



# Faculty Handbook

Academic year 2021–22

[education.asu.edu](https://education.asu.edu)  
[MyMLFTC](#)

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## **Preface**

The Faculty Handbook outlines the policies and procedures of Mary Lou Fulton Teachers College. Each faculty member shall be familiar with its contents

## **ASU Academic Affairs Manual**

The ACD provides information for ASU faculty members and academic professionals and their administrators on academic organizations, governance, personnel and programs. This information applies to faculty, faculty with administrative appointments, academic professionals and academic professionals with administrative appointments. [Academic Affairs Manual](#)

## **Consistency with ASU, ABOR policies and statutes**

At no time will the specifics or implementation of the contents of this handbook override ASU or Arizona Board of Regents policies or applicable statutes. This handbook is subject to change to conform to amendments to applicable policies and statutes or the needs of Mary Lou Fulton Teachers College. If the information you are looking for is not in this handbook, contact your campus administrative assistant or vice dean.

## Quick-support reference

For information not in this table, contact your campus administrative assistant or vice dean.

Campus >	Downtown Phx	Polytechnic	Tempe	West
ASU hotline	Nonemergency concerns about safety and noncompliance with laws, regulations and policies: <a href="http://cfo.asu.edu/asu-hotline">cfo.asu.edu/asu-hotline</a> — 877-786-3385			
ASU Police (life-threatening)	<b>911</b>			
ASU Police, nonemergency	<a href="http://cfo.asu.edu/police">cfo.asu.edu/police</a> — 480-965-3456 (automated system)			
Building access	<a href="#">Sara Jacobs</a> — 480-727-1420			
Copy access, mailbox location, mail code		<a href="#">Cynthia Stehr</a> 480-727-1335	<a href="#">Lori Holmen</a> 480-965-6053	<a href="#">Sue Reinfried</a> 602-543-6445 <a href="#">Yolanda Baca</a> 602-543-6380
Facilities	Immediate requests: 602-496-1502	<b>Mon–Fri 8–5</b> 480-727-1110 <b>After hours</b> 480-965-3456 <b>Work order requests</b> <a href="#">Sara Jacobs</a> 480-727-1420	Immediate requests 480-965-3633  Work order requests <a href="#">Sara Jacobs</a> 480-727-1420	Immediate requests 602-543-3200  Work order request: <a href="#">Sara Jacobs</a> 480-727-1420
Incident reporting: injury, illness, property damage	Work with supervisor and college coordinator to complete forms: <a href="http://cfo.asu.edu/leaves-management">cfo.asu.edu/leaves-management</a>  <a href="#">Raymond Basaldua</a> — 480-965-2884			
Leave reporting: medical, family, parental	Employee and nonemployee incident reporting: <a href="http://cfo.asu.edu/incident-reporting">cfo.asu.edu/incident-reporting</a> . Also notify your director/manager and <a href="#">Raymond Basaldua</a> . If worker injury, refer to Worker's Compensation, below			
Parking and Transit services	University Center Bldg UCENT 116 602-496-1023	Quad 4 (Student Affairs Complex) 480-727-2775	University Towers UNIVT 105 480-965-6124	Welcome & information 602-543-7275
Parking and Transit visitor lot fees	<a href="http://cfo.asu.edu/pts-parking-downtown">cfo.asu.edu/pts-parking-downtown</a>	<a href="http://cfo.asu.edu/pts-parking-poly">cfo.asu.edu/pts-parking-poly</a>	<a href="http://cfo.asu.edu/parking">cfo.asu.edu/parking</a>	<a href="http://cfo.asu.edu/pts-parking-west">cfo.asu.edu/pts-parking-west</a>
Phone services	<a href="#">Sara Jacobs</a> — 480-727-1420			
Safety Escort Services	24 Hours: 602-496-3456	24 Hours: 480-727-3456	<b>7 p.m.–1:30 a.m.</b> 480-965-1515 <b>After hours</b> 480-965-3456	24 Hours 602-543-3456
Sun Cards	UCENT 140 602-496-1604 <a href="http://cfo.asu.edu/suncard">cfo.asu.edu/suncard</a>	Quad 4 Bldg 480-727-1762 <a href="http://cfo.asu.edu/suncard">cfo.asu.edu/suncard</a>	Lower Level 58 480-965-2273 <a href="http://cfo.asu.edu/suncard">cfo.asu.edu/suncard</a>	Welcome & information 602-543-5000 <a href="http://cfo.asu.edu/suncard">cfo.asu.edu/suncard</a>
Supplies		<a href="#">Cynthia Stehr</a> 480-727-1335	Lori Holmen 480-965-2165	<a href="#">Sue Reinfried</a> 602-543-6445
Worker's compensation (Travel must be preauthorized for coverage to apply)	<ul style="list-style-type: none"> <li>• Report incident within 24–48 hours</li> <li>• Emergencies: Call 911</li> <li>• Nonemergencies: Call CorVel at 800-685-2877 and report injury to triage nurse</li> <li>• Notify your supervisor and <a href="mailto:rb@asu.edu">rb@asu.edu</a> of incident</li> </ul> Refer to packet for information and forms: <a href="http://asu.edu/hr/forms/wcformspacket.pdf">asu.edu/hr/forms/wcformspacket.pdf</a>			

## Academic calendar

Fall 2021		Spring 2022	
First day of classes (sessions A, C)	Aug. 19	First day of classes (sessions A, C)	Jan. 10
Labor Day — university closed	Sept. 6	MLK Jr. holiday — university closed	Jan. 17
Last day of classes (session A)	Oct. 8	Last day of classes (session A)	March 1
Fall Break (classes excused)	Oct 9-12	Classes begin (session B)	March 14
First day of classes (session B)	Oct. 13	Spring break — no classes	March 6–13
Veterans Day — university closed	Nov. 11	Last day of classes (sessions B, C)	April 29
Thanksgiving — university closed	Nov. 25–26	Last day of online, iCourses (sess. B)	May 3
Last day of classes (sessions B, C)	Dec. 3	Study days	April 30–May 1
Study days	Dec. 4–5	Final exams (session C)	May 2–7
Final exams (session C)	Dec. 6–11	Final exams (sessions A, B)	Last day of classes
Final exams (sessions A, B)	Last day of classes	ASU Graduate Commencement	May 9
ASU Undergraduate Commencement	Dec. 13	ASU Undergraduate Commencement	May 9
ASU Graduate Commencement	Dec. 13	MLFTC Convocation	TBD
MLFTC Convocation	TBD		
Holiday break — university closed	Dec. 24–27		

### [Full academic calendar](#)

Except for university-recognized holidays, ASU is open for business whether or not classes are in session. *All parking regulations apply.* When preparing your syllabus, note that classes do not meet on days the university is closed. No class may meet on study days. Also note that classes must meet as scheduled — e.g., classes cannot be changed to “hybrid” or “online.” If you need to cancel a class, contact the vice dean.

# About Mary Lou Fulton Teachers College

## Mission statement

Mary Lou Fulton Teachers College creates knowledge, mobilizes people and takes action to improve education.

- MLFTC faculty members create knowledge by drawing from a wide range of academic disciplines to gain insight into important questions about the quality of teaching and learning and the performance of education systems.
- MLFTC mobilizes people through bachelor's, master's and doctoral degree programs, through nondegree professional development programs and through socially embedded, multilateral community engagement.
- MLFTC takes action by bringing people and ideas together to increase the innovation capabilities of individual educators, schools and organizations, districts and communities.

## Academic divisions

MLFTC has two academic divisions.

- Division of Teacher Preparation (Division 1) — teacher preparation programs
- Division of Educational Leadership and Innovation (Division 2) — master's and doctoral degree programs and nonteacher certification and educational studies programs

Although faculty members are hired in one or the other of these two academic units, they frequently teach in both divisions.

## Administrative offices

Campus >	Polytechnic	Tempe	West
Hours and location	M-F 8-5 Santa Catalina Building SANCA 331	M-F 8-5 Farmer Education Building Farmer 402	M-F 8-5 Faculty and Admin Building FAB S301
Phone	480-727-1335	480-965-6053	602-543-6300
Fax	480-727-1964	480-965-4849	602-543-6900
ASU mail code	2680	1811	1252
Mailing address	7271 E Sonoran Arroyo Mall Santa Catalina Hall 331 Mesa AZ 85212	PO Box 871811 Tempe AZ 85287-1811	PO Box 37100 Phoenix AZ 85069-7100
Shipping address	7001 E Williams Field Rd Santa Catalina Hall 331 Mesa AZ 85212	1050 S Forest Mall Ste 402 Tempe AZ 85281	4701 W Thunderbird Rd Glendale AZ 85306

## Staff directories

[Mary Lou Fulton Teachers College staff directory](#) — Sort by name, position or department

[ASU staff directory](#) — Search for students, faculty and staff universitywide; update your profile



## Division of Teacher Preparation faculty leadership

<b>Undergraduate</b>	<b>Pgm type</b>	<b>Faculty co-leaders</b>
Early Childhood and Early Childhood Special Education	BAE	April Boozer
Elementary Education	BAE	Kurt Miltenberger
Elementary Education – Educating Multilingual Learners, Bilingual Education and English as a Second Language	BAE	Alexandria Silva
Special Education and Elementary Education	BAE	Amber Benedict, Wendy Oakes
Secondary Education	BAE	Janet Barrone, Nicole Trombley
Secondary Education – English	BAE	Jessica Early, faculty (Jim Blasingame, faculty backup); Linda Sullivan, advising
Secondary Education – Biological Sciences	BAE	MLFTC faculty; Scot Schoenborn, advising
Secondary Education – Chemistry	BAE	Jane Jackson, faculty; Orenda Griffin, advising
Secondary Education – Earth and Space Sciences	BAE	Steve Semken, faculty; Becca Dial, advising
Secondary Education – History	BAE	Lauren Harris, MLFTC faculty; Catherine O'Donnell, ASU faculty; Manisha Master, advising
Secondary Education – Mathematics	BAE	Pat Thompson, ASU faculty; Joseph Davis, advising
Secondary Education – Physical Education	BAE	Janet Barone
Secondary Education – Physics	BAE	Bob Culbertson, faculty; Morgan Taxiera, advising
Secondary Education – Political Science	BAE	No faculty contact; Katie Reese,, advising
Secondary Education – Spanish	BAE	No faculty contact; All foreign language advising questions go to Barbara Fleming
Education Exploratory	—	Carmen Johnston
<b>Minors and certificates</b>	<b>Pgm type</b>	<b>Faculty leadership</b>
Early Childhood Education, minor	—	April Boozer
Secondary Education, certificate	BS	Janet Barone, Nicole Trombley
<b>Graduate</b>	<b>Pgm type</b>	<b>Faculty leadership</b>
Early Childhood online with certification	MEd with certification	Melissa Geiselhofer
Secondary Education	Graduate Certificate, MEd, & MEd with certification	Kristina Valles
Special Education and Elementary Education	MEd & MEd with certification	Kelly Cutler
Elementary Education	Graduate Certificate, MEd, & MEd with certification	Katie Palichuck

## Division of Educational Leadership and Innovation faculty leadership

Program	Type/location	Faculty leadership
Advanced Analytics in Higher Education	Graduate certificate Tempe, online	Rebecca Barber
An Overview of Autism Spectrum Disorders	Graduate Certificate online	Erin Rotheram-Fuller
Applied Behavior Analysis	MA concentration online	Sam DiGangi
Applied Behavior Analysis	Graduate Certificate online	Sam DiGangi
Applied Science (Early Childhood Studies)	BAS concentration online	Bjorg LeSueur
Autism Spectrum Disorders	MA concentration online	Erin Rotheram-Fuller
Early Childhood Studies	BAE concentration online	Bjorg LeSueur
Educating Multilingual Learners	Graduate certificate online	Kate Anderson
Education	MA online	Brian Nelson
Education (Educating Multilingual Learners)	MA concentration online	Kate Anderson
Education (Literacy Education)	MA concentration online	Lindsey Moses
Educational Leadership (Principalship)	MEd concentration West, Poly, online	Eoline Cary, Daniel Liou
Educational Policy	MA Tempe	Jeanne Powers
Education Sciences	MS Tempe	Geoffrey Borman
Educational Studies	BAE Poly, Tempe, West, online	Teresa Foulger, Amy Markos, Janel White-Taylor
Learning Design and Technologies	MEd online	Leanna Archambault
Gifted Education	MEd online	Dina Brulles
Gifted Education	Graduate certificate online	Dina Brulles
Global Education	MEd online	Maria Teresa Tatto
Higher and Postsecondary Education	MEd Tempe, Downtown Phx	Jeongeun Kim, Keon McGuire
Institutional Research and Policy Analysis	Graduate certificate Tempe	Jeanne Powers

Instructional Design and Performance Improvement	Graduate certificate online	Steve Salik
Learning Science	MA Tempe	Steven Zuiker

## Division of Teacher Preparation academic programs

Academic programs include teacher preparation at undergraduate and graduate levels, and graduate programs including PhD, EdD and master's degree programs.

### Undergraduate programs

- Early Childhood Education/Early Childhood Special Education (dual certification) — BAE
- Elementary Education — BAE
- Elementary Education (BLE/ESL endorsement) — BAE
- Elementary Education (STEM education) — BAE
- Secondary Education (includes specializations in field of certification) — BAE
- Special Education/Elementary Education (dual certification) — BAE
- Special Education/Visual Impairment - BAE
- Minor in Early Childhood Education
- Minor in Educational Studies
- Undergraduate certificate in Environmental Education
- Undergraduate certificate in Secondary Education

### Graduate programs leading to certification

- Elementary Education — MEd
  - Graduate Certificate, EED
  - Master's degree and Arizona certification
- Secondary Education — MEd
  - Graduate Certificate, SED
  - Master's degree and Arizona certification
- Special Education — MEd
  - Master's degree and Arizona certification (dual certification)
  -
- Physical Education, MPE
  - Master's degree and Arizona certification
- Curriculum and Instruction (early childhood education) — MEd (online)
  - Master's degree and Arizona certification

[Undergraduate degree programs homepage](#)

[Master's degree programs homepage](#)

[Doctoral degree programs homepage](#)

## Professional Pathways residency

During their residency as part of MLFTC Professional Pathways, teacher candidates in most undergraduate programs spend four days per week in pre-K–12 classrooms and one day per week taking pedagogy courses delivered in partner school districts.

- Students request their residency cohort from a menu of partner school districts.
- Mentor teachers are selected through a collaborative effort between partner district administration and MLFTC site leads. Lead teachers are certified teachers with a minimum of three years of teaching experience. They are classified as “highly effective” or “effective” on teacher evaluations and have shown evidence of raising pre-K–12 student achievement. Lead teachers receive training on coaching and evaluating the teacher candidate throughout the residency.
- Residents follow their lead teacher contract hours and school district calendar for breaks. Coursework is completed in accordance with the university academic calendar.
- Courses are taught by ASU faculty; resident supervision is completed by **site leads**, who are full-time ASU clinical faculty members.
- Residents work on educational teams that may consist of multiple professional educators and/or multiple resident/intern teachers. They are supervised under the leadership of lead or mentor teacher.
- Site leads evaluate residents at least four times per year using the TAP instructional rubric, which focuses on the residents’ ability to implement evidenced-based instructional practices that improve the achievement of the students in the classrooms in which they work.

## Graduate Teacher Prep certification programs

Students in the graduate teacher prep programs have two pathways for certification: the traditional and/or alternative route. A student may start on the traditional path and be hired as the teacher of record and move over to the alternative path without changing their degree program. Additionally, EED and SED students can be enrolled in either the master’s degree program or the graduate certificate only program. SPE students must be enrolled in the master’s program, and they can earn dual EED and SPE certification or do single SPE certification. Both the masters and the graduate certificate fulfill the academic requirements for Arizona teacher certification.

The EED and SED graduate certificate is for students on the alternative path for Arizona certification. They complete two semesters of apprentice teaching and must be employed full-time as the teacher of record in a classroom that aligns to their pathway. Students enrolled in the masters plus certificate program can complete the program in three semesters, taking classes online or two nights per week. Students on the traditional path for certification can complete their residency in the second or third semester. Single certification students must complete at least one semester of internship prior to residency. Dual certification students must complete two semesters of internship, one EED and one SPE, prior to residency. The internship allows students to complete course assignments in a supervised setting.

Students on the traditional single certification path participate in a full-day, 15-week residency experience. Students who are seeking dual certification participate in a full-day residency, 8-weeks in EED and 8-weeks in an SPE setting for a total of 16 weeks. Teachers are certified teachers with a minimum of three years of teaching experience; they are classified as “highly effective” or “effective” on teacher evaluations and have shown evidence of raising pre K-12 student achievement. Under the guidance of a lead teacher and university supervisor, residents and lead teachers co-teach throughout the semester. Lead teachers participate in an

MLFTC assessment and supervision workshop to be qualified to supervise a teacher candidate. ASU clinical instructors observe teacher candidates a minimum of six times per semester using the Aspiring Teacher Rubric to assess student progress.

For students seeking an alternative pathway to teacher certification, they must be employed full-time as the teacher of record in a classroom that aligns to their pathway. As with the traditional pathway students, ASU clinical instructors observe teacher candidates a minimum of six times per semester using the Aspiring Teacher Rubric TAP instructional rubric to assess student progress.

This path for certification offers coursework leading to certification in three areas:

- Elementary Education (1–8)
- Secondary Education (6–12)
- Special Education (K–12 mild-moderate disabilities)

Students enrolled in the graduate teacher preparation programs learn to utilize critical thinking to solve problems, maintain high expectations for student learning, adapt to changing circumstances and demands, and act as agents of change by addressing equity and social justice issues in a positive, ethical manner. Students receive meaningful professional guidance from clinical instructors with at least five years of K–12 classroom experience. Clinical instructors serve students as course instructors and supervisors in their professional experience courses that leverage video observations for feedback and coaching. This full-circle coaching relationship makes it possible for their ASU coursework to inform students' K–12 classroom instruction and bring students' day-to-day problems of practice into their ASU courses.

The masters plus certification program culminates with an action research applied project in which students research, implement and measure the effectiveness of an intervention to solve a problem of practice in their classrooms. The project equips students with the means to positively impact academic achievement in their classrooms today and in the future.

## Arizona educator exams (NES and AEPA)

The Arizona Department of Education requires all teachers seeking certification to pass the appropriate Arizona educator exam. Depending on the certification, the teacher is required to take either the National Evaluation Series exam or the Arizona Educator Proficiency Assessment. Students must pass the appropriate professional knowledge test and are highly encouraged to take the appropriate subject knowledge test. Additional exams might be required for some programs. Tests are computer-based and can be taken at testing centers throughout the country five-to-six days per week. Undergraduate students are encouraged to take the test in their junior year or at the onset of student teaching. Registration, additional information and preparation materials are found at the [Department of Education website](#).

## Division of Educational Leadership and Innovation programs

The division's programs focus on professional advancement across the range of education settings. These include master's degrees for those dedicated to the improvement of professional practice (including degrees leading to Arizona principal certification) and undergraduate study leading to careers in many education settings. Degrees and certificates currently admitting students include:

## Graduate certificates (\*denotes online only)

- Advanced Analytics in Higher Education
- Applied Behavior Analysis\*
- Educating Multilingual Learners\*
- Gifted Education\*
- Institutional Research and Policy Analysis
- Instructional Design and Performance Improvement\*
- Overview of Autism Spectrum Disorders\*

## Master's degrees (\*denotes online only)

- Education — MA\*
- Education (Educating Multilingual Learners) — MA\*
- Education (Literacy Education) — MA\*
- Education Sciences - MS
- Educational Leadership (Principalship) - MEd
- Educational Policy — MA
- Gifted Education - MEd\*
- Global Education - MEd\*
- Higher and Postsecondary Education - MEd
- Learning Design and Technologies — MEd\*
- Learning Sciences — MA
- Special Education (Applied Behavior Analysis) — MA\*
- Special Education (Autism Spectrum Disorders) — MA\*

## Bachelor's degrees

- Educational Studies — BAE (campus-immersion and online)
- Educational Studies (Early Childhood Studies) — BAE\*
- Applied Science (Early Childhood Studies) — BAS\*

For more information on degree programs, contact the Office of Student Services:

Undergraduate advising, 480-965-5555; Graduate advising, 480-965-5555; Doctoral programs, 480-727-7725

## Office of Faculty Systems for Scholarship and Support

The Office of Academic Systems for Scholarship and Support provides oversight of programs — primarily assurance of horizontal and vertical alignment of programs underscoring rigor of content — and compliance with state and professional organization standards. The second involves faculty development through focused mentoring and assistance through the promotion, tenure and annual review processes, faculty recognition through national professional achievement award nominations, and faculty advancement through opportunities to formally present their work to communities of scholars. Additionally, visiting scholars and postdoctoral fellows will be reviewed and coupled with host faculty through this office.

## Office of Digital Learning

The Office of Digital Learning (OoDL) is a thought leader and central service provider for the Mary Lou Fulton Teachers College on the ideation, development, and deployment of digital products. OoDL advances

educational initiatives and research to enhance learning through the innovative use of technologies in digital, digitally-enhanced, and online learning environments. The office collaborates with faculty members and staff throughout the college and university to develop learning that creates immersive experiences and provides access to academic, research-oriented knowledge and faculty members. Areas of focus include online academic programs and noncredit offerings that diversify our pathways for sharing with a wider audience the knowledge and practices that our college researches and generates.

## Office of Scholarship and Innovation

The [Office of Scholarship and Innovation](#) has three key initiatives:

- Supporting faculty research and scholarly inquiry in education
- Leveraging new technologies for learning and the dissemination of knowledge
- Bringing collaborative, design-based problem-solving to educational systems

The **Scholarly Initiatives Team** supports the wide range of scholarship and research conducted by MLFTC faculty members and students. Through programs and events — seed grants, minigrants, research mixers — we seek to facilitate new research as well as the development of interdisciplinary research teams and learning communities. We focus on generating opportunities for collaboration, scholarship and promotion of this work to expand the access, reach and impact of scholarship. We welcome ideas and input from individuals and teams as they seek support for their research and scholarly work.

The **Technology Initiatives Team** supports the exploration, implementation and infusion of emerging technologies into teaching, scholarship and research at MLFTC. We do this by operating the innovative network of emerging technology spaces known as the [IgnitED Labs](#). These labs are designed to provide MLFTC students, faculty and staff opportunities to create knowledge and skill sets through emerging technologies. In addition, we assist faculty and staff with using digital technologies to conduct cutting edge research, mobilize knowledge and communicate their stories. Finally, we collaborate and partner with local, national and international organizations on innovative technology initiatives.

The **Design Initiatives Team** collaborates with school districts and community organizations, as well as with MLFTC students, faculty and staff, to bring principled innovation to educational systems and develop new approaches to challenges in education. To achieve this, we use an intentional, collaborative, open-ended design process that values local context, diverse perspectives, intrapreneurial thinking and iterative testing of solutions. We welcome collaborations with faculty in any aspect of this work, including in research, teaching or service capacities.

## Research Opportunity Development and Advancement

The RODA team provides strategic guidance and administrative support for the research endeavors of MLFTC faculty and staff. This includes all aspects of pre-award support, such as proposal searches, intelligence gathering to increase competitiveness, narrative and document preparation, sponsor communication, submission, and post-submission negotiation. The office provides all information necessary to submit a proposal to federal, state or local government agencies, K–12 and postsecondary institutions, foundations and nonprofit organizations, industry partners and private entities.

Support available from RODA includes:

- Grant planning for early career faculty members
- Funding opportunity searches and recommendations

- Gathering information on the history and context of funding opportunities
- Interpreting ASU and sponsor policies and guidelines
- Developing project budgets and budget justification narratives
- Editing and framing grant proposal narratives
- Securing institutional approvals and authorized signatures
- Assisting with Institutional Review Board procedures
- Developing partnerships with other ASU units and external organizations
- Feedback review and resubmission revision assistance
- Post-award project implementation support

For information regarding RODA, contact [Sarah Polasky](#).

## Research centers

### [Center for Advanced Studies in Global Education](#)

Directed by Iveta Silova, CASGE facilitates global engagement and co-creation of knowledge through education partnerships and collaborative research. CASGE engages ASU faculty members and students within a global community of scholars and education practitioners to:

- Advance teaching, research and service initiatives to address global challenges
- Foster context-appropriate education innovations for sustainable development
- Build partnerships and exchanges for mutual learning and co-creation of knowledge

If you would like to be affiliated with CASGE, contact [Iveta Silova](#).

### [Center for Equity Alliance](#)

The Equity Alliance at ASU, directed by Alfredo Artiles and Elizabeth Kozleski (University of Kansas), is devoted to research and school reform efforts that promote equity, access, participation and outcomes for all students. We take pride in supporting state and local school systems and educational professionals in and across the United States with research-based assistance.

### [Center for Games and Impact](#)

Building upon the vision of ASU President Michael Crow for a New American University, the Center for Games and Impact is committed to excellence, access, impact and research that contribute to the public good. Directed by Sasha Barab, the center has as its mission to investigate, innovate and cultivate game-infused solutions to society's biggest challenges.

This mission is realized through partnerships among learning scientists, game developers and socially responsible entrepreneurs to rigorously study and innovate around the full life cycle of impact games. By examining the full life cycle of impact games — from research, design and development to publishing, assessment and optimization — we seek to pioneer, implement and share best practices for harnessing the unique power of games for achieving sustainable and scalable outcomes.

We have secured support from the Gates Foundation, the National Science Foundation, Educational Testing Services, Public Broadcasting Services, US-AID, the Intel Foundation and private donors. At the core of these efforts is the underlying assumption that the power of games lies not in the bits and bytes of the game world, but in the ways that the designed components are integrated into a larger infrastructure and local ecosystem.



Our commitment is to grow our understanding of game-enabled innovations for impact through use-inspired initiatives, scaling out the impact of these products while building capacity of others to leverage lessons learned. These ideas are being tested and iterated as part of an innovation lab, through externally funded grants and with students as part of a certification program.

### Pivot (formerly Community of Science)

Pivot is a powerful global funding opportunities and scholars database updated daily that allows users to receive results in a variety of ways. All ASU faculty, staff and students can access Pivot. When setting up a Pivot account, it is best to log in from an ASU computer, as Pivot will recognize you as an ASU user. Visit the [ASU Funding Tools website](#) for more information.

## New faculty

### Orientation

All new faculty members are required to attend an orientation. You will receive an email about the orientation. If you are unable to attend, contact your vice dean before the orientation.

### Orientation for new tenured and tenure-track faculty

Each year, ASU hosts a new faculty orientation for newly hired tenure and tenure-track professors, who will receive invitations in late July from the provost's office. This orientation will provide an introduction to the university at large and will complement college orientations held separately.

### Electronic resources

Once you complete your employment paperwork and have an ASURITE ID, you can access many university resources through [your My ASU page](#), including class rosters, payroll information and university policies.

### Mailbox location and ASU mail code

Contact your campus administrative assistant for your mailbox location and mail code. Be sure to check your mailbox often. For other mail codes, [visit the ASU web directory](#). See your campus administrative assistant for more information or assistance.

### Parking permit

All students, staff, faculty members and lead instructors of ASU who park vehicles on campus are required to have a current parking permit. It should be hung from the rearview mirror or displayed on the inside lower driver's side of the windshield of the vehicle. [More information](#)

Multi-campus parking permits are provided only for faculty members who are teaching on more than one campus. If you qualify for the current academic year, you will receive an email from the office of the dean.

Parking validations for invited guests on university business who park in the visitor lot may be obtained from the support staff listed above.

## Phone service

Office phone service for new faculty members will be requested by your campus administrative assistant. Your division should have a manual that describes the operation of your phone, including how to access voice mail. To dial off-campus, you must first dial 8 or 9. Cell phones are not provided to faculty members.

## Faculty resources

### Faculty directory

Faculty members can update their directory profiles at any time. [View the instructional video](#), or just start here:

1. [Visit the ASU directory](#).
2. Click the red “Edit my profile” button at the top right of your screen.
3. Begin editing on your home page, and continue to edit the areas in the left navigation bar. These include:
  - a. Links
  - b. Affiliations
  - c. Expertise area
  - d. Biography
  - e. Research
  - f. Teaching
  - g. Public work
  - h. Industry experience
  - i. Settings

Changes you make will be visible immediately on your ASU iSearch profile, but may take up to 24 hours to display on the MLFTC website. For additional assistance, contact [Clarin Collins](#).

If you need to have a headshot taken, ASU will do that for you. [View the ASU headshot office hours calendar](#). You can stop into Stauffer B-101 on the Tempe campus during any of those times without making an appointment. The photo will take 5–10 minutes. If you have any questions, contact [photography@asu.edu](mailto:photography@asu.edu).

### Audio visual equipment

If your classroom does not have the AV equipment you need, you may reserve it through Media Services at your campus. Contact your campus administrative assistant to coordinate.

### Business cards

Full-time faculty members may order business cards through [Sue Reinfried](#).

## Copy services

See your campus administrative assistant for copier locations and to get an overview of the copier functions, capabilities and limitations. These machines cannot handle large volumes of copying (100+ total pages), so limit your copies. Be sure to clear your code when you're done.

Plan ahead when you have large copy jobs. More than 100 total copies must be taken or sent electronically to an outside copy source, and you should check with your campus administrative assistant to help with the process. Large copy jobs (100+ total pages) and material for packets may require securing of copyrights. Copyright laws must be observed when you are making copies. If your order estimate is over \$50, check first with your division administrator. Avoid ordering color copies as they drain our budgets.

## Discretionary and professional development funds

Each fall, vice deans may distribute discretionary funds on a formula basis by faculty status. This money may be spent during the academic year on travel to professional conferences, dues for professional organizations, professional resources and related items. Use the [Purchasing/Professional Development Request form](#). Travel requests are managed through [your My ASU page](#).

## Electronic access and classroom keys

**Office keys** — To request keys and electronic card access, contact [Sara Jacobs](#). Keys are typically delivered within 3–5 working days. You can also request after-hours electronic card access to buildings. Access is typically granted five working days after the request is submitted.

**Classroom keys** — Check your teaching schedule to see whether any of your classrooms require a key. Most classrooms will be open for you.

**Electronic access** — If your classroom or office department has electronic access and is not unlocked when you arrive, contact:

- Polytechnic UTO — 480-965-3342
- Downtown Phoenix security — 602-757-3515
- Tempe or West help desk — 480-965-6500

Classrooms with electronic access are scheduled to unlock 10 minutes before the start of class.

For classroom access assistance, call Facilities Management:

- Downtown Phoenix — 602-496-2500
- Polytechnic — 480-727-1110
- Tempe — 480-965-3633
- West — 602-543-3200

## Email signature

MLFTC complies with ASU's standards for email signatures. You can [obtain the email signature template and instructions here](#). Please do not alter the format or colors of the signature or add logos, other images or additional text.

An event is any activity not related to a credit course. MLFTC has dedicated staff support to help with the planning, organization and implementation of major college events. Our college averages four or more events a month. As a result of the workload, we are unable to support events proposed by faculty and staff. Approved events are organized by the marketing and events team. Refer to the [Events Playbook](#) for more information.

## Facilities

If you would like to mount items on walls, have excess furniture in your office or have any other facility questions or issues, contact your campus administrative assistant.

## Meeting room scheduling and video/phone conferencing

As a faculty member, you may want to convene a meeting of other faculty or a small group of students and need to reserve a room. You may also have a need to arrange video conferencing or phone conferencing. Contact one of the following for assistance with scheduling:

- Polytechnic — [Cynthia Stehr](#), 480-727-1335
- Tempe — [Lori Holmen](#), 480-965-6053
- West — [Sue Reinfried](#), 602-543-6445

## Property control

University-owned property may be used only for university purposes. Arrangements for temporary removal of university-owned property and equipment from the campus may be made only with authorization of the dean according to the following procedures:

1. Complete a [Temporary Off-Campus Loan of Equipment form](#).
2. Check the equipment to be loaned to ensure that an ASU property control tag (white with barcode) is affixed to items valued over \$2,000, and a silver departmental inventory tag is affixed to items valued over \$100. The equipment must be tagged before leaving the campus.
3. Return the completed form to your vice dean for submission to the dean for approval. Upon approval, you will be notified and can then take the equipment off campus.
4. The department retains the original form and forwards a photocopy to Property Control.

## Safety

If you encounter any circumstance which prompts a concern for the safety of yourself or a student, or involving anyone else on campus, call the ASU Police department at 480-965-3456. Such circumstances might include the need for an escort to your car after a night class or getting help with a disruptive or noncompliant student. It's important to note that when you call this number, you will talk to police department personnel on the Tempe campus, who will route your request to the appropriate officer on your campus. In an emergency, call 911 and identify your campus.

Whenever possible (i.e., early and often), outline and discuss with your students what is acceptable and what is not. You are empowered to: ask students not to interrupt in class; designate the instructor as leading the discussion (deciding who can speak and when); limit the topic of discussion to matters you deem relevant to the class; and include notice on the syllabus that identifies ABOR policies. Describe all expectations in behavioral terms. Don't forget to address electronic conduct, especially if your class relies on chat rooms or other electronic forms of communication.

Consider what rules make sense in the environment and give students notice of rules, such as asking students to sit rather than standing or leaning over you; make an appointment to see you, rather than dropping in; leave the door open or make the appointment at a time when another person is close by. You can contact [ASU Counseling Services](#) or the [Dean of Students](#) office for additional assistance. Don't forget that an instructor has the ability to withdraw a student from class if the student's behavior disrupts the educational process.

[Additional crime prevention information](#)

## Shuttle services

Parking and Transit Services offers free, intercampus shuttle service between the four ASU campuses. [View maps and schedules](#). Shuttle lines circumnavigate the Tempe campus free of charge to students, faculty members and staff.

[More Information](#)

## Supplies

Office supplies are available on each campus from your campus administrative assistant. If you need something that is not available, complete the [Purchasing/Professional Development Request form](#) and submit the form to your campus administrative assistant.

## Technology help

ASU's University Technology Office Help Desk provides routine technology services of every kind, including help with computer, phone, printer or software problems. Urgent classroom support issues include Canvas questions, video conferencing setups or equipment checkout, and consulting on the provisioning of new or replacement computers or mobile computing needs. [Visit IT Services](#) and select "New Ticket."

Email, server space, server access, Canvas, Tk20 and other services are requested using the methods listed above. Most services are online and can be accessed from any campus. ASU students can also obtain help with technology from UTO by calling 855-278-5080.

## Travel (full-time faculty only)

All ASU-related professional travel must be approved in advance to be eligible for reimbursement and also for insurance liability purposes. Requests for travel, whether in-state, out-of-state or international, must be submitted online through [My ASU TRIP](#). In this system you will:

- Create your travel profile
- Apply for an ASU Travel Card
- Create trip requests
- Book your travel (airfare, rental car, hotel)
- Create an expense report for a completed trip
- Attach receipts
- Submit your expense report

[Learn to use My ASU TRIP](#). If you have additional questions, contact Business Operations Manager [Lori Hammes-Dow](#) at 602-543-0007.

## Service assignments and expectations

**Ranked faculty** (assistant, associate and full professors, and related NTE titles with prefaces such as clinical or research) provide service to Mary Lou Fulton Teachers College and Arizona State University as part of their general obligations as faculty. All ranked faculty members contribute to undergraduate and master's-level program and curriculum oversight and development where they have significant long-term teaching obligations, and all tenured and tenure-eligible faculty members and many nontenure-eligible faculty members should contribute to doctoral programs through ways such as reviewing applicant files, supervising PhD students in research, serving on doctoral students' committees and serving on program committees.

Ranked faculty members cannot excuse themselves from general service obligations. Some events do change service obligations, and these are guided by policy. For example, Family and Medical Leave Act continuous leave affects all duties and responsibilities. Service expectations are also generally suspended during approved sabbaticals, with the exception of serving on doctoral student committees. Having time assigned to externally funded grants does not eliminate or reduce general service obligations.

**Appointed and elected positions:** Each year, the dean, provost and president appoint ranked faculty members from the college to standing or ad-hoc committees based on the needs of the university and the skills and accomplishments of individual faculty members. If you receive an appointment, please acknowledge and accept promptly. Elected committee positions are also essential to the work of the college and university. Tenured faculty members who are not currently serving on a college- or university-level committee should self-nominate or expect to be nominated to vacant elected positions on a regular basis as they become open and are announced by the dean's office.

**Tenured faculty members** have the expectation of consistent, substantive service with observable impact in multiple areas. Tenured faculty members should expect to self-nominate or be nominated to serve on at least one college- or university-level committee each year, and they should be reviewing manuscripts for publications in their field, proposals for learned society meetings and proposals for funding agencies as appropriate.

**Tenure-eligible faculty members** have the expectation of developing substantive service with observable impact over their probationary period in MLFTC. They should volunteer to review manuscripts for publications in their field, proposals for learned society meetings and proposals for funding agencies as appropriate. They should find avenues for service that maximize their impact for the time involved. They should also expect to serve on college-level committees during their probationary period, if not in the first year or every year.

**Clinical faculty members** have the expectation of consistent, substantive service with observable impact in their areas of significant teaching responsibility. They serve as program coordinators and course coordinators for courses with multiple sections. They are active in professional communities of practice, whether at a local or national level, and engage in and contribute to professional development inside and outside the college.

# Regular and reassigned faculty teaching workloads

## Introduction

Faculty members are essential to fulfilling the comprehensive mission of MLFTC, which includes the breadth of its teaching, scholarship and service. One of the primary obligations of vice deans is to assign faculty teaching workloads to serve that broader mission. Directors are obliged to assess the capacity of individual faculty members to serve the needs of students and MLFTC in a way that takes into account the complexity of programs that operate across divisions.

To maintain equity within the flexible and changing needs of MLFTC, directors make assignments collaboratively. This document provides a framework for teaching workloads of full-time faculty members consistent with the mission of MLFTC and to promote equity across divisions. In general, effective tenured and tenure-track faculty members should be assigned between four and six three-hour sections per academic year, or their equivalent, commensurate with scholarship productivity as judged by annual evaluations. In general, non-tenure-track full-time faculty members should have a teaching workload of 10 sections per year, or their equivalent.

Adjustments to these general expectations are based on the ability of faculty members to contribute to the broader mission and specific needs of MLFTC. These adjustments are generally made on an annual basis.

## General assumptions of faculty assignments

**Full-time ranked faculty members** (tenured, tenure-track and clinical or lecture) are expected to be full participants in the life of MLFTC. This includes explicit assignments such as classroom and clinical teaching, student advising, assigned time for funded projects, and service on MLFTC and ASU committees. This expectation also includes broader participation in Convocation, university commencements, orientations, division and college meetings, independent professional service within fields and being an active member of the intellectual life of and faculty governance within a research-intensive university.

**Full-time unranked faculty members** (instructors) generally carry full-time teaching loads. They are expected to attend and participate in general all-faculty and all-college meetings, and any professional development required by their assignments.

Faculty members are given teaching assignments based on their qualifications and the needs of MLFTC. Faculty members are encouraged to view their content expertise and instructional skills as being in continuous development over their careers. Experienced faculty members can be expected to teach in newly assigned courses within their areas of expertise, and they should not assume they “own” a particular course or have a right to teach any individual course.

## Tenured and tenure-track faculty teaching norms

Tenured and tenure-track faculty members are the core of curriculum planning for MLFTC at all levels. They should be competent and prepared to contribute to academic programs at multiple levels, and are essential to the specialized education in doctoral programs. These guidelines assume the teaching effectiveness of full-time faculty members and assume that they are highly motivated to serve in a variety of teaching roles. The ordinary load in an academic year for tenure-track faculty comprises full instructional responsibilities for

between four and six three-hour courses or the equivalent. This may be adjusted for the first year of employment by an individual faculty member's signed offer letter. MLFTC is committed to providing an appropriate opportunity for tenure-track faculty members to demonstrate scholarly productivity and the significance of the faculty member's research agenda. Directors will manage teaching assignments to limit the number of course preparations for tenure-track faculty members before the third-year probationary review.

### Highly research-active tenured faculty teaching norms

The ordinary load in an academic year for highly-research-active tenured faculty members comprises full instructional responsibilities for four three-hour courses or their equivalent. These courses may be in any area of the faculty member's expertise or in general courses where the faculty member is expected to be competent. For consistently productive and self-directed researchers, the mission of MLFTC is served best by adequate time assigned for the maintenance and further development of the researcher's line of scholarship.

### Effective, research-active tenured faculty teaching norms

The ordinary load in an academic year for effective tenured faculty members without a highly active research agenda comprises full instructional responsibilities for five or six, three-hour courses or the equivalent. These courses may be in any area of the faculty member's expertise or in general courses where the faculty member is expected to be competent. For active researchers who are not consistently highly productive, the mission of MLFTC is served best by adequate time assigned to the maintenance and further development of the researchers' line of scholarship, balanced by the need to use faculty time where it may be better served.

Judgments of the appropriate teaching load for tenured faculty members should be made on an annual basis after each annual evaluation cycle for all MLFTC faculty members. A tenured faculty member may request a reassignment of time toward a greater teaching load if that person feels their talents are needed more in the area of instruction. The vice dean will consider this request and provide a prompt final decision. A change in the time assigned for teaching is also a judgment that a vice dean may deem appropriate if that faculty member's talents are needed more in the area of instruction than in scholarship. Additional teaching time is a confirmation of the effectiveness of the faculty member in teaching and contributions to the mission and goals of MLFTC.

A tenured faculty member who does not meet expectations in research or teaching will not be assigned more time for teaching and less assigned time for scholarship, but will be placed in post-tenure review.

### Nontenure-eligible faculty teaching norms

Nontenure-eligible faculty members are essential to the professional programs in MLFTC. They should have significant professional experience at multiple levels, be excellent teachers for all students and prepared to contribute to academic programs at various levels. These guidelines assume the teaching effectiveness of nontenure eligible, full-time faculty members and assume that faculty members are highly motivated to serve in a variety of teaching and supervisory roles. The ordinary teaching load in an academic year for non-tenure-eligible faculty members comprises full instructional responsibilities for 10 three-hour courses or the equivalent.



## Reassignment of regular teaching load

Vice deans may reassign regular, expected teaching loads to other obligations based on the needs of the division and college, and the capacity of individual faculty members to meet those needs. A reassignment of a regular teaching load is not a release from faculty duties. The in-load assignment of a full-time faculty member will always equal 1.0 FTE across all areas of assignment. The following are the most common reasons a vice dean would reassign part of a faculty member's regular teaching load to other duties:

- Offer letters may provide lower teaching at the beginning of a tenured or tenure-track faculty member's employment, to be reassigned to scholarship. Reassigned teaching loads described in the offer letter do not extend beyond the end of the period prescribed by the letter without the approval of the dean.
- Funded research projects may require reassignment of teaching to the activities of the project. Vice deans must approve all such reassignments. Directors have the authority to approve reassignment of one course in an academic year for an external contract or contracts committed to fund 10% or more of a faculty member's academic-year base salary and benefits. Reassignment of two courses in an academic year requires an external contract or contracts committed to fund 20% or more of a faculty member's academic-year base salary and benefits. Reassignment of three courses in an academic year requires an external contract or contracts committed to fund 40% or more of a tenured or tenure-track faculty member's academic-year base salary and benefits. Reassignment of more than three courses for a tenured or tenure-track faculty member in an academic year, or two courses for a non-tenure-eligible faculty member in an academic year, requires approval of the dean as well as the relevant director.
- Ranked faculty may be reassigned from a course to programmatic or other instructional duties as required by the needs of a division.

## Course preparation

### Academic class scheduling

Each division handles scheduling of classes to meet the needs of students. With the exception of independent study classes for which faculty members meet individually with students, faculty members do not schedule their own courses.

Division and college staff try to avoid schedule conflicts for faculty, either simultaneous classes or classes on different campuses and logistically impossible. If you are assigned classes with a schedule conflict, please let your vice dean know immediately so the conflict can be resolved.

### Syllabi

Students use a course syllabus to understand the basic expectations for a class, both in terms of content and policies, in a host of areas. The syllabus needs to convey those expectations, because students and ASU both consider the syllabus a social contract between faculty and students.

To help with syllabi for individual classes, [MLFTC provides templates](#) which are generally updated every summer. The templates include topics that should be addressed in every syllabus (headings and prompts for content that course coordinators and individual instructors determine), and also standard language that addresses a number of ABOR policies.

Each instructor brings unique knowledge, teaching skills and creative talents to a class. We expect these attributes to be evident. At the same time, most programs have been planned holistically to ensure that students meet the outcomes expected without experiencing significant overlaps and gaps in their studies. Therefore, courses in certification or endorsement programs generally have pre-developed syllabi available from a course or program coordinator, and the college expects instructors in those classes to use the learning objectives and major assignments as designed, using their unique talents as faculty members to help students accomplish the course and program objectives. The coordinator can provide with the syllabus any accompanying course shells in the learning management system (Canvas). Our online courses are designed with expert instructional designers who can assist you as well.

We ask that faculty members use the developed course templates in order to provide a professional and consistent format for students, as well as to inform them about policies. The course coordinator or division staff should provide you with this syllabus.

**Course syllabi are required by ASU to contain certain criteria. See Appendix 1 for requirements.**

## Course and program fees

Many of our college courses and programs have course or program fees attached for the purpose of providing services or materials for students registered in those specific classes and programs. Vice deans or the Office of Online Learning will manage the spending of all course and program fees.

## Course packets

The college strongly discourages the production of hard-copy course packets; most materials should be available to students in ASU's learning management system (Canvas) or electronically (for journal articles) through ASU Libraries. For journal articles and other electronic materials held by ASU Libraries, you can link directly to the article through the learning management system.

The creation of separate course packets requires that faculty members work independently with an outside copy shop that will appropriately conduct copyright clearance. Course packets usually involve two main costs for students: paying for permission to print copyrighted articles, and the actual costs of copying and binding. If your packet contains copyrighted materials, significant lead time is needed to secure permission to copy. Allow at least four weeks between the time you submit articles and the time you want them to be available to students.

## Class rosters

You can view your class rosters and post grades at the Faculty Center, available through [your My ASU page](#) under Teaching and Student Support Tools.

## Textbooks

Selecting textbooks for MLFTC classes is critical to the development of a rigorous and appropriate curriculum. If you are teaching one section of a multiple-section class, applicable texts have been selected by a group of instructors and you will be expected to use those texts for your first semester. A change in the textbook should usually be accomplished as a group decision of the other instructors. If you are teaching the only section of a class, check with the assistant or associate division leader about the textbook selection. Most courses are part of a planned program and choice of textbooks may need to be coordinated with instructors of other classes to ensure there are no duplications. Textbooks for courses with multiple sections are ordered by the course coordinator. Every effort should be made to comply with the university-established dates for requesting texts for the following semester as this reduces costs for students.

- Fall semester texts — order by April 1
- Spring semester texts — order by October 1
- Summer semester texts — order by March 1

Textbook orders for all campuses are processed by [Sue Reinfried](#) at 602-543-6445.

## Reserves and linking to electronic library resources

Items for your courses can be [placed on reserve through ASU libraries](#).

## Management systems

### Academic Personnel Actions Reporting System

APARS is provided through a partnership between the office of the executive vice president and university provost, the University Technology Office and the academic colleges of ASU. ASU Vita is a software product by Interfolio that has been branded specifically for the university as ASU Vita. It allows faculty members to collect and organize their activity reporting for academic personnel processes and personal use, maximizes the quality and accessibility of faculty data for the collection and reporting process, and streamlines the efforts to gather curricula vitae for accreditation, personnel and program reviews. For information about ASU Vita process guides or policies, visit the [Office of the Provost APARS page](#).

### Canvas

Canvas is the course management system used for MLFTC classes. Learn more at [ASU Canvas Support](#). If you are teaching a class with multiple sections or which otherwise has a course coordinator, your course coordinators may have a Canvas shell for the course already prepared and ready to be duplicated for you as the foundational structure for your section. This will provide you with the electronic resources from other course instructors. Check with your course coordinator before requesting the shell if you would like to request a duplicate. To request a copy of your own shell from a previous semester, use the link on [your My ASU page](#). More generally, faculty and staff can [request course shells](#). Help articles are also available through that page.

The ASU Help Desk (480-965-6500, [helpdesk@asu.edu](mailto:helpdesk@asu.edu)) and the Canvas team will process all Course Enrollment Manager course requests. CEM is the system used by the University Technology Office to approve, deny and move class start dates when the instructor deviates from the published academic calendar class start and end dates. The help desk will assist faculty members with instructional design needs, course administration and questions concerning Canvas. An [online chat function](#) that allows you to consult a help desk agent. Click “Live Chat” at the top of the page.

Online courses for fully online, managed programs are delivered through Canvas. An instructional designer will contact you to coordinate the setup and support for the online course you will be teaching. Usually, the course shell request will be submitted for you so course materials are copied and configured correctly.

## Tk20

Tk20™ by Watermark is a comprehensive online assessment management system for student activities related to teacher or administrator certification. Students enrolled in certification programs must subscribe to Tk20 to complete course assignments and facilitate course evaluations, clinical experiences, student teaching and administrative internships. The cost to students is a one-time fee of \$103. Tk20 subscriptions are valid for seven years.

The system enables students to manage their academic activities throughout their experience at MLFTC. Tk20 allows students to submit assignments online, and facilitates online collaborative evaluations between instructors, mentor teachers and students while keeping assignment, clinical experience, student teaching, clinical practice and internship records. Assignments and rubrics are sent to the Tk20 support team by course coordinators. These forms are then created in Tk20 and are made available to the faculty and students. The Tk20 support team will make updated assignments available to students for instructors before they are due. Students are not able to receive a course grade until their assignment is submitted in Tk20.

User guides are available within TK20 for students, faculty members and lead teachers. Phone support is available at 602-543-5358 between 8 a.m. and 5 p.m. Monday – Friday, and email support is available at [Tk20support@asu.edu](mailto:Tk20support@asu.edu). Course coordinators, site leads and university supervisors can request Tk20 training sessions at any time.

## Early in the semester

### General information and resources

Arizona's constitution and statutes invest power over the three state universities in the Arizona Board of Regents.

- [ABOR policy manual](#)
- [ASU policies and procedures](#)

Other resources are available through [your My ASU page](#). Among the most relevant policies for faculty-student relationships are those that address academic progress, privacy of information, student conduct, grading and grade appeals, and harassment.

Once the semester is underway, you may be confronted with questions from students regarding aspects of the class or college that have standard answers. Some examples are:

**Q: *Your class is full. Will you give me an override so I can register for it anyway?***

A: Please talk with your academic advisor. Advisors are the only college employees who may give overrides.

**Q: *What is the grade of "E"?***

A: It is a failing grade. ASU uses this letter in place of the traditional 'F'.

**Q: Does this class use plus/minus grading or pass/fail grading?**

A: Instructors have the option of using plus/minus grading. For some classes, faculty have jointly decided one way or the other, but in the end the decision belongs to the course instructor. Pass/fail is an option only if it is noted in the university catalog.

## Faculty and academic professional responsibilities

Mary Lou Fulton Teachers College Bylaws and Standards of Academe are available through your vice dean and [online](#). This document provides an overview of the standards, criteria and procedures to be used in faculty members' personnel reviews relative to annual performance evaluations as well as decisions on reappointment, promotion and tenure.

## Canceled courses

The administration may cancel courses before or at the beginning of the semester due to low enrollment. Notification will be given as soon as possible for classes that are at risk. It may be necessary to make on-the-spot decisions in some cases, but you should know by the first class session. Full-time faculty members will be informed by the director of any reassignment of teaching responsibilities due to class cancellation.

## Cancelling individual days of a class

It is important to ensure that courses being offered always have the rigor and content expected, and this requires that faculty members fully meet their teaching obligations conscientiously. In addition, our accreditor and the Arizona Board of Regents requires that classes meet a certain amount of contact time that is clearly documented. For example, a three-hour course has 45 contact hours and 2–3 hours of assigned work outside of class per contact hour. When you are teaching an entirely face-to-face or hybrid class, the face-to-face contact time is determined by the meeting schedule.

Should you need to miss teaching a class, you are obligated to advise your director, including an explanation as to why, then receive approval to cancel the class. [More information here](#). First, try to find someone to substitute-teach the class. Report expected teaching absences for classes in each division by emailing your vice dean as soon as possible.

**No face-to-face class in the first or last week of a session may be canceled or rescheduled without the explicit written permission of the relevant vice dean.**

If you must cancel a class meeting due to an unforeseen emergency, the cancellation must be reported, as soon as you are aware, to the course's vice dean in the manner specified for the division in which the class is taught. Contact your campus administrative assistant so students can be notified and a sign posted on the classroom door. If possible, send an email notice to your students as well.

## Grading

Only the instructor of record for a course or a department roster contact is authorized to enter grades for students in that course, and any grade changes must follow the procedure described in [section 203-01 of the Student Services Manual](#).

## Student withdrawals

The registrar's office homepage has [comprehensive information](#) about adding, dropping and withdrawing from classes. The most frequent actions are:

**Drop/add** — Students registering for a semester or summer session may drop or add courses through the first week of classes in a semester, or the first two days of a summer session. During this period, a student may drop one or more classes but not all scheduled courses without penalty. Courses that are dropped do not appear on the student's transcript and fees paid are refunded, depending on the student's remaining hours, according to the institutional refund schedule printed in the Registration and Tuition Payment Guide. A student who wishes to withdraw from all courses during the drop/add period must completely withdraw from the university. Refer these students to an academic advisor.

**Course withdrawal** — After the drop/add deadline through the 10th week of the fall or spring semester, a student may withdraw from any course with a mark of "W." Note that ASU's [academic integrity policies](#) specify a student may not avoid any penalty for academic dishonesty by withdrawing from a course.

**Instructor-initiated withdrawal** — An instructor may withdraw a student from a course if the student's continued presence in the course is disruptive to the instructor's ability to conduct the course. Under these conditions, an instructor may award a "W" or an "E." A student may appeal an instructor-initiated withdrawal within 10 days of being withdrawn to the standards committee of the college in which the course is offered. The committee's decision is final. If you have a student in this situation, it is presumed that you are working through academic advising to address the issue. Contact an academic advisor in the Office of Student Services as soon as you have a concern so you may be assisted in working through the problem.

**Complete withdrawal from the university** — If you become aware of a student who plans to withdraw from all courses, refer them to an academic advisor so they may be counseled about available alternatives. For example, students facing medical or personal emergencies may be provided with a compassionate withdrawal that preserves their standing in the program.

## Faculty availability

[ASU policy requires full-time faculty members to maintain office hours](#). Include your hours in your syllabus and post them outside your door.

Part-time faculty members, lead instructors and graduate teaching assistants must make provisions for students to be able to contact them outside of class hours. Many lead instructors who do not have office space on campus find that arriving early for class or staying afterward is the most student-friendly option for holding office hours. For face-to-face classes, notify your campus administrative assistant and the MLFTC receptionist of your office hours so we can pass along accurate information to students who may inquire. Instructors of online classes should be available to students outside of class on a reasonable and regular basis and respond to student inquiries within 24–48 hours.

## Academic status reports

Midway through each class session you will receive a request from the provost's office to complete an academic status report. This is an early warning system for undergraduate students who are having difficulties in a class. Academic status reports are submitted via an online system for students who are attaining "D" and

“E” grades up to that point in the semester. Academic status report grades are *not* reported on the student’s official transcript. They offer the student an opportunity to realize there is a problem and make necessary corrections. Therefore, it is very important that students who are doing unsatisfactory work be notified. For academic status reporting dates, see the [academic calendar](#).

## Midterm student surveys

For full-time and part-time faculty members in their first semesters, students may be asked to provide feedback at the midpoint of a session C class using the standard college electronic course evaluation. The feedback from these evaluations is valuable in making any necessary adjustments in a class. [Dates associated with course evaluation deadlines](#)

## Summer teaching assignments

Vice deans will solicit information from academic-year faculty members about their interest in summer teaching through an online survey in the spring. The college’s general practice is to find at least one course in their area of expertise for full-time faculty members who complete the summer-teaching survey on time, but summer teaching is not guaranteed. Payment for summer teaching is determined by a formula set partly by the university and partly by the college.

- Summer teaching and overall annual compensation is capped by formula at the university level. The base rate of academic-year salary used to calculate summer teaching pay is determined in May of every year.
- Classes with low enrollment (generally under 15 students) will be compensated in the summer on a prorated basis. Under no circumstances will a prorated, scheduled course pay less than \$750, regardless of the calculation of proration.

## Student Success Centers

ASU’s Student Success Centers offer tutoring in mathematics, science, writing and Spanish, as well as writing workshops and 30-minute writing tutorials. Students are encouraged to take advantage of this valuable resource. [Campus locations and general information](#)

It is not unusual for instructors to become aware that one or more students are having difficulties. These can include:

- Defiant, impolite or other behaviors that may be considered unprofessional for educators
- Academic difficulties including missing classes, late or missing assignments, frequent tardiness
- Personal difficulties (financial, marital)
- Illness
- Disabilities that impact learning or participation

Division administrators and academic advisors have experience in helping instructors and students in these situations. If you have any concerns about students, do not hesitate to seek advice.

## ASU Counseling

ASU Counseling is accessible to any student regardless of ethnicity, gender, sexual orientation, age, country of origin, religion, ability, financial situation or whether they have had counseling before. Counseling is effective for many different personal concerns. If you know of a student who would benefit from counseling, please refer them to ASU Counseling. Students can call or stop in and speak to a counselor right away.

- First appointments are free of charge.

- Appointments after the first session to discuss service options or gather more information are also free.
- All ongoing services cost a flat fee of \$15 per session.
- Any student with financial need can receive a fee waiver for all services.

If you would like to speak to a counselor about a student of concern, call 480-965-6146 or visit any campus counseling center. [Campus locations and general information](#)

## End of the semester

### Final student surveys (course evaluations)

Course evaluations will be conducted during the 14 days prior to the last official day of classes of each session (A, B or C). Course evaluations are a critical piece for self-reflection and growth as a contract, tenure-track or tenured faculty member, teaching assistant or lead instructors . These evaluations offer students' perspectives that should, when viewed with your own reflections, give you an opportunity to adjust your teaching strategies and perhaps make other revisions to the class.

A final summative course evaluation, administered online by the college at the end of the semester, is required for all faculty. Surveys will be distributed to students online by the college and you will receive periodic emails during the online evaluation process as to how many students have completed the evaluations in each of the courses for which you are the instructor of record. All student responses will be anonymous.

To prepare for the final course evaluation process and ensure high response rates from our students:

- Talk to students in class and inform them that course evaluations will be conducted online. Emphasize:
  - They should ensure ASU has their current email address on file at [asu.edu/emailsSignup](http://asu.edu/emailsSignup).
  - They should regularly check their ASU email account for an email with a subject line of "ASU Online Course Evaluation" that contains their login ID and password to complete evaluations.
  - Student participation is essential and appreciated. You can use what students say in the evaluations to assess and improve your own teaching. Evaluations are also used to shape departmental curriculum and in decisions about tenure and promotion for faculty.
- Encourage your students to complete the online course and instructor evaluation by:
  - Inviting students who have laptops to complete the course evaluation during class. If you do this, you are *not* to be in the room while students are completing the evaluations.
  - Releasing students 10 minutes early to go to your campus library to complete the course evaluation.
  - Reminding students in class, by email or through Canvas to complete the course evaluation.
- Do not:
  - Provide points or extra credit for students who complete their evaluations
  - Promote participation through student incentives, rewards or sanctions
  - Make any statements that might influence students or answers to specific questions on the survey

Once the evaluation period is closed and results returned (after grades are due), your vice dean will be happy to review them with you. Evaluation results will be returned online via the automated system to your ASU email address. Final grades must be submitted before results will be released to contract, tenure-track or tenured faculty members, teaching assistants or lead instructors .



## Final examinations and study day

If you are requiring a final examination in your course, it must be administered during the time period specified during the final exam schedule established by the university. Examinations that are “not comprehensive” may be administered during the last class period or during the final examination week session. ABOR policy requires your class to meet during their final exam session. [Schedule for final exams](#)

**Starting times and locations for finals will sometimes be different than the regular class meetings. If you would like to meet in your regularly scheduled classroom during finals week, you will need to make special arrangements through your campus administrative support staff. Keep in mind that there may not be classrooms available for this purpose.**

## Final examination policies

- Course instructors will decide whether or not to require a **comprehensive final examination**. If a comprehensive final examination is required, it will be given during the regularly scheduled finals period.
- Final exams for one-day-per-week classes that start on or after 4:30 p.m. or on Saturdays will be held for 1 hour and 50 minutes beginning at their regularly scheduled time on the day the class is normally held. [Schedule for final exams](#)

## Final grades

Grades are posted on [My ASU](#) under My Classes. Select the Class Tools icon and then Grade Roster. If you need assistance, your campus administrative assistant will help.

Often, there are short lead times (one week or less) for submission of grades; however, due to university requirements, it is imperative that you make every effort to comply. Students who are graduating can be delayed if instructors do not submit grades on time. Students expecting to be in field placements for the upcoming semester must meet GPA requirements, and placements cannot be finalized until grades are posted.

## Early examination requests

Student requests for early final examinations may not be granted by instructors. Requests which seem to have merit should be referred to the dean (or designee) of the college. If the dean finds that a student must leave early because of uncontrollable circumstances, the dean may authorize arrangements whereby the student can complete the course work and take the final examination before leaving. In most instances, the dean will advise students to request an “Incomplete” from their instructors. Under the policy covering incompletes, the student must arrange to complete the course work and take the final examination by an instructor-approved date, no more than one calendar year later. If the student is unable to return to the university to take a final examination for the removal of the “I,” the dean may make arrangements for the student to take the final elsewhere under reliable supervision.

## Incomplete grade request

To be considered for an incomplete (I) grade in an MLFTC course, a student must have completed approximately 80 percent or more of the coursework, be in good standing and unable to complete the course because of illness or other serious conditions beyond the student’s control.

To request an incomplete in a course a student will first obtain approval from his instructor and submit an [incomplete-grade request form](#) including a deadline for coursework to be completed. The incomplete request is then routed to the vice dean for final approval. Follow your division's communications flow for forwarding an incomplete grade request if you approve one. Approval of the request is at the discretion of the vice dean, who may modify the deadline or request additional details be on the form. Students who fail to complete the course by the agreed-upon deadline will receive the grade specified in the contract. Incomplete deadlines may never exceed one year from the date the incomplete grade was issued.

## Legal compliance and rules

### Equal Opportunity/Affirmative Action

Arizona State University is an equal opportunity/affirmative action institution. [Read the full policy.](#)

### Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and ASU policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or has been sexually assaulted, you can [find information and resources here.](#)

*From ASU's Title IX policy:*

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

### Academic integrity

Faculty members are required to enhance academic integrity in the classroom, whether in person or online. It is important to enforce policies and sanctions around academic integrity, but we want to first promote a culture of integrity by which we educate students on what it means to act with integrity in their academic careers and lives. [Additional information and faculty resources on academic integrity](#)

### Family Education Rights and Privacy Act

FERPA permits communication about a student of concern under the appropriate circumstances. When assisting students with behavioral concerns, ASU school officials with legitimate educational interest can share student information with each other. Also, information can be shared with appropriate parties in a health or safety emergency. The totality of circumstances considered in determining whether personally identifiable information should be disclosed may include, but are not limited to:

- The seriousness of the threat to the health or safety of the student or other individuals
- The necessity of gaining the information to deal with the emergency
- The ability of the parties to whom the information is disclosed to deal with the emergency

- The extent to which time is of the essence in dealing with the emergency

MLFTC will inform all faculty members, TAs, FAs and staff about FERPA and its components during new faculty orientation and faculty meetings. Information will be included in faculty and staff handbooks along with the recommendation that individuals further their knowledge by [viewing university information](#). Electronic reminders about adhering to FERPA will be sent to all staff members throughout the academic year.

- Do not leave graded papers in public view or allow students to sort through them to retrieve their own work. If students want work returned that was handed in on the last day of class, there are multiple options. Students may give you a self-addressed stamped envelope so you can mail it to them, you may arrange office hours when students can pick up their work, or you may leave their work in the pick-up file at the front desk. You should never leave papers or projects for pick up in the hall by your office or by the faculty mailboxes.
- Do not use a class sign-in sheet that contains identifiable information other than the student's name.
- Do not send notification of grades via email or postcard. Students can access grades on Canvas, Learning Studio or other course management systems.
- Do not give a grade over the phone unless you have verified that you are actually talking to the student.
- Do not discuss the progress of an individual student with anyone other than the student, including parents, spouses or relatives. Under FERPA, parents have no right to student information once the student is 18 years old.
- **Important:** If you store student information on your desktop or laptop computer or other electronic device, you risk losing the device through theft and exposing student data. The best practice is to store student data in the electronic gradebook of the course management system or in a hard copy in a secure location in your office.
- Training on FERPA is available online and can be scheduled through the [ASU OASIS Training Curriculum](#). It is highly recommended that all faculty members take this 20-minute course.

## Students with disabilities

MLFTC is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the [Disability Resource Center](#). MLFTC encourages admitted students with disabilities or disabling health conditions who believe they may need an accommodation to register with the DRC prior to enrolling in the program so all reasonable accommodations can be in place at the beginning of the program. Students registered with DRC will be key participants in establishing reasonable and appropriate accommodations with course instructors.

Our legal and ethical obligations in this area are why each course syllabus contains standard language on policies, including accommodations for students with disabilities.

## Social gatherings

Do not host or allow a social gathering or party to be held as part of your class activities. ABOR and ACD policies require “meeting class in accordance with college policy at all regularly scheduled times and places.” The potential liability and public relations difficulties that might follow if something unforeseen occurred at any off-campus gathering are substantial.

ASU general counsel has noted for all faculty that it is illegal to serve alcohol to anyone under the age of 21. Moreover, it is inappropriate to serve alcohol to anyone at any activity occurring during officially scheduled class session time.

## University rules for the use of classroom space

No food or drink is allowed in university classrooms. Bringing food or drink into university classrooms in an organized manner will result in a fine and possibly additional fees for cleanup. These fees could include, but are not limited to, carpet cleaning, floor scrubbing, painting and excess trash removal.

Any department leaving an excessive amount of garbage will be assessed a minimum fee for cleanup. If damage occurs to the classroom or equipment in the classroom during a class the department that is offering the class will be assessed a fee reflective of the cost for replacement or repair.

The use of glitter, confetti, glue or tape, or candles and other incendiary devices, is prohibited in classrooms. Decorations may be used on sign holders, cork boards or tables, provided they are removed at the close of the class. Any department rearranging furniture in a room and not restoring it as found may be fined.

## Classroom furniture rearrangement

Rearranging classroom furniture to facilitate your learning environment is allowed during your class, provided you return the classroom to its original layout by the end of your class.

## Annual goals/annual review process

### [Annual evaluations of faculty members](#)

Promotion and tenure process (tenured and tenure-track faculty only)

- [Faculty promotion](#)
- [Annual feedback on progress toward tenure](#)
- [Probationary review](#)

For information about MLFTC's promotion and tenure process, you may contact [Ida Malian](#), MLFTC associate dean for academic systems, at 480-965-6582.

## Leaving employment

Upon leaving MLFTC, all ASU-issued property must be returned to avoid charges, including.

- Computer — Turn in all electronic equipment to your campus administrative assistant
- Sun Card — Turn in your ASU Sun Card to the key issuer contact on your campus
- Keys — Turn in all ASU keys to the key issuer contact on your campus

## Retiring or resigning

If you are planning to retire or resign from the university, you must send written notification to the vice dean and dean stating the effective date of resignation or retirement. If retiring, it's highly recommended you contact HR Faculty Services to review steps that are required six months prior to your retirement. If you are retiring or resigning and will not be returning in the fall of the next academic year your retirement or resignation date will be effective May 15.

Requests for termination dates for tenure-track, tenured and multi-year faculty members, and continuing-track, continuing-status and multi-year academic professionals after May 15 require that your summer salary be paid from grant funds or some other funding source using appropriate employee-related expense rates, *and* that you have received approval from your vice dean, dean and provost. Requests to extend your retirement or resignation past May 15 must be submitted to the college HR office no later than April 15. You must detail the reason for the need to extend this date, the funding source, and you will need to have received vice dean approval. You will be notified if this is approved by the dean and provost no later than May 1.

Resignations or retirements received after May 15 will require you to reimburse ASU any employer-paid contributions to salary or benefits paid on your behalf. Failure to make reimbursements in a timely manner are subject to collections. [FAQs](#)

## Appendix 1: Course syllabi

A course syllabus is required for all undergraduate, graduate and online courses. Templates can be found on the [faculty-staff-resource website](#). According to ABOR policy ACD 304-10, syllabi must contain:

- Instructor's name, office and room number, telephone number and email address
- Office hours and a statement indicating how to contact the faculty member for an appointment outside office hours
- Overall course objectives and expected learning outcomes
- Grade policies
- Absence policies and the conditions under which assigned work and tests can be made up, including:
  - Instructor's general policy
  - Excused absences related to religious observances and practices that are in accord with ACD 304-04, "Accommodation for Religious Practices"
  - Excused absences related to university sanctioned events/activities that are in accord with ACD 304-02, "Missed Classes Due to University-Sanctioned Activities"
- Lists of any required readings, assignments, examinations, special materials and extracurricular activities
- Policy regarding expected classroom behavior (e.g., use of pagers, cell phones, recording devices)
- Policies on academic integrity and plagiarism
- Policy against threatening behavior, per the Student Services Manual, SSM-104-02, "Handling Disruptive, Threatening, or Violent Individuals on Campus"
- Title IX statement
- Notification, if appropriate, warning students that some course content may be deemed offensive by some students and how to bring this to the attention of the instructor or, alternatively, to the unit chair or director
- A reminder to students who request accommodation for a disability that they must be registered with the Disability Resource Center and submit appropriate documentation from the DRC

- Policy on sexual discrimination as described in ACD 401, "Prohibition Against Discrimination, Harassment, and Retaliation," including the fact that the instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination
- A warning to students that they must refrain from uploading to any course shell, discussion board or website used by the course instructor or other course forum, material that is not the student's original work, unless the student first complies with all applicable copyright laws. Faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

## **Appendix 2: Academic class scheduling**

Each division handles scheduling of classes to meet the needs of students. With the exception of independent study classes in which faculty members meet individually with students, faculty members do not schedule their own courses.

Division and college staff try to avoid schedule conflicts for faculty members, either simultaneous classes or classes on different campuses that make logistics impossible. If you are assigned classes with a schedule conflict, please let your vice dean know immediately.