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Welcome to University of Phoenix

This is an extraordinary time in higher education, particularly for those of us who serve what was once considered the nontraditional student. I say “once considered” because today, fewer than one in four students is between the ages of 18 and 24, living on campuses, and supported by their parents. These times are made even more extraordinary by the huge influx of a new generation of students seeking higher education and a general populace that must engage in lifelong learning to succeed in the workplace.

The ever-increasing demand for knowledge at all levels has led University of Phoenix to expand our programmatic reach in support of our social agenda of reinvigorating the middle class and preparing students to compete globally. We continue to grow our offerings at the baccalaureate level with a new communication degree and expanded information technology degree programs, as well as a new psychology program at both the undergraduate and graduate levels. Students seeking doctoral degrees enroll in the School of Advanced Studies where the combination of online coursework and an annual in-residence session allows them to complete their studies in a time-efficient manner. The University has grown and matured into a comprehensive university that serves more than 300,000 students at every stage of their academic lives.

Extraordinary times require the talents and skills of extraordinary people. The University is fortunate to have a faculty that exceeds those requirements. Working together, we can and do make a difference in the lives of thousands of students, in the communities that we serve, and to the overall good of the nation.

Many thanks for your extraordinary efforts on our students’ behalf.

Sincerely,

William J. Pepicello, Ph.D.
President, University of Phoenix
Section 1  |  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 though 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 work place.
- 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.
- 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 adult.
- 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. The first five goals apply to each student in every program at all degree levels, and are incorporated into curricula, instruction, and assessment approaches. Team learning, the sixth goal, applies in the University's bachelor's, master's, and doctoral level degree programs.

Professional Competence and Values

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

Critical Thinking and Problem Solving

Graduates of University of Phoenix 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 of University of Phoenix 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 of University of Phoenix 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 of University of Phoenix will work effectively in diverse groups and teams 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.

Team Learning

Team learning is a sixth university-wide learning goal in the University's bachelor's, master's, and doctoral level degree programs. Team learning focuses on the development of students as effective members and leaders of teams. Bachelor's, master's, and doctoral degree programs include courses combining individual and group activity with interaction among students and the instructor. Team learning promotes intellectual and technical knowledge, provides validation and a place to explore new ideas, and enhances valuable skills in teamwork, negotiation, and cooperation.
1.3 | Accreditations 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 and is a member of the North Central Association of Colleges and Schools. (www.ncahlc.org).

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

Business Accreditation
The Associate of Arts with a concentration in Foundations of Business, Associate of Arts with a concentration in Accounting, Bachelor of Science in Business, Master of Business Administration, Master of Management, Doctor of Management and Doctor of Business Administration programs are accredited by the Association of Collegiate Business Schools and Programs (acbsp.org).

Nursing Accreditation
The Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (www.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 pre-accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years, from December 20, 2007 to December 20, 2012. For additional information, visit teac.org.

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 (Salt Lake City, Utah campuses) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP;accrep.org).
Affiliations

University of Phoenix also maintains voluntary memberships with numerous organizations, including:

- American Assembly of Collegiate Schools of Business
- American Association for Adult and Continuing Education
- American Association of Colleges and Universities
- American Association of Colleges of Nursing
- American Council on Education
- American Nurses Association
- Association for Institution of Higher Education
- Consortium for the Advancement of Adult Higher Education
- Council for Adult and Experiential Learning
- Council for Higher Education Accreditation
- Council of Graduate Students
- EDUCAUSE
- Independent Colleges and Universities of Arizona
- National Board for Certified Counselors
- The College Board
- United States Distance Learning Association
- University Continuing Education Association
- Western Cooperative for Educational Telecommunications
- Western Institute of Nursing
- Western Interstate Commission for Higher Education
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 Degree Concentrations and Format

The associate degree program is administered through Axia College, one of the colleges of University of Phoenix. Coursework for students beginning their Associate degree program after July 1, 2008 supports numerous concentrations. For additional information, see the information available on Axia College's general information site: http://axia.phoenix.edu/.

Axia College Program Format

Axia College's degree program is for students of various ages who have earned fewer than 24 college credits. To meet the needs of the new collegian, Axia College has adopted the following as part of the learning model: 1) content-driven curriculum and classroom, 2) instruction-based teaching model, 3) standardized curriculum, and 4) high student-to-instructor contact opportunities.

Additional unique attributes of Axia College courses include the following:

- Each Axia College course spans 9 calendar weeks.
- Students enroll in two complementary courses at a time.
- Courses are written so assignments are balanced between the two courses. While students are reading and discussing course materials one week in one course, they are preparing assignments for their other course.
- All Axia College assignments are individual assignments. Students participate and collaborate in group classroom activities. Learning Teams are not a part of the Axia College learning model.

1.4.2 | Bachelor’s and Master’s Degree Programs and Format

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

Bachelor’s and Master’s Degree Format

As a general rule, undergraduate courses are completed in 5 weeks and graduate courses are completed in 6 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, they 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.

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.
1.4.3 | Doctoral Programs and Format

The University also offers six doctoral programs, with three specializations, all of which are delivered through a combination of online coursework and an annual in-residence session. University doctoral programs are administered through the School of Advanced Studies. For additional information about doctoral programs at the University, see the information available on the University's general information site: www.phoenix.edu.

Doctoral Degree Format

Doctoral programs are completed through annual in-person residencies combined with online classwork. Each online class begins with two reading weeks followed by six weeks of collaborative participation in addition to completion of individual and team assignments. Online classes in the doctoral program are highly interactive and emphasize the combination of theory and application.

1.4.4 | 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 https://ecampus.phoenix.edu). Not all programs are available at all campuses or in all learning modalities. Additional information about the University can be found at www.phoenix.edu.

1.5 | 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, 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, Executive Administration, and Central Administration Academic Affairs Department.

Board of Directors

University of Phoenix is governed by the Apollo Group, Inc. and its Board of Directors. The Board meets quarterly but may schedule special meetings as needed. University of Phoenix is a wholly owned subsidiary of Apollo Group, Inc. Additional information about the Apollo Board of Directors and the Executive Officers of Apollo Group, Inc., the University's parent corporation, can be found on the organization’s home page: www.apollogrp.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 supports the regulatory, accreditation, legal, and related needs of the University as a whole, including both new and established campuses.

- 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, 7 days a week, except major holidays, to assist students and faculty at all campuses with access help related to eCampus-based services and materials.

- The online University Library, Center for Writing Excellence, and Center for Mathematics Excellence services are available around-the-clock on eCampus.

- Employee Development staff provide training, development, and communication services for Enrollment Advisors, Academic Advisors, and Finane Advisors. The Employee Development staff work closely with Central Administration Academic Affairs staff to ensure our students receive the best staff support possible.
1.6  Academic Governance Structure

There are two classifications of faculty at the University: Core Faculty and Associate Faculty. Core Faculty include the Directors of Academic Affairs, Campus College Chairs (CCCs), 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. For additional information about the roles of Core and Associate Faculty, see section 2, below.

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).

Figure 1  Policy Structure

University of Phoenix Board of Directors

President

University Academic Cabinet

Academic Council

Financial Aid Council

Academic Implementation Council
The Academic Cabinet is comprised of the following voting members:

1. A Public Member of the University Board of Directors (Chairperson)
2. The Provost (Vice-Chairperson)
3. The Vice President for Academic Affairs Operations
4. The Vice President of Instructional Materials and Technology
5. The Associate Vice Presidents of Academic Affairs
6. A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Undergraduate Bachelor programs.
7. A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Graduate Master’s programs.
8. A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Graduate Doctorate programs.
9. A member of the Administrative Faculty and Two Lead faculty members from the Associates programs.

The Academic Cabinet shall also have one (1) ex officio, nonvoting member: the University President.

The Academic Implementation Council is comprised of the following:

- College Deans and Associate Deans
- Regional Directors and Directors of Academic Affairs
- VPs of Enrollment
- VPs of Student Financial Aid
- Regional Directors, Directors, and Managers of Operations/Student Services
- Campus Employee Development
- University Services Directors & Management
- Campus VP/Directors
- Program and Policy Implementation teams
- Veterans Affairs
- University Services Training
- Office of Dispute Management.
The Academic Council is comprised of the following members:

- Provost
- Dean/Associate Deans of each college
- VP/Representatives of University Services
- VP/Representatives of University Legal Services
- VP of Academic Operations
- Director/Representatives of ODM
- Representatives of Financial Aid
- Guests with special knowledge about proposed policies or procedures

The Financial Aid Council is composed of the following members:

- Vice President, Student Financial Aid,
- Associate Vice President, Student Financial Aid
- Director, Student Financial Aid
- Apollo Legal Services Representative
- ACS Regulatory Representative
- Student Financial Aid Regulatory Representative
- Admissions and Registrar Representatives (Two members)
- Campus Representatives (Three members)
Structure at the Central Administration Level
At the Central Administration level, College Deans, the Vice President of Instructional Design and 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:
- School of Advanced Studies
- School of Business
- College of Information Systems and Technology
- College of Education
- College of Nursing
- Colleges of Arts and Sciences which includes
  - College of Humanities
  - College of Natural Science
  - College of Social Science
- Axia College

College Deans are Administrative Faculty members who have overall accountability and responsibility for curriculum and for establishing qualification criteria of faculty within their respective colleges. Each Academic Faculty Council is chaired by the College Dean and includes 4 to 12 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. 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. In addition to the Director of Academic Affairs, membership on the Academic Council includes the Campus Director, CCCs, and Lead Faculty-Area Chairs. At the Director of Academic Affairs’ discretion, other directors of the campus may be ex-officio members.

CCCs 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 CCC and Dean 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.

Axia College faculty serve as Area Chairs. Axia College has no CCCs or Program Chairs.

College Steering Committees

College Steering Committees are formed for each college whose programs are offered at the campus and are chaired by the CCC. Committee membership consists of the Lead Faculty-Area Chairs, from each of the content areas within the College. These committees provide feedback regarding curriculum and course issues to the Deans through the CCCs. The structure of the steering committee is shown in Figure 3.

Figure 3 | Campus College Steering Committee

![Campus College Steering Committee Diagram]

Content Area Subcommittees

A Lead Faculty-Area Chair is designated for each content area at the campus. The Lead Faculty-Area Chair presides over the Content Area Subcommittee as curriculum for specific courses is considered. The Lead Faculty-Area Chair works with the CCC to ensure the quality and relevance of the curriculum.
1.7 | 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 throughout North America. Operation of academic processes involving the faculty and quality of instruction are the responsibility of Campus 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, including personnel, admissions, student services, fiscal activities, and quality. The Vice President/Director reports to a Regional or Territory Vice President.

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

- 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 counseling.
- The Director of Finance is responsible for campus accounting functions.
- The Director of Enrollment manages student recruitment and admissions processes, including activities by Enrollment Counselors who provide prospective students with information about the University and guide them through the enrollment process.
Section 2 | The University’s Faculty Model, Teaching Model, 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.

University of Phoenix has long been concerned with student success and has developed a variety of curricular and academic support strategies and tools toward that end.

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 who manage the learning process by engaging learners in a variety of activities (lectures being one activity) 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 the 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. University of Phoenix students often say that they are able to apply at work the next day what they learned in class.
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, and student and faculty input through end-of-course surveys. Deans’ staff work collaboratively with members of the Instructional Design and Development department to develop curriculum for use at all campuses. Each college maintains a Master Calendar of curriculum updates and new developments 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 international 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 course work 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.

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 not full-time employees; they are contracted on a course-by-course basis.

Associate Faculty members

- bring advanced academic preparation in their fields as well as significant practical professional experience.
- focus on the practical application of theory in the workplace.
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 coauthorships of texts, 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 on-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.

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.
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 protected trade secrets. 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.

7. Refer Noncourse Student Concerns to University Administration.

Faculty members do not deal with noncourse administrative issues or represent students in their contacts with administration regarding these issues. Instead, faculty members should encourage students to contact their advisors at the campus for administrative issue–problem resolution.

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

Faculty members participate in academic activities of the University. This includes:

- 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.


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. 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.

Faculty members who also hold staff or administrative positions with the University must also abide by the provisions of the Apollo Group, Inc.’s Employee Handbook and the provisions of the University’s Policy and Procedure Manual.

While research is not a requirement of all faculty members, the University recognizes 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 SEOCS when prompted on eCampus.

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

All faculty members should submit the FEOCS. Faculty members may complete their FEOCS 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. The Academic Counselor 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 may 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 the University of Phoenix. Associate 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 faculty signs them.

Guidelines for Effective Facilitation of Learning

1. Use Multiple 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 transmitting 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 an on-campus workshop or online class week. Use of a variety of teaching methods increases the likelihood that learning will occur for all students.
2. Encourage Students to Take an Active Role in Their Own Learning.

Chickering and Gamson (1993) 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. The Efficient Use of Lectures is Appropriate in University of Phoenix Learning Environments.

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 discussion, 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.

4. Expect Students to Complete Reading Assignments.

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 should emphasize the importance of eCampus-based readings and simulations, refer to readings in the course of class discussions, and assess learning from these sources.

5. 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. Creating discussion questions and assignments that challenge and inspire leads to higher levels of student learning.

6. 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 (1991) for excellent suggestions for using reflection to help students through the learning process.

7. 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.

8. Encourage Meaningful Course Topic-Focused Participation.

- Local Campus Ground Class Participation

During ground classes and on-campus workshops of FlexNet® classes, faculty should use a variety of learning activities to support and encourage course topic and objective interest and 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% of the overall course grade. Faculty may choose to award class participation points for specific on-campus class activities to encourage active involvement of all class members throughout the on-campus workshop meeting time. Participation requirements are outlined in the Policies 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 Participation for 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 4 out of 7 days each class week. Participation—including online class participation—should account for about 20% of the overall course grade. Participation requirements are outlined in the Policies link on eCampus. Students should receive substantive weekly comments on participation as well as on all assignments.

- Online Participation for Axia College Classes
  During Axia College 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 3 out of 7 days each class week. Participation requirements are outlined in the Policies link on eCampus. The exact percentage of the course grade determined by participation is identified in the syllabus the University provides to the faculty. Students should receive substantive weekly comments on participation as well as on all assignments.

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. Learning Teams exist to

- 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:


   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 and are expected to promote the use of the Learning Team Charter.


   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. When provided electronically, team feedback should be posted in each student's Individual forum and should not be posted to the Main forum, Learning Team forum, or other class forums available to all students enrolled in the class.

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

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, below.

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, or where the actions or behaviors of a member or members of the University community impair the opportunities of others to teach or learn, 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.

Note: Full-time employees of the University are also subject to appropriate disciplinary action as prescribed 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., 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 or safety of any member of the University community, or 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 or personnel.

8. Disregard or violation of University policies 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 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, below.)

10. Disorderly conduct or 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.

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.

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. 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 8.3, below, for the Procedures for Alleged Violations of the Faculty Code of Conduct. See subsection 8.4, below, 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, below.
2.8 | eCampus

eCampus (https://ecampus.phoenix.edu) is a secure multifunctional electronic gateway to student and faculty services, to the University Library, as well as to class schedules, course materials, electronic class forums, and much more.

Shortly after demographic information for a faculty candidate is entered into the University’s record system, he or she gains access to eCampus’ faculty pages. 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 Center for Writing Excellence’s Plagiarism Checker.
- 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, turn in assignments, and review assignment feedback and grades in online classes in an asynchronous secure environment created specifically for each class.
- Interact electronically between on-campus class meetings to ask and answer class-related questions, post 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, honoring copyrights, 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 include 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 in all 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 is home to extensive digital library databases providing research and reference services to all University of Phoenix students and faculty, regardless of location or schedules. To accommodate the busy lives of our students and faculty, the University offers library services online, 24 hours a day.

The core of the University Library is a collection of databases including thousands of scholarly journals and periodicals and holding millions of full-text articles relevant to each University degree program. In addition, financial reports on over 10,000 public companies and a variety of directories and other reference publications are available. The databases included in the University Library are commercial products held by the University under licensing agreements with content providers and cannot be found freely available to the general public as one would find Web pages through an Internet search engine.

2.12 | Center for Writing Excellence

The Center for Writing Excellence (CWE) is an online writing lab designed to assist University of Phoenix students in developing essential written communication skills. A link to, and more information about, the CWE are available on eCampus.

2.13 | Center for Mathematics Excellence

Established to promote competency in mathematics, the Center for Mathematics Excellence (CME) provides support to University of Phoenix students and faculty in their quest for excellence in quantitative teaching and learning. The goal of the CME 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 CME 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 (Online and On-Campus)

All University students and faculty have an opportunity to participate in electronically delivered workshops and in some instances, at local campuses and Learning Centers. 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 use eCampus’ Gradebook to provide students with feedback and weekly grade information. With the Gradebook, many of the administrative tasks are taken care of automatically and students can review assignment feedback in their Individual forum as well as through a link on their eCampus course schedule page. End-of-course grades are reported to students and to the University through the Gradebook.
Section 3 | Regulatory Requirements and University Community Policies

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

3.1 | Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) 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 information about a student, which includes:

- Social Security Number
- Grades
- Grade point average
- Class schedules
- Employment information
- Academic performance information, such as academic suspension, probation, disqualification, or academic dishonesty charges
- Admission information

3.2 | Americans with Disabilities Act & Rehabilitation Act Of 1973

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

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

Determination of reasonable accommodations or adjustments and compliance with the ADA and Rehabilitation Act for students and faculty members is managed by the Office of Compliance Management, located in Phoenix, Arizona. No student or faculty member shall be retaliated against for seeking accommodation or adjustment 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

Faculty who become aware of a student's threat to harm himself or herself or of a student's threat to harm others should call 911 in the U.S. in cases of on-campus emergencies and take other reasonable appropriate safety measures. As soon as possible thereafter, the faculty member should also inform the Local Campus Director of Academic Affairs of the situation. In non-emergency situations, faculty should promptly contact the Local Campus Director of Academic Affairs with information and for guidance if they gain first-hand knowledge of a student's threat to harm himself or herself or others.

In online classes, faculty who become aware of a student's class communication(s), or private communication(s) to members of the University community, threatening to harm himself or herself and/or threatening to harm others, should contact a member of the Full-Time Development Faculty for the college 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 University of Phoenix Campus Safety Policies cover issues concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters. For fire and related emergency procedures, contact the Local Campus.

The University of Phoenix Campus Crime Statistics cover crimes reported to the University that occurred on campus, in certain 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 3 years.

These policies and statistics are accessible by clicking on the About Us link and the Campus Safety tab on the University of Phoenix Web site (http://www.phoenix.edu), on eCampus, or by contacting the Local Campus Security Authority to request a hard copy.

Displaying 911 Emergency Posters

In ground campus environments, 911 emergency 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 a 911 emergency poster in the offsite classroom while the class is being conducted. Faculty teaching at offsite locations who have not received a 911 emergency poster to post should contact their campus 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.
3.4 | 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.

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

All other workforce actions, such as 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 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.

3.5 | Antidiscrimination and Harassment Policy

It is the policy of University of Phoenix that the employment and educational environment at each of its campuses 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, verbal 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 to harass another employee, faculty member, or student based on ethnicity, race,
national origin, religion, gender, age, disability, and/or Veteran status. 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.

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 antidiscrimination and harassment policy also applies to students and staff.*

### 3.6 Alcohol and Drug Abuse Policy

On-campus use of alcohol and drugs by faculty and students is strictly prohibited. For purposes of this section, “on-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 or tutoring. 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 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 its students and employees.

**University of Phoenix**

University of Phoenix staff and all Apollo Group, Inc. staff supporting University of Phoenix functions should access the Web site http://www.phoenix.edu/about_us/campus_safety/campus_safety_policies/campus_safety_policies.aspx or contact your Local Campus security authority for campus safety policies, which include additional alcohol and drug abuse policies.

**Standards of Conduct**

1. Consumption of alcohol is prohibited during business 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.

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 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 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 to treat a bona fide illness are prohibited from use on Institution property when the employee’s work performance can be adversely affected.

6. The unlawful use, possession, manufacturing, 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.

**Apollo 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. is a tobacco-free organization.

2. Employees who wish to use tobacco may do so only in designated smoking areas.

3. Ash trays and smoking receptacles are set away from all building entrances, pursuant to state requirements.

4. No Smoking signs have been 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 Institution's 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 Apollo Tobacco Free policy will result in disciplinary action up to and including termination of employment.

**Associated Health Risks**

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

**Marijuana**

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

**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.

**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.
Hallucinogens
(PCP, LSD, Ecstasy) Causes the user to hallucinate, thereby distorting what is being said or heard. Also causes sudden bizarre changes in behavior that may include attacks on others, loss of concentration, and memory loss long after the dose has worn off.

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.

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.

Tobacco
Tobacco use is both physically and psychologically addicting. 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.

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

Sanctions the School or Institution Will Impose
1. Any employee found consuming alcohol or drugs when conducting business with students or clients on Institution property or client’s property, except as specified in the standards of conduct section of this policy, shall be subject to discipline.
2. Any employee found using, possessing, manufacturing, or distributing illegal drugs or transferring alcohol or drugs during normal business hours on Institution or client’s property shall be subject to discipline.
3. Any employee 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 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 are required to abide by the terms of this policy and to notify Human Resources of any criminal drug conviction for a violation occurring in the workplace no later than 5 days after such conviction.
5. Compliance with this policy is considered a condition of employment; therefore, if an employee 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, please visit [http://www.usdoj.gov/dea/agency/penalties.htm](http://www.usdoj.gov/dea/agency/penalties.htm). 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

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

3.7 | Avoidance of Conflict of Interests

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.

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 has been 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 and the Code of Business Conduct & Ethics and shall avoid situations that represent a conflict of interest between the nonfaculty job duties of an employee and the opportunities for additional compensation by a faculty member. This obligation is more fully presented in the Apollo Group, Inc. Employee Handbook. For example, a conflict of interest can be avoided by having one's supervisor approve all faculty-related records, contracts, and payments for employees and their family members.

3.8 | 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 ground-based class needs between on-campus 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 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

- comply with this policy and all applicable local, state, and federal laws and regulations.
- not intentionally compromise the confidentiality, integrity, or availability of University computing and communication resources.
- 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 their 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.
- Infringing 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.
- The 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.
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 that access to sensitive data is restricted to those individuals who have a need-to-know. 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:

- Use of accessed accounts
- Time and duration of network activity
- Web pages accessed and duration of access
- Network software accessed
- Volume of data storage and transfers

In the case of a suspected violation of this policy, University officials may authorize Information Security Personnel to conduct a detailed investigation to gather evidence on the suspected violation.

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 when

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

Confidentiality
Confidentiality of email and other network transmissions cannot be completely assured; therefore, all users should exercise caution when sending personal, financial, confidential, or sensitive information by email or across the Internet.
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 effected 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 or to Human Resources, Internal Audit, or the Apollo Fraud/Ethics/Violation Hotline at 1-888-310-9569.

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 (i.e., 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.)

3. Misrepresenting or forging the identity of the sender or the source of electronic communication

4. Altering the 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. Fund-raising or advertising on behalf of non-University organizations
7. The 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. The 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. Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization
13. Altering or attempting to alter files or systems without authorization
14. Unauthorized scanning of networks for security vulnerabilities
15. Attempting 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

3.9 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, 14 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 and modules, and works derived from these (i.e., adaptations and derivatives of University course materials for Online, electronic, or telecourse delivery), are copyrighted property of University of Phoenix and will only be used 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. 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.

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 only lawfully acquired copyrighted material. 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.
3.10 | Apollo Fraud/Ethics Violation Reporting

Violations of the following University policies should be reported through the Apollo Fraud/Ethics/Violation Hotline at 1-888-310-9569.

- Questionable accounting or internal controls, including the following:
  - Accounting/Audit irregularities
  - Conflicts of interest
  - Falsification of company records
  - Fraud
  - Improper loans to executives
  - Insider trading
  - Kickbacks
  - Policy issues
  - Retaliation against whistleblowers
  - Theft of cash
  - Theft of goods/services
  - Theft of time
  - Unauthorized discounts
- Ethics violations
- Illegal behavior

Generally, the caller can remain anonymous; however, additional information may be needed. If name and contact information is given, a representative from the Company's Internal Audit/Compliance Department will contact the caller discreetly and confidentially to gather additional information.

The Hotline is open 24 hours a day, 7 days a week. 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 their reports using the report number.

All reported instances will be routed through the Company's Internal Audit/Compliance Department for follow-up and will be reported to the Audit Committee of the Apollo Board of Directors.

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.
3.11 Office of the Ombuds Services

The Office of Ombuds Services is available to all employees and faculty within Apollo Group, Inc. The office should 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 (OO) provides, this office is independent, neutral, and confidential.

- **Informal:** The OO will facilitate communication when conflict arises and will provide the opportunity for informal dispute resolution. The OO will not arbitrate, adjudicate, or participate in any internal or external formal processes.

- **Independent:** To ensure objectivity, the OO operates independently of Apollo Group, Inc. administrative authorities and answers directly to the Chairman of the Board.

- **Neutral:** The OO will not take sides in any conflict, dispute, or issue, but instead consider the interests and concerns of all parties involved, with the aim of achieving a fair and equitable outcome.

- **Confidential:** The OO will not share information provided without permission. The Ombudsman 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 is not an office of record.*

*Notice Disclosure: Office of Ombuds Services does not represent Apollo Group, Inc. and therefore cannot receive formal complaints. Speaking to the Office of the Ombuds about a conflict, dispute, or complaint does not constitute “notice to Apollo Group, Inc. or any of its subsidiaries” and therefore action cannot be taken. In order for Apollo Group, Inc. or any of its subsidiaries to take action to resolve the conflict, dispute, or complaint, one must speak to an Apollo Group, Inc. representative or a representative of the appropriate subsidiary. Services and processes provided by the Ombuds’ office cannot, and do not, take the place of services and processes outlined in the Faculty Handbook or the Apollo Group, Inc. Employee Handbook (for faculty who are also University staff).*
Section 4 | 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 Professional Behavior standards outlined in Section 2, above, the following basic procedures are considered essential:

1. Maintain Current Demographic and Academic Credentials Data on eCampus.
   
   The University provides faculty with Web space on eCampus for demographics, work experience, publications and academic credentials. Faculty members should review the information they have posted in My Academic Credentials on a regular basis and update it 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 members must ensure that course activities, assignments, and assessments relate to the achievement of the course objectives. Faculty for all colleges except Axia College may add, but not delete, additional objectives to enhance learning as appropriate.

   Each University 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 slightly modify assignments as long as the modifications do not negatively affect satisfaction of course objectives and the overall academic rigor of the course.

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

   Faculty are required to use course materials developed by, 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. Any materials provided from electronic resources must provide links or proper citations.

5. Create a Personalized Syllabus According to University Guidelines.

Faculty must not modify Axia College course expectations and assignments specified in the syllabus provided by the University. Faculty do however, need to post a contact information note in the Main and Course Materials forums sharing contact information and suggested times for contact. The contact information note must contain faculty's 1) full name, 2) Axia College e-mail address, 3) alternative e-mail address, 4) phone number, and 5) date and time availability. Because all class posts are automatically date- and time-stamped using Mountain Standard Time (MST), it is helpful to present the contact information in terms of MST as well.

For University of Phoenix bachelor's, master's, and doctoral degree program courses, faculty should begin the syllabus drafting process by referring to the Course Design Guide or syllabus master provided by the University on eCampus for the course. Faculty should also check with the Local Campus to learn of any additional local specific provisions for course syllabi. There are modality-specific syllabus builder templates on eCampus for faculty's use.

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

Regardless of modality or campus, all faculty must post the course syllabus in the Course Materials forum no later than the course start date. Earlier posting of the syllabus is preferable 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.

All University of Phoenix course syllabi must include the following:

- Course information, including course number, course title, start date, end date, and required texts
- Faculty information, including the instructor's name, University of Phoenix email address, non-University of Phoenix email address, and phone number (Exception: Axia College faculty cannot add this information to the syllabus provided by the University. Faculty name, availability, and contact information must be posted in a Course Materials forum message in Axia College classes.)
- Faculty availability information
- Course description or express reference to the course description on eCampus
- Course objectives or express reference to the list of objectives on eCampus
- Workshop schedule and locations
  - For on-campus workshops, the location, dates, and start and end times for each workshop meeting at the Local Campus
  - For online classes, the start and end dates of the course and information about each of the class forums
6. Be Available to Students.

Faculty members are 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 of the time they receive the questions.

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

For Axia College classes, faculty must post any necessary instructional materials to the Course Materials forum by Sunday before the respective week begins.

For all degree program classes with online class weeks, faculty must post discussion questions for the class and must post any required reading that supplements the eCampus information for the course the day before each online class week begins. (If there is a class forum access issue preventing the posting the day before an online class week begins, faculty should first contact Faculty Tech Support for assistance and an issue ticket number, and then post the discussion questions and supplemental materials, if any, as soon as they regain access.) 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.

8. Require Workshop One Assignments as Specified on Course Materials.

The intensive 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.


Students should be encouraged to complete a Learning Team Charter in every course containing Learning Team assignments. Faculty members should also encourage students to complete a Learning Team Peer Evaluation promptly after turning in each Learning Team project or paper.

*Note: Axia College course students do not work in Learning Teams.*

When the course curriculum requires the completion of team assignments, the weight attributed to all team assignments combined should be no less than 25% and no greater than 30% 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.

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).

11. Attendance Tracking and Reporting.

Faculty are responsible for following Local Campus procedures in taking attendance and signing the roster at all on-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 on-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 Arizona time. Arizona does not observe Daylight Savings.) Even though the official attendance records are maintained by the University, faculty should be aware of student attendance to ensure that only students who are in attendance receive feedback, which might be interpreted as indicating that they will be eligible for a course grade.

12. Local Campus, FlexNet® 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® classes, Faculty must begin on-campus class meetings promptly at the contracted start time and adjourn at the contracted dismissal time as set by the Local Campus.

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 Academic Affairs and Operations to ensure that any changes are appropriately communicated. The campus approved location for on-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.

OLS forums built for on-campus classes and workshops are provided only as a supplemental support environment to the on-campus class or workshop and are not to be used in place of the on-campus class or workshop in terms of conducting class and fulfilling attendance requirements. (The Local Campus Director of Academic Affairs will communicate to faculty where there are exceptions to the limited use of the electronic classroom forums.) All Local Campus faculty should, however, answer students' questions posted in the OLS forums between on-campus class meetings and must return graded assignments to each student's Individual forum.
13. Online Campus and Online Weeks: Maintain an Interactive Online Presence at the Campus-Approved Location.

The campus approved location for Online and Axia College courses, as well as for the online weeks of FlexNet\textsuperscript{®} courses and the School of Advanced Studies courses, is the set of OLS class forums the University provides to the students and faculty for the course.

Faculty must begin online class weeks by posting discussion questions for the week on the day before the class week begins.

An Interactive Online Presence is a critical component of the online modality. Interactive presence can occur with a variety of messages that involve faculty and students in content-focused dialog directed toward the objectives of the class. 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’s Interactive Online Presence is to provide rich and relevant discourse on the objectives for the week. The following are not considered interactive messages: discussion question thread starters, prepared handouts, housekeeping notes, assignment clarification messages, and reminders. An Interactive Online Presence will require multiple posts 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.

The frequency of faculty's Interactive Online Presence varies by modality, program, or school.

- Axia College faculty must participate with students in the Main forum 5 days during each Reading/Discussion class week. These discussion messages are comprised of messages posted in addition to prepared course materials. Axia College faculty must not miss posting in the Main Class forum more than 48 consecutive hours in a Reading/Discussion class week. Axia College faculty do not have the option of eliminating the student participation requirement during the last week of class. During Axia College Work Weeks, faculty do not have a participation requirement. During those Work Weeks, however, faculty must meet attendance requirements by posting a message in a class forum no fewer than 2 days during each class week.

- Online Campus course faculty must maintain an Interactive Online Presence in the Main forum 5 days during each class week of undergraduate and graduate degree program courses.

Note: An exception to the requirement that faculty maintain an Interactive Online Presence in the Main forum 5 days during each class week of undergraduate and master's degree program courses exists for the last week of those 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 5 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 3 days during each class week, with at least two substantive posts on each of those 3 days. In doctoral classes, student participation is required in all class weeks; faculty must not eliminate standard participation requirements during the last week of class.

FlexNet® course faculty must maintain an Interactive Online Presence in the Main forum 5 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 OLS class forums for new student posts.

14. 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, responsive online facilitation. If unable to facilitate an on-campus workshop meeting or unable to connect to the online classroom forums for more than 48 consecutive hours, the faculty member must contact the Campus Academic Affairs Department 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.

15. 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 their local Academic Affairs Department 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 taught.

Guest speakers, observers, or class visitors at on-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, FlexNet® or Axia College courses given the security restrictions needed for access to online class forums.


Faculty members must be sensitive to the privacy rights of students, staff, and other faculty members. Faculty members and students 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 be posted only in a student's Individual forum.

17. Provide Timely Feedback and Grades Through Gradebook.

In Axia College classes, faculty must provide students with feedback for CheckPoint assignments through each student's Individual forum within 48 hours of the assignment deadline or within 48 hours of submission if the CheckPoint assignment is posted late. Axia College class faculty must also post written assignment feedback and grades in each student's Individual forum within 7 days of the assignment due date or within 7 days of the assignment submission date, whichever occurs first. Feedback should include specific commentary, comments on strengths as well as weaknesses of the assignment, and a grade or score on all assignments. Axia College faculty must not accept or assign any extra credit work.
Assignment feedback and grade reports in the School of Advanced Studies classes and in Local Campus classes are considered timely when provided to the student no later than 7 days after a student turns in (or posts) his or her assignment or within 7 days of the original assignment deadline, whichever date occurs first. Assignment feedback and grade reports in bachelor's and master's degree program Online classes are considered timely when provided to the student no later than 6 days after a student turns in (or posts) his or her assignment or within 6 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 7 days after the date scheduled as the last day for the class.

In doctoral program classes, faculty must also provide weekly participation feedback and grades within 7 days of the end of each class week, e.g., no later than 11:59 p.m. on Monday night for a class that begins on a Tuesday. In bachelor's and master's degree program Online classes, faculty must also provide weekly participation feedback and grades within 6 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.

All faculty in all classes (on-campus, Online, FlexNet®, and Directed Study) must use the Gradebook to provide feedback and earned grade point information for each assignment and for participation. With respect to assignment feedback, if narrative comments are not provided in the Gradebook, the faculty member should provide narrative feedback in the form of comments within the graded paper or within a rubric posted in the student's Individual forum. Thereafter, 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 feedback provided in the Individual forum. When faculty publish the Gradebook entries, feedback and grade reports go directly into each student’s Individual forum.

Student assignment feedback in all courses must contain specific, objective narrative feedback that will assist students in learning from the experience. Additional grading and feedback guidelines appear below, in subsection 4.3.

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.

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


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 email 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.

19. Submit Final Class Grades Promptly.

Final class grades must be submitted using the Gradebook within 7 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.

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:

1. The faculty member determines that an Incomplete grade is appropriate under the circumstances.

2. Attendance requirements have been met for the course, and the student is therefore eligible for a grade.

3. Student is earning a passing grade in the course on the submitted assignments and participation at the time the Incomplete is requested.

4. Student requests, in writing to the Individual forum, a grade of Incomplete during the last week of class prior to the course end date.

5. Student and faculty enter into a written agreement posted in the student’s Individual forum containing:
   
   a) A course completion plan
   
   b) A clearly identified extended course deadline not to exceed 5 weeks from the original course end date
   
   c) An acknowledgment that the final course grade will be reduced one (1) full letter grade in exchange for 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. Incomplete grades shall 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 (ADA).

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, to question, to teach, to learn, to investigate, to speculate, to comment, and to 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. (University of Phoenix Policies and Procedures Manual, Section 700.4)

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 to provide the 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 criteria that are specific and measurable is much more useful for students than is 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.

   Faculty members are expected to provide detailed, specific comments on all written assignments, pointing out both strengths and areas for improvement.

4. Late Assignments Should be Discouraged and Absent an Incomplete, No Assignments Can be Accepted 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 in the faculty member’s course syllabus. In Axia College classes, the late penalty is set forth in the standard syllabus for the course. In all other courses, faculty must determine and specify a clear late penalty for assignment submissions in the syllabus customized for the class, consistent with the criteria referenced in the Policies link information on eCampus.
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 in the Policies link on eCampus.

6. Axia College Syllabi Must Not be Modified.

Axia College faculty must follow the University-created syllabus for all course assignments and performance evaluation measures.

7. A Variety of Performance Evaluation Methods Should be Utilized to Provide an Accurate Assessment of Student Achievement of Course Objectives.

Except to the extent Axia College syllabi must not be modified, all 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.

Nongraded classroom assessments of student learning help faculty members adapt teaching strategies and are highly recommended. Examples of nongraded 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.

8. Post all Communications Related to Student Grades in Individual Forums.

All faculty members must post students’ grade-related messages and private communications pertaining to assessment of student work in each student's Individual forum.

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, in fact, 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 on-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” should be 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 (on-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 grades are only awarded 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). 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 its expiration date and no grade has been submitted. An IX grade is not calculated in the GPA.

I: Incomplete. IP: 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IX</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

### Table 2 | Recommended Grading Scale

*Based on a 100-Point Scale*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59</td>
</tr>
</tbody>
</table>
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 may 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 allowed no absences.

2. Students enrolled in courses with two to four workshops are allowed no absences. The campus Director of Academic Affairs may grant an excused absence in accordance with University policy upon verification with the faculty member that the student is in good standing and is going to meet all course requirements.

3. With the exception of Axia College courses, students enrolled in courses with five to nine workshops are allowed one absence and may still earn a grade other than “W.” The absence, however, may affect students’ course grades. The campus Director of Academic Affairs may grant an additional excused absence in accordance with University policy and upon verification with the faculty member that the student is in good standing and is going to meet all course requirements.

4. Students enrolled in 9-week Axia College courses are allowed two absences in order to earn a grade other than “W.” The absences, however, may affect students’ course grades. The Axia Regional Director of Academic Affairs may grant an additional excused absence in accordance with University policy and upon verification with the faculty member that the student is in good standing and is going to meet all course requirements.

5. Students enrolled in courses with 10 or more workshops are allowed two absences and may still earn a grade other than “W.” The absences, however, may affect students’ course grades. The campus Director of Academic Affairs may grant an additional excused absence in accordance with University policy and upon verification with the faculty member that the student is in good standing and is going to meet all course requirements.

6. Students in any nursing courses with clinical hours must still 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, most courses require additional weekly student interaction in Learning Teams.

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 on-campus workshops meet 4 hours per week, usually in the evening. Most education classes meet either 4 hours per week in the evening or 15 hours per weekend on alternating weekends. Attendance at the scheduled on-campus class meetings is mandatory and eligibility for a course grade is determined according to the University’s attendance policy summarized above. Special instructional activities may be scheduled on weekends or at other times convenient to both students and faculty members.

Attendance Requirements for Online Classes

An online class’s 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 2 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. Just as in Local Campus classes, students’ eligibility for a course grade is determined according to the University’s attendance policy summarized above.

Attendance Requirements for FlexNet® Courses

FlexNet® students are in attendance at the on-campus workshops if they physically attend the on-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.

Attendance Requirements for Directed Study

Attendance in Directed Study courses is tracked and is reported weekly.

A Directed Study student is in attendance for a class week if she or he posts one message to the electronic class forum for the Directed Study course during the scheduled class week. In other words, a Directed Study student is in attendance during a class week with one post because there is no interactive participation requirement with other students during the course. The instructor and student should be in contact with each other prior to the course start date to help ensure the student has the course syllabus and information about use of the class forums for all class attendance and assignment communications.

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 to the University within 7 days of the end of a class, using the University's Gradebook. The Gradebook allows faculty to submit class grades to the University at the same time faculty posts class grades to students.

Students’ grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the formal grade dispute process or unless the faculty member determines the original grade was improperly calculated. 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 campus's 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 passwords 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.

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.

References and Suggested Readings


Section 5 | 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 in the Policies link in eCampus.

Not all violations of the Student Code of Academic Integrity call for the same sanction. 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 accompanied by a recommendation for suspension or expulsion. 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 sanctions. 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 the nature and degree of the violation. Some situations, such as errors in citation or reference list formatting, would warrant correction and appropriate grade reductions by the faculty without the filing of a report with the campus. Other code 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 online classes should use the University’s Academic Violations Tracking System link within the class roster on eCampus. Faculty teaching Local Campus courses should report violations to the Local Campus’s Director of Academic Affairs or Campus College Chair until the University’s Academic Violations Tracking System link is activated for their campus.
Plagiarism violation reports should include the following information and documentation:

- 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.
- Assignments the student submitted in which the violation occurred.
  - Provide the campus with the entire student assignment as opposed to the portion that was plagiarized.
  - 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.
- Clarify what in-class sanction has already been applied.

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 on-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 campus's Director of Academic Affairs or his or her designee. If personal safety of students, faculty, or staff is in issue if immediate action is not taken, faculty should take any and all reasonable steps necessary, such as calling 911 first and notifying the campus's 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.

It is a best practice for all faculty and students to double-check what they posted 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 that the erroneous post be deleted (by the student).
In rare and extreme circumstances, authorized staff within University administration may remove a post from a class forum. If faculty see a class post that appears to violate the Student Code of Conduct, they should notify an Area Chair, a Full-Time Development Faculty Member, or a Campus College Chair at their 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 of the post or a 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 6 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 campus's 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.

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 campus's 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, 4) a student's request to review a specific assignment results in an individual assignment grade change that causes an overall course grade change, or 5) 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 into 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 on-campus class issues).
Section 6 | Faculty Assessment, Certification, 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, 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, and following their official appointment to the faculty, are involved in ongoing training and development activities.

6.1 | Initial Screening

When considering a faculty candidate, academic and professional credentials are evaluated to determine whether the candidate meets the minimum requirements for faculty appointment. Supporting materials, including transcripts, are reviewed to assure that the candidate possesses the qualifications to be approved to teach at least one or two courses. This is determined by comparing the candidate's experience and academic preparation to approval requirements developed for each content area. The information that follows outlines the general qualifications necessary to teach across the University.

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

University of Phoenix master's degrees must have been conferred a minimum of 2 years before a faculty candidate may use that degree in satisfaction of degree requirements. Graduate coursework from the University of Phoenix, however, is not subject to the 2-year limitation.

Note: Qualification within a content area requires providing substantial and credible evidence of content area knowledge to be eligible for teaching assignments in that area. University of Phoenix has established qualifications based on combinations of evidence using these factors within the specific content area:

- Doctorate or graduate degrees
- Doctorate or graduate coursework
- Work experiences
- Professional licensures and certifications
- Documented scholarship
- Documented excellence in teaching
- Other documented competencies and achievements that contribute to effective teaching and student learning outcomes
6.2 | Screening Interview

The purpose of the screening interview is to give the candidate more information about the University and to introduce the University of Phoenix Teaching and Learning Model and related practices, prior to the candidate’s participation in assessment. Equally as important, screening interview time provides an opportunity for candidates to decide whether they are interested in pursuing teaching at the University. After the screening interview, some candidates self-select out of the process.

Before a faculty candidate is invited to join the faculty, he or she must provide the University with proof of authorization to work in the United States along with additional information requested in the new hire paperwork. Additionally, the University will complete a criminal background check as part of the regular hiring process.

For Faculty Candidates Applying to Teach at Local Campuses

For Local Campus and FlexNet® faculty certification, the next step in the screening process is a content interview with an experienced faculty member from the candidate's discipline. The purpose of the content interview is to ensure that candidates bring breadth, depth, and current knowledge of the content area in which they will be teaching. Candidates are then invited to demonstrate their ability to facilitate learning in an assessment experience, during which candidates are observed and evaluated by senior faculty members.

Each Local Campus faculty candidate and FlexNet® faculty candidate is required to give a 15- to 20-minute presentation to a small group of assessors and other candidates. The intent is to simulate an actual classroom situation. Because the University’s educational model utilizes an interactive and facilitative approach, the presentation should demonstrate these skills. Each candidate will be evaluated on content, style, and the use of facilitative skills.

At the discretion of the campus’s Director of Academic Affairs, other activities may be included in the assessment process, which may include:

- Evaluation and grading of a written assignment
- Submission of a writing sample for evaluation
- Participation in a leaderless group or similar exercise designed to observe behaviors deemed crucial to success as a facilitator at University of Phoenix
- Demonstration of technical proficiency

For Faculty Candidates Applying to Teach Online Courses

For faculty applying to teach courses that are delivered wholly online, the content interview is conducted by telephone. The assessment experience is conducted differently than occurs on-campus because of the types of skills that need to be demonstrated by online faculty candidates and because of candidates’ potentially distant geographic location in relationship to campus offices.

Prior to beginning Faculty Certification, the candidate must complete a series of online proficiency exercises. The interview phase continues through the Faculty Certification and Mentorship processes. Faculty candidates are invited to join the Online Faculty only after successfully completing a Mentorship class.
6.3 | Faculty Certification

Following initial screening and assessment, 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 candidate assessment process and may, at the discretion of a campus, be completed on-campus and/or asynchronously using the Online Learning System. The evaluation of candidates continues with a mentorship teaching experience that provides a more thorough assessment of their ability to facilitate learning and exhibit the positive interpersonal qualities requisite to success as an instructor at University of Phoenix.

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

6.4 | Content Area Request Approvals

Before being scheduled to teach a University course, a faculty candidate's or a faculty member's educational and experiential qualifications must be reviewed and approved in light of specific content area requirements established by the Dean for each college within the University. Each college outlines the minimum requirements for qualification approval by content area, providing reviewers with guidelines on the following:

- Content Area Scope and Description – A general description of the content area, including specific courses and main topics, is provided.
- Required Academic Preparation – All faculty candidates and faculty members are required to hold a minimum of a master's degree from a regionally accredited institution, or a Juris Doctor degree from a regionally accredited institution or an independent law school that has acquired American Bar Association approval. Here, the degrees appropriate to teaching courses within the content area are designated. If specific graduate coursework is required it will also be included in this section.
- Required Professional Experience – This section includes experience requirements for individual courses. The key to this section of the content area approval request is the duration and currency of the experience, as well as specific applicability to the content area. For Axia College courses, faculty's experience in the classroom replaces professional experience requirements.

The course approval process is in place to ensure that those teaching have the educational background and professional experience appropriate to each course taught. Faculty members must possess both the advanced academic preparation that allows them to provide students with a strong foundation in the theory of a discipline, as well as the significant practical professional experience that enables them to focus on the practical application of theory in the student's workplace.

The Campus College Chair manages the approval process at the campus and is responsible for reviewing the qualifications of faculty candidates as well as faculty members and determining
qualifications of applicants to teach in content areas in their college. If a campus does not have a Campus College Chair, the Director of Academic Affairs at the campus has responsibility for content area qualification approvals.

Faculty candidates and faculty members provide information and documentation for content area qualification requests to the University through the My Academic Credentials pages of eCampus. Faculty should review their data in My Academic Credentials fields at least once a year and update it as circumstances warrant. My Academic Credentials data must present a thorough and accurate reflection of the faculty member’s specific qualifications to teach each content area for which approval is requested because the University relies on the information. When a campus has a need for faculty in a content area, the college’s requirements are compared to information provided in My Academic Credentials fields and those who appear to have the requisite education and background are invited to apply for specific content area approval. Responses are reviewed and faculty deemed qualified for specific content areas are added to a University-wide database of faculty eligible for course scheduling.

6.5 | Mentorship

After successful completion of faculty certification, submission of approved new hire documentation, and clearing the faculty background check, each faculty candidate continues the selection process by teaching a mentorship class with coaching and assessment by a faculty mentor. 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. A faculty candidate teaching a mentorship class will be informed of the University’s decision to invite him or her to join the faculty—or decision not to invite him or her to join the faculty—within twenty-one (21) calendar days after final course grades for the mentorship class are provided to students and the University. Questions or concerns faculty candidates might have regarding the University’s decision should be directed to the faculty recruiter with whom the faculty candidate has been in contact during the interview and assessment process. The campus Director of Academic Affairs’ decision is final. Faculty candidates teaching a mentorship class do not have remediation, grievance, and appeal rights, and/or privileges available to faculty who are teaching post mentorship classes.

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

Faculty candidates teaching a mentorship class receive feedback from their mentors at regular intervals before, during, and after their mentorship classes. The mentor’s feedback is also shared with the Campus College Chair and/or Director of Academic Affairs. The mentor assesses the effectiveness of the faculty candidate and makes a recommendation to the campus academic leadership. If the mentorship is completed successfully, the mentor will recommend the faculty candidate be invited to become a member of the faculty and be assigned additional classes. If the mentor perceives some difficulties and/or areas for improvement, additional training may be recommended, which may include teaching an additional mentorship class.
The University's model for mentoring includes four components:

- A mentor works with the faculty candidate to guide or 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 best facilitation practices.
- Help the faculty candidate develop skills in evaluating student work.
- In Local Campus courses, observe at least one full workshop of the faculty candidate's first course and provide feedback to the faculty member and administration.
- In Online, Axia College, and FlexNet\textsuperscript{\textregistered} courses, observe all online class forum activity and provide feedback to the faculty candidate and campus administration.

6.6 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 campuses and online. These activities provide opportunities for faculty members to enhance 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. Minimum campus requirements for faculty training include:

- Two general faculty meetings per year. (Content area meeting time may be scheduled as part of each general faculty meeting if the campus does not schedule four stand-alone content area meetings annually.)
- Four content area meetings per year. (Two content area meetings each year may be scheduled as part of the annual general faculty meetings.)
- Reinforcement and integration of faculty requirements and the Faculty Code of Conduct into all campus training.
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 Jean Watson Training for Nursing Faculty, may also be provided to meet program specific needs.

New faculty development programs are developed and offered as new needs are identified. Often, faculty members with expertise in training and a relevant subject area are selected to develop and facilitate a development session. Content for the development program may be developed locally or with the support of Central Administration Academic Affairs. Faculty can register for workshops on eCampus for online and on-campus workshops. Faculty workshop topics and offerings can vary by location.
Section 7 | 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 Peer Reviews, Academic Quality Assurance Visits, feedback from Student End-of-Course Surveys, and may request voluntary peer feedback to assist them in identifying areas for further development and improvement. 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 Assurance Visits

Faculty who serve as staff members of the Central Administration’s Academic Operations and Training oversee development, communications, and training on academic operations policies, practices, and processes common to all campuses. Additionally, Academic Operations assists regional directors of Academic Affairs and all campus locations with oversight of the Campus Academic Quality Assurance Review Process to ensure that policies, practices, and records at each campus satisfy University requirements. During annual campus reviews, faculty certification, faculty appointment, faculty record-keeping, course scheduling, and related 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 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: the 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.

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 College Steering Committees from among the 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

Academic Quality Assurance Visits
The Academic Quality Assurance Visit represents one method of faculty evaluation based on a class observation. Based on the visit, campus academic leadership and the faculty member discuss strengths and areas for improvement relevant to the faculty member’s presentation skills, facilitation of individual and group activities, assessment and feedback practices, coverage of course objectives, and overall class management. At a minimum, an Academic Quality Assurance Visit is completed for each active faculty member once every 2 years.

Peer Feedback
Class observation reports are provided to faculty to assist in further developing and enhancing teaching and assessment skills. Peer Reviews are conducted by fellow faculty members to provide suggestions that assist faculty in improving their performance as faculty members.

7.3 | Student and Faculty End of Course Surveys

Student End-of-Course Surveys (SEOCS)
SEOCS 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 (FE0CS)
FE0CS are administered 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.
Section 8 | Faculty Status and Performance Issues
Policies and Processes

The University makes substantial investments in faculty training and development. Consequently, if and when faculty performance issues arise, each of the campuses ascribe to a standard process and guidelines relative to progressive coaching and discipline measures. This section begins with an overview of faculty coaching and disciplinary actions with respect to all faculty, including those who also hold a full-time position with the University. 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, above.

8.1 | 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 Local Campus or 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 in issue. 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 within 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 after clear notice of the need for improvement, the campus's Director of Academic Affairs will notify a faculty member that he or she will no longer be offered University teaching contracts. See subsection 8.4, 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 campus's Director of Academic Affairs or her or his designee. See the provisions below for additional information about the University's process for addressing Faculty Code of Conduct issues.

8.2 | 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 in addition to their facilitator duties are bound by the provisions of the Apollo Group, Inc. Employee Handbook. See subsection 3.7, above, for additional information.

With respect to teaching activities and faculty performance expectations, all faculty within the University are held to the same standards. Consequently, for example, if a University staff member does not fulfill Instructional Requirements during a class, an academic quality review, notice of need for improvement, and other similar actions and notices should be provided in the same manner as occurs 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 Apollo Group, Inc.’s Chief Risk Office or to the Director of Corporate Compliance. 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.

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

1. Any person who believes that a faculty member has violated the Faculty Code of Conduct should bring that concern to the attention of the campus Director of Academic Affairs (DAA).

2. The complaining party must put his or her complaint of alleged violation in writing. Third parties who observed the behavior should be identified as potential witnesses, if 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.

3. The DAA (or Administrative or Lead Faculty designee) shall conduct a preliminary investigation. As part of the investigation, the DAA should ask the faculty member to provide his or her perspective about the events and situation forming the basis of the complaint. The investigation should be reasonably prompt, as well as thorough and impartial.

4. Following the preliminary investigation, the DAA or Campus College Chair 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 may have occurred.

5. If the decision is made to charge the faculty member, the DAA or Campus College Chair must notify the faculty member of the allegation(s) in a Charging Letter. The faculty member must respond in writing, within ten (10) business days of receipt of the Charging Letter. 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. If the faculty member does not respond to the Charging Letter within the ten (10) business days, he or she gives up the right to address the Committee or provide evidence for the Committee’s review.

6. If the decision is made to charge the faculty member, the DAA or Campus College Chair must determine if additional investigation is required before the campus committee is convened.

7. 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.

8. A campus committee will be convened to review the information gathered and render a recommendation to the DAA or Campus College Chair. 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 (10) minutes to address the Committee via teleconference.
9. The campus committee will consist of at least three (3) impartial individuals: a full-time campus administrator and two (2) faculty members. At least one (1) of the faculty members on the committee must not be a full-time University employee. The committee will weigh the evidence and make a recommendation to the DAA or Campus College Chair about what sanction, if any, is warranted.

Note: Faculty members who are subject to a professional code of conduct that applies to their involvement at the University shall have the composition of their campus committee adjusted as necessary to comply with that code.

10. The campus DAA or Campus College Chair 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.

11. The campus DAA or Campus College Chair will notify the faculty member of his or her decision, in writing, within ten (10) business days of the conclusion of the campus committee's deliberations.

12. The complaining party will be notified in writing as to whether or not a violation was found, within ten (10) business days of the conclusion of the campus committee's deliberations.

13. In those instances where a faculty member has been found to be in violation of the Faculty Code of Conduct, he or she may appeal the decision to the Regional Director of Academic Affairs (RDAA) within ten (10) business days of being informed of the decision. See the Faculty Appeal Policy and Procedure section below, for additional information pertaining to the appeals process.

Sanctions

If a violation of the Faculty Code of Conduct is found, the sanction(s) shall be based on the seriousness of the situation and may include, but not be limited to, the following:

- 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.

- 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.

- The faculty member is removed from the assigned course(s).

- The faculty member's teaching privileges are rescinded.

Note: Depending on the nature and/or severity of the violation, teaching privileges may be rescinded for a specific campus or University-wide.
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 if their full-time duties were primarily instructional or instructionally related. Such positions generally include, but are not limited to the following positions:

- Director of Academic Affairs
- Associate Director of Academic Affairs
- College Campus Chair
- Program Chair
- Full-Time Faculty (as that designation is used in specific reference to School of Advanced Studies and overseas campuses)
- Dean
- Associate or Assistant Dean
- Academic Affairs Manager
- Program Manager

8.4 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 (DAA).

2. In all instances, faculty members may appeal the decision of the DAA to the Regional Director of Academic Affairs (RDAA) within ten (10) business days of being informed of the decision. Upon receipt of an appeal, the RDAA will review all documentation relating to the matter submitted by the faculty member and the campus. The RDAA will notify the faculty member of his or her decision in writing within twenty (20) business days of the receipt of the faculty member's appeal; however, if the RDAA determines that additional investigation is required before a decision can be made on the merits of the case, the RDAA may remand the case to the campus for further review.

3. The faculty member may appeal the decision of the RDAA within ten (10) business days of receipt of the RDAA's written decision. The faculty member's written appeal must be directed to the Central Administration Appeals Committee (CAAC) in the University's Office of Dispute Management (ODM), whose decision will be final. The ODM will provide the faculty member with written notification of the CAAC's decision.

4. The composition of the CAAC shall include at least the following three (3) members: a University of Phoenix College Dean, an RDAA (from another region), and the Vice President of the Office of Academic Operations, or their respective designees. The CAAC will review the same information reviewed by the RDAA in addition to the RDAA's decision.

5. The CAAC will notify the faculty member of its decision in writing within ten (10) business days of convening to review the faculty member's appeal.

6. The decision of the CAAC shall be final with no further right of appeal.
Section 9 | 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 faculty scheduling and compensation processes common to all University faculty at all campuses.

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 campus’s Academic Affairs Department becomes the point of contact for faculty scheduling information and teaching assignments. Each campus utilizes an online faculty scheduling process, and on occasion faculty members may be offered course assignments through telephone or e-mail contacts. Important considerations regarding faculty contracts and scheduling follow:

- The faculty member must acknowledge receipt of the Faculty Handbook on the Faculty Portal prior to receiving teaching contracts.
- Emergency scheduling changes must be confirmed with the campus’s Academic Affairs staff.

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 she or he 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 are often the designated contacts at the campus for questions regarding compensation.

Any Faculty member who incurs a debt to Apollo Group 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.
Compensation 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:

- Development and review of curriculum
- Participation in new faculty assessment
- Conducting faculty certification, training, and development sessions
- Serving as a mentor for faculty candidates
- Performing Peer Reviews or Academic Quality Assurance Visits
- Consulting activities as requested by University Administration
- Presentations 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 prenotification and may take two pay cycles to take effect.

*Note: Final paychecks issued when a faculty member ceases to be an active member of the faculty shall be in the form of a check mailed to the faculty member. Final paychecks will not be directly deposited.*

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:

- 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 see the information on the Faculty Portal.

For further information on the Apollo Group, Inc. Savings and Investment Plan or questions regarding eligibility, 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 1% to a maximum of any percentage that results in no more than the greater of 1) 10% of the member’s year-to-date earnings, or 2) $3,000 for the year during the offering period. An offering period means the 3-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

One of the ways the University fulfills its mission of meeting the higher education needs of working students is through the Education Tuition Program for faculty who are qualified for admission to its programs and courses. Benefits available through the Education Tuition program are subject to change at any time. Details of the program are available on the University's eCampus Faculty Web pages. Participants should carefully review the program's terms before registering for a class.

- The faculty member/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.

- Before enrolling oneself or another person 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.

- Faculty and others eligible to benefit from the faculty's Education Tuition Program must disclose the tuition benefit on the appropriate institutional forms for employees and spouses choosing to apply for federal financial aid.

- Faculty members are encouraged to register and attend classes only after careful consideration of the time and other commitments involved in a formal higher education program.

- Participation in the Education Tuition Program is a privilege of employment with Apollo Group, Inc. and the participant is fully responsible for all financial obligations incurred in conjunction with his or her education experience. 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.

**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.

Teaching faculty who are in good standing with Apollo Group, Inc. and its subsidiary institutions are eligible for the tuition benefits described below after teaching at least the equivalent of five 3-credit courses with the University and achieving the “B” level of compensation. Directed Study (DS) courses may be substituted at the rate of 10 DS = one 3-credit course. These tuition benefits are contingent on the faculty member’s (a) on-going good standing status; (b) compliance, as a student, with admission requirements and fees; and (c) adherence to subsidiary institute policies and procedures. Faculty members must teach at least four 3-credit courses each year (same DS equivalency applies) to continue to receive a tuition benefit. 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 campus’s 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 but are responsible for the cost of the instructor. 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.

Nondegree program tuition waivers or discounts are not extended to faculty or other persons otherwise eligible for the program’s tuition benefits.
9.4.4 | Faculty Equity Award Program

A faculty equity award may be available annually through the Faculty Equity Award Program (the “Program”). Such equity awards are at the discretion of management and could include stock options or restricted stock units. The Program is meant 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 will be 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 will be set forth on eCampus.

■ Lead Faculty under contract may become eligible after satisfying 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 will be set forth on eCampus.

To be eligible for participation in the Program, the faculty member, Associate or Lead, must be in good standing with the University and not be involved in any type of disciplinary action. 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 stockoptions@apollogrp.edu with questions about the Program.