Faculty Handbook 2007

University of Phoenix℠
Thinking ahead.

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WELCOME TO UNIVERSITY OF PHOENIX

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

To meet the ever-increasing demands for knowledge, University of Phoenix has expanded our mission and purposes to include students of all ages and academic preparation. Axia College of University of Phoenix offers associate degrees in a variety of areas. We continue to grow our offerings at the baccalaureate level with a new communication degree and expanded information technology degree programs, as well as a new psychology program at both the undergraduate and graduate levels. Students seeking doctoral degrees enroll in the School of Advanced Studies where the combination of online coursework and an annual in-residence session allows them to complete their studies in a time-efficient manner. The University has grown and matured into a comprehensive university that serves more than 200,000 students at every stage of their academic lives.

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

Many thanks for your extraordinary efforts on the students' behalf.

Sincerely,

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

OVERVIEW OF UNIVERSITY OF PHOENIX

STATEMENT OF MISSION AND PURPOSES

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

MISSION AND PURPOSES

MISSION

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

PURPOSES

- To facilitate cognitive and affective student learning—knowledge, skills, and values—and to promote use of that knowledge in the student's work place.

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

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

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

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

- To assess student learning and use assessment data to improve the teaching and learning system, curriculum, instruction, learning resources, counseling and student services.

- To be organized as a for-profit institution in order to foster a spirit of innovation that focuses on providing academic quality, service, excellence, and convenience to the working adult.

- To generate the financial resources necessary to support the University's mission.

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 goals apply to each student in every program at all degree levels and are incorporated into curricula, instruction, and assessment approaches.

LEARNING GOALS

PROFESSIONAL COMPETENCE AND VALUES

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

CRITICAL THINKING AND PROBLEM SOLVING

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

COMMUNICATION

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

INFORMATION UTILIZATION

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

COLLABORATION

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

THE UNIVERSITY'S TEACHING AND LEARNING MODEL

University of Phoenix was founded in 1976 as an open-enrollment institution and as such, serves students in ways appropriate to their situations. Over the years, the University's institutional and academic maturity has led to its evolution from a degree-completion institution to a comprehensive university, incorporating a range of teaching and learning models. The faculty's focus is on teaching and serving students as interactive learning coaches. University of Phoenix has long been concerned about student success and has developed a variety of curricular and academic support strategies and tools toward that end.

ESSENTIAL FEATURES OF THE MODEL

ACTIVE LEARNING

The model is based first on the assumption that the learner's active involvement in the learning process is essential to good practice. Instructors are expected to serve not only as teachers but also as facilitators of learning who manage the learning process by engaging learners in a variety of activities (lectures being but one) that lead students to an understanding of course content and the 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 "horizontal" dimension to the learning exchange as adult students teach and learn from one another.

EMPHASIS ON APPLICATION AND RELEVANCE

There is wide agreement in the literature that the best learning occurs when bridges are built between new knowledge and the learner's experience—it makes learning relevant to the learners. University of Phoenix students often say that they are able to apply at work the next day what they learned in class the night before.

PROGRAM OFFERINGS AND MODALITIES

University of Phoenix is a non-term institution. New classes and student cohorts can and do begin at any time throughout the calendar year.

DEGREE PROGRAMS

ASSOCIATE DEGREE PROGRAMS

Associate degree programs are administered through Axia College, one of the colleges of University of Phoenix. Specializations include:

- Accounting
- Business
- Criminal Justice
- General Studies
- Health Administration
- Information Technology
    - Visual Communication
    - Information Technology-Networking
- Paraprofessional Education

AXIA COLLEGE PROGRAM FORMAT

Axia College offers degree programs for students of various ages who have earned fewer than 24 college credits. To meet the needs of the new collegian, Axia College has adopted the following as part of the learning model:

1. Content-driven curriculum and classroom
2. Instruction-based teaching model
3. Standardized curriculum
4. High student-to-instructor contact opportunities as part of online class work, as well as individually during faculty's office hours.

ADDITIONAL UNIQUE ATTRIBUTES OF AXIA COLLEGE COURSES INCLUDE THE FOLLOWING:

- Each Axia College course spans nine calendar weeks.

- Faculty hold office hours from 4 p.m. to 8 p.m. Monday through Thursday and from 5 p.m. to 9 p.m. on Sunday evenings. Faculty must be available to students online or by telephone.

- Students enroll in two complementary courses at a time.

- Courses are written so assignments are balanced between the two courses. While students are reading and discussing course materials one week in one course, they are preparing assignments for their other course.

- All Axia College assignments are individual assignments. Students participate and collaborate in group classroom activities. Official learning teams are not a part of the Axia College learning model.

BACHELOR'S AND MASTER'S DEGREE PROGRAMS

Undergraduate courses generally meet for five weeks; graduate courses run for 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, they would end one course on Wednesday and then begin the next course the following Wednesday. Students enrolled in the Online Campus have the option of starting a new class the day after a class ends or taking a week's break between the end of one course and the start of another.

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

It is the responsibility of the faculty member to monitor the learning team activities, products, and processes. At the local campuses, this is accomplished through weekly learning team logs. In the Online classrooms, faculty track team progress in the learning team newsgroups. Learning team forms and additional information can be found in the electronic Learning Team Toolkit on the Student and Faculty Web (http://ecampus.phoenix.edu).

UNIVERSITY OF PHOENIX OFFERS BACHELOR'S AND MASTER'S DEGREE PROGRAMS IN:

- Business
- Management
- Nursing and Health Care
- Social and Behavioral Sciences
- Education
- Information Technology

DOCTORAL PROGRAMS

The University also offers six doctoral programs, all of which are delivered through a combination of online coursework and an annual in-residence session. An intensive calendar allows students to achieve their educational goals in a more time-efficient manner.

DOCTORAL PROGRAM OFFERINGS INCLUDE:

- Management
- Business Administration
- Health Administration
- Education
- Organizational Leadership
    - Information Systems
    - Technology

The University's doctoral programs are administered through the School of Advanced Studies and supported by the Online Campus.

Note: Not all programs are available at all campuses or in all learning modalities.

THE UNIVERSITY'S FACULTY MODEL
A CADRE OF CORE AND ASSOCIATE FACULTY MEMBERS

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

Faculty candidates, both Core and Associate, must successfully complete rigorous screening, assessment, training, and mentoring processes. Faculty members are required to meet the prescribed levels of academic preparation and graduate level course work for all courses for which they seek approval. For many courses, professional experience is also required.
The Core Faculty consists of Administrative and Lead Faculty.

ADMINISTRATIVE FACULTY MEMBERS:

- Spend the majority of their time in teaching or instruction-related activities and represent their college at the campus level.

- Provide instructional leadership, oversee academic quality assurance, and provide guidance and support for the faculty.

- Are involved in faculty selection, certification, faculty development workshops, and curricular oversight.

LEAD FACULTY MEMBERS:

- Function as Area Chairs, Faculty Curriculum Chairs, and others whose roles are instructional and instructional quality-related.

- Focus on teaching, curriculum review and development, and mentoring of new faculty members in their content areas.

ASSOCIATE FACULTY

The Associate Faculty is made up of members who have both the academic preparation necessary to teach discipline-specific theory and practical experience to make theory relevant and useful. Associate Faculty members are not full-time and are contracted on a course-by-course basis.

ASSOCIATE FACULTY MEMBERS:

- Bring advanced academic preparation in their fields as well as significant practical professional experience.

- Focus on the practical application of theory in the workplace.

FACULTY SCHOLARSHIP

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

THE FOLLOWING LIST INCLUDES THE 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 texts, and academic recognitions and awards

- Research activities, course development works outside University of Phoenix, and post-doctoral fellowships

- Academic presentations

- Participation on community boards, memberships in professional associations, voluntary service, and community presentations

ACCREDITATION AND AFFILIATIONS

Accreditation serves as a symbol of the quality of an institution's educational programs and as such, is a rigorous and necessary process to every institution of higher education. The University was granted accreditation in 1978 by the Higher Learning Commission and is a member of the North Central Association (http://www.ncahigherlearningcommission.org; 312-263-0456).

PROGRAMMATIC ACCREDITATION

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

The University's Nursing programs are accredited through the Commission on Collegiate Nursing Education (CCNE: http://www.aacn.nche.edu/).
The Master of Counseling program in Community Counseling (in Arizona) is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP: http://www.cacrep.org/).

The Master of Counseling program in Mental Health Counseling (in Utah) is also accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP: http://www.cacrep.org/).

AFFILIATIONS

In addition to being an accredited member of the Higher Learning Commission, University of Phoenix is a member of the following organizations:

- Alpha Phi Sigma, National Criminal Justice Honor Society, Eta Theta Chapter
- American Association of Colleges and Teacher Education
- American Association of Nurse Executives
- American College of Healthcare Executives
- American Council on Education
- American Nurses Association
- Association to Advance Collegiate Schools of Business International
- Council for Adult and Experiential Learning
- Council for Standards for Human Services Education
- Independent Colleges and Universities of Arizona
- International Association of University Presidents (North American Council)
- National Organization of Nurse Practitioner Faculties

UNIVERSITY GOVERNANCE

ADMINISTRATIVE MANAGEMENT AND GOVERNANCE

University of Phoenix personnel can be categorized into two groups: Central Administration and campus personnel. Most Central Administration personnel are located in Phoenix and administer systems and procedures that ensure consistency and quality control at all University campuses. Campus personnel are employed at the various University locations and are responsible for all day-to-day operations at a given site. Campus and Central Administration personnel maintain constant communication regarding the development, implementation, and revision of University policies, curriculum, and matters relating to academic governance. The following section describes administration at the campus level and introduces the University's Board of Directors, Executive Administration, and Central Administration Academic Affairs. Figures One to Four represent an overview of the organizational structures which support the academic functions of the University.

BOARD OF DIRECTORS
University of Phoenix is governed by the Apollo Group, Inc. Board of Directors. The Board meets quarterly but may schedule special meetings as needed. Additional information about the Board of Directors and the Executive Officers of the Apollo Group, Inc. can be found on the organization's Internet home page: http://www.apollogrp.edu.

CENTRAL ADMINISTRATION DEPARTMENTS PROVIDING SUPPORT FOR CAMPUSES

In addition to the Dean's office staff who oversee curriculum development for each college, there are a number of Central Administration departments dedicated to supporting the academic program offerings and operational success of the campuses. Other Central Administration departmental areas and focus include the following.

- Academic Operations staff are primarily responsible for maintaining the infrastructure to support Academic Affairs policies and processes. This includes standardizing academic policies and procedures across the University and providing training for Academic Affairs staff. The department works closely with other University departments to define business requirements and technology solutions appropriate to achieving mission-critical objectives.

- Instructional Development staff work closely with others to develop rEsource-based materials and sites for use in faculty training and development programs.

- Regulatory and Legal Affairs staff support the regulatory, accreditation, legal, and related needs of the University as a whole, including both new and established campuses.

- Information Technology Security and Compliance and eCampus staff collaboratively provide technology expertise and services for infrastructure business needs as well as for the Student and Faculty Web and the Online Learning System.

- Technical Support Staff are available seven days a week, round-the-clock to assist students and faculty at all campuses with access help related to the Student and Faculty Web and Online Learning System forums.

- The online University Library, Center for Writing Excellence, and Center for Math Excellence services are available round-the-clock.

- Enrollment Advisor, Academic Advisor, and Financial Services Advisor training and development programs exist to ensure our students receive the best staff support possible.

CAMPUS ACADEMIC AFFAIRS
AND OVERALL CAMPUS ADMINISTRATION

CAMPUS ACADEMIC AFFAIRS

Academic programs are administered through a physical network of campuses located throughout North America and through the Online Campus located in Phoenix. Operation of academic processes involving the faculty and quality of instruction are the responsibility of Campus Academic Affairs. In addition to campus department structures and personnel, each Director of Academic Affairs, as chief academic officer at the campus, also has a dotted line relationship to, and support of, a Regional Director of Academic Affairs and the Vice President of Academic Operations.

OVERALL CAMPUS ADMINISTRATION

Each campus has a Vice President/Director or Campus Director who is responsible for overall campus functions, including personnel, admissions, student services, fiscal activities, and quality. The Vice President/Director reports to a Regional Vice President.
The campus management team reports to the Campus Vice President/Director.

- The Director of Academic Affairs assumes responsibility for all matters related to academic affairs, including faculty recruitment, assessment, development and evaluation, and academic effectiveness at the campus level.

- The Director of Student Services/Operations administers the student services function, including student support services and academic counseling.

- The Director of Finance is responsible for campus accounting functions.

- The Director of Admissions manages student recruitment and admissions processes, including Admissions Counselors that provide prospective students with information about the University and guide them through the enrollment process.

UNIVERSITY'S ACADEMIC GOVERNANCE STRUCTURE

Academic governance structure at University of Phoenix is designed to ensure broad representation of both the Core and Associate faculties and to ensure faculty oversight of the curriculum and academic standards (Figure One).

```
                    University of Phoenix Board
                            of Directors

        University Academic              Academic Cabinet
              Cabinet                 Executive Committee

              Policy Council

    Operations                          Curriculum
    Input                               Control/Oversight

    Implementation Council              University
                                        Academic Council

    Central and Campus                  College Deans
    Administration

                                        Program Input

                                        College Deans
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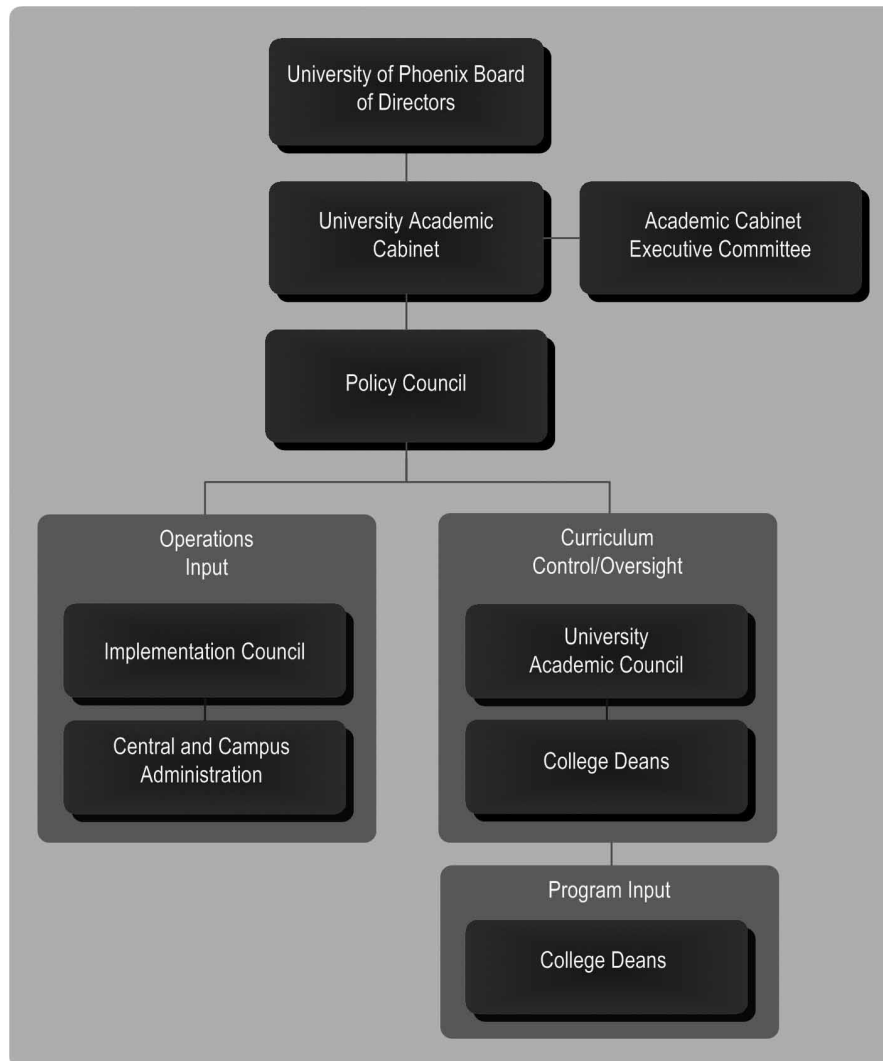
FIGURE ONE
POLICY STRUCTURE

STRUCTURE AT THE CENTRAL ADMINISTRATION LEVEL
At the Central Administration level, College Deans and members of the Academic Program Councils have significant involvement in the determination of program and course development. College Deans are Administrative Faculty members who have overall accountability and responsibility for curriculum and the official approval of the faculty within their respective colleges. Academic Program Councils exist within each college for each academic program (e.g., MBA Program Council, MAEd Program Council, and so on). These councils formulate and control the curriculum for their respective programs and create the Master Curriculum Agenda. Each Academic Program Council is chaired by the College Dean and includes at least four to five Administrative Faculty representatives, selected from among the University-wide network of Campus College Chairs, and at least four to five representatives from among Area Chairs who are members of the Lead Faculty. Figure Two provides an overview of the structure of Academic Program Councils.
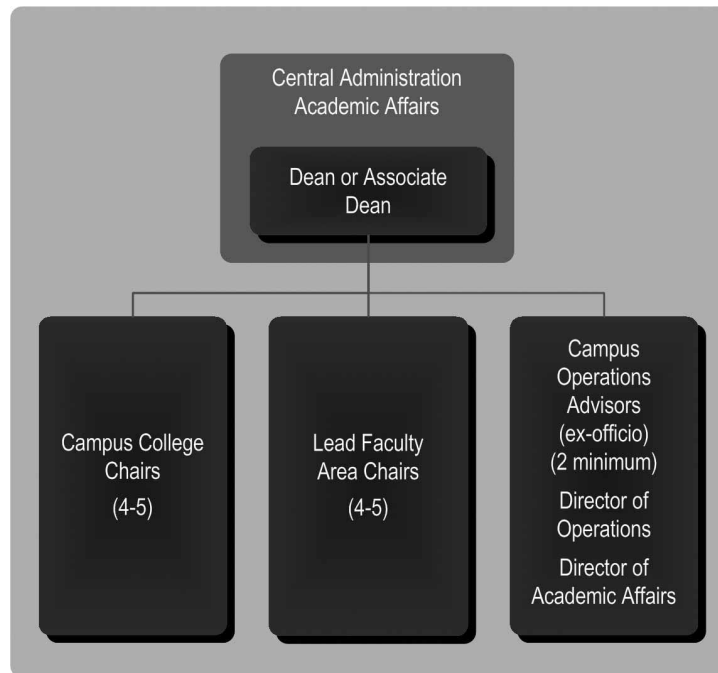
FIGURE TWO
ACADEMIC PROGRAM COUNCIL

STRUCTURE AT THE CAMPUS LEVEL

CAMPUS ACADEMIC COUNCIL

At the campus level, the Director of Academic Affairs manages the governance process and chairs the Campus Academic Council as shown in Figure Three. This Council meets at least quarterly at each University of Phoenix campus to facilitate communication between the faculty and administration relative to academic issues. This body also plans faculty training and development activities. In addition to the Director of Academic Affairs, membership on the Academic Council includes the Campus Director, Campus College Chairs, and Lead Faculty-Area Chairs.

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

Axia College faculty serve as Area Chairs, but there are no Campus College Chairs or Program Chairs.

Depending upon the programs offered at any campus, size and membership will vary.

FIGURE THREE
CAMPUS ACADEMIC COUNCIL
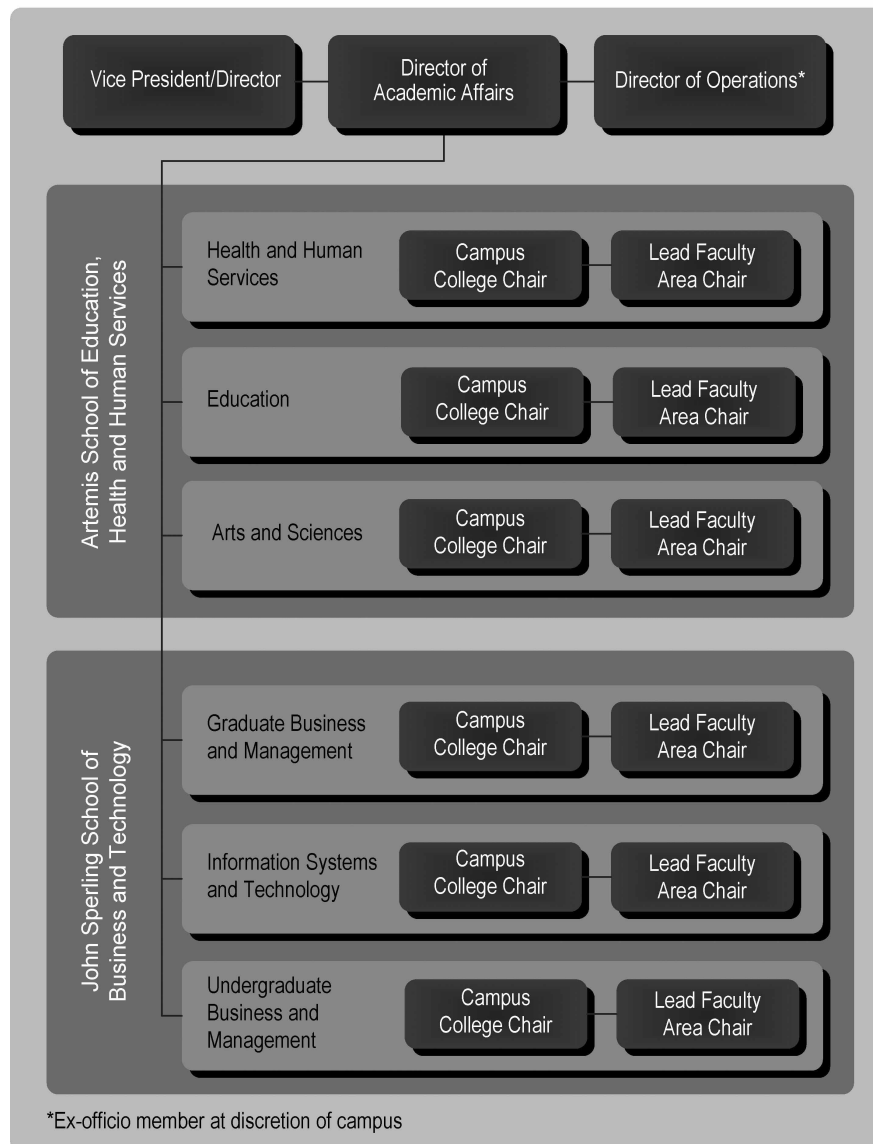
COLLEGE STEERING COMMITTEES

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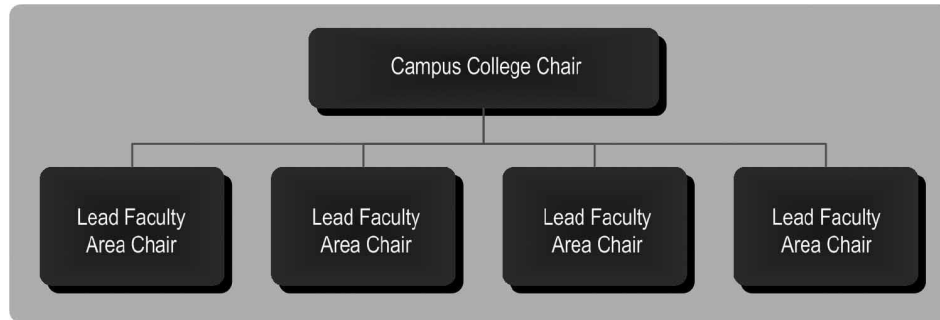
FIGURE FOUR
CAMPUS COLLEGE STEERING COMMITTEE

CONTENT AREA SUBCOMMITTEES

A Lead Faculty-Area Chair is designated for each content area at the campus. The Lead Faculty-Area Chair presides over the Content Area Subcommittee as curriculum for specific courses is considered. The Lead Faculty-Area Chair works with the Campus College Chair to ensure the quality and relevance of the curriculum.

REFERENCES

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Cross, K.P. & Angelo, T. A. (1992). Classroom assessment techniques for college teachers. San Francisco, CA: Jossey-Bass.

Tucker, R.S. (1996). From the void: An interview with John Sperling. Adult Assessment Forum. (6) 2.

FACULTY STANDARDS

PROFESSIONAL BEHAVIOR

Faculty members demonstrate respect for students and faculty colleagues through personal demeanor, conduct, and effective management of the learning environment. The following are standards with which faculty members are expected to comply in order to remain in good standing with the University:

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

2. GEAR INSTRUCTION TO THE COURSE OBJECTIVES OUTLINED IN THE COURSE MATERIALS
    Faculty members ensure that course activities, assignments, and assessments relate to the achievement of the course objectives stated in the student and faculty rEsource—or in the case of Axia College classes, aXcess—materials or modules as appropriate. With the exception of Axia College, faculty members may add, but not delete, additional objectives to enhance learning as appropriate.

3. 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.

4. UTILIZE UNIVERSITY OF PHOENIX COURSE MATERIAL
    Faculty members are required to use course materials developed by the University and other University-selected supplemental materials. Activities and assignments are designed to lead to the achievement of stated learning objectives at the appropriate level of academic rigor.

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

    While faculty members are required to teach to the course objectives prescribed in University-developed courses, they are encouraged to expand and enhance the basic curriculum by augmenting it with current resources, information, and practices.

5. USE COPYRIGHTED UNIVERSITY OF PHOENIX COURSE AND FACULTY DEVELOPMENT MATERIALS APPROPRIATELY
    Faculty members acknowledge that course and faculty development materials are copyrighted property of the University of Phoenix and should be used only in University courses, programs, and activities.

6. DEMONSTRATE RESPECT FOR STUDENTS AND EXPECT THE SAME FROM 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.

7. BE AVAILABLE TO STUDENTS
    Faculty members are available to students for consultation about assignments and other course-related issues by telephone, electronic mail, or face-to-face for Local Campus environments. Faculty syllabi include faculty contact information. Faculty members are expected to respond to students' questions within 24 hours of the time they receive the questions. Axia College faculty members have specific requirements pertaining to their availability to students, including defined office hours. In addition to class attendance and participation

expectations defined below, Axia College faculty members are expected to be available to students during contracted office hours during all class weeks (i.e., Reading/Discussion class weeks and Work Weeks during each class). Contracted office hours for Axia College faculty are Monday through Thursday from 4 p.m. to 8 p.m. and Sunday from 5 p.m. to 9 p.m. during the prescribed time zone for the course.

8. ENCOURAGE AND MODEL ACADEMIC HONESTY
Academic honesty is highly valued at University of Phoenix. A faculty member must always submit work that represents his or her original words or ideas. Words or ideas that do not represent the original work of a faculty member must be cited to include all relevant sources. The extent to which such sources were used should also be made clear. Works that require citations include, but are not limited to, hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. All submissions to any University of Phoenix class forum or OLS private e-mail box fall within the scope of words and ideas that require citations if used by someone other than the original author. The work of a faculty member that does not follow these standards may be considered plagiarism and violates the spirit of academic integrity.

9. BE PRUDENT IN THE USE OF SENSITIVE INFORMATION
Students and faculty members are not to share present or past employer information that would be considered proprietary, confidential, company-sensitive, or protected trade secrets. Faculty members are to encourage students to review their organization's limitations on sharing information externally. Information shared in class or in assigned work should not be used for the personal gain of the faculty member or student.

10. REFER NON-COURSE STUDENT CONCERNS TO UNIVERSITY ADMINISTRATION
Faculty members do not deal with non-course administrative issues or represent students in their contacts with administration regarding these issues. Instead, faculty members should encourage students to contact their advisors at the campus for problem resolution.

11. PROTECT THE PRIVACY RIGHTS OF STUDENTS AND OTHER FACULTY MEMBERS
Faculty members must be sensitive to the privacy rights of students, staff, and other faculty members. Faculty members and students honor federal regulations that specify limits on the kinds of information that may be released about their respective groups. In the context of the classroom, faculty members use appropriate judgment when distributing student papers and grades, and refrain from sharing information about students or other faculty members. No individual or team grades may be posted in any public forum. If distributed electronically, Online and FlexNet® student grade and feedback messages must be e-mailed to individual student e-mail addresses separately. Grade and feedback messages for Axia College students must be posted in each student's Individual Forum and should not be sent by private e-mail.

12. ATTEND FACULTY TRAINING SESSIONS, GENERAL FACULTY MEETINGS, AND COMMENCEMENT CEREMONIES
Faculty members participate in academic activities of the University. This includes:

- Faculty development opportunities, such as workshops and area content meetings, that help faculty members to improve application of the 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.

13. DRESS IN ATTIRE THAT IS APPROPRIATE TO THE PROFESSIONAL LEARNING ENVIRONMENT
    When 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.

14. AVOID CONFLICTS OF INTEREST AND SITUATIONS THAT MAY GIVE THE APPEARANCE OF A CONFLICT
    Faculty members are expected to avoid conflicts of interest and situations that may give the appearance of a conflict. No faculty member may benefit personally from any purchase of goods or services by the University, nor should any faculty member derive personal gain (monetary or otherwise) from direct or indirect actions taken as a representative of the University, except for wages or other compensation paid by the University.

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

15. ENGAGE APPROPRIATELY IN SCHOLARLY ACTIVITIES
    While research is not a requirement of all faculty members, the University recognizes the value of engaging in appropriate scholarly activities. Faculty members are encouraged to seek opportunities to participate in professional organizations, publish, and make presentations in academic or professional settings.

16. BE PRUDENT WHEN RESPONDING TO STUDENT 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.

    In all instances, faculty must keep in mind that all information pertaining to a student's class attendance and performance is confidential information, subject to FERPA restrictions as well as other laws and policies of the University. Consequently, if a student asks a faculty member to verify student information, the faculty should recommend that the student contact his or her academic counselor. The academic counselor in turn will help the student contact the Registrar's Office or another University department appropriate under the circumstances.

    If a student asks a faculty member for a letter of recommendation, the faculty may decline the request or may agree to write a letter of recommendation. Faculty may write letters of recommendation for students relating to admission to graduate school, employment, and professional licensure as long as the student requests the letter in writing and identifies a specific person to whom to address the letter. Letters should be written for a specific purpose and may not be general or addressed "to whom it may concern." Letters of recommendation written by faculty must present information as the faculty member's personal opinions and must not be written or presented as official communications from the University of Phoenix. Associate Faculty members may request to use campus letterhead for student letters of recommendation, but the campus Director of Academic Affairs or designee must review such letters.

PROCEDURAL REQUIREMENTS

The University strives to minimize administrative burdens on faculty members. In addition to the professional behavior standards outlined above, the following basic procedures are part of the Faculty Standards and are considered essential:

1. MAINTAIN A CURRENT FACULTY PROFILE ON THE STUDENT AND FACULTY WEB
   The University provides faculty with web space on the Student and Faculty Web for a Faculty Profile. Faculty members should review the information they have posted in their Faculty Profile on a regular basis and update it as necessary. Information in the Faculty Profile is used by University administration during course approval request and review processes.

2. ACCEPT ELECTRONIC TEACHING CONTRACTS IN A TIMELY MANNER
    Teaching contracts establish the rights and obligations of the faculty member and the
    University. Faculty members must accept or reject contracts in a timely manner to help the
    University maintain an efficient faculty scheduling process and minimize unplanned
    schedule disruptions.

3. CONDUCT EACH COURSE WITH THE CURRENT COURSE MATERIALS
    Individual faculty members are responsible to ensure that they are using current faculty
    materials (i.e., rEsource or aXcess site, module version, and all required text and materials
    identified in the master syllabus prepared for the course by the College) prior to the start of
    the first class. At the start of the first class, faculty members should verify that students have
    access to the correct materials and are using the materials assigned in the course rEsource
    site and/or master syllabus provided by the College. Faculty members may not substitute
    textbooks nor require that students purchase additional materials.

4. CREATE A PERSONALIZED SYLLABUS ACCORDING TO UNIVERSITY GUIDELINES
    Faculty must not modify Axia College course expectations and assignments specified in the
    syllabus provided by the University.

    For University of Phoenix bachelor's, master's, and doctoral degree program courses, faculty
    should begin the syllabus drafting process by referring to the syllabus master provided by
    the College on the Faculty Web rEsource site for the course. Faculty should also check with
    the Local Campus to learn of any additional local specific provisions for course syllabi. The
    Online Campus provides faculty with a syllabus builder template on the Faculty Web,
    available under Faculty Development > Faculty Certification Training > Online Faculty
    Resources > Preparation > Syllabus Builder.

    For Local Campus and Directed Study courses, faculty members should submit a copy of
    the personalized course syllabus to the local campus Academic Affairs department prior to
    the beginning of the course. Faculty should distribute and review the syllabus with students
    at the start of the first class meeting.

    For FlexNet® courses, faculty members will provide the Local Campus Director of
    Academic Affairs, or his or her designee, a copy of the course syllabus prior to the beginning
    of the course and will post the syllabus in the Course Materials forum prior to the course
    start date.

    For Online Campus and Axia College courses, faculty members should post a syllabus in the
    Course Materials forum one day prior to the course start date.

    Regardless of modality or campus, all University of Phoenix course syllabi must include
    the following:

    - Course information including course number, course title, start date, end date, and
      required texts

    - Faculty information including the instructor's name, University of Phoenix e-mail
      address, and non-University of Phoenix e-mail address (Exception: Axia College
      faculty cannot add this information to the syllabus provided by the University.
      Faculty name, availability, office hours, and contact information must be posted in
      a class forum message in Axia College classes.)

    - Faculty availability information

    - Course description or express reference to the course description on the Student
      Web rEsource site

    - Course objectives or express reference to the list of objectives on the Student Web
      rEsource site

- Workshop schedule and locations
    - For on-campus workshops: the location, dates, and start and end times for each workshop meeting at the Local Campus
    - For online workshops: the start and end dates for each class week and the information about how to access the class forums

- Attendance policy

- Participation expectations and grade point values

- For other than directed study and Axia College classes, Learning Team Charter and Learning Team Peer Evaluation expectations

- A clear late assignment grading policy statement

- The University's standard Academic Honesty statement

- The University's standard Confidentiality and Proprietary Information statement

- Grading policies and procedures including information on feedback, grading formula, and point values for course assignments

- An overview of assignments, including assignment descriptions and clear information about due dates, destination newsgroups for online class weeks, and grade point values

5. POST MATERIALS FOR EACH ONLINE WEEK OF CLASS THE DAY BEFORE THE CLASS WEEK BEGINS
Faculty members should post discussion questions for the class and any required reading that supplements the rEsource site information for the course the day before each online class week begins. Having information about required readings and discussion questions for the online week at the start of each class week supports students' effective time-management and study planning efforts.

6. REQUIRE WORKSHOP ONE ASSIGNMENTS AS SPECIFIED IN THE COURSE SYLLABUS PROVIDED BY THE UNIVERSITY
The intensive nature of the University's scheduling format makes it impractical to notify students of changes to the first workshop's assignments prior to that workshop. In some instances, information about the first assignment may appear on the students' rEsource site for the course. To ensure fairness to all students—some of whom may have started work on the first assignment well in advance of the course start date—faculty members should not make changes to any first workshop assignments as they are described in the master syllabus that the University provides to the faculty member.

7. ENCOURAGE THE USE OF LEARNING TEAM CHARTERS AND LEARNING TEAM PEER EVALUATIONS
Faculty members should encourage students to complete a Learning Team Charter in every course containing Learning Team assignments. Faculty members should also encourage students to complete a Learning Team Peer Evaluation promptly after turning in each Learning Team project or paper.

8. ATTENDANCE TRACKING AND REPORTING
Faculty members are responsible for following Local Campus procedures in taking attendance and signing the roster at all on-campus workshop meetings. Faculty members require students to submit the appropriate paperwork, sign all required forms, and demonstrate ethical behavior in all procedures regarding the documentation of Local Campus attendance. Faculty must submit each on-campus workshop's signed attendance roster to the campus according to Local Campus guidelines and instructions.

Attendance for all online class weeks of University courses is taken automatically by the University systems. Nevertheless, faculty should be aware of student attendance to ensure only students who are in attendance are receiving feedback indicating that they will be eligible for a course grade.

9. CONDUCT CLASS FOR THE ENTIRE CLASS PERIOD, AT THE CAMPUS-APPROVED LOCATION
Faculty members should begin on-campus class meetings promptly at the contracted start time and adjourn at the contracted dismissal time as set by the Local Campus. Faculty members should begin online class weeks by posting discussion questions for the week on the day before the class week begins.

Changes to scheduled meeting dates, times, and places must be approved and facilitated by Campus Academic Affairs and Operations to ensure that any changes are appropriately communicated. The "campus approved location" for Online, FlexNet®, and Axia College courses is the set of Online Learning System class forums that the University provides to the students and faculty for the course.

Online Campus course faculty must maintain an interactive online presence in the Main class forum five days during each class week. An exception to this standard is in the last week of classes in which faculty opt not to require student participation. During the last week of those classes, faculty must post five days a week to the Main class forum and answer any student questions that are posted, but there is no requirement that faculty's posts be participatory in nature during the last class week if there is no student participation.

FlexNet® course faculty must maintain an interactive online presence in the Main class forum five days during each of the online class weeks. During the on-campus workshops, faculty are expected to teach and facilitate class discussions during the full time scheduled by the campus for the workshop.

Axia College faculty must be in attendance during all Axia College class weeks. Faculty attendance occurs by the faculty member's posting of a message in a class forum no fewer than two days during each class week. Additionally, Axia College faculty are expected to participate with students in the main class forum four days during each Reading/Discussion class week, should not miss posting in the Main class forum more than two consecutive days in a Reading/Discussion class week, and are expected to be available to students during contracted Office Hours during all class weeks (i.e., Reading/Discussion class weeks and Work Weeks during each class). Contracted Office Hours for Axia College faculty are Monday through Thursday from 4 p.m. to 8 p.m. and Sunday from 5 p.m. to 9 p.m. during the prescribed time zone for the course.

10. 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 full time scheduled at each local campus workshop, but must also maintain a high level of class newsgroup visibility during online class weeks in order to provide active, responsive online facilitation. If unable to facilitate an on-campus workshop meeting or unable to connect to the online classroom forums for more than 48 consecutive hours, the faculty member must contact the Campus Academic Affairs Department to inform them of the situation.

Should an Axia College faculty member need to be absent from prescribed office hours for one day, she or he must notify University of Phoenix Online's Instructional Specialist team and all affected students that she or he will be unavailable and post alternative office hours for either Friday or Saturday of that same week. Should an Axia College faculty member need to be absent for more than one day, she or he must contact University of Phoenix Online's Faculty Services staff who, in their sole discretion, may arrange either a substitute or replacement faculty member for the remaining weeks of the course.

11. FACULTY SUBSTITUTIONS MUST BE ARRANGED FOR AND APPROVED BY CAMPUS ACADEMIC AFFAIRS
When it is necessary to have a substitute instructor, the substitute must be selected by the campus from among approved University of Phoenix faculty members. As soon as they become aware of the need for a substitute, faculty members must notify their local Academic Affairs Department so that arrangements can be made for an appropriate substitute. If a substitute is contracted, the primary faculty member's pay for the course will be adjusted on a pro-rata basis and the substitute faculty member will be paid on a pro-rata basis so that each faculty member will be paid only for the actual number of class workshops that he or she taught.

Guest speakers at on-campus class workshop meetings require the prior approval of the Campus College Chair or the Director of Academic Affairs. Guest speakers are not appropriate for Online, FlexNet®, and Axia College courses given the security restrictions needed for access to online class forums.

12. RETURN STUDENT ASSIGNMENTS WITH APPROPRIATE FEEDBACK NO LATER THAN ONE WEEK AFTER SUBMISSION
Faculty members must return student assignments in a timely manner with specific, objective feedback that will assist students in learning from the experience using the University's feedback guidelines for written and oral work.

In addition to providing grades and narrative feedback on assignments within seven days of their submission, Online and FlexNet® Faculty must also provide students with participation grades and narrative feedback within seven days of the end of each online class week. After communicating grades and feedback for each class week's deliverables, the faculty member should post a message in the main forum informing students that grades and feedback have been sent. Except for Axia College class faculty who send all student grade and feedback information to each student's Individual Forum, all grade and feedback information must be sent individually to each student's private e-mail address (and not posted in a class forum).

Axia College faculty must provide feedback for CheckPoint assignments to each student's Individual forum during the next office hours after the assignment due date. Feedback on CheckPoints submitted after office hours for the given due date must be provided during the next office hours. Feedback for written assignments must be submitted to each student's Individual forum within seven days of the assignment due date. Additionally, in Axia College classes, faculty must post a weekly grade summary in each student's Individual forum within seven days of the conclusion of the class week. Faculty need to provide both individual and cumulative points earned on all assignments, as well as general qualitative comments regarding the student's progress in the course. Feedback should include specific commentary, comments on strengths as well as weaknesses of the assignment, and a grade or score on all assignments. Axia College faculty should post a reminder of any past-due assignments in the Individual Forum. Finally, Axia College faculty must not accept or assign any extra-credit work.

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

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

14. SUBMIT COURSE GRADES AS SOON AS POSSIBLE BUT NO LATER THAN ONE WEEK AFTER THE LAST DAY OF CLASS
Many students receive tuition assistance from employers. These programs often require that grades be submitted to the organization before reimbursement can be made to the student. Timely submission of course grades helps ensure good service to students. It also demonstrates that the instructor is committed to providing timely feedback. Course grades should be posted within seven days after the class ends.

15. 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 the Student Web.

16 ENSURE THE INTEGRITY OF THE FACULTY END-OF-COURSE SURVEY (FEOCS) PROCESS
All faculty members should submit the Faculty End-of-Course Survey (FEOCS). Faculty members may complete their FEOCS by following the prompt on the Faculty Web. 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.

GRADING AND EVALUATION

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 emphasize that we do not "give" grades, but that students earn grades. For additional information about grading guidelines and policies for classes offered in all modalities, the University provides faculty with a Grade Manual publication on the Faculty Web.

GRADE DEFINITIONS AND CRITERIA

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

B = Grasps subject matter at a level considered to be good to very good. Participates actively in class discussion. Writes well. In 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" should be considered a high grade.

C = Demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements and displays little or no initiative. Communicates orally (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

I and IX = Incomplete. Most work for the course has been submitted. Through prior arrangement with the faculty member, the student has agreed to submit the remaining work within a specified period, not to exceed the amount of time prescribed in University policy.

IP = In Progress. An "IP" grade may be granted in specifically designated qualified courses in the Doctoral, Nursing, Master's of Education, and Master's of Counseling programs. The "IP" entry enables the learner to have five more weeks to gain final approval and receive a grade replacement.

W = Withdrawal. Indicates a passing grade at the time of the withdrawal. The student must repeat the entire course.

WF = Withdrawal/Failing. Indicates a failing grade at the time of the withdrawal. The student must repeat the entire course.

QC = A "QC" grade may be used for zero credit courses once the attendance requirement has been satisfied. A "QC" grade may automatically post for certain Doctoral and Counseling courses when the "IP" period expires and no formal grade has been submitted.

TABLE ONE
QUALITY POINTS BY GRADE

GRADE POINTS		QUALITY POINTS	GRADE		QUALITY
A	=	4.00	C	=	2.00
A-	=	3.66	C-	=	1.66
B+	=	3.33	D+	=	1.33
B	=	3.00	D	=	1.00
B-	=	2.66	D-	=	0.66
C+	=	2.33	F	=	0.00

TABLE TWO
RECOMMENDED GRADING SCALE (BASED ON A 100-POINT SCALE)

GRADE		%	GRADE		%
A	=	95+	C	=	74-76
A-	=	90-94	C-	=	70-73
B+	=	87-89	D+	=	67-69
B	=	84-86	D	=	64-66
B-	=	80-83	D-	=	60-63
C+	=	77-79	F	=	59 OR LESS

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 likely to positively impact student learning.

2. ASSURE THAT GRADING IS REFLECTIVE OF STUDENT PERFORMANCE
    Grades should reflect true student performance. Faculty members should structure their evaluation criteria to assure that the student receives a fair assessment of their mastery of the course material. University grading standards should also be used to assure a consistent standard by which grades are issued.

3. GRADED WRITTEN ASSIGNMENTS ARE EXPECTED IN EVERY COURSE
    University of Phoenix students are required to complete written papers and reports throughout their academic program. One of the University's Learning Goals is Communication and every faculty member is expected to reinforce and further student development of written communication skills.

4. GRADED PAPERS AND REPORTS SHALL BE EVALUATED FOR CONTENT, ORGANIZATION, AND MECHANICS
    Faculty members are expected to provide detailed, specific comments on all written assignments, pointing out both strengths and areas for improvement. Feedback detailing where and why points were not earned is required.

    It is strongly recommended that a grading rubric be developed for all assignments and provided to the students at the beginning of the course. A rubric is a set of criteria developed to assess a student's performance on a specific assignment. Examples of rubrics are checklists and rating scales that are used to demonstrate a student's performance in relation to a standard. The University provides faculty with a sample rubric template for written assignments, called the "Written Assignment Feedback" form, available on the Faculty Web under Publications > Faculty > Forms.

5. LATE ASSIGNMENTS SHALL BE DISCOURAGED
Assignments are late if they are not submitted by the due date identified in the faculty member's syllabus. Granting an "A" grade for a late assignment is inappropriate. Given that timeliness is requisite in defining excellence for workplace projects, University of Phoenix faculty members are encouraged to assess a penalty for late work. Penalties for late work should be clearly outlined in the faculty member's course syllabus.

6. DO NOT ACCEPT ASSIGNMENTS AFTER THE LAST DAY OF THE COURSE UNLESS AN INCOMPLETE IS AGREED TO BEFORE THE CLASS ENDS
All assignments are due by the last day of the course unless a student who is eligible for an incomplete has requested—and the faculty member has granted—an incomplete before the course ends. The syllabus should clearly state that all assignments are due by the last day of the course unless, before the class ends, the student and faculty member have agreed to entry of an Incomplete grade. The additional time agreed to for course assignment completion must not exceed the time allowed by University policy. If faculty have any questions about Incomplete grade agreements, they should consult with their Local Campus Director of Academic Affairs or his or her designee before entering into an agreement with a student for an Incomplete grade. For more information about Incompletes, faculty should review Section 5, Policy on Incomplete Grades, below.

7. A VARIETY OF PERFORMANCE EVALUATION METHODS SHOULD BE UTILIZED TO PROVIDE AN ACCURATE ASSESSMENT OF STUDENT ACHIEVEMENT OF COURSE OBJECTIVES
Faculty members are encouraged to explore a variety of performance evaluation methods, including discussion questions, written papers, weekly summaries, quizzes, and exams, in such a way that they become "episodes of learning" for students. For example, discussing and reviewing answers after a test or quiz can lead to greater retention of knowledge.

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

8. GRADED ORAL PRESENTATIONS ARE EXPECTED IN EVERY COURSE WITH A SCHEDULED ON-CAMPUS WORKSHOP
University of Phoenix students are expected to give oral reports and presentations across the entire curriculum for Local Campus and FlexNet® courses. Focus on effective oral communication skills is included in the University's Learning Goals.

9. GRADED ORAL PRESENTATIONS SHALL BE EVALUATED FOR CONTENT, ORGANIZATION AND STRUCTURE, STYLE (PRESENTATION AND APPEARANCE), USE OF VISUAL AIDS, AUDIENCE PARTICIPATION, AND ADHERENCE TO TIME LIMITS
Faculty members are expected to provide detailed, specific comments on all oral presentations, pointing out both strengths and areas for improvement. Specific requirements may differ by faculty member in such areas as appropriate dress or visual aids.

10. COMMENTS ON GRADED ORAL PRESENTATIONS SHOULD BE SUBMITTED USING AN APPROPRIATE FEEDBACK FORM
Faculty members are expected to use the "Oral Presentation Feedback" form or another rubric designed to clearly define assignment expectations. A blank form, checklist or rating scale should be included with the syllabus so that students understand the criteria. A template "Oral Presentation Feedback" form is available on the Faculty Web under "Faculty Forms." Publications > Faculty > Forms.

11. PARTICIPATION SHOULD ACCOUNT FOR A REASONABLE PERCENTAGE OF THE STUDENT'S FINAL GRADE AND BE ASSESSED AS OBJECTIVELY AS POSSIBLE
Grading on the basis of participation presents unique challenges to faculty members because of its inherent subjectivity. Participation can be defined as in-class involvement in active and positive contributions to the learning process and constructive contribution to the achievement of the learning objectives of the course. Criteria for participation should be outlined in the syllabus.

In an intensive, collaborative learning environment such as that of University of Phoenix, class attendance is the most obvious and objective starting point from which to measure participation. If students are not in attendance they miss out on many opportunities for learning. The irrevocable loss of participation points for non-attendance provides an incentive for students not to miss class without good reason. Consequently, students who miss class should not receive participation points for that workshop. Students who arrive late and/or leave early to an on-campus workshop and students who do not participate fully during an online class week should not receive full participation points for the workshop. Because University of Phoenix students are often working students whose jobs occasionally take them out of town, faculty may allow students to earn partial workshop participation points (except in Axia College courses) for the completion of extra assignments in addition to the normal assignments in the subject area studied during the missed workshop, as long as the student is in attendance for the course and otherwise eligible for a course grade. This option is at the discretion of the faculty member. The intent is to reward the student who wishes to demonstrate mastery of the material without eradicating the full effect of the absence.

It is the faculty member's responsibility to encourage and facilitate appropriate levels of participation in classroom discussions on-campus and/or online. Specific participation criteria should be outlined in the faculty's syllabus. For example, in an Online Campus or FlexNet® class, faculty may elect to include initial discussion question responses and weekly summaries as part of the overall participation grade. In that case, the weight of participation in determining the final grade should be increased accordingly, such that it is at or close to 20% of the overall course grade. If initial discussion question responses carry their own grade points distinct from participation, participation points should be less than 20%. In other words, if one adds the grade percentages for initial discussion question responses, weekly summaries (if required), and participation, the total should be about 20%.

Faculty members may consider a student's relative involvement in class discussions and activities when assigning participation points. Some faculty attempt to account for such behaviors as contribution, cooperation, mixing, preparation, being on time, and taking an active approach to learning. In using subjective criteria like these, faculty should be sure to take into account differences in individual learning styles and characteristics. Remember that the student who does not speak up often may be "taking it all in" while the student who dominates class discussions may be inhibiting others' participation and learning. It is the faculty member's responsibility to encourage and facilitate appropriate levels of participation in both on-campus and online class discussion.

In Online Campus classes and in the online class weeks of FlexNet® classes, in order to meet participation requirements students are expected to contribute substantively to the class discussion four out of seven days during each online class week in addition to posting graded assignments. In Online Campus classes, however, faculty may designate the last class week as one in which no student participation is required, to allow students to focus on their last assignment for the course. The course syllabus should clarify that if students participate some, but fewer than four days during an online class week, they will earn partial participation grade points for the class week.

In Axia College classes, students must post substantive discussion messages in the Main class forum three out of seven days, during each class week during the Read and Discuss weeks of class, in order to earn full participation points. The syllabus provided by the University sets forth the overall course grade weight of participation in each Axia College class.

Faculty members should design participation expectations with the goal of ensuring that the Online, Axia, and FlexNet® classrooms are active discussion environments rather than merely a place for students to drop off assignments. Faculty should provide students with at least two discussion questions during each class week of an Online Campus course and during each online class week of a FlexNet® course. To this end, it is also important that the faculty promote a discussion schedule to cover most of an online week, rather than having students submit a week's worth of discussion question responses all on one day.

12. AXIA COLLEGE PROVIDES FACULTY WITH A DETAILED SYLLABUS AND FACULTY NOTES FOR EACH COURSE
Each Axia College course syllabus clarifies the course objectives, assignments, participation, and course grade point allocations. Faculty must use the syllabus provided by Axia College. In addition to information provided to faculty through the Axia College faculty certification process, Axia College provides faculty with written Faculty Notes for each course.

13. MAINTAIN AN ARCHIVE OF STUDENT GRADE COMMUNICATIONS AND RECORDS
Faculty members must maintain all records and communications related to student grades for a minimum of six months following the end date of the class.

BUILDING TEAM COMPETENCE

LEARNING TEAM PURPOSES

Collaborative Learning Teams are an integral component of the University of Phoenix Teaching and Learning Model in bachelor's, master's, and doctoral degree programs. Learning Teams exist to:

- Reinforce learning in the content area.

- Serve as laboratories for learning how to become more effective as team members in the workplace.

- Help students improve interpersonal communication skills.

- Enhance "horizontal" learning (the transfer of knowledge and information among students) of discipline-specific course content through collaboration in the preparation of course assignments.

- Facilitate collaboration that results in the development of higher-order thinking skills.

- Serve as support groups to help students successfully negotiate the educational process.

- Provide experience in team/group activities that mirror the workplace of the 21st century.

LEARNING TEAM STANDARDS

The following Faculty Standards 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' TEAM FORMATION AND PLANNING PROCESS
During the first week of class, it is important that the faculty member facilitate the formation of Learning Teams and aid in the planning of team goals and outcomes. Faculty members are expected to play an active role in the team formation process and are expected to promote the use of the Learning Team Charter.

2. MONITOR THE LEARNING TEAM PROCESS AND ASSIST TEAMS WHEN HELP IS REQUESTED
Faculty should provide students with feedback on the Learning Team Charters 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 and should not be posted to class forum in Online Campus and FlexNet® classes.

Faculty members are also required to respond to teams' questions directed specifically to the faculty, serve as a sounding board for discussions about learning outcomes and the group process, act as an advisor and facilitator in resolving conflicts, and provide feedback on group processes.

3. EVALUATE BOTH PRODUCT AND PROCESS

    ■   Team assignments should generally account for no more than 30% of the final course grade.

    ■   Expectations and evaluation criteria for team assignments should be communicated clearly in the course syllabus.

    ■   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 to the team paper or project. Faculty members may encourage or require students individually to complete and submit a Learning Team Peer Evaluation promptly after the submission of each Learning Team assignment.

    ■   If plagiarism is encountered in a Learning Team project, and if faculty can determine which of the Learning Team members was responsible for inclusion of the plagiarized content, it is appropriate to impose appropriate sanctions only against the responsible person(s).

ADDITIONAL RECOMMENDATIONS FOR EFFECTIVE FACILITATION OF LEARNING

1. USE MULTIPLE TEACHING METHODS AND TECHNIQUES
    Faculty members recognize that students have different learning styles (e.g., visual, auditory, kinesthetic) and perceptual modes. Also, faculty members should remember that learning is a process and is not merely the transmitting of information from teacher to student. A teaching method that is effective in helping some students learn may not be equally helpful to others. Students should engage in a variety of learning activities during an on-campus workshop or online class week. This increases the likelihood that learning will occur for all students.

2. ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THEIR OWN LEARNING
    Chickering and Gamson (1993) identified "active learning" as one of the principles of good practice in higher education. Adult students are capable of taking responsibility for their own learning and should be given opportunities to become more self-directed.

3. THE EFFICIENT USE OF LECTURES IS APPROPRIATE IN UNIVERSITY OF PHOENIX LEARNING ENVIRONMENTS
    Students may have little previous knowledge or experience in some subject areas. Before they can begin to apply content, they must understand the vocabulary and context of a subject. Gaining this foundation usually comes from the text, from rEsource materials, and from short lectures. In addition, collaborative activities, such as discussion questions and follow-up class discussion, will allow students to process and apply new knowledge. Providing a range of introduction options to new information and knowledge capitalizes on differences in learning styles.

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

5. COMMUNICATE HIGH EXPECTATIONS
    The link between teacher expectations and student learning is well-established in the literature of education. Students tend to rise toward the levels of achievement expected by teachers. Creating assignments that challenge and inspire leads to higher levels of student learning.

6. ALLOW STUDENTS ADEQUATE TIME FOR REFLECTION
    Students need time to process new information. When new information is presented, or complex questions are asked, allow students time to reflect on previous knowledge and experience. See Stephen Brookfield (1991) for excellent suggestions for using reflection to help students through the learning process.

7. REQUIRE A REASONABLE NUMBER OF STUDENT PRESENTATIONS IN LOCAL CAMPUS AND FLEXNET® COURSES
    Student presentations are essential to developing the oral communication skills that are considered essential to workplace success and are an integral part of the curriculum. However, sometimes they may be too much of a good thing. 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 short-changed in terms of instruction, altering assignments to create a better balance should be considered. Also, enforce time limits on student presentations to ensure that all students have an equal opportunity for feedback.

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Section 2

FACULTY ASSESSMENT AND DEVELOPMENT

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare 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 a Core Faculty comprised of educators who not only teach, but also provide academic direction and instructional leadership to the Associate Faculty and the campuses.

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

INITIAL SCREENING

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

- A master's or doctoral degree from a regionally accredited institution (or international equivalent), or a J.D. degree from an ABA approved institution, related to the subject that the candidate would teach.

- Ability to provide effective instruction in the practical application of course content.

- Willingness to utilize the University of Phoenix Teaching and Learning Model.

Note: Some degree programs require more specific qualifications. For example, faculty approval criteria in business and technical fields require five recent years of work experience related to the subject that the candidate would teach and current, full-time employment in the field of study in which the candidate would teach. Faculty approval criteria for Axia College and University College courses do not require current employment, instead, in addition to a master's or doctoral degree, they require graduate-level coursework from a regionally accredited institution in the content area.

SCREENING INTERVIEW

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

FOR FACULTY CANDIDATES APPLYING TO TEACH IN LOCAL CAMPUS ENVIRONMENTS

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

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

At the discretion of the Campus Directors of Academic Affairs, other activities may be included in the assessment process. Some of those may be:

- Evaluation and grading of a written assignment

- Submission of a candidate writing sample for evaluation

- Participation in a leaderless group or similar exercise designed to observe behaviors deemed crucial to success as a facilitator at University of Phoenix

- Demonstration of technical proficiency

FOR FACULTY CANDIDATES APPLYING TO TEACH
FOR THE ONLINE CAMPUS AND FOR AXIA COLLEGE

For Online Campus and Axia College faculty certification, the content interview is conducted by telephone. The assessment experience is conducted differently than occurs on-campus because of the types of skills that will need to be demonstrated by online faculty candidates. At the Online and Axia College, the interview phase continues through the Faculty Certification and Mentorship. Faculty candidates are invited to join the Online Campus or Axia College only after successfully completing the Mentorship class. Prior to beginning Faculty Certification, the candidate must complete a series of online proficiency exercises.

FOR FACULTY CANDIDATES APPLYING TO TEACH IN THE FLEXNET® MODALITY

Because the first and last course workshops are conducted in-person at the local campus, FlexNet® faculty candidates need to complete the Local Campus faculty application and assessment process. In addition, since the intermediate workshops are conducted online, FlexNet® faculty candidates must also successfully complete Online Learning System training. Each local campus offering FlexNet® provides faculty with one of the following three options for completion of FlexNet® faculty certification, all of which use the University's standard materials provided on the Faculty Web, via rEsource:

1. Integrated Faculty Certification
2. Local Campus Faculty Certification followed by FlexNet® Faculty Certification
3. Local Campus Faculty Certification and Online Campus Certification, followed by the FlexNet®: Making the Transition face-to-face campus workshop

Each of these three paths leading to FlexNet® faculty certification provides information and activities focused on key elements of a FlexNet®-specific syllabus and the design of an overall assignment and discussion plan that effectively incorporates and maximizes both local campus and online aspects of the course.

FACULTY CERTIFICATION

Following initial screening and assessment, Faculty candidates complete extensive training as part of Faculty Certification. Faculty Certification serves as the second phase of the University's faculty candidate assessment process. The evaluation of candidates continues with a more thorough assessment of their ability to facilitate learning and exhibit the positive interpersonal qualities requisite to success as an instructor at University of Phoenix. Certification is also designed to prepare participants to be successful as facilitators in a variety of education and training settings. Certification topics are outlined below.

INTRODUCTION TO UNIVERSITY OF PHOENIX

- Examine the history, Statement of Mission and Purposes, and Learning Goals of University of Phoenix.

- Describe the University's organization and structure.

- Explain the rationale for the University's transition to rEsource and how it supports the achievement of the learning goal of information utilization.

TEACHING AND FACILITATING LEARNING

- Examine the interrelated faculty roles of teaching and facilitating learning.

- Identify the theoretical foundations of the University's Teaching and Learning Model.

- Describe instructional best practices that should be implemented in the University classrooms.

- Demonstrate the ability to facilitate learning.

COLLABORATIVE LEARNING

- Explain the practice of collaborative learning.

- Define the role of Learning Teams as part of the University of Phoenix Teaching and Learning Model.

- Explore the expected outcomes of using Learning Teams.

- Explain the implementation and management of Learning Teams.

COURSE MANAGEMENT

- Describe how successful lesson planning affects the rhythm of a typical workshop.

- Describe the relationship between classroom environment and student learning.

- Explore principles of effective classroom management.

ASSESSMENT OF STUDENT LEARNING

- Define the University's grading philosophy and criteria.

- Explain the relationship between expectations and achievement, and evaluation and feedback.

- Identify and use available tools to make an objective assessment of student performance.

POLICIES AND PROCEDURES

- Examine University-wide administrative policies and procedures.

- Examine campus-specific administrative policies and procedures.

- Prepare a course approval request.

- Describe the tools used for faculty development and evaluation.

FACULTY STANDARDS

- Review the relationship between University of Phoenix Faculty Standards and success as a faculty member at the University.

- Review the University of Phoenix Faculty Standards and Code of Conduct.

EFFECTIVE FACILITATORS

To promote excellence in teaching at the University, it is essential that a facilitator who teaches in any setting model the behaviors, qualities, and attributes that distinguish effective University of Phoenix facilitators. The modeling of effective facilitator behaviors is an important feature of Faculty Certification as well as other University faculty workshop activities.

- Embrace and practice the University's Teaching and Learning Model.

- Demonstrate respect for student and faculty colleagues in personal conduct and effective management of the classroom.

- Encourage learners to take responsibility for their own learning.

- Affirm and value diversity.

- Recognize and capitalize on the rich experience that each learner brings to the classroom.

- Use multiple instructional methods and techniques in recognition of the different learning styles and perceptual modes of learners.

- Practice lifelong learning in their professions.

- Foster the development of a cooperative and collaborative learner-centered environment.

- Make appropriate formative and summative assessment of student learning.

- Provide detailed, specific, timely performance feedback acknowledging both strengths and areas for improvement.

- Communicate high expectations.

- Structure and encourage time for reflection and application.

- Teach discipline-specific theory and focus on its application to professional practice.

APPROVAL TO TEACH

Before being assigned to teach a University course, faculty must apply for approval to teach specific courses offered by the University. The Campus College Chair shall manage the approval process at the campus and is responsible for reviewing the qualifications of a faculty member and granting approvals to teach specific courses. If a campus does not have a Campus College Chair, the responsibility for course approvals lies with the Director of Academic Affairs. Where course approvals have not been decentralized to the campus, they are the responsibility of the Dean or Associate Dean of each College. Course approval documentation is essential and should be a thorough and accurate reflection of the faculty member's specific qualifications to teach each course for which approval is requested. Requests are reviewed and approved courses are entered into a University-wide database of approved faculty by course. Once a faculty member is officially approved and begins teaching, requests for additional approvals may be submitted through this same process.

Requirements for Course Approval are developed for every University of Phoenix course and outline the minimum requirements for a faculty member to be approved to teach a course. These profiles include the following information:

- Course Description—a general description of the course, including main topics, is provided.

- Required Academic Preparation–all faculty members are required to hold a minimum of a master's degree from a regionally accredited institution. Here, the degrees appropriate to teaching the course are designated. If specific graduate coursework is required it will also be included in this section.

- Required Professional Experience—this section includes experience requirements for individual courses. The key to this section of the course approval form is the duration and currency of the experience, as well as specific applicability to the course content. For Axia College courses, faculty's experience in the classroom replaces professional experience requirements.

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

TECHNOLOGY COMPETENCIES

Faculty members are also expected to be able to demonstrate the following (minimum) competencies. Additional competencies may be required for particular courses/programs.

- Access course and program material on the Web.

- Correspond with University of Phoenix staff, students, and faculty using e-mail and the Web.

- Prepare, send, and receive assignments to a student or class using e-mail and attachments/files.

- Read/print e-mail and attachments/files from students, staff, and faculty.

- Use the University Library for research and incorporate the use of the University Library in student course assignments.

- Incorporate Internet research and activities in course assignments.

- Prepare and use Microsoft® PowerPoint® presentations in the classroom.

- Use the appropriate software (e.g., Microsoft Project®, Microsoft Excel®, Microsoft PowerPoint®, and/or Microsoft Access®) for the course.

- Incorporate the use of CD ROMs when they are required course materials.

- Use an appropriate anti-virus application to ensure the files transmitted and received are virus free.

MENTORSHIP

A new faculty member teaches a first course with coaching and assessment by an experienced faculty member. The goal of this experience is to help new faculty members become acclimated to the University of Phoenix Teaching and Learning Model. It also gives experienced faculty members an opportunity to share and learn from the experience of colleagues. The faculty workshop, Model for Mentoring: Building Skills and Relationships, is required foundational

training for faculty mentors. Faculty mentor certification is conducted: (a) online for Online Campus faculty mentors and Axia College faculty coaches, (b) on-campus for Local Campus mentors, and (c) in a hybrid manner—beginning on-campus and ending online—for FlexNet® mentors.

Faculty members receive feedback from their mentors during their first teaching assignments. This feedback is also shared with the Campus College Chair or Director of Academic Affairs. The mentor/coach assesses the effectiveness of the new faculty member and makes a recommendation to the campus academic leadership. If the experience goes well, the mentor/coach will recommend that the new faculty member be assigned additional classes. If the mentor/coach perceives some difficulties and/or areas for improvement, additional training may be recommended.

The University's model for mentoring/internship includes four components:

- A mentor/coach works with the new faculty member to guide or advise him or her during beginning teaching assignments.

- A mentor/coach conveys to the new faculty member the importance and significance of the University's Teaching and Learning Model.

- A mentor/coach evaluates the new faculty member's performance as an instructor.

- A mentor/coach offers verbal and written constructive criticism and suggestions for improving the new faculty member's skills and performance.

THE ROLE OF THE MENTOR/COACH IS TO:

- Assist in the creation of the new faculty member's first course syllabus and other course materials.

- Be available to answer questions and provide guidance on processes, policies, and campus procedures.

- Provide feedback on best facilitation practices.

- Help the new faculty member develop skills in evaluating student work.

- In Local Campus courses, observe at least one full workshop of the new faculty member's first course and provide feedback to the faculty member and administration.

- In Online, Axia College, and FlexNet® courses, observe all online class forum activity and provide feedback to the faculty member and administration.

ONGOING TRAINING AND DEVELOPMENT

The University is committed to the ongoing professional development of its faculty which is evidenced by the variety of programs and activities available to develop and enhance faculty effectiveness. Regular training and development activities are offered at the campuses that provide opportunities for faculty members to enhance and expand their teaching and professional skills. Building on the professional experiences and educational preparation that faculty members bring to the University, participation in these activities enhances their ability to become effective facilitators of student learning and managers of the learning process. Minimum campus requirements for faculty training include:

- Two general faculty meetings per year.

- One campus college meeting per quarter.

- Reinforcement and integration of the Faculty Standards into all campus training.

ALL FACULTY MEETINGS MUST HAVE A TRAINING COMPONENT. A VARIETY OF TRAINING WORKSHOPS MAY BE PRESENTED AND ARE FOCUSED ON THE FOLLOWING AREAS:

- Teaching methodology—e.g., grading and evaluation, classroom assessment, or facilitation techniques.

- Best practices—groups of faculty members in the same discipline/courses meet to share ideas or review curriculum.

- Professional development—presentation on some aspect of theory/practice in one or more disciplinary areas.

- Specialized training by College—such as the Orem Self-Care Model for Nursing Faculty, may also be provided to meet program specific needs.

New training programs are developed and offered as new needs are identified. Often faculty members with expertise in training and a relevant subject area are selected to develop and facilitate a training session. Content for the training may be developed locally or with the support of Central Administration Academic Affairs.

FACULTY EVALUATION

The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive Peer Reviews, Academic Quality Assurance Visits, and feedback from Student End-of-Course Surveys, and may request voluntary peer feedback to assist them in identifying areas for further development and improvement.

STUDENT END-OF-COURSE SURVEYS (SEOCS)

Student End-of-Course Surveys (SEOCS) provide an ongoing evaluation of the processes managed by the faculty and by the campus administration. Students evaluate the University's support services, facilities, the curriculum, overall educational effectiveness, and Learning Team activities. They also complete a comprehensive faculty evaluation. Students are prompted to complete these surveys electronically through the Student Web. Results of student surveys are shared with the faculty member after the end of each course to assist them in becoming more effective.

ACADEMIC QUALITY ASSURANCE VISITS

The Academic Quality Assurance Visit represents another method of faculty evaluation involving in-class observation. Based on the visit, campus academic leadership and the faculty member discuss strengths and areas for improvement. At a minimum, an Academic Quality Assurance Visit is completed for each active faculty member once every two years.

PEER FEEDBACK

The University's ongoing system of faculty evaluation provides opportunities for faculty members to request/receive peer feedback. Experienced faculty members perform in-class and online class forum observations. An observation report is provided to each observed faculty member to assist in further developing and enhancing teaching skills.

ELECTRONIC RESOURCES AND SERVICES

One of the stated purposes of the University is "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." The University believes that technology is a vital component of education.

Greater Expectations (2002), a report by the American Association of Colleges and Universities, called for a much greater national focus on efforts to help students turn themselves into what they call "intentional learners." In an effort to assist our students in making this transformation, University of Phoenix has implemented rEsource.

RESOURCE AND AXCESS—MATERIALS THAT FOCUS ON LEARNING

University of Phoenix created rEsource—an electronic portal designed to increase and enhance learning by organizing objectives, materials, and assignments in a manner that allows for improved comprehension and increased value to the faculty and students. Axia College of University of Phoenix has a similar portal called aXcess.

In virtually every professional and organizational context today, there is a need for managers and professionals who can retrieve, analyze, synthesize, and evaluate information from their desktop—and who can use this information to solve problems and make decisions. Competence in information utilization is one of five learning goals that should be developed across the curriculum in all academic programs. rEsource and aXcess develop this competency by requiring students to access, organize, and draw upon digital learning resources in the same ways that professional practice now requires.

The rich media provided through these portals include computer-based simulations that allow students to practice decision-making skills. The electronic portals also provide access to tutorial services, writing services, and math services. In addition, Virtual Organizations are available for some courses. The Virtual Organizations allow students to data-mine organizations to combine theory and practice without concerns for the proprietary interests of the students' organizations. In 2005 the eBook Collection, a collection of books in digitized format, became available in all courses and programs. Reading assignments are taken from the eBook Collection and in many courses the assignments come from several different books. The eBook Collection affords students and faculty the ability to access any and all titles contained therein, thus expanding the ability to increase knowledge and intentional learning during each course.

STUDENT AND FACULTY WEB

All course information and materials are housed on rEsource (aXcess for Axia College), which is accessed through the Student and Faculty Web. Shortly after the demographic information for new faculty members is entered into the University's record system, the faculty member will have access to the Student and Faculty Web at http://ecampus.phoenix.edu. University- and faculty-specific publications, certification and training resources, contracts to be accepted for upcoming classes, Student End-of-Course Surveys and faculty forms are a few of the materials available through the Student and Faculty Web.

Additionally, the Student and Faculty Web allows faculty-ready access to complete the following tasks:

- Complete and update their Faculty Profile

- View rEsource sites and materials for approved courses

- Update demographic information/address

- View pay check history

- Enter grades via the web

UNIVERSITY LIBRARY

The University Library is home to extensive digital library databases providing research and reference services to all University of Phoenix students, regardless of location or schedules. To accommodate the busy lives of our students and faculty, University of Phoenix offers library services online, 24 hours a day. This online distribution of information is well-suited to the needs of today's knowledge workers and offers a functional version of the types of information systems University of Phoenix students will be expected to use throughout their careers.

The online distribution of information is not only optimally matched to the needs of students today, but also allows for equitable sharing of library resources among students and faculty members across the University and in distance education programs. Instead of encountering disparities in library resources between large and small learning centers, and between local campus and online students, University of Phoenix library patrons enjoy access to the same broad spectrum of resources regardless of where and how they attend class.

The core of the University Library is a collection of databases including thousands of scholarly journals and periodicals and holding millions of full-text articles relevant to each University of Phoenix degree program. In addition, financial reports on over 10,000 public companies and a variety of directories and other reference publications are available. The databases included in the University Library are commercial products held by the University under licensing agreements with content providers and cannot be found freely available to the general public as you find Web pages through an Internet search engine. A variety of library resources, including the University Library Tutorial and Library Handbook, are available through the University Library link (select the "Library" button in the upper right corner of the Student and Faculty Web).

CENTER FOR WRITING EXCELLENCE

Established to promote competency in written communication, the Center for Writing Excellence (CWE) provides resources that enhance the ability to express ideas effectively through the written word. The CWE is available to all University of Phoenix students, faculty, and staff through the Student and Faculty Web.

Six main sections make up the CWE: the WritePointsm system, Tutor Review, the Spanish Writing Lab (El Centro de RedAcción), Dissertation Services, Tutorials and Guides, and the Turnitin Plagiarism Checker.

1. The WritePointsm system is an innovative service that uses automation to provide users with immediate feedback on grammar, punctuation, word usage, and some style issues. Comment on the content of the paper is left to the primary instructor. The WritePointsm system is different from other grammar checkers because the system flags the problem and inserts instructional feedback into the text of the paper at the point of the error. With an accuracy rate of 90%, the WritePointsm system provides college-level evaluation and processes 250,000 papers per month, with an average turnaround time of four seconds for each paper. More than two million papers have been processed by the WritePointsm system since it was created.

2. Tutor Review provides students the opportunity to have highly-trained faculty members review their papers. Tutors review 7,000 papers per month in the CWE and embed feedback on format, grammar, punctuation, and usage directly into the paper at the point of the error. Tutor Review returns papers to students within 48 hours. This service is primarily for students who are unable to use the WritePointsm system or who need more focused feedback.

3. The Spanish Writing Lab (El Centro de RedAcción) is part of the Tutor Review service and was created recently for the Puerto Rico Campus and for the growing MBA programs in countries where Spanish is the native language. Faculty members whose first language is Spanish review papers for this lab.

4. Dissertation Services is a fee-based review service offered to all students and faculty—but most who use this service are in doctoral programs. In addition to commenting on grammar and APA formatting issues, experienced Ph.D. English instructors provide comments about general content, development, and writing style.

5. A Tutorials and Guides section is an important part of the CWE and is available in both English and Spanish. To improve students' writing skills, this section provides information about creating effective essays and writing English for speakers of other languages. Samples of the following types of academic writing can be found in the Tutorials and Guides section: APA paper, annotated bibliography, case study, executive summary, and outline. This section also provides information about citing sources in APA format, generating thesis statements, and using Microsoft® PowerPoint and Microsoft® Word.

6. Turnitin is an origination tool provided to the University by an outside vendor to check papers for plagiarism. Students and faculty can use this service at any time through the CWE's Submit a Paper section. After a search of the Internet and ProQuest, this service provides a report to view in approximately five minutes. Note that Turnitin will not uncover all instances of plagiarism because the Internet is constantly-changing and Turnitin cannot "hover" in websites for long periods of time to discern every possible matching source.

> *Note: Grammar Expert is a unique function of the CWE that allows students to e-mail questions about grammar and formatting to experienced University of Phoenix faculty members. Questions can be submitted at any time and grammar experts send answers daily between 6 a.m. and 6 p.m. Mountain Standard Time.*

CENTER FOR MATHEMATICS EXCELLENCE

Established to promote competency in mathematics, the Center for Mathematics Excellence (CME) provides support to University of Phoenix and Axia College students and faculty in their quest for excellence in quantitative teaching and learning. In late 2006, the CME became available to all University of Phoenix students, faculty, and staff through the Student and Faculty Web. Faculty can access the CME site through the Services link after logging into the Student and Faculty Web.

MY FACULTY WEBSITE PROGRAM

Faculty members can create their own web pages for use with University courses using the My Faculty Website Program. The following functionality is included:

- Faculty biographies/vitas, including pictures
- Contact information
- Useful links
- Multiple class syllabi
- Class notes
- Online and Local Campus versioning
- Search function to view all faculty web sites
- Files available for download

This service provides useful resources that can enhance communication between students and faculty. Additional information is available on the Student and Faculty Web; click on the Services link and then on the link to My Faculty Website. For more information, click on the FAQs link within the My Faculty Website area.

> *Note: The My Faculty Website is not available for Axia College faculty.*

LEARNING TEAM TOOLKIT

One of the major learning goals at University of Phoenix is to help students develop the skill of effective collaboration. This is the primary reason why participation in Learning Teams is such an integral element of the Teaching and Learning Model for bachelor's, master's, and doctoral degree students. The Learning Team Toolkit is the students' gateway to resources that will help them achieve greater professional competence as members and leaders of work teams. The Toolkit is available to students and faculty at all times and in every course through a link on rEsource or under the Links menu on the Student and Faculty Web pages (http://ecampus.phoenix.edu).

The Toolkit contains the materials required to start a Learning Team (the Handbook and Charter), as well as the forms to track and report progress and evaluate team participation. The Toolkit also explains the reasoning behind Learning Teams, tips to holding successful meetings, articles about team synergy, and a segment on project planning. A particularly useful section on managing team conflict is included.

The Learning Team Toolkit is an excellent reference for all faculty members regardless of the course that they are teaching. The information housed there is dynamic, updated, and augmented on a regular basis.

WEB-BASED GRADEBOOK

At the Online Campus and Axia College, faculty have the ability to use a web-based gradebook to streamline the time it takes to provide meaningful weekly feedback to students. Many of the administrative tasks are taken care of automatically. The University's Web-Based Gradebook features include the following:

- The ability to transfer the setup of one course's grading plan in the web-based grade book to a new course.

- An auto-comments feature that permits prewritten comments for assignments that often lend themselves to similar verbiage.

- Two ways to enter grade points—by student or by assessment.

- Automatic posting in the Assignments Write-only forum of all feedback and grade point information provided to students through the Gradebook.

- The ability to identify which students are on which Learning Teams, so faculty can grade all members of the same team at once.

- The ability to submit final course grades to the University and students from within the Gradebook.

The Web-Based Gradebook will be available to FlexNet® and Local Campus faculty in 2007.

REFERENCES

Greater expectations: A new vision for learning as a nation goes to college. (2002). Association of American Colleges and Universities. Retrieved November 17, 2004 from the World Wide Web: http://www.greaterexpectations.org/

FACULTY-RELATED UNIVERSITY POLICIES

UNIVERSITY OF PHOENIX FACULTY CODE OF CONDUCT PREAMBLE

This Code of Conduct is meant to serve as a practical guide to the faculty on subjects of professional conduct. It assumes that within the University community exists a common respect and understanding of varying viewpoints necessary to facilitate the learning process. Faculty members are expected to observe this Code in relationships with students, staff, and other faculty members. The Code provides guidance for professional conduct in carrying out responsibilities consistent with the ethical obligations of the teaching profession and the fulfillment of the University's Mission and Purposes. In order to provide consistency, 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. In addition to the Code of Conduct, the policies and procedures prescribed in the Apollo Group, Inc. Employee Handbook apply to faculty who are also full-time employees of the Apollo Group, Inc.

STANDARDS OF CODE OF CONDUCT

University of Phoenix faculty accept an obligation to conduct themselves in a manner that creates a positive learning environment compatible with the University's policies and philosophies as an institution of higher education. Conduct that is determined to be a misuse of academic freedom, or where the actions/behaviors of a member or members of the University community impair the opportunities of others to teach or learn, or disrupt the orderly functions of the University, will be deemed misconduct and will be subject to appropriate disciplinary action as prescribed in the Faculty Handbook (full-time employees of the University will also be subject to appropriate disciplinary action as prescribed in both the University's Policies and Procedures Manual and the Apollo Group, Inc. Employee Handbook).

The major categories of misconduct for which corrective/disciplinary action may be taken follow:

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

    ■ Changing one's own institutional records or the records of any family relation, except as required to maintain current address information or the Faculty Profile, both of which are administered through the Faculty Web

    ■ 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

    ■ Assisting or cooperating with any other person to violate any part of this Standard

2. Plagiarism—representing the words or ideas of another as one's own.

3. Unlawful acquisition or use of copyrighted works.

4. Helping another plagiarize or unlawfully acquire or use copyrighted works.

5. Violation of any applicable professional codes of ethics and behavior (e.g., Counseling and Nursing).

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

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

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

9. Unauthorized use of University facilities or personnel.

10. Disregard or violation of University policies or regulations, including regulations concerning student organizations, the use of University facilities, or the time, place, and manner of public expression.

11. Use, possession, or distribution of alcoholic beverages or other drugs while participating in University-sponsored activities or functions, except as expressly permitted by law or University policy.

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

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

14. Conducting personal business for gain while teaching or participating in other University activities in or on University-controlled property/facilities.

15. Failure to maintain the highest ethical standards in interactions with students, staff, and peers with regard to confidentiality and personal privacy.

16. Carrying of weapons or firearms on campus, at campus-sanctioned events, or when meeting with campus personnel, except law enforcement personnel when the carrying of a firearm is a condition of employment by local government, state, or federal law enforcement agencies.

17. Approving one's own course approval requests and course payments, or the course approvals or course payments of family members.

Approved by the University of Phoenix Full-Time Faculty—October 2002
Ratified by the University Academic Cabinet—October 2002

Paragraph 17 ratified by the University Academic Cabinet in 2006

The 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.

FACULTY POLICIES

At the Central Administration level, the Dean of each College shall have overall accountability and responsibility for the curriculum and the official approval of the faculty within their respective colleges. Each Dean shall be responsible to maintain an ongoing feedback system for his or her programs and shall be assisted in this effort by the Campus College Chairs and Lead Faculty-Area Chairs at the campuses across the University.

At the campus level, the Director of Academic Affairs shall be responsible to ensure 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 including: the management of the processes of faculty recruitment, assessment, certification, faculty file preparation and submission, scheduling, payroll, and ongoing training and development in accordance with University policies and procedures.

The Campus College Chairs shall be responsible to ensure academic quality as they represent the college at the campus level, provide instructional leadership and direction for the faculty, manage the faculty approval process, create College Steering Committees from among the Lead Faculty-Area Chairs, and facilitate the implementation of the Master Curriculum Agenda of their respective college at the campus level.

700.0 FACULTY STANDARDS
In order to remain in good standing with the University, faculty members are expected to comply with the Faculty Standards as outlined in the Faculty Handbook.

700.1 FACULTY OBLIGATION
All faculty members shall abide by the University's Faculty Code of Conduct as outlined in the Faculty Handbook.

Faculty members are required to report any and all violations of the Standards for Student Behavior as soon as they become aware of the violation.

Faculty members must comply with all other policies and procedures as outlined in the Faculty Handbook.

700.2 USE OF FACULTY E-MAIL
Faculty members are to use their University sponsored e-mail account only for official University business. University e-mail addresses should not be used for personal communication unrelated to a person's role as a faculty member.

700.3 CONFIDENTIALITY POLICY
By accepting employment with the University as a faculty member, every faculty member acknowledges the existence of certain confidential information and agrees to keep confidential all information concerning, but not limited to, University of Phoenix, such as:

- Faculty modules

- Course development

- Proprietary technological information

- All proprietary information concerning production and/or processes for course delivery for all delivery modalities (distance education and residential campuses)

- Proprietary information concerning research and development and sales and marketing

- Cost/price data

- Marketing and sales promotion plans

- Business projections

- Market analysis

- Proprietary information concerning customers, customer contact lists, and recruiting tactics

- Proprietary financial information, including internal financial documents, budgets, forecasts, computer printouts, product margins, product costs, and operating reports

- Proprietary administrative information, including internal organization

- Strategic business plans

- Internal computer software

- Trade secrets

- e-campus materials

- Passwords

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

700.5 FACULTY INDEMNIFICATION

Full-time employees are indemnified against professional liability for activities carried out as a requirement of their positions to the extent such claims are insured. Faculty members may be indemnified against professional liability if they are instructing in medically-related programs to the extent such claims are insured or if it is determined by Apollo's insurance carrier that coverage is afforded under the policy.

700.6 EQUAL EMPLOYMENT OPPORTUNITY POLICY

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

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

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

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

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

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

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

700.7 COMPUTER USE POLICY FOR FACULTY & STUDENTS
PURPOSE
The purpose of this policy is to document the acceptable use of University of Phoenix
("University") computing and communication resources by students and faculty and the
procedures to be followed when actual or suspected violations of this acceptable use policy occur.

DEFINITIONS
Acceptable Use—The use of University computing and communication resources for approved
business and educational purposes consistent with University policies and procedures.

Computing and communication resources—All components of the University's computer
information systems, including, but not limited to, facilities, hardware, software,
network infrastructure, and related devices, including those used for voice and video
communication.

Information Security Personnel—Members of the Apollo Group Information Security Office
("ISCO") and other employees designated by ISCO.

User—Any University of Phoenix student or faculty member [sic].

POLICY
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, for conducting online classes, for conducting
educational research, for communication between and among students, faculty, and staff, and
for 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. In addition, all
activity and information, including personal activity and information, on University systems
may be monitored and recorded. Any individual accessing University computing and
communication resources expressly consents to such monitoring and is advised that if such
monitoring reveals unauthorized or criminal activity, Information Security Personnel will
provide the evidence from monitoring to the appropriate University officials for investigation
and possible release to law enforcement authorities.

GENERAL REQUIREMENTS OF USERS
Users of University computing and communication resources must:

- Comply with this policy and all applicable local, state, and federal laws
  and regulations.

- Not intentionally compromise the confidentiality, integrity, or availability of
  University computing and communication resources.

- Not attempt to circumvent the University's physical, technical, or administrative
  security measures.

- Abide by the provisions of the Code of Student Responsibility and Standards of
  Student Behavior (for students) or the provisions of the Faculty Standards (for
  faculty members).

- Be truthful and accurate in personal identification.

- Respect the rights and privacy of others.

- Maintain the security of their user resource accounts.

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

- Unauthorized use of University trademarks or logos and other protected trademarks and logos is prohibited.

- Infringing upon the copyright, trademark, patent, or other intellectual property rights of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction) is prohibited.

- The unauthorized storing, copying, or use of audio files, images, graphics, computer software, data sets, bibliographic records, and other protected property is prohibited except as permitted by law.

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

MONITORING
System and network activities of users are routinely logged and monitored. These activities include:

- Use of accessed accounts

- Time and duration of network activity

- Web pages accessed and duration of access

- Network software accessed

- Volume of data storage and transfers

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

RESTRICTION OF ACCESS TO COMPUTING AND COMMUNICATION RESOURCES
Access to University computing and communication resources is a privilege that may be wholly or partially restricted without prior notice and without consent of users:

- If required by applicable law or policy.

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

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

CONDITIONS FOR PERMITTING INSPECTION, MONITORING, OR DISCLOSURE
The University may permit the inspection, monitoring, or disclosure of e-mail, computer files, and network transmissions when:

- Required or permitted by law, including public records law, or by subpoena or court order.

- The University or its designated agent reasonably believes that a violation of law or policy has occurred.

- Necessary to protect the confidentiality, integrity, or availability of computing and communication resources.

CONFIDENTIALITY
Confidentiality of e-mail and other network transmissions can not 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 notification 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 Internal Audit or Apollo Information Security and Compliance.

> **APOLLO GROUP INTERNAL AUDIT**
> **M/S AA-B309**
> **4615 E. ELWOOD ST.**
> **PHOENIX, AZ 85040**
> **FAX: 480-929-7499**
> **E-MAIL: INTERNALAUDIT@APOLLOGRP.EDU**
>
> **APOLLO GROUP INFORMATION SECURITY & COMPLIANCE**
> **M/S AA-B103**
> **4615 E. ELWOOD ST.**
> **PHOENIX, AZ 85040**
> **FAX: 480-379-3555**
> **E-MAIL: INFOSEC@APOLLOGRP.EDU**

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

A person accused of a violation will be notified of the charge and have an opportunity to respond before the University imposes a permanent sanction. Appropriate cases will be referred to the University disciplinary process appropriate to the violator's status (i.e., faculty member or student) 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
This list below contains examples of actions considered to be 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 is prohibited. (All users are required to cooperate with appropriate University personnel or other authorized personnel when investigating the source of anonymous messages.)

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

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

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

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

7. The unauthorized reselling of University computing and communication resources.

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

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

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

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

12. Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization is prohibited.

13. Altering or attempting to alter files or systems without authorization.

14. Unauthorized scanning of networks for security vulnerabilities.

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

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

700.8 POLICIES FOR UNIVERSITY OF PHOENIX FACULTY WHO ALSO HOLD AN ADDITIONAL POSITION WITH THE UNIVERSITY OF PHOENIX
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' Code of Ethical Conduct 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 by a faculty member. This obligation is more fully presented in the Apollo Group, Inc. Employee Manual. A conflict of interest can be avoided by having one's supervisor approve all faculty-related records, contracts, and payments for the employee and his or her family members. An official Faculty Record must be maintained for each faculty member. The official Faculty Record must contain certain provisions (see 710.0 FACULTY RECORDS).

710.0 FACULTY RECORDS
An official Faculty Record must be maintained for each faculty member. The official Faculty Record must contain the following:

- University of Phoenix Faculty Application/Profile.

- Course Approval Form (CAF).

- Technology Recommendations and Competencies Acknowledgement.

- Faculty Handbook Acknowledgement.

- Official Transcripts of Graduate Degrees (and Undergraduate transcripts where required for Course Approval or to fulfill regulatory/state requirements).

- Other college-specific documentation as prescribed in the Requirements for Course Approval.

710.1 RECORDS RETENTION

A. If a faculty candidate has submitted a completed faculty application and transcripts, campuses must retain all documents related to faculty appointment for at least two years after an appointment decision has been made.

B. For candidates who become faculty members, the information gathered in the appointment process is necessary in determining faculty training, mentoring, and development needs.

710.2 FACULTY RECORDS MAINTENANCE

Each campus shall review their faculty lists semi-annually and inactivate faculty members who have not received a teaching contract within the last calendar year, unless there is a compelling business reason to maintain an active record. Inactivation of faculty members includes terminating access to any and all resources including access to the University Library.

710.3 RELEASE OF FACULTY INFORMATION

University of Phoenix considers a faculty member's personal contact information as confidential and does not release such information except as follows:

1. To Students of Faculty Member. The University staff may release the contact information contained on the faculty member's syllabus to current university students.

2. To Other Third Parties. The University staff may contact the faculty member and inform them a third party is trying to contact them.

3. Receipt of Subpoena or other Regulatory/Legal Request. Upon receipt of a subpoena or other request for faculty information from a court, government agency, or regulatory body, the staff member shall refer the subpoena or request to University Legal Services.

720.0 RECRUITMENT

The recruitment of qualified faculty is the responsibility of each campus.

720.1 FACULTY QUALIFICATIONS

A. The potential faculty member must possess a graduate degree granted by a regionally accredited institution or international equivalent.

B. The faculty applicant's degree must be relevant to the prospective field of instruction.

C. The faculty applicant's degree must have been granted at least two years prior to the date of assessment if the degree was awarded by the University of Phoenix.

D. Program-Specific Faculty Qualifications:
   Nursing faculty who teach NUR/NRP prefix courses must hold a current unencumbered RN License from the state where they teach, as well as a graduate degree in nursing.

720.2 INTERNATIONAL FACULTY

A. International faculty applicants are subject to the same policies and procedures as international students, including visa acceptability and the evaluation of international transcripts.

B. The potential faculty member must possess a graduate degree granted by a regionally accredited institution or international equivalent.

Exception: Faculty possessing a Juris Doctor degree from an American Bar Association approved school of law are acceptable, regardless of whether the school of law is also regionally accredited.

730.0 APPROVAL TO TEACH

A. The Campus College Chair shall manage the approval process at the campus and is responsible for reviewing the qualifications of a faculty member and granting approvals to teach specific courses. If a campus does not have a Campus College Chair, the responsibility for course approvals lies with the Director of Academic Affairs. Where course approvals have not been decentralized to the campus they are the responsibility of the Dean or Associate Dean of each College.

B. Faculty members shall be officially approved to teach courses prior to being scheduled for or issued a contract for a course.

C. The Director of Academic Affairs, or designee, at each campus shall review the written documentation for faculty course approvals provided by the Campus College Chair and approve or deny the recommendation.

D. Course Approval Forms:
    No faculty member should approve his or her own Course Approval Form (CAF) or those of a family member. The CAF must be approved by a supervising Administrative faculty member. The approvals must not be made by a subordinate.

730.1 FACULTY COURSE APPROVAL AUDITS

A. The College Dean or a designee will periodically audit the faculty files. Continued approval to teach specific courses will be based on these audits. Faculty members who no longer meet the current requirements for a course may have their approval for that course rescinded.

B. Each faculty member will have regular quality assurance reviews.

740.0 FACULTY ASSESSMENT

A. All local campus faculty candidates must participate in a faculty assessment that allows them to demonstrate the skills and behaviors required to be a successful facilitator of student learning at University of Phoenix. While specific components of the assessment process may vary, campuses are required to meet the University's minimum standards and utilize the appropriate evaluation forms.

B. All Online faculty candidates must pass a four-week Online Learning System training, which includes presenting an online lecture, creating a syllabus, group exercises, providing feedback on sample student assignments, and observing an actual class online.

740.1 FACULTY CERTIFICATION

A. All Local Campus faculty applicants who pass the first stage of the assessment process are required to participate in a Certification program using the University's standard materials and evaluation forms. Online Campus-certified faculty members who desire to teach at a local campus must complete the same process. Local campus certification can be completed by one of two Faculty certification models:

    1. Integrated Faculty Certification
    2. Local Campus Faculty Certification

B. All Online Campus faculty applicants must pass Online Campus Certification using the standard materials and evaluation forms.

C. All FlexNet® faculty applicants must successfully complete the FlexNet® faculty certification model offered at their local campus in one of the following formats, all of which use the University's standard materials and evaluation forms:

    1. Integrated Faculty Certification
    2. Local Campus Faculty Certification followed by FlexNet® Faculty Certification
    3. Local Campus Faculty Certification and Online Campus Certification, followed by a FlexNet®: Making the Transition workshop offered locally

740.2 MENTORSHIP

A. Faculty members must have a mentor for their first course in each new modality.

B. Mentors must be trained using the standard module Model for Mentoring: Building Skills and Relationships workshop.

760.0 WORK AUTHORIZATION POLICY

The University neither hires nor continues to employ an individual who is not legally authorized to work in the United States. It is the employee's responsibility to notify the campus and the Human Resources Department if his or her work authorization has been revoked or will expire. Additionally, it is the employee's responsibility to obtain and bear the cost of extended or renewed work authorization and provide proof of extended or renewed work authorization. An employee's Form I-9 must be updated to reflect the employee's renewed authorization to work.

If an employee fails to provide proof of his or her renewed authorization or a timely-filed renewal application prior to the expiration of the authorization documented on the employee's Form I-9, the employee may immediately be suspended without pay or terminated.

760.1 CALCULATING FACULTY ANNIVERSARY DATE

For compensation and benefits purposes, including the calculation of stock option eligibility, campuses will calculate a faculty member's anniversary date from the start date of their first course.

760.2 APPROVING CONTRACTS AND OTHER PAYMENTS

A. No faculty member should approve his or her own teaching contracts or those of a family member. Payments must be approved by a supervising Administrative Faculty member or appropriate supervisor from University Administration. The payments should not be approved by a subordinate.

B. No faculty member should approve payments related to faculty activities for himself or herself or for a family member. These payments include Non-Classroom Event (NCE) payments, Academic Affairs Services Agreements, and other payments related to faculty activities. Payments must be approved by a supervising Administrative Faculty member or appropriate supervisor from University Administration. The payments must not be approved by a subordinate.

780.0 ACADEMIC GOVERNANCE

The Faculty of the University has, and exercises, responsibility for determining award of academic credit and has a significant role in developing and evaluating all of the institution's educational programs. Through clearly-defined, established institutional structures, the faculty and administrators exercise oversight for all educational offerings.

ADDITIONAL POLICIES AND PROCEDURES RELEVANT TO FACULTY

APOLLO FRAUD/ETHICS VIOLATION REPORTING

Faculty members are encouraged to report instances of fraud, violations of ethical policies, and information and concerns on illegal behavior regarding University matters, using the following guidelines and contact information.

Questionable accounting or internal controls including the following:

- Accounting/Audit irregularities
- Conflicts of interest
- Falsification of company records
- Fraud
- Improper loans to executives
- Insider trading

- Kickbacks
- Policy issues
- Retaliation of whistleblowers
- Theft of cash
- Theft of goods/services
- Theft of time
- Unauthorized discounts

To report a concern, see the contact information on the Faculty Web under Services.

OFFICE OF THE OMBUDS SERVICES

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

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

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

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

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

NOTICE DISCLOSURE: OFFICE OF OMBUDS SERVICES DOES NOT REPRESENT APOLLO GROUP, INC. AND THEREFORE CANNOT RECEIVE FORMAL COMPLAINTS. SPEAKING TO THE OFFICE OF THE OMBUDS ABOUT A CONFLICT, DISPUTE, OR COMPLAINT DOES NOT CONSTITUTE "NOTICE TO APOLLO GROUP, INC. OR ANY OF ITS SUBSIDIARIES" AND THEREFORE ACTION CANNOT BE TAKEN. IN ORDER FOR APOLLO GROUP, INC. OR ANY OF ITS SUBSIDIARIES TO TAKE ACTION TO RESOLVE THE CONFLICT, DISPUTE, OR COMPLAINT, YOU MUST SPEAK TO AN APOLLO GROUP, INC. REPRESENTATIVE OR A REPRESENTATIVE OF THE APPROPRIATE SUBSIDIARY.

*THESE CONFIDENTIAL, NEUTRAL, INFORMAL, AND INDEPENDENT TENETS ARE ABSOLUTE AND NON-NEGOTIABLE. THESE TENETS BELONG TO THE OFFICE OF OMBUDS SERVICES AND NOT THE VISITOR. A VISITOR CANNOT REQUEST THE OMBUDS OFFICE TO BREACH ANY OF THE ABOVE NOTED TENETS.

PLAGIARISM AND ACADEMIC HONESTY

The University Catalog defines plagiarism as "representing the words or ideas of another as one's own in an academic exercise."

PREVENTING PLAGIARISM

There are actions faculty can take to prevent instances of plagiarism in their classes. These include the following:

- Setting clear expectations for assignments, including format and citation requirements.

- Drafting assignments to fulfill specific objectives—personal application, etc.

- Using the syllabus to communicate the definition and consequences of plagiarism.

- Using the Plagiarism Checker tool within the Reviewing Services area of the Center for Writing Excellence.

- Taking action when plagiarism occurs.

SYLLABUS LANGUAGE

Instructors should include language in each course syllabus detailing both the importance of academic honesty and the consequences of plagiarism. The following is an example of such language:

"Academic honesty is highly valued at University of Phoenix. A student must always submit work that represents his or her original words or ideas. If words or ideas that do not represent the student's original work are used, the student must cite all relevant sources. The student should also make it clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source.

If I detect wording in any of your work that does not appear to be your own, I reserve the right to check various Web search engines and library databases for the wording in question. If portions of your wording are found to be copied from another source without proper attribution, the result may be a failing grade for the assignment or even the entire course if the offense is particularly severe. Additional sanctions may also apply if I choose to report the offense to the University administration."

CLASS SANCTIONS

Most instances of plagiarism or academic dishonesty, such as cheating, can and should be handled directly by the faculty member. Sanctions should be levied according to the severity of the offense. Class sanctions may include the following:

- Resubmission of the assignment (possibly for fewer points)
- Failure on the assignment
- Additional assignment(s)
- Reduction of the final course grade
- Failing grade in the course

When a faculty member has determined that a class sanction is necessary, he or she should fill out the Academic Dishonesty Template and submit it to the Campus Director of Academic Affairs or a designee. This template is located on the Faculty Web, under Publications > Faculty > Forms. Once a faculty member has submitted the template to the campus, the Director of Academic Affairs will send the student a letter to officially notify the student of the academic dishonesty charge. If he or she chooses, the student may appeal the allegation, but potentially faces more serious sanctions than those assessed by the faculty teaching the class if an ethics committee deems them necessary.

ADMINISTRATIVE SANCTIONS

Cases submitted to the campus will result in the initiation of a formal administrative investigation and review by a campus committee. According to the University Catalog, the conclusion of that investigation may result in a student's "removal from class" and/or disciplinary action "including, but not limited to, documented counseling by a University staff member, loss of credit, suspension, or expulsion." All sanctions are based on the severity of the offense. The student will be notified of the imposed administrative sanctions in writing. A student who wishes to appeal a campus decision must submit a written appeal through the University's Student Appeals process. The results of this appeal process will be communicated to the student in writing.

A more severe case, where campus committee sanctions include expulsion, will result in an automatic appeal on behalf of the student to the Central Administration Student Appeals Committee. The student will be notified, in writing, of the campus decision and subsequent appeal on their behalf. The Student Appeals Committee will consider the appeal, make a decision, and notify the student and campus in writing.

PLAGIARISM IN LEARNING TEAMS

Students are expected to produce original work, including the proper citation of source materials, when writing or presenting course assignments. Learning Team products are expected to be as free of plagiarism as individual products. The Learning Team as a whole is ultimately responsible for the final product submitted. Therefore, team members should check to ensure that the entire project represents original work with appropriate source citations. Faculty should emphasize these points in the syllabus or other instructional materials provided at the start of each class.

When plagiarism is discovered in a Learning Team assignment, there is no single solution that fits all circumstances. The faculty member's decision may partly depend on how much of the team assignment was plagiarized and during which week of class the plagiarism occurred. If the plagiarized section of the assignment is relatively insignificant, faculty may decide to grade the team project giving no credit to that section of the work and report a grade for all team members based on the resulting quality of the overall project.

If it is determined that part or all of a Learning Team project has been plagiarized, it is appropriate to try to determine which specific team members are responsible for the plagiarized material. Faculty may be able to determine which team members were responsible by reviewing the messages in an online Learning Team forum or by asking each individual team member directly. When one team member has contributed a plagiarized section to a Learning Team assignment, it is appropriate to follow up differently with—and assign a different Learning Team grade to—that student.

If unable to determine which Learning Team members are responsible for the plagiarized portions of a team assignment, faculty may deduct grade points for the plagiarized sections on the grounds that those sections were not completed. Alternatively, faculty may report a failing assignment grade for all team members.

UNIVERSITY HARASSMENT POLICY

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

- Unwelcome or unwanted sexual advances.

- Requests for sexual favors.

- Any suggestion, whether overt or subtle, that a grade or other academic achievement is dependent upon the granting of sexual favors or submission to sexual requests.

- Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc.

- Offensive conduct, verbal or written, including sexually explicit jokes, comments, innuendoes, or any other tasteless action that would offend a reasonably sensitive person.

- The displaying of sexually offensive pictures, posters, illustrations, or objects.

- Slurs, jokes, or ridicule based on race, ethnic or national origin, religion, gender, or disability.

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

Note: The campus harassment policy also applies to students and staff.

PROCEDURES FOR ALLEGED VIOLATIONS OF FACULTY STANDARDS, FACULTY POLICIES, AND STANDARDS OF CODE OF CONDUCT

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

2. A prompt, thorough, and impartial investigation into any such concern will be conducted. If a faculty member is removed from a course, he or she will be entitled to compensation for the portion of the course completed.

3. The claimant should be encouraged to document the alleged claim in writing, identifying the behavior in question—however, action will be taken without the alleged claim in writing. Third parties who observed the behavior should be identified, if appropriate. No guarantees that the information will remain completely confidential can be made since the nature of the claim must be shared in order to conduct a thorough investigation. The claimant should be reminded of the University policy on retaliation.

4. The DAA must notify the faculty member of the allegation(s) in writing, via certified mail. The faculty member must respond, in writing, within ten (10) days of receipt of the notice of allegation(s).

5. All parties and witnesses should be interviewed to obtain all relevant information within ten (10) working days of receipt of the faculty member's written response. The faculty member should be reminded of the University policy on retaliation.

6. The campus DAA will make the initial determination if there has been a violation of policy. If a violation is found, the campus DAA should make the initial determination of what corrective action is appropriate, based upon the seriousness of the evidence found.

Potential corrective action includes, but is not limited to:

- Faculty member is verbally counseled regarding the relevant University policy and directed to refrain from such behavior in the future.

- Written warning is issued to faculty member as notification that any future violation may result in the rescinding of faculty status.

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

- Faculty member's teaching privileges are rescinded. Depending on the nature and/or severity of the violation, teaching privileges may be rescinded for a specific campus or university-wide.

All findings of the investigation and the corrective action taken are documented in writing by the campus DAA. Action must be taken within five (5) working days of the conclusion of the investigation.

The campus DAA should advise the claimant that a thorough investigation of the concern has been completed and, as appropriate, corrective steps have been taken to ensure compliance with University policy. Any claims of retaliation for submitting a concern under these policies or for providing information shall be investigated and decided in the same manner set forth above.

Faculty members who are also full time employees of the Apollo Group, Inc. or any of its subsidiaries, including the University of Phoenix, and whose full time employment is terminated will also have their appointment to the University's faculty terminated if their full time duties where primarily instructional or instructionally related. Such positions generally include, but are not limited to:

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

FACULTY APPEAL POLICY AND PROCEDURE

1. If a faculty member believes that any decision made about his or her performance or behavior was inappropriate or inappropriately executed, he or she must first contact the campus DAA no later than ten (10) days after being informed of the decision.

2. If a discussion with the campus DAA does not satisfactorily resolve the grievance, the faculty member is required within ten (10) working days of the meeting to document the grievance and provide evidence demonstrating how he or she is meeting the competencies/standards in question or how the procedures were violated.

3. A panel of peer faculty will be convened within fifteen (15) working days of the receipt of the faculty member's written documentation to review the documentation provided by the faculty member and the campus DAA. The campus DAA will facilitate the panel but not be a participant.

4. The Regional DAA will review the outcome of panel deliberations and make a determination. The determination will be forwarded in writing to the faculty member within fifteen (15) working days of the Panel's conclusion.

5. If the faculty member does not believe the determination is satisfactory, an appeal within ten (10) working days of the receipt of the decision may be made in writing to the Provost, whose decision is final.

POLICY ON GRADE CHANGES

Grade Changes—(Policy and Procedures Manual, 102.6m)
Students' grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the formal grade dispute process or if the faculty member determines the original grade was improperly calculated.

Rationale: Students' grades represent the work and knowledge level attained within the regularly scheduled course dates. Students are not allowed to submit extra work to raise their grade after the course has ended because this grade would no longer reflect the level of competency achieved upon completion of the course.

Exception: If the faculty member determines that a grade was calculated incorrectly, the grade may be changed and submitted on a grade change form.

POLICY ON INCOMPLETE GRADES

If a student is granted an Incomplete grade, the student's final grade will be reduced one full-letter grade by the faculty member, regardless of the circumstances under which the Incomplete was granted, unless any of the following circumstances are applicable:

1. The Incomplete is granted in order to comply with an academic adjustment granted by the University in accordance with the Americans with Disabilities Act (ADA), in which case the grade entered at the original course end date should be "IX." A new "IX" course completion date must be selected by the faculty member and can range from five (5) weeks to fifteen (15) weeks. Faculty should not reduce the earned course grade one letter grade after entry of an "IX."

2. The Incomplete is granted in one of a limited number of specific courses in the doctoral, nursing, education, and counseling programs by entry of the grade of "IP." Faculty members who have questions about the "IP" grade option should contact their Local Campus's Director of Academic Affairs or his or her delegatee.

3. The Incomplete is granted to a student who is active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. Faculty should not reduce the earned course grade one letter grade after entry of an "I" for these students.

4. The student does not submit any assignments for grading after entry of the "I" grade. In this situation, faculty should enter the grade earned as of the date that the "I" grade entered without a letter grade reduction when the agreed-upon time for completing the course expires. For example, if the student had earned 74 points out of a possible 100 before the "I" grade entered, a "C" for the course would enter if the faculty member used the University's suggested grade scale described above.

ATTENDANCE POLICY

Research into best practices in higher education strongly supports the notion that "time on task" leads to improved learning. That is one of the reasons why the University's Teaching and Learning Model puts such great emphasis on attendance.

LOCAL CAMPUS ATTENDANCE REQUIREMENTS

Most classes meet four hours per week, usually in the evening. Most education classes meet either four hours per week in the evening or 15 hours per weekend on alternating weekends. Attendance is mandatory. Special instructional activities may be scheduled on weekends or at other times convenient to both students and faculty members.
Class attendance requirements are as follows:

1. Students enrolled in courses with one workshop are allowed no absences.

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

3. Students enrolled in bachelor's and master's degree courses with five to nine workshops are allowed one absence and may still earn a grade other than "W" or "WF." However, the campus Director of Academic Affairs may grant an additional excused absence upon verification with the faculty member that the student is in good standing and is going to meet all course requirements.

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

5. Students enrolled in courses with ten or more workshops are allowed two absences and may still earn a grade other than "W" or "WF." However, the campus Director of Academic Affairs may grant an additional excused absence upon verification with the faculty member that the student is in good standing and is going to meet all course requirements.

6. Students in any nursing courses with clinical hours must still achieve the total number of required clinical hours regardless of any absences in these courses. Students must make up all missed work requested by the faculty member. Any absence will affect students' grades.

7. In addition to workshop attendance during the course, bachelor's, master's, and doctoral degree courses require additional weekly student interaction in Learning Teams.

Students who do not meet these attendance requirements must officially withdraw from the course. A "W" or "WF" must be entered when the student attended at least one workshop of a course, missed at least two class workshops, and withdrew prior to completing the course. A "W" would be appropriate when the faculty member determines that the student was passing the course (based on grades earned for all assignments submitted) at the time of the withdrawal. A "WF" should enter when the faculty member determines that the student was failing the course (based on grades earned for all assignments submitted) at the time of the withdrawal. No letter grade will be awarded when a student does not meet attendance requirements.

ONLINE CAMPUS AND AXIA COLLEGE ATTENDANCE REQUIREMENTS
Online and Axia College class workshops meet over the course of an entire week. Students are recorded as being in attendance in any given week if they post a message to any of the class forums on two separate days within an online week. Class forum posts are date- and time-stamped when received at the University servers set up, year-round, on Mountain Standard Time.

FLEXNET® ATTENDANCE REQUIREMENTS
FlexNet® students are in attendance at the Local Campus workshops if they physically attend the Local Campus workshop meeting and sign the attendance roster. They are in attendance during online workshop weeks if they post a message to any of the class forums on two separate days within the seven-day period that constitutes the online workshop week for the course. Class forum posts are date- and time-stamped when received at the University servers set up, year-round, on Mountain Standard Time.

ATTENDANCE REQUIREMENTS FOR DIRECTED STUDY
In courses completed through directed study, attendance is defined as weekly contact with the assigned faculty member. This student contact with the faculty member may be either written or verbal communication, including the submission of required course assignments. Attendance is mandatory; students are required to attend (make contact with the faculty member) each scheduled week of the course. The application of the directed study attendance policy may vary by campus.

COPYRIGHT OWNERSHIP

University of Phoenix disclaims its ownership of copyrights in any copyrightable work prepared by University faculty within the scope of their instructional services with the University (which ownership is provided under the work-for-hire provisions of the Copyright Act of 1976, as amended, 14 U.S.C. §101 et seq.). Examples of works made-for-hire include, without limitation, case studies, course outlines, telecourse materials, simulations, exercises, tests, and other course materials. The University retains an irrevocable, nonexclusive, royalty-free license to reproduce and use such works.

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

FACULTY USE OF COPYRIGHTED MATERIALS

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

Faculty members agree to use only lawfully acquired copyrighted works, with proper attribution and citations, as part of their teaching tools in support of the identified curriculum. Ordinarily, use of copyrighted material without the permission of the copyright owner is a violation of the rights of the copyright owner. The particular use of a copyrighted work will not be an infringement of the copyright if it is considered a "fair use" under Section 107 of the Copyright Act of 1976, as amended (the "Act").

The determination as to whether a given use amounts to a fair use is made on a case-by-case basis and is dependent on the specific facts of the use. No single factor is determinative; that is, there is no one fact about the copying at issue that will automatically make it fair or unfair. All factors must be examined and the conclusions as to each weighed and balanced. This case-by-case balancing is so fact-dependent that it is nearly impossible to predict what constitutes a fair use except in the most obvious situation.

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

FACULTY USE OF UNIVERSITY OF PHOENIX COPY CENTERS

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

FACULTY WARRANTY

Faculty will use only lawfully acquired copyrighted material. Faculty who use University of Phoenix-controlled photocopy machines, or who request that the University obtain photocopies on their behalf, warrant to University of Phoenix that the resultant photocopies

will not infringe any copyright, violate any property rights, or contain any scandalous, libelous, or unlawful matter. Further, the faculty member will defend, indemnify, and hold harmless University of Phoenix against all claims, suits, costs, damages, and expenses that the University may sustain by reason of any scandalous, libelous, or unlawful matter contained or alleged to be contained in the photocopies, or any infringement or violation caused by the photocopying of any copyrighted or property-righted material.

NONDISCRIMINATION POLICY

University of Phoenix does not discriminate on the basis of race, color, national origin, sex, disability, or Vietnam-era veteran status in its educational programs, activities, or employment practices. The University complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964 and regulations, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

If any student or applicant has a question or concern regarding compliance with this policy, that student or applicant may direct the question or concern to the Vice President/Director, or any student may elect to utilize the student grievance procedures set forth in the "Student Grievance" policy.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) was enacted in 1974 and applies to all schools receiving funding under the Department of Education. FERPA provides legal guidelines on student right to access, confidentiality, and institutional responsibilities. Faculty members may not release personal information about a student such as:

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

THE AMERICANS WITH DISABILITIES ACT

University of Phoenix recognizes and accepts its obligations under the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973, prohibiting discrimination on the basis of a disability and requiring the University to provide reasonable accommodations to qualified disabled students and faculty members in all University programs and activities. Students and faculty members have the responsibility to both self-disclose and request accommodation through the campus ADA Compliance Officer. Verification through documentation from a health care provider is required prior to accommodations being determined and fulfilled. The campus ADA officer will review documentation for accommodation consideration. Therefore, students and faculty members must allow several weeks between self-disclosure and accommodations being made.

Determination of reasonable accommodations and compliance with the ADA and Rehabilitation Act for students and faculty members is managed by the Vice President of University Services, located in Phoenix, Arizona. No student or faculty member shall be retaliated against for seeking accommodation under this policy or for participating in any complaint procedures brought against the University for its noncompliance with the policy.

CAMPUS SAFETY POLICIES AND CAMPUS CRIME STATISTICS

Faculty who become aware of a student's threat to harm himself or herself or of a student's threat to harm others should call 911 in the U.S. in cases of on-campus emergencies and take other reasonable appropriate safety measures. As soon as possible thereafter, the faculty member should also inform the Local Campus Director of Academic Affairs of the situation. In

non-emergency situations, faculty should promptly contact the Local Campus Director of Academic Affairs with information and for guidance if they gain first-hand knowledge of a student's threat to harm himself or herself or others.

In Online Campus classes, faculty who become aware of a student's class communication(s), or private communication(s) to members of the University community, threatening to harm himself or herself and/or threatening to harm others, should contact the Instructional Specialist team (isteam2@phoenix.edu) for assistance. In Axia College classes, faculty should contact the Axia College Instructional Specialist team (axiaisteam@email.phoenix.edu).

Campus Safety Policies and Campus Crime Statistics are published in the University of Phoenix Campus Safety Report.

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

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

These policies and statistics are accessible at the following Web site: http://www.phoenix.edu/safety or by contacting the local Campus Security Authority to request a hard copy.

DISPLAYING 911 EMERGENCY POSTERS

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

EMERGENCY RESPONSIBILITY POLICY

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

Section 5

FACULTY COMPENSATION AND BENEFITS

FACULTY COMPENSATION

FACULTY SCHEDULING

Once a faculty member has completed both Faculty Certification and the process to become officially approved to teach, the faculty scheduler or another staff member from the campus Academic Affairs Department is the point of contact for faculty scheduling information and teaching assignments. Many campuses across the University utilize an online faculty scheduling process, or faculty members may be offered course assignments via telephone or e-mail. Important considerations regarding faculty contracts and scheduling follow:

- The faculty member must acknowledge receipt of the Faculty Handbook on the Faculty Web prior to receiving teaching contracts.

- Emergency scheduling changes must be confirmed with the campus Department of Academic Affairs.

TERMS AND CONDITIONS OF THE FACULTY CONTRACT

The faculty member and University of Phoenix ("University") agree to the following:

1. University agrees to retain the services of the faculty member for the current course only. Faculty member has no right to expect, and University has no obligation to provide the Faculty member with, any future course assignment.

2. University may cancel this agreement if the current course is canceled. If the agreement is canceled prior to the start of the current course, there is no obligation on the part of the University or on any of its representatives or agents to pay the faculty member for the course. If the current course is canceled after the course starts, the faculty member will be entitled to pro rata compensation for any sessions taught.

3. Faculty member acknowledges that as a part-time employee of University, his or her compensation under this agreement shall be treated by University as wages with all required employment and income taxes withheld and reported to the IRS.

4. Faculty member represents that he or she has read the Faculty Handbook and any addenda thereto. Faculty member shall be subject to and shall comply with all of the applicable policies and faculty performance standards set out in the Faculty Handbook and any addenda thereto.

5. The Faculty Handbook, including any addenda thereto, is incorporated in its entirety into this agreement by reference. In the event of any conflict between the terms of this agreement and the policies and standards set out in the Faculty Handbook, including any addenda thereto, the terms of the Faculty Handbook shall be controlling.

6. This agreement and the Faculty Handbook contain the entire agreement between University and the faculty member. No oral or other representations contrary or in addition to the terms of this agreement may be relied upon and any modification to this agreement must be in writing signed by the Director of Academic Affairs and faculty member. No part of this agreement may be assigned or subcontracted without the prior written approval of University. This agreement will be governed by the laws of the State of Arizona without reference to conflict of laws principles.

INSTRUCTIONAL COMPENSATION

The level of faculty compensation is based on several factors, including level of courses instructed, the number of students in the course, the number of courses taught at the University, educational attainment, and the completion of required training. If a faculty

member teaches part, but not all, of a contracted class, then she or he may be paid on a pro-rata basis. Variation in compensation may occur across campuses. Local campus personnel will provide more specific information about faculty compensation during Faculty Certification and the Director of Academic Affairs or Campus College Chair are the contacts at the campus for questions regarding compensation.

COMPENSATION FOR TRAVEL AND INCIDENTAL EXPENSES

If work assignments require travel, the faculty member may be reimbursed for travel, food, lodging, and incidental expenses with prior approval from the Director of Academic Affairs. The faculty member must complete and submit an expense form with appropriate receipts and documentation.

OTHER COMPENSATION

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

- Development and review of curriculum
- Participation in Faculty Assessment
- Conducting faculty certification, training, and development sessions
- Serving as a mentor for new faculty
- Performing Peer Feedback or Academic Quality Assurance Visits
- Consulting activities as requested by University Administration
- Presentations at local, state, national, and international conferences or publishing in professional journals (must show affiliation with the University of Phoenix; subject matter must relate to teaching area; maximum of four per year).

FACULTY BENEFITS

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

- 401(k)
- Employee Stock Purchase Plan
- Direct Deposit
- Education Tuition Program
- Faculty Stock Option Award (subject to Board approval)

401(K) SAVINGS AND INVESTMENT PLAN FOR FACULTY MEMBERS

The Company offers a 401(k) Savings and Investment Plan to eligible U.S. faculty members. For information about the plan, faculty should see the information on the Faculty Web.
For further information on the Apollo Group Inc. Savings and Investment Plan or questions regarding eligibility, call the Human Resources Benefits Department at 480-557-1090.

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 twelve months.

Participants in the Stock Purchase Plan may voluntarily make contributions by payroll deduction of 1% to a maximum of any percentage that results in no more than the greater of (1) 10% of the member's year-to-date earnings, or (2) $3,000 for the year during the offering period. An offering period means the 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.

Section 6

DIRECT DEPOSIT

Direct Deposit is available immediately upon hire. Faculty members are encouraged to enroll for direct deposit of their payroll checks upon hire. A Direct Deposit Form must be completed and submitted to the Payroll Department. Forms for Direct Deposit are available on the Faculty Web in the forms section.

Note: Final paychecks shall be in the form of a check and shall not be directly deposited.

EDUCATION TUITION PROGRAM—GENERAL PROGRAM INFORMATION

One of the ways the Company fulfills its mission of meeting the higher education needs of working students is through the Education Tuition Program for faculty members who are qualified for admission to its programs and courses. Faculty members, from a student consumer perspective, are able to help maintain and improve the quality of the Company's educational services.

- The faculty member/student has a responsibility to uphold the reputation of the Company as demonstrated by his or her behavior. One of the measurable Company expectations is to "maintain a professional, competent demeanor with individuals outside the Company." Clearly, the faculty member/student has an opportunity to demonstrate to students that he or she is professional in his or her approach to education.

- Before enrolling oneself or one's spouse in a course in which the Faculty Tuition Discount will be sought, faculty must complete and submit the Request for Tuition/Wavier Discount form to the campus. The form is located on the Faculty Web, under Publications > Faculty > Forms.

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

- Participation in the Education Tuition Program is a privilege of employment with the Apollo Group, Inc. and the participant is fully responsible for all financial obligations incurred in conjunction with his or her education experience. The faculty member/student or the faculty member's spouse/student participating in the Education Tuition Program who incurs a debt to the Apollo Group, Inc. or a subsidiary is responsible for maintaining a current and up-to-date repayment schedule. Financial accounts found to be delinquent or outstanding for 90 days or more may disqualify, through administrative withdrawal, the participant from enrolling in and attending any future courses or programs (including certificate programs), from obtaining official student transcripts, and may result in termination of Education Tuition Program benefits until the account has been made current.

PROGRAM PARTICIPATION GUIDELINES—ELIGIBLE FACULTY

1. Teaching faculty who are in good standing with Apollo Group, Inc. and its subsidiary institutions are eligible for the tuition benefits described below after teaching at least the equivalent of five three-credit courses with the University and achieving the "B" level of compensation. Directed Study (DS) courses may be substituted at the rate of 10 DS = one three-credit course. These tuition benefits are contingent on the faculty member's (a) on-going good standing status, (b) compliance, as a student, with admission requirements and fees, and (c) adherence to subsidiary institute policies and procedures. Faculty members must teach at least four three-credit courses each year (same DS equivalency applies) to continue to receive a tuition benefit. The tuition amount for each class which is not covered by the discount is to be paid in advance of class attendance.

   A. A 50 percent tuition discount for University bachelor's and master's degree program courses. (This discount is available for faculty and spouses of faculty, subject to the provisions stated above.)

B. A 33 percent tuition discount for University doctoral degree program courses. (This discount is for faculty only, subject to the provisions stated above; it is not available as a faculty spouse benefit.)

2. 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 the University of Phoenix Faculty Web, under Publications > Faculty > Forms.

3. Upon approval of the Request for Tuition Waiver Form by the Human Resources Department, the faculty member and/or spouse 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 spouse to enroll in a program or class and provides a release of grade information and attendance records to the Campus DAA and Campus Director.

4. The faculty member and/or spouse may also take Directed Study courses at the 50 percent tuition discount but are responsible for the cost of the instructor. Tuition and costs need to be paid in advance of class attendance. As prices may vary across locations, individual campuses should be contacted for specific cost or financial information.

5. Non-degree program tuition waivers or discounts are not extended to faculty or faculty spouses.

FACULTY STOCK OPTION AWARD

A Faculty Stock Option Award may be available annually upon approval by the Apollo Group, Inc. Board of Directors. The award is meant to recognize the significant contribution made by the University's most senior faculty members. This award allows qualifying individuals an opportunity to receive an express number of stock options of Apollo Group, Inc. Class A Common Stock based on meeting certain criteria during the calendar year. After Board approval in general, there are two ways in which a faculty member can qualify for options—either by meeting the requirements and completing the Associate Faculty Stock Option Requirements Checklist or by meeting the Lead Faculty requirements outlined below. Although Faculty members may qualify in either of these two ways, the total number of options granted for the year will not exceed the number approved by the Board (e.g., 200 in 2006). If approved for calendar year 2007:

- Each faculty member must have five years seniority as a teaching faculty member prior to January 1, 2007. This will be determined by ensuring the start date for the faculty member's first course at University of Phoenix was on or before January 1, 2002 and the faculty member has taught at least one complete course per calendar year following January 1, 2002.

- The faculty member must be at the category "C" or "CD" level prior to January 1, 2007. in order to be eligible for category "C" faculty members must have taught for the University for more than three years. The "CD" level includes those faculty members with doctoral degrees who have taught with the University for more than three years.

- The faculty member must teach four courses, each with start and end dates in calendar year 2007. Directed study courses may be substituted at the rate of 10 directed study courses equals one online, local, or FlexNet® course.

- The faculty member must also participate in at least four of the following campus based activities during calendar year 2007. In each case, an item can be counted only once in reaching the four required activities:

   A. Participate on a curriculum development or curriculum review team
   B. Serve at least four months as a member of an academic program council at the College level
   C. Attend a general faculty meeting

D. Participate in a faculty development workshop (other than a general Faculty meeting)
E. Serve as a faculty mentor
F. Attend a graduation ceremony
G. Serve at least four months as a Lead Faculty member (Area Chair or Instructor)
H. Conduct a directed study AQMS review
I. Serve as an evaluator in a faculty assessment
J. Conduct an academic quality assurance/peer review for another faculty member
K. Attend a content area meeting
L. Conduct a faculty training or development workshop
M. Serve as a member of a faculty or student appeals panel
N. Serve on a dissertation committee in the School for Advanced Studies

- The faculty member must be in good standing with the University and not be involved in any type of disciplinary action.

Note: In order to receive options available for calendar year 2007, qualified faculty must submit the completed checklist at http://ecampus.phoenix.edu by December 31, 2007, or at such earlier date as is specified by the University on the Faculty Web.

In order to qualify for a Stock Option Award as a Lead Faculty member (also subject to Board approval):

- The faculty member must teach four courses, each with start and end dates in calendar year 2007. Directed study courses may be substituted at the rate of 10 directed study courses equals one online, local, or FlexNet® course.

- The faculty member must have successfully completed an annual contract in the calendar year.

- The faculty member must be in good standing with the University and not be involved in any type of disciplinary action.

Note: Qualified Lead Faculty member names will be submitted by the Campus Director of Academic Affairs once the Lead Faculty member has met the requirements.

ADDITIONAL STOCK OPTION AWARD INFORMATION
The Faculty Stock Option Award Program and Associate Faculty Stock Option Requirements Checklist are accessible at http://ecampus.phoenix.edu. Under the Services menu, faculty members should select the link to Human Resources.

Once approved by the Board, this plan is in place for one year and will be reviewed annually, as all option plans are, by the Apollo Group, Inc. Board of Directors. For additional information about the Faculty Stock Option Plan and eligibility requirements, faculty members should contact Ginger Pauley in the Phoenix area at 480-557-1142. For additional information about options already received or general questions concerning stock options, faculty members should contact the Stock Administration Department at 480-557-1175 or 480-557-1112.

DOCTORAL PARTNERSHIPS PROGRAM
University of Phoenix has developed professional partnerships with several regionally accredited institutions to support University of Phoenix faculty interested in pursuing additional education. The Doctoral Partnerships Program provides reduced tuition benefits for faculty members who would like to pursue doctoral degrees. All programs are designed to meet the needs of working students, so they will not require extended periods of local campus residency, nor should they require students to leave their full-time employment in order to complete the program.

A complete list of participating institutions and additional program information are available on the Faculty Web at http://ecampus.phoenix.edu. Users should click on the Services and then the Doctoral Partnerships Program link.

GLOSSARY

TERMS, ACRONYMS, AND IDIOMS OF THE UNIVERSITY

ACADEMIC CABINET

The University-level body that is responsible for the review and approval of programs, curriculum, academic policies, and an annual Academic Strategic Plan.

ACADEMIC PROGRAM COUNCILS

Academic Program Councils exist for each academic program. They control the curriculum for their respective programs and create the Master Curriculum Agenda.

ADMINISTRATIVE FACULTY

Administrative Faculty members are full-time, exempt employees assigned to Academic Affairs whose duties include a combination of instruction, curriculum oversight and development, and/or academic and faculty administration. This classification does not include members of the non-academic administration, even those who are members of the faculty, whose primary responsibilities rest in functional areas other than Academic Affairs (e.g., Regional Vice Presidents, Campus VP/Directors, or functional area directors). It also does not include other staff members who are faculty members but whose job responsibilities are primarily support or technical in nature, even if they are assigned to the academic function.

ADMINISTRATIVE REVIEW

A review of a faculty member's performance, conducted by the campus Director of Academic Affairs, Campus College Chair, or designee.

ALUMNI NETWORK

The University's not-for-profit organization which provides opportunities for graduates of the University and current degree seeking students to enhance their skills and knowledge through networking, seminars, workshops, informal resources, and other social and professional activities.

APA FORMAT

The University of Phoenix-approved writing style guide for the Nursing and Health Sciences, Counseling and Human Services, and Education Programs is the Publication Manual of the American Psychological Association. It should be purchased by students in the first course of the program and used throughout the program. In University of Phoenix course materials for Nursing, Counseling, and Education courses, this book is referred to as both the "APA Manual" and the "University of Phoenix-Approved Style Guide."

APPLYWEB

The University's move toward e-files for students and faculty. All information about the applicants are kept in a database for viewing by both the campus and Central Administration.

ACADEMIC QUALITY MANAGEMENT SYSTEM (AQMS)

An assessment process that consists of a group of instruments and measures, designed to monitor the day-to-day educational systems involving student, faculty, and administrative services. Information from the AQMS is often used for formative purposes such as assessing quality and compliance, performing interim program diagnoses, and making resource allocation decisions.

AREA CHAIR (AC)

Associate Faculty members are selected to represent each content area at the campus. The AC works with the Campus College Chair to ensure the quality and relevance of the curriculum. The AC chairs the Content Area Subcommittee at the campus.

ARTEMIS SCHOOL

The school in Central Administration Academic Affairs that includes the College of Education, the College of Heath and Human Services, and the College of Arts and Sciences.

ASSISTANT DEAN

Assists the Dean and Associate Dean in the overall administration of college duties.

ASSOCIATE DEAN

Assists Dean in the overall administration of college duties.

ASSOCIATE FACULTY

Associate Faculty are faculty whose contracts are based on individual courses or activities.

CACREP

Council for Accreditation of Counseling and Related Education Programs is the accrediting body for counseling programs.

CAMPUS ACADEMIC COUNCIL

The campus-level advisory body to the University Academic Cabinet. The Campus Academic Council meets quarterly to facilitate communication between the faculty and the administration relative to academic issues. The Council plans campus faculty training and development activities and makes non-curricular academic policy recommendations to the University Academic Council or University Academic Cabinet.

CAMPUS COLLEGE CHAIR (CCC)

Full-time faculty member who represents the college at the campus level. The CCCs provide instructional leadership and direction for the Associate Faculty at the campus and are responsible for gathering information about curricular issues and making recommendations regarding program changes.

CENTER FOR WRITING EXCELLENCE

The Center for Writing Excellence (CWE) is a resource for all University of Phoenix students and faculty. Available via the students and Faculty Web, the center offers online reviewing services, tutorials and guides, and dissertation services.

COLLEGE STEERING COMMITTEES

These committees are formed at the campus for each college whose programs are offered at the campus.

CONTENT AREA SUBCOMMITTEES

Each faculty member is assigned to a Content Area Subcommittee at their respective campus according to his or her primary teaching focus and academic and experiential background. Subcommittees review curricular and academic policy issues relevant to the content area and provide a forum for the faculty to communicate their concerns regarding curriculum.

COMMENT ANALYSIS SYSTEM

Faculty and students are asked to provide specific comments, in their own words, about faculty, students, curriculum, University Services, and/or any other educational matter of concern to them.

COMMENTS TO THE CHAIR

All University of Phoenix students, faculty, and staff are provided a convenient mechanism for writing directly to Dr. John Sperling, the University's founder and chairman. Actionable issues are forwarded to appropriate campus or college for further investigation.

CORE FACULTY

This Core Faculty is comprised of faculty members whose specific employment agreements are at least a year in length. The Core Faculty is comprised of two sub-categories: Administrative Faculty and the Lead Faculty.

COURSE MODULE/CURRICULUM MODULE

A course module consists of the standardized curriculum materials that students and faculty receive. The course module sets forth the objectives and outcomes of the course and contains weekly assignments and supplemental reading materials that relate to the subject being studied. The faculty member's module also contains recommended learning activities and faculty notes. While most courses at the University have moved to rEsource, an electronic course materials delivery system, there are some courses that are available in module format.

COURSE OBJECTIVES

The course objectives communicate to the faculty member and the student the intended result of the instruction or what the student should be able to do as a result of taking the course.

COURSE OUTCOMES

The course outcomes prescribe the manner in which the student will accomplish the objectives. They are the demonstrations of the learning that are drawn out through assignments, activities, and exams.

DIRECTOR OF ACADEMIC AFFAIRS (DAA)

The Director of Academic Affairs is responsible for academic quality at the campus and all academic affairs functions including faculty recruitment, assessment, certification, development, and evaluation.

DEANS

Full-time faculty members who teach regularly and serve as the head of their respective colleges, which include Axia College, Undergraduate Business and Management, Graduate Business and Management, Information Systems and Technology, Health and Human Services, Education, College of Arts and Sciences, and School of Advanced Studies.

EBOOK COLLECTION

The eBook Collection is available to all University of Phoenix students and faculty via the Student and Faculty Web. The collection contains hundreds of titles covering many different disciplines. Students may be accessing these eBooks as required reading for a class, or they may be browsing the collection for use in research papers and assignments.

FACILITATION

The art of eliciting the knowledge and experience from the members of a group so that everyone is learning from each other.

FACULTY CERTIFICATION

A multi-workshop course, augmented by web-based readings and training modules, to train new faculty members on the policies and faculty standards for the University.

FACULTY COURSE APPROVALS

Profiles used to define basic qualifications required of faculty members who may be approved to teach. These qualifications include educational background and work experience on a course-by-course basis.

FACULTY END-OF-COURSE SURVEY (FEOCS)

A survey administered at the end of each course. It focuses on the faculty members' professional assessment of the opportunity for involvement in campus academic affairs, student skills and experience, Learning Team dynamics, curriculum, and University services. The FEOCS allows space for personal handwritten comments. These are managed in a computerized knowledge-base comment analysis system.

FACULTY WEB

The Faculty Web (http://ecampus.phoenix.edu) is the web portal for University of Phoenix faculty. It contains a variety of University- and faculty-specific information, including: publications, training resources, contracts, faculty forms, and a variety of faculty-related administrative services.

FLEXNET®

A delivery mode that combines classroom and online delivery. Each FlexNet® course covers the same content, uses the same texts, and can be completed in the same time frame as the corresponding local campus course. The first and last workshops are conducted in the Local Campus classroom. The workshops in between are conducted in an online format. Delivery format may vary by campus.

GRADING RUBRIC

A grading rubric is a set of criteria developed to assess a student's performance on a specific assignment. Examples of rubrics are checklists and rating scales that are used to demonstrate a student's performance in relation to a standard. It is strongly recommended that a grading rubric be developed for all assignments and provided to the students at the beginning of the course.

GREGG REFERENCE MANUAL

The Gregg Reference Manual is the University standard for matters of grammar, style, and usage.

HIGHER LEARNING COMMISSION (HLC)

Higher Learning Commission (Full name: Higher Learning Commission, a Commission of the North Central Association. 30 LaSalle St., Ste. #2400, Chicago, IL 60602-2504, 312-263-0456). The regional accrediting body responsible for review and accreditation of University of Phoenix.

IS&T

College of Information Systems and Technology.

INTEGRATED FACULTY CERTIFICATION

Integrated Faculty Certification (IFC) is a five-workshop integrated certification program designed for campuses to certify faculty candidates for FlexNet® courses and Local Campus courses simultaneously. Similar to a FlexNet® course, IFC uses both face-to-face workshops and an online newsgroup setting for course delivery.

INTENTIONAL LEARNER

Intentional learner refers to an attitude towards learning that recognizes that the learner is responsible for seeking out the knowledge and developing the skills they will need to remain marketable and value-adding members of their organizations. Intentional learners undertake learning projects as purposeful, intelligent, and self-motivated learners.

INTERNSHIP

The time period during which a new faculty member works with a mentor/coach to learn the fundamentals of teaching at the University while teaching a course. The mentor/coach will provide feedback and coaching for the new faculty member during the internship experience.
JOHN SPERLING SCHOOL OF BUSINESS AND TECHNOLOGY
Named for the University's founder and Chairman of the Board, the Colleges of Undergraduate Business and Management, Graduate Business and Management, and Information Systems & Technology reside in the John Sperling School of Business and Technology.

LEAD FACULTY

The Lead Faculty category is comprised of Instructors and Area Chairs. Both positions are carried out under term contracts that are annual (12 months) in length. Lead Faculty-Instructors are exemplary faculty, teaching a significant number of courses within their content area for an annual term. Lead Faculty-Area Chairs also primarily teach, but in addition

they are responsible for Faculty Training and Certification, Faculty Mentoring, Academic Quality Assurance Reviews, Content Interviews, Faculty Assessment, Meeting Participation, and other duties as assigned.

LEARNING GOALS

Five areas that the University's faculty leadership has established to guide curriculum development, instruction, learning assessment, and program evaluation and improvement. They are: professional competence and values, critical thinking and decision making, communication, information utilization, and collaboration.

LEARNING TEAM

Small, intact group of students formed at the beginning of each course from the larger cohort. Learning teams meet each week between course workshops to study together and to complete group assignments and projects.

LEARNING TEAM CHARTER

An agreement created by a Learning Team that documents each member's strengths and weaknesses as well as provides the team an opportunity to discuss conflict resolution strategies. It will also list the agreed upon meeting time and place for the team during the course.

LEARNING TEAM LOG

A weekly journal that tracks a Learning Team's meeting, time, place, and accomplishments.

MENTOR

An experienced faculty member who agrees to assist and guide a new faculty member.

MENTORSHIP

The time period during which a new faculty member works with a mentor to learn the fundamentals of teaching at the University in the mentor's course. The mentor will provide feedback and coaching for the new faculty member during the internship experience.

ONLINE

The University of Phoenix campus located in Phoenix that offers University programs via the Online Learning System. Students with a computer and a modem can "go to school" at the University of Phoenix from anywhere in the world.

ONLINE WEEK

The term given to a one-week session of a course in a program within the Online campus.

ONLINE LEARNING SYSTEM

The conferencing system that allows campuses to offer programs via computer and an Internet connection.

PLAGIARISM

Plagiarism is representing the words or ideas of another as one's own.

RESOURCE

The electronic delivery of all student and faculty materials, which allows for greater customization of course materials to course objectives and greater speed and flexibility in updating content to reflect advances in the disciplines.

SCHOOL OF ADVANCED STUDIES

The School of Advanced Studies includes all doctoral programs—doctor of management in organizational leadership, doctor of management in organizational leadership with a specialization in information systems and technology, doctor of business administration, doctor of health care administration, doctor of education in educational leadership, doctor of education in educational leadership with a specialization in curriculum instruction, and doctor of education in educational leadership with a specialization in educational technology.

SELECTED READINGS PAGES

Found either in the course module or on rEsource, these pages provide direct links to articles and organizations relevant to the course curriculum.

SEOCS

The Student End-of-Course Survey is a survey administered at the end of each course. It focuses on student perception and judgment of faculty, students, Learning Teams, curriculum, and University services.

STUDENT COHORTS

The term given to the students enrolled in a program of study at the University. Students are encouraged to stay in the learning group throughout the program of study.

TERMS AND CONDITIONS

The requirements of faculty, detailed on each teaching contract, which comprise the term of the contract.

UBAM

College of Undergraduate Business and Management.

UNIVERSITY ACADEMIC COUNCIL

The University-level body that is responsible for the recommendation of policies to the Academic Cabinet. This council meets twice monthly to review academic policies and procedures, to discuss operational issues, and to identify emerging academic issues.

UNIVERSITY LIBRARY

The University Library provides research and reference services to all University of Phoenix locations through a Web site featuring a digital library that allows patrons to search vast databases and print full-text articles directly to their desktop.

WORKSHOP

In Local Campus programs, the term given to one on-campus session of a course in a program.

WRITEPOINT[SM]

WritePointsm is a service housed in the Center for Writing Excellence. WritePointsm allows student and Faculty to upload papers and, within minutes, receive feedback for basic grammar, usage, and some formatting issues.

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