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Welcome to University of Phoenix

It is my pleasure to welcome you to one of the most diverse universities in the United States. We are diverse in terms of our students, faculty, and programs. We are proud of this diversity and also the diversity represented by our teaching/learning model and curriculum that address a wide spectrum of learning styles. This diversity serves our students well as they upgrade their skills, earn their degrees, and work to succeed in the workplace.

Today’s students must be prepared to work in a world that expects them to have global awareness, financial and entrepreneurial literacy, and information and media literacy. To do that, they must be innovative and creative and have honed their abilities in critical thinking and problem solving, self-direction, and adaptability and accountability.

It is my belief that there is no other group better able to lead our students on that journey than the faculty of University of Phoenix. The ability to marry theory to the workplace is essential and the advanced academic preparation and the practical experience our faculty bring to the classroom is a key component toward that end.

To augment your work in the classroom and to assist our students in transitioning to their professional goals, the University has instituted Phoenix Career Services. Career Services is an interactive online portal to assist students outside the classroom. The online career services center offers resources to help students connect with companies who are interested in hiring University of Phoenix graduates and also provides opportunities to connect with local employers through career planning workshops at select locations across the country. In addition, students can hone their interviewing skills with real-life, multimedia interview scenarios and publish their résumés and letters of applications on their websites. Moreover, students have the opportunity to network with thousands of other University of Phoenix alumni and students.

We continue to work to enhance the success of our students in many ways, but the most important is by selecting the best-qualified faculty members. The University recognizes that we have assembled one of the finest groups of dedicated teachers and mentors. The University’s strength can be found first and foremost with you, our faculty, and we thank you for your dedication.

Sincerely,
William J. Pepicello, Ph.D.
President, University of Phoenix
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, degree programs, academic governance, and an overview of Central Administration and campus structure.

1.1 Statement of Mission and Purposes

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

Mission

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

Purposes

• To facilitate cognitive and affective student learning—knowledge, skills, and values—and to promote use of that knowledge in the student’s workplace.

• To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students’ opportunities for career success.

• To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classroom not only advanced academic preparation, but also the skills that come from the current practice of their professions.

• To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.

• To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.

• To assess student learning and use assessment data to improve the teaching/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 student.

• To generate the financial resources necessary to support the University’s Mission.

1.2 | Learning Goals

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

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

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

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

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

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

University Accreditation

University of Phoenix is accredited by The Higher Learning Commission and is a member of the North Central Association. University of Phoenix was placed on Notice by The Higher Learning Commission, effective June 27, 2013. Notice is a Commission sanction indicating that an institution is pursuing a course of action that, if continued, could lead it to be out of compliance with one or more Criteria for Accreditation. An institution on Notice remains accredited. At the end of the Notice period, The Higher Learning Commission Board of Trustees may remove the sanction, place the institution on Probation if the identified concerns have not been addressed, or take other action. For additional information, contact The Higher Learning Commission, ncahlc.org

Programmatic Accreditation

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

Business Accreditation

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

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213

Nursing Accreditation

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

Commission on Collegiate Nursing Education
One Dupont Circle, NW | Ste. 530
Washington, DC 20036
202.887.6791

Counseling Accreditation

The Master of Science in Counseling program in Clinical Mental Health Counseling (Phoenix and Tucson, Arizona campuses) and the Master of Science in Counseling program in Mental Health Counseling (Salt Lake City, Utah Campus) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). For additional information, please visit cacrep.org.

Council for Accreditation of Counseling and Related Educational Programs
1001 North Fairfax Street | Ste. 510
Alexandria, VA 22314
Affiliations
University of Phoenix also maintains voluntary memberships with numerous organizations. See http://www.phoenix.edu/about_us/accreditation.htm for a detailed list of affiliations.

1.4 | Degree Programs

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

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

University of Phoenix offers a number of associate, bachelor’s, and master’s degree programs.

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

Bachelor’s and Master’s Degree Format
As a general rule, undergraduate courses are completed in five weeks and graduate courses are completed in six weeks. Students enroll in one course at a time. Courses at local campuses are generally scheduled so that they meet once a week on the same day each week. For example, if a cohort meets for class on Wednesday nights, students would end one course on Wednesday and 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 may participate in collaborative groups or in formal Learning Teams of three to six students drawn from within the larger cohort. Developing the ability to work collaboratively is one of the University’s primary learning goals and is expected of employees in information age organizations.

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

The University also offers doctoral programs, all of which are delivered through a combination of online coursework and residency sessions. University doctoral programs are administered through the School of Advanced Studies (SAS). Additional information about the School of Advanced Studies and the doctoral programs can be found at: http://www.phoenix.edu/colleges_divisions/doctoral.html.
Doctoral Degree Format
Doctoral programs are completed through in-person residencies combined with online classwork. Most online classes begin with two reading weeks followed by six weeks of collaborative participation that involve the completion of individual assignments. Online classes in the doctoral program are highly interactive and are designed to provide learners with a distinctive educational experience centered on inquiry and leadership. Learners must also complete and defend a dissertation, which is written under the supervision of their chair and committee members.

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

1.5 Additional Information for All Programs
For additional information about the University and the University’s degree programs, see the University Catalog and other information available on eCampus at http://ecampus.phoenix.edu. Not all programs are available at all campuses or in all learning modalities.

1.6 Faculty Model
The Faculty Model provides the University with an experienced team of faculty who are involved in faculty governance and teaching activities. In addition, the University’s teaching and learning model, Faculty Code of Conduct, centralized curriculum management strategy, overarching educational philosophy, and faculty and student resources to support the teaching model are all integral components of the Faculty Model.

This model includes Core Faculty (full-time) and Associate Faculty.

Core Faculty
The Core Faculty comprises three sub-categories: Full-Time Faculty, Administrative Faculty and the Lead Faculty.

Full-Time Faculty
Full-Time Faculty are full-time, exempt employees of Academic Affairs, whose primary responsibility is teaching. Some Full-Time Faculty teach courses for students who are just beginning their higher education course work or who are new University of Phoenix students, while other Full-Time Faculty support doctoral learners. Full-Time Faculty may have additional responsibilities which vary according to requirements and needs of their respective College or School.
Administrative Faculty
Administrative faculty members are full-time, exempt employees of Academic Affairs whose duties include a combination of instruction, curriculum oversight and development, and/or academic and faculty administration. These include the following people, all of whom are members of the faculty, having completed the regular faculty certification and mentorship processes required of all faculty:

- Provost, Vice and Associate Provosts
- Deans/associate deans/assistant deans
- Regional, Campus, and Associate Directors of Academic Affairs and Directors of Academic Services
- Academic Program Managers and Campus College Chairs
- Various Instructional Designers and Curriculum Development Managers

Lead Faculty
Lead Faculty are full-time employees of Academic Affairs, whose duties are typically carried out under an annual contract. Some Lead Faculty serve as Area Chairs and in the Area Chair role are involved in academic governance, such as being responsible for planning and facilitating a quarterly Content Area Meeting (CAM).

Other Lead Faculty roles include Lead Faculty Instructors and Lead Faculty Advisors. These positions are also typically carried out under annual (12-month) contracts. The Lead Faculty Instructor is assigned specific courses while the Lead Faculty Advisor has a specific student advisement role in the Masters of Counseling Program.

Associate Faculty
The remainder of the faculty, those whose teaching assignments are based on individual courses or activities, are members of the Associate Faculty. Associate Faculty members acknowledge that they are part-time employees of the University.

1.7 | University Governance

Governance at University of Phoenix reflects the unique characteristics of the institution, its Mission and Purposes, and its faculty members. The governance structure at University of Phoenix is designed to ensure broad representation of both the Core Faculty and Associate Faculty and to ensure faculty oversight of the curriculum and academic standards, as well as to maintain consistent open communication among faculty, campuses, and Central Administration.
Board of Trustees
The University is governed by the University of Phoenix Board of Trustees. The Board is comprised of a majority of independent trustees and meets at least four times each year. The Chair of the Board of Trustees presides at all meetings. Additional information about the University of Phoenix Board of Trustees can be found on the University’s webpage at http://www.phoenix.edu/about_us/about_university_of_phoenix/board-of-trustees.html.

Administrative Staff
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.

Central Administration
The President is responsible for ensuring that the University achieves its Mission and Purposes. The Provost reports to the President and is responsible for the oversight of the Colleges and Schools.

Each of the eight colleges and schools has an executive dean, a dean and associate and/or assistant deans. College deans are full-time Core Faculty members who have accountability and responsibility for the programs that fall within their colleges/schools. They are also responsible for establishing the academic and professional qualifications for faculty approved to teach in their respective colleges.

In addition to the deans, other directors and managers, under the direction of the deans, monitor compliance, state regulations, curriculum, and other areas as assigned.

All of the colleges and schools establish Faculty Councils. The Faculty Councils advise and collaborate with each college in carrying out its mission to ensure student learning by providing the highest quality programs, curriculum, and instruction. Each college dean chairs a Faculty Council that consists of up to 12 faculty members who represent subject matter expertise for each academic program. Faculty Council representatives are selected from among the University-wide network of Core Faculty and a number of Associate Faculty. Members serve for one year.

The goals of Faculty Councils are to provide information for programmatic assessment and to inform program and curriculum planning. Council members’ roles and responsibilities include researching educational issues or potential programs, developing and peer reviewing new courses, and evaluating and making recommendations on the college’s goals, programs, curriculum, and practices.

Council members’ findings and recommendations are submitted to the dean and to the Academic Affairs staff and are then analyzed and discussed to determine programmatic and course improvements.
University of Phoenix Colleges and Schools

College of Criminal Justice and Security

College of Education

College of Humanities and Sciences

College of Information Systems and Technology

College of Health Sciences and Nursing

College of Social Sciences

School of Advanced Studies

School of Business

The President also oversees Central Administration functions directly involved with: 1) institutional accreditation through the Higher Learning Commission, as well as programmatic or specialized accreditation for various degree programs, 2) academic operational measures for ensuring academic policies and procedures are implemented and followed across the entire University, 3) dispute resolution for both faculty and students through the Office of Dispute Management, 4) creation and maintenance of instructional materials, and 5) the University Library, the Center for Writing Excellence (CWE), the Center for Mathematics Excellence (CME), and the eBook Collection, all of which are available on eCampus.

Other non-academic departments within Central Administration and overseen by the President include: 1) Workforce Solutions, 2) Campus Operations, 3) Human Resources, 4) Financial Planning and Analysis, 5) Student Experience, and 6) Business Strategy.
Processes for Designing, Approving, and Implementing University Policies and Procedures

University Academic Cabinet
The University Academic Cabinet is responsible for approving programs, curriculum, and academic policies and for affirming all actions surrounding the Master Curriculum Agenda (MCA).

The Academic Cabinet meets on a quarterly basis and establishes standing councils or committees that create, implement, maintain, and review the following:

- Academic policies and procedures
- Faculty policies and procedures
- Programs, curriculum, and curriculum-related policies
- Non-curricular policies and procedures

Academic Council
Academic oversight is provided by the Academic Council. The Council is a cross-functional group that is jointly chaired by the Provost and the Vice President of University Services. The purpose of the Council is to review and approve program and course changes, policy and procedure updates, and other academic-related improvements that need to be implemented.

The policies and programs approved by the Academic Council are submitted to the Academic Cabinet for approval. The Academic Cabinet reviews and votes on newly approved policies and programs. If the Academic Cabinet disapproves of a policy, that policy is sent back to Academic Council for additional review.

The Academic Council meets up to twice a month, based on the number of agenda items, to discuss these issues. The results of the Academic Council meetings drive the agenda for the Implementation Council.

Financial Aid Policy Council
The Financial Aid Policy Council meets twice a month and reviews and approves all new financial aid policies as well as any updates to current financial aid policies. The Council reviews policies to ensure compliance with federal financial aid regulations.

Academic Implementation Council
The purpose of the Academic Implementation Council is to determine how to carry out changes approved by the Academic Council. The determinations are based on input from the Provost and college deans, as well as representatives of the Financial Aid department. University Legal Services provides input on the regulations required by the U.S. Department of Education, The Higher Learning Commission, and various state and other governing and regulatory agencies.
The Academic Implementation Council meets twice a month and reviews academic programs and policies approved by the University Academic Council. The goal is to bring about smooth program and policy implementation.

**Campus Administration**

With the guidance and support of Central Administration, academic programs are administered through a physical network of campuses located in 39 states, the District of Columbia, and Puerto Rico.

Each campus has a Campus Director responsible for campus functions including personnel, admissions, student services, and fiscal activities. The campus management team reports to the Campus Director and generally includes the following management positions:

- The Director of Academic Affairs (DAA) is responsible for managing 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 student services, including student support services and academic advisement. Campuses in a region that provides centralized functions may have an Operations Manager instead of a Director of Student Services/Operations.

- The Director of Finance and Planning is responsible for campus accounting functions and student financial advising.

- The Director of Enrollment manages student recruitment and admissions processes, including activities by enrollment advisors who provide prospective students with information about the University and guide them through the enrollment process.

**Campus Academic Affairs**

Academic Affairs at the campus level is under the management of the Director of Academic Affairs (DAA). The DAA is responsible for all instructional oversight at the campus, which includes faculty recruitment, assessment, appointment, development and evaluation, conducting and presiding at two General Faculty Meetings each year four Campus Academic Council meetings a year and monitoring the academic quality delivered in the classroom. The DAA is also responsible for supervising the Campus College Chairs (CCC) and department staff.

The Campus College Chairs are representatives of each college with direct responsibility for ensuring the academic integrity of their college's degree programs at the campus. The CCCs report directly to the DAA, but they also report to and/or collaborate with the deans, paying particular attention to academic quality, program compliance, policy adherence, and (where applicable) state regulatory and programmatic accreditation requirements.

Each Campus College Chair attends monthly teleconferences with the college deans to keep current on college initiatives and programmatic status and changes, as well as to provide ongoing dialogue, input, and feedback to the deans. Agenda items include updates on University and college initiatives, program updates, upcoming conferences, campus reviews, and other issues raised by the deans or the CCCs.
The CCCs also make class visits, read and act on Student End-of-Course Surveys (SEOCS) and Faculty End-of-Course Surveys (FEOCS), stay apprised of faculty grade variance and issues, oversee faculty scheduling within their college, hold faculty meetings, and follow up on student grade grievances and other academic concerns when necessary. In addition, CCCs teach courses each year, giving them personal insight into the classroom and creating a sense of community with faculty.

Lead Faculty/Area Chairs are full-time faculty who typically have annual contracts that include a required number of courses to teach, faculty candidate mentorships, and faculty evaluations (required for faculty at least every two years). They are also responsible for leading Content Area Meetings (providing agendas and meeting minutes), attending Campus Academic Council meetings and Campus College Management Meetings, conducting New Faculty Assessments, reviewing curriculum, and offering content expertise.

The support personnel in campus-level Academic Affairs administer faculty processes such as course scheduling, regular communication, meetings, and events. These staff members also help with the administration of specific programs with clinical, field experience, or practicum requirements.

**Campus Governance**

The shared governance structure at the campus includes four meetings discussed in detail below: Campus Academic Council, Campus College Management Meetings, Content Area Meetings and General Faculty Meetings.

**Campus Academic Council**

At the campus level, the Director of Academic Affairs manages governance and chairs the Campus Academic Council. This Council meets at least quarterly at each campus to facilitate communication between the faculty and administration about academic issues. This body is also responsible for planning faculty training and development activities and implementing academic policies.

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

**Campus College Management Meetings**

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

**Content Area Meetings**

A Lead Faculty/Area Chair is designated for each content area at the campus. The Lead Faculty/Area Chair presides over and facilitates Content Area Meetings as curriculum for specific courses is considered. The Lead Faculty/Area Chair works with the Campus College Chair to ensure the quality and relevance of the curriculum. The Campus College Chair provides the minutes from the Content Area Meetings to the dean of the college. Content Area Meeting members meet four times per year to discuss curricular issues including assessment of student learning, learning tools, texts, and assignments for courses in the content area.
General Faculty Meetings
General Faculty Meetings are held twice a year. This gives faculty members opportunities to participate in training, receive updates on campus and University policies and procedures, and participate in activities with faculty colleagues that help improve the quality of instruction and enhance learning. Faculty recognition is also an important part of the General Faculty Meetings. All faculty meetings must have a development component. A variety of training workshops may be presented focusing on the following areas:

- Teaching methodology – topics such as grading and evaluation, classroom assessment, or facilitation techniques
- Best practices – sharing effective practice ideas and curriculum review within groups of faculty members in the same discipline
- Professional development – presentation on some aspect of theory or practice in one or more academic disciplines
- Specialized training by college – training to meet program-specific needs.
The University’s Models, Guidelines, Codes of Conduct, and eCampus Resources

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

2.1 Teaching and Learning Model

University of Phoenix was founded in 1976 as a degree-completion institution. Over the years, the University’s institutional and academic maturity has led to its evolution from a degree completion institution to a comprehensive university, incorporating a range of teaching and learning models. Theories that support curriculum development and influence how the institution’s faculty teach content include adult learning theory, Malcolm Knowles’ concept of andragogy, brain-based learning and constructivist instructional theory. The faculty’s focus is on teaching and serving students as interactive learning coaches. The University has also developed a variety of curricular and academic support strategies and tools conducive to maintaining a focus on student success.

Adult learning theory conceptualizes the learning process as one of active inquiry rather than passively transmitted content (Knowles, Holton, & Swanson, 2011), and recognizes that the characteristics of adult learners call for a context-driven framework focusing on real world, relevant learning activities. Constructivist approaches to instructional design and purposeful instruction support learners in using prior knowledge to construct new learning. The University’s teaching and learning model reflects brain-based learning theory by valuing knowledge about individual learner differences in intellectual strengths, learning styles, disposition, and motivation (Sheridan, Zinchenko, & Gardner, 2005). This approach transforms the role of the faculty to one of managing the overall instructional process and serving as a catalyst encouraging learners to challenge assumptions, engaging learners in self-reflection, and providing a foundation for new learning to occur (Michaelson, 2008; Merriam, Caffarella, & Baumgartner, 2007).

Essential Features of the Model

Active Learning
The model is based first on the assumption that the learner’s active involvement in the learning process is essential. Faculty are expected to serve not only as teachers but also as facilitators of learning. As such, faculty may manage the learning process by engaging learners in a variety of activities that lead students to an understanding of course content and development of academic and professional competence.
Collaboration
Structures that encourage and facilitate collaboration are central to the Teaching and Learning Model. Adult students find benefit in instructional practices that encourage collaboration. This adds a robust dimension to the learning exchange as adult students teach and learn from one another.

Application and Relevance
There is wide agreement in literature that the best learning occurs when bridges are built between new knowledge and the learner’s experience—it makes learning relevant to the learners (Bartle, 2008; Zemke & Zemke, 1995). Students are also more prone to be engaged when there is relevance to the course content (Youssef, 2010). In higher education, the relevance of what is being learned is often a determining factor for retention (Pittenger & Doering, 2010). University of Phoenix students often say that they are able to apply at work the next day what they have 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; faculty input during course design processes, text selection, assignment descriptions and materials development; as well as student and faculty input through end-of-course surveys. Deans’ staff work collaboratively with faculty and instructional design teams to develop curriculum for use at all campuses. Each college maintains a Master Curriculum Agenda (MCA) and new developments are scheduled annually. Standardized curriculum and materials for each University course are housed within eCampus.

2.3 | Faculty Model Fundamentals

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

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

For additional information about the Faculty Model, see Subsection 1.6, above.
2.4 | Faculty Scholarship

The University encourages professional currency and a culture of disciplined inquiry. The University has adopted and adapted the Boyer model for scholarship, encouraging scholarship across the four domains of discovery, application, integration, and teaching and learning. University of Phoenix faculty members are actively involved in academic and professional scholarly activities. The following list includes professional and scholarly activities reported by the faculty:

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

2.5 | Faculty Guidelines

Professional Behavior and Practice Guidelines

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

1. 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.

2. 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.

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

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

4. 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.

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

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

6. Refer Non-course Student Concerns to University Administration
Faculty members do not provide advisement on non-course administrative, academic, or financial issues or represent students in their contacts with administration regarding these issues. Such issues may include questions regarding the nature of the University’s programs, financial charges, employability of graduates, and relationship with the Department of Education. Instead, faculty members should encourage students to contact their graduation team of advisors for assistance with administrative issue–problem resolution. Faculty may use the Early Alert form to report instances when students indicate they have not received administrative or financial assistance.

7. Attend Faculty Development Sessions, General Faculty Meetings, Content Area Meetings, and Commencement Ceremonies
Faculty members participate in academic activities of the University. These include:

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

• Commencement exercises that recognize and support student academic achievement and success.

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

9. Avoid Conflicts of Interest and Situations that may Create the Appearance of a Conflict
Faculty members are expected to avoid conflicts of interest and situations that may create the appearance of a conflict or an actual conflict. Personal interests conflict with the interests of the University when 1) they interfere or could interfere with the performance of duties; 2) faculty may not be effective or objective in their company duties due to personal interests; 3) faculty use the University’s assets or their position or influence at the University for personal gain; or 4) there is the appearance of a conflict of interest. No faculty member may benefit personally from any purchase of goods or services by the University, nor should any faculty member derive personal gain (monetary or otherwise) from direct or indirect actions taken as a representative of the University, except for wages or other compensation paid by the University. For more information on conflicts, refer to section 3.7 of this Handbook.

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

10. Engage Appropriately in Scholarly Activities
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.

11. Ensure the Integrity of the Student End-of-Course Survey (SEOCS) Process
Before the last week of class, faculty members should encourage students to complete the Student End-of-Course Survey when prompted on eCampus.

12. Ensure the Integrity of the Faculty End-of-Course Survey (FEOCS) Process
All faculty members should submit the Faculty End-of-Course Survey. Faculty members may complete their Faculty End-of-Course Survey by following the prompt on eCampus. Feedback from faculty is critical to the curriculum development and revision process and provides insightful information for the continuous improvement of University services and processes.
13. Be Prudent When Responding to Students’ Requests for Information Verification or for Letters of Recommendation

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

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

Guidelines for Effective Facilitation of Learning

1. Focus on Student Learning by Using a Variety of Teaching Techniques and Resources

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. An essential part of the learning environment is impacted by student learning styles (Alexandra & Georgeta, 2011). The use of varied instructional approaches and assignment options allow learners to engage with other students, the faculty member, and content to extend and build knowledge. Faculty members' professional experience and academic preparation augment students’ existing knowledge and experience to expand and deepen the learning process. The establishment of a classroom environment conducive to learning further supports the learning process as faculty members who promote diversity, equality, and inclusion create a stronger institution (Gray, 2013) and increase learner engagement (Brussow & Wilkinson, 2010).

Faculty who take into account differences in student learning styles also promote a culture in which students take greater ownership in their learning (Schultz, 2012). Learning is significantly enhanced when traditional methods of instruction are supplemented with rich media (Vasu & Ozturk, 2009). The integration of technology into teaching and learning processes by supporting the use of multimedia resources enriches knowledge construction and “increase(s) discourse, interactivity, and communication among peers and between students and faculty members” (Almala, 2005, p. 9).
While some students may readily recognize the connections between objectives, discussions, and assignments from week to week, some students may need assistance in seeing how each week’s readings, discussions, and assignments build on what was accomplished in the earlier weeks. Faculty’s scaffolding comments and behaviors can help students bridge the gap between reading about concepts and applying what they learn from week to week. (Luckin, 2008). Instruction that is properly scaffolded provides learning experiences that reflect on skills that increase incrementally (Lee & Kolodner, 2011). When students have a reason for learning, engage in learning activities, and build on previous exercises, meaningful learning results (Lee & Kolodner, 2011).

2. Encourage Students to Take an Active Role in Their Own Learning
Chickering and Gamson (1987) identified active learning as one of the principles of good practice in higher education. Adult students are capable of taking responsibility for their own learning and should be given opportunities to become self-directed.

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

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

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

6. Encourage Meaningful Course-Related Participation

Local Campus Class Participation
During local campus and FlexNet class workshops, faculty should use a variety of learning activities to support and encourage course topic and objective interest and understanding. In addition to brief topic-focused lectures, faculty should arrive at each workshop meeting with discussion starters and small group activities prepared and worked into the overall schedule for the session. Providing students with structured activities designed to promote meaningful participation is one way to ensure the course objectives for the workshop are satisfied in an interactive manner.
Local campus class participation should account for about 15 percent of the overall course grade. Faculty may choose to award class participation points for specific local campus class activities to encourage active involvement of all class members throughout the local campus workshop meeting time. Participation requirements are outlined on the Policies & Procedures link on eCampus. As with all other grading policies and procedures, participation requirements must be discussed during the first workshop meeting for the course.

**Online Class Participation**

**Online Participation for the Online Classes 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 three out of seven days each class week. Participation—including online class participation—should account for about 20 percent of the overall course grade. Participation requirements can be found on the Policies & Procedures link on eCampus.

**Guidelines Related to Faculty’s Role in Building Collaborative Learning and Team Competence**

**Collaborative Group and Learning Team Purposes**

Collaborative learning occurs in Collaborative Groups and Learning Teams as well as within the course activities and discussions during class meetings.

Some of the benefits of the collaborative learning model include the following:

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

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

1. Assist Students’ Learning Team Formation and Planning Process

During the first week of class in courses for which the curriculum requires students work in Learning Teams, it is important that the faculty member emphasize the requirement that all students join a Learning Team before a first team assignment is due, facilitate the formation of Learning Teams, and aid in the planning of team goals and outcomes. Faculty members are expected to play an active role in the team formation process if students need assistance forming teams and are expected to promote the use of the Learning Team Charter (Hunsaker, Pavett & Hunsaker, 2011).

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

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

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

Grading and Evaluation Guidelines

Evaluating student performance is a necessary fact of academic life. While faculty members are expected to make appropriate assessments of student achievement of course objectives, it is possible to turn evaluations and assessments into episodes of learning. Grading should be accomplished as objectively as possible. Grades should reflect student demonstration of mastery of course objectives and outcomes, and achievement of the University’s Learning Goals. Faculty members do not give grades; students earn grades. For additional information, guidance, and policies related to grading and evaluation, see subsection 4.3 (Standards and Requirements for Assessment, Grading and Feedback) of this Faculty Handbook.
2.6 Faculty Code of Conduct

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

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

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

- A commitment to providing world-class service to our students and each other
- Embracing and supporting our diversity and demonstrating respect for all
- Abiding by and complying with the laws, regulations, and rules that govern the University in all areas

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

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

1. Forgery, alteration, or misuse of University documents, records, or identification, including but not limited to:
   - Permitting unauthorized use of information in University files.
   - Seeking personal benefit from confidential information.
   - Unauthorized use of student assignments or student information.
• Changing one’s own institutional records or the records of any family relation, except as required to maintain current address information or the information contained as part of My Academic Credentials, both of which are administered through eCampus.

• Exhibiting or divulging the contents of any record or report to any person except in the conduct of his or her regular work assignment.

• Making copies of, or removing official records or reports, unless such action is in the performance of regular duties and prior authorization has been obtained.

• Operating or requesting others to operate any University data equipment for purely personal business.

• Making unauthorized alterations of any kind to any documents submitted by students, faculty, or employees.

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

   • Plagiarism and other forms of academic dishonesty.

   • Fabrication or falsification of any information, citation, data, or document.

   • Acquisition or use of copyrighted works without appropriate legal license or permission.

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

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

5. **Physical abuse, mental abuse, or conduct that threatens or endangers the health or safety of any member of the University community, any person on University property, or at a University-sponsored or University-supervised activity or function.**

6. **Theft or damage to University property or property of a member of the University community or visitor on University property.**

7. **Unauthorized use of University facilities, personnel, or assets.**

8. **Disregard or violation of University policies, laws, or regulations, including regulations concerning student organizations, the use of University facilities, or the time, place, and manner of public expression.**
9. Use, possession, or distribution of alcoholic beverages or other drugs while on the premises of a University campus or classroom location or while participating in University-sponsored activities or functions, except as expressly permitted by law or University policy. For additional information, see the University’s Alcohol and Drug Abuse Policy in section 3.6 of this Handbook.

10. Disorderly, lewd, indecent, or obscene conduct or expression in or on University owned or controlled property, or as a representative of the University.

11. Defamatory statements, undocumented allegations, attack upon personal integrity, or harassment of any kind.

12. Sex discrimination/sexual harassment that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member. This includes, but is not limited to, sex discrimination, sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence.

13. 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.

14. Failure to maintain the highest ethical standards in interactions with students, staff, and peers.

15. Breach of confidentiality and/or personal privacy of any student, faculty member, or University employee.

16. Carrying of weapons or firearms on campus, at campus-sanctioned events, or when meeting with campus personnel. An exception to this policy applies to law enforcement personnel when the carrying of a firearm is a condition of employment by local government, state, or federal law enforcement agencies. These personnel should contact their local campus security authority to request any exceptions.

17. Approving or processing one’s own Content Area Requests (CARs), contracts, and payments, or the CARs, contracts, and payments of family members.

18. Assisting or cooperating with any other person to violate any part of this Code or other University policy, procedure, or standard.

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

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

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

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

2.8 | eCampus

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

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

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

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

2.9 | Students’ eCampus Benefits

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

- Access all course materials from any computer with an Internet connection
- Attend class, participate, submit assignments, and review assignment feedback and grades in online classes in an asynchronous secure environment created specifically for each class
• Interact electronically between local campus class meetings to ask and answer class related questions, submit assignments, and receive feedback and grade reports for local campus classes

• Participate in asynchronous University labs and workshops on topics such as new student orientation, APA, using the University Library, and more

• Conduct class assignment research through the University Library

• Complete administrative tasks related to University course scheduling

2.10 | University Library

The University Library offers an array of information resources available to all students and faculty at any time and from virtually any location where an Internet connection is available. This online distribution of information is not only optimally matched to the needs of the University’s population, but also allows for equitable sharing of library resources among students and faculty members. The University Library provides access to over 250 information resources and 187,000 publications which cover a variety of topics, including business, humanities, education, nursing and health care, information technology, and more. In addition, University Library staff members help to facilitate user education, offer interlibrary loan services, and provide research guidance via services including the Ask a Librarian service.

2.11 | Center for Writing Excellence

The Center for Writing Excellence is an online writing lab designed to assist University of Phoenix students in developing essential written communication skills. The resources include the WritePointSM powered by Grammarly system, Tutorials and Guides, and a Plagiarism Checker. A link to and more information about the Center for Writing Excellence are available on eCampus.

2.12 | Center for Mathematics Excellence

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

One of the learning goals at the University is to help students develop the skill of effective collaboration. 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.

2.14 | Student and Faculty Workshops

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

2.15 | Electronic Gradebook

University faculty are required to use the electronic gradebook on eCampus to provide students with feedback, weekly grade information, and end-of-course grades. With the gradebook, many of the administrative tasks are automated and students can review assignment feedback through this same application. End-of-course grades are reported to students and to the University simultaneously through the electronic gradebook.

2.16 | Life Resource Center

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

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

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

This section addresses key regulatory requirements and University policies that affect the faculty’s role while teaching courses in all modalities (online and local campus), while participating in workshops, while interacting with faculty colleagues, students, and staff on campus or via PhoenixConnect and while attending University of Phoenix-sponsored events. In addition to the specific policies in numbered subsections 3.1 through 3.15, below, Apollo Education Group policies set forth in Appendix A to this Faculty Handbook also apply to all University of Phoenix faculty. If faculty have questions about any of these policies, they should contact the Director of Academic Affairs at their campus or a University of Phoenix Human Resources representative (602-557-MYHR (6947) or 1-877-MYHRLIVE (694-7548)).

3.1 | Family Educational Rights and Privacy Act (FERPA)

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

Personal (non-directory) information includes:

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

- Gender*
- Race*
- Ethnicity*
- Citizenship*
- Country of origin*

*Although this information may be disclosed without prior written or authorized electronic consent according to FERPA, the University's policy is to maintain the confidentiality of this student information.

**Student IRN, SSN or PIN numbers generally should not be released to a third party, unless it is necessary to perform a required task (e.g., Student Financial Agreement, FBI Request, etc.).


University of Phoenix recognizes and accepts its obligations under the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of disability and requiring the University to provide reasonable accommodations to otherwise qualified disabled individuals in all University programs, activities, and employment.

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

Accommodations for Students

The University of Phoenix Disability Services Office is available to assist individuals with disabilities or temporary health issues who self-disclose and request accommodations. Students have the responsibility to both self-disclose and request accommodations through the disability services advisor (DSA) if accommodations are desired.

Faculty members to whom students disclose a disability are required to make an immediate referral to the DSA by completing the referral form on eCampus. Within the referral form, the faculty member should describe the nature of the disclosure and share pertinent details the student shared during the disclosure. When submitting a referral, faculty members should be sure to provide the student's name, IRN (if known), e-mail address, campus, and details as provided by the student (e.g., disability type, limitations mentioned, accommodation requests, etc.). It is important to note that faculty members cannot request, coerce, or pressure a student to self-disclose a disability or probe to determine if a student may have a disability. Any question that is designed to gain further information about the student's medical condition or disability is prohibited.
Disability Services Office information can be found at [http://www.phoenix.edu/students/disability-services.html](http://www.phoenix.edu/students/disability-services.html). In addition, University of Phoenix Disability Services posters are displayed at campus locations in classrooms and common areas displaying the contact information for the Disability Services Office and the University’s Section 504 Coordinator. Compliance with the ADA and Rehabilitation Act for students is managed by the UOPX Disability Services Office, overseen by the UOPX Office of Compliance.

Faculty members are required to implement accommodations set up between the student and the Disability Services Office. Faculty members will typically be notified by the Disability Services Office via email on or around the first day of class if there is a student receiving accommodations on the roster. The Faculty Notification of Disability Services form will be emailed to the faculty member and includes specific details on which accommodations will need to be put into place. Faculty members are expected to put all listed accommodations into place. Questions about accommodations can be directed to the Disability Services Advisor who contacted the faculty member.

**Accommodations for Faculty Members**
Determination of reasonable accommodations and compliance with the ADA and Rehabilitation Act for faculty members is managed by the University’s Human Resources department. Faculty members have the responsibility to both self-disclose and request accommodations for themselves through the Human Resources department if accommodations are needed. Documentation from a health care provider is typically required to determine eligibility for an accommodation. The Human Resources representative will provide forms for a health care provider to complete, and the Human Resources department will review completed documentation for accommodation consideration. Faculty members should allow for several weeks between self-disclosure and a decision to grant accommodations. Reasonable accommodations for faculty members are determined on a case-by-case basis, and available accommodation options vary, depending on the situation. Contact information for the appropriate Human Resources representative is available on eCampus via the Faculty tab > Guide to Student Disability Services > ADA Compliance Handbook – Faculty Guide to Student Disability Services.

### 3.3 Campus Safety

We comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, or “Clery Act,” a federal statute requiring all colleges and universities that participate in federal aid programs to keep and disclose information about crime on and near their campuses. We also comply with several state specific crime reporting regulations.

Every campus has an assigned individual to whom students, faculty members, and staff should report criminal offenses. This person is known as the campus security authority (CSA). The responsibilities of the CSA include not only receiving reports of criminal offenses, but also enforcing compliance with all federal regulations under the Clery Act. The University of Phoenix Office of Compliance, in close partnership with the Apollo Legal Department, manages this area to ensure compliance.
Reporting Criminal Activities
University of Phoenix does not contract with local police to be present on our campuses. In an emergency, dial 9-1-1 for help. We urge faculty members to report all criminal activity, whether on or off campus, to the state or local police.

The University has Apollo Global Security available at many of our campuses. You may ask the CSA if Apollo Global Security personnel are assigned to your campus. If so, you can also report on-campus incidents to the CSA, Apollo Global Security personnel on site or at the front desk. You may report criminal activity to the CSA anonymously or request confidentiality. The CSA will coordinate with the local police department and Apollo Global Security personnel when compiling the Annual Security Report.

Reporting Emergency Criminal Activities
In emergencies, dial 9-1-1 first.

9-1-1 answers calls 24 hours a day, 7 days a week. The local police, fire or medical departments will respond immediately.

First, call 9-1-1 to report criminal offenses. You may use other emergency response numbers to reach public emergency response agencies.

Second, call the Security Operations Center (SOC). In the event, the criminal offense involves intent to harm or an act of violence; please contact the SOC after calling 9-1-1 so that it may respond to the situation as soon as possible. The SOC can be reached 24 hours a day, 7 days a week at 866-992-3301.

After calling 9-1-1 and the SOC, report emergency incidents and crimes to the CSA so s/he may also respond.

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

Campus Crime Statistics cover crimes reported to the University that occurred at a campus facility, in 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 three years.

These policies and crime statistics are accessible by clicking on the Campus Safety link at the bottom of the page at www.phoenix.edu, on eCampus, or by contacting the local campus security authority to request a hard copy.
Displaying In Case of an Emergency/9-1-1 Posters & Student Quick Reference Guides
In permanent University locations with traditional classrooms, In Case of an Emergency/9-1-1 posters with the campus security authority contact information should be displayed in every University classroom and common area. Faculty members teaching at flexible locations, temporary sites and off campus locations must carry the Student Quick Reference Guide to the offsite classroom while the class is being conducted. Faculty members teaching at offsite locations who have not received a Student Quick Reference Guide should contact their Campus Ethics and Compliance Liaison (ECL) to obtain one.

Emergency Response Measures
To ensure and maintain a safe environment, Emergency Response Guides are posted in all classrooms and common areas.

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

Emergency Mass Notification
The University maintains emergency management policies, procedures and systems to protect lives and property, and to continue necessary critical functions and essential services. The Emergency Mass Notification (EMN) process includes emergency escalation procedures, mass notifications, and supporting systems. In an emergency, dangerous or otherwise high-risk situation at a University site, these processes enable University of Phoenix to contact or send notices, alerts or warnings "without delay" to students, faculty and staff, including those who are enrolled.

Faculty members should immediately call emergency 9-1-1 for police assistance if they believe the situation warrants it. In the event an emergency posing an immediate threat to the University community occurs (i.e. weather warning, active shooter, etc.), faculty members should contact the Security Operations Center (SOC) directly at (866) 992-3301 immediately. The SOC provides faculty and staff support 24 hours a day and 7 days a week. The decision to issue an emergency mass notification and the type of instructions given to the campus community will be made by the Apollo Core Crisis Management Team (ACCMT) who works closely with Apollo Global Security, the Security Operations Center (SOC) and campus management.

The Emergency Mass Notification System is capable of reaching students, faculty members, and staff through multiple communication means. Depending on the nature of the incident, emergency mass notifications may be distributed by any one or more of the following means to students, faculty members, and staff: text messaging, recorded message to phones or similar devices, e-mail notifications, or pagers. Students, faculty members, and staff are responsible for having current and accurate information on file with the University to ensure they receive notifications from the Emergency Mass Notification System. The complete Emergency Mass Notification Policy can be found in the Campus Safety Policies located at http://cdn.assets-phoenix.net/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf.
Security Operations Center (SOC)
The Security Operations Center (SOC) provides assistance 24 hours a day, 7 days a week to faculty members and staff. They may be reached via phone at 1-866-992-3301 or 602-557-7000, e-mail at secopscenter@apollogrp.edu, or fax at 602-626-2447. In the event of a true emergency, faculty members should dial 911 first and then contact the SOC. It is important to note that the SOC does not replace 911; however, Apollo Global Security is available to support faculty members and staff with any safety and security questions or concerns.

3.4 Consumer Information Guide

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

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

The Consumer Information Guide can be accessed at www.phoenix.edu by clicking the Consumer Information link at the bottom of the page. Upon request, the Consumer Information Guide is also available in print. To obtain a printed copy, please contact the local campus.
3.5 | Prohibition of Discrimination and Harassment

This policy applies equally to everyone employed with University of Phoenix, in either management or non-management positions, as well as vendors, suppliers and third parties. It is everyone's responsibility to support this policy and to ensure that it is fully implemented within our organization.

Sexual Harassment
It is illegal and against the policies of University of Phoenix for any employee, male or female, to sexually harass another employee, vendor, supplier, visitor or other third party.

The EEOC defines sexual harassment in the workplace as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when this conduct (1) explicitly or implicitly affects an individual’s employment; (2) unreasonably interferes with an individual’s work performance; or (3) creates an intimidating, hostile, or offensive work environment.

Other Illegal Harassment
In addition to sexual harassment, it is also illegal and against the policies of University of Phoenix for any employee to harass another employee based upon race, color, gender, age, religion, disability or perceived disability, veteran status, genetic information, sexual orientation, gender identity, ethnicity, national origin or any other category protected by federal, state or local law. Such harassment 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 performance or create an abusive work environment.

Discrimination
University of Phoenix is committed to providing a workplace free of any form of prohibited discrimination, including discrimination based upon race, color, gender, age, religion, disability or perceived disability, veteran status, genetic information, sexual orientation, gender identity, ethnicity, national origin or any other category protected by federal, state or local law. This anti-discrimination policy applies to every aspect of the employment relationship, including hiring decisions, assignments, promotions, training, compensation, benefits, disciplinary action, and separation from employment. See the Equal Employment Opportunity Policy Statement.

Reporting Harassment and/or Discrimination
Any employee who believes he or she has been subjected to harassment and/or discrimination or who has witnessed harassment and/or discrimination is encouraged to report the alleged act immediately (within 48 hours of the alleged harassment) to his or her supervisor, their HR Business Partner or the Department Head/Chief Human Resources Officer. If the alleged harassment and/or discrimination is by a member of management, it must be reported to someone in a higher level position (either inside or outside the employee’s own chain of management) or the Human Resources department at 1-877-MYHRLIVE. Issues may also be reported anonymously via the Apollo Ethics Helpline.

Note: Reporting an alleged act of harassment and/or discrimination to the Office of Ombuds Services does not constitute "notice" to the Company and therefore the Company cannot and will not take action in response to an Ombuds complaint. In order for the Company to take action regarding an
alleged act of harassment and/or discrimination, an employee must report the complaint in accordance with the procedures outlined above.

The Company will conduct a thorough, effective, and impartial investigation of all complaints of harassment and/or discrimination as promptly as possible. Such investigation will be conducted as confidentially as practical without impeding its thoroughness. Any supervisor, agent, or other employee who has been found by the Company, after appropriate investigation, to have inappropriately harassed or discriminated against another employee will be subject to sanctions. Such sanctions could include disciplinary action up to and including termination of employment. University of Phoenix will also take any additional actions necessary to ensure that its workplace is free of unlawful harassment and discrimination. Retaliation against complainants, witnesses, or other individuals who participate in a harassment and/or discrimination investigation will not be tolerated.

Employee Responsibility Regarding Harassment and Discrimination
University of Phoenix recognizes that the question of whether a particular action or incident involves a consensual social relationship, without a discriminatory employment effect, requires a determination based on all facts in the matter. Given the nature of this type of harassment and/or discrimination, University of Phoenix also recognizes that false accusations can have serious effects on innocent individuals. University of Phoenix trusts that all employees will act responsibly to establish a pleasant working environment free of harassment and/or discrimination. University of Phoenix encourages any employee to bring all questions or concerns he or she may have regarding perceived harassment and/or discrimination to the Human Resources department.

Non-Retaliation Policy
University of Phoenix prohibits retaliation against any employee who raises good faith concerns about harassment, discrimination and/or inappropriate behavior or anyone who has aided in providing information during an investigation. Retaliation could include, but is not limited to: spreading rumors, committing acts of discrimination or harassment, disparaging the work or character of an individual, or bullying or intimidating an individual. Such retaliation can be an independent justification for the imposition of disciplinary action, up to and including termination of employment, regardless of whether the original concerns raised are substantiated.

Discrimination/Harassment Procedures

1. Faculty or staff alleging discrimination/harassment should file their complaint in the following manner:

   a. Allegations of sex discrimination/harassment must be presented to Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management, 4025 S. Riverpoint Parkway, Phoenix, AZ 85040 Mail Stop: CF-SX01, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu or designee.

      i. The Title IX Coordinator or his/her designee will manage efforts to conduct a prompt, thorough and impartial investigation and make a determination on whether the party presented a factual connection between the allegation of sex discrimination/harassment and the alleged actions.
ii. If the Title IX Coordinator finds that there is a factual connection between the allegation of sex discrimination/harassment and the alleged actions then one of the following procedures will be followed:

1. If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.

2. If the accusation is against a student then the Student Code of Conduct procedures apply.

3. If the accusation is against an employee then the Title IX Coordinator or their designee will contact Human Resources and human resources policies for processing claims of sex discrimination/harassment will be followed.

iii. In instances where it is determined that a formal warning or charge letter is not appropriate the faculty or employee may be warned or counseled regarding the allegation.

iv. Timeframe for Conducting Title IX complaints:

1. Investigation – a prompt and thorough investigation will be conducted within 60 days barring any unusual complexity.

2. Opposing parties will receive notice of the outcome of the complaint within 30 days of the close of the investigation barring any unusual complexity.

3. Opposing parties shall be afforded the opportunity to appeal within 10 days of receiving notice of the outcome.

b. All other discrimination/harassment claims must be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee or the Ethics Helpline. Discrimination/harassment claims by faculty who are full-time University of Phoenix employees should be filed and investigated in accordance with the information and procedures set out in the Employee Handbook.

i. Human Resources, Campus Director of Academic Affairs, Director of Operations, or Director of Student Services, or their respective designees will conduct a prompt, thorough and impartial investigation and make a determination on whether the claim presented a factual connection between the allegation of discrimination/harassment and the alleged actions.
ii. If the appropriate director or designee finds that there is a factual connection between the allegation of discrimination/harassment and the alleged actions then one of the following procedures will be followed:

1. If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.

2. If the accusation is against a student then the Student Code of Conduct procedures apply.

3. If the accusation is against an employee then the appropriate Campus Director or his/her designee will contact Human Resources and human resources policies for processing claims of harassment will be followed.

iii. In instances where it is determined that a formal warning or charge letter is not appropriate the faculty or employee may be warned or counseled regarding the allegation.

3.6 | Alcohol and Other Drug Abuse Prevention Policy

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

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

Objective of the Alcohol and other Drug Abuse Prevention Policy

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

For additional alcohol and other drug abuse prevention policies and counseling referral services, University of Phoenix faculty members, employees, and students and all Apollo Education Group, Inc. employees supporting University of Phoenix functions can visit www.phoenix.edu and select the Campus Safety link at the bottom of the page or contact the local campus security authority for Campus Safety Policies.

Standards of Conduct

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

3. The consumption of alcohol at Institution-sponsored events is to be controlled as follows:

   • Alcohol served at Institution-sponsored events is restricted to wine or beer.

   • Employees and faculty members wishing to consume other alcoholic beverages at Institution-sponsored events may do so at their own expense, in moderation, and in consideration for others. Further, employees and faculty members who consume any alcohol at such events are encouraged to make alternative travel arrangements other than driving.

   • Unprofessional behavior arising from alcohol use will be subject to disciplinary action.

4. Alcohol is to be consumed on a client’s property only on social occasions at the invitation of the client.

5. Drug usage, other than prescription and over-the-counter medications, is prohibited while serving as an Institution representative. Prescription medications taken by an employee or faculty member to treat a bona fide illness are prohibited from use on Institution property when the employee’s or faculty member’s work performance can be adversely affected.

6. The unlawful use, possession, manufacture, or distribution of controlled substances in the workplace is strictly prohibited.

7. The operation of any vehicle or machinery for Institution business while under the influence of alcohol or other drugs is strictly prohibited.

8. The sale of alcohol or other drugs on Institution property or on a client’s property is prohibited.

Tobacco-Free Policy
Note: For the purposes of this policy, “smoking” and “tobacco” means all uses of tobacco, including cigars, cigarettes, electronic cigarettes, pipes, and smokeless (chewing) tobacco.

1. Apollo Education Group, Inc. and its subsidiaries including University of Phoenix are tobacco-free organizations.

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

3. Ashtrays and smoking receptacles are placed away from all building entrances, pursuant to state requirements.
4. No Smoking signs are to be posted on all building entrances and at other conspicuous places at campuses.

5. Violations should be reported to the Director of Academic Affairs at the campus or directly to the Human Resources Department. All reports of violations will be held in strict confidence.

6. Reports of violations will be investigated. Repeated and willful violations of the Tobacco-Free policy will result in disciplinary action, up to and including termination of employment.

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

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

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

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

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

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

6. Sedatives
Can slow mental reflexes, causing danger in occupations that require mental alertness. Personal dangers range from disruption of family life to serious health problems such as kidney and liver disease.
7. Tobacco
Tobacco use is addicting, both physically and psychologically. Personal dangers include cancer of the lungs, pancreas, esophagus, mouth, throat, bladder, kidney, and cervix. It also causes heart disease, respiratory-tract infections, hip and vertebral fractures, and high blood pressure.

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

Sanctions the Institution Will Impose

1. Any employee or faculty member found consuming alcohol or other drugs when conducting business with students or clients on Institution or client’s property, except as specified in the Standards of Conduct section of this policy, shall be subject to discipline.

2. Any employee or faculty member found using, possessing, manufacturing, or distributing illegal drugs or transferring alcohol or other drugs during normal working hours on Institution or client’s property shall be subject to discipline.

3. Any employee or faculty member who reports to work under the influence of alcohol or other drugs shall not be permitted to remain on Institution property and will be escorted home. The employee or faculty member shall also be subject to discipline. Refer to the Disciplinary Action section for further information.

4. Consistent with the Drug-Free Workplace Law, as a condition of employment, all employees and faculty members are required to abide by the terms of this policy and notify Human Resources of any criminal drug conviction for a violation occurring in the workplace no later than five days after such conviction.

5. Compliance with this policy is considered a condition of employment; therefore, if an employee or faculty member violates this policy, discipline will be assessed on a case-by-case basis depending upon the severity of the situation. Certain cases may result in immediate termination of employment.

6. In all cases, the Institution abides by local, state, and federal sanctions regarding unlawful possession of drugs in prohibited areas and/or the use of alcohol by individuals below the legal drinking age. Any drug identified by the law as illegal is included in this program. For a current listing of federal penalties and sanctions, visit the U.S. Drug Enforcement Administration website at http://www.justice.gov/dea/druginfo/ftp3.shtml. Additional state penalties and sanctions may also apply.
Counseling, Treatment, and Rehabilitation Programs

We encourage anyone dealing with substance abuse issues to contact the following national agencies for guidance and assistance in identifying a counseling, treatment, or rehabilitation program.

- Al-Anon
  (888)425-2666

- American Council on Alcoholism
  (800)527-5344

- National Council on Alcoholism
  (800)NCA-CALL (622-2255)

- National Institute on Drug Abuse
  (800)662-HELP (662-4357)

- Alcohol Anonymous contact information can be found in local telephone directories.

- National Cocaine Hotline
  (800)COCAINE

- National Council on Alcoholism and Drug Dependence, Inc. (NCADD)
  (800)622-2255

In addition, the following programs are sponsored by the University:

Alcohol and Other Drugs Prevention and Counseling Services

Every campus provides at least two annual safety education events. The first covers topics relevant to the safety of the campus community and its surrounding area. A second event includes sexual assault awareness and prevention. This program may involve how alcohol and other drug use may impact the risk of sexual assault. Please contact the CSA for information on where and when these education events will occur.

Student Resources

The University also offers substance abuse and various counseling services to all currently enrolled students via the Life Resource Center, directly accessible from the student eCampus website under the Program tab in the Services section. The Life Resource Center offers services that are confidential, available 24 hours a day 7 days a week, accessible by calling (866)320-2817, and free to students.

Employee Resources

University of Phoenix provides an Employee Assistance Program (EAP) as an employee benefit. All employees have access to EAP regardless of if they obtain benefits through the company. Information about the program is available at all times through the Your Benefits Resources site at [http://resources.hewitt.com/apollogroup/](http://resources.hewitt.com/apollogroup/). This service provides referral services and treatment sessions as needed. Calls and online inquiries are tracked by category. Employees enrolled in health care plans can obtain additional substance abuse benefits, including outpatient and inpatient services.
3.7 | Avoidance of Conflicts of Interest

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

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

University of Phoenix employees who are also faculty members shall adhere not only to the provisions of the Faculty Handbook, but also to the employees' Work Hours Policy, the University Code of Ethics, and shall avoid situations that represent a conflict of interest between the non-faculty job duties of an employee and the opportunities for additional compensation for a faculty member. Ethics conflicts, potential conflicts, and business opportunities that are encountered through the course of a staff or faculty member's work and/or position must be disclosed for review and advice. The review of these issues will be facilitated by the University's Office of Compliance in collaboration with the Apollo Education Group Chief Ethics and Compliance Officer (CECO) who will advise on the potential conflict of interest, appropriate resolution, and expectation.

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

Presentations

Staff and faculty members who present at academic, regulatory, accreditation, community, or other types of meetings must submit a request and receive approval prior to presenting University of Phoenix information to ensure proprietary information is not shared, as well as make sure the University will not be presented negatively. For additional information and to obtain a Request to Present form, local campus faculty should contact their Director of Academic Affairs. Online Campus faculty should contact Academic.HelpDesk@phoenix.edu or call (602) 713-9870 to notify Academic Affairs Online. School of Advanced Studies faculty should contact sasfacultyassist@phoenix.edu.

Faculty members need to submit the Request to Present only if they are presenting information related to the University of Phoenix. Approval is not required for presentations made about a discipline or field of expertise that is not related to the University.
Participation in – and compensation for - an external accreditation or regulatory activity as a representative of the university

Participation
On occasion, a faculty member may be invited, or individually aspire, to be appointed to participate in an external accreditation or regulatory activity as a representative of University of Phoenix. A faculty member who meets the external organization's criteria and wishes to represent University of Phoenix in this capacity, must first seek and obtain approval from the Office of Academic Administration in Central Administration. For information about the application approval process, local campus faculty should consult with their local campus Director of Academic Affairs. Online Campus faculty should contact Academic.HelpDesk@phoenix.edu or call (602) 713-9870 to notify Academic Affairs Online. School of Advanced Studies faculty should contact sasfacultyassist@phoenix.edu.

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

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

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

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

Students and faculty using these resources without authorization, or in excess of their authorization, will be subject to appropriate review processes and sanctions. University of Phoenix faculty who are also full-time employees of Apollo Education Group, Inc. are also bound by all provisions of the Apollo Education Group, Inc. Employee Handbook.
All activity and information, including personal activity and information, on University systems may be monitored and recorded. Any individual accessing University computing and communication resources expressly consents to such monitoring and is advised that if such monitoring reveals unauthorized or criminal activity, Information Security Personnel will provide the evidence from monitoring to the appropriate University officials for investigation and possible release to law enforcement authorities.

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

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

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

- Unauthorized use of University trademarks or logos and other protected trademarks and logos is prohibited.
- Infringement upon the copyright, trademark, patent, or other intellectual property rights of others in computer programs, electronic information (including plagiarism and unauthorized use or reproduction), or in any other way is prohibited.
- Unauthorized storing, copying, or use of audio files, images, graphics, computer software, data sets, bibliographic records, and other protected property is prohibited except as permitted by law.
Privacy and Security
The University strives to maintain the confidentiality, integrity, and availability of its systems, networks, and data. The University implements policies to ensure access to sensitive data is restricted to those individuals on a need-to-know basis. The following sections describe how Information Security Personnel may monitor computing and communication resources for violations of this acceptable use policy.

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

• Use of accessed accounts

• Time and duration of network activity

• Web pages accessed and duration of access

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

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

• If required by applicable law or policy

• If a reasonable suspicion exists that there has been or may be a violation of law, regulation, or policy

• If required to protect the confidentiality, integrity, or availability of computing and communication resources

Conditions for Permitting Inspection, Monitoring, or Disclosure
The University may permit the inspection, monitoring, or disclosure of e-mail, computer files, and network transmissions in the following instances:

• When required or permitted by law, including public records law, or by subpoena or court order

• When the University or designated agent reasonably believes that a violation of law or policy has occurred

• When necessary to protect the confidentiality, integrity, or availability of computing and communication resources
Confidentiality
Confidentiality of e-mail and other network transmissions cannot be completely assured; therefore, all
users should exercise caution when sending personal, financial, confidential, or sensitive information by
e-mail or across the Internet.

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

VIOLATIONS AND ENFORCEMENT

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

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

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

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

The University may temporarily suspend any account, whether or not the account user is suspected
of any violation, if it is believed to be necessary to preserve the integrity of University computing and
communication resources. The University will provide appropriate notice to the account user. Servers
and computers that threaten the security of University systems will be removed from the network and
allowed to reconnect only with the approval of Information Security Personnel.
Violation Examples
The list below contains examples of actions considered a violation of this policy. It is not intended to be all-inclusive, nor does it represent all possible violations in a particular circumstance or the applicability of any other law or policy to those facts.

1. Unlawful communications, including threats of violence, obscenity, pornography, and harassing communications

2. Unauthorized, anonymous communication (All users are required to cooperate with appropriate University personnel or other authorized personnel when investigating the source of anonymous messages.)

3. Misrepresentation or forgery of the identity of the sender or the source of electronic communication

4. Alteration of content of a message originating from another person or computer with intent to deceive

5. Use of University computing and communication resources for private business or commercial activities

6. Performance of fund-raising or advertising on behalf of non-University organizations

7. Unauthorized reselling of University computing and communication resources

8. Unauthorized acquisition attempts to acquire and use the user ID or passwords of others

9. Interference with, or disruption of, the computer or network accounts, services, or equipment of others

10. Intentional propagation of computer worms and viruses, the sending of electronic chain mail, denial of service attacks, and inappropriate broadcasting of messages to large numbers of individuals or hosts

11. Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems, or networks, or otherwise violate this policy

12. Failure to keep passwords private or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization
13. Alteration of or any attempt to alter files or systems without authorization

14. Unauthorized scanning of networks for security vulnerabilities

15. Alteration or any attempt to alter any University computing or networking components (including, but not limited to, bridges, routers, and hubs) without approval or beyond one's level of authorization

16. Negligent or intentional conduct leading to disruption or damage of University data, systems, or networks

3.10 | 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, 17 U.S.C. §101 et seq.). Examples of works made-for-hire include, without limitation, case studies, course outlines, telecourse materials, simulations, exercises, tests, and other course materials. The University retains an irrevocable, nonexclusive, royalty-free license to reproduce and use such works.

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

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

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

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

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

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

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

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

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

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

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

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.

3.12 | Office of the Ombuds Services

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

- Informal: The Ombuds Office will facilitate communication when conflict arises and will provide the opportunity for informal dispute resolution. The Ombuds Office will not arbitrate, adjudicate, or participate in any internal or external formal processes.
- Independent: To ensure objectivity, the Ombuds Office operates independently of Apollo Education Group, Inc. administrative authorities and answers directly to the Chairman of the Board.
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- Neutral: The Ombuds Office will not take sides in any conflict, dispute, or issue, but instead will consider the interests and concerns of all parties involved, with the aim of achieving a fair and equitable outcome.

- Confidential: The Ombuds Office will not share information provided without permission. The Ombuds Office will take action only with the permission of the employee—except for the unusual situation of imminent risk of serious harm or other legally required disclosure. Note: The Office of Ombuds Services is not an office of record.

Notice Disclosure: Office of Ombuds Services does not represent Apollo Education 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 Education Group, Inc. or any of its subsidiaries” and therefore action cannot be taken. In order for Apollo Education Group, Inc. or any of its subsidiaries to take action to resolve the conflict, dispute, or complaint, one must speak to an Apollo Education 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 Education Group, Inc. Employee Handbook for faculty who are also University staff.

3.13 | Dispute Resolution Policy and Procedure

The following policy and procedures are to be used to resolve disputes by both current and former faculty members of the University. Faculty members are encouraged to bring the concerns outlined below to the attention of the appropriate individual/department, as set forth in Steps One and Two below. These individuals/departments will investigate and resolve such concerns accordingly. A covered dispute is subject to the conditions below and may be submitted to the formal Dispute Resolution Procedures set forth in this section if not satisfactorily resolved through the prior intervention of Steps One and Two.

Note: Faculty members who are also full-time employees of Apollo Education Group, Inc. or the University of Phoenix (the “Company”) are bound by all provisions of the Apollo Education Group, Inc. Employee Handbook, which contains a corresponding policy. Such faculty members should consult the Employee Handbook for the procedures that will apply to them.

Purpose of Policy

In connection with the University policies and procedures identified in Step Two below, this policy is intended to address workplace disputes and create a framework by which faculty members and the University can resolve workplace disputes. Although the University strongly recommends utilization of informal steps, including steps 1 through 3 below, to resolve workplace disputes, the only dispute resolution policy that is mandatory is the arbitration policy, which is the exclusive means by which all covered disputes asserted by either a faculty member (whether current or former) or the University, involving justiciable personnel related disputes and/or any justiciable matter arising from the faculty member’s employment and interactions with the University, shall be decided and finally resolved.
Claims and/or disputes covered by this policy fall into one of two levels:

- **Level One disputes** involve claims of employment discrimination or harassment pursuant to state or federal law, any statutory or common law tort claim or alleged breach of contract claim, any dispute arising out of the termination of any faculty or any other personnel issue of a substantial nature. If not resolved sooner, Level One disputes may be processed through all four steps of the following Dispute Resolution Procedures.

- Unless such issue involves a violation of law, issues of a lesser nature, for example, faculty performance coaching and disciplinary actions, Faculty Code of Conduct violations, violations of University policy, etc. are considered **Level Two disputes** and if not resolved sooner may be processed only through Steps One and Two of the following Dispute Resolution Procedures.

**Step One: Informal Resolution**

If feasible, current faculty members should first attempt to resolve any dispute or issue directly between the faculty and his/her primary contact in the Campus Academic Affairs department. This may be done either verbally or in writing. If such a resolution is not feasible, for example, because the decision at issue was made at a higher level, then the faculty member may proceed directly to Step Two.

If direct resolution between the faculty member and the primary contact in the Campus Academic Affairs department is not feasible, or if the faculty member feels he or she needs further assistance on an informal basis, he or she may contact the Office of Ombuds Services (OO). Note, however, that contacting the OO is not part of Step 1 of this policy, nor does the OO play any role in implementing this policy. The OO is independent, neutral and confidential. The OO will facilitate communication when conflict arises and provide opportunity for informal dispute resolution. The OO will not arbitrate, adjudicate, or participate in any internal or external formal processes. It will:

- Ensure objectivity by operating independently of Company administrative authorities. The OO reports directly to the Chairman of the Board.

- Not take sides in any conflict, dispute or issue, but consider the interests and concerns of all parties involved with the aim of achieving a fair and equitable outcome.

- To the extent practical, not share information without permission. The OO will take action only with the permission of the faculty, except under the condition of imminent risk of harm.

  Note: The Office of Ombuds Services is not an office of record.

The OO does not represent the Company and therefore cannot receive formal complaints. Speaking to the OO about a conflict, dispute or complaint does not constitute “notice” to the Company and therefore the Company cannot, and will not, take action. In order for the Company to take action to resolve a conflict, dispute or complaint, you must speak directly to a Company representative.
Contact information for the Office of Ombuds Services:

- Address: 3137 E. Elwood Street Suite 170
  Phoenix, AZ 85040
  Mail Stop: CF-D102
- Office Number: 602-557-3120
- Confidential Line: 1-800-800-2550
- E-mail: ombudsoffice@apollogrp.edu

**Step Two: Internal Resolution**

If not satisfactorily resolved in Step One, Faculty members should attempt to resolve any dispute or issue related to the following subject matters, or like subject matters, by contacting the following individuals/departments, and utilizing the process set forth in the corresponding section(s) of the Faculty Handbook, as referenced below. Please note that the information provided below represents only the initial contact with whom such disputes should be reported. Faculty members should carefully consult the Faculty Handbook to gain a fuller understanding of the processes associated with reporting and resolving disputes related to these subject matters.

- Allegations of sex discrimination and/or sexual harassment: Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management (“ODM”). See Anti-Discrimination and Anti-Harassment Policy in Faculty Handbook.

- Allegations concerning all other forms of discrimination: Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee. See Anti-Discrimination and Anti-Harassment Policy in Faculty Handbook.

- Allegations of violation of the Faculty Code of Conduct (other than allegations of sex discrimination or sex harassment): Campus Director of Academic Affairs or their designee. See Sections 8.4 and 8.5 of the Faculty Handbook.

- Allegations concerning violations of University policy (other than allegations of sex discrimination or sex harassment): Campus Director of Academic Affairs or their designee. See Sections 8.2 though 8.5 of the Faculty Handbook.

**Step Three: Mediation**

If a Level One dispute is not resolved as a result of Step One or Two, then prior to proceeding to Arbitration, all parties are encouraged to participate in a formal mediation session facilitated by a professional, neutral mediator. Mediation is not mandatory but is strongly encouraged as an effective way to resolve disputes. Mediation is not a mandatory prerequisite to arbitration.
The physical location for the mediation shall be mutually selected by the parties. If the parties elect mediation, the faculty member is required to pay the sum of $100 towards the mediation costs, which amount shall be paid directly to the mediator. Any other costs associated with the mediation shall be paid by the University. Both the faculty member and the University shall submit in writing to the other the name(s) of one or more professional, neutral mediators as a potential mediator in the matter. The parties will exercise their best efforts to agree on the selection of a mediator. If the parties cannot agree on the selection of a mediator, then the parties can submit the matter to the American Arbitration Association for the purpose of having a neutral mediator appointed.

The mediator shall schedule the mediation as expeditiously as possible. All parties will have the opportunity to attend and participate in the mediation. Any party may be represented by counsel of his or her choosing, at his or her own expense. The mediator shall direct how the mediation will be conducted. As with all mediations, any resulting resolution must be agreed to by the parties, which shall constitute a final and binding resolution of the matter.

**Step Four: Binding Arbitration**

1. This Binding Arbitration provision ("Arbitration Agreement") is governed by the Federal Arbitration Act, 9 U.S.C. § 1 et seq. and evidences a transaction involving commerce. This Arbitration Agreement applies to any covered dispute arising out of or related to the faculty member’s employment with and interactions with the University. Nothing contained in this Arbitration Agreement shall be construed to prevent or excuse the faculty member from utilizing the University’s existing internal procedures for resolution of complaints, as set forth in Step Two above, and this Arbitration Agreement is not intended to be a substitute for the utilization of such procedures. Except as it otherwise provides, this Arbitration Agreement is intended to apply to the resolution of disputes that otherwise would be resolved in a court of law, and therefore this Arbitration Agreement requires all such disputes to be resolved only by an arbitrator through final and binding arbitration and not by way of court or jury trial. Such disputes include without limitation disputes arising out of or relating to interpretation or application of this Arbitration Agreement, including the enforceability, revocability or validity of the Arbitration Agreement or any portion of the Arbitration Agreement. Regardless of any other terms of this Arbitration Agreement, claims may be brought before an administrative agency if applicable law permits access to such an agency notwithstanding the existence of an agreement to arbitrate. Such administrative claims include without limitation claims or charges brought before the Equal Employment Opportunity Commission, the U.S. Department of Labor, the National Labor Relations Board, or the Office of Federal Contract Compliance Programs.

2. Notwithstanding any other language in this Arbitration Agreement, the Faculty Handbook or any other Company policy or practice, this Arbitration Agreement will not be unilaterally revised, modified or eliminated by the Company with respect to any covered dispute after that dispute has been submitted to arbitration pursuant to this Arbitration Agreement. The Company will not revise, modify or eliminate this Arbitration Agreement without giving at least thirty (30) days written notice to faculty members.

3. The parties shall select the neutral arbitrator and/or arbitration sponsoring organization by mutual agreement. If the parties cannot mutually agree to an arbitrator and/or arbitration sponsoring organization, the arbitration will be held and the arbitrator selected under the auspices of the American Arbitration Association ("AAA"). Except as provided in this Arbitration Agreement, the arbitration shall
be held in accordance with the then current National Employment Arbitration Procedures of the AAA. The AAA rules are available at (www.adr.org/employment). However, nothing in said rules or procedures and/or any modification thereto shall affect the enforceability and validity of the Class Action Waiver, including but not limited to, the provision that the enforceability of the Class Action Waiver may be determined only by a court and not by an arbitrator. Unless the parties jointly agree otherwise, the arbitrator shall be either an attorney who is experienced in the subject matter at issue and licensed to practice law in the state in which the arbitration is convened, or a retired judge.

4. The party bringing the claim must demand arbitration in writing and deliver the written demand by hand or first class mail to the other party within the applicable statute of limitations period. Any demand for arbitration made to the University shall be provided to the Legal Department, at 4025 S. Riverpoint Parkway, Mail Stop: CF-KX01, Phoenix, Arizona 85040. The arbitrator shall resolve all disputes regarding the timeliness or propriety of the demand for arbitration. A party may apply to a court of competent jurisdiction for temporary or preliminary injunctive relief in connection with an arbitrable controversy, but only upon the ground that the award to which that party may be entitled may be rendered ineffectual without such provisional relief.

5. In arbitration, the parties will have the right to conduct adequate civil discovery, bring dispositive motions, and present witnesses and evidence as needed to present their cases and defenses, and any disputes in this regard shall be resolved by the arbitrator.

6. CLASS ACTION WAIVER: There will be no right or authority for any dispute to be brought, heard or arbitrated as a class, collective or representative action or as a class member in any purported class, collective action or representative proceeding (“Class Action Waiver”). Notwithstanding any other clause contained in this Arbitration Agreement, the preceding sentence shall not be severable from this Agreement in any case in which the dispute to be arbitrated is brought as a class, collective or representative action. Notwithstanding any other clause contained in this Arbitration Agreement, any claim that all or part of the Class Action Waiver is unenforceable, unconscionable, void or voidable may be determined only by a court of competent jurisdiction and not by an arbitrator.

7. Each party will pay the fees for his, her or its own attorneys, subject to any remedies to which that party may later be entitled under applicable law. The University shall initially bear the administrative costs associated with the conduct of the Arbitration, subject to: (1) a one-time payment by the student toward these costs equal to the filing fee then required by the court of general jurisdiction in the state where the faculty member in question works; and (2) any subsequent award by the Arbitrator in accordance with applicable law.

8. The Federal Rules of Evidence shall apply. The arbitrator shall have jurisdiction to hear and rule on pre-hearing disputes and is authorized to hold pre-hearing conferences by telephone or in person, as the arbitrator deems necessary. The arbitrator shall have the authority to entertain a motion to dismiss and/or a motion for summary judgment by any party and shall apply the standards governing such motions under the Federal Rules of Civil Procedure and applicable federal common law.
9. Within 30 days of the close of the arbitration hearing, any party will have the right to prepare, serve on the other party and file with the arbitrator a brief. The arbitrator may award any party any remedy to which that party is entitled under applicable law, but such remedies shall be limited to those that would be available to a party in his or her individual capacity in a court of law for the claims presented to and decided by the arbitrator, and no remedies that otherwise would be available to an individual in a court of law will be forfeited by virtue of this Arbitration Agreement. The arbitrator will issue a decision or award in writing, stating the essential findings of fact and conclusions of law. Except as may be permitted or required by law, as determined by the arbitrator, neither a party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of all parties. A court of competent jurisdiction shall have the authority to enter a judgment upon the award made pursuant to the arbitration.

10. It is against University policy for any faculty member to be subject to retaliation if he or she exercises his or her right to assert claims under this Arbitration Agreement. If any faculty member believes that he or she has been retaliated against by anyone at the University, the student should immediately report this to the Human Resources Department.

11. This section entitled “Binding Arbitration” is the full and complete agreement relating to the formal resolution of student-related disputes in arbitration. Except as stated in paragraph 6, above, in the event any portion of this Arbitration Agreement is deemed unenforceable, the remainder of this Arbitration Agreement will be enforceable. If the Class Action Waiver is deemed to be unenforceable, the University and the faculty member agree that this Arbitration Agreement is otherwise silent as to any party’s ability to bring a class, collective or representative action in arbitration.

3.14 | Social Media Policy

**General Policy**
For the purpose of this policy, social networking activity is defined as participation in or creation of blogging, social networking/online communities (e.g. Facebook®, YouTube®, Twitter®, MySpace®, LinkedIn®) including, but not limited to, wikis, online discussion forums, and any other published form of user-generated media.

Faculty members that participate in social networking activities are bound by all University of Phoenix policies, including but not limited to this policy and the University of Phoenix Faculty Handbook.

Faculty members are personally responsible for their actions and compliance with all applicable laws including copyright rules and compliance with the terms of use and other policies of the site(s) visited.

In setting up a user profile for participation in social networking activities or when engaged in social networking activities, faculty members shall indicate that any views expressed are those of the individual user and not those of University of Phoenix.
Faculty members engaging in personal interactions on social networking sites shall not use University of Phoenix logos, brands, or marketing materials in their personal profile or social networking interactions.

Faculty members shall not use social networking sites to contact students for personal or educational purposes.

Faculty members may participate in discussions on external University of Phoenix social networking sites upon receiving permission from the site owner or University of Phoenix.

### 3.15 Classroom Recording Policy

Students may not make audio and/or video recordings of University of Phoenix class presentations, activities, and discussions unless the recording occurs with either the prior written consent of the faculty teaching the class and of all students in the class at the time of the recording or pursuant to a University of Phoenix Disabilities Service Office authorized accommodation requiring recording of specific parts of a class session. Faculty wishing to make audio or video recordings of class presentations, activities, and/or discussions must obtain prior written permission of the campus’ Director of Academic Affairs and of all students in the class at the time of the recording.

If a class recording is made with appropriate authorization, unless there is clear and unambiguous prior written approval to the contrary, the recording must not be copied or shared with others, posted on a website to which others have access, or disseminated in any other manner, but shall be used for personal class-related study purposes only by the individual who made the recording.

**Exception:** This policy does not apply in courses in which there are explicit curriculum requirements to record students as they seek to fulfill degree program requirements (e.g., some courses in the College of Education and the College of Social Sciences).
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 teaching assignments by reference to the Faculty Handbook.

4.1 | Instructional Requirements

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

1. Maintain Current Demographic and Academic Credentials Data on eCampus
   Faculty members should review the information they have posted in My Academic Credentials on eCampus on a regular basis and update as necessary. Information in the My Academic Credentials fields is used by University administration to determine faculty qualifications for courses. University staff review information in the My Academic Credentials fields as part of the University’s Content Area Request approval-and-review processes.

2. Acknowledge Teaching Assignments in a Timely Manner
   Faculty members must acknowledge teaching assignments in a timely manner to help the University maintain an efficient faculty scheduling process and minimize unplanned schedule disruptions. Each acknowledged teaching assignment contains the rights and obligations of the faculty member and the University.

3. Adhere to the University’s Credit Hour Requirements Regarding In-Class and Outside-of-Class Activities and Assignments
   University of Phoenix’s policy for awarding course credit standardizes the allocation of student time on task during the design and development of curriculum. Regardless of course delivery modality, faculty are required to provide students a minimum 15 hours of classroom-based learning activities and 30 hours of recommended independent student homework outside of the classroom for each credit hour awarded for the course. For example, a three-credit hour course requires a total of 45 hours of faculty-directed learning activities and 90 hours of student-directed homework. Adherence to these guidelines is established by the University during initial course design and verified through a review of the final faculty course syllabi to assure the appropriate level of curriculum rigor in support of the desired student learning outcomes.

4. Gear Instruction to the Course Objectives
   Faculty for all Colleges and Schools may add, delete, or alter assignments, except for benchmark assignments identified in the Course Design Guide or the default syllabus. Faculty must ensure the alterations do not affect course rigor and all intended learning outcomes are addressed within the course.

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

A strong alignment between desired objectives and instructional techniques remains central to effective teaching (Ice, Burgess, Beals, & Staley, 2012). Successful students understand the correlation between their experiences and course objectives (van der Meer, 2010). When educational objectives are narrowed and effectively communicated, achievement beyond the classroom is more likely to occur on the job as these skills and competencies are transferred from the learning environment to the workplace (Krajnc, 2011). Alignment between objectives and instructional techniques can manifest in a number of ways, including interactions between faculty and students designed to promote content- or context-driven discussion.

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

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

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

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

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

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

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

Faculty must publish the course syllabus and an Instructor Policies document prior to the deadline associated with the modality. Failure to publish a personalized syllabus prior to the deadline will result in the auto-publication of the default syllabus and faculty will not be able to take advantage of many of the time-saving features such as reusing a syllabus from a previously taught class. For auto-publication timelines according to modality, see the information on the Faculty Resources site on eCampus. For courses without the auto-publish feature, the publication deadlines are also listed on the Faculty Resources site.
After the class has started, faculty may republish the syllabus to add Learning Activities in current and to future weeks. Additional learning activities could be added, for example, to introduce relevant current events or topics in which students are demonstrating interest or a need for additional information. Faculty must not remove any Learning Activity to which students have responded.

The syllabus’ provisions pertaining to assignment descriptions and grade points allotted to assignments must not be changed once a course begins unless there is a significant assignment description error in the syllabus that needs to be corrected.

Information in the Policies & Procedures link should not be duplicated in the Instructor Policies.

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

8. Share Practitioner Perspective, Use a Variety of Techniques to Guide Student Learning, and Encourage Higher-Level Thinking
Courses that are designed to increase knowledge (theory) and solve practical problems (application) benefit from the instructor's experience (Burns, 2012), which can increase the value of instruction making it more coherent, engaging, and useful (Selvin, 2011). As students learn, balancing theory and practice is achieved through practitioners who serve as subject matter experts to deal with contextual issues of complexities, history, or politics (Chelimsky, 2012). On a related point, higher education associations and leaders of accrediting bodies have identified critical thinking as one of six major intellectual skills necessary for learners (AAC&U, 2004) that are strengthened and reinforced by educators (Stedman, 2012). This skill is best developed by not relying completely on a lecture-style approach of teaching (Choy & Cheah, 2009).

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

During each class week, faculty’s participation in the course topic discussions should take a variety of forms. For example, a faculty member might summarize and acknowledge students’ comments with a combination of shared experiences or references to the course readings. Faculty should also look for meaningful opportunities to ask open-ended follow up questions to promote a higher level or more detailed mastery of a topic. Faculty should encourage students to support assertions with examples. In as diplomatic, yet clear, manner as possible, faculty must clarify inaccurate statements made by students to ensure students leave each class with accurate information. Faculty should also keep in mind that not all evaluations need to be summative in nature; formative evaluation activities should be developed for and used in each class.
9. Be Available to Students
Faculty members must be reliably available to students for consultation about assignments and other course-related issues online, by telephone, or in-person at local campuses and during doctoral residencies. Faculty should respond to students’ questions within 24 hours after they receive the questions.

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

11. For Learning Team Assignments, Evaluate Both Process and Product
When the course curriculum requires the completion of team assignments, the weight attributed to all team assignments combined should account for the grade percentage identified in the Course Design Guide or the default syllabus, which is generally between 25 and 30 percent of the overall course grade.

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

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

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

Attendance for all online class weeks is taken automatically by University systems. (University classroom servers are set according to Mountain Standard Time year-round because Arizona does not observe Daylight Saving Time.) If a student is not participating or submitting assignments, but his or her name appears in the online Gradebook for a course, earned grade reports of zeros must be reported and published through the Gradebook until such time as the faculty member receives official notification from the University that the student is no longer in the course.
13. Local Campus, FlexNet®'s On-Campus Class Weeks, and Doctoral Residencies: Conduct Class for the Entire Class Period at the Campus Approved Location

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

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

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

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

The online classrooms built for local campus classes and workshops are provided only as a supplemental support environment to the local campus class or workshop and are not to be used in place of the local campus class or workshop in terms of conducting class and fulfilling attendance or participation requirements. All local campus faculty should answer students’ questions posted in the classroom between local campus class meetings. All graded assignments must be returned via the electronic gradebook on eCampus.

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

The campus approved location for online courses, as well as for the online weeks of FlexNet and the School of Advanced Studies courses, is the electronic classroom environment the University provides to the students and faculty for the course.

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

Interactive Online Presence can take many forms: 1) probing questions specific to a student that are designed to ask the student to clarify his or her thoughts, 2) questions addressed to the class to challenge deeper or broader treatment of the topic, 3) an illustrative example from the faculty member’s experience that highlights an objective or theory pertaining to the University’s curriculum for the class week, 4) bridging questions or comments comparing or contrasting student posts in the discussion, and 5) summaries or wrap-up notes toward the end of the week. The goal of faculty Interactive Online Presence is to provide rich and relevant discourse on the objectives for the week.
The following are not considered interactive messages: 1) discussion starters, 2) prepared handouts, 3) housekeeping notes, 4) assignment clarification messages, and 5) 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.

15. Directed Study Course Requirements
All Directed Study courses are administered within an electronic classroom environment. Faculty and students must, however, post one message in the electronic classroom each scheduled class week for attendance purposes. Faculty should check the electronic classroom at least a few times each class week for questions a student might post. Faculty must respond to questions within 24 hours of receipt.

Since there is only one student in a Directed Study course, faculty need to modify the Course Design Guide or default syllabus for the course in a way that covers all topics and objectives without requiring participation or membership in a Learning Team. Assignments taking the place of participation expectations, for example, should follow the same level of rigor and time demand expectations a student would encounter in a group study course. Faculty may opt to have directed study students complete learning team assignments as those assignments are described in the Course Design Guide or default syllabus or may modify the learning team assignments appropriately, taking into account their completion by a sole student rather than a team of students.

16. Advise Campus Academic Affairs if Unable to Facilitate any of the Workshops at the Local Campus or Online
As referenced above, faculty members must not only conduct class for the entire scheduled time at each local campus workshop, but must also maintain a high level of online classroom visibility during online class weeks to provide active and responsive online facilitation. If unable to facilitate a local campus workshop meeting or connect to the online classroom for more than 48 consecutive hours, the faculty member must contact the campus Department of Academic Affairs as soon as possible to inform them of the situation. If possible, Online Campus faculty should contact Academic.HelpDesk@phoenix.edu or call (602) 713-9870 to notify Academic Affairs Online, and School of Advanced Studies faculty should contact sasfacultyassist@phoenix.edu.

17. Faculty Substitutions Must be Arranged for and Approved by Campus Academic Affairs
When it is necessary to have a substitute instructor, the substitute must be selected by the campus from among approved University of Phoenix faculty members. As soon as they become aware of the need for a substitute, faculty members must notify their local Department of Academic Affairs so that arrangements can be made for an appropriate substitute. If a substitute is contracted, the primary faculty member’s pay for the course will be adjusted on a pro rata basis, and the substitute faculty member will be paid on a pro rata basis so that each faculty member will be paid only for the actual number of class workshops that he or she teaches.
Guest speakers, observers, or class visitors at local campus class workshop meetings require the prior approval of the Campus College Chair or the Director of Academic Affairs. Neither substitutes nor guest speakers are appropriate for Online or FlexNetR courses given the security restrictions needed for access to the online class environment.

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

Feedback and grade information is confidential and must be provided by faculty privately to each individual student in accordance with FERPA requirements. Electronic feedback and grade messages for individual and team assignments must always be provided to each student privately; detailed feedback and grade information must not be posted to any of areas of the electronic classroom to which all students in the class have access.

19. Provide Timely Feedback and Grades Through the Electronic Gradebook
Timely feedback is critical to creating a learner-centered environment, as it provides guidance to enable student success on future assignments. Delays in feedback can generate undue stress, worry about class standing, and mean students have less than optimal time to improve their work (Chetwynd & Dobbyn, 2011). Accordingly, the University requires that students receive substantive, timely feedback for any assignment in the course that has an assigned value. Faculty should also provide comments that support and affirm each student’s submission. Providing affirmative feedback about student growth encourages learning and improvement, rather than a focus on grades and scores (Stipek, 2013).

All faculty in all courses (local campus, online, FlexNet, and Directed Study) must use the electronic gradebook to provide qualitative feedback and quantitative earned grade point information for each assignment and for participation. Student assignment feedback in all courses must contain specific, objective, narrative feedback that will assist students in learning from the experience. Effective corrective feedback explains why points were deducted with enough detail that students learn from the comments and understand how to improve. Students need specific feedback that clearly describes weaknesses so they can apply the feedback to future submissions and recognize and develop the areas needing additional review to ensure they comprehend the intended course objectives (Getzaf, Perry, Toffner, Lamarche, & Edwards, 2009).

Graded papers and reports must be evaluated for content, organization, and mechanics. This type of feedback provides students with the opportunity to validate personal competence and affords them with a sense of awareness over assignment outcomes. This results in enhancing student effort and increased learning (Stipek, 2013).

Feedback must not only acknowledge the student’s undertaking of the assignment parameters but also include specific commentary about what was done well and about mistakes, if any. Feedback must include comments on strengths as well as weaknesses of the assignment, and a grade or score on all assignments. As part of the narrative feedback, faculty must include comments or questions designed to promote learner reflection and designed to take the student deeper into the topic of the assignment.
With respect to assignment feedback, narrative comments may be made in the electronic gradebook, within the graded paper, or within a rubric. By including rubrics as part of the assignment evaluation process, students are provided with specific feedback on expected assignment criteria against an identified set of course objectives. It provides students with the opportunity to apply specific feedback on assignment components which then provides opportunities to review assignment specifics; that is, what has been learned from one assignment to the next and to apply that information to their next assignment due (Stipek, 2013). If detailed narrative feedback is provided within the graded paper or within a rubric, it is sufficient to report the grade points earned for the assignment in the electronic gradebook along with a comment alerting the student to review the narrative feedback provided through the assignment link.

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

After publishing grades and feedback for each class week’s deliverables, the faculty member should post a message informing students that grades and feedback have been published through the electronic gradebook.

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

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

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

20. Apply Syllabus and Instructor Policies Provisions Equally to All Students
The list and descriptions of assignments due, participation expectations, late submission consequences, and all grading criteria detailed in the faculty member’s syllabus must be consistently applied when determining grades for all students enrolled in the class. The University will notify a faculty member by e-mail if a student is granted an ADA accommodation. See numbered paragraph 21, below, for additional information pertaining to extensions for pregnant and parenting students.

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

21. Participation and Assignment Extensions for Pregnant and Parenting Students
The University recognizes and accepts its obligation to support the educational endeavors of pregnant and parenting students under Title IX. When a student is absent because of pregnancy, a pregnancy related condition or childbirth the University is obligated to excuse the absence for as long as the student’s doctor deems it medically necessary. Additionally, the student must be given an opportunity to make up missed participation (or an alternative assessment of equivalent point value) and additional
time to submit late assignments without imposing a late grade penalty. Faculty should allow these students until the end of the course to turn in participation work and assignments.

If participation work or assignments have not been turned in by the date faculty are required to submit final course grades, faculty should enter an Incomplete grade (select the IX option). When an IX grade is entered as a result of missed coursework due to pregnancy, a pregnancy related condition or childbirth, faculty must also send an email message to the University’s Title IX team (TitleIX@phoenix.edu) with pertinent details. With the entry of an IX grade, if the student was in a Local Campus course, the faculty should notify the Local Campus Director of Academic Affairs and if the student was in an online course, the faculty should notify Classroom.Operations@phoenix.edu. The Director of Academic Affairs (or her or his designee) will let the faculty know about additional time that is being granted to the student to complete the course.

If a student discloses she is having complications which require medical intervention beyond routine pregnancy, the student must be referred to Disability Services to determine potential accommodation based on the temporary disability status.

22. Submit Final Course Grades Promptly
Final course grades must be submitted using the Gradebook within seven days after the last day scheduled for the course. 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.

23. Properly Document and Follow University Policy When Entering an Incomplete
At the faculty member’s discretion, a grade of Incomplete may be granted during the last week of a course provided all of the following criteria are met:

a. Faculty member determines an Incomplete grade is appropriate under the circumstances.

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

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

d. Student requests, in writing in a private message, a grade of Incomplete during the last week of class prior to the course end date.

e. Student and faculty enter into a written agreement posted as a private message containing:
   - A course completion plan
   - A clearly identified extended course deadline not to exceed five weeks from the original course end date
• An acknowledgment that the final course grade will be reduced one full letter grade in consideration of the extra time allowed to complete the coursework, regardless of the circumstances. Possible exceptions to the maximum time period for completion of an Incomplete or to the letter grade reduction requirement are set forth in the Student Catalog.

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

• Faculty may exercise discretion to accept final class work within 24 hours of the class end time with an appropriate late grade penalty consistent with the late policy applicable in the class without first entering a grade of Incomplete.

• Incomplete grades will be granted without any reduction of the letter grade to the extent necessary to comply with an academic adjustment granted by the Disability Services Office or when an IX grade is entered for circumstances outlined in Section 4.1, numbered paragraph 21, above.

Faculty should provide students with feedback and grades on all assignments submitted during an Incomplete time period in as prompt a manner as possible after students submit each assignment. In other words, faculty should not wait until the end of the Incomplete period to check for, and grade, assignments which were missing as of the date of the entry of the Incomplete.

24. Visit Campus and College Discussion Groups
Faculty should make an effort to visit Campus and College Discussion Groups on a regular basis to become aware of policy changes and notifications posted therein.

4.2 | Academic Freedom Policy

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

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

Evaluating student work includes myriad activities: assessing student learning of course and program objectives, providing feedback to students, and assigning grades.

An important aspect of a faculty member’s role is to facilitate a course in a manner that helps students attain the course objectives. Faculty members are also concerned with an assessment of student progress. This assessment is necessary both to provide feedback on a student’s academic performance and a basis for grades. Assessing student learning enables a faculty member to evaluate the extent to which course goals and objectives have been attained. In addition, assessment provides faculty with information for improving less successful elements of a class session and for extending effective practices. At the campus, college, and university levels, assessment of student learning provides data for course and program outcomes.

Feedback is provided to students in many ways during a course. Feedback can occur during a discussion in the classroom. Private feedback occurs during the grading process. Thorough and timely feedback is critical for affirming students’ effort, sustaining academic standards, and promoting continued improvement. Feedback must be comprehensive, addressing areas of strength, areas needing additional development, and include strategies to promote reflection and deeper learning. (Gallien & Oomen-Early, 2003).

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 a letter grade alone.

2. Graded Written Assignments Are Expected in Every Course
University of Phoenix students are required to complete written papers and reports throughout their academic program. A focus on effective written communication is included in the University’s Learning Goals.
3. Late Assignments Should Be Discouraged and Absent an Incomplete, No Assignments Can Be Accepted Later than 24 Hours After the Course Ends

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

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

If as part of an ADA accommodation or pursuant to circumstances outline in Section 4.1, numbered paragraph 21, above, a student is granted additional time to complete assignments after the course ends, the faculty member must grade assignments submitted within the additional time granted within a reasonable period of time not exceeding seven days after the new deadline established as part of the accommodation. Although faculty do not have to check for assignments daily during an extension allowed as part of an ADA accommodation or pursuant to circumstances outline in Section 4.1, numbered paragraph 21, above, they should check for new assignments periodically during the extension timeframe.

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

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

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

5. Post all Communications Related to Student Grades Which Do Not Appear in the Electronic Gradebook in Private Messages

Faculty must post all grade-related communications which do not appear in the electronic gradebook in private messages (Individual Forums in OLS and private messages in the New Classroom). If the faculty member has grade-related communication with the student outside the classroom, he or she is encouraged to post a private message memorandum of the conversation immediately thereafter to avoid misunderstandings.
6. Do Not Post Answer Keys
For all non-paper assignments that are submitted to the instructor (e.g., math homework or “fill in the blank” worksheets), feedback should be provided in the form of a returned assignment with the corrections clearly marked on the student’s paper or in a concise summary of incorrect answers along with information about the correct answers. Answer keys should not be provided in lieu of individualized feedback. This is to ensure that students are receiving specific feedback on the work they submitted and to help prevent unethical activity such as sharing or selling answer keys.

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

A: Clearly stands out as an excellent performer. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas.
Example: “A” work should be of such a nature that it could be put on reserve for all students to review and emulate. The “A” student is an example for others to follow.

B: Grasps subject matter at a level considered to be good to very good. Participates actively in class discussion. Writes well. In local campus environments, speaks well. Accomplishes more than the minimum requirements. Produces high quality work.
Example: “B” work indicates a high quality of performance and is given in recognition for solid work. A “B” is considered a high grade.

C: Demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements and displays little or no initiative. Communicates orally (local campus environments) and in writing at an acceptable level for a college student. Has an acceptable understanding of all basic concepts.
Example: “C” work represents average work. A student receiving a “C” has met the requirements, including deadlines, of the course.

D: Quality and quantity of work is below average and barely acceptable.
Example: “D” work is passing by a slim margin.

F: Quality and quantity of work is unacceptable. Academic credit is not earned for an F.
Example: “F” work does not qualify the student to progress to a more advanced level of course work.
Other Grades

IX: This grade is awarded only to eligible students who have been granted reasonable accommodations by the Disability Services Office that permit additional time to complete a course or pursuant to Section 4.1, numbered paragraph 21, above. The “IX” course completion date typically ranges from 5 to 15 weeks. Students are not penalized one letter grade upon completing a course with an "IX" grade. The "IX" grade will result in an "F" if the course exceeds the expiration date and no grade has been submitted. An “IX” grade is not calculated in the GPA.

I: Incomplete. IP: In Process: Awarded only in qualified courses. For the grades of “I” and “IP”, most work for the course has been submitted by the originally scheduled end date for the course. See numbered paragraph 21 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.

Recommended Grading Scale (Based on a 100-Point Scale)

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<tr>
<td>A</td>
<td>95–100</td>
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<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>
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<tr>
<td>C</td>
<td>74–76</td>
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<tr>
<td>C-</td>
<td>70–73</td>
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<td>D+</td>
<td>67–69</td>
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<tr>
<td>D</td>
<td>64–66</td>
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<tr>
<td>D-</td>
<td>60–63</td>
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<tr>
<td>F</td>
<td>&lt; 59</td>
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4.3.3 | Evaluation Forms and Grading Rubrics

The University provides evaluation forms and grading rubrics for many assignments. These forms and rubrics may be used or modified at the faculty member’s discretion, unless a specific form or rubric has been designated for programmatic assessment purposes. Programmatic assessments, used to assess objective mastery across all modalities and sections of the course, are locked and identified in the syllabus with a distinct icon. Rubrics or forms for programmatic assessments are locked and cannot be modified.

For all other assessment of student work, the faculty may use or modify grading forms or rubrics to align with the specific needs of a course.

4.3.4 | Attendance Requirements Pertaining to Eligibility for Letter Grades

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

1. Students enrolled in courses with one workshop are not allowed absences.

2. Students enrolled in courses with two to four workshops are not allowed absences. The Director of Academic Affairs has the ability to grant an excused absence in accordance with University policy.

3. Students enrolled in baccalaureate, graduate, or doctoral courses with five to nine workshops are allowed one absence and may still complete the course. The absence, however, very possibly will affect students’ course grades because no class participation was possible during the absence. The Director of Academic Affairs has the ability to grant an additional excused absence in accordance with University policy.

4. Students enrolled in nine-week associate degree program courses are allowed two absences and may still complete the course. The absences, however, very possibly will affect students’ course grades because no class participation was possible during the absence. The Director of Academic Affairs has the ability to grant an additional excused absence in accordance with University policy.

5. Students enrolled in courses with ten or more workshops are allowed two absences and may still complete the course. The absences, however, very possibly will affect students’ course grades because no class participation was possible during the absence. The Director of Academic Affairs has the ability to grant an additional excused absence in accordance with University policy.

6. Students in any nursing courses with clinical hours must achieve the total number of required clinical hours regardless of any absences in these courses. Students must make up all missed work requested by the faculty member. Any absence will affect students’ grades.
7. In addition to workshop attendance during the course, in courses in which the College’s syllabus or Course Design Guide references Learning Teams, students must also attend weekly team meetings.

Please note that a student’s medically necessary absences due to pregnancy, a pregnancy-related condition, or childbirth must be permitted without penalty. The student must be given an opportunity to make up any missed work, including participation points.

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

**Attendance Requirements for Local Campus Classes**
Most local campus workshops meet four hours per week, usually in the evening. Attendance at the scheduled local campus class meetings is mandatory and eligibility for a course grade is determined according to the University’s attendance policy summarized above.

**Attendance Requirements for Online Classes**
An online class workshop session is completed over the course of an entire week. Students in online courses are recorded as being in attendance in any given week if they post in the class environment on two separate days within an online class week. Online class week posts are date- and time-stamped upon receipt on the University servers, which operate year round on Mountain Standard Time. Learning Teams meet throughout the course in some courses; see the Course Design Guide or default syllabus. 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 local campus workshops if they physically attend the local campus workshop meeting during the scheduled class hours and sign the attendance roster. They are in attendance during online class weeks if they post in the class environment on two separate days within the online class week. Online class week posts are date- and time-stamped upon receipt at the University servers set up year round on Mountain Standard Time. Just as in local campus classes, students’ eligibility for a course grade is determined according to the University’s attendance policy summarized above.

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

**Attendance Requirements for Directed Study**
Attendance in Directed Study courses is tracked and reported weekly. A Directed Study student is in attendance for a class week if he or she posts one message to the electronic class environment for the Directed Study course. There is no interactive participation requirement with other students during a Directed Study course.

Just as in group-study classes, Directed Study students’ eligibility for a course grade is determined according to the University’s attendance policy summarized above.
4.3.5 | Course Grade Submission and Change Policies and Requirements

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

Students’ end-of-course grades may not be changed by the faculty member after the grades have been submitted unless the faculty member determines the original grade was improperly calculated or the student initiates the formal grade dispute process. The electronic gradebook contains a link allowing faculty to request end-of-course grade changes when appropriate. Grade change requests will be reviewed—and approved or denied—by the Director of Academic Affairs.

4.4 | Faculty’s eCampus and Class Access

Faculty must not share their University eCampus account username and password with anyone. Faculty’s eCampus, University e-mail, and class and workshop 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 the University class or workshop environment.

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

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

5.1 Students’ Rights And Responsibilities

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

5.2 Student Code of Academic Integrity

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

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

When a formal charge of a violation of the Student Code of Academic Integrity is filed, University administration will notify the student and take appropriate actions to review the charges and impose additional sanctions if warranted. When faculty file a written charge of violation of the Student Code of Academic Integrity through the University’s Academic Violations Tracker system on eCampus, faculty agree that if the investigation and committee findings warrant a sanction of a course grade lower than what faculty have reported for the student, an authorized Academic Affairs staff member at the campus may enter the lower course grade or will provide faculty with a grade change form to submit so the grade can be changed. 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 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 reduction for incorrect formatting by the faculty without the filing of a report with the campus. Other violations, such as the submission of a paper available for purchase on the Internet written by someone other than the student, would warrant serious consequences. To report violations to administration, faculty teaching should use the University’s Academic Violations Tracking System link within the class roster on eCampus.

Plagiarism violation reports should include the following information and documentation:

1. **URLs or copies of the original sources used in the plagiarized section.** Each original source must be accessible in the form it is presented. Please double-check URLs to ensure content access and accuracy.

2. **Assignments the student submitted in which the violation occurred**
   a. Provide the campus with the entire student assignment as opposed to only the portion that was plagiarized.
   b. Highlight plagiarized portions of the student assignments in a way that allows a reader to easily determine the specific source for each plagiarized section. This is especially important when there is more than one plagiarized source or section within an assignment.

3. **Clarify what in-class sanction has already been applied**

4. **Feedback sent to the student**

5. **Response from the student**

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

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

The University archives all class posts. While a class is in progress, each student and faculty member may post to the class 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 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 post to the class environment 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 that should not have been posted, faculty should immediately contact the student to request the student delete the post.

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

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

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

5.5 | Grade Disputes and Grade Corrections

No one other than the faculty member teaching a course may determine course assignment grades and record a course grade for a student, except as described in Section 5.2, above. Students should raise concerns or questions about perceived assignment grade errors directly with faculty promptly after receiving feedback and grades for assignments, but in no event later than six weeks of the date of the original grade report communication.

Grades on individual assignments may be corrected by faculty without approval of the Director of Academic Affairs at any time while the course is in session. Faculty can correct and republish Gradebook entries for assignments at any time during the course without administrative approval as long as corrections occur before the overall course grades are published to the University records.
If students have questions about specific assignment grades or the overall course grade, they should ask the faculty member teaching the class through a private message.

Some students, however, might first contact the Director of Academic Affairs or a Campus College Chair with grade concerns. Although these Academic Affairs staff members will urge students to contact faculty directly, at times the Director of Academic Affairs or Campus College Chair may contact the faculty on a student’s behalf. When that happens, the faculty should share any and all relevant grade information with the Director of Academic Affairs or Campus College Chair in an effort to either confirm the accuracy of the grade or, if necessary, to discuss the process to correct the grade.

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

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

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

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

6.1 | Initial Application

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

Credential Evaluation

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

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

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

Administrative Core Faculty within each campus Academic Affairs department, are responsible for reviewing the qualifications of both faculty applicants and members to ensure that all requirements are met.
Faculty should review their faculty Academic Credentials content (under My Academic Credentials at eCampus) at least once a year and update as circumstances warrant. The Academic Credentials must present a thorough and accurate reflection of the faculty member’s specific qualifications to teach each content area for which the University has an instructional need.

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

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

### 6.2 Faculty Certification

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

Faculty Certification addresses the following topics:

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

After successfully completing faculty certification, clearing a background check, and submitting the University's new hire documentation, including proof of authorization to work in the United States, each faculty candidate continues the selection process by teaching a class under the direction of a faculty mentor who coaches and continues assessing the candidate. The goal of this paid, mentored teaching experience is to help faculty candidates become acclimated to the University of Phoenix teaching and learning model while the University assesses each candidate's instructional abilities in an actual course. Mentors provide feedback at regular intervals before, during, and after the class. They assess the effectiveness of each faculty candidate and make recommendations to campus academic leadership. If the mentor perceives some difficulties and/or areas for improvement, additional training may be recommended which may include teaching an additional mentorship class. A decision will be made about whether to invite the candidate to the faculty following the mentorship by campus academic leadership, including the Director of Academic Affairs. The Director of Academic Affairs' decision is final. Faculty candidates teaching a mentorship class do not have remediation, grievance, appeal rights, and/or privileges.

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

The University's model for mentoring includes four components:

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

The role of the mentor/coach is to:

- Assist in the creation of the faculty candidate's first course syllabus and other course materials.
- Be available to answer questions and provide guidance on processes, policies, and campus procedures.
- Provide feedback on facilitation practices.
- Help the faculty candidate develop skills in evaluating student work.
• Observe one or more hours of at least two workshops of the faculty candidate’s first course for local campus candidates and provide feedback to the faculty candidate and administration.

• Observe all online class activity and provide feedback to the faculty candidate and campus administration for those candidates wishing to teach Online or FlexNet courses.

6.4 | Ongoing Faculty Development

The University is committed to the ongoing professional development of its faculty. This commitment is evidenced by the variety of programs and activities available to develop and enhance faculty effectiveness including funding for faculty research and scholarship. Regular training and development activities are also offered at the local campus 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. The University requires the Department of Academic Affairs to offer the following meetings at each campus:

• Two general faculty meetings per year and at least two activities with a scholarship focus

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

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

• Teaching methodology – Such as grading and evaluation, classroom assessment, or facilitation techniques

• Best practices – Groups of faculty members in the same discipline or courses meet to share effective practice ideas and to review curriculum

• Professional development – Presentation on some aspect of theory or practice in one or more disciplinary areas

• Specialized training by college—such as the Taskstream for Education Faculty — may also be provided to meet program-specific needs.

New faculty development programs are created and offered as new needs are identified. Often, faculty members with expertise in training and a relevant subject area are selected to write and facilitate a development session. Content for the development program may be done locally or with the support of Central Administration Academic Affairs. Faculty can register for workshops on eCampus for online and local campus workshops. Faculty workshop topics and offerings can vary by location.
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 periodic Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty also have an opportunity to provide the University with input about each course’s curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback received from students and faculty.

7.1 Academic Quality Assurance

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

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

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

Campus Directors of Academic Affairs and Campus College Chairs Focus on Academic Quality The Director of Academic Affairs at each campus is responsible for ensuring academic quality by providing academic direction and instructional leadership to the campus and the faculty, managing the academic governance process, and overseeing and directing the day-to-day operations of the Academic Affairs Department. Campus operations oversight within the Director of Academic Affairs’ duties includes: management of the processes of faculty recruitment, faculty assessment, faculty certification, faculty file preparation and submission, faculty scheduling, faculty payroll, and ongoing faculty training and development in accordance with University policies and procedures.
Campus College Chairs are responsible for ensuring academic quality at their campus. They represent the College at the campus level, provide instructional leadership and direction for the faculty, manage the faculty approval process, create Campus College Management Meetings between Lead Faculty/Area Chairs, and facilitate the implementation of the Master Curriculum Agenda of their respective college at the campus level.

### 7.2 Campus Academic Quality Review Processes

#### Classroom Management Tool

The Classroom Management Tool (CMT) serves as the foundation of a multiuse instrument intended to support faculty’s self-assessment efforts as well as the certification and on-going assessment of faculty candidates and faculty members on established performance criteria. These performance criteria are derived from academic research and are core expectations for effective instruction regardless of the course delivery modality. The CMT template is used as the basis for Classroom Performance Reviews as well as for mentorship evaluations.

The Classroom Management Tool identifies and provides fields for assessment comments for multiple elements within three primary components: 1) faculty engagement, 2) feedback, and 3) general operational requirements which are part of faculty’s role when teaching a course. All elements in the Classroom Management Tool reflect faculty requirements addressed in the Faculty Handbook.

Required faculty engagement elements are organized in four categories: 1) course alignment, 2) practitioner knowledge, 3) critical thinking, and 4) active instructional practices. This section of the CMT also includes an area for recognition of behaviors which are above and beyond requirements and which are collectively called enrichment practices. The enrichment practices are organized in the following four categories: 1) multiple teaching techniques, 2) varied learning resources, 3) relevance, and 4) course continuity.

Required aspects of faculty’s feedback are organized in four categories: 1) timeliness, 2) affirmative comments, 3) corrective comments, and 4) comments on content, organization, and mechanics. This section of the CMT also includes an area for recognition of behaviors which are above and beyond requirements and which are collectively called enrichment practices. The enrichment practices are organized in the following four categories: 1) early feedback, 2) rubrics/embedded comments, 3) additional materials or resources, and 4) student-directed learning.

See the explanations, indicator outlines, and list of references for these required and enrichment elements in the CMT document on eCampus.

#### Classroom Performance Reviews

At a minimum, a periodic Classroom Performance Review is completed for each active faculty member once every two years. The review represents one method of faculty evaluation based on a course observation. Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement relevant to the faculty member’s facilitation skills, assessment and feedback practices, coverage of course objectives, and overall class management.
In addition to the periodic formal quality reviews of group study classes, at least 10 percent of directed study courses at each campus are reviewed annually for quality purposes. Performance Reviews for College of Education Faculty Supervisors will occur at least once every two years or when the Faculty Supervisor has worked with 25 students (since the last review), whichever comes first.

**Additional Academic Reviews**

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

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

### 7.3 Student and Faculty End of Course Surveys

**Student End-of-Course Surveys**

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

**Faculty End-of-Course Surveys**

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

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

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

8.1 Active Faculty Status

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

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

Faculty members acknowledge that despite active status with the University, the University is under no obligation to offer any faculty member any additional courses. Faculty members have no expectation that any future courses will be offered as scheduling is at the discretion of the University based on the instructional needs of the University.

8.2 Faculty Performance Coaching and Disciplinary Actions

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

In instances where concerns regarding a faculty member are brought to the attention of the University, each allegation is thoroughly investigated. Faculty should check e-mail regularly and respond to any request for a response from University staff or Administrative or Lead Faculty. If the concern is substantiated, the faculty member is notified and coached as appropriate. Faculty will be provided with information and resources pertaining to the areas concerned. The University will work with the faculty member using a faculty coaching process to ensure all contractual obligations are met and to bring the faculty member’s facilitation to University standards.
In some situations, future class scheduling may be put on hold until a faculty member successfully completes a specific faculty workshop or a new faculty certification session. In extreme circumstances, such as (but not limited to) repeated failure to fulfill Instructional Requirements after clear notice of the need for improvement, the Director of Academic Affairs or his or her designee will notify a faculty member that he or she will no longer be offered University teaching contracts. See subsection 8.5 below for additional information about the notification and appeal processes.

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

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

Faculty who serve as administrative staff, managers, or directors at any of the University campuses or in Central Administration are, in addition to their facilitator duties, bound by the provisions of the Apollo Education Group, Inc. Employee Handbook. See subsection 3.5 in this Faculty Handbook for additional information.

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

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

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

Faculty members who are also full-time employees of Apollo Education 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.
8.4 Procedures for Alleged Violations of the Faculty Code of Conduct

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

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

   a. Alleged Violation:

      i. An alleged violation of the Faculty Code of Conduct that relates to sex or gender discrimination/harassment/violence shall be forwarded to the university’s Title IX Coordinator, Camie Pratt, Associate Vice President, Office of Dispute Management, 4025 S. Riverpoint Parkway, Mail Stop: CF-SX01, Phoenix, AZ 85040, 602.557.3391, Title IX@phoenix.edu

      ii. All alleged violations of the Faculty Code of Conduct shall be subject to a fair and impartial process in determining whether or not a violation has occurred.

      iii. An alleged violation of the Faculty Code of Conduct may result in a warning or it may be subject to review by a committee as described below.

      iv. Third parties who observed the behavior should be identified as potential witnesses, as appropriate. No guarantees that the information will remain confidential can be made because the nature of the complaint must be shared in order to conduct a thorough investigation.

   b. Investigation:

      i. All allegations involving sex or gender discrimination/harassment/violence will be turned over to the Title IX Coordinator (or designee). The faculty member will be asked to provide his or her perspective about the events and situation forming the basis of the complaint.

      ii. Following the preliminary investigation, the Title IX Coordinator (or designee) will review the investigation findings and make a decision either to dismiss the complaint or to continue with the charging process, depending upon whether or not the findings show by a preponderance of the evidence that a violation has occurred, or if a warning is sufficient.
iii. In conjunction with the decision to charge the faculty member, the faculty member may be removed from his or her current course. If a faculty member is removed from a course, he or she will be entitled to compensation for the portion of the course completed. (Note: If the charge is found to be without merit, the faculty member is entitled to compensation for the unpaid balance amount, if any, for the course from which he or she was removed).

iv. The investigation of any allegations will be complete within sixty (60) days after the Title IX Coordinator’s receipt of the allegations. Should additional time be required, the Title IX Coordinator will notify both the complainant and the accused faculty member of the revised timeline for resolution.

c. Notification:

i. If the decision is made to charge the faculty member, the Title IX Coordinator (or designee) will notify the faculty member of the allegation(s) in a Charging Letter.

ii. The faculty member must respond in writing, within ten business days of receipt of the Charging Letter. If the faculty member does not respond to the Charging Letter within the ten business days, he or she gives up the right to address the Committee or provide evidence for the Committee’s review.

iii. If the faculty member desires to address the committee via teleconference, the faculty member must include that request in his or her written reply to the Charging Letter. If the faculty member does not respond to the Charging Letter within the ten business days, he or she gives up the right to address the Committee or provide evidence for the Committee’s review.

iv. The complainant(s) shall be notified of the conduct procedures and notified of when and if a Charge Letter is sent to the faculty. The complainant(s) will be afforded the opportunity to speak at the Title IX Committee meeting.

d. Title IX Committee Process:

i. A Title IX Committee will be convened to review the information gathered and render a recommendation to the Title IX Coordinator (or designee).

1. If the faculty member specifically requested to address the committee in the written response to the Charging Letter, he or she will have up to ten minutes to address the committee via teleconference.

2. If the complainant(s) requests to address the committee they will have up to ten minutes each to address the committee via teleconference.
ii. The Title IX Committee composition shall be three impartial individuals who have no prior involvement with the parties or the investigation: a director (or designee) and two faculty members, one of which cannot be a full time university employee.

iii. The Title IX Committee shall use the preponderance of the evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Title IX Coordinator (or designee) about whether a violation occurred and what sanction, if any, is warranted.

iv. The complainant or faculty are not entitled to representation by an attorney or any other third party at any point in the process. However, opposing parties are each entitled to have a third party present during the committee process. (Note: The third party cannot be an attorney).

v. Tape, digital, or other electronic recording of the committee meeting is not permitted.

e. Decision:

i. The Title IX Coordinator (or designee) will make the final determination under the preponderance of evidence standard as to whether there has been a violation of the Faculty Code of Conduct and will determine what sanction, if any, is appropriate.

ii. The Title IX Coordinator (or designee) will notify the faculty member of his or her decision, in writing, within ten business days of the conclusion of the committee’s deliberations.

iii. The complainant(s) party will be notified in writing as to whether or not a violation was found and what sanctions (if any) are imposed, within ten business days of the conclusion of the committee’s deliberations.

iv. The decision of the Committee is subject to appeal by the complainant(s) and accused. See Section 8.5 for Appeal Policy and Procedure.

f. Sanctions:

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

1. The faculty member is counseled regarding the relevant standards and provisions of the Faculty Code of Conduct and is directed to refrain from such behavior in the future.
2. A written warning is issued to the faculty member as notification that any future violation of the Faculty Code of Conduct may result in the rescission of faculty status.

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

4. The faculty member’s teaching privileges are rescinded.

2. Faculty Code of Conduct Process: For all allegations not covered under Title IX.

   a. Alleged Violation:

      i. An alleged violation of the Faculty Code of Conduct, unless related to sex or gender discrimination/harassment/violence, shall be forwarded to the Campus Director of Academic Affairs (or designee).

      ii. All alleged violations of the Faculty Code of Conduct shall be subject to a fair and impartial process in determining whether or not a violation has occurred.

      iii. An alleged violation of the Faculty Code of Conduct may result in a warning or it may be subject to review by a committee as described below.

      iv. The complaining party must put his or her complaint in writing. Third parties who observed the behavior should be identified as potential witnesses, as appropriate. No guarantees that the information will remain confidential can be made because the nature of the complaint must be shared in order to conduct a thorough investigation.

   b. Investigation:

      i. Alleged violations of the Faculty Code of Conduct shall be investigated in a prompt, thorough, and impartial manner by the Director of Academic Affairs (or designee). The faculty member will be asked to provide his or her perspective about the events and situation forming the basis of the complaint.

      ii. Following the preliminary investigation, the Director of Academic Affairs (or designee) will review the investigation findings and make a decision either to dismiss the complaint or to continue with the charging process, depending upon whether or not the findings provide sufficient indication that a violation has occurred, or if a warning is sufficient.
iii. In conjunction with the decision to charge the faculty member, the faculty member may be removed from his or her current course. If a faculty member is removed from a course, he or she will be entitled to compensation for the portion of the course completed. (Note: If the charge is found to be without merit, the faculty member is entitled to compensation for the unpaid balance amount, if any, for the course from which he or she was removed).

c. Notification:

   i. If the decision is made to charge the faculty member, the Director of Academic Affairs (or designee) will notify the faculty member of the allegation(s) in a Charging Letter.

   ii. The faculty member must respond in writing, within ten business days of receipt of the Charging Letter. If the faculty member does not respond to the Charging Letter within the ten business days, he or she gives up the right to address the Committee or provide evidence for the Committee’s review.

   iii. If the faculty member desires to address the Campus Committee via teleconference, the faculty member must include that request in his or her written reply to the Charging Letter.

d. Committee Process:

   i. A Campus Committee will be convened to review the information gathered and render a recommendation to the Director of Academic Affairs (or designee).

   ii. If the faculty member specifically requested to address the Committee in the written response to the Charging Letter, he or she will have up to ten minutes to address the Committee via teleconference.

   iii. The Campus Committee will consist of three impartial individuals: a full-time campus administrator and two faculty members, one of which must not be a full-time employee.

   iv. The Campus Committee shall use the preponderance of the evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Director of Academic Affairs (or designee) about whether a violation occurred and what sanction, if any, is warranted.

   v. Faculty are not entitled to representation by an attorney or any other third party at any point in the process.

   vi. Tape, digital, or other electronic recording of the committee meeting is not permitted.
e. Decision:

i. The Director of Academic Affairs (or designee) will make the final determination about whether there has been a violation of the Faculty Code of Conduct and what sanction, if any, is appropriate.

ii. The Director of Academic Affairs or (or designee) will notify the faculty member of his or her decision, in writing, within ten business days of the conclusion of the Campus Committee’s deliberations.

f. Sanctions:

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

1. The faculty member is counseled regarding the relevant standards and provisions of the Faculty Code of Conduct and is directed to refrain from such behavior in the future.

2. A written warning is issued to the faculty member as notification that any future violation of the Faculty Code of Conduct may result in the rescission of faculty status.

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

4. The faculty member’s teaching privileges are rescinded.

Note: Depending on the nature and/or severity of the violation, teaching privileges may be immediately rescinded at all University of Phoenix campus locations. Additionally, faculty who serve as administrative staff, managers, or directors at any of the University campuses or in Central Administration are, in addition to their facilitator duties, bound by the provisions of the Apollo Education Group, Inc. Employee Handbook. See subsections 3.5 and 8.3 in this Faculty Handbook for additional information.

8.5 | Faculty Appeal Policy and Procedure

1. In those instances where a faculty member has been found to be in violation of University policy and has not been charged under the Faculty Code of Conduct—or believes 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, whose decision may be appealed to the Central Administration Appeals Committee within 10 days of receipt of the decision.
2. In Title IX Cases (cases involving sex or gender discrimination/ harassment/violence) the faculty member and the complainant(s) may appeal the decision to the Central Administration Appeals Committee (CAAC) in the University’s Office of Dispute Management. The Office of Dispute Management will provide the faculty member with written notification of the Committee's decision.

3. In those instances where a faculty member has been found to be in violation of the Faculty Code of Conduct and the case does not involve sex or gender discrimination/harassment/violence, he or she may appeal the decision to the Central Administration Appeals Committee in the University’s Office of Dispute Management within ten business days of being informed of the decision.

   a. Upon receipt of an appeal, the Central Administration Appeals Committee will review all documentation relating to the matter submitted by the faculty member and the campus.

   b. The Office of Dispute Management will inform the faculty of the Central Administration Appeals Committee’s decision in writing within twenty business days of thereceipt of the faculty member’s appeal; however, if the Central Administration Appeals Committee determines that additional investigation is required before a decision can be made on the merits of the case, the Committee may remand the case to the campus for further review.

4. The composition of the Central Administration Appeals Committee shall include the following three members: a University of Phoenix College Dean, a Regional Director of Academic Affairs, and the Senior VP of the Office of Academic Operations, or their respective designees.

5. The facilitator of Central Administration Appeals Committee will notify the faculty member of its decision in writing within ten business days of convening to review the faculty member’s appeal. If the allegations include violations of Title IX, the complainant will also receive written notification of the appeal decision letter.

6. The decision of the Central Administration Appeals Committee shall be final with no further right of appeal.
Faculty Scheduling, Compensation, and Benefits

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

9.1 Faculty Scheduling And Teaching Assignments

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

• The faculty member must acknowledge receipt of the Faculty Handbook on eCampus prior to receiving course assignments.

• Emergency scheduling changes must be confirmed with the Academic Affairs staff.

• Faculty are scheduled for courses on an as-needed basis and will be compensated only for work performed in association with teaching an assigned course (no subcontracting services are permitted). No guarantee is made to faculty members that courses will continue to be scheduled or that all courses scheduled will take place.

Course Cancellation
The University may, at its discretion, cancel any course prior to the start date of the course. If a course is canceled prior to the start date, the University is under no obligation to pay the faculty member any compensation for the course as set forth in section 9.2 below. If a course is canceled after it starts, the faculty member will be entitled to pro rata compensation for any weeks/workshops taught as set forth in section 9.2 below.

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 or Online. 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. Variation in compensation may occur across campuses. Local campus personnel will provide more specific information about faculty compensation; the Director of Academic Affairs or Campus College Chair is usually the designated contact at the campus for questions regarding compensation.

The University advances a portion of a faculty member’s total compensation after posting attendance for the first week/workshop of classroom instruction after the start date of an assigned course in accordance with applicable wage and hour laws for most courses. At least some of this portion will necessarily constitute unearned, advanced compensation or wages. The final amount of compensation will be paid to the faculty member after the end date of the course. Final grades for the course must be posted. Because the University advances unearned wages, if a course in which the faculty member has attended is canceled after the start date or if the faculty member does not teach the entire course and post final grades, the faculty member will be entitled to a pro rata share of the compensation. The pro rata share is based upon the number of weeks/workshops that have elapsed between the start date of the course, and the week/workshop in which the faculty member last attended. The total compensation stated for a course encompasses all work performed related to fulfilling all teaching responsibilities for the course including prep work, teaching and interacting with students, and submitting final grades. Faculty members acknowledge that they will complete all work associated with the course including the submission of all final grades.

By acknowledging the Faculty Handbook, and except as prohibited by law, faculty members expressly agree to repay any unearned compensation paid in advance and further agree that the University may deduct and withhold from the faculty member future earnings with the University any unearned advanced amounts owed to the University in accordance with applicable wage and hour laws. Any withholding from future compensation and/or wages shall not exceed the amount owed to the University for unearned, advanced compensation. Furthermore, faculty members agree that any deduction(s) may be made against any future course compensation with the University. Subject to applicable wage and hour laws, deductions will be withheld from faculty member’s subsequent compensation paid by the University to faculty until paid in full. Additionally, if a faculty member’s employment is terminated, the faculty member hereby agrees that the University may, pursuant to this paragraph and this Faculty Handbook, deduct any amounts owed to the University from faculty member’s final paycheck.

All Associate Faculty members acknowledge that they are part-time employees of the University, and all compensation shall be treated by the University as wages with all required employment and income taxes withheld and reported to the Internal Revenue Service.

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

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

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

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

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

Apollo Education 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 Education Group, Inc. Board of Directors)

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

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

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

9.4.2 | Employee Stock Purchase Plan for Faculty Members

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

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

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

For further information on the Employee Stock Purchase Plan or questions regarding eligibility, call the Human Resources Benefits Department at 480-557-1090.
9.4.3 | Education Tuition Program – General Program Information

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

Program Participation Guidelines – Eligible Faculty
These guidelines are subject to change at any time. Participants should carefully review the program’s terms before registering for a class.

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

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

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

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

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

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

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

1. The faculty/student has a responsibility to uphold the reputation of the University as demonstrated by his or her behavior. One of the University expectations is to “maintain a professional, competent demeanor with individuals outside the Company.” All faculty members have recurring opportunities to demonstrate to students that they are professional in their educational activities.
2. Before enrolling for themselves or an eligible participant in a course in which the Faculty Tuition Discount will be sought, faculty must complete and submit the Request for Tuition/Waiver Discount form to the Director of Academic Affairs for the faculty member’s home campus. The form is located on eCampus.

3. Faculty and others eligible to benefit from the faculty’s Education Tuition Program must disclose the tuition benefit on the appropriate institutional forms prior to applying for federal financial aid.

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

5. Participation in the Education Tuition Program is a privilege of employment with Apollo Education Group, Inc. and the participants are fully responsible for all financial obligations incurred in conjunction with their education experience.

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

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

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

A long-term incentive award may be available annually through the Faculty Incentive Program (the "Program"). Such awards are at the discretion of the University and Apollo Education Group, Inc. The Program is intended to recognize the significant contribution made by the University's most senior faculty members. This Program allows qualifying individuals the opportunity to receive an incentive award based on meeting certain criteria during the calendar year. Specific information about the Program is or will be available on eCampus once the Program is approved for the current year.

- 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 by the University and Apollo Education Group, Inc. at their sole discretion. Any such requirements will be set forth on eCampus.

- Lead Faculty under contract may become eligible after satisfying a length of service requirement as well as the requirements of the contract within the current calendar year and teaching a minimum number of courses in the calendar year. Additional requirements may be established by the University and Apollo Education Group, Inc. at their sole discretion. Any such requirements will be set forth on eCampus.

The Program is subject to review by University of Phoenix and/or Apollo Education Group, Inc. The Program can be changed, modified, or eliminated at any time without notice. The terms and conditions applicable to awards under the Program will be set forth in an Award Agreement that must be acknowledged by the faculty member as a condition for payment of the award.

Faculty members should refer to the University's eCampus site for additional information about how to participate in the Program if available for the current year.
References


Burns, T. J. (2012). Does the instructor’s experience as a practitioner affect the purpose and content of the undergraduate systems analysis and design course? Information Systems Education Journal, 10(1), 37-46. Retrieved from Association of Information Technology Professionals.


References


References


References


Appendix A

Apollo Education Group 2012 Employee Handbook: Selected Policies

- A.1 Equal Employment Opportunity Policy Statement
- A.2 Qualified Individual with a Disability and Qualified Veteran’s Status
- A.3 Workers’ Compensation
- A.4 Breastfeeding Support Policy
- A.5 Code of Business Ethics
A.1 | Equal Employment Opportunity Policy Statement

EEO Policy Statement
Apollo Group, Inc. and its subsidiary companies (‘Apollo’) are committed to compliance with the spirit and the letter of all applicable local, state, and federal laws prohibiting discrimination in employment. Our organizational core values support our commitment to being Equal Employment Opportunity and Affirmative Action employers. Fundamental to those values is our obligation to honor the diversity of our workforce and ensure all employees are treated with respect and dignity. Our goal is to create a climate of innovation, opportunity, and success which benefits from the cultural, professional, and personal diversity of our employees as well as enhancing the communities we serve.

All employment decisions, including recruiting, hiring, placement, training, promotion, compensation, and performance evaluation are made without regard to race, color, gender, age, religion, disability or perceived disability, veteran status, genetic information, sexual orientation, gender identity, ethnicity, national origin or any other category protected by law.

We firmly believe that individuals have the right to be treated fairly and actively promote good internal and external business relationships. We understand that our success is directly linked to the diverse backgrounds, skills and experiences of our employees. By working together, we can ensure an atmosphere that fosters equal and positive treatment for everyone in our workplace, making workforce diversity and equal opportunity two of our greatest strengths.

Any individual who feels that (s)he is not being treated in accordance with the statements described in this policy is urged to bring the matter to the attention of his or her immediate manager (or higher if circumstances warrant), the Human Resources Business Partner assigned to the employee's business unit, or a VP of Human Resources.

Questions regarding this policy or requests to review elements of our Affirmative Action Plan may be directed to the Human Resources Service Center at 602-557-MYHR (6947) or 1-877-MYHR-LIVE (694-7548) between the hours of 7:00 a.m. – 5:00 p.m. (AZ time) Monday through Friday.

Dated: July 2013
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A.2 | Qualified Individual with a Disability and Qualified Veteran’s Status

Notice to Post-Offer Applicants and Employees Regarding Qualified Individual with a Disability and Qualified Veteran Status

Apollo Group, Inc. and its subsidiary companies (‘Apollo’) are federal contractors and, as such, are subject to the Rehabilitation Act of 1973, as amended, and the Vietnam Era Veterans Readjustment Assistance Act (VEVRAA) of 1974, as amended. These Acts require contractors to take affirmative action to employ and advance in employment qualified individuals with disabilities and qualified covered veterans, and to maintain a written affirmative action program specifically applicable to members of these groups. Apollo is also subject to the Americans with Disabilities Act (ADA). Consistent with the ADA, Apollo makes reasonable accommodations to the known physical or mental limitations of otherwise qualified individuals with disabilities, to the extent that such accommodations do not impose an undue hardship on the conduct of its business.

It is our policy to provide equal employment opportunities to all qualified applicants and employees. We take affirmative action to ensure no individual is discriminated against because of their race, color, gender, age, religion, disability or perceived disability, veteran status, genetic information, sexual orientation, gender identity, ethnicity, national origin or any other legally protected status.

We are committed to affirmative action planning and reasonably accommodate qualified individuals with a disability and covered veterans. If you receive an offer of employment from Apollo and would like to benefit under the affirmative action plan, we invite you to voluntarily self-identify to the Human Resources Department. The information you provide will be kept confidential and will be used only in accordance with federal regulations. Refusal to provide such information will not subject you to adverse treatment.

Apollo is committed to our Equal Employment Opportunity Policy and as part of the Affirmative Action Plan will:

- recruit, hire, upgrade, train and promote in all job classifications without regard to disability or perceived disability or covered veteran status;
- base employment decisions on the principles of equal employment opportunity and with the intent to further Apollo’s commitment;
- ensure that all employment actions (e.g., compensation, benefits, training, promotions, transfers) shall be administered without regard to disability or perceived disability or covered veteran status;
- take affirmative action to ensure that qualified individuals with a disability and qualified protected veterans are introduced into the workforce and that these employees are encouraged to aspire for advancement and are considered as promotional opportunities occur;
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- ensure that qualified applicants and employees are not subjected to intimidation and/or harassment, threats, coercion, or discrimination because they have filed a complaint, assisted or participated in an investigation or any other activity or opposed any act or practice made unlawful by VEVRAA, as amended, 38 USC Section 4212, and Section 503 of the Rehabilitation Act of 1973, as amended, 29 USC Section 793.

Any individual who feels that (s)he is not being treated according to the statements described above is urged to bring the matter to the attention of his or her immediate manager (or higher level if circumstances warrant), the Human Resources Business partner assigned to the employee's business unit, or a VP Human Resources.

Questions regarding this policy or requests to review elements of our Affirmative Action Plan may be directed to the Human Resources Service Center at 602-557-MYHR (6947) or 1-877-MYHRLIVE (694-7548) between the hours of 7:00 a.m. – 6:00 p.m. (AZ time) Monday through Friday.

Dated: July 2013
A.3 | Workers’ Compensation

Source: Employee Handbook

Title: Workers’ Compensation

Policy Number: EH 516

Policy Owner: Human Resources

Supersedes: Employee Handbook V19.2

Effective Date: July 1, 2011

Version Number: Employee Handbook V20

1.0 Overview
On the job injuries involving a possible Workers’ Compensation claim must be reported as soon as practicable following the incident.

2.0 Scope
All Employees

3.0 Policy
In the event an employee is injured while "on the job" involving a possible Workers’ Compensation claim, the employee shall notify his or her supervisor immediately following the accident. The supervisor of the injured employee must complete an Online Incident Report which can be accessed from the "Quick Links" on the HR website. The Online Incident Report serves as notification to Human Resources of the work-related injury.

Employees who have work-related injuries may be eligible for Family Medical Leave (FML) under the Family Medical Leave Act of 1993 (FMLA), which will run concurrently with Workers’ Compensation Leave.

If an employee is eligible for FML while on Workers’ Compensation Leave:

• He or she may elect to use sick and/or vacation hours to supplement his or her Workers’ Compensation benefits up to 100 percent of regular salary;

• Benefits will continue while the employee is on FML;

• Workers’ Compensation Leave will run concurrently with FML Leave.

If the injury requires leave time and the employee is not eligible for FML, he or she will be placed on a Workers’ Compensation leave. While on Workers’ Compensation leave the employee may elect to use sick and vacation hours to supplement Workers’ Compensation benefits up to 100 percent of regular salary.
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During a Workers’ Compensation leave, employees will be directly billed for their group benefits. If the employee is on paid leave, s/he will pay the current active rate for group benefits, if the employee is on unpaid leave, s/he will pay 100 percent of the cost for group benefits. Employees can make direct debit payment arrangements through Your Benefits Resources. Employees should call the Apollo Benefits Center at 1-877-694-7548, option 2 with any questions regarding continuation of benefits, cost of benefits, or payments.

4.0 Monitoring and Enforcement

5.0 Citations

6.0 Related Policies
EH 514 – Family and Medical Leave of Absence (FMLA)

7.0 Definitions

8.0 Handbook Revision History
Employee Handbook V19, 08/2010
Appendix A

A.4 Breastfeeding Support Policy

Source: Employee Handbook

Title: Breastfeeding Support Policy

Policy Owner: Human Resources

Effective Date: July 1, 2011

Policy Number: EH 533

Supersedes: Employee Handbook V19.2

Version Number: Employee Handbook V20

1.0 Overview
In recognition of the well-documented health advantages of breastfeeding for infants and mothers, the Company is committed to providing a supportive environment to enable breastfeeding employees to express their milk during work hours.

2.0 Scope
All Employees

3.0 Policy
Employees who wish to express milk during the work period must keep supervisors informed of their needs so that appropriate accommodations can be made to satisfy the needs of both the employee and the Company.

In general, breastfeeding employees who choose to continue providing their milk for their infants after returning to work shall receive the following:

- Milk Expression Breaks - Breastfeeding employees are allowed to breastfeed or express milk during work hours using their normal breaks, meal times or additional breaks as approved by their supervisors or Human Resources.

- A Place to Express Milk - A private room (not a toilet stall or restroom) shall be available for employees to breastfeed or express milk. The room will be private and sanitary, located near a sink with running water for washing hands and rinsing out breast pump parts, and have an electrical outlet. If employees prefer, they may also breastfeed or express milk in their own private offices, or in other comfortable locations agreed upon in consultation with the employee's supervisor. Expressed milk can be stored in private coolers or in general Company refrigerators (if clearly marked).

- Staff Support - Supervisors are responsible for working with pregnant and breastfeeding employees to help facilitate breastfeeding and compliance with this policy. It is expected that all employees will assist in providing a positive atmosphere of support for breastfeeding employees.
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4.0 Monitoring and Enforcement

5.0 Citations

6.0 Related Policies

7.0 Definitions

8.0 Handbook Revision History
Employee Handbook V19, 08/2010
1.0 Overview
Apollo Group, Inc. has established a Code of Business Ethics (the "Code") that has been adopted by its Board of Directors and applies to Apollo Group, Inc. and its subsidiaries worldwide.

The Code describes the standards and behaviors that govern the Company's business dealings and interactions with others.

2.0 Scope
All Employees

3.0 Policy
Apollo's Code of Business Ethics (the "Code") is intended to express our core values and describes the expectations we have and the standards we set for ourselves. The Code guides our decision-making processes and shapes our approach to our work.

The Code empowers us to promote and demonstrate the values we believe in. The Code defines our obligations-what we must do-as well as our aspirations-doing the right thing. It also describes the standards and behaviors that govern our business dealings and interactions with others.

As such, the Code describes our character as a Company and as employees of Apollo. The Code represents the commitment to ethical leadership of Apollo, our leaders and each of our employees. We are all, Apollo leadership and employees alike, dedicated to the Code and its principles. While the Code does not address all situations that may arise, it serves as a resource and a guide when seeking help.

Seeking Assistance
The Company's culture is one that encourages communication and open discussion between individuals, departments and management. We strive to create a workplace where it is comfortable to bring forward issues and concerns.

It is critical that employees communicate issues and concerns promptly to ensure issues are thoroughly reviewed and addressed. Often times your manager is the most appropriate person to help you. Another valuable resource is the Ombuds Office (OO). You will find information about the OO in this Employee Handbook and on the Company's intranet site. Other departments that can assist you with your questions include the Human Resources Department or the Apollo Ethics and Compliance Department.
Reporting Violations
The Code provides information on resources that will assist you. If you believe there has been a violation of the Code, Company policy, a law or regulation, or have witnessed an illegal or unethical act, employees have a responsibility to report this promptly.

These issues may be reported via the following processes:

- Contact your manager or a member of your leadership team.

- Contact Human Resources.

- Contact the Apollo Ethics Helpline. The Helpline is available seven days a week on a 24-hour basis at 1-888-310-9569 (you may remain anonymous) or via the Company intranet at www.apollohelpline.com. Additional information about our Helpline is available on the Apollo Ethics and Compliance department’s (AEC) intranet site.

- Contact the Chief Ethics and Compliance Officer

Concerns submitted via the Internet, intranet or via email are not encrypted and should not be considered secure or fully confidential.

Concerns regarding auditing, internal control or accounting irregularities must be reported directly to the Chief Ethics and Compliance Officer or the Helpline.

Failure to report a violation is itself a violation of the Code. Nothing in the Code is intended to discourage reporting any illegal activity to the appropriate regulatory or legal authority.

The Company will maintain the confidentiality and protect the identity of any complainant to the extent reasonably possible.

Employees cannot be discharged, demoted, suspended, threatened, harassed or in any other manner discriminated or retaliated against for reporting a violation. Likewise, employees cannot discharge, demote, suspend, threaten, harass or in any other manner discriminate or retaliate against those who report a violation. If employees knowingly submit a false report of a violation, they will be subject to disciplinary action.

Employees are expected to fully cooperate with investigations, audits and reviews and provide timely, accurate and complete information.

The Code may be found in its entirety in the Apollo Policy Library.

Please contact the Apollo Ethics and Compliance department if you require assistance in accessing the Code or have additional questions regarding its use or applicability at: 1-602-557-1882.
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4.0 Monitoring and Enforcement
If Apollo receives information regarding an alleged violation of the Code, we will take prompt action to evaluate the information and determine whether it is necessary to conduct an informal inquiry or a formal investigation and, if so, initiate an inquiry or investigation. Violations of the Code may result in disciplinary action up to and including termination as well as referral to law enforcement as appropriate.

5.0 Citations

6.0 Related Policies

7.0 Definitions

8.0 Handbook Revision History
Employee Handbook V19, 08/2010