Academic Policies & Procedures

Note: Assume all policies apply to all classroom modalities unless specified otherwise.

If you are enrolled in a course in the Competency-Based Program, please refer to the CBE Academic Policies & Procedures document located in your Course Guide.

Weekly Schedule

Online

The class week begins on Tuesday at midnight Mountain Standard Time (MST) year-round and ends on Monday at 11:59 pm MST.

Local Campus

The course begins on the date scheduled for the local campus class meeting. All reading assignments for the class are available in Blackboard prior to the scheduled date. If there is an assignment due at the first local campus class meeting, information about the assignment is also available in Blackboard.

Assignments

Where to Submit Assignments

Students will submit all formal assignments to the classroom. Locate the assignment within the classroom and follow the instructions to submit an assignment.

Late Assignment Policy

Individual course assignments may be submitted up to four days after the assignment due date, with a maximum 10% deduction for those four days of lateness.

- The policy applies to individual graded course assignments, including papers, worksheets, quizzes, and other individually graded course deliverables.
- The policy includes individual assignments due during the final week, which may be submitted up to four days after the course end date.
- The policy does not apply to team/group assignments. It is up to faculty how to handle lateness for team/group assignments.
- The policy does not apply to course discussion requirements, which must be met within the designated course week.
- Depending on circumstances, faculty may accept assignments more than four days late and determine an appropriate deduction.

Grades

Feedback

Each week, faculty members will provide grades or scores and comments on assignments. Feedback will be available through the Grades icon in the classroom.

Alternative Feedback Option

Students should notify their faculty member if they need feedback or any course content provided in an alternative format. Students should discuss options with their faculty member earlier in class to ensure they receive timely accommodations.

Grading Scale

The final grade is determined by the percentage of points earned rather than the point total. The percentage is calculated in the gradebook as the number of points earned divided by the total points possible. For example, if a student earns 887 of 1,000 points possible, the percentage is 88.7, which results in a grade of B+.

A = 95-100	C = 74−76
A- = 90−94	C- = 70−73
B+ = 87−89	D+ = 67−69
B = 84−86	D = 64−66
B- = 80−83	D- = 60−63
C+ = 77−79	F = <60

Questions About Grades

University of Phoenix faculty members are solely accountable for evaluating and determining grades and are the final decision-makers on grading issues. Students with questions about specific assignment grades or the overall course grade should consult the faculty member teaching the class using a private message to maintain private communication.

Students should raise questions about grades on specific assignments with the faculty member promptly after receiving the feedback and grades on these assignments, and questions about the overall course grade should be raised no later than 6 weeks from the date of the original grade report communication. Students posting private messages to the classroom after overall course grades have been entered should also send faculty an email alerting them to the existence of a new message in the course.

Extra Credit

The curriculum is carefully designed to fit the number of course weeks. In order to uphold academic rigor and integrity, student grades must be based on the degree to which the course requirements listed in the syllabus are fulfilled. **Extra credit assignments are not allowed.**

Rounding Points

Percentages that fall between whole numbers are rounded. For example, a percentage of 89.4 is rounded to 89, resulting in a grade of B+, whereas a percentage of 89.5 is rounded to 90, resulting in a grade of A-.

Incomplete Grade

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

1. The faculty member determines an Incomplete grade is appropriate under the circumstances.
2. Attendance requirements have been met for the course and the student is therefore eligible for a grade.
3. The student is earning a passing grade in the course on the submitted assignments and participation at the time the Incomplete is requested.
4. The student requests, in writing in a private message, a grade of Incomplete during the last week of class prior to the course end date.
5. The student and faculty member enter into a written agreement posted as a private message containing the following:
   a. A course completion plan
   b. A clearly identified extended course deadline not to exceed 5 weeks from the original course end date
   c. An acknowledgment that the score for any assignment(s) submitted during the Incomplete extension period will be reduced 20% in consideration of the extra time allowed to complete the coursework, regardless of the circumstances. Possible exceptions to the maximum period for completion of an Incomplete or to the grade reduction requirement are set forth in the Academic Catalog.

IX Grade

A grade of IX is awarded only to eligible students who require special accommodations and are allowed additional time to complete a course (e.g., Americans with Disabilities Act accommodations and academic adjustments). The "IX" course completion date selected by the faculty member can range from 5 to 15 weeks. Students are not penalized for completing a course with an IX grade. The IX grade will result in an F if the course exceeds the expiration date and no grade has been submitted. An IX grade is not calculated in the GPA. An Incomplete Grade Contract is not necessary for students whose accommodation is already determined by the campus Disability Services Advisor (DSA).

Unless the faculty and student have entered into an Incomplete grade agreement before the course ends, assignments submitted after the last day of class will not be accepted.

Classroom Messages

Please note all student posts may be viewed by the entire class. To post a private message to your faculty member or classmate, in the course navigation bar, click the **Messages** tab and then click the **New Message** button.

Learning Teams / Groups

For classes that use Learning Teams/group work, students will be assigned to a Learning Team/group by the faculty member.

Online students should use the Learning Team/group assignment area when collaborating on Learning Team/group deliverables. Related discussions should occur in the Conversations area. Communication and work that occurs outside the classroom should also be documented within the Conversations area by the team/group.

Attendance

If a student misses more than the allowed absences in a course in consecutive or non-consecutive weeks, the student will automatically be withdrawn (autodropped) from the course and will not be eligible to earn a grade. Sending assignments to the faculty member by email, fax, mail or other means does not make up for missed attendance. Faculty cannot excuse absences. Any questions about this policy should be directed to an admissions or academic counselor.

Length of Course	Absences Allowed	Absences Resulting in Autodrop
1-4 weeks	0	1
5-9 weeks	1	2
10+ weeks	2	3
9 weeks (Associate Programs)	2	3

Academically Related Activities are used to calculate a student's official last date of attendance with the University. Academically Related Activities for each modality are defined below.

Online

Attendance is tracked automatically in online courses. To be in attendance during a week, a student must post at least 1 Academically Related Activity. The following classroom activities qualify as attendance in online classes:

- Discussion posts in the Blackboard Ultra classroom
- Assignment submissions in the Blackboard Ultra classroom
- Quiz/exam submissions in the Blackboard Ultra classroom
- Participation in an interactive tutorial, webinar, or other interactive computer-assisted instructions that is graded and required in the course
- Learning team discussion posts in the Assignment Submissions section in Blackboard Ultra
- Participation in a learning team session in Blackboard Collaborate with one or more other classmates that lasts at least two minutes
- Interaction with faculty regarding academic matters in Blackboard Collaborate
- Interaction with faculty regarding academic matters in Blackboard Messages

Local Campus

Most local campus group study classes meet 4 hours per week, usually in the evening. Students are in attendance at the local campus classes if they physically attend the local campus class meeting during the scheduled class hours and sign the attendance roster. Attendance at the scheduled campus class meetings is mandatory. Physical attendance and submitting assignments in the classroom both count as Academically Related Activity.

Participation

Please see the weekly discussion for directions.

Academic Integrity

By virtue of membership in the University's academic community, students accept a responsibility to abide by the Student Code of Academic Integrity, which includes statements on plagiarism and appropriate behavior. A link to the code can be found on the Center for Writing Excellence website.

Plagiarism

Students understand and agree that assignments will automatically be checked for plagiarism by SafeAssign, a feature in Blackboard. This is a service that provides textual similarity review for the detection of plagiarism. All submitted papers will be included as source documents in the applicable reference database solely for the purpose of detecting plagiarism of such papers. Use of any plagiarism checker is subject to the University's site terms and conditions as well as the applicable third-party's terms and conditions of use as posted on its site.

Artificial Intelligence (AI)

The University recognizes that there are numerous generative artificial intelligence (AI) tools available to students, such as ChatGPT, DALLE-2, CoPilot, Google Bard, and more. AI is not a replacement for research, writing development, and critical thinking in completing coursework.

Below are some general guidelines to help you use AI responsibly and ethically. Your faculty member may have additional information about how AI may or may not be used in your course.

- **Individual Work:** The majority of your work should be original and completed by you. AI is a tool that can help you learn but should not replace your own learning, writing or critical thinking. This means you should not solely rely on output generated by AI tools to complete your assignments.
- **Disclosure of AI Use:** To maintain transparency and academic integrity, you must disclose the use of AI when submitting an assignment. This applies whenever you incorporate AI-generated content into your writing. If you use AI to complete a discussion response or an assignment, include a statement describing the specific AI tool(s) or resources you used and how you used them.
- **Citing AI Use:** AI tools are an information source and sources must be cited. If you use AI-generated output to complete coursework, you must cite it properly according to the American Psychological Association (APA) guidelines. Proper citation acknowledges the source of information and gives credit to the AI tool(s) employed.
- **Accuracy of Information:** You are responsible for verifying the information you present in your coursework. Keep in mind that while AI is a powerful tool, *it sometimes generates information that is inaccurate or false and may not align with the assignment instructions*. It is your responsibility to ensure the material you incorporate into your work is accurate, verifiable, properly cited, and meets the assignment requirements. Your textbook, course materials, and the University Library may provide the best sources to support your assertions.
- **Avoiding Misuse:** If a student uses AI without disclosure or citation and represents AI-generated content as their original work, which is a form of academic misconduct and is subject to the disciplinary process.

If you have any questions or concerns regarding the use of AI in your class, please reach out to your faculty member.

Academic Resources

Coursework must uphold the high standards of academic integrity established by University of Phoenix. Consequently, most of the research conducted by students must be in peer-reviewed academic journals, such as those in the University Library, or the additional readings for each course. Internet searches often lead to nonacademic information resources, such as Wikipedia.org, Ask.com, Encarta.com, Infoplease.com, and blogs. These sources should not be used as they are not academic in nature. The student is responsible for the accuracy of any facts presented in assignments. It is important to carefully analyze all sources used in academic work to ensure the information is accurate and appropriate for the assignment.

Writing Requirements

The Center for Writing Excellence (CWE) in the University Library provides writing tips, tools and guidelines for all students. Students should be mindful that when interacting in a University of Phoenix course it is an academic and professional setting. As such, students are encouraged to pay close attention to proper spelling and grammar in all course correspondence.

Students at University of Phoenix are expected to follow certain formatting standards when submitting written work; the formatting standards differ by degree level. The information in the Writing & Style Guidelines section of CWE outlines the formatting standards that are consistent with the *Publication Manual of the American Psychological Association*. For each course, students should review the guidelines applicable to the course level and adhere to those guidelines for all written assignments.

Confidentiality and Proprietary Information

One of the cornerstones of the University of Phoenix learning model is the practical application of theoretical concepts. Students and faculty members may appropriately choose to illustrate lessons from personal experience without identifying specific employers or individuals by name. It is the University's policy that students and faculty members must not share present or past employer information that would be considered proprietary, confidential, company-sensitive, or contain protected trade secrets. Students are encouraged to examine an organization's limitations on sharing information externally before presenting any information regarding the organization in the classroom.

In order to ensure free and open discussion in which students may elect to discuss a company and its policies and procedures as they apply to the course material, expectations are that each person will respect the confidentiality regarding what fellow classmates are willing to share. At the same time, each student should exercise good judgment in what is chosen to share, avoiding non-public or competitively sensitive information. In addition, students and faculty must avoid forwarding information shared in class with anyone not currently enrolled in that same course section.

Accessibility and Disability Services

Disability Services

The University of Phoenix Disability Services Office provides accommodations to qualified students with temporary health issues or a permanent disability. Eligibility is determined on a case-by-case basis by the campus disability services advisor upon verification of the disability from a diagnosing professional. For University of Phoenix to provide students with reasonable accommodations for disabilities, students must first submit an official request for services to their campus disability services advisor. Students can learn about eligibility requirements, how to apply for accommodations, and contact their campus disability services advisor by visiting

the Disability Services Office website at http://www.phoenix.edu/students/disability-services.html.

Accessibility

Courses offered through Blackboard include the accessibility service Blackboard Ally. It allows alternative formats for some content types. Students can get help with their accessibility questions by emailing accessibility.support@phoenix.edu and/or contacting faculty about their learning materials.

Technical Support

Technical Support is available at 877-832-4867.