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2011-2012 **Faculty Handbook**



University of Phoenix®

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Welcome to **University of Phoenix**

Whether you are a first-time or a long-time faculty member, I am pleased you are taking a few moments to review this year's Faculty Handbook. Today is a time of great change in society, in higher education, and at University of Phoenix. As the University changes and grows, we have updated systems and processes to better serve students and faculty. In 2010 we instituted two new plans for students entering with fewer than 24 credits designed to promote long-term student success: University Orientation and the First-Year Sequence.

University Orientation is a tuition-free, three-week program that allows prospective students to experience the University in a non-threatening environment prior to enrolling. The Orientation allows the participants to get a clear understanding of the expectations and demands of completing a degree in an accelerated program. Participants must successfully complete University Orientation prior to enrolling.

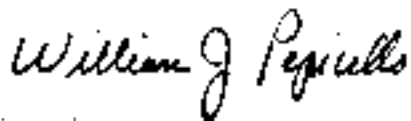
Pilot tests showed that of those that start the Orientation, approximately eighty percent completed. We also found that some students self-selected out of Orientation and/or chose not to enroll after completing. Faculty reported they could see a difference in students who had been through Orientation and those who had not. The former were familiar with the learning tools and assets available to them. Because they were required to complete written assignments in the Orientation, they were better equipped to handle class assignments. In November 2010, we implemented University Orientation University wide.

The First-Year Sequence is the second prong of the planned approach to increasing student retention. The First-Year Sequence is the entry path for students entering the University to pursue an associate or bachelor's degree. The course content of the First-Year Sequence is based in liberal arts, interdisciplinary studies, and academic skills and strategies. Results of the First-Year Sequence will show up in the long term, but to date we are pleased with the way the program is working.

The University of Phoenix can and will continue to explore opportunities to increase student retention, but the first line of success for our students is now and always has been our faculty. For the student, the faculty is the University. What you do in the classroom has lasting effects on our students and in turn, their workplace and society in general. The triad that exists among the University, the faculty, and the students is a strong one—working together there is nothing we cannot accomplish.

Thank you for all you do for our students. Their successes are our successes.

Sincerely,



Sincerely,
William J. Pepicello, Ph.D.
President, University of Phoenix

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Overview of University of Phoenix

This section provides an overview of University of Phoenix (University). The University's Statement of Mission and Purposes is presented first because all activities of the University arise out of, and are aligned with, the Mission and Purposes. In addition to a listing and brief discussion of key learning goals, the remainder of this section presents information about the University's accreditation, affiliations, academic governance structure, degree programs, Central Administration's departmental roles, and support services to campuses, as well as an overview of the structure and role of the Academic Affairs Department at each campus.

1.1 | Statement of Mission and Purposes

The University's Statement of Mission and Purposes focuses clearly on student learning and identifies that focus as the vehicle through which broader institutional goals will be pursued. It also emphasizes innovation, convenience, continuous improvement, and service quality as essential to the achievement of the University's mission.

Mission

The Mission of University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.

Purposes

- To facilitate cognitive and affective student learning—knowledge, skills, and values—and to promote use of that knowledge in the student's workplace.
- To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students' opportunities for career success.
- To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classroom not only advanced academic preparation, but also the skills that come from the current practice of their professions.
- To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.
- To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.
- To assess student learning and use assessment data to improve the teaching and learning system, curriculum, instruction, learning resources, counseling, and student services.

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- To be organized as a for-profit institution in order to foster a spirit of innovation that focuses on providing academic quality, service, excellence, and convenience to the working student.
- To generate the financial resources necessary to support the University's mission.

1.2 | Learning Goals

The hallmark of a University of Phoenix graduate is solid professional practice grounded in an appropriate body of disciplinary knowledge and skills. To ensure the success of all graduates in achieving this end, University faculty and administrators have established University-wide learning goals. These learning goals apply to each student in every program at all degree levels, and are incorporated into curricula, instruction, and assessment approaches.

Professional Competence and Values

Graduates will have mastered a specific array of knowledge and abilities in their discipline, and will be able to apply their learning in real-world settings. They will demonstrate values and ethics appropriate to their discipline and engage in lifelong learning to continuously improve their professional competence and practice.

Critical Thinking and Problem Solving

Graduates will reason clearly and critically. They will be problem solvers, able to identify and evaluate problems, utilize critical thinking skills to recommend and select among alternative solutions, implement solutions, and evaluate consequences.

Communication

Graduates will communicate verbally and in writing in a clear, concise, and correct manner. They will use proper grammar and punctuation. They will analyze the needs and abilities of their audiences, choose from a variety of communication tools, adjust the content of messages, and deliver their messages accordingly.

Information Utilization

Graduates will be adept at accessing and utilizing information. They will research issues, gather information from a variety of sources, analyze the plausibility and accuracy of information regardless of source, and utilize information appropriately to address issues or inform action.

Collaboration

Graduates will work effectively in diverse groups to achieve tasks. They will be collaborators, able to function well in team settings as both leaders and followers. They will respect human diversity and behave in a tolerant manner toward colleagues and those they serve.

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1.3 | Accreditation and Affiliations

University Accreditation

Accreditation serves as a symbol of the quality of an institution's educational programs, and as such, is a rigorous process necessary to every institution of higher education. The University was granted regional accreditation in 1978 by the Higher Learning Commission (HLC) and is a member of the North Central Association of Colleges and Schools (NCA). For additional information, please visit ncahlc.org.

Programmatic Accreditation

In addition to regional accreditation, universities may voluntarily pursue programmatic accreditation. Programmatic, also known as specialized, accreditation is often conducted by private organizations that focus on the quality of educational programs offered for specific disciplines and professions.

Business Accreditation

University of Phoenix School of Business maintains programmatic business accreditation, which was awarded in 2007 by the Association of Collegiate Business Schools and Programs, now known as Accreditation Council for Business Schools and Programs (ACBSP) for select bachelors, masters, and doctorate programs in business. For additional information, please visit acbsp.org.

Accreditation Council for Business Schools and Programs

11520 West 119th Street
Overland Park, KS 66213

Nursing Accreditation

The Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). For additional information, please visit aacn.nche.edu.

Commission on Collegiate Nursing Education

One Dupont Circle, NW | Ste. 530
Washington, DC 20036
202.887.6791

Teacher Education Accreditation

The University of Phoenix Master of Arts in Education program with options in Elementary Teacher Education and Secondary Teacher Education is accredited by the Teacher Education Accreditation Council (TEAC). For additional information, please visit teac.org.

Teacher Education Accreditation Council

One DuPont Circle, NW | Ste. 320
Washington, DC 20036

Counseling Accreditation

The Master of Science in Counseling program in Community Counseling (Phoenix and Tucson, Arizona campuses) and the Master of Science in Counseling program in Mental Health Counseling

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(Salt Lake City, Utah Campus) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). For additional information, please visit cacrep.org.

Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street | Ste. 510
Alexandria, VA 22314

Affiliations

University of Phoenix also maintains voluntary memberships with numerous organizations. See www.phoenix.edu for a detailed list of affiliations.

1.4 | Degree Programs

University of Phoenix is a nonterm institution. New classes and student cohorts can and do begin at any time throughout the calendar year. Program offerings and start dates vary by campus. All University classes use centrally managed curriculum and materials available on eCampus. Students and faculty in all classes, regardless of modality, are expected to adhere to University policies and procedures, and complete each course while using centrally managed curriculum.

1.4.1 | Associate, Bachelor's and Master's Degree Programs and Format

University of Phoenix offers a number of associate, bachelor's, and master's degree programs. For additional information, see the information available on the University's general information site: www.phoenix.edu.

Associate Degree Program Format

Associate degree program courses are for students of various ages who have earned fewer than 24 college credits. To meet the needs of the new collegian, University of Phoenix has adopted the following as part of the learning model: 1) content-driven curriculum and classroom, 2) instruction-based teaching model, and 3) high student-to-instructor contact opportunities.

Additional unique attributes of associate-level degree courses include the following:

- Each associate degree program course spans nine calendar weeks.
- Students enroll in two complementary courses at a time.
- All associate degree program assignments are individual assignments. Learning Teams are not a part of the associate degree program learning model.

Bachelor's and Master's Degree Format

As a general rule, undergraduate courses are completed in five weeks and graduate courses are completed in six weeks. Students enroll in one course at a time. Courses at local campuses are generally scheduled so that they meet once a week on the same day each week. For example, if a cohort meets for class on Wednesday nights, students would end one course on Wednesday and then begin the next course the following Wednesday. Students enrolled in online courses start a new class the day after a class ends.

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Students pursuing a bachelor's or master's degree participate in formal Learning Teams of three to six students drawn from within the larger cohort. Developing the ability to work collaboratively is one of the University's primary learning goals and is expected of employees in information age organizations.

1.4.2 | School of Advanced Studies: Doctoral and Post-Graduate Degrees

The University also offers seven doctoral programs, with three specializations, all of which are delivered through a combination of online coursework and residency sessions. University doctoral programs are administered through the School of Advanced Studies (SAS). Additional information about the School of Advanced Studies and the doctoral programs can be found at: http://www.phoenix.edu/colleges_divisions/doctoral.html.

Doctoral Degree Format

Doctoral programs are completed through in-person residencies combined with online classwork. Most online classes begin with two reading weeks followed by six weeks of collaborative participation that involve the completion of individual assignments. Online classes in the doctoral program are highly interactive and are designed to provide learners with a distinctive educational experience centered on inquiry and leadership. Learners must also complete and defend a dissertation, which is written under the supervision of their chair and committee members.

Educational Specialist Degree

The School of Advanced Studies also offers an Educational Specialist Degree program. This program is completed online; additional information can be found at <http://www.phoenix.edu/programs/degree-programs/education/doctoral/eds/v001.html>.

1.5 | Additional Information for All Programs

For additional information about the University and the University's degree programs, see the University Catalog and other information available on eCampus at ecampus.phoenix.edu. Not all programs are available at all campuses or in all learning modalities.

1.6 | University Governance

Administrative Management and Governance

University of Phoenix personnel working in administrative positions can be categorized into two groups: Central Administration and Campus personnel. Most Central Administration personnel are located in Phoenix and administer systems and procedures that ensure consistency and quality control at all University campuses. Campus personnel are employed at the various University locations and are responsible for all day-to-day operations at a given site. Campus and Central Administration personnel maintain constant communication regarding the development,

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implementation, and revision of University policies, curriculum, and matters relating to academic governance.

The following section provides an overview of the University's Board of Directors and Central Administration Academic Affairs Department.

Board of Directors

University of Phoenix is governed by the University of Phoenix Board of Directors. University of Phoenix is a wholly-owned subsidiary of Apollo Group, Inc. Additional information about the University of Phoenix Board of Directors can be found on the organization's home page at www.phoenix.edu.

Central Administration

Central Administration is organized by functional units.

- The Deans of each college and their staff oversee curriculum development for each college based on accreditation and regulatory requirements, programmatic research, faculty input, and student feedback.
- Instructional Design & Development staff work closely with the Deans and others to develop and update materials and eCampus sites for courses as well as for faculty training and development programs.
- Academic Operations staff are primarily responsible for maintaining the infrastructure to support Academic Affairs policies and processes. This includes standardizing academic policies and procedures across the University and providing training for Academic Affairs staff. The Department works closely with other University departments to define business requirements and technology solutions appropriate to achieving mission-critical objectives.
- Regulatory and Legal Affairs staff support the regulatory, accreditation, legal, and related needs of the University as a whole, including both new and established campuses.
- Ethics and Compliance Department staff are dedicated to helping employees accomplish their business objectives in a manner fully reflective of the University's ethical culture and fully compliant with the laws, regulations, and policies that apply globally.
- Information Technology Security and Compliance, together with eCampus staff, collaboratively provide technology expertise and services for eCampus as well as for infrastructure business needs.
- Technical Support Staff are available around-the-clock, seven days a week, except major holidays, to assist students and faculty at all campuses with access help related to eCampus-based services and materials.

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- The online University Library, Center for Writing Excellence (CWE), and Center for Mathematics Excellence (CME) services are available around-the-clock on eCampus.
- Apollo Learning and Professional Development staff provide training, development, and communication services for Enrollment Advisors, Academic Counselors and Advisors, and Financial Services Advisors.

1.7 | Academic Governance Structure

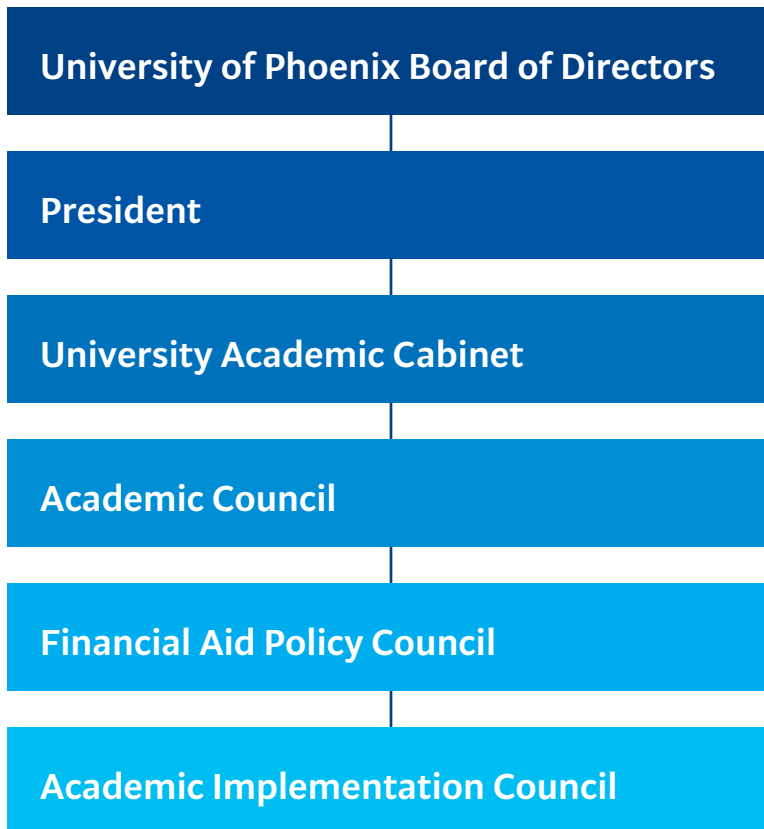
There are two classifications of faculty at the University: Core Faculty and Associate Faculty. Core Faculty include the Deans, Associate Deans, Assistant Deans, Directors of Academic Affairs (DAA), Campus College Chairs (CCCs), Program Chairs, Program Managers, Full-Time Development Faculty, contract Lead Faculty and others who teach and serve as Administrative Faculty. Associate Faculty are faculty whose contracts are based on individual courses or activities.

The academic governance structure at University of Phoenix is designed to ensure broad representation of both the Core and Associate faculties and to ensure faculty oversight of the curriculum and academic standards (Figure 1). Each college has a Faculty Council responsible for the oversight of programs within the college. Each Academic Faculty Council is chaired by the College's Dean.

There are two University bodies which review and approve programs and policies: the Academic Council and Academic Cabinet. Policies and programs are first presented to, and voted on by, the Academic Council. The policies and programs approved by Academic Council are periodically submitted to the Academic Cabinet for approval. Such submissions will occur no less frequently than semi-annually. The University Academic Cabinet reviews, and votes on, newly approved policies and programs. If the Academic Cabinet disapproves of a policy, that policy will be sent back to Academic Council for additional review.

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FIGURE 1: POLICY STRUCTURE



The Academic Cabinet is comprised of the following voting members:

- A Public Member of the University Board of Directors (Chairperson)
- The Provost (Vice-Chairperson)
- The Senior Vice President of Academic Operations
- The Vice President of Instructional Materials and Technology
- The Associate Vice Presidents of Academic Affairs
- A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the bachelor's degree programs.

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- A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the master's degree programs.
- A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the doctoral degree programs.
- A member of the Administrative Faculty and two Lead Faculty members from the associate programs.
- The Academic Cabinet shall also have one ex officio, nonvoting member: the University President.

The Academic Council is comprised of the following members:

Non-Voting Members

- Provost (Chairperson)
- Vice President of University Services (Vice-Chairperson)

Voting Members

- Associate Vice Presidents of Academic Affairs
- Deans of the Colleges
- Associate Vice President of Admissions and Student Records Services
- Representative from Registrar's Office, University Services
- Representative from Admissions, University Services
- Representative from Academic Affairs Operations
- Representative from Academic Administration
- Representative from Office of Dispute Management
- Representative from Financial Aid
- Representative from Student Services

Where a representative is indicated, they will be designated by the University official responsible for the stated functional area.

The Academic Implementation Council is comprised of the following members:

- College Deans and Associate Deans
- Regional Directors and Directors of Academic Affairs
- Vice Presidents of Enrollment
- Vice Presidents of Student Financial Aid

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- Regional Directors, Directors, and Managers of Operations/Student Services
- Campus Employee Development
- University Services Directors & Management
- Campus Vice Presidents/Directors
- Program and Policy Implementation teams
- Veterans Affairs
- Office of Dispute Management

Structure at the Central Administration Level

At the Central Administration level, College Deans, the Vice President of Instructional Design & Development, and members of the Academic Faculty Councils have significant involvement in the determination of program and course development.

University of Phoenix Colleges and Schools

College of Criminal Justice and Security

College of Education

College of Humanities

College of Information Systems and Technology

College of Natural Sciences

College of Nursing

College of Social Sciences

School of Advanced Studies

School of Business

College Deans are Administrative Faculty members who have overall accountability and responsibility for curriculum and establishing qualification criteria of faculty within their respective colleges. Each Academic Faculty Council is chaired by the College Dean and includes four to twelve faculty representatives.

STRUCTURE AT THE CAMPUS LEVEL

Campus Academic Council

At the campus level, the Director of Academic Affairs manages the academic governance process and chairs the Campus Academic Council (CAC). This Council meets at least quarterly at each University of Phoenix campus to facilitate communication between the faculty and administration relative to academic issues. This body also plans faculty training and development activities.

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In addition to the Director of Academic Affairs, members of the Academic Council include the Campus Director, Campus College Chairs, and Lead Faculty/Area Chairs. At the Director of Academic Affairs' discretion, other directors of the campus may be ex-officio members.

Campus College Chairs and Program Managers are Administrative Faculty members who represent the colleges at the campus level. They are faculty members who teach, provide instructional leadership, and perform quality assurance functions. They also coordinate the activities of Lead and Associate Faculty including the Lead Faculty/Area Chairs, who are selected to represent each of the content areas within a college and to advise the Dean and Campus College Chair or Program Manager on curricular issues. They conduct curriculum reviews and best-practice sessions, participate in faculty assessment and development, and are involved in campus and college academic governance.

Campus College Management Meeting

Campus College Chairs and Lead Faculty/ Area Chairs meet quarterly in Campus College Management Meetings (CCMM) to review, plan, manage, and discuss operational issues for the College at the campus level. Topics may include implementation of new courses or degree versions, and programmatic regulatory requirements. Campus College Management Meetings are facilitated by the Campus College Chair of the respective college.

Content Area Meeting

A Lead Faculty/Area Chair is designated for each content area at the campus. The Lead Faculty/ Area Chair presides over and facilitates the Content Area Meetings as curriculum for specific courses is considered. The Lead Faculty/Area Chair works with the Campus College Chair to ensure the quality and relevance of the curriculum. The Campus College Chair provides the minutes from the Content Area Meetings to the Dean of the College.

1.8 | Campus Academic Affairs and Campus Administration

Campus Academic Affairs

With the guidance and support of Central Administration, academic programs are administered through a physical network of campuses located in 40 states, the District of Columbia, and Puerto Rico. Operation of academic processes involving the faculty and quality of instruction are the responsibility of the campus Department of Academic Affairs. In addition to campus department structures and personnel, each Director of Academic Affairs also has a dotted line relationship to, and support of, a Regional Director of Academic Affairs.

Campus Administration

Each campus has a Vice President/Director or Campus Director who is responsible for overall campus functions. The Vice President/Director reports to a Regional or Territory Vice President.

The campus management team reports to the Campus Vice President/Director.

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- The Director of Academic Affairs assumes responsibility and authority for all matters related to academic affairs, including faculty recruitment, assessment, appointment, development and evaluation, and academic effectiveness at the campus level.
- The Director of Student Services/Operations administers the student services function, including student support services and academic advisement. Campuses within a region providing centralized functions may have an Operations Manager instead of a Director of Student Services/Operations.
- The Director of Finance is responsible for campus accounting functions.
- The Director of Enrollment manages student recruitment and admissions processes, including activities by Enrollment Advisors who provide prospective students with information about the University and guide them through the enrollment process.

Two

The University's Models, Guidelines, Codes of Conduct, and eCampus Resources

The University has a rich history of providing education using a unique teaching and learning model. The University's model, Faculty Code of Conduct, Student Code of Conduct, centralized curriculum management strategy, overarching educational philosophy, and faculty and student resources to support the teaching model are explained in this section. Later sections provide specific policies and requirements in the following areas: regulatory requirements and University community policies; faculty classroom management requirements; and grading and feedback requirements. The requirements in the later sections, detailed by modality, are deemed essential to upholding the University's educational philosophy, basic principles, and concepts along with those requirements that are imposed by external governing bodies.

2.1 | Teaching and Learning Model

University of Phoenix was founded in 1976 as a degree-completion institution. Over the years, the University's institutional and academic maturity has led to its evolution from a degree-completion institution to a comprehensive university, incorporating a range of teaching and learning models. The faculty's focus is on teaching and serving students as interactive learning coaches. The University has also developed a variety of curricular and academic support strategies and tools conducive to maintaining a focus on student success.

ESSENTIAL FEATURES OF THE MODEL

Active Learning

The model is based first on the assumption that the learner's active involvement in the learning process is essential. Faculty are expected to serve not only as teachers but also as facilitators of learning. As such, faculty may manage the learning process by engaging learners in a variety of activities that lead students to an understanding of course content and development of academic and professional competence.

Collaboration

Structures that encourage and facilitate collaboration are central to the Teaching and Learning Model. Adult students find benefit in instructional practices that encourage collaboration. This adds a robust dimension to the learning exchange as adult students teach and learn from one another.

Emphasis on Application and Relevance

There is wide agreement in literature that the best learning occurs when bridges are built between new knowledge and the learner's experience—it makes learning relevant to the learners (Bartle, 2008; Gale-Zemke & Zemke, 1995). University of Phoenix students often say that they are able to apply at work the next day what they have learned in class.

Two

2.2 | Curriculum Development

College Deans oversee curriculum development in their colleges based on accreditation, regulatory, and related requirements; research into program content and educational delivery developments; faculty input during course design processes, text selection, assignment descriptions and materials development; as well as student and faculty input through end-of-course surveys. Deans' staff work collaboratively with faculty as well as members of the Instructional Design & Development department to develop curriculum for use at all campuses. Each college maintains a Master Curriculum Agenda (MCA) and new developments are scheduled annually. Standardized curriculum and materials for each University course are housed within eCampus.

2.3 | Faculty Model

The University emphasizes the use of both Core and Associate Faculty. Faculty members have both the academic preparation necessary to teach discipline-specific theory and the practical experience to render the theory relevant and useful. All faculty members must possess master's or doctoral degrees earned at regionally accredited or internationally equivalent institutions of higher education.

Faculty candidates, both Core and Associate, must successfully complete rigorous screening, assessment, training, and mentoring processes. Faculty members are required to meet the prescribed levels of academic preparation and graduate-level coursework for all courses they are scheduled to teach. For many courses, professional experience is also required.

The Core Faculty consists of Administrative and Lead Faculty.

Administrative Faculty Members

- Spend the majority of their time in teaching- or instruction-related activities and represent their college at the campus level
- Provide instructional leadership, oversee academic quality assurance, and provide guidance and support for the faculty
- Are involved in faculty selection, certification, faculty development workshops, and curriculum oversight

Lead Faculty Members

- Function as Area Chairs and in other faculty roles that are instructional and instructional-quality related
- Focus on teaching, curriculum review and development, and mentoring of new faculty members in their content areas

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Associate Faculty

The Associate Faculty consists of members who have both the academic preparation necessary to teach discipline-specific theory and practical experience to make theory relevant and useful. Associate Faculty members are part-time employees; they are contracted on a course-by-course basis. Associate Faculty Members focus on the practical application of theory in the workplace and bring advanced academic preparation in their fields as well as significant practical professional experience to their classes.

2.4 | Faculty Scholarship

The University encourages professional currency and a culture of disciplined inquiry. University of Phoenix faculty members are actively involved in academic and professional scholarly activities.

The following list includes professional and scholarly activities reported by the faculty:

- Research initiatives with a faculty member as principal or co-principal investigator
- Authorships or co-authorships of monographs and receipt of academic recognition and awards
- Research activities, course development work outside University of Phoenix, and postdoctoral fellowships
- Academic presentations
- Participation on community boards, memberships in professional associations, voluntary service, and community presentations

2.5 | Faculty Guidelines

PROFESSIONAL BEHAVIOR AND PRACTICE GUIDELINES

Faculty members demonstrate respect for students, faculty colleagues, and University staff through personal demeanor, conduct, and effective management of the learning environment. The following guidelines apply to all University local campus and online faculty and form the foundation of faculty requirements and the Faculty Code of Conduct set forth in this Faculty Handbook.

1. Focus on Student Learning

The instructional emphasis of the University is on student mastery of outcomes and objectives in course content and the integration of the University's Learning Goals across all academic programs and courses of study.

2. Adopt the University's Teaching and Learning Model

Faculty members practice the University of Phoenix Teaching and Learning Model as defined in the Faculty Handbook to achieve course objectives and facilitate student learning.

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3. Use Copyrighted University of Phoenix Course and Faculty Development Materials Appropriately

Faculty members acknowledge that course and faculty workshop materials are copyrighted property of University of Phoenix and may be used only in University courses, programs, and activities.

4. Demonstrate Respect for Students and Expect the Same From Students

Faculty are required to demonstrate respect for students. Faculty members foster a professional environment of trust and respect by avoiding the use of language, humor, or materials that create an offensive environment on the basis of race, age, religion, ethnicity, gender, or sexual orientation. Communication that threatens, demeans, or intimidates others is contrary to the spirit of teaching, learning, and scholarly discourse. Student and faculty actions or communications that are inconsistent with this guideline may be determined to constitute a violation of the University's code of conduct. For more information on the University's code of conduct, refer to section 2.6 (Faculty Code of Conduct) and section 2.7 (Student Code of Conduct) of this Handbook.

5. Encourage and Model Academic Integrity

Academic integrity is highly valued at University of Phoenix. Just as students are bound by the Student Code of Academic Integrity, faculty members must always submit work that represents their original words or ideas and must always clearly and properly attribute words, ideas, and graphics of others with in-text citations and reference listings. Works requiring citations include, but are not limited to, hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communications that contain content that clearly originates from an identifiable source.

6. Be Prudent in the Use of Sensitive Information

Students and faculty should not share present or past employer information that would be considered proprietary, confidential, company-sensitive, or a protected trade secret. Faculty should encourage students to review their organization's limitations on sharing information externally. Information shared in class or in assigned work must not be used for the personal gain of the faculty member or student.

Faculty should protect the privacy rights of students as indicated by the federal Family Educational Rights and Privacy Act (FERPA), Americans with Disabilities Act (ADA), and the University's Privacy Policy, in addition to other applicable privacy laws, regulations, and internal policies and procedures. Sensitive information should not be shared with other students, the public, or school officials who do not have a legitimate educational interest.

7. Refer Non-course Student Concerns to University Administration

Faculty members do not deal with non-course administrative or financial issues or represent students in their contacts with administration regarding these issues. Instead, faculty members should encourage students to contact their advisors at the

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campus for administrative issue–problem resolution. Faculty may use the Early Alert form to report instances when students indicate they have not received administrative or financial assistance.

8. Attend Faculty Development Sessions, General Faculty Meetings, Content Area Meetings, and Commencement Ceremonies

Faculty members participate in academic activities of the University. These include:

- Faculty development opportunities, such as workshops and content area meetings, that help faculty members improve application of the University’s Teaching and Learning Model, share ideas and best practices with colleagues, and remain current in their areas of substantive expertise.
- General faculty meetings where faculty members participate in training, receive updates on University policies and procedures, and participate in activities with faculty colleagues that help to improve the quality of instruction and enhance learning.
- Commencement exercises that recognize and support student academic achievement and success.

9. Dress in Attire Appropriate to the Professional Learning Environment

When teaching, meeting with students, and attending University-sponsored meetings and events, faculty members dress in a professional manner. Dress should never detract from the learning environment.

10. Avoid Conflicts of Interest and Situations that may Create the Appearance of a Conflict

Faculty members are expected to avoid conflicts of interest and situations that may create the appearance of a conflict or an actual conflict. Personal interests conflict with the interests of the University when 1) they interfere or could interfere with the performance of duties; 2) faculty may not be effective or objective in their company duties due to personal interests; 3) faculty use the University’s assets or their position or influence at the University for personal gain; or 4) there is the appearance of a conflict of interest. No faculty member may benefit personally from any purchase of goods or services by the University, nor should any faculty member derive personal gain (monetary or otherwise) from direct or indirect actions taken as a representative of the University, except for wages or other compensation paid by the University. For more information on conflicts, refer to section 3.8 of this Handbook.

Faculty members who also hold staff or administrative positions with the University must also abide by the provisions of the Apollo Group, Inc. Employee Handbook, the Apollo Code of Business Ethics, and other Apollo policies, procedures, and standards as well as the provisions of the University’s Policies and Procedures Manual.

11. Engage Appropriately in Scholarly Activities

While research is not a requirement of all faculty members, the University recognizes

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the value of engaging in appropriate scholarly activities. Faculty members are encouraged to seek opportunities to participate in professional organizations, publish, and make presentations in academic or professional settings.

12. Ensure the Integrity of the Student End-of-Course Survey (SEOCS) Process

Before the last week of class, faculty members should encourage students to complete the Student End-of-Course Survey when prompted on eCampus.

13. Ensure the Integrity of the Faculty End-of-Course Survey (FEOCS) Process

All faculty members should submit the Faculty End-of-Course Survey. Faculty members may complete their Faculty End-of-Course Survey by following the prompt on eCampus. Feedback from faculty is critical to the curriculum development and revision process and provides insightful information for the continuous improvement of University services and processes.

14. Be Prudent When Responding to Students' Requests for Information Verification or for Letters of Recommendation

Students may occasionally ask faculty to verify their standing in a class for employment-related matters (such as tuition reimbursement) or may ask for letters of recommendation. When responding, faculty must keep in mind that all information pertaining to a student's class attendance and performance is confidential information, subject to FERPA restrictions, as well as other laws and policies of the University. Consequently, if a student asks a faculty member to verify student information, the faculty should recommend that the student contact his or her Academic Counselor/Advisor. The Academic Counselor/Advisor in turn will help the student contact the Registrar's Office or another University department appropriate under the circumstances.

If a student asks a faculty member for a letter of recommendation, the faculty may decline the request or agree to write a letter of recommendation. Faculty may write letters of recommendation for students relating to admission to graduate school, employment, and professional licensure as long as the student requests the letter in writing and identifies a specific person to whom to address the letter. Letters should be written for a specific purpose and may not be general or addressed "to whom it may concern." Letters of recommendation written by faculty must present information as the faculty member's personal opinions and must not be written or presented as official communications from University of Phoenix. Faculty members wishing to write student recommendation letters on campus letterhead must provide the Director of Academic Affairs or designee with the content. After approval by the Director of Academic Affairs, campus staff will transfer the content onto letterhead and mail the letters after the faculty member signs them.

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GUIDELINES FOR EFFECTIVE FACILITATION OF LEARNING

1. Vary the Use of Teaching Methods and Techniques

Faculty members recognize that students have different learning styles (e.g., visual, auditory, kinesthetic) and perceptual modes. In addition, faculty members should remember that learning is a process and is not merely the transmission of information from teacher to student. A teaching method that is effective in helping some students learn may not be equally helpful to others. Students should engage in a variety of learning activities during a local campus workshop or online class week. Use of a variety of teaching methods will enhance student learning.

2. Encourage Students to Take an Active Role in Their Own Learning

Chickering and Gamson (1987) identified active learning as one of the principles of good practice in higher education. Adult students are capable of taking responsibility for their own learning and should be given opportunities to become self-directed.

3. Communicate High Expectations

The link between teacher expectations and student learning is well established in the literature of education. Students tend to rise toward the levels of achievement expected by teachers (Spader, 2006; Tsiplakides & Keramida, 2010). Creating discussion questions and assignments that challenge and inspire leads to higher levels of student learning.

4. Allow Students Adequate Time for Reflection

Students need time to process new information. When new information is presented or complex questions are asked, allow students time to reflect on previous knowledge and experience. See Stephen Brookfield (2005) for excellent suggestions for using reflection to help students through the learning process.

5. Require a Reasonable Number of Student Presentations in Local Campus and FlexNet® courses

Student presentations are essential to developing the oral communication skills considered essential to workplace success and are an integral part of the curriculum. When, in the estimation of the faculty member, so much of the local campus or FlexNet® course would be spent in required presentations that students would be adversely affected in terms of instruction, altering assignments to create a better balance should be considered. In addition, faculty should enforce time limits on student presentations to ensure that all students have an equal opportunity for presentations and feedback.

6. Encourage Meaningful Course-Related Participation

LOCAL CAMPUS CLASS PARTICIPATION

During local campus and FlexNet® class workshops, faculty should use a variety of learning activities to support and encourage course topic and objective interest and

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understanding. In addition to brief topic-focused lectures, faculty should arrive at each workshop meeting with discussion questions and small group activities prepared and worked into the overall schedule for the session. Providing students with structured activities designed to promote meaningful participation is one way to ensure the course objectives for the workshop are satisfied in an interactive manner.

Local campus class participation should account for about 15 percent of the overall course grade. Faculty may choose to award class participation points for specific local campus class activities to encourage active involvement of all class members throughout the local campus workshop meeting time. Participation requirements are outlined on the Policies & Procedures link on eCampus. As with all other grading policies and procedures, participation requirements must be discussed during the first workshop meeting for the course.

ONLINE CLASS PARTICIPATION

Online Participation for the Online Campus and Online Weeks of FlexNet® Classes
During online class weeks, a portion of each student's grade should be based on the quality and quantity of the contributions the student makes to class discussions four out of seven days each class week. Participation—including online class participation—should account for about 20 percent of the overall course grade. Participation requirements can be found on the Policies & Procedures link on eCampus. Students should receive substantive weekly comments on their participation.

ASSOCIATE PROGRAM CLASSES OTHER THAN FIRST YEAR SEQUENCE CLASSES

During associate degree program Read and Discuss class weeks, a portion of each student's grade is based on the quality and quantity of the contributions the student makes to class discussions four out of seven days each class week. Participation requirements can be found on the Policies & Procedures link on eCampus. The percentage of the course grade determined by participation is identified in the Course Design Guide the University provides to the faculty. During class weeks which are not Read and Discuss weeks, students should post two days a week in a class forum to maintain attendance, but there is no participation requirement. Students should receive substantive weekly comments on participation as well as on all assignments.

7. Use a Variety of Course Assessment Strategies, Tools, and Techniques

Formative and summative assessments are important aspects of every class. Faculty are encouraged to use a variety of assessment strategies, tools, and techniques. Faculty may register for local campus or online faculty workshops on the topic of classroom assessment techniques and may review an electronic version of Classroom Assessment Techniques by Thomas A. Angelo and K. Patricia Cross (1993) on eCampus.

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GUIDELINES RELATED TO FACULTY'S ROLE IN BUILDING COLLABORATIVE LEARNING AND TEAM COMPETENCE

Learning Team Purposes

Collaborative Learning Teams are an integral component of the University of Phoenix Teaching and Learning Model in bachelor's, master's, and doctoral degree programs. Some of the benefits of the collaborative Learning Team model include the following:

- Reinforce learning in the content area
- Serve as laboratories for learning how to become more effective as team members in the workplace
- Help students improve interpersonal communication skills
- Enhance horizontal learning (the transfer of knowledge and information among students) of discipline-specific course content through collaboration in the preparation of course assignments
- Facilitate collaboration that results in the development of higher-order thinking skills
- Serve as support groups to help students successfully negotiate the educational process
- Provide experience in team or group activities that mirror the workplace of the 21st century

Faculty's Role Relative to Learning Teams

The following guidelines for faculty with respect to Learning Teams in their classes are based on insights of experienced faculty members and academic administrators, as well as on empirical research in the areas of collaborative and cooperative learning:

1. Assist Students' Learning Team Formation and Planning Process

During the first week of class in classes for which the curriculum requires students to work in Learning Teams, it is important that the faculty member emphasize the requirement that all students join a Learning Team before a first team assignment is due, facilitate the formation of Learning Teams, and aid in the planning of team goals and outcomes. Faculty members are expected to play an active role in the team formation process if students need assistance forming teams and are expected to promote the use of the Learning Team Charter (Webb, 2009).

2. Monitor the Learning Team Process and Assist Teams When Help is Requested

Faculty should provide students with feedback on the Learning Team Charter and should counsel teams when contacted about team issues. As with all feedback and grade communications, faculty's feedback on Learning Team Charters should be provided privately.

In addition to responding to teams' questions directed specifically to the faculty,

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faculty serve as a sounding board for team discussions about learning outcomes and the group process, act as an advisor and facilitator in resolving conflicts when requested to do so by a team member, and provide feedback on group processes. Faculty should encourage team members to practice problem solving skills by managing issues independently. (Webb, 2009) Grading of team projects and papers is discussed below.

GRADING AND EVALUATION GUIDELINES

Evaluating student performance is a necessary fact of academic life. While faculty members are expected to make appropriate assessments of student achievement of course objectives, it is possible to turn evaluations and assessments into episodes of learning. Grading should be accomplished as objectively as possible. Grades should reflect student demonstration of mastery of course objectives and outcomes, and achievement of the University's Learning Goals. Faculty members do not give grades; students earn grades.

For additional information, guidance, and policies related to grading and evaluation, see subsection 4.3 (Grading and Feedback Standards and Requirements) of this Handbook.

2.6 | Faculty Code of Conduct

Preamble

The University of Phoenix Faculty Code of Conduct establishes the guiding principles for faculty conduct. Faculty members are required to observe this Code in their relationships with students, staff, and other faculty members. The Code provides guidance for professional conduct in carrying out faculty responsibilities consistent with the ethical obligations of the teaching profession and the fulfillment of the University's Mission. The Code of Conduct is applicable to all faculty members, Associate and Core (Administrative and Lead), as well as those faculty members who are full-time employees of the University.

Faculty Code of Conduct

University of Phoenix faculty accept an obligation to conduct themselves in a manner that creates a positive learning environment compatible with the University's policies and philosophies as an institution of higher education. Conduct that is determined to be a misuse of academic freedom, where the actions or behaviors of a member or members of the University community impair the opportunities of others to teach or learn, are unethical or illegal, or disrupt the orderly functions of the University, will be deemed misconduct and will be subject to appropriate disciplinary action as prescribed in the Faculty Handbook.

Faculty are expected to conduct themselves with honesty, integrity, and the highest ethical standards. These ethical standards include:

- A commitment to providing world-class service to our students and each other

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- Embracing and supporting our diversity and demonstrating respect for all
- Abiding by and complying with the laws, regulations, and rules that govern the University in all areas

Note: Full-time employees of the University are also subject to appropriate disciplinary action as described in the Apollo Group, Inc. Employee Handbook.

The major categories of misconduct for which corrective or disciplinary action may be taken include the following:

1. Forgery, alteration, or misuse of University documents, records, or identification, including but not limited to:

- Permitting unauthorized use of information in University files.
- Seeking personal benefit from confidential information.
- Unauthorized use of student assignments or student information.
- Changing one's own institutional records or the records of any family relation, except as required to maintain current address information or the information contained as part of My Academic Credentials, both of which are administered through eCampus.
- Exhibiting or divulging the contents of any record or report to any person except in the conduct of his or her regular work assignment.
- Making copies of, or removing official records or reports, unless such action is in the performance of regular duties and prior authorization has been obtained.
- Operating or requesting others to operate any University data equipment for purely personal business.
- Making unauthorized alterations of any kind to any documents submitted by students, faculty, or employees.

2. Failure to uphold standards of academic integrity, including but not limited to:

- Plagiarism and other forms of academic dishonesty.
- Fabrication or falsification of any information, citation, data, or document.
- Acquisition or use of copyrighted works without appropriate legal license or permission.

3. Violation of any applicable professional codes of ethics and behavior (e.g., education, counseling, and nursing).

4. Obstruction or willful disruption of University activities, including teaching, administration, disciplinary procedures, or public service functions.

5. Physical abuse, mental abuse, or conduct that threatens or endangers the health

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or safety of any member of the University community, any person on University property, or at a University-sponsored or University-supervised activity or function.

6. Theft or damage to University property or property of a member of the University community or visitor on University property.
7. Unauthorized use of University facilities, personnel, or assets.
8. Disregard or violation of University policies, laws, or regulations, including regulations concerning student organizations, the use of University facilities, or the time, place, and manner of public expression.
9. Use, possession, or distribution of alcoholic beverages or other drugs while on the premises of a University campus or classroom location or while participating in University-sponsored activities or functions, except as expressly permitted by law or University policy. For additional information, see the University's Alcohol and Drug Abuse Policy in section 3.6 of this Handbook.
10. Disorderly, lewd, indecent, or obscene conduct or expression in or on University-owned or controlled property, or as a representative of the University.
11. Defamatory statements, undocumented allegations, attack upon personal integrity, or harassment of any kind.
12. Conducting personal business for gain or solicitation of business while teaching or participating in other University activities in or on University-controlled property and facilities.
13. Failure to maintain the highest ethical standards in interactions with students, staff, and peers.
14. Breach of confidentiality and/or personal privacy of any student, faculty member, or University employee.
15. Carrying of weapons or firearms on campus, at campus-sanctioned events, or when meeting with campus personnel. An exception to this policy applies to law enforcement personnel when the carrying of a firearm is a condition of employment by local government, state, or federal law enforcement agencies. These personnel should contact their local campus security authority to request any exceptions.
16. Approving or processing one's own Content Area Requests (CARs), contracts, and payments, or the CARs, contracts, and payments of family members.
17. Assisting or cooperating with any other person to violate any part of this Code or other University policy, procedure, or standard.

This Faculty Code of Conduct may be modified in accordance with University governance procedures from time to time, including between publication dates of the Faculty Handbook.

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Such changes shall be communicated to faculty by appropriate means and, thereafter, such changes shall be applicable to all members of the University's faculty.

See subsection 8.4 within the Handbook for the Procedures for Alleged Violations of the Faculty Code of Conduct. See subsection 8.5 for Faculty Appeal Policy and Procedures information.

2.7 | Student Code of Conduct

The University Catalog contains valuable information for students and faculty alike, including the full text of the Student Code of Conduct. University of Phoenix students are bound by the Student Code of Conduct in all their interactions with faculty, student colleagues, and University staff. The Student Code of Academic Integrity—which is part of the Student Code of Conduct—applies to class participation and submission of work for academic credit. For additional information about the Student Code of Conduct in general and the charging process for violations in particular, see section 5 (Handling Student Code of Conduct Issues, Grade Disputes, and Grade Corrections) in this Handbook.

2.8 | eCampus

eCampus is a secure multifunctional electronic gateway to student and faculty services, the University Library, class schedules, course materials, electronic class forums, and other learning assets.

In addition to housing all the electronic course materials and classrooms for the University, eCampus provides 24/7 access to faculty certification and training resources, class contracts, and faculty forms, to name just some of the materials available.

Additionally, eCampus allows faculty 24/7 access to complete the following tasks:

- Complete and update My Academic Credentials
- Obtain an originality report for student assignments through the Plagiarism Checker located in the Center for Writing Excellence
- Sign up for direct deposit
- View paycheck history
- Enter course grades electronically

2.9 | Students' eCampus Benefits

All University students enjoy the benefits of eCampus, a proprietary web-based environment, allowing students to:

- Access all course materials from any computer with an Internet connection
- Attend class, participate, submit assignments, and review assignment feedback and

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grades in online classes in an asynchronous secure environment created specifically for each class

- Interact electronically between local campus class meetings to ask and answer class-related questions, submit assignments, and receive feedback and grade reports for local campus classes
- Participate in asynchronous University labs and workshops on topics such as new student orientation, APA, using the University Library, and more
- Conduct class assignment research through the University Library
- Complete administrative tasks related to University course scheduling

2.10 | Digital Learning Resources

The electronic classroom area of eCampus is designed to increase and enhance learning by organizing objectives, materials, and assignments in a manner that allows for improved comprehension and increased value to the faculty and students.

The rich media provided through these portals includes computer-based simulations that allow students to practice decision-making skills. The electronic portals also provide access to tutorial services, writing services, and math services. In addition, Virtual Organizations are available for some courses. The Virtual Organizations allow students to data-mine organizations to combine theory and practice without concerns for the proprietary interests of the students' organizations.

In 2005, the eBook Collection—a collection of books in digitized format—became available for most courses and programs. Reading assignments are taken from the eBook Collection, and in many courses the assignments come from several different books.

2.11 | University Library

The University Library offers an array of information resources available to all students and faculty at any time and from virtually any location where an Internet connection is available. This online distribution of information is not only optimally matched to the needs of the University's population, but also allows for equitable sharing of library resources among students and faculty members. The University Library provides access to over 250 information resources and 70,000 publications which cover a variety of topics, including business, humanities, education, nursing and health care, information technology, and more. In addition, University Library staff members help to facilitate user education, offer interlibrary loan services, and provide research guidance via services including the Ask a Librarian service.

2.12 | Center for Writing Excellence

The Center for Writing Excellence is an online writing lab designed to assist University of Phoenix students in developing essential written communication skills. The resources are divided into five

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main sections that include the WritePointSM system, Tutor Review, the Spanish Writing Lab (El Centro de RedAcción), Tutorials and Guides, and the Turnitin Plagiarism Checker. A link to and more information about the Center for Writing Excellence are available on eCampus.

2.13 | Center for Mathematics Excellence

Established to promote competency in mathematics, the Center for Mathematics Excellence provides support to University of Phoenix students and faculty in their quest for excellence in quantitative teaching and learning. The goal of the Center for Mathematics Excellence is to provide support and help for mathematics and statistics courses as well as information on how to apply mathematical skills to chosen fields of study and professions. A link to and more information about the Center for Mathematics Excellence are available on eCampus.

2.14 | Learning Team Toolkit

One of the learning goals at the University is to help students develop the skill of effective collaboration. This is the primary reason participation in Learning Teams is such an integral element of the Teaching and Learning Model for bachelor's, master's, and doctoral degree students. The Learning Team Toolkit consists of electronic resources created to promote professional competence as members and leaders of work teams. The Toolkit is available to students and faculty at all times during and between classes on eCampus.

2.15 | Student and Faculty Workshops

All University students and faculty have an opportunity to participate in workshops offered at local campuses or delivered electronically. There is no registration fee for these workshops. All workshops are designed to provide students and faculty with tools for success in their learning and teaching endeavors at the University. Students and faculty can review scheduled workshops and register for the workshops through eCampus.

2.16 | Gradebook

University faculty are required to use the Gradebook on eCampus to provide students with feedback, weekly grade information, and end-of-course grades. With the Gradebook, many of the administrative tasks are automated and students can review assignment feedback through an Assignments tab on their eCampus course page. End-of-course grades are reported to students and to the University simultaneously through the Gradebook.

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2.17 | Life Resource Center

Another service available to all University of Phoenix students via eCampus is the Life Resource Center (LRC). Utilizing services provided by the University's vendor, EAP Preferred, students can receive assistance in the following areas:

- Life Resource Center resources and referrals
- Financial consultation
- Life/Career coaching
- Counseling

Students can receive these services from reading information on the Life Resource Center website, contacting a counselor, coach, or advisor by e-mail, instant messaging, telephone, or (for psychological counseling) meet with a counselor in-person in their local area.

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Regulatory Requirements and University Community Policies

This section addresses key regulatory requirements and University policies that affect the faculty's role while teaching courses in all modalities (online and local campus) and while participating in workshops.

3.1 | Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act was enacted in 1974 and applies to all schools receiving funding through the Department of Education. FERPA provides legal guidelines on student right to access, confidentiality, and institutional responsibilities. Faculty may not release personal (non-directory) information about a student without the prior written or authorized electronic consent of the student, a judicial order, or a lawfully issued subpoena. The student's signature on the written requests shall be verified before acting upon the request. Faculty should refer any requests for non-directory information to the campus.

Personal (non-directory) information includes:

- Place of birth*
- Month and day of birth*
- Social Security Number or Individual Record Number (IRN)**
- Grades
- Grade Point Average
- Course schedules
- Employment information including: employer, position held, work address, or work phone number
- Academic performance information, such as academic suspension, probation, disqualification, or academic dishonesty charges
- Admission information including: test scores or entry grade point averages
- Financial and accounting information
- Gender*
- Race*
- Ethnicity*
- Citizenship*
- Country of origin*

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- *Although this information may be disclosed without prior written or authorized electronic consent according to FERPA, the University's policy is to maintain the confidentiality of this student information. The University will notify students to provide this information directly to a third party when this information is requested.
- **Student IRN, SSN or PIN numbers generally should not be released to a third party, unless it is necessary to perform a required task (e.g., Student Financial Agreement, FBI Request, etc.).

3.2 | Americans with Disabilities Act & Rehabilitation Act of 1973

University of Phoenix recognizes and accepts its obligations under the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide reasonable accommodations to qualified disabled individuals in all University programs and activities.

The University of Phoenix Disability Services Office is available to assist individuals with disabilities who self-disclose and request accommodations. Students have the responsibility to both self-disclose and request accommodations through the campus Disability Services Advisor (DSA) if accommodations are desired. Verification in advance through documentation from a health care provider is required to determine eligibility for an accommodation. The campus Disability Services Advisor will review documentation for accommodation consideration. Therefore, students must allow for several weeks between self-disclosure and a decision to grant accommodations.

Faculty members to whom students self-disclose a disability are required to make an immediate referral to the campus Disability Services Advisor by completing the referral form on eCampus. Within the referral form, the faculty member should disclose the nature of the self-disclosure and share pertinent details of the student's claim. When submitting a referral, faculty members should be sure to provide the student's name, IRN (if known), e-mail address, campus, and details as provided by the student (e.g., disability type, limitations mentioned, accommodation requests, etc.). It is important to note that faculty members are not to ask probing questions to determine a student's disability status. When it comes to ADA, any question that is designed to gain further information about the student's medical/ADA condition is prohibited.

A complete listing of campus Disability Services Advisors can be found at www.phoenix.edu under Disability Services. In addition, ADA posters are displayed at campus locations in classrooms and common areas displaying the name and contact information for the local campus Disability Services Advisor. Determination of reasonable accommodations and compliance with the ADA and Rehabilitation Act for students is managed by the Apollo Ethics and Compliance Department.

Faculty members have the responsibility to both self-disclose and request accommodations through the Human Resources Department if accommodations are desired. Information about the disclosure and request processes is available on eCampus. Reasonable accommodations are determined on a case-by-case basis. The Human Resources Department manages the faculty

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accommodation process and provides general information along with forms to faculty through eCampus.

No student or faculty member shall be retaliated against for seeking accommodation under this policy or for participating in any complaint procedures brought against the University for its alleged noncompliance with the policy.

3.3 | Campus Safety

The Campus Security Act (The Jean Cleary Act) was signed into law in 1990 and requires several actions by institutions of higher education. The law applies to any private or public higher education institution that participates in the student financial aid programs under Title IV of the Higher Education Act of 1965 (HEA).

Every campus has an assigned individual to whom students, faculty members, and staff should report criminal offenses. This person is known as the Campus Security Authority (CSA). The responsibilities of the Campus Security Authority include not only receiving reports of criminal offenses, but also enforcing compliance with all federal regulations under the Campus Security Act. The Apollo Ethics and Compliance Department, in close partnership with the Apollo Legal Department, manage this area to ensure compliance.

Faculty members who become aware of a safety or security concern should call 911 in cases of local campus emergencies and take other reasonable and appropriate safety measures. As soon as possible thereafter, the faculty member should also inform the Campus Security Authority, Director of Academic Affairs, and the Security Operation Center (SOC). In non-emergency situations, faculty members should promptly contact the Campus Security Authority and Director of Academic Affairs with the information or for guidance if they gain first-hand knowledge of a safety or security concern.

In online classes, faculty who become aware of a student's class communication(s), or private communication(s) to members of the University community concerning a safety or security concern, should contact their Campus Security Authority, a member of the Full-Time Development Faculty for the college, as well as the Security Operation Center for assistance.

Campus Safety Policies and Campus Crime Statistics

Campus Safety Policies and Campus Crime Statistics are published in the University of Phoenix Campus Safety Report. The Campus Safety Policies cover issues concerning alcohol and drug use, crime prevention and reporting, sexual assault, and other related matters. For fire and related emergency procedures, contact the local campus.

Campus Crime Statistics cover crimes reported to the University that occurred at a campus facility, in off-campus buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus, over the previous three years.

These policies and statistics are accessible by clicking on the About UOPX link and the Campus Safety tab at www.phoenix.edu, on eCampus, or by contacting the local Campus Security Authority to request a hard copy.

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Displaying Emergency 911 Posters

In local campus environments, emergency 911 posters with the Campus Security Authority contact information should be displayed in every University classroom and common area. Faculty teaching at offsite locations must display an emergency 911 poster in the offsite classroom while the class is being conducted. Faculty teaching at offsite locations who have not received an emergency 911 poster to post should contact their Academic Affairs Department or the Campus Security Authority to obtain one.

Emergency Responsibility Policy

To ensure and maintain a safe environment, emergency procedures are posted in each classroom. Faculty members not only need to be familiar with these procedures, but are responsible for carrying out the details of all emergency response efforts. Faculty members are responsible for accounting for all students in their classrooms and for taking reasonable measures to ensure their safety.

Emergency Mass Notification

The University has a system in place for notification of immediate emergency situations. The Emergency Mass Notification System is used to communicate with the campus community concerning various types of situations, alerts, warnings, and emergencies. While intended for mass communication, it may also be used for less widespread notifications.

Any faculty member with information warranting an emergency mass notification should immediately report the circumstances to their Campus Security Authority or the Security Operations Center, by calling 1-866-992-3301. The decision to issue an emergency mass notification and the type of instructions given to the campus community will be made by Apollo Corporate Security, campus management, and the Core Crisis Management Team.

The Emergency Mass Notification System is capable of reaching students, faculty members, and staff through multiple communication means. Depending on the circumstances of the incident, emergency mass notifications may be distributed by any one or more of the following means to students, faculty members, and staff of the organization: text messaging, recorded message to phones or other similar devices, e-mail, fax, or pager. Staff, faculty, and students are responsible for having current and accurate information on file with the University to ensure they will receive notifications from The Emergency Mass Notification System. The complete Emergency Mass Notification Policy can be found in the Campus Safety Policies located on www.phoenix.edu.

Security Operations Center (SOC)

Corporate Security provides assistance 24 hours a day, 7 days a week to faculty and staff. They may be reached via phone at 1-866-992-3301 or 602-557-7000, e-mail at secopscenter@apollogrp.edu, or fax at 602-557-1134. In the event of a true emergency, faculty members should dial 911 first and then contact the Security Operations Center. It is important to note that the SOC does not replace 911; however, Corporate Security staff members are available to support staff and faculty with any safety and security questions or concerns.

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3.4 | Consumer Information Guide

In accordance with the Higher Education Opportunity Act (HEOA), institutions whose students are eligible for federal financial aid are required to disclose information to the consumer. The University of Phoenix Consumer Information Guide contains information and institutional policies including, but not limited to:

- Family Educational Rights and Privacy Act (FERPA), including student information that can and cannot be released, without student consent
- Federal, state, and institutional financial aid programs and requirements, including loan limits, interest rates, and counseling
- Student Loan Code of Conduct, including borrowers rights and responsibilities
- Information about University of Phoenix, including accreditation, academic programs, facilities, student diversity, and graduation rates
- Academic integrity policies, including copyright infringement and peer-to-peer file sharing
- Campus safety and security policies, including emergency mass evacuation notification and sex offender registry
- Drug and alcohol abuse, including prevention, health risks, counseling programs, prohibited use or distribution of illicit drugs, and sanctions for violation
- Higher Education Act (HEA), Title II, Teacher Quality Enhancement, includes overview of the Institutional Report information

The Consumer Information Guide can be accessed at www.phoenix.edu. Upon request, the Consumer Information Guide is also available in print. To obtain a printed copy, please contact the local campus.

3.5 | Equal Employment Opportunity Act

It is the objective of the University to provide equal opportunity for employment. Accordingly, the University recruits, hires, trains, and promotes individuals without regard to race, color, religion, sex, age, national origin, disability, veteran status, or any other category protected by federal, state, or local law.

It is University policy to solicit applicants when appropriate for available positions by posting open positions in a location accessible to employees and applicants for employment.

Equal employment opportunity is the right of all persons to work and to advance on the basis of merit, ability, and performance. The principle of equal employment opportunity is applied to all employment decisions. All employment decisions are, and will continue to be, based solely upon an individual's qualifications for the position to be filled.

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Promotion decisions are made in accordance with these principles by imposing only valid requirements for promotional opportunities.

All other workforce actions, such as those concerning compensation, benefits, employee training, and other privileges of employment are administered on the principles of equal opportunity.

The University is committed to the principles of tolerance and respect, fair treatment, equal access and consideration, and recognition for contributions. All management staff are accountable and share in the responsibility for adherence to the policy. Management performance of the objectives of this policy will be evaluated equally with the performance of all other institutional goals.

Violations of this policy should be immediately reported to the Director of Academic Affairs of the campus at which the employee most recently taught or is teaching, or to a Human Resources representative. Complaints will be promptly and impartially investigated. Retaliation against complainants or individuals who participate in an investigation will not be tolerated.

3.6 | Anti-Discrimination and Anti-Harassment Policy

It is the policy of University of Phoenix that the employment and educational environment at each campus be free of all forms of improper or unlawful discrimination and harassment, including sexual harassment or sexually offensive conduct. Conduct that would violate this policy includes, but is not limited to:

- Unwelcome or unwanted sexual advances
- Requests for sexual favors
- Any suggestion, whether overt or subtle, that a grade or other academic achievement is dependent upon the granting of sexual favors or submission to sexual requests
- Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc.
- Offensive conduct, oral or written, including sexually explicit jokes, comments, innuendoes, or any other tasteless action that would offend a reasonably sensitive person
- The displaying of sexually offensive pictures, posters, illustrations, or objects
- Slurs, jokes, or ridicule based on race, ethnic or national origin, religion, gender, age, or disability

In addition to sexual harassment or discrimination, it is illegal and against the policies of the University for any employee, faculty member, or student to harass another employee, faculty member, or student based on ethnicity, race, national origin, religion, sex, sexual orientation, gender identity, age, disability, veteran status, or any other category protected by federal, state, or local law. Such harassment and/or discrimination may include derogatory remarks, epithets, offensive jokes, the display of offensive printed or visual material, or offensive physical actions that unreasonably interfere with an individual's work or classroom performance or create an abusive work or classroom environment.

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Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by University of Phoenix. Retaliation, in any form, against the person raising such a concern will not be tolerated by University of Phoenix.

Note: The anti-discrimination and anti-harassment policy also applies to students and staff.

Discrimination/Harassment Procedures

1. Students, faculty or staff alleging discrimination/harassment must present their grievance within six weeks after the incident giving rise to the allegations occurred.

- a. Allegations of sex discrimination/harassment must be presented to Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management, 4615 E. Elwood Street, Mailstop AA-S401, Phoenix, AZ 85040, 602.557.3391, Camie.Pratt@phoenix.edu or designee.
 - i. The Title IX Coordinator or their designee will manage efforts to conduct a prompt, thorough and impartial investigation and make a determination on whether the party presented a factual connection between the allegation of sex discrimination/harassment and the alleged actions.
 - ii. If the Title IX Coordinator finds that there is a factual connection between the allegation of sex discrimination/harassment and the alleged actions then one of the following procedures will be followed:
 1. If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
 2. If the accusation is against a student then the Student Code of Conduct procedures apply.
 3. If the accusation is against an employee then the Title IX Coordinator or their designee will contact Human Resources and human resources policies for processing claims of sex discrimination/harassment will be followed.
 - iii. In instances where it is determined that a formal process is not appropriate the student, faculty or employee may be warned or counseled regarding the allegation.
 - iv. Timeframe for Conducting Title IX complaints:
 1. Investigation – a prompt and thorough investigation will be conducted within 60 days barring any unusual complexity.
 2. Opposing parties will receive notice of the outcome of the complaint within 30 days of the close of the investigation barring any unusual complexity.
 3. Opposing parties shall be afforded the opportunity to appeal within 10 days of receiving notice of the outcome.
- b. All other discrimination/harassment claims must be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee.

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- i. Campus Director of Academic Affairs, Director of Operations, or Director of Student Services, or their respective designee will conduct a prompt, thorough and impartial investigation and make a determination on whether the claim presented a factual connection between the allegation of discrimination/harassment and the alleged actions.
- ii. If the appropriate director or designee finds that there is a factual connection between the allegation of discrimination/harassment and the alleged actions then one of the following procedures will be followed:
 1. If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
 2. If the accusation is against a student then the Student Code of Conduct procedures apply.
 3. If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and human resources policies for processing claims of harassment will be followed.
- iii. In instances where it is determined that a formal process is not appropriate the student, faculty or employee may be warned or counseled regarding the allegation.

3.7 | Alcohol and Drug Abuse Policy

Local campus use of alcohol or drugs by faculty members, employees, or students is strictly prohibited. For purposes of this section, “local campus” includes University classrooms, meeting rooms, and facilities not only at campuses and Learning Centers, but also at any University-contracted facility procured for the purpose of classroom instruction.

References in this section to the “Institution” refer to both University of Phoenix and Apollo Group, Inc. The following policy details are provided in accordance with the Drug-Free Workplace and Drug-Free Schools and Communities Act.

Objective of the Alcohol and Drug Abuse Policy

Drug abuse affects all aspects of life. It threatens the workplace as well as the home, schools, and the community. As a method of increasing awareness, the U.S. Department of Education requires institutions of higher education to implement a drug abuse prevention program for their faculty, employees, and students.

For additional alcohol and drug abuse policies, University of Phoenix faculty members, employees, and students and all Apollo Group, Inc. employees supporting University of Phoenix functions can visit www.phoenix.edu or contact the local Campus Security Authority for campus safety policies.

Standards Of Conduct

1. **Consumption of alcohol is prohibited during working hours on or off the premises. This includes the consumption of any alcohol at lunch whether it is an Institution-sponsored lunch or not.**
2. **Alcohol served at Institution-sponsored events will be served only after working hours and only to persons of legal drinking age.**

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3. **The consumption of alcohol at Institution-sponsored events is to be controlled as follows:**
 - Alcohol served at Institution-sponsored events is restricted to wine or beer.
 - Employees and faculty wishing to consume other alcoholic beverages at Institution-sponsored events may do so at their own expense, in moderation, and in consideration for others. Further, employees and faculty who consume any alcohol at such events are encouraged to make alternative travel arrangements other than driving.
 - Unprofessional behavior arising from alcohol use will be subject to disciplinary action.
4. **Alcohol is to be consumed on a client's property only on social occasions at the invitation of the client.**
5. **Drug usage, other than prescription and over-the-counter medications, is prohibited while serving as an Institution representative. Prescription medications taken by an employee or faculty member to treat a bona fide illness are prohibited from use on Institution property when the employee's or faculty member's work performance can be adversely affected.**
6. **The unlawful use, possession, manufacture, or distribution of controlled substances in the workplace is strictly prohibited.**
7. **The operation of any vehicle or machinery for Institution business while under the influence of alcohol or drugs is strictly prohibited.**
8. **The sale of drugs or alcohol on Institution property or on a client's property is prohibited.**

Tobacco-Free Policy

Note: For the purposes of this policy, "smoking" and "tobacco" means all uses of tobacco, including cigars, cigarettes, pipes, and smokeless (chewing) tobacco.

1. **Apollo Group, Inc. and its subsidiaries including the University of Phoenix are tobacco-free organizations.**
2. **Employees who wish to use tobacco may do so only in designated smoking areas.**
3. **Ashtrays and smoking receptacles are placed away from all building entrances, pursuant to state requirements.**
4. **No Smoking signs are to be posted on all building entrances and at other conspicuous places at campuses.**
5. **Violations should be reported to the Director of Academic Affairs at the campus or directly to the Human Resources Department. All reports of violations will be held in strict confidence.**
6. **Reports of violations will be investigated. Repeated and willful violations of the Tobacco Free policy will result in disciplinary action, up to and including termination of employment.**

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Associated Health Risks

There are dangers related to specific drugs. Listed below are the names of various drugs and the dangers that accompany them.

1. Marijuana

Slows reflexes, cuts mental power, causes forgetfulness, and impairs judgment. Personal dangers include possible damage to lungs, reproductive system, and brain functions.

2. Cocaine

Causes temporary false feelings of superhuman powers, impairing judgment and decision-making abilities. Causes emotional problems, mood swings, lack of dependability, and can increase workplace crime due to the high cost of the drug. Personal dangers include damage to the respiratory and immune systems, malnutrition, seizures, and loss of brain functions.

3. Heroin

Causes total disinterest in workplace safety. High cost of drug can increase workplace crime. Dirty needles and other paraphernalia can spread diseases such as AIDS. Personal dangers include damage to personal productivity and relationships, and an overdose can cause coma or death. Heroin is always addictive, even in small amounts, and withdrawal is difficult and painful.

4. Hallucinogens (PCP, LSD, Ecstasy)

Can cause the user to hallucinate, thereby distorting what is being said or heard. Also causes sudden changes in behavior that may include attacks on others, loss of concentration, and memory loss long after the dose has worn off.

5. Amphetamines

Can cause feelings of being rushed and causes users to push themselves beyond their capacity. Personal dangers range from disruption of family life to serious health problems such as kidney and liver disease.

6. Sedatives

Can slow mental reflexes, causing danger in occupations that require mental alertness. Personal dangers range from disruption of family life to serious health problems such as kidney and liver disease.

7. Tobacco

Tobacco use is addicting, both physically and psychologically. Personal dangers include cancer of the lungs, pancreas, esophagus, mouth, throat, bladder, kidney, and cervix. It also causes heart disease, respiratory tract infections, hip and vertebral fractures, and high blood pressure.

8. Alcohol

Can cause loss of concentration and judgment, loss of work time or tardiness (increasing the workload of others), and the inability to deal with problems at work. Personal dangers can range from liver and kidney disease to alcoholism.

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Sanctions the Institution Will Impose

1. Any employee or faculty member found consuming alcohol or drugs when conducting business with students or clients on Institution or client's property, except as specified in the Standards Of Conduct section of this policy, shall be subject to discipline.
2. Any employee or faculty member found using, possessing, manufacturing, or distributing illegal drugs or transferring alcohol or drugs during normal working hours on Institution or client's property shall be subject to discipline.
3. Any employee or faculty member who reports to work under the influence of alcohol or drugs shall not be permitted to remain on Institution property and will be escorted home. The employee or faculty member shall also be subject to discipline. Refer to the Disciplinary Action section for further information.
4. Consistent with the Drug-Free Workplace Law, as a condition of employment, all employees and faculty members are required to abide by the terms of this policy and notify Human Resources of any criminal drug conviction for a violation occurring in the workplace no later than five days after such conviction.
5. Compliance with this policy is considered a condition of employment; therefore, if an employee or faculty member violates this policy, discipline will be assessed on a case-by-case basis depending upon the severity of the situation. Certain cases may result in immediate termination of employment.
6. In all cases, the Institution abides by local, state, and federal sanctions regarding unlawful possession of drugs in prohibited areas and/or the use of alcohol by individuals below the legal drinking age. Any drug identified by the law as illegal is included in this program. For a current listing of federal penalties and sanctions, visit the U.S. Drug Enforcement Administration website at www.justice.gov. Additional state penalties and sanctions may also apply.

Counseling, Treatment, and Rehabilitation Programs

The associations listed below can assist interested parties in identifying a counseling, treatment, or rehabilitation program to meet their needs.

- **Al-Anon**
1-800-356-9996
- **American Council on Alcoholism Helpline**
1-800-527-5344
- **Cocaine Hotline**
1-800-COCAINE
- **National Council on Alcoholism**
1-800-NCA-CALL

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- **National Institute on Drug Abuse Hotline**
1-800-662-HELP
- **National Institute on Drug Abuse Helpline**
1-800-843-4971 or 1-800-WORK- PLACE

3.8 | Avoidance of Conflicts of Interest

Faculty must avoid conflicts of interest—and appearances of conflict of interest—when interacting with students in their classes before, during, and after University classes and workshops. Examples of conflicts of interest include, but are not limited to, promoting one’s business services or products to students, pursuing employment opportunities with a student, and accepting gifts from students.

Faculty are required to complete and file the Conflict of Interest Disclosure Form to report any interest the faculty may have in a competitor, supplier, or customer, as well as any transactions or relationships that may pose a conflict of interest. To request a Conflict of Interest Disclosure Form, please contact the Director of Academic Affairs who will route the form for the appropriate approvals. Maintaining a full-time administrative staff position at another for-profit university may be a conflict of interest for faculty at University of Phoenix. At the sole discretion of University of Phoenix, the appointment to faculty may be terminated when a conflict is determined to exist.

University of Phoenix employees who are also faculty members shall adhere not only to the provisions of the Faculty Handbook, but also to the employees’ Work Hours Policy, the Code of Business Ethics, and shall avoid situations that represent a conflict of interest between the non-faculty job duties of an employee and the opportunities for additional compensation for a faculty member. This obligation is more fully presented in the Apollo Group, Inc. Code of Business Ethics. As discussed in the Code of Business Ethics, all potential conflicts must be reviewed and cleared by the Chief Ethics and Compliance Officer (CECO) of Apollo Group, Inc. who will advise on the potential conflict of interest, appropriate resolution, and expectation.

3.9 | Processes and Guidelines for Faculty Seeking Approval to Share Information or Engage in External Accreditation or Regulatory Activity

Presentations

Staff and faculty members who present at academic, regulatory, accreditation, community, or other types of meetings must submit a request and receive approval prior to presenting University of Phoenix information to ensure proprietary information is not shared, as well as make sure the University will not be presented negatively. For additional information and to obtain a Request to Present form, local campus faculty should contact their Director of Academic Affairs. Online Campus faculty should contact facultyassist@phoenix.edu to notify Academic Affairs Online. School of Advanced Studies faculty should contact sasfacultyassist@phoenix.edu.

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Faculty members need to submit the Request to Present only if they are presenting information related to the University of Phoenix. Approval is not required for presentations made about a discipline or field of expertise that is not related to the University.

PARTICIPATION IN – AND COMPENSATION FOR - AN EXTERNAL ACCREDITATION OR REGULATORY ACTIVITY AS A REPRESENTATIVE OF THE UNIVERSITY

Participation

On occasion, a faculty member may be invited, or individually aspire, to be appointed to participate in an external accreditation or regulatory activity as a representative of University of Phoenix. A faculty member who meets the external organization's criteria and wishes to represent University of Phoenix in this capacity, must first seek and obtain approval from the Office of Academic Administration in Central Administration. For information about the application approval process, local campus faculty should consult with their local campus Director of Academic Affairs. Online Campus faculty should contact facultyassist@phoenix.edu to notify Academic Affairs Online. School of Advanced Studies faculty should contact sasfacultyassist@phoenix.edu.

Compensation

A faculty member will be permitted to accept compensation for such an activity consistent with the policies and practices of the external organization for scheduled institutional or program reviews. However, in those instances where the faculty member is serving in a consulting or advisory role outside the scope of an accreditation or regulatory visit and those services are based primarily on his or her experience and knowledge at University of Phoenix, it is expected that the services will be provided without charge as a public service of University of Phoenix.

Alternatively, if the faculty member is serving in a consulting or advisory role, and those services are based primarily on his or her experience and knowledge as a professional in their field, he or she may charge a fee for services rendered that is reasonable and customary. Any questions about whether or not to charge a fee must be submitted to the Office of Academic Administration in Central Administration for review and guidance.

3.10 | Information Security and University Computers, Resources, and Systems Use Policy

University-provided computers, resources, and systems are for approved business and educational purposes consistent with University policies and procedures. The University's computing and communication resources are the property of the University. Use of University computing and communication resources is a privilege and is provided as a service to the University's users. Among other purposes, these resources are provided for the delivery of curriculum and related materials, conducting online classes, supporting local campus class needs between class sessions, conducting educational research, communication between and among students, faculty, and staff, and accessing and obtaining the University's services.

Students and faculty using these resources without authorization, or in excess of their authorization, will be subject to appropriate review processes and sanctions. University of

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Phoenix faculty who are also full-time employees of Apollo Group, Inc. are also bound by all provisions of the Apollo Group, Inc. Employee Handbook.

All activity and information, including personal activity and information, on University systems may be monitored and recorded. Any individual accessing University computing and communication resources expressly consents to such monitoring and is advised that if such monitoring reveals unauthorized or criminal activity, Information Security Personnel will provide the evidence from monitoring to the appropriate University officials for investigation and possible release to law enforcement authorities.

General Requirements of Users

Users of University computing and communication resources must abide by the following requirements:

- Comply with this policy and all applicable local, state, and federal laws and regulations
- Do nothing to intentionally compromise the confidentiality, integrity, or availability of University computing and communication resources
- Do not attempt to circumvent the University's physical, technical, or administrative security measures
- Abide by the provisions of the Code of Student Responsibility and Standards of Student Behavior (for students) or the provisions of the Faculty Code of Conduct (for faculty members)
- Be truthful and accurate in personal identification
- Respect the rights and privacy of others
- Maintain the security of user resource accounts

Intellectual Property

Users must adhere to applicable intellectual property law and the terms and conditions of all software licensing agreements and/or copyright laws as specified by the vendor or licensor. Explicitly:

- Unauthorized use of University trademarks or logos and other protected trademarks and logos is prohibited.
- Infringement upon the copyright, trademark, patent, or other intellectual property rights of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction) is prohibited.
- Unauthorized storing, copying, or use of audio files, images, graphics, computer software, data sets, bibliographic records, and other protected property is prohibited except as permitted by law.

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Privacy and Security

The University strives to maintain the confidentiality, integrity, and availability of its systems, networks, and data. The University implements policies to ensure access to sensitive data is restricted to those individuals on a need-to-know basis. The following sections describe how Information Security Personnel may monitor computing and communication resources for violations of this acceptable use policy.

Monitoring

System and network activities of users are routinely logged and monitored. These activities include but are not limited to:

- Use of accessed accounts
- Time and duration of network activity
- Web pages accessed and duration of access

In the case of a suspected violation of this policy, University officials may authorize Information Security Personnel and other appropriate individuals to conduct a detailed investigation.

Restriction of Access to Computing and Communication Resources

Access to University computing and communication resources is a privilege that may be wholly or partially restricted without prior notice and without consent of users:

- If required by applicable law or policy
- If a reasonable suspicion exists that there has been or may be a violation of law, regulation, or policy
- If required to protect the confidentiality, integrity, or availability of computing and communication resources

Conditions for Permitting Inspection, Monitoring, or Disclosure

The University may permit the inspection, monitoring, or disclosure of e-mail, computer files, and network transmissions in the following instances:

- When required or permitted by law, including public records law, or by subpoena or court order
- When the University or designated agent reasonably believes that a violation of law or policy has occurred
- When necessary to protect the confidentiality, integrity, or availability of computing and communication resources

Confidentiality

Confidentiality of e-mail and other network transmissions cannot be completely assured; therefore, all users should exercise caution when sending personal, financial, confidential, or sensitive information by e-mail or across the Internet.

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Responsibility to Inform User of Unauthorized Access or Disclosure

If the University believes unauthorized access to, or disclosure of, private user information has occurred, the University will make reasonable efforts to inform the affected user, except when notification is impractical or when it would be detrimental to an investigation of a violation of law or policy.

VIOLATIONS AND ENFORCEMENT

Reporting Violations

Any actual or suspected violation of this policy should immediately be brought to the attention of the system administrator of the equipment or facility most directly involved. Alternatively, a report may be made directly to Apollo Group, Inc. Technical Support at 1-800-470-0723 or to Human Resources, Apollo Ethics and Compliance Department at 602-557-1882 or the Apollo Ethics Helpline at 1-888-310-9569 or www.apollohelpline.com.

Response to a Reported Violation

Upon receiving notice of a violation, the University may temporarily suspend a user's privileges or move or delete the allegedly offending material pending further investigation.

A person accused of a violation will be notified of the charge and have an opportunity to respond before the University imposes a permanent sanction. Appropriate cases will be referred to the University disciplinary process appropriate to the violator's status (e.g., faculty member, student, or staff) or to appropriate law enforcement authorities.

In addition to sanctions available under applicable law and University policies, the University may impose a temporary or permanent reduction or elimination of access privileges to computing and communication resources.

The University may temporarily suspend any account, whether or not the account user is suspected of any violation, if it is believed to be necessary to preserve the integrity of University computing and communication resources. The University will provide appropriate notice to the account user. Servers and computers that threaten the security of University systems will be removed from the network and allowed to reconnect only with the approval of Information Security Personnel.

Violation Examples

The list below contains examples of actions considered a violation of this policy. It is not intended to be all-inclusive, nor does it represent all possible violations in a particular circumstance or the applicability of any other law or policy to those facts.

1. Unlawful communications, including threats of violence, obscenity, pornography, and harassing communications
2. Unauthorized, anonymous communication (All users are required to cooperate with appropriate University personnel or other authorized personnel when investigating the source of anonymous messages.)

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3. Misrepresentation or forgery of the identity of the sender or the source of electronic communication
4. Alteration of content of a message originating from another person or computer with intent to deceive
5. Use of University computing and communication resources for private business or commercial activities
6. Performance of fund-raising or advertising on behalf of non-University organizations
7. Unauthorized reselling of University computing and communication resources
8. Unauthorized acquisition attempts to acquire and use the user ID or passwords of others
9. Interference with, or disruption of, the computer or network accounts, services, or equipment of others
10. Intentional propagation of computer worms and viruses, the sending of electronic chain mail, denial of service attacks, and inappropriate broadcasting of messages to large numbers of individuals or hosts
11. Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems, or networks, or otherwise violate this policy
12. Failure to keep passwords private or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization
13. Alteration of or any attempt to alter files or systems without authorization
14. Unauthorized scanning of networks for security vulnerabilities
15. Alteration or any attempt to alter any University computing or networking components (including, but not limited to, bridges, routers, and hubs) without approval or beyond one's level of authorization
16. Negligent or intentional conduct leading to disruption or damage of University data, systems, or networks

3.11 | Copyright Law and Related University Policies

Copyright Ownership

University of Phoenix disclaims its ownership of copyrights in any copyrightable work prepared by University faculty within the scope of their instructional services with the University (which ownership is provided under the work-for-hire provisions of the Copyright Act of 1976, as amended,

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17 U.S.C. §101 et seq.). Examples of works made-for-hire include, without limitation, case studies, course outlines, telecourse materials, simulations, exercises, tests, and other course materials. The University retains an irrevocable, nonexclusive, royalty-free license to reproduce and use such works.

In accordance with the Faculty Contract for Instructional Services, faculty members acknowledge that University of Phoenix course materials, modules, and works derived from these (e.g., adaptations and derivations of University course materials for online, electronic, or telecourse delivery), are copyrighted property of University of Phoenix and will be used only in University of Phoenix-sponsored programs.

Faculty Use of Copyrighted Materials

Faculty members have a responsibility to meet the reasonable needs of their currently enrolled students, including those needs best addressed by the use of technologies to make class materials readily available.

Faculty members agree to use only lawfully acquired copyrighted works, with proper attribution and citations, as part of their teaching tools in support of the identified curriculum. Ordinarily, use of copyrighted material without the permission of the copyright owner is a violation of the rights of the copyright owner.

The particular use of a copyrighted work will not be an infringement of the copyright if it is considered a fair use under Section 107 of the Copyright Act of 1976, as amended (the "Act"). The determination as to whether a given use amounts to a fair use is made on a case-by-case basis and is dependent on the specific facts of the use. No single factor is determinative; that is, there is no one fact about the copying at issue that will automatically make it fair or unfair. All factors must be examined and the conclusions as to each weighed and balanced. This case-by-case balancing is so fact-dependent that it is nearly impossible to predict what constitutes a fair use except in the most obvious situation. For example, articles in the University Library are protected by copyright laws and are included in the University Library with the understanding that copyrights will be honored. In practical terms, one of the implications is that faculty must not copy University Library articles into class forums, but should instead let students know where and how to locate articles for class use in the University Library.

In keeping with the University's policy of academic freedom fostering the free expression of ideas and the publication of scholarly and creative works, decisions on materials used by faculty to enhance University-provided course material rest with faculty. To this end, faculty must use only lawfully acquired copyrighted works for curriculum-based activities, whether such activities occur in face-to-face instructional activities, or over the University's electronic network. Faculty members are advised to exercise caution in using digital material downloaded from the Internet. Source pages on the Internet frequently contain both copyrighted works and works in the public domain. Faculty may opt to post links to articles on the Internet in their electronic classrooms. Access to works on the Internet does not automatically mean that these can be reproduced or reused without permission or royalty payment. Furthermore, some copyrighted works may have been posted to the Internet without authorization of the copyright holder.

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Faculty Use of University of Phoenix Copy Centers

To accommodate the needs of faculty for copies of materials, University of Phoenix permits faculty copying for classroom use consistent with the Copyright Act of 1976, as amended. It is the responsibility of faculty who use University copy centers either to obtain permission from the copyright owner to make reproductions or be prepared to produce documentation showing why they believe permission is not needed for a particular use. The University reserves the right to refuse faculty access to photocopy machines or faculty requests for copying if, in its judgment, such action might involve a violation of copyright law.

Faculty Warranty

Faculty will use copyrighted material only lawfully acquired. Faculty who use University of Phoenix-controlled photocopy machines, or who request that the University obtain photocopies on their behalf, warrant to University of Phoenix that the resultant photocopies will not infringe any copyright, violate any property rights, or contain any scandalous, libelous, or unlawful matter. Further, the faculty member will defend, indemnify, and hold harmless University of Phoenix against all claims, suits, costs, damages, and expenses that the University may sustain by reason of any scandalous, libelous, or unlawful matter contained or alleged to be contained in the photocopies, or any infringement or violation caused by the photocopying of any copyrighted or property-righted material.

3.12 | Apollo Ethics Helpline

Questions or concerns regarding the bulleted items below should be reported through one of the methods outlined on eCampus or through the Apollo Ethics Helpline at 1-888-310-9569.

The Helpline is toll-free and available 24 hours a day, 7 days a week. Reports may be made anonymously, if desired. Use the Helpline for questions or concerns regarding the following:

- Ethics
- Workplace violence
- Compliance with laws, regulations, or University policies
- Discrimination or harassment
- Fraud, bribery, or corruption
- Accounting or internal control issues or weaknesses

Callers will be given a report number and may call back at any time to add information to the report. Callers can also call back after two weeks to check on the status of reports using the report number. Please provide as much detail as possible related to a question or concern. While a caller may remain anonymous, when callers provide a name and contact information, a representative from Apollo's Ethics and Compliance department or a designee will contact callers to gather additional information.

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For other violation and issues reporting, please contact the Director of Academic Affairs or the Campus Director at the local campus. Concerns about or claims of violations of the Student Code of Conduct (which includes the Student Code of Academic Integrity) should be submitted directly to the campus.

3.13 | Office of the Ombuds Services

The Office of Ombuds Services is available to all employees and faculty within Apollo Group, Inc. The Ombuds Office (OO) may be contacted whenever one of these individuals or groups needs assistance in resolving conflicts, disputes, or complaints on an informal basis. In order to afford the Apollo Group, Inc. community the greatest freedom in using the services that the Ombuds Office provides, this office is independent, neutral, and confidential.

- **Informal:** The Ombuds Office will facilitate communication when conflict arises and will provide the opportunity for informal dispute resolution. The Ombuds Office will not arbitrate, adjudicate, or participate in any internal or external formal processes.
- **Independent:** To ensure objectivity, the Ombuds Office operates independently of Apollo Group, Inc. administrative authorities and answers directly to the Chairman of the Board.
- **Neutral:** The Ombuds Office will not take sides in any conflict, dispute, or issue, but instead will consider the interests and concerns of all parties involved, with the aim of achieving a fair and equitable outcome.
- **Confidential:** The Ombuds Office will not share information provided without permission. The Ombuds Office will take action only with the permission of the employee—except for the unusual situation of imminent risk of serious harm or other legally required disclosure. Note: The Office of Ombuds Services is not an office of record.

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Academic Policies and Requirements

This section presents the instructional policies and requirements that apply to all University faculty. These policies and requirements are incorporated into faculty contracts to teach by reference to the Faculty Handbook.

4.1 | Instructional Requirements

The University strives to minimize administrative burdens on faculty members while also ensuring a quality educational experience for students. In addition to the guidelines outlined in Section 2 the following basic procedures are considered essential:

- 1. Maintain Current Demographic and Academic Credentials Data on eCampus**
Faculty members should review the information they have posted in My Academic Credentials on eCampus on a regular basis and update as necessary. Information in the My Academic Credentials fields is used by University administration to determine faculty qualifications for courses. University staff review information in the My Academic Credentials fields as part of the University's Content Area Request approval-and-review processes.
- 2. Accept Electronic Teaching Contracts in a Timely Manner**
Teaching contracts establish the rights and obligations of the faculty member and the University. Faculty members must accept or reject contracts in a timely manner to help the University maintain an efficient faculty scheduling process and minimize unplanned schedule disruptions.
- 3. Gear Instruction to the Course Objectives**
Faculty for all Colleges and Schools may add, delete, or alter assignments, except for the first week's assignments and any benchmark assignments identified in the Course Design Guide. Faculty must ensure the alterations do not affect course rigor and all intended learning outcomes are addressed within the course. Faculty may add, but not delete, additional objectives to enhance learning as appropriate.

Each College oversees the development of each course, with the input of faculty. Specific course objectives are identified and assignments are created to satisfy those objectives. Satisfaction of specific course objectives is important for accreditation and related purposes, so faculty must not eliminate or modify the specific objectives when teaching a course.

Some assignments are Programmatic Assessments; those assignments must not be modified. Faculty are encouraged to use all other specific assignments provided by the College, but may modify assignments as long as the modifications do not negatively affect satisfaction of course objectives and the overall academic rigor of the course.

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4. Conduct Each Course with the University's Current Course Materials

Faculty are required to use course materials developed and adopted by the University. Faculty can find course materials on eCampus. Activities and assignments on the course site are designed to lead to the achievement of stated learning objectives at the appropriate level of academic rigor. Faculty should review materials and information on eCampus before the class begins to know what students should read and accomplish during the course.

At the start of each new course, faculty should verify that students have access to the correct materials and are using the materials provided by the College or identified as required materials on eCampus. Faculty members may not substitute textbooks or require that students purchase additional materials.

Faculty have the option to use additional materials that will enhance their ability to achieve the course objectives, provided there is no additional cost to the student. Any supplemental materials that are copyrighted works must be used only with the prior written permission of the copyright owner and must be properly cited and attributed. Use links to provide electronic resources and include proper citations.

5. Create a Personalized Set of Course Materials According to University Guidelines

For all University of Phoenix courses, faculty should begin the syllabus drafting process by referring to the Course Design Guide provided by the University on eCampus for the course. There are templates available on eCampus for building a modality-specific Instructor Policies document.

Faculty may be required to submit a copy of their personalized syllabus to the campus Department of Academic Affairs at which they are teaching before class begins.

Regardless of modality or campus, all faculty must post the course syllabus in the designated eCampus area for the class no later than the course start date and ideally before that date. (At the time of publication of this Faculty Handbook, the syllabus must be posted in the Course Materials forum. Faculty will be notified if, and when, the designated eCampus area for – or the structure of - the syllabus changes.) Earlier posting of the syllabus is preferred and beneficial for students. The syllabus must not be changed once a class begins unless there is a significant error in the syllabus that needs to be corrected to align the syllabus's provisions with University policies and course requirements as set forth on the eCampus site for the course. Information in the Policies & Procedures link should not be duplicated in the Instructor Policies.

Faculty's syllabus must include the following:

a. Course-specific information such as:

- Course information, including course number, course title, and required texts, if any.
- Course description or express reference to the course description on eCampus
- Course objectives or express reference to the list of objectives on eCampus

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- b. A reference to the standard University of Phoenix class Policies & Procedures document available on eCampus
- c. An overview of assignments, including assignment descriptions and clear information about due dates and grade point values
- d. Faculty member contact information (in the Instructor Policies document) should include:
 - Name
 - University of Phoenix e-mail address
 - Non-University of Phoenix e-mail address
 - Phone number
 - Availability information

6. Emphasize the Importance of Completing Reading Assignments as Each Class Week Begins

Course materials and readings are selected to assist students in mastering course objectives and developing specified competencies. Unfortunately, busy adults sometimes neglect reading assignments if faculty do not hold them accountable for knowledge that should be gained through reading. Faculty are expected to emphasize the importance of eCampus-based readings and simulations, refer to readings in the course of class discussions, and assess learning from these sources.

7. Share Practitioner Perspective, Use a Variety of Techniques to Guide Student Learning, and Encourage Higher-Level Thinking

One of the benefits of a practitioner faculty model is that faculty have experience and insights about course topics and objectives to share. Faculty should look for opportunities each week to integrate current research or events beyond the text and required readings. Faculty should also use probing questions to encourage students to evaluate multiple perspectives associated with the content. Overall, faculty are expected to interject insights, examples, and questions pertaining to ways in which their experience can be used to illustrate concepts and topics covered during the course.

During each class week, faculty's participation in the course topic discussions should take a variety of forms. For example, a faculty member might summarize and acknowledge students' comments with a combination of shared experiences or references to the course readings. Faculty should also look for meaningful opportunities to ask open-ended follow up questions to promote a higher level or more detailed mastery of a topic. Faculty should encourage students to support assertions with examples. In as diplomatic, yet clear, manner as possible, faculty must clarify inaccurate statements made by students to ensure students leave

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each class with accurate information. Faculty should also keep in mind that not all evaluations need to be summative in nature; formative evaluation activities should be developed for and used in each class.

8. Be Available to Students

Faculty members must be reliably available to students for consultation about assignments and other course-related issues through regular Online Learning System (OLS) forum interaction, by telephone, or in-person at local campuses and during doctoral residencies. Faculty should respond to students' questions within 24 hours after they receive the questions.

9. Post Materials for Each Online Week of Class Before the Class Week Begins

For all degree program classes with online class weeks, faculty must post discussion questions for the class and any required reading that supplements the eCampus information for the course no later than the day before each online class week begins. Having information about required readings and discussion questions for the online week at the start of each class week supports students' time management and study-planning efforts. If there is a class forum access issue preventing posting the day before an online class week begins, faculty should contact Faculty Tech Support for assistance and obtain an issue ticket number. Once access is restored, faculty should post the discussion questions and supplemental materials.

10. Require Workshop One Assignments as Specified on eCampus

The intense nature of the University's scheduling format makes it impractical to notify students of changes to the first workshop's assignments prior to that workshop. In some instances, information about the first assignment may appear on the students' eCampus site for the course. To ensure fairness to all students, some of whom may have started work on the first assignment well in advance of the course start date, faculty members may not make changes to any first workshop assignments as they are described on the eCampus site for the course.

11. For Learning Team Assignments, Evaluate Both Process and Product

When the course curriculum requires the completion of team assignments, the weight attributed to all team assignments combined should account for the grade percentage identified in the Course Design Guide, which is generally between 25 and 30 percent of the overall course grade.

Expectations related to evaluation of individual contributions to team assignments must be clearly communicated in the syllabus for the course. Faculty may assign all team members the same grade for team papers or projects or may assign different grades to team members in recognition of significantly different individual contributions. Faculty should encourage individual students to complete and submit a Learning Team Peer Evaluation promptly after the submission of each Learning Team assignment.

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If a violation of the Student Code of Academic Integrity is encountered in a Learning Team project, and if the faculty can determine which of the Learning Team members was responsible for the violation, it is appropriate to impose sanctions only against the responsible person(s).

12. Attendance Tracking and Reporting

Faculty are responsible for following local campus procedures in taking attendance and signing the roster at all local campus workshop meetings. Faculty must require students to submit the appropriate paperwork, sign all required forms, and demonstrate ethical behavior in all procedures regarding the documentation of local campus attendance. Faculty must submit each local campus workshop's signed attendance roster to the campus according to local campus guidelines and instructions.

Attendance for all online class weeks is taken automatically by University systems. (University classroom servers are set according to Mountain Standard Time year-round because Arizona does not observe Daylight Saving Time.) If a student is not participating or submitting assignments, but his or her name appears in the online Gradebook for a course, earned grade reports of zeros must be reported and published through the Gradebook until such time as the faculty member receives official notification from the University that the student is no longer in the course.

13. Local Campus, FlexNet®'s On-Campus Class Weeks, and Doctoral Residencies: Conduct Class for the Entire Class Period at the Campus Approved Location

For local campus classes and FlexNet®'s on-campus classes, faculty must begin class meetings promptly at the contracted start time and adjourn at the contracted dismissal time as set by the local campus.

Local campus workshop breaks should occur not earlier than an hour after the scheduled start time and not later than an hour before the scheduled end time for the workshop. In other words, a workshop must not begin late nor end early in lieu of an interim break being scheduled. Faculty must be available to students during all scheduled class time, including time during which students work in small groups.

Doctoral program course faculty must conduct residency classes and workshops for the entire scheduled time on the dates and at the locations scheduled by the University.

Changes to scheduled meeting dates, times, and places must be approved in advance and facilitated by campus departments of Academic Affairs and Operations to ensure that any changes are appropriately communicated. The campus approved location for local campus classes and workshops is the location identified by the local campus, or in the event of doctoral program courses, by the School of Advanced Studies.

Online Learning System forums built for local campus classes and workshops are provided only as a supplemental support environment to the local campus class or

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workshop and are not to be used in place of the local campus class or workshop in terms of conducting class and fulfilling attendance or participation requirements. All local campus faculty should answer students' questions posted in the Online Learning System forums between local campus class meetings. All graded assignments must be returned via the online Gradebook on eCampus.

14. Use a Variety of Learning Activities in Class Designed to Engage All Students

Students may have little previous knowledge or experience in some subject areas. Before they can begin to apply content, they must understand the vocabulary and context of a subject. Gaining this foundation usually comes from the text, from eCampus materials, and from short lectures. In addition, collaborative activities, such as discussion questions and follow-up class discussions, allow students to process and apply new knowledge. Providing a range of introduction options to new information and knowledge capitalizes on differences in learning styles. While students should take ownership of efforts to be active learning participants, faculty should also endeavor to include each student in class discussions and activities.

15. Online Class Weeks: Maintain an Interactive Online Presence at the Campus Approved Location

The campus approved location for online courses, as well as for the online weeks of FlexNet® and the School of Advanced Studies courses, is the set of Online Learning System class forums the University provides to the students and faculty for the course.

An Interactive Online Presence is a critical component of the online modality. Interactive Presence through substantive faculty participation can occur with a variety of messages that involve faculty and students in content-focused dialog directed toward the objectives of the class. Ideally, faculty should interact with each student in one of the discussion threads during each class week in which student participation is required. At a minimum, faculty must interact with a majority of students who participate in discussion threads each week.

Interactive Presence can take many forms: 1) probing questions specific to a student that are designed to ask the student to clarify his or her thoughts, 2) questions addressed to the class to challenge deeper or broader treatment of the topic, 3) an illustrative example from the faculty member's experience that highlights an objective or theory pertaining to the University's curriculum for the class week, 4) bridging questions or comments comparing or contrasting student posts in the discussion, and 5) summaries or wrap-up notes toward the end of the week. The goal of faculty Interactive Online Presence is to provide rich and relevant discourse on the objectives for the week.

The following are not considered interactive messages: 1) discussion question thread starters, 2) prepared handouts, 3) housekeeping notes, 4) assignment clarification messages, and 5) reminders. An Interactive Online Presence will require multiple posts

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on most days faculty participate; however, the exact number of Interactive Online Presence messages faculty post each day is left to faculty's best judgment about effective management and progression of asynchronous class discussions.

In all modalities with online class weeks, faculty must participate in each discussion question thread no later than 72 hours after initial replies are due in the thread. The frequency of faculty's Interactive Online Presence varies by modality, program, or school.

a. In associate program First-Year Sequence courses:

- Associate degree program faculty must participate with students in the Main Forum five days during each course week.
- Associate degree program faculty must not miss posting in the Main forum more than 48 consecutive hours in any class week.
- Associate degree program faculty may post all discussion questions for the week the day before the class week begins or faculty may post one discussion question a day, following the timing plan in the Course Design Guide.
- Associate degree program faculty do not have the option of eliminating the student participation requirement during the last week of class.

b. In associate program courses other than First-Year Sequence courses:

- Associate degree program faculty must participate with students in the Main Forum five days during each Reading/Discussion class week. Faculty participation messages are comprised of messages posted in addition to prepared course materials.
- Associate degree program faculty must not miss posting in the Main Forum more than 48 consecutive hours in a Reading/Discussion class week.
- Associate degree program faculty do not have the option of eliminating the student participation requirement during the last week of class.
- During associate degree program Work Weeks, faculty do not have a participation requirement. During these Work Weeks; however, faculty must meet attendance requirements by posting a message in a class forum no fewer than two days during each class week and check the forums a minimum of five days each week to ensure a timely response to student questions.

Online Campus course faculty must maintain an interactive online presence in the Main Forum five days during each class week of undergraduate and graduate degree program courses.

Note: An exception to the requirement that faculty maintain an interactive online

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presence in the Main Forum five days during each class week of undergraduate and graduate degree program courses exists for the last week of those classes. As noted above, except for associate degree program classes, in the last week, faculty may opt not to require student participation. When student participation is not required in the last week of class, faculty must post five days a week to the Main Forum and answer any posted student questions, but there is no requirement that faculty's posts be participatory in nature. If, however, faculty require students to participate during the last week of class, faculty must maintain the same interactive online presence required in other class weeks.

Faculty teaching doctoral program courses must maintain an interactive online presence in the Main Forum three days during each non-reading class week, and must post at least two substantive posts on each of those three days. In doctoral classes, student participation is required in all non-reading class weeks; faculty must not eliminate standard participation requirements during the last week of class. Despite the three-day participation requirement, faculty must maintain visibility and may not be away from class more than two consecutive days. To achieve visibility, faculty can reply to questions in the Main and Individual Forums and post administrative type notes.

FlexNet® course faculty must maintain an interactive online presence in the Main Forum five days during each of the online class weeks.

No later than the last day of each course in all modalities, all faculty should let students know when they will cease checking Online Learning System class forums for new student posts.

16. Advise Campus Academic Affairs if Unable to Facilitate any of the Workshops at the Local Campus or Online

As referenced above, faculty members must not only conduct class for the entire scheduled time at each local campus workshop, but must also maintain a high level of class forum visibility during online class weeks to provide active and responsive online facilitation. If unable to facilitate a local campus workshop meeting or connect to the online classroom forums for more than 48 consecutive hours, the faculty member must contact the campus Department of Academic Affairs as soon as possible to inform them of the situation. If possible, Online Campus faculty should contact facultyassist@phoenix.edu to notify Academic Affairs Online, and School of Advanced Studies faculty should contact sasfacultyassist@phoenix.edu.

17. Faculty Substitutions Must be Arranged for and Approved by Campus Academic Affairs

When it is necessary to have a substitute instructor, the substitute must be selected by the campus from among approved University of Phoenix faculty members. As soon as they become aware of the need for a substitute, faculty members must notify

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their local Department of Academic Affairs so that arrangements can be made for an appropriate substitute. If a substitute is contracted, the primary faculty member's pay for the course will be adjusted on a pro rata basis, and the substitute faculty member will be paid on a pro rata basis so that each faculty member will be paid only for the actual number of class workshops that he or she teaches.

Guest speakers, observers, or class visitors at local campus class workshop meetings require the prior approval of the Campus College Chair or the Director of Academic Affairs. Neither substitutes nor guest speakers are appropriate for Online or FlexNet® courses given the security restrictions needed for access to online class forums.

18. Honor Privacy Rights

Faculty members must be sensitive to the privacy rights of students, staff, and other faculty members. Faculty members and students must honor federal regulations that specify limits on the kinds of information that may be released about their respective groups.

Feedback and grade information is confidential and must be provided by faculty privately to each individual student in accordance with FERPA requirements. Electronic feedback and grade messages for individual and team assignments must always be provided to each student privately; detailed feedback and grade information must not be posted to any of the Online Learning System forums to which all students in the class have access (e.g., Main Forum, Course Materials Forum, Chat Forum, and Learning Team Forums).

19. Provide Timely Feedback and Grades Through Gradebook

All faculty in all classes (local campus, Online, FlexNet®, and Directed Study) must use the Gradebook to provide qualitative feedback and quantitative earned grade point information for each assignment and for participation. Student assignment feedback in all courses must contain specific, objective, narrative feedback that will assist students in learning from the experience. Graded papers and reports must be evaluated for content, organization, and mechanics. Feedback must not only acknowledge the student's undertaking of the assignment parameters but also include specific commentary about what was done well and about mistakes, if any. Feedback must include comments on strengths as well as weaknesses of the assignment, and a grade or score on all assignments. As part of the narrative feedback, faculty must include comments or questions designed to promote learner reflection and designed to take the student deeper into the topic of the assignment.

With respect to assignment feedback, narrative comments may be made in the Gradebook, within the graded paper, or within a rubric. If detailed narrative feedback is provided within the graded paper or within a rubric, it is sufficient to report the grade points earned for the assignment in the Gradebook along with a comment alerting the student to review the narrative feedback provided through the assignment link.

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If a student has notified the faculty member that an assignment will be submitted late, the faculty member should enter a score of zero points for the assignment in the Gradebook until the assignment is received and graded.

After publishing grades and feedback for each class week's deliverables, the faculty member should post a message in the Main Forum informing students that grades and feedback have been published through the Gradebook.

Assignment feedback and grade reports in local campus classes are considered timely when provided to the student no later than seven days after the assignment submission date or within seven days of the original assignment deadline, whichever date occurs later.

Assignment feedback and grade reports in online classes are considered timely when provided to the student no later than six days after a student submits his or her assignment or within six days of the original assignment deadline, whichever date occurs later. Feedback and grades on assignments submitted during the last online class week, however, are considered timely when provided to the student no later than seven days after the date scheduled as the last day for the class.

In online classes, faculty must also provide weekly participation feedback and grades within six days of the end of each class week (e.g., no later than 11:59 p.m. on Sunday night for a class that begins on a Tuesday.)

Additional grading and feedback guidelines are listed in subsection 4.3 of this Handbook.

Military campus faculty and students do not use electronic class forums.

20. Apply Syllabus and Instructor Policies Provisions Equally to All Students

The list and descriptions of assignments due, participation expectations, late submission consequences, and all grading criteria detailed in the faculty member's syllabus must be consistently applied when determining grades for all students enrolled in the class. The University will notify a faculty member by e-mail if a student is granted an ADA accommodation.

Faculty may not give credit for work, life, or other degree experience in lieu of assignment completion.

21. Submit Final Class Grades Promptly

Final class grades must be submitted using the Gradebook within seven days after the last day scheduled for the class. Many students receive tuition assistance from employers. These programs often require that grades be submitted to the organization before reimbursement can be made to the student. Timely submission of course grades helps ensure good service to students. It also demonstrates that the instructor is committed to providing timely feedback.

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22. Properly Document and Follow University Policy When Entering an Incomplete

At the faculty member's discretion, a grade of Incomplete may be granted during the last week of a course provided all of the following criteria are met:

- a. Faculty member determines an Incomplete grade is appropriate under the circumstances.
- b. Attendance requirements have been met for the course, and the student is therefore eligible for a grade.
- c. Student is earning a passing grade in the course on the submitted assignments and participation at the time the Incomplete is requested.
- d. Student requests, in writing to the Individual Forum, a grade of Incomplete during the last week of class prior to the course end date.
- e. Student and faculty enter into a written agreement posted in the student's Individual Forum containing:
 - A course completion plan
 - A clearly identified extended course deadline not to exceed five weeks from the original course end date
 - An acknowledgment that the final course grade will be reduced one full letter grade in consideration of the extra time allowed to complete the coursework, regardless of the circumstances. Possible exceptions to the maximum time period for completion of an Incomplete or to the letter grade reduction requirement are set forth in the Student Catalog.

Unless the faculty and student have entered into an Incomplete grade agreement, assignments submitted after the last day of class will not be accepted. Exceptions to this policy are as follows:

- Faculty may exercise discretion to accept final class work within 24 hours of the class end time with an appropriate late grade penalty consistent with the late policy applicable in the class without first entering a grade of Incomplete.
- Incomplete grades will be granted without any reduction of the letter grade to the extent necessary to comply with an academic adjustment granted by the University in accordance with the Americans with Disabilities Act .

23. Visit Campus and College Faculty Forums

Online faculty should make an effort to visit Campus and College Faculty Forums on a regular basis to become aware of policy changes and notifications posted therein.

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4.2 | Academic Freedom Policy

University of Phoenix publicly states its commitment to academic freedom for the faculty, employees, and students. Academic freedom is the right of faculty, employees, and students to examine, question, teach, learn, investigate, speculate, comment, and criticize without deference to prescribed doctrines. The University acts in accordance with this commitment in both policy and procedure. All members of the University community are free to share their ideas with fellow members. The University encourages good judgment and appropriate restraint in the expression of one's ideas and the demonstration of respect for the opinions of others. Grievance procedures are published.

While engaged in activities or speech covered by the University's Academic Freedom Policy, faculty and students are expected to abide by the standards set forth in their respective Code of Conduct.

4.3 | Grading and Feedback Standards and Requirements

Grading evaluations include myriad activities designed to assess the overall worth of a program, class components, and objectives. Evaluation also enables a faculty member to assess the extent to which course goals and objectives have been attained. Grade-related evaluation provides faculty with information for improving less successful elements of a class session and for extending effective practices. Evaluation can assist in communicating impact information to people interested in the outcomes. Evaluation is more than a simple matter of stating behavioral objectives, building a test, or analyzing data.

An important aspect of a faculty member's role is to facilitate a course in a manner that helps students attain the course objectives. Faculty members are also concerned with an assessment of student progress. This assessment is necessary both to provide feedback on a student's academic performance and a basis for grades. University of Phoenix faculty members are required to conduct this assessment.

Grading should be accomplished as objectively as possible. The University's policy is that grading is not done on a curve, and there are no extra credit opportunities. Individual grades should reflect student demonstration of mastery of course objectives and outcomes, and achievement of the University's Learning Goals. Faculty must emphasize that they do not give grades, but that students earn grades.

4.3.1 | Grading Standards

The following grading standards have been adopted through the University's faculty governance process:

1. Grading Criteria Must Be Specific and Measurable

An important purpose of grading is to provide students with feedback that can be used to improve learning and academic performance. Feedback based on objective

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criteria that are specific and measurable is much more useful for students than a letter grade alone.

2. **Graded Written Assignments Are Expected in Every Course**

University of Phoenix students are required to complete written papers and reports throughout their academic program. A focus on effective written communication is included in the University's Learning Goals.

3. **Late Assignments Should Be Discouraged and Absent an Incomplete, No Assignments Can Be Accepted Later than 24 Hours After the Course Ends.**

Assignments are late if they are not submitted on the due date specified in the syllabus. Granting an A grade for a late assignment is inappropriate. Given that timeliness is requisite in defining excellence for workplace projects, faculty are encouraged to assess a reasonable penalty for late work. Penalties for late work should be clearly outlined by the faculty member at the start of each class in the Instructor Policies document.

The University's standardized policies pertaining to 1) assignments not being accepted after the last day scheduled for the course absent an ADA accommodation or entry of a grade of Incomplete and 2) conditions necessary for entry of a grade of Incomplete appear within the Policies & Procedures link on eCampus. Notwithstanding the general policy, faculty may exercise discretion to accept an assignment turned in within 24 hours of the course's scheduled end date and time.

4. **A Variety of Performance Evaluation Methods Should Be Utilized to Provide an Accurate Assessment of Student Achievement of Course Objectives**

University faculty are encouraged to explore a variety of performance evaluation methods, including discussion questions, written papers, weekly summaries, quizzes, and exams in such a way that they become episodes of learning for students. For example, discussing and reviewing answers after a test or quiz can lead to greater retention of knowledge.

Non-graded classroom assessments of student learning help faculty members adapt teaching strategies and are highly recommended. Examples of non-graded classroom assessments can be found in Cross and Angelo's Classroom Assessment Techniques for College Teachers available as part of the eBook Collection on eCampus.

5. **Post all Communications Related to Student Grades Which Do Not Appear in Gradebook in Individual Forums**

Faculty must post all grade-related communications which do not appear in the online Gradebook in the student's Individual Forum. If the faculty member has grade-related communication with the student outside the classroom, he or she is encouraged to post a memorandum of the conversation in the student's Individual Forum immediately thereafter to avoid misunderstandings.

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6. Do Not Post Answer Keys in Class Forums

For all non-paper assignments that are submitted to the instructor (e.g., math homework or “fill in the blank” worksheets), feedback should be provided in the form of a returned assignment with the corrections clearly marked on the student’s paper or in a concise summary of incorrect answers along with information about the correct answers. Answer keys should not be provided in lieu of individualized feedback. This is to ensure that students are receiving specific feedback on the work they submitted and to help prevent unethical activity such as sharing or selling answer keys.

4.3.2 | Grade Definitions and Criteria

University of Phoenix has established the following grading guidelines and grading system that all faculty must follow.

A: Clearly stands out as an excellent performer. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas.

Example: “A” work should be of such a nature that it could be put on reserve for all students to review and emulate. The “A” student is an example for others to follow.

B: Grasps subject matter at a level considered to be good to very good. Participates actively in class discussion. Writes well. In local campus environments, speaks well. Accomplishes more than the minimum requirements. Produces high quality work.

Example: “B” work indicates a high quality of performance and is given in recognition for solid work. A “B” is considered a high grade.

C: Demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements and displays little or no initiative. Communicates orally (local campus environments) and in writing at an acceptable level for a college student. Has an acceptable understanding of all basic concepts.

Example: “C” work represents average work. A student receiving a “C” has met the requirements, including deadlines, of the course.

D: Quality and quantity of work is below average and barely acceptable.

Example: “D” work is passing by a slim margin.

F: Quality and quantity of work is unacceptable. Academic credit is not earned for an F.

Example: “F” work does not qualify the student to progress to a more advanced level of course work.

Other Grades

IX: This grade is awarded only to eligible students who require special accommodations and are allowed additional time to complete a course (e.g., Americans with Disabilities Act accommodations and academic adjustments).

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The “IX” course completion date selected by the faculty member can range from 5 to 15 weeks. Students are not penalized one letter grade upon completing a course with an “IX” grade. The “IX” grade will result in an “F” if the course exceeds the expiration date and no grade has been submitted. An “IX” grade is not calculated in the GPA.

I: Incomplete. IP: In Process : Awarded only in qualified courses.

For the grades of “I” and “IP”, most work for the course has been submitted by the originally scheduled end date for the course. See numbered paragraph 20 of subsection 4.1 above, for additional information about the Incomplete grade.

W: Withdrawal.

The student must repeat the entire course.

QC: A grade of “QC” may be used for zero credit courses once the attendance requirement has been satisfied.

A “QC” grade may automatically post for certain doctoral and counseling courses when the “IP” period expires and no formal grade has been submitted.

TABLE 1

Quality Points By Grade

Grade		Quality Points	Grade		Quality Points
A	=	4.00	C	=	2.00
A-	=	3.67	C-	=	1.67
B+	=	3.33	D+	=	1.33
B	=	3.00	D	=	1.00
B-	=	2.67	D-	=	0.67
C+	=	2.33	F	=	0.00
I and IX	=	Incomplete	IP	=	In Progress
F	=	Fail	W	=	Withdrawal

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TABLE 2

Recommended Grading Scale		(Based on a 100-Point Scale)	
Grade	%	Grade	%
A	= 95-100	C	= 74-76
A-	= 90-94	C-	= 70-73
B+	= 87-89	D+	= 67-69
B	= 84-86	D	= 64-66
B-	= 80-83	D-	= 60-63
C+	= 77-79	F	= < 59

4.3.3 | Evaluation Forms and Grading Rubrics

The University provides evaluation forms and grading rubrics faculty members may use in their assessment of students' work. These forms are available on eCampus. As long as a grading form or rubric appears only as part of the Faculty Materials section on eCampus, a faculty member has the discretion to use the form or rubric as is or may modify it to align with the specific needs of a course.

When a grading form or rubric appears on eCampus as part of the students' materials, the assignment along with the grading form or rubric must not be modified because its inclusion on the students' page is part of one approach the College uses to assess course objective mastery across all modalities and sections of the course offered at all campuses. If no grading form or rubric appears on the student's eCampus page, faculty should provide students with copies of forms or grading rubrics they will use in each class to help clearly outline grading criteria.

4.3.4 | Attendance Requirements Pertaining to Eligibility for Letter Grades

Class attendance requirements for all campuses and modalities are as follows:

1. Students enrolled in courses with one workshop are not allowed absences.
2. Students enrolled in courses with two to four workshops are not allowed absences. The Director of Academic Affairs has the ability to grant an excused absence in accordance with University policy.
3. Students enrolled in baccalaureate, graduate, or doctoral courses with five to nine workshops are allowed one absence and may still complete the course. The absence,

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however, very possibly will affect students' course grades because no class participation was possible during the absence. The Director of Academic Affairs has the ability to grant an additional excused absence in accordance with University policy.

4. Students enrolled in nine-week associate degree program courses are allowed two absences and may still complete the course. The absences, however, very possibly will affect students' course grades because no class participation was possible during the absence. The Director of Academic Affairs has the ability to grant an additional excused absence in accordance with University policy.
5. Students enrolled in courses with ten or more workshops are allowed two absences and may still complete the course. The absences, however, very possibly will affect students' course grades because no class participation was possible during the absence. The Director of Academic Affairs has the ability to grant an additional excused absence in accordance with University policy.
6. Students in any nursing courses with clinical hours must achieve the total number of required clinical hours regardless of any absences in these courses. Students must make up all missed work requested by the faculty member. Any absence will affect students' grades.
7. In addition to workshop attendance during the course, in courses in which the College's syllabus or Course Design Guide references Learning Teams, students must also attend weekly team meetings.

Students who do not meet these attendance requirements are withdrawn from the course and will receive a grade of "W." No letter grade will be awarded.

Attendance Requirements for Local Campus Classes

Most local campus workshops meet four hours per week, usually in the evening. Most education classes meet either four hours per week in the evening or 15 hours per weekend on alternating weekends. Attendance at the scheduled local campus class meetings is mandatory and eligibility for a course grade is determined according to the University's attendance policy summarized above.

Attendance Requirements for Online Classes

An online class workshop session is completed over the course of an entire week. Students in online courses are recorded as being in attendance in any given week if they post to any of the class forums on two separate days within an online class week. Online class week posts are date- and time-stamped upon receipt on the University servers, which operate year round on Mountain Standard Time. Learning Teams meet throughout the course in most bachelor, master and doctoral degree programs; see the Course Design Guide. Just as in local campus classes, students' eligibility for a course grade is determined according to the University's attendance policy summarized above.

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Attendance Requirements for FlexNet® Courses

FlexNet® students are in attendance at the local campus workshops if they physically attend the local campus workshop meeting during the scheduled class hours and sign the attendance roster. They are in attendance during online class weeks if they post to any of the class forums on two separate days within the online class week. Online class week posts are date- and time-stamped upon receipt at the University servers set up year round on Mountain Standard Time. Just as in local campus classes, students' eligibility for a course grade is determined according to the University's attendance policy summarized above.

Online and FlexNet® faculty and students should not confuse attendance with participation. Students must post a specific number of days during each online class week to ensure they are not automatically dropped from the course; posting, however, does not constitute appropriate class participation.

Attendance Requirements for Directed Study

Attendance in Directed Study courses is tracked and reported weekly. A Directed Study student is in attendance for a class week if he or she posts one message to the electronic class forum for the Directed Study course or posts an assignment through an Assignment link during the scheduled class week. There is no interactive participation requirement with other students during a Directed Study course.

Just as in group-study classes, Directed Study students' eligibility for a course grade is determined according to the University's attendance policy summarized above.

4.3.5 | Class Grade Submission and Change Policies and Requirements

Faculty must submit class grades using the University's Gradebook within seven days of the end of a class. The Gradebook allows faculty to simultaneously submit class grades to the University and post them to the students.

Students' grades may not be changed by the faculty member after the grades have been submitted unless the faculty member determines the original grade was improperly calculated or the student initiates the formal grade dispute process. The Gradebook contains a link allowing faculty to request grade changes when appropriate. Grade change requests will be reviewed—and approved or denied—by the Director of Academic Affairs or the Regional Director of Academic Affairs if the former is not available to review the request within the review period.

4.4 | Faculty's eCampus and Class Forum Access

Faculty must not share their University eCampus account username and password with anyone. Faculty's eCampus, University e-mail, and class and workshop forum access is provided with the understanding that faculty will use the access for their individual teaching purposes for the University and in accordance with the expectations set forth in the Faculty Code of Conduct. Faculty must not solicit business using their University e-mail accounts or through University class or workshop forums.

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4.5 | Technological Competencies

For approval to teach, the University requires faculty to demonstrate competency in the use of technology. Faculty can review the University's technology recommendations and technological competency requirements on eCampus.

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Handling Student Code of Conduct Issues, Grade Disputes, and Grade Corrections

Expectations for University of Phoenix students are outlined in the University of Phoenix Catalog and are briefly summarized in this section. This section also contains a summary of key information faculty need to keep in mind when handling violations of the Student Code of Conduct and when addressing grade disputes.

5.1 | Students' Rights And Responsibilities

The University of Phoenix Catalog—available to students and faculty on eCampus—contains a section titled Students' Rights and Responsibilities. The Student Code of Conduct is presented in that section and includes the Student Code of Academic Integrity. Any student who violates the requirements set forth in the Student Code of Conduct may be charged with a violation and sanctions may be imposed by the University for the violation. Faculty should follow the process described in subsections 5.2 and 5.3 below when encountering a situation perceived to warrant a violation charge.

5.2 | Student Code of Academic Integrity

The Student Code of Academic Integrity is an important part of the Student Code of Conduct. The full text of this code appears on the home page of the University's Center for Writing Excellence on eCampus. The Student Code of Academic Integrity is also referenced within the Policies link on eCampus.

Not all violations of the Student Code of Academic Integrity call for the same sanctions. Faculty should use their best judgment to assess and address the nature and seriousness of the violation. Sanctions could range from educational coaching and assignment grade reductions to an overall course grade sanction. Faculty's grade decisions are final and are not reviewable unless the student files a written charge of harassment or discrimination (as those terms are defined in the University of Phoenix Catalog).

When a formal charge of a violation of the Student Code of Academic Integrity is filed, University administration will notify the student and take appropriate actions to review the charges and impose additional sanctions if warranted. See subsection 5.3 below for additional information about handling violations.

5.3 | Violations of Student Code of Conduct

If, while teaching a University course, faculty receive an assignment or a class forum post that violates the Student Code of Academic Integrity or directly observe a situation they believe constitutes a violation of the Student Code of Academic Integrity, they should first determine

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the nature and degree of the violation. Some situations, such as errors in citation or reference list formatting, would warrant correction and appropriate grade reduction for incorrect formatting by the faculty without the filing of a report with the campus. Other violations, such as the submission of a paper available for purchase on the Internet written by someone other than the student, would warrant serious consequences. To report violations to administration, faculty teaching should use the University's Academic Violations Tracking System link within the class roster on eCampus.

Plagiarism violation reports should include the following information and documentation:

1. **URLs or copies of the original sources used in the plagiarized section. Each original source must be accessible in the form it is presented. Please double-check URLs to ensure content access and accuracy**
2. **Assignments the student submitted in which the violation occurred**
 - a. **Provide the campus with the entire student assignment as opposed to only the portion that was plagiarized**
 - b. **Highlight plagiarized portions of the student assignments in a way that allows a reader to easily determine the specific source for each plagiarized section. This is especially important when there is more than one plagiarized source or section within an assignment**
3. **Clarify what in-class sanction has already been applied**
4. **Feedback sent to the student**
5. **Response from the student**

If in need of a consultation about how to handle a class-related situation, faculty may consult with an Area Chair, a Full-Time Development Faculty Member (for online class issues) or a Campus College Chair (for local campus class issues).

If a faculty member directly observes a situation constituting a violation of any of the other provisions of the Student Code of Conduct, he or she should promptly notify the Director of Academic Affairs or his or her designee. If personal safety of students, faculty, or staff is an issue, faculty should take any and all reasonable steps necessary, such as calling 911 first and notifying the Director of Academic Affairs when it is safe to do so.

5.4 | Archiving and Removal of Class Forum Posts

The University archives all class forum posts. While a class is in progress, each student and faculty member may post to the class forums and, if necessary, may delete his or her own posts submitted in error as long as the deletion occurs within 48 hours of the original post time or before a reply is made to the post. Faculty do not have technical access rights to remove another person's posts. Due to technical features of the system, after a post appears in a forum for 48 hours or once a reply is posted, the original post cannot be deleted.

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It is a best practice for all faculty and students to double check what they post to class forums to ensure 1) each intended post has indeed been posted, 2) the post does not contain serious typing, spelling, or grammatical errors, and 3) the body of the post and attachments, if any, convey what the author intended to post. If a faculty member notices that a student has erroneously posted something in a class forum that should not have been posted, faculty should immediately contact the student to request the student delete the post.

In rare and extreme circumstances, authorized staff within University administration may remove a post from a class forum. If a faculty member sees a class post that appears to violate the Student Code of Conduct, he or she should notify an Area Chair, Full-Time Development Faculty Member, or a Campus College Chair at the local campus with the following specifics pertaining to the post:

- The forum in which the post appears
- The author's name and University e-mail address
- The date and time of the post
- A brief description or copy of the post

With that information, the Area Chair, Full-Time Development Faculty, or Campus College Chair will notify University administration so appropriate actions can be taken.

5.5 | Grade Disputes and Grade Corrections

No one other than the faculty member teaching a course may determine course assignment grades and record a course grade for a student. Students should raise concerns or questions about perceived assignment grade errors directly with faculty promptly after receiving feedback and grades for assignments, but in no event later than six weeks of the date of the original grade report communication.

Grades on individual assignments may be corrected by faculty without approval of the Director of Academic Affairs at any time while the course is in session. Faculty can correct and republish Gradebook entries for assignments at any time during the course without administrative approval as long as corrections occur before the overall course grades are published to the University records.

If students have questions about specific assignment grades or the overall course grade, they should ask the faculty member teaching the class. Each student has an Individual Forum, which can be used for private communications about feedback, grades, and other class-related discussions. Some students, however, might first contact the Director of Academic Affairs or a Campus College Chair with grade concerns. Although these Academic Affairs staff members will urge students to contact faculty directly, at times the Director of Academic Affairs or Campus College Chair may contact the faculty on a student's behalf. When that happens, the faculty should share any and all relevant grade information with the Director of Academic Affairs or Campus College Chair in an effort to either confirm the accuracy of the grade or, if necessary, to discuss the process to correct the grade.

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If faculty discover they inadvertently entered the wrong course grade for a student, they should promptly request that the grade be corrected by using the Grade Change feature in the Gradebook. A valid reason for a grade change must be provided. Valid reasons for which a Director of Academic Affairs may approve a course grade change include the following: 1) mathematical miscalculation of the grade, 2) grade data entry error, 3) faculty located and graded assignments submitted before the course end date that were not included in the original grade determination, or 4) faculty received and graded assignments submitted after entry of a grade for an Incomplete.

Course grade change requests based on an assignment submission after the course ends—when no agreement for an Incomplete was entered before the last day of the course—will not be approved. As with other course-related questions or concerns, if faculty have questions or need to consult about University policy or process matters, they should contact an Area Chair, a Full-Time Development Faculty Member (for online class issues) or a Campus College Chair (for local campus class issues).

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Faculty Selection and Development

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, health care and human service professionals, and leaders in other professional arenas. The University's faculty includes a dedicated cadre of Associate Faculty members—most of whom are practitioners in their professions—as well as Core Faculty comprised of educators who not only teach, but also provide academic direction and instructional leadership to the Associate Faculty and the campuses.

The University practices a collaborative and facilitative instructional model. For this reason, and because the majority of University of Phoenix instructors are not traditional full-time faculty members for whom teaching is a primary occupation, it is incumbent on the University to ensure that those appointed to the faculty can demonstrate the ability or potential to teach effectively in this environment. To this end, all faculty candidates participate in a rigorous screening and assessment process, are required to complete Faculty Certification, teach a course under the guidance of a mentor, and following their official appointment to the faculty, participate in ongoing training and development activities.

6.1 | Initial Application

The first phase of the faculty selection process is the initial application which involves credential evaluation, interviews, and assessment of instructional aptitude.

Credential Evaluation

A faculty applicant must hold an advanced degree from a regionally accredited institution or international equivalent to be considered for faculty of University of Phoenix; a conferred Juris Doctor degree from any American Bar Association-approved school is also acceptable.

University of Phoenix master's or doctoral degrees must have been conferred a minimum of two years before a faculty candidate may use that degree in satisfaction of content area academic requirements. Graduate coursework (as opposed to a full degree program) taken from the University of Phoenix for fulfillment of requirements for specific content areas is not subject to the two year limitation.

When considering a faculty applicant, academic and professional credentials are evaluated to determine whether the applicant meets the minimum requirements for faculty appointment. Supporting materials, including official transcripts and licenses, are reviewed to assure that the applicant possesses the required qualifications to teach within a particular content area. Content area requirements are established by the Dean for each college or school within the University in light of accreditation standards.

Administrative Core Faculty within each campus Academic Affairs department, are responsible for reviewing the qualifications of both faculty applicants and members to ensure that all requirements are met.

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Faculty should review their faculty profile data (under My Academic Credentials at eCampus) at least once a year and update the data as circumstances warrant. The profile must present a thorough and accurate reflection of the faculty member's specific qualifications to teach each content area for which the University has an instructional need.

Interviews

All credentialed, qualified faculty applicants participate in general and content area interviews which allow Core Faculty to further assess each applicant's background and content area knowledge, helping identify the applicants who would best meet the instructional needs of the University. The interviews also provide applicants with the opportunity to learn more about the University.

Assessment of Instructional Aptitude

Following interviews, if applicants are invited to continue the selection process, they are then given an opportunity to demonstrate their instructional aptitude and ability to facilitate learning in the classroom while being assessed by campus faculty.

6.2 | Faculty Certification

Once the faculty applicant completes the initial application phase he or she becomes a faculty candidate. Faculty candidates complete an extensive knowledge, competency, and skills assessment process as part of Faculty Certification. Faculty Certification serves as the second phase of the University's faculty selection process.

Faculty Certification addresses the following topics:

- Facilitation of adult learning
- Classroom management skills
- Meeting learning objectives
- Grading and evaluation
- University of Phoenix resources available to students and faculty
- University of Phoenix policies and procedures

6.3 | Mentorship

After successfully completing faculty certification, clearing a background check, and submitting the University's new hire documentation, including proof of authorization to work in the United States, each faculty candidate continues the selection process by teaching a class under the direction of a faculty mentor who coaches and continues assessing the candidate. The goal of this paid, mentored teaching experience is to help faculty candidates become acclimated to the University of Phoenix teaching and learning model while the University assesses each candidate's instructional abilities in an actual course. Mentors provide feedback at regular intervals before, during, and after the class. They assess the effectiveness of each faculty candidate and make

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recommendations to campus academic leadership. If the mentor perceives some difficulties and/or areas for improvement, additional training may be recommended which may include teaching an additional mentorship class. A decision will be made about whether to invite the candidate to the faculty following the mentorship by campus academic leadership, including the Director of Academic Affairs. The Director of Academic Affairs' decision is final. Faculty candidates teaching a mentorship class do not have remediation, grievance, appeal rights, and/or privileges.

Mentorship teaching assignments are also required for existing University of Phoenix faculty seeking certification in modalities for which they were not originally certified (e.g., online, FlexNet®, and local campus). Approval to teach classes in each modality requires modality-specific certification training completion prior to the mentorship class.

The University's model for mentoring includes four components:

- A mentor works with the faculty candidate to guide and advise him or her during mentorship classes.
- A mentor conveys to the faculty candidate the importance and significance of the University's teaching and learning model.
- A mentor evaluates the faculty candidate's performance as an instructor.
- A mentor offers verbal and written constructive criticism and suggestions for improving the faculty candidate's skills and performance.

The role of the mentor/coach is to:

- Assist in the creation of the faculty candidate's first course syllabus and other course materials.
- Be available to answer questions and provide guidance on processes, policies, and campus procedures.
- Provide feedback on facilitation practices.
- Help the faculty candidate develop skills in evaluating student work.
- Observe at least one full workshop of the faculty candidate's first course for local campus candidates and provide feedback to the faculty candidate and administration.
- Observe all online class forum activity and provide feedback to the faculty candidate and campus administration for those candidates wishing to teach for the Online Campus or FlexNet® courses.

6.4 | Ongoing Faculty Development

The University is committed to the ongoing professional development of its faculty. This commitment is evidenced by the variety of programs and activities available to develop and enhance faculty effectiveness. Regular training and development activities are offered at the local campus and online. These activities provide opportunities for faculty members to enhance

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and expand their teaching, assessment, and professional skills. Building on the professional experiences and educational preparation that faculty members bring to the University, participation in these activities enhances their ability to become effective facilitators of student learning and managers of the learning process. The University requires the Department of Academic Affairs to offer the following meetings at each campus:

- Two general faculty meetings per year
- Four content area meetings per year (Two content area meetings each year may be scheduled as part of the annual general faculty meetings.)

All faculty meetings must have a development component. A variety of training workshops may be presented and are focused on the following areas:

- Teaching methodology – Such as grading and evaluation, classroom assessment, or facilitation techniques
- Best practices – Groups of faculty members in the same discipline or courses meet to share effective practice ideas and to review curriculum
- Professional development – Presentation on some aspect of theory or practice in one or more disciplinary areas
- Specialized training by college—such as the Taskstream for Education Faculty — may also be provided to meet program-specific needs.

New faculty development programs are created and offered as new needs are identified. Often, faculty members with expertise in training and a relevant subject area are selected to write and facilitate a development session. Content for the development program may be done locally or with the support of Central Administration Academic Affairs. Faculty can register for workshops on eCampus for online and local campus workshops. Faculty workshop topics and offerings can vary by location.

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Academic Quality Assurance Processes

The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive period Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty also have an opportunity to provide the University with input about each course's curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback received from students and faculty.

7.1 | Academic Quality Assurance

Academic quality assurance measures at the University take a number of different forms. This section provides an overview of some of the key measures used by Academic Affairs departments in Central Administration and at the campuses.

Central Administration's Academic Quality Reviews

Faculty who serve as staff members in Central Administration-Academic Operations and Training oversee development, communication, and training on academic operations policies, practices, and processes common to all campuses. Additionally, Academic Operations directs the University's Campus Academic Quality Review process at all campuses so as to ensure compliance with academic policies, procedures, accreditation, and regulatory requirements. During a campus review, faculty appointment, faculty certification, faculty record-keeping, course scheduling, and related faculty management practices are examined to ensure compliance with University policies. Randomly selected faculty and student interviews are also conducted during these campus visits to help ensure that perspectives and experiences from a variety of campus stakeholders are considered.

College Deans' Oversight of Curriculum and Faculty Requirements

The Dean of each college or school has overall accountability and responsibility for the curriculum and for establishing faculty requirements specific to each content area within the college. Each Dean is also responsible for maintaining an ongoing feedback system for his or her programs and is assisted in this effort by the Campus College Chairs and Lead Faculty/Area Chairs at each campus.

Campus Directors of Academic Affairs and Campus College Chairs Focus on Academic Quality

The Director of Academic Affairs at each campus is responsible for ensuring academic quality by providing academic direction and instructional leadership to the campus and the faculty, managing the academic governance process, and overseeing and directing the day-to-day operations of the Academic Affairs Department. Campus operations oversight within the Director of Academic Affairs' duties includes: management of the processes of faculty recruitment, faculty assessment, faculty certification, faculty file preparation and submission, faculty scheduling, faculty payroll, and ongoing faculty training and development in accordance with University policies and procedures.

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Campus College Chairs are responsible for ensuring academic quality at their campus. They represent the College at the campus level, provide instructional leadership and direction for the faculty, manage the faculty approval process, create Campus College Management Meetings between Lead Faculty/Area Chairs, and facilitate the implementation of the Master Curriculum Agenda of their respective college at the campus level.

7.2 | Campus Academic Quality Review Processes

Classroom Performance Reviews

At a minimum, a periodic Classroom Performance Review is completed for each active faculty member once every two years. The review represents one method of faculty evaluation based on a class observation. Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement relevant to the faculty member's facilitation skills, assessment and feedback practices, coverage of course objectives, and overall class management.

In addition to the periodic formal quality reviews of group study classes, at least 10 percent of directed study courses at each campus are reviewed annually for quality purposes.

Classroom Management Tool

The Classroom Management Tool (CMT) is an instrument intended to support the assessment of faculty members on established performance criteria. These performance criteria are derived from academic research and are core expectations for effective instruction regardless of the course delivery modality.

The Classroom Management Tool consists of three components: 1) qualitative rubrics for substantive participation, 2) qualitative rubrics for student feedback, and 3) a basic classroom management skills worksheet directly related to the faculty contract and Faculty Handbook.

The substantive faculty participation rubric consists of four elements supporting the contribution faculty member participation has in the learning process. The elements within this rubric include managing the mechanics, maintaining the focus on course objectives, adding expertise, and encouraging higher-order thinking skills.

The qualitative feedback rubric consists of four elements based on a taxonomy proposed by Blignaut and Trollip (2003). This taxonomy identified three categories of feedback described as corrective, informative, and Socratic (reflective) feedback. The concept of these categories, along with an additional element of encouragement and recognition, forms the foundation of expectations for the quality of feedback provided to students by faculty members.

Faculty participation and feedback directly support dialog within the classroom. Lattuca (2006) asserted the concept of an active learner roots pedagogy into widely held theoretical constructs capturing how students learn. Perceptions of teacher immediacy, or active presence within the classroom has been linked to a reduction in psychological distance and an increase in student satisfaction (Gallien & Oomen-Early, 2008; Mark & Boruff-Jones, 2003). The inclusion of active

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and collaborative forms of learning supported by student and faculty interactions have been identified as contributing factors to learners' academic success by the National Survey of Student Engagement (Lattuca, 2006; Mark & Boruff-Jones, 2003; Woo & Reeves, 2008).

To establish an environment supportive of collegial dialog about the teaching and learning process, the Classroom Management Tool is available for all faculty members to use for self-reflection and self-evaluation for practices as a facilitator. Additionally, the administration will use this tool in a collaborative manner for assessing faculty members on established performance criteria.

Additional Academic Reviews

In addition to the reviews described above, a member of the Academic Affairs staff or a Lead Faculty/Area Chair member may conduct an unannounced review of a class for a number of purposes, including but not limited to the following:

- Assist with, or confirm appropriate use of, new course, program, or class-related systems implementations
- Follow up on a student's concern
- Follow up on a faculty member's improvement progress in areas for improvement noted in an action plan

7.3 | Student and Faculty End of Course Surveys

Student End-of-Course Surveys

Student End-of-Course Surveys provide an ongoing evaluation of the University's support services, curriculum, individual class experience, and more. Students are prompted to complete these surveys electronically through eCampus. Results of student surveys are shared with the faculty member after the end of each course to assist them in becoming more effective.

Faculty End-of-Course Surveys

Faculty End-of-Course Surveys are administered electronically at the end each course through eCampus. This survey is designed to provide the campus and the University with the faculty member's assessment of the curriculum. Feedback from faculty is critical to the curriculum development and revision processes.

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Faculty Status and Performance Issues Policies and Processes

This section begins with an overview of faculty coaching and disciplinary actions with respect to all faculty, including those who hold a full-time position with the University or the parent company, Apollo Group, Inc. If and when faculty performance issues arise, each of the campuses ascribes to a standard process and guidelines relative to progressive coaching and discipline measures. The section ends with overviews of the processes related to raising, resolving, and appealing faculty performance and Faculty Code of Conduct issues.

To review the Faculty Code of Conduct in its entirety, see section 2.6 in this Handbook.

8.1 | Active Faculty Status

Faculty candidates are invited to join the faculty after successful completion of both certification and a mentorship course. Once joining, the new faculty member is on active faculty status and eligible to be offered to teach additional courses. As a general rule, faculty members remain on active faculty status at their specific campuses when they teach at least one course within a period of six (6) consecutive months at that campus and have fulfilled their obligations set forth in teaching contracts and the Faculty Code of Conduct.

Faculty members who have not begun teaching at least one course at their campus within six (6) months of the start date of their last course may be placed on inactive status by the Director of Academic Affairs and no longer eligible to be offered courses. As set forth below, a violation of the Faculty Code of Conduct may also constitute grounds for termination of active faculty status.

8.2 | Faculty Performance Coaching and Disciplinary Actions

The University is committed to providing the best educational experience for students and faculty during every class. To remain in good standing with the University, faculty are expected to comply with the Instructional Requirements and Faculty Code of Conduct outlined in the Faculty Handbook and published addenda, if any, to the Faculty Handbook, in addition to program-specific requirements.

In instances where concerns regarding a faculty member are brought to the attention of the University, each allegation is thoroughly investigated. Faculty should check e-mail regularly and respond to any request for a response from University staff or Administrative or Lead Faculty. If the concern is substantiated, the faculty member is notified and coached as appropriate. Faculty will be provided with information and resources pertaining to the areas concerned. The University will work with the faculty member using a faculty coaching process to ensure all contractual obligations are met and to bring the faculty member's facilitation to University standards.

In some situations, future class scheduling may be put on hold until a faculty member successfully completes a specific faculty workshop or a new faculty certification session. In extreme circumstances, such as (but not limited to) repeated failure to fulfill Instructional Requirements

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after clear notice of the need for improvement, the Director of Academic Affairs will notify a faculty member that he or she will no longer be offered University teaching contracts. See subsection 8.5 below for additional information about the notification and appeal processes.

Faculty whose actions are alleged to constitute a violation of the Faculty Code of Conduct will be notified by the Director of Academic Affairs or his or her designee. See the provisions below for additional information about the University's process for addressing Faculty Code of Conduct issues.

8.3 | Additional Information Pertaining to Full-Time Faculty and Staff

Faculty who serve as administrative staff, managers, or directors at any of the University campuses or in Central Administration are, in addition to their facilitator duties, bound by the provisions of the Apollo Group, Inc. Employee Handbook. See subsection 3.7 in this Handbook for additional information.

With respect to teaching activities and faculty performance expectations, all faculty within the University are held to the same standards. For example, if a University staff member does not fulfill Instructional Requirements during a class, then a notice of need for improvement or other similar actions and notices should be provided in the same manner as occur for faculty who are not members of the staff.

If, however, any person has information or knowledge about a staff member's actions, which create a perception of an ethics violation or fraud, the information should be reported to the Chief Risk Office or the Director of Corporate Compliance at Apollo Group, Inc. Additional information pertaining to reporting ethics violations or fraud appears on eCampus.

Other (nonteaching related) violations of the staff member's duties pertaining to his or her full-time University role should be brought to the attention of the University by contacting the staff member's supervisor.

8.4 | Procedures for Alleged Violations of the Faculty Code of Conduct

Please note there are two separate procedures under the Faculty Code of Conduct. Procedures falling under the category of sex discrimination/harassment follow the Title IX process outlined below; all other cases fall under the Faculty Code of Conduct process below.

1. Title IX Cases – all cases involving the accusation of sex discrimination/harassment:

a. Alleged Violation:

- i. An alleged violation of the Faculty Code of Conduct that relates to sex discrimination/harassment shall be forwarded to the university's Title IX Coordinator, Camie Pratt, Associate Vice President, Office of Dispute Management,

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4615 E. Elwood Street, Mailstop AA-S401, Phoenix, AZ 85040, 602.557.3391, Camie. Pratt@phoenix.edu or designee)

- ii. All alleged violations of the Faculty Code of Conduct shall be subject to a fair and impartial process in determining whether or not a violation has occurred.
- iii. An alleged violation of the Faculty Code of Conduct may result in a warning or it may be subject to review by a committee as described below.
- iv. Third parties who observed the behavior should be identified as potential witnesses, as appropriate. No guarantees that the information will remain confidential can be made because the nature of the complaint must be shared in order to conduct a thorough investigation.

b. Investigation:

- i. All allegations involving sex discrimination/harassment will be turned over to the Title IX Coordinator. The faculty member will be asked to provide his or her perspective about the events and situation forming the basis of the complaint.
- ii. Following the preliminary investigation, the Title IX Coordinator (or designee) will review the investigation findings and make a decision either to dismiss the complaint or to continue with the charging process, depending upon whether or not the findings provide sufficient indication that a violation has occurred, or if a warning is sufficient.
- iii. In conjunction with the decision to charge the faculty member, the faculty member may be removed from his or her current course. If a faculty member is removed from a course, he or she will be entitled to compensation for the portion of the course completed. (Note: If the charge is found to be without merit, the faculty member is entitled to compensation for the unpaid balance amount, if any, for the course from which he or she was removed).
- iv. The investigation of any allegations will be complete within sixty (60) days after the Title IX coordinator's receipt of the allegations. Should additional time be required, the Title IX coordinator will notify both the complainant and the accused faculty member of the revised timeline for resolution.

c. Notification:

- i. If the decision is made to charge the faculty member, the Director of Academic Affairs (or designee) will notify the faculty member of the allegation(s) in a Charging Letter.
- ii. The faculty member must respond in writing, within ten business days of receipt of the Charging Letter
- iii. The DAA will notify the Title IX Coordinator of the faculty member's response.

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- iv. If the faculty member desires to address the committee via teleconference, the faculty member must include that request in his or her written reply to the Charging Letter. If the faculty member does not respond to the Charging Letter within the ten business days, he or she gives up the right to address the Committee or provide evidence for the Committee's review.
 - v. The complainant(s) shall be notified of the conduct procedures and notified of when and if a Charge Letter is sent to the faculty. The complainant(s) will be afforded the opportunity to speak at the Title IX Committee meeting.
- d. Title IX Committee Process:
- i. A Title IX Committee will be convened to review the information gathered and render a recommendation to the Director of Academic Affairs (or designee).
 - 1. If the faculty member specifically requested to address the committee in the written response to the Charging Letter, he or she will have up to ten minutes to address the committee via teleconference.
 - 2. If the complainant(s) requests to address the committee they will have up to ten minutes each to address the committee via teleconference.
 - ii. The Title IX Committee composition shall be at least three impartial individuals who have no prior involvement with the parties or the investigation: a director (or designee) and two faculty members, one of which cannot be a full time university employee.
 - iii. The Title IX Committee shall use the preponderance of the evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Director of Academic Affairs (or designee) about whether a violation occurred and what sanction, if any, is warranted.
 - iv. The complainant or faculty are not entitled to representation by an attorney or any other third party at any point in the process. However, opposing parties are each entitled to have a third party present during the committee process. (Note: the third party cannot be an attorney).
 - v. Tape, digital, or other electronic recording of the committee meeting is not permitted.
- e. Decision:
- i. The Director of Academic Affairs (or designee) will make the final determination under the preponderance of evidence standard as to whether there has been a violation of the Faculty Code of Conduct and will determine what sanction, if any, is appropriate.
 - ii. The Director of Academic Affairs or (or designee) will notify the faculty member of

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- his or her decision, in writing, within ten business days of the conclusion of the committee's deliberations.
- iii. The complainant(s) party will be notified in writing as to whether or not a violation was found, within ten business days of the conclusion of the committee's deliberations.
 - iv. The decision of the Committee is subject to appeal by the complainant(s) and accused. See Section 8.5 for Appeal Policy and Procedure.
- f. Sanctions:
- i. If a violation of the Faculty Code of Conduct is found, the sanction(s) will be based on the seriousness of the situation and may include, but not necessarily be limited to, the following:
 - 1. The faculty member is counseled regarding the relevant standards and provisions of the Faculty Code of Conduct and is directed to refrain from such behavior in the future.
 - 2. A written warning is issued to the faculty member as notification that any future violation of the Faculty Code of Conduct may result in the rescission of faculty status.
 - 3. The faculty member is removed from the assigned course(s).
 - 4. The faculty member's teaching privileges are rescinded.
- 2. Faculty Code of Conduct Process: For all allegations not covered under Title IX.**
- a. Alleged Violation:
- i. An alleged violation of the Faculty Code of Conduct, unless related to sex discrimination/harassment, shall be forwarded to the Campus Director of Academic Affairs or their designee.
 - ii. All alleged violations of the Faculty Code of Conduct shall be subject to a fair and impartial process in determining whether or not a violation has occurred.
 - iii. An alleged violation of the Faculty Code of Conduct may result in a warning or it may be subject to review by a committee as described below.
 - iv. The complaining party must put his or her complaint in writing. Third parties who observed the behavior should be identified as potential witnesses, as appropriate. No guarantees that the information will remain confidential can be made because the nature of the complaint must be shared in order to conduct a thorough investigation.

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b. Investigation:

- i. Alleged violations of the Faculty Code of Conduct shall be investigated in a prompt, thorough, and impartial manner by the Director of Academic Affairs (or designee). The faculty member will be asked to provide his or her perspective about the events and situation forming the basis of the complaint.
- ii. Following the preliminary investigation, the Director of Academic Affairs (or designee) will review the investigation findings and make a decision either to dismiss the complaint or to continue with the charging process, depending upon whether or not the findings provide sufficient indication that a violation has occurred, or if a warning is sufficient.
- iii. In conjunction with the decision to charge the faculty member, the faculty member may be removed from his or her current course. If a faculty member is removed from a course, he or she will be entitled to compensation for the portion of the course completed. (Note: If the charge is found to be without merit, the faculty member is entitled to compensation for the unpaid balance amount, if any, for the course from which he or she was removed).

c. Notification:

- i. If the decision is made to charge the faculty member, the Director of Academic Affairs (or designee) will notify the faculty member of the allegation(s) in a Charging Letter.
- ii. The faculty member must respond in writing, within ten business days of receipt of the Charging Letter. If the faculty member does not respond to the Charging Letter within the ten business days, he or she gives up the right to address the Committee or provide evidence for the Committee's review.
- iii. If the faculty member desires to address the Campus Committee via teleconference, the faculty member must include that request in his or her written reply to the Charging Letter.

d. Committee Process:

- i. A Campus Committee will be convened to review the information gathered and render a recommendation to the Director of Academic Affairs (or designee).
- ii. If the faculty member specifically requested to address the Committee in the written response to the Charging Letter, he or she will have up to ten minutes to address the Committee via teleconference.
- iii. The Campus Committee will consist of three impartial individuals: a fulltime campus administrator and two faculty members, one of which must not be a full time employee.

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- iv. The Campus Committee shall use the preponderance of the evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Director of Academic Affairs (or designee) about whether a violation occurred and what sanction, if any, is warranted.
- v. Faculty are not entitled to representation by an attorney or any other third party at any point in the process.
- vi. Tape, digital, or other electronic recording of the committee meeting is not permitted.
- e. Decision:
 - i. The Director of Academic Affairs (or designee) will make the final determination about whether there has been a violation of the Faculty Code of Conduct and what sanction, if any, is appropriate.
 - ii. The Director of Academic Affairs or (or designee) will notify the faculty member of his or her decision, in writing, within ten business days of the conclusion of the Campus Committee's deliberations.
- f. Sanctions:
 - i. If a violation of the Faculty Code of Conduct is found, the sanction(s) will be based on the seriousness of the situation and may include, but not necessarily be limited to, the following:
 1. The faculty member is counseled regarding the relevant standards and provisions of the Faculty Code of Conduct and is directed to refrain from such behavior in the future.
 2. A written warning is issued to the faculty member as notification that any future violation of the Faculty Code of Conduct may result in the rescission of faculty status.
 3. The faculty member is removed from the assigned course(s).
 4. The faculty member's teaching privileges are rescinded.

Note: Depending on the nature and/or severity of the violation, teaching privileges may be immediately rescinded at all University of Phoenix campus locations.

Faculty who are also full-time employees of Apollo Group, Inc. or subsidiaries

Faculty members who are also full-time employees of Apollo Group, Inc. or any of its subsidiaries, including University of Phoenix, and whose full-time employment is terminated may also have their appointment to the University's faculty terminated.

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8.5 | Faculty Appeal Policy and Procedure

1. In those instances where a faculty member has been found to be in violation of University policy and has not been charged under the Faculty Code of Conduct—yet believes he or she has been inappropriately inactivated by the campus or that any decision made about his or her performance was inappropriate or inappropriately executed—the faculty member must first attempt to resolve the matter with the appropriate Director of Academic Affairs.
2. In Title IX Cases (cases involving sex discrimination/harassment) the faculty member and the complainant(s) may appeal the decision to the Central Administration Appeals Committee (CAAC) in the University’s Office of Dispute Management. The Office of Dispute Management will provide the faculty member with written notification of the Committee’s decision.
3. In those instances where a faculty member has been found to be in violation of the Faculty Code of Conduct and the case does not involve sex discrimination/harassment, he or she may appeal the decision to the Regional Director of Academic Affairs within ten business days of being informed of the decision.
 - a. Upon receipt of an appeal, the Regional Director of Academic Affairs will review all documentation relating to the matter submitted by the faculty member and the campus.
 - b. The Regional Director of Academic Affairs will then notify the faculty member of his or her decision in writing within twenty business days of the receipt of the faculty member’s appeal; however, if the Regional Director of Academic Affairs determines that additional investigation is required before a decision can be made on the merits of the case, he or she may remand the case to the campus for further review.
 - c. The faculty member may appeal the decision of the Regional Director of Academic Affairs within ten business days of receipt of the written decision. The faculty member’s written appeal must be directed to the Central Administration Appeals Committee in the University’s Office of Dispute Management, whose decision will be final. The Office of Dispute Management will provide the faculty member with written notification of the Committee’s decision.
4. The composition of the Central Administration Appeals Committee shall include at least the following three members: a University of Phoenix College Dean, a Regional Director of Academic Affairs (from another region), and the Senior VP of the Office of Academic Operations, or their respective designees.
5. The Central Administration Appeals Committee will notify the faculty member of its decision in writing within ten business days of convening to review the faculty

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member's appeal. If the allegations include violations of Title IX, the complainant will also receive written notification of the appeal decision letter.

6. The decision of the Central Administration Appeals Committee shall be final with no further right of appeal.

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Faculty Scheduling, Compensation, and Benefits

General standards, guidelines, and processes for faculty scheduling, compensation, and benefits are set by the University. Individual campuses; however, oversee faculty scheduling for classes at each campus. This section provides an overview of faculty scheduling and compensation processes common to all University faculty.

9.1 | Faculty Scheduling And Teaching Contracts

Faculty Scheduling

Once a faculty candidate successfully completes the University's standard educational and background checks, Faculty Certification, and a mentorship class, he or she is invited to join the faculty and be considered for future teaching assignments. At that point, a faculty scheduler or another staff member from the Department of Academic Affairs becomes the point of contact for faculty scheduling information and teaching assignments. Important considerations regarding faculty contracts and scheduling are as follows:

- The faculty member must acknowledge receipt of the Faculty Handbook on eCampus prior to receiving teaching contracts.
- Emergency scheduling changes must be confirmed with the Academic Affairs staff.
- Faculty are scheduled for classes on an as-needed basis. No guarantee is made to faculty members that classes will continue to be scheduled or that all classes scheduled will take place.

Lead Faculty Contracts

Faculty serving in a Lead Faculty role with the University enter into a contractual agreement for services and pay with their local campus. Instructional activities not expressly addressed in the Lead Faculty Contract result in per-course pay over and above the Lead Faculty contract amount after all instructional activities required by the contract have been completed.

9.2 | Faculty Compensation and Reimbursements

Instructional Compensation

The level of faculty compensation is based on various factors, including the level of course instructed, the number of students in the course, the number of years one has been teaching at the University, and the highest degree earned. If a faculty member teaches part, but not all, of a contracted class, then he or she may be paid on a pro rata basis. Variation in compensation may occur across campuses. Local campus personnel will provide more specific information about faculty compensation during Faculty Certification; the Director of Academic Affairs or Campus College Chair is usually the designated contact at the campus for questions regarding compensation.

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Any faculty member who incurs a debt to Apollo Group, Inc. or a subsidiary is responsible for maintaining a current repayment schedule. This includes any amount allocated to Apollo Group or a subsidiary as a result of course overpayment. By acknowledging and agreeing to the course contract, the faculty member understands and gives Apollo Group permission to deduct any outstanding balance from their future wages, in an amount compliant with state wage and hour laws, until the outstanding balance is paid in full.

Reimbursement for Travel and Incidental Expenses

If University work assignments require travel, with prior approval from the Director of Academic Affairs, the faculty member may be reimbursed for travel, food, lodging, and incidental expenses in accordance with University reimbursement policies. The faculty member must complete and submit an expense form with appropriate receipts and documentation of the amounts for which he or she is seeking reimbursement.

Other Compensation

Faculty may also be compensated for the following activities on a contract basis:

- Developing and reviewing curriculum
- Conducting new faculty assessment
- Conducting faculty certification, training, and development sessions
- Serving as a mentor for faculty candidates
- Performing periodic formal quality reviews
- Consulting activities as requested by University Administration
- Presenting at local, state, national, and international conferences or publishing in professional journals (must show affiliation with the University of Phoenix; subject matter must relate to teaching area; maximum of four per year)

9.3 | Direct Deposit

Direct Deposit is available immediately upon hire. Faculty members are encouraged to enroll for direct deposit of their payroll checks. The Direct Deposit Form, which must be completed, is available on eCampus. Information about where and how to submit the form to the University's payroll department are on the same site. New accounts require pre-notification and may take two pay cycles to take effect.

9.4 | Faculty Benefits

Apollo Group, Inc., the parent company of University of Phoenix, offers a limited benefit program for faculty members. Faculty can elect to participate in any of the following programs that are provided at the company's option:

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- 401(k)
- Employee Stock Purchase Plan
- Education Tuition Program
- Faculty Equity Award (subject to approval of the Apollo Group, Inc. Board of Directors)

9.4.1 | 401(k) Savings and Investment Plan for Faculty

Apollo Group, Inc. offers a 401(k) Savings and Investment Plan to eligible U.S. faculty members. For information about the plan, faculty should check eCampus.

For further information on the Apollo Group, Inc. Savings and Investment Plan or questions regarding eligibility, faculty members should call the Human Resources Benefits Department at 480-557-1090.

9.4.2 | Employee Stock Purchase Plan for Faculty Members

The Employee Stock Purchase Plan is available to all active faculty members who have completed one year of employment and who have established earnings within the last 12 months.

Participants in the Stock Purchase Plan may voluntarily make contributions by payroll deduction of one percent to a maximum of any percentage that results in no more than the greater of the following: 1) Ten percent of the member's year-to-date earnings, or 2) \$3,000 for the year during the offering period. An offering period is a three-month period beginning on January 1, April 1, July 1, or October 1, of each year.

Note: Contributions to acquire shares of the Company's common stock at discounted prices are based on regular pay and are deducted on a post-tax basis.

For further information on the Employee Stock Purchase Plan or questions regarding eligibility, call the Human Resources Benefits Department at 480-557-1090.

9.4.3 | Education Tuition Program –General Program Information

The University makes the Education Tuition Program available for faculty who are qualified for admission to its programs and courses and in some cases, certain faculty dependents are also eligible. Benefits available through the Education Tuition program are subject to change at any time. Details of the program are available on eCampus.

Program Participation Guidelines – Eligible Faculty

These guidelines are subject to change at any time. Participants should carefully review the program's terms before registering for a class.

Active teaching faculty with Apollo Group, Inc. and its subsidiary institutions, their dependent children, spouses, and domestic partners are eligible for the tuition benefits in all degree program levels after teaching at least the equivalent of five credit bearing courses with the University.

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These tuition benefits are contingent on the faculty member (or their eligible dependent/spouse/partner) 1) active status; 2) compliance, as a student, with admission requirements and fees; and 3) adherence to subsidiary institute policies and procedures. To remain eligible, faculty must teach at least two credit-bearing courses as the primary instructor in the calendar year. The tuition amount for each class that is not covered by the discount is to be paid in advance of class attendance. Information about the amount of the tuition discount can be found on eCampus.

To be eligible to receive this benefit, the completed Request for Tuition Waiver Form must be approved by the Director of Academic Affairs, the Campus Director, and the Human Resources Department. The form can be found on eCampus.

Upon approval of the Request for Tuition Waiver Form by the Human Resources Department, the faculty member and/or other person eligible for the program may enroll in (based upon space availability) and pursue a formal course of instruction. The approved Request for Tuition Waiver Form authorizes the faculty member and/or other person eligible for the program to enroll in a program or class and provides a release of grade information and attendance records to the Director of Academic Affairs and the Campus Director.

The faculty member and/or other person eligible for the program may also take Directed Study courses at a tuition discount. Tuition and costs need to be paid in advance of class attendance. As prices may vary across locations, individual campuses should be contacted for specific cost or financial information.

Non-degree program tuition waivers or discounts are not extended to faculty or other persons otherwise eligible for the program's tuition benefits.

Participants should carefully review the program's terms before registering for a class.

- 1. The faculty /student has a responsibility to uphold the reputation of the University as demonstrated by his or her behavior. One of the University expectations is to "maintain a professional, competent demeanor with individuals outside the Company." All faculty members have recurring opportunities to demonstrate to students that they are professional in their educational activities.**
- 2. Before enrolling for themselves or an eligible participant in a course in which the Faculty Tuition Discount will be sought, faculty must complete and submit the Request for Tuition/Waiver Discount form to the Director of Academic Affairs for the faculty member's home campus. The form is located on eCampus.**
- 3. Faculty and others eligible to benefit from the faculty's Education Tuition Program must disclose the tuition benefit on the appropriate institutional forms prior to applying for federal financial aid.**
- 4. Faculty members and others eligible are encouraged to register and attend classes only after careful consideration of the time and other commitments involved in a formal higher education program.**
- 5. Participation in the Education Tuition Program is a privilege of employment with Apollo Group, Inc. and the participants are fully responsible for all financial obligations incurred in conjunction with their education experience.**

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Any person participating in the Education Tuition Program who incurs a debt to Apollo Group, Inc. or a subsidiary is responsible for maintaining a current and up-to-date repayment schedule. Financial accounts found to be delinquent or outstanding for 90 days or more may disqualify, through administrative withdrawal, the participant from enrolling in and attending any future courses or programs (including certificate programs), from obtaining official student transcripts, and may result in termination of Education Tuition Program benefits until the account has been made current.

6. Withdrawals and Retakes

- a. Faculty/students receiving Educational Benefits may withdraw from a course only in the event of clear, definable, and extenuating circumstances.
- b. If a Faculty/student exceeds the official withdrawal limit (two withdrawals per every eight courses or four blocks), the Faculty/student is responsible for paying the cost, per the Institutional Refund Policy, located in the campus catalogue.
- c. Faculty/student is not eligible for an Authorized Withdrawal Tuition Credit.
- d. A faculty/student who retakes a course must pay the entire cost of the course. A retake of a course means the faculty/student has completed the course to the point of earning a letter grade of A-F and has been scheduled to repeat the same course or an equivalent course. (DOC/733B and DOC/734B courses are exempt from this rule)

Note: Faculty/student(s) and eligible dependent(s) shall be treated like any other student at his or her school location in regard to withdrawals.

9.4.4 | Faculty Incentive Program

A faculty equity award may be available annually through the Faculty Incentive Program (the "Program"). Such equity awards are at the discretion of management and could include stock options or restricted stock units. The Program is intended to recognize the significant contribution made by the University's most senior faculty members. This Program allows qualifying individuals the opportunity to receive a set number of equity awards of Apollo Group, Inc. Class A Common Stock based on meeting certain criteria during the calendar year. Information about the current year's Program is available on eCampus.

There are two ways in which a faculty member may participate in the Program.

- Associate Faculty may become eligible by satisfying a length of service requirement and teaching a minimum number of courses in the current calendar year. Additional requirements may be established and if so, will be set forth on eCampus.
- Lead Faculty under contract may become eligible after satisfying a length of service requirement as well as the requirements of the contract within the current calendar year and teaching a minimum number of courses in the calendar year. Additional requirements may be established and if so, will be set forth on eCampus.

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To be eligible for participation in the Program, the faculty member, Associate or Lead, must be active with the University. Although faculty members may be eligible in either of these two ways, the total number of equity awards granted for the year will not exceed the number approved as a faculty award by the Compensation Committee. In other words, within a single calendar year, a faculty member cannot receive one award as Associate Faculty and another award as Lead Faculty.

The Program is subject to review by the Compensation Committee of the Apollo Group, Inc. Board of Directors and the University of Phoenix administration. The Program can be changed, modified, or eliminated at any time without notice. All equity awards must be approved by the Compensation Committee.

Faculty members should refer to the University's eCampus site for information about how to apply for approved equity awards and may contact equity@apollogrp.edu with questions about the Program.

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