

UNE Academy Guidelines for Learners

UNE Academy of Digital Sciences

Session 6 • 2017

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Welcome

The UNE Academy of Digital Sciences is a professional development program providing accelerated, blended (online/offline) learning courses that help learners gain professional and digital competencies to advance their careers.

Eight-week sessions continue throughout the year, and 5 courses are available to learners each session. Learners take an estimated 70-80 hours to complete a course, or about 8-10 hours a week.

Courses focus on 4 general digital technology career groups — development, interaction, analysis, and management — plus an introductory essentials course.

Each learner is supported by an Professional Advisor — providing guidance from initial contact through introductions to employers — and a Professional Mentor — providing coaching on the activities and assignments within a specific course.

For more information about the UNE Academy, visit: une.edu/academy.

Prerequisites

There are no prerequisites for an Academy course, however, learners must commit to our learner expectations (see below) before registering.

We recommend starting with our “Digital Sciences Essentials” course, which requires only your curiosity about digital science and digital learning. The four subsequent “Fundamentals” courses cover more advanced curricula, so we recommend you complete our "Find Your Fit" survey and speak with a UNE Academy specialist before registering.

Registration, Fees

Once a registration period opens (see Academy Calendar below), you may visit our website to register for a course: <http://www.une.edu/academy/register>

We accept MasterCard and Visa credit cards. American Express is not accepted at this time.

The \$1,450 course fee covers **one** 8-week program, including instruction, mentoring, and support as defined in Learner Support Resources and Services below.

A learner can extend the same course for up to 8 weeks for an additional \$725.

Withdrawal Policy

- If a learner withdraws during the first week of the course, 40% of payment can be refunded.
- If a learner withdraws during the second week of course, 20% of payment can be refunded.
- After the second week of the course, no refund is available.

Courses start on Mondays, so learners must drop by 11:59 p.m. on the first or second Sunday night.

Academy Calendar - 2017 / 2018

SESSION 6 - NOVEMBER 2017

- Registration opens: October 18, 2017
- Registration closes: November 15, 2017
- Term begins: November 27, 2017
- Term ends: January 26, 2018

SESSION 7 - FEBRUARY 2018

- Registration opens: January 3, 2018
- Registration closes: January 31, 2018
- Term begins: February 12, 2018
- Term ends: April 6, 2018

SESSION 8 - APRIL 2018

- Registration opens: March 7, 2018
- Registration closes: April 4, 2018
- Term begins: April 16, 2018
- Term ends: June 8, 2018

SESSION 9 - JUNE 2018

- Registration opens: May 16, 2018
- Registration closes: July 13, 2018
- Term begins: June 25, 2018
- Term ends: August 17, 2018

SESSION 10 - SEPTEMBER 2018

- Registration opens: July 25, 2018
- Registration closes: August 22, 2018
- Term begins: September 4, 2018
- Term ends: October 26, 2018

SESSION 11 - NOVEMBER 2018

- Registration opens: October 3, 2018
- Registration closes: October 31, 2018

- Term begins: November 12, 2018
- Term ends: January 11, 2019

Non-Discrimination

The University of New England (“the University”) is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, and University policy, the University prohibits any member of the faculty, staff, administration, trustees, student body, vendors, volunteers or visitors to campus, whether they be guests, patrons, independent contractors, or clients, from harassing and/or discriminating against any other member of the University community because of that person’s race, sex, sexual orientation, gender identity and/or expression, ethnicity or national origin, religion, age, creed, color, genetic information, physical or mental disability, HIV status, or status as a veteran.

For more information, see the [University Non-Discrimination and Anti-Harassment Policy](#).

Learner Expectations

Prior to registration, a candidate will be required to agree with the following commitments on the registration form. During the course, a learner will be expected to meet these expectations. Each learner will commit to:

Time

- Dedicate at least 8-10 hours per week for each 8-week course
- Independently manage and complete online learning modules, activities, and assignments within the estimated on-pace guidelines
- Respond to emails within 24-48 hours

Engagement

- Attend the first-week Orientation Session and first available Academy Roundtable (in person or remotely)
- Attend at least 5 Learning Labs during the 8-week session (in person or remotely)
- Actively listen and participate in Learning Labs and Roundtables following the guidelines of the [Academy’s Code for Professional Conduct](#)

- Communicate on the phone and via videoconferencing with other learners and mentors
- Check-in with assigned mentor at least once a week

Technology Proficiency

- Access to a computer with the [minimum requirements](#)
- Communicate via keyboard and mouse
- Basic computer skills
- Send and receive emails
- Use software capable of word processing, spreadsheet manipulation, and presentation features with common software applications such as Microsoft Office (Word, PowerPoint, Excel) or similar suites such as Google Apps or OpenOffice
- Access the Internet using a browser such as Chrome or Firefox and perform general use and troubleshooting while online
- Install and update software
- Manage digital files, browse for digital files to attach and upload, and extract compressed digital files (such as .zip and .dmg)

Other

- Understand that the completion of two Academy Fundamentals courses provides basic preparation for entry-level positions, such as paid internships, but completion of those courses does not guarantee a job offer. Some positions in the profession also require background checks.

Code of Professional Conduct

The UNE Academy of Digital Sciences (the Academy) is committed to promoting in all learners and staff a sense of professionalism; learners and staff 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 learners and staff in the Academy and instill a lifelong 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. Academy work is geared to prepare learners 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 individual learners and staff as well as with the collective Academy community. Ultimately, the value of the code depends on learners and staff monitoring their own behavior and discouraging violations of the code.

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

A learner enrolled in the Academy of Digital Sciences 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 courses; 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 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 staff and other qualified persons; to show ability to prioritize appropriately one's personal,

professional, and academic expectations and activities; to agree to comply with guidelines and decisions of persons in authority at the Academy and UNE.

- 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 learner he/she represents the Academy 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 staff and administrators (or their staff representatives) — e.g. to be responsive to feedback and constructive criticism regarding professional behavior and attitude; and, to understand the seriousness of 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 staff and learners.
- Respecting individuals from diverse backgrounds as a part of a professional development program. 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 staff. Profane language or disrespectful behavior by learners is unacceptable. Misunderstandings, changes in curricula, or mistakes in administrative aspects of the course will occur from time to time. Appropriate mechanisms exist to communicate learner concerns about the operation of the Academy through the program administration, staff members, and Academy administrators.

These standards are taken very seriously and evaluated regularly. Failure to abide by these standards may result in a warning, prescribed or proscribed actions, or dismissal from the course.¹

Learner Support Resources and Services

Learners enrolled in noncredit Academy professional development courses receive access to the following services and staff during the 8-week course: online learning resources, weekly Learning Labs

¹ Adapted from the UNE College of Pharmacy handbook.

and Mentor meetings (with in-person or remote participation options), an assigned Professional Advisor, an assigned Professional Mentor, and meetings employers at two roundtables.

Enrolled learners do not receive support provided to matriculated UNE students, including, but not limited to, financial assistance, academic support, student health services, library resources, counseling, placement testing, tutoring, or writing support.

Course Elements, Certificate of Course Completion, and Competencies Report

Element	Description	Interaction	Format	Est Hrs.
Study Elements	Technical skills instruction & observations	Individual, self-paced	Online	40
Apply Elements	Project cycle & weekly writing assignments	Individual/ group/ Mentor	Online	15
Connect Elements	Individual & group mentoring	Individual/ group/ Mentor	In-person/ remote	15
Employer Roundtable	Meetups with professionals & recruiters	Individual/ group/ Mentor	In-person/ remote	2
Learning Labs	Professional development workshops	Individual/ group	In-person/ remote	6
Final Project Report	Summary of project cycle experience	Individual w/ group feedback	Online	2
Final Professional Reflections	Self-awareness, interests, aspirations	Individual w/ group feedback	Online	2

Learners who complete at least 70% of each of the 7 course elements within 8 weeks will receive a Certificate of Course Completion. An official transcript will not be provided.

Learners will receive a Competencies Report containing aggregated observations for each professional and project competency to be shared with potential employers.

Computer Proficiency Requirements

In order to succeed in a UNE Academy course, learners need basic computer literacy skills to participate comfortably in a blended learning environment with online elements. At minimum, learners must have proficiency with the following:

- Communicating via a keyboard and a mouse
- Sending and receiving email messages
- Using software capable of word processing, spreadsheet manipulation, and presentation features with common software applications such as Microsoft Office (Word, PowerPoint, Excel) or similar suites such as Google Apps or OpenOffice
- Digital file management
- Installing and updating software
- Accessing the Internet using a browser such as Chrome or Firefox and performing general use and troubleshooting while online
- Browsing for digital files to attach and upload; extracting compressed digital files (such as .zip and .dmg)

Computer Hardware and Software Requirements

Learners will be expected to maintain their own technology resources. Learners with questions about these requirements should contact a staff member.

General Computer Requirements

Hardware

- Headset, headphones, or earbuds with microphone for participating in online meetings and listening to online audio
- Webcam or built-in camera with microphone

Software

- Current web browser (latest version as of the session start date)
- Software capable of word processing, spreadsheet manipulation, and presentation to export in .docx, .xls, and .pdf formats, such as Microsoft Word, Apple Pages, Apache OpenOffice, or Google Docs

Connectivity

- Access to reliable Internet speeds of 1.5 Mbps download and 1 Mbps upload
- Access to a quiet, private space for remote connection to Learning Labs and Mentor meetings

Mac Computer Requirements

- Mac OS X-compatible processor or higher
- Mac OS X Version 10.10 or higher
- 2 GB of RAM required (higher is recommended)
- 4 GB free hard drive space
- Internet service provider (ISP); broadband connection strongly recommended
- Microsoft Office for Mac 2008 or higher (to include Word, Excel, and PowerPoint), Apple iWork, or Apache OpenOffice (free, and available for Windows, Mac OS X, and Linux)
- Safari, Google Chrome, or Firefox (latest versions) are recommended for most courses; other browsers may allow classroom access, but not all functions are guaranteed to operate correctly
- Malware protection software is strongly suggested

Windows Computer Requirements

- 2.0 GHz processor or higher
- Windows XP or higher required
- 2 GB of RAM required (higher is recommended)
- 4 GB free hard drive space
- Internet service provider (ISP); broadband connection strongly recommended
- Microsoft Office 2007 or higher (to include Word, Excel, and PowerPoint) or Apache OpenOffice (free, and available for Windows, Mac OS X, and Linux)
- Windows: Firefox (latest version) or Google Chrome (latest version); other browsers may allow classroom access, but not all functions are guaranteed to operate correctly
- Malware protection software is required

Linux Computer Requirements

- 2.0 GHz processor or higher
- Any Linux distribution that will allow the Firefox browser and Apache OpenOffice productivity suite
- 2 GB of RAM required (higher is recommended)
- 4 GB free hard drive space
- Internet service provider (ISP); broadband connection strongly recommended
- Apache OpenOffice (current version)

- Firefox (latest version) is recommended; Google's Chromium browser on Linux has known functionality issues with Blackboard. Other browsers may allow classroom access, but not all functions are guaranteed to operate correctly
- Malware protection software is suggested

Blackboard Support

The IT Help Desk is available to provide assistance with the Blackboard learning system. 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 (IT Help Desk) - une.edu/its
- Email - helpdesk@une.edu

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

The Help Desk is responsible for: Assisting Academy learners who are having difficulties accessing the Blackboard learning platform. The Helpdesk will attempt to resolve issues immediately.

Email Guidelines

The University of New England provides every student with a Blackboard user ID and password for access to course materials while they are enrolled in Academy courses.

UNE Academy learners, however, do not receive Help Desk support for UNE email, so on the first day of their course, they need to go into Blackboard and change their primary email address to an external address for subsequent UNE Academy correspondence including, but not limited to, announcements, mentor messages, surveys, emergency response, and other communications, as developed.

Learners are responsible for reviewing email messages on a regular basis. A learner is responsible for all University and Academy information or correspondence delivered to his/her forwarded email account.

Academy staff will not make provisions or accommodations for a student if he/she misses University or Academy information because s/he did not receive or read email messages forwarded to the external email account.

Blackboard software is used for instruction. While classes are being delivered via Blackboard, learners should check their Blackboard website for course messages or other correspondence on a daily basis.

Online Etiquette

The Academy of Digital Sciences seeks to foster a positive and supportive learning environment for all learners so they may attain their educational goals. Active, yet respectful, discourse is encouraged in all courses and in any other forum. Collaboration occurs online and in-person.

Online learning is a form of social interaction and, as such, has its own rules for interacting with others. These guidelines are intended to be an overview of appropriate etiquette for interaction in this online environment.

A key distinguishing feature of course with online elements 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 an online discussion and when reading the posts of others. Keep in mind the following points:

- Respect others and their opinions. In online interaction, learners 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. Learners are required to use proper citations in all contributed work.
- Refer to and follow the competencies and rubrics provided 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 comprehensible.²

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.

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. Learners should maintain the highest level of professionalism and should keep in mind that any post may eventually be seen by coworkers, bosses, friends, family, staff, program and university administration, and even future employers.

² Adapted from UNE College of Graduate and Professional Studies handbook