an honorarium for participation at the discretion of each Program Manager.

For more information about faculty governance within CGPS, please consult the CGPS Bylaws, or contact your program director.

The Academic Team

CGPS recognizes that the needs of online faculty and students are different from traditional, on-campus faculty and students. To meet those needs, CGPS employs a variety of professional and academic staff to support faculty in their teaching, and students in their progression to graduation. This section describes the various supporting staff available to CGPS faculty and students.

Academic Program Director

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
- Hiring and supervising faculty
- Developing curriculum
- Evaluating student petitions
- Evaluating transfer credit
- Accreditation
- Providing course oversight
- Budgetary responsibility

Instructional Designer

The Instructional Designer (ID) has a strong background in pedagogy. S/he works directly with faculty who serve as Subject Matter Experts (SMEs) and academic program directors to develop original courses for CGPS programs. Instructional designers serve as course development project managers and experts in on line learning pedagogy, ensuring that the course incorporates best practices in online education delivery, and addresses the needs of adult learners.

Subject Matter Expert

Faculty Subject Matter Experts are authorities in their field who co-develop original courses with their program director and members of CGPS' instructional design team, ensuring that the course covers key topics, concepts, and knowledge, and is relevant to current professional practice.

Student Service Advisor

All students enrolled in Science Prerequisites courses at the College of Graduate and Professional Studies are supported by a Student Service Advisor assigned to their course. Student service advisors support students from the registration process through course completion. Students may contact their Student Service Advisor, either by clicking the "Contact Student Services" link in the Student Resources tab of the course, or by calling 855-325-0894.

The Student Service Advisor provides students taking courses in the Science Prerequisites program with concierge-type assistance, assisting with course registration, connecting students with appropriate resources, and monitoring students' progression towards completion of their course or courses.

Students are advised to contact their Student Service Advisor 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 Service Advisor is responsible for the following activities:

* Monitoring academic performance progress
* Clarifying academic policies and procedures
* 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

The student service advisor assigned to each course is listed on the course's welcome page, with full contact information. If your students have questions or concerns not related to course content, please refer them to that course's student service advisor.

Student Support Specialist Role and Activities

All students in the College of Graduate and Professional Studies certificate and degree programs are assigned to a Student Support Specialist who helps guide the student from the first course through graduation. Students who do not know who their Student Support Specialist is should visit success.une.edu and contact the Student Support Specialist listed for their 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 non-academic and logistical assistance or guidance when needed
* Assisting with student orientation, course selection and registration, course materials, routing financial questions to the appropriate student financial services staff, and navigating the online courses
* Communicating vital course information, such as textbook details

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

- Guidance on how to be a successful online student

The Student Support Specialist is responsible for the following activities:

- Monitoring academic performance progress
- Assisting in solving academic planning problems
- Clarifying academic policies and procedures (e.g., registration and course planning)
- 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

Before your course begins, you will receive an e-mail from the student support specialist who is supporting students in your course. Please refer students who have questions or concerns not related to course content to the course's student support specialist:

- Tracking down a missing student (or a student who has missed an assignment)
- Referring a student to the Student Academic Success Center
- Identifying risk factors for an under-performing student and then providing support
- Helping students navigate the course site or use course tools

General Employment Information

New Hire Paperwork

Faculty who teach for the University of New England for the first time are required to complete New Hire Paperwork. All forms must be complete and sent to Bonnie Wilson (bwilson10@une.edu) in the Human Resources Department; she will be your primary point of contact when processing these forms.

The New Hire Paperwork includes the following:

Application and attachments
- You must complete the application for our records. You are welcome to attach a copy of your resume, in lieu of filling in the employment record on page two, but you must sign and date at the bottom.
- Please complete the attached authorization for a background check.

Employee Information Sheet:
- This form is for HR purposes only and the information will not be used or distributed for any other means.
- *PRN:* Leave this blank. This will be assigned by Human Resources.
- *Position Title:* Adjunct Faculty, (your academic program i.e., Applied Nutrition, Education, Health Administration and Informatics, Public Health, Science Prerequisites for Health Professions, or Social Work)
- *Department:* Your academic program
- *College:* College of Graduate and Professional Studies
- *Supervisor:* Program Director of your program

- *Location/Primary Office Address:* Innovation Hall
- *Campus:* Portland
- For any space indicating *"start date,"* please enter the date you complete the form

Direct Deposit:
- It is necessary to provide the complete name of the bank or financial institution. The routing number is the first set of numbers on your check and the account number is the second set of numbers
- Payroll will need a voided check attached to your direct deposit form. Please ensure that you have indicated whether it is checking or savings and if you want the net amount or a specific portion deposited.
- If you do not know your PRN yet, do not worry because we will take care of that for you.
- Please make sure that you sign and date the form and print your name on the specified line.

Tax forms:
- This can be tricky when an adjunct faculty member lives out-of-state. Each state can be different in regard to state tax. However, please complete the Maine State Tax form. When you file your taxes, your state will work with you regarding the Maine State Taxes that you paid and either reimburses you the amount of taxes you paid in Maine or pro-rate according to the state in which you reside.
- Please sign and date your Federal and State tax forms and indicate the amount of allowances you wish to claim along with the basic information requested on the form.
- If you are claiming *exempt* for tax purposes, please know you are required to complete new W4 forms annually to continue to file under the exempt status.

Confidentiality Agreement:
- Please read the agreement and complete the bottom portion of the document.

I-9 Form:
- Please complete **Section 1. Employee Information and Attestation**, then sign and date.
- If you are able to come into the UNE Human Resources department on or before your state date, please bring original documents as listed.
- If, however, you are unable to be present in the office of Human Resources, you must bring original document(s) listed to a notary as a trusted, bonded witness, to certify the original document(s) presented in front of them.
- The notary also needs to make photocopies and give them to you to be mailed with the signed I9 document. The copies of the document(s) do not need to be notarized, but the notary/authorized individual needs to sign and date, indicate title, and print Last and First name.

Accessing UNE's Online Systems

After you complete your new hire paperwork, UNE HR and IT will work together to create your UNE id number (called a "PRN"), and your network id (called a "netid") that will allow you to access UNE's online systems. Your program director or program administrative assistant will communicate with you when your account has been created. At that time, you will need to do the

following to create your password. You will use your UNE netid and your password to access all UNE online systems.

UNE uses a system called OKTA to synchronize access to all of its computer systems, allowing you to log in to Blackboard, U-Online, and myUNE using the same netid and password. However, before you can access any of these systems, you need to create a unique password.

1. First, go to the OKTA log in page: https://une.okta.com/
2. Second, log in using your netid (usually the first letter of your first name, your last name, and sometimes also a number; e.g., jsmith7) and your temporarily-assigned password. Your temporary password will be a six-digit number. It will either be your birthdate (in MMDDYY format), or the last 6 digits of your PRN. If you need help locating your PRN, please contact your program's administrative assistant.
3. Third, once you log in with your netid and temporary password, OKTA will prompt you to create a new, unique password. This will now be the password that you will use with your UNE netid to log in to all UNE online platforms.

Here are the URLs for the main online systems you will use as a faculty member at UNE:

- Blackboard Learning Management System: https://elearn.une.edu/
- U-Online academic records system: http://uonline.une.edu/
- myUNE faculty and student portal: http://outlook.com/une.edu
- OKTA password resets and portal to online platforms: https://une.okta.com/

Note: From the OKTA portal, you can directly access all of UNE's online platforms.

Annual Compliance Training

UNE strives to provide a safe working environment and comply with state and federal requirements. All faculty and staff are required to complete annual compliance training.

If you are a new faculty member at UNE, you must complete all of the mandatory training courses before you begin teaching your online course.

The training is accessed using our web-based learning management system, Blackboard. This is the same system you will use to teach your courses at UNE. Since this training is available on-line, it may be accessed from home, while you are traveling, or from anywhere you have access to an internet browser (Chrome, Firefox, Safari). For general technical questions (logging in, password, browser errors, etc.), please contact the Information Technology Services (ITS) Help Desk at extension (207) 221-2200 or (207) 221-4400.

Please remember that successful completion of annual training is a condition of employment. Your cooperation is greatly appreciated to achieve compliance with various regulations.

Annual Training Instructions

To pass UNE's online mandatory training courses you must earn a grade of 80 or better on the quiz at the end of each course. The Blackboard platform allows you to retake the quiz if your initial score is

less than 80. If, for some reason, you have difficulty passing a course, your Program Director will provide you with confidential assistance and/or tutoring to ensure your success.

To track your results, click on your name in the upper right of any Blackboard page.

From the drop-down menu that appears under your name, click the "My Grades" icon on the left side of the menu. This will take you to a page where you can view the results of your completed quizzes.

To start the training process:

1. Go to: https://elearn.une.edu

2. Log in

    Your password is the same as your password for logging into OKTA, myUNE and U-Online. If you have not yet reset the temporary password assigned to your account after you completed your new hire paperwork, please see the "Accessing UNE's Online Systems" section of this Guide.

    Upon logging in you might see a black screen reading "Hi, [Your Name]". You can dismiss this screen by clicking the word "Close".

3. Once successfully logged in to Blackboard, you will see a list of your pre-assigned courses in a box titled "My Courses". Your annual training courses will be listed in the "My Courses" column under the "Courses where you are: Student" heading. All of the annual training courses will be named, "UNE Compliance Training – [the name of the course]. Select a training you would like to complete to begin the process.

4. Once you have completed a training topic, and finished its quiz, you will need to click the "UNE Blackboard Home" tab at the top of the Blackboard page to return to your list of courses where you can select the next topic.

Teaching Assignments

Faculty are employed on a term-by-term basis, and teaching assignments are not guaranteed. However, the College of Graduate and Professional Studies makes every effort to ensure that effective faculty are regularly assigned in a fair and consistent manner.

Once the Program Director has identified the needs for the upcoming term, s/he will reach out to potential faculty via phone or email. Staffing is usually done a term in advance but is subject to change based on enrollment. Contracts are issued approximately four weeks in advance of the start of the term. When a faculty member accepts an assignment, it is important to sign and return each contract as soon as possible to ensure timely compensation.

Faculty Role and Activities

Position Description

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.

CGPS strives to create the optimal conditions for faculty to most effectively interact with their students, guiding their learning and exploration of the course content. Course content, syllabus, and schedule are already built by teams of subject matter experts and instructional designers, so, instead of worrying about curricular development or building content into Blackboard, teaching faculty can focus their time on the meaningful engagement of students through Announcements, Discussion Boards, and feedback on assignments.

We know that our faculty come to this work with different levels of experience in online education. We endeavor to provide professional development for faculty in the form of "just in time" webinar topics and a library of trainings to meet instructors where they are in terms of pedagogy and online instruction. You may access our new faculty resource center at:

We also recognize that some of the scholar-practitioners affiliated with the College may have skills better aligned with curriculum development and they may work as Subject Matter Experts (SMEs) rather than, or in addition to, working as instructors.

Expectations for CGPS Faculty

- The Program Director provides each faculty member with instructional materials being used in the course.

- Faculty are expected to become oriented to the content, structure, and functionality of their course.

- Faculty are expected to post announcements to communicate or clarify expectations. The announcement should include highlights of the week's content and clarify any possible areas of confusion. You might suggest an appropriate order to complete tasks or share a link to a topic of professional interest. You may also "bridge" weeks by referencing the past week and explaining how it connects to the coming week.

- Office hours are required. Choose a time outside of the regular business day for your weekly office hour or communicate your availability to meet virtually one-on-one via a course announcement. This is a 60-minute period of time when you are available for students to chat using a videoconferencing platform or speak on the phone according to your program-specific requirements. This should be 60 minutes per each section you teach (or each cohort if you teach for SPHP).

- Faculty are expected to sign into the course daily (minimally five out of seven days). They are expected to be present in the discussion boards to monitor student conversations as needed, keeping the dialogue on topic and promoting meaningful learning and critical thinking.

- It is important to provide timely and substantive feedback in the electronic classroom and to all student assignments and final products. Faculty are responsible for assessing and providing feedback on student work within 72 hours of the assignment due date. Please adhere to rubrics and grade scales when provided as part of the course.

- Faculty are obliged to respond to emails (and Course Message section of the course) sent by students within 24 hours. Please use your UNE email for all e-mail correspondence with students, staff, and faculty colleagues. If you know you will be unavailable for a period of time due to connectivity issues or travel, contact the Program Director as soon as possible to develop a plan for coverage.

- It is essential that faculty clearly communicate course outcomes, grading guidelines, due dates for grades, and expectations of students. As noted above, please return 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.

- Final course grades are due 48 hours after the end of the term. Please note that instructors may not give an Incomplete as a final grade for a course without prior approval of the Program Director. If you believe a student in your class will be unable to complete the course because of an extreme circumstance beyond her/his control, please contact the Program Director.

- Please note that faculty who teach for the Science Prerequisites for the Health Professions are expected to keep their gradebooks up-to-date with student start, end, and extension end dates.

- Please direct students to their Student Support Specialist or Student Service Advisor as needed and follow up with support to at-risk students. If a student does not submit work and does not respond to email follow-up, or if you have concerns about student performance, it is crucial to contact Student Support. At least one member of the Student Support Team will be enrolled in your course in Blackboard; they will introduce themselves to you at the start of the term and share contact information. You should call or email them via UNE email rather than course mail.

Students should contact faculty members for the following issues:

- Difficulty understanding the material
- Grade clarification
- Clarity on specific assignments and expectations
- Unexpected life events that may interfere with participation or progress in the course

Preparation for Instruction

Courses within the College of Graduate and Professional Studies are delivered and accessible through the Blackboard learning management system.

The major components of each course are already built into the Blackboard environment by subject matter experts and the CGPS instructional designers, allowing faculty to focus on instruction and student engagement through announcements, discussions, feedback on assignments, and virtual meetings.

Although courses are scrutinized via a detailed quality assurance evaluation before going live, faculty are responsible for reviewing their course section prior to the start of the class to familiarize themselves with the course structure and content.

A course-ready checklist will be e-mailed to you prior to the start of your course to help guide you as you familiarize yourself with the course.

Should you find any issues with your course, please use the "Report a problem to IDS" or "Course Edit Request & Log" links in the left-hand sidebar of your course. These links are not visible to students. If you don't see one of these links in your course, please ensure that the "Edit Mode is:" button at the top-right corner of your course is switched to the green "ON" mode.

Student Participation in CGPS Courses

Students enrolled in the *Science Prerequisites for Health Professions* courses may set their own pace through the coursework. Each course is designed to be completed at a reasonable pace in 16 weeks. Students will prior knowledge of the subject or who have set aggressive timelines for themselves may complete their course prior to the 16-week period. Students in these self-paced courses are expected to participate in all discussion activities. However, because of the variation in student progress through these courses, faculty may be required to participate on the discussion board with students who are progressing through the course far in advance of their classmates.

Students enrolled in *CGPS degree or certificate programs* quickly learn that graduate education is demanding and exacting. Students in these courses are expected to be present in course discussions and group activities, prepared to learn, 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 each course. 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, fulfilling discussion requirements within the published timeline and submitting assignments within the published timeline. Absence is defined as lacking engaged participation in group activities, not fulfilling discussion requirements within the published timeline and/or not submitting assignments within the published timeline.

Students are advised that 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 arrange 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 arrange 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.

Should you have any questions regarding student presence or absence in your course, please contact your program director.

Student Engagement via Participation in Online Discussion

The College of Graduate and Professional Studies recognizes that online discussion can serve diverse curricular and instructional purposes and that student dialogue is an essential part of the learning process. Graduate 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 and faculty should read each syllabus and discussion prompt carefully, as posting requirements may vary across and within courses in order to meet learning goals.

Faculty Evaluation and Development

Student Evaluation of Faculty and Courses

With the exception of the Science Prerequisites for the Health Profession program that has its own unique form, student evaluation of faculty and courses are conducted online at the end of each course using CoursEval. Each instructor and student will receive, via their UNE email, instructions to complete the survey when it is available.

CoursEval surveys are available to the students during each term. The college looks forward to full participation from students, so, in order to facilitate this, we request that faculty include a reminder to students in the weekly announcements. The students will be notified by the

CoursEval system, but a reminder message from instructors can make a difference in the level of participation.

As you are aware, course evaluations provide the program with invaluable information regarding course content. They also provide faculty with feedback regarding their involvement in the course which we hope that you find useful.

Below is a sample announcement that can be posted. Faculty may supplement the announcement as they wish.

> The 2020 Spring Session B course evaluations are now available. Your feedback helps to guide course development and revision, faculty professional development, and future plans for the program. We appreciate your time in thoughtfully completing the survey.

> To login to CoursEval, you will need to go to https://courseval.une.edu and click on the "CoursEval" link. The CoursEval username and password will be the same as your Nor'easter username and password (the combination that will log you into Blackboard and U-Online). Should you need any assistance with logging in, please contact the UNE HelpDesk at 207-221-4400 or 1-877-518-4673.

> Thank you for your participation.

Program Evaluation of Faculty and Courses

Faculty are periodically evaluated by their Program Director or Assistant Program Director. Such evaluations provide faculty with important feedback and offer opportunities for professional development. Program evaluation of faculty involves the following five areas: course preparation, feedback and assessment, teaching strategies, faculty/professional development, and scholarship and service. Our expectation is that our faculty will meet all baseline components and will work to develop a skillset that benefits both the faculty and the college.

CGPS Instructional Belief Statements

Note: For more information on faculty responsibilities specific to the Science Prerequisites for Health Professions program, please contact SPHP Assistant Program Director Allison Welch.

Course Preparation

We believe that the thorough preparation of course material in advance of the period of instruction allows for the strategic use of faculty strengths during the period of instruction and enhanced learning opportunities for students.

Baseline

- Quality Assurance (QA) process is thorough and adheres to timelines set by the Program and Instructional Design (IDS). (See QA check-list exemplar for details).
- Attends course kick-off if applicable.

- SPHP faculty must update the gradebook in advance of each start date with start and end dates for each student.

Effective (In addition to baseline components)

- Collaborative work with IDS and program directors includes clear, concise communication, actively giving and receiving feedback, demonstrated interest in online instructional pedagogy and the use of technology.
- Integrates best practices from the field to the course preparation process.

Exemplary (In addition to baseline and effective components)

- Demonstrates awareness of how online pedagogy differs from face to face delivery.
- Brings creative instructional technology ideas/tools to integrate and discusses such with ID and program directors.
- Proactive use of the "report issue" tracker in Bb to prepare for future semesters

Feedback and Assessment

We believe that quality feedback offered at educationally appropriate moments in the instructional experience enables student acquisition of articulated course outcomes.

Evaluation and assessment of student work should be rigorous and constructive. It should include both formative and summative experiences.

Baseline

- Feedback to students is tailored to the quality of the students' work. (Praises, Probes and Redirects – See the Feedback Guidance sheet for more.)
- Due to the condensed nature of our online delivery, for feedback to be effective it must be timely.
- Emails must receive a response within 24 hours.
- Return assignments and other grading items (discussion boards, participation, etc.) to students within three days of the assignment due date.
- Effectively uses rubrics to provide clear and timely feedback. See model.
- Reviews end-of-term student survey (CoursEval).
- SPHP faculty must override the academic integrity score for each student at the time of completion or the morning after the extension end date.

Effective (In addition to baseline components)

- Feedback is personalized and formative.
- Uses rubrics to offer precise and substantive feedback.
- Integrates perspectives from the field into feedback by giving real world examples.
- Uses CourEval feedback to propose revisions to content or instruction.

Exemplary (In addition to baseline and effective components)

- Masters creative use of instructional technology.
- Offers to consult with other CGPS faculty to grow capacity

Teaching Strategies

We believe that utilizing best practice techniques and tools in teaching strategies will help encourage a culture of lifelong learning and student development.

Teaching should meet the needs of the students where they are in the educational process. The creative use of technology and course design to address different learning needs is essential to this pursuit.

Baseline

- Present in discussion boards in a facilitative role, keeping the dialogue on topic and promoting meaningful learning and critical thinking.
- Signs into the course daily (minimally five out of seven days). This includes reviewing discussion board posts, course mail and "ask the instructor" discussion boards (if used).
- Posts weekly announcements to communicate or clarify expectations. The announcement should include highlights of the week's content and clarify any possible areas of confusion.
- Clarification is provided as needed and/or requested by students.
- Connects students with learner support resources: SASC for matriculating students, Student Service Advisor for students in SPHP courses.
- Proficient in the use of embedded Blackboard tools, such as assessment rubrics, the grade book, and course messaging.

Effective (In addition to baseline components)

- Shares current topics from the field of professional interest to engage students in the connection of content to practice.
- Explores the creative use of Blackboard tools and other instructional technology, such as Google Apps and Screencasting.
- Adds expertise into class through announcements, the discussion board, and feedback tools.
- Seeks to present material in multiple modes, such as lectures, lecture notes, current readings, and videos.

Exemplary (In addition to baseline and effective components)

- Masters creative use of instructional technology.
- Offers to consult with other CGPS faculty to grow capacity.

Faculty /Professional Development

We believe that education techniques and best-practices are continually evolving and that participation in faculty development meetings and workshops can enrich and inform practice.

Faculty meetings serve as a platform to discuss challenges and successes in the class environment and to support and collaborate with colleagues. These practices can facilitate faculty growth, positively impact student experiences and enhance the quality of educational offerings.

Baseline

- Attends faculty meetings.

Effective (In addition to baseline components)

- Participates in at least one additional professional development offering in academic year.

Exemplary (In addition to baseline and effective components)

- Participates in planning faculty meetings and development offerings, if applicable.

Scholarship and Service

We believe in a practitioner-scholar faculty model. This model values the knowledge and skills that the faculty bring from their workplaces. We acknowledge that most students in CGPS are working adults for whom the capacity to build a professional network and develop skills with immediate utility in their field were central to their choice of degree and institution.

Baseline

- Faculty must hold specific conferred graduate degrees stipulated by CGPS programs. In most cases, a terminal degree is preferred if not required.
- Provides and updates professional role, affiliations and other information for University website.

Effective (In addition to baseline components)

- Attends professional organization offerings/continuing education credits or community service specific to program.
- Serves as advisor to students on topics of career development and best practice.

Exemplary (In addition to baseline and effective components)

- May be engaged in
    - Publishing and /or presenting in industry specific forums
    - Service on professional boards
    - Journal reviewing
    - University committee work

Grading Process and Submission Information

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 and must re-enroll and repeat the course to achieve a grade of B- or better. Any student who receives a grade of F in two or more courses may be dismissed from the program.

Students enrolled in the Science Prerequisites for the Health Professions who wish to retake a course for any reason 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.

Doctoral students are expected to complete each course at the "Pass" or "High Pass" level by completing assignments at the standards presented. At the discretion of the instructor, students not meeting the "Pass" standard in any course may work with the instructor and program director to revise and resubmit materials to meet the standard within the 8-week term. Students who are unable to revise work within the 8-week period will be placed on academic probation. Two unresolved "Low Pass" course grades may result in dismissal from the program.

While we do not use the following numbers in rubrics and no GPA is calculated for the doctoral program, the following numbers were developed to meet specific requests from employers or other institutions.

> High Pass: 95
> Pass: 80-94
> Low Pass: 70-79

Assigning End-of-Term Grades

Faculty must update their Blackboard gradebook and also post grades in U-Online following five essential steps:

1. Access U-Online (http://uonline.une.edu) with your user name and password.
2. Click on Faculty and Advising Services, then on Faculty Services Menu, and then on Enter Final Grades.
3. Select the appropriate term (e.g. Spring 2017) from the drop-down list and click Submit.
4. The CRN Selection for page will display a drop-down list of the courses to which you have been assigned for the selected term. Select the CRN of the course you wish to grade and click Submit.
5. Select a grade for each student from the drop-down list. You may grade one, several, or all of the students. When grade entry has been completed for the course, click Submit. NOTE: It is recommended to click the Submit button *at least once every 29 minutes* in order to preserve your login.

Please Note: You may leave the attendance information blank as we do not currently use this in any of our processes. If a student already has a grade of W, WP, WF or AU posted, please do not replace the grade for the student. If you believe that the student should not be withdrawn or graded as an audit student, please contact your Program Director.

Helpful Hints

- Press the tab key to move from student to student, or use your mouse to select the drop-down list for each student.
- If a grade entry is not accepted, you may enter a new grade and click Submit again.
- If you would like to delete a grade entry, select "None" from the grade drop-down list and click Submit.
- If you would like to change a grade entry, select the new grade from the grade drop-down list and click Submit.
- During the grading period, you may use U-Online to change or delete the grades you have entered without filing a Change of Grade form as long as the grades have not been "rolled" as indicated by the Rolled column.
- To grade another course, select the CRN Selection link at the bottom of the page.
- Select Exit to Logout of the U-Online system.
- Missing Students: If a student does not appear on the Final Grades page, that student is not registered for the course. The Final Grade roster is a dynamic view of the data from the Banner Student System. If this occurs, please contact your Program Director.
- Copy of Your Grade Sheet: You may print the Final Grade roster from the web browser to retain a copy for your records.

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.

Late Grades

Any grades not submitted by the established deadline must be submitted (one per student) via a Grade Change Form. The form must be approved by the Program Director.

Grade Corrections

Once grades have been submitted to the Registrar's Office, they can only be changed by submitting a Grade Change Form. Grades needing to be changed after one calendar year require the instructor to submit an academic petition to the Program Director on behalf of the student.

Student & Faculty Resources

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.

https://www.une.edu/student-access-center

Student Academic Success Center

The SASC works closely with programs in the College of Graduate and Professional Studies to identify and support the needs of UNE's online students. SASC online staff meet in-person by video-conference or by phone with students for individual and small group support and provide synchronous online workshops specifically relevant to online graduate students.

Students should be encouraged to visit SASC's website for the full array of virtual resources including those for English Language Learners.

https://www.une.edu/SASC

Students needing help with:

- Accessing and using online academic support
- Understanding statistics and using statistical software

- Study skills
- Time management and organization
- Using research to support your arguments
- Using the Blackboard platform

Should be referred to:

Henri Moser, Ed.D.
Online Learning Specialist
(207) 221-4352
hmoser@une.edu

Students needing help with academic writing skills, including:

- Getting started with a writing assignment
- Improving focus and organization of writing
- Paraphrasing and using source material ethically and effectively
- Identifying and correcting grammatical errors
- Improving your vocabulary
- Using AMA and APA style paper and citation formats

Should be referred to:

Lori Rand, M.Ed.
Online Writing Specialist
(207) 221-4041
lrand@une.edu

If you have any questions about referring students to the SASC, please contact the Student Support Specialist assigned to your course.

Note: Students taking individual courses within the Science Prerequisites for the Health Professions program are not able to request services from the Student Academic Success Center due to their non-matriculating status.

Library

UNE faculty members have access to all of UNE Library Services as well as specialized assistance to support teaching and scholarship.

https://library.une.edu

Access resources using the same user name and password used to access myUNE, Blackboard, U-Online, and Banner. If you need help using Library Services' databases, eBooks, or electronic journals, Ask a Librarian (library@une.edu) or browse faculty resources (https://library.une.edu/services-spaces/services-for/faculty/).

Center for Excellence in Teaching and Learning

UNE's Center for Excellence in Teaching and Learning (CETL) provides support for continuous improvement in faculty's instructional roles.

https://www.une.edu/cetl

CETL sends weekly emails with links to articles and resources for best practices in teaching, develops and curates teaching resources that faculty can access as needed, provides one-on-one consultations, and holds live workshops designed to increase instructional effectiveness. More information on services provided by CETL can be found at http://www.une.edu/cetl/teaching-resources

Academic Policies

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 submissions of the same paper or report for assignments in more than one course without the 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.

If a faculty member detects a student violation of the academic integrity policy, the faculty member must contact their Program Director to discuss next steps.

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 guide.

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.

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 will be approved only in unusual cases.

Faculty may be approached by their Program Manager to facilitate an independent study. The Program Director will discuss the terms of the independent study with the faculty member. The faculty member will then work with the student to develop the academic structure, content, and assessments for the independent study.

For more information about the process by which students may request an independent study, please see the CGPS Student Handbook, available on the CGPS Student Success Portal under Academic Resources in the left-hand menu: https://success.une.edu

Audit Policy

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

Students in CGPS degree or certificate programs 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*.

All faculty questions about students auditing their courses should be referred to the Program Director.

Adding, Dropping, and Withdrawing from Courses

Faculty should familiarize themselves with the following policies regarding adding, dropping, and withdrawing from courses, as they may receive questions about them from their students.

- The last day permissible for matriculating graduate students to add a course is the day before the term starts.
- The last day permissible for matriculating graduate students to drop a course is the second day of class.
- For refund information, students should contact Student Financial Services: https://www.une.edu/sfs/online/bills-payment-and-refunds.
- 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.

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

Non-matriculating students who withdraw will automatically be assigned a grade of "W."

When matriculating students withdraw after completing more than 2/3 of their course, their faculty member will be asked to evaluate their course performance up to that date. Faculty will then assign either a grade of "WF" (withdrawn failing) or "WP" (withdrawn passing), based on their assessment.

Note: 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 may be dismissed from their program after two failing grades (including grades of "WF").

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all educational agencies and institutions that receive funding under any program administered by the Secretary of Education. Once students are enrolled at UNE, in accordance with FERPA, we will need to have written permission from students who wish to grant family members or significant others access to specifics regarding student records. A student must sign and submit an Authorization for Release of Information to give permission to UNE faculty and staff to engage in email and/or phone conversations with designated individuals about their UNE information.

If any individual other than your student contacts you wishing to discuss a student's academic performance, please contact your Program Director immediately. Your Program Director, in coordination with the University Registrar, will verify the student's FERPA status and will discuss permissible next steps with you.

Please refer all FERPA-related student questions to the Student Support Specialist or Student Service Advisor assigned to your course.

Note: Any faculty member wishing to refresh their recollection of FERPA policies at UNE may access the "UNE Compliance Training - FERPA" course on Blackboard at any time.

E-mail Policy

All UNE faculty and students are assigned UNE e-mail addresses. The e-mail account (@une.edu) is the official means of communicating with faculty and students for all UNE correspondence.

CGPS faculty and students are responsible for reviewing e-mail messages on a regular basis. If a faculty member or 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. CGPS faculty are expected to conduct all UNE business using their UNE e-mail account.

Faculty and students are responsible for all University and CGPS information or correspondence provided via the UNE e- mail account. Faculty and staff members are not expected to provisions or accommodations for a student who misses University or CGPS information because s/he did not read email messages or because the message was forwarded to another e-mail account.

While classes are being delivered via Blackboard, faculty and 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 and the appearance of impropriety.

To that end, we expect faculty to familiarize themselves with this code of professional conduct so that they may model it to their students, and guide students when they fail to meet its standards.

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 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

Student 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

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

For more information on the student petition and grievance process, please see the CGPS Student Handbook, available on the CGPS Student Success Portal under Academic Resources in the left-hand menu: https://success.une.edu