

**SAMPOERNA UNIVERSITY**  
**AMERICAN COLLEGE**

**COLLEGE POLICIES & PROCEDURES MANUAL**

APPROVED BY THE BOARD OF TRUSTEES  
3 JULY 2017

## **Table of Contents**

<b>I. Introduction .....</b>	<b>6</b>
<b>II. College Structure and Governance .....</b>	<b>7</b>
A. SUAC Board of Trustees .....	7
B. College Chief Executive Officer .....	7
C. University Senate .....	7
D. Faculty Academic Councils.....	8
E. Academic Staff .....	9
F. Academic Units .....	9
<b>III. Instructional Policies and Procedures .....</b>	<b>10</b>
A. Academic Principles .....	10
B. Academic Competencies.....	10
C. Delivery of Objectives .....	12
D. Academic Staff .....	13
E. Academic Freedom .....	13
F. Intellectual Property .....	14
G. Research and Development.....	15
H. End of Term Grade Submission.....	16
I. Curriculum.....	17
J. Course Outlines.....	18
K. Course Delivery .....	19
L. Distance Education .....	21
M. Academic Load .....	25
N. Definition of a Credit Hour.....	26
O. Acceptance of Academic Credit .....	26
P. Substitution or Waive of Specific Courses .....	27
Q. Conversion of Non-Credit to Credit .....	28
R. Program Acceleration .....	28
S. Academic Standard of Progress .....	29
T. Grades and Grade Appeals .....	30
U. Awards and Graduation .....	32
V. Academic Support Units .....	33
W. Instructional Program Review and Evaluation .....	33
X. Substantive Change .....	34
Y. Closing Academic Programs, Campuses, or Off-Campus Sites.....	35

<b>IV. Student Policies and Procedures .....</b>	<b>36</b>
A. Admissions .....	36
B. Class Attendance.....	37
C. Student Status.....	38
D. Student Rights and Responsibilities.....	40
E. Student Records.....	41
F. Student Academic Sanction .....	41
G. Student Grievances.....	41
H. Student Services Units .....	45

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# POLICIES and PROCEDURES MANUAL

Welcome to the Sampoerna University American College (SUAC) Policies and Procedures Manual, which includes a description of College governance, as well as general academic and administrative policies and procedures. This document is provided in digital format to make it easily accessible online to all College constituents. These policies delineate the rules by which the College operates.

All SUAC policies are approved by the Board of Trustees. When necessary, the College Chief Executive Officer (CEO) may issue procedures to implement policies adopted by the Board.

This Policy and Procedures Manual is maintained by the College CEO's office. Proposed changes or additions originate from the appropriate administrative office or committee and are implemented by the College CEO upon adoption by the Board.

## I. INTRODUCTION

Sampoerna University American College (SUAC) is the **community college component** of Sampoerna University of Jakarta, Indonesia. SUAC was created in 2012 to deliver U.S. accredited curricula and associate degrees through relationships with U.S. community colleges.

Sampoerna University is a private, secular university that operates programs under the licensure and credentialing regimes of the Ministry of Research, Technology and Higher Education of the Republic of Indonesia (abbreviated *Kemenristekdikti RI*, or “DIKTI”), a Ministry of the Government of Indonesia responsible for regulating the fields of research, technology, and higher education.

SUAC complies with the institutional policies and procedures of Sampoerna University, yet is governed independently by a U.S.-based Board of Trustees to ensure its provision of an American college educational model. Lone Star College of Texas joined SUAC in 2012 and successfully completed the SACSCOC Sub-Change procedures in 2014. Broward College of Florida became an educational provider for SUAC under a Service Agreement on May 1, 2016.

SUAC, through its U.S. community college partners, offers a U.S. general education curriculum available for all students at Sampoerna University. SUAC courses may lead students to an Associate’s Degree and can qualify students for upper-level studies in degree programs offered by Sampoerna University or for transfer to foreign institutions.

Sampoerna University’s current U.S. partners, Louisiana State University (LSU) and Oregon State University (OSU), provide their regionally and professionally accredited U.S. degree programs in Engineering and Business on the SU Jakarta campus. These programs provide students with transcripts and diplomas identical to those awarded to students at the U.S. campuses. Students in these programs also may choose to complete part of their program at the U.S. home campus and graduate at that university’s commencement.

Some SUAC students may choose to enter the Indonesian Degree programs offered at Sampoerna University. Following completion of the two-year General Education core at SUAC, students may also continue their studies at Sampoerna University for a local four-year *Sarjana* degree, the Indonesian equivalent of a Bachelor’s degree. This option is often appropriate in subjects that have specific professional paths within the country. The *Sarjana* (S1) degree is accredited by the Indonesian Ministry of Research, Technology, and Higher Education.

The design of the learning environment for SUAC’s academic units, curriculum, teaching, learning methodologies, and learning spaces are based on three guiding frameworks: SUAC’s institutional vision and mission, standards of higher education outlined by accrediting agencies in the U.S. and Indonesia, and international benchmarks and best practices in education.

## **II. COLLEGE STRUCTURE and GOVERNANCE**

The College Governance and Structure of SUAC adheres to the Sampoerna University Statutes with the oversight of the SUAC Board of Trustees and the SUAC CEO for matters specifically within the American College. The SUAC Executive Office will participate in the SU Academic Governance process and recommend actions to the SUAC Board following deliberations by the relevant Councils.

### **A. SUAC Board of Trustees**

The SUAC Board of Trustees is specifically responsible for adopting rules, policies, and procedures regarding the College's governance, personnel, budget and finance, administration, academic programs, curriculum and instruction, buildings and grounds, purchasing, travel, technology, students, contracts and grants, and College property. Trustees are appointed by the Putera Sampoerna Foundation and serve for a term of three (3) years and may be reappointed. The duties and powers of Trustees are enumerated in detail in the Board of Trustees Manual.

### **B. College Chief Executive Officer**

The SUAC Chief Executive Officer is responsible to the Board of Trustees for the operation and administration of the College. The SUAC Executive will serve on all relevant University governance bodies and present recommendations to the Board on academic and administrative matters of the College.

In general, the College CEO shall:

- Exercise general oversight of the College to determine needs and recommended improvements.
- Advise and counsel the Board of Trustees and recommend Board action.
- Recommend and enforce policies and procedures of the College.
- Recommend and enforce minimum standards for the operation of College programs and for student completion of instructional programs.
- Delegate authority necessary to ensure that policies and procedures are properly executed.

### **C. University Senate**

The University Senate is the highest academic governance body in the University in and has the authority to deliberate and make recommendations on all academic matters at the University. Pursuant to Article 41 paragraph (2) of the University Statutes, the University Senate shall consist of the following persons:

- The University Rector;
- The American College CEO

- Vice Rectors/Vice Presidents;
- Deans;
- Head of the Institutes;
- Head of the Centers; and
- Representatives of Provider Agencies.

The term of office of the members of University Senate is four (4) years and can be renewed provided it shall not be more than two (2) consecutive periods. The University Senate shall establish Standing University Senate Committees consisting of members of the University Senate.

- Standing University Senate Committees include:
- Standing Committee on Strategic Planning and Development;
- Standing Committee on Teaching, Learning and Curriculum Development;
- Standing Committee on Partnerships and Industry Engagement
- Standing Committee on Quality Assurance;
- Standing Committee on Research and Community Service;
- Standing Committee on Discipline and Ethics;
- Standing Committee on Selection, Nominations, and Appointments; and
- Standing Committee on Admissions and Alumni Relations.

All matters of substance shall be submitted to the relevant Standing University Senate Committee for study, discussion, and recommendations. The Standing University Senate Committee is then responsible for reporting to the University Senate on the matter, unless the University Senate by a two-thirds majority votes to suspend Standing University Senate Committee review of a specific matter and acts as a Standing University Senate Committee of the whole.

The SUAC CEO will submit SUAC policy proposals and changes to the appropriate Standing Committee for review; the determination of the Committee will then be presented to the University Senate for its recommendation. Upon the University Senate's decision, the SUAC CEO will report the outcome to the Board of Trustees.

#### **D. Faculty Academic Councils**

Per Article 31 in the Statutes each Faculty will ensure academic governance through the establishment of a Faculty Academic Council, whose remit shall be approved by the SU Senate.

- The Faculty Academic Councils are composed of Academic Staff, including all Heads of Study Program, Vice-Deans, Professors, and the Dean.
- The SUAC CEO will serve as an ad hoc member of each Faculty Council;
- The Dean of each Faculty will chair the respective Faculty Academic Council.

- Each Faculty Academic Council shall form its own bylaws;
- The Faculty Academic Council must comply with all university policies and regulations;
- Recommendations by Faculty Academic Councils are presented to the University Senate for approval; for SUAC, approved motions are then submitted to the Board of Trustees for its approval.

#### **E. Academic Staff**

Academic staff includes the SUAC CEO and vice presidents, the SU rector and vice rectors, deans, vice deans, directors of centers and institutes, heads of study programs, professors, associate professors, senior lecturers, and lecturers.

Academic staff are responsible for the delivery and development of curricula. They play an active role in the development of curriculum for new courses, academic and workforce programs, in identifying and proposing curriculum changes, and in establishing prerequisites. They are expected to work collaboratively with the Center for Learning, Teaching and Curriculum Development to ensure consistency and quality.

Academic staff assume a leadership role in the planning, development, and implementation process for all curricular activities, through the Faculty Councils and with the approval of the University Senate and approval by the SUAC Board of Trustees. Academic Staff are subject to the rules and regulations of the University Senate and all relevant policy documents of the University and the College.

#### **F. Academic Units**

Academic Units include faculties, institutes, laboratories and special facilities, all of which support the SUAC programs of study. Faculties consist of Faculty of Education, Faculty of Business, and Faculty of Engineering and Technology.

Policies and regulations related to the Faculties should be based on Article 31 of the University Statutes, with additional input by the SUAC CEO.

To create a new Academic Unit, the SUAC CEO or a Faculty Council will submit a proposal to the University Senate presenting evidence for the demand and supporting market research for a new Academic Unit. If approved by the University Senate, the Committee on Learning, Teaching and Curriculum Development and the Committee on Planning and Development will recommend an implementation plan.

Recommendations for new Academic Units with SUAC will be presented to the SUAC Board of Trustees for approval. Per the Statutes Article 29, an Academic Unit may be established upon the recommendation of the University Senate, the confirmation of the SUAC CEO, and the approval of the SUAC Board of Trustees.

### III. INSTRUCTIONAL POLICIES AND PROCEDURES

#### A. Academic Principles

To carry out its vision and mission, SUAC commits to,

- elevate teaching and learning standards;
- facilitate student success and completion;
- build a culture of innovation;
- achieve sustainable excellence in operations;
- address critical labor force shortages in Indonesia;
- the vision and mission of the Putera Sampoerna Foundation and the agenda of the Sampoerna School System<sup>1</sup>.

#### B. Academic Competencies

SUAC Competencies and Graduate Profiles are set and reviewed by the SUAC CEO at least every four years and must be achieved by all SUAC students.

The SUAC Competencies are as follows:

*Competency 1: SUAC graduates are confident and critical scholars in a specialist subject or interdisciplinary field of knowledge.*

SUAC graduates exercise critical and creative thinking strategies, including scientific and quantitative reasoning, aesthetic judgment, problem solving, analysis and evaluation in a specialist subject or interdisciplinary field of knowledge. They demonstrate scholarship of research and scholarship of practices in the praxis of assisting society to address problems in their field.

*Competency 2: SUAC graduates think critically and solve problems.*

SUAC graduates reason logically, evaluate and use evidence to support or oppose arguments and solve problems. They seek and assess relevant information from multiple viewpoints to form well-reasoned conclusions. SUAC graduates consider the full context and consequences of their decisions and continually re-examine their own critical thinking process, including the strengths and weaknesses of their arguments based on sound theoretical and empirical judgment.

*Competency 3: SUAC graduates are personally and socially responsible.*

SUAC graduates value integrity, perceive moral dimensions, and pursue excellence based on SUAC values and professional ethics. They consider the perspectives of others, practice ethical reasoning, and reflect on experiences. SUAC graduates have a sense of responsibility to family and the broader community, promote sustainable

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<sup>1</sup> See Article 4: Institutional Vision and Mission.

development, and contribute to the greater humanitarian good, while respecting the democratic rights of individuals who are different and those from minority groups.

*Competency 4: SUAC graduates can apply knowledge, skills, understanding and attitudes in personal and professional settings.*

SUAC graduates possess and are able to apply a wide range of capabilities and expertise in professional settings, in the workplace and in wider society. They are highly motivated, tenacious, innovative, and demonstrate initiative, flexibility and self-reliance. SUAC graduates have excellent interpersonal skills and are confident users of technology in professional settings.

*Competency 5: SUAC graduates understand the interconnected nature of the world and the time in which they live.*

SUAC graduates comprehend the historical, social, local, and global contexts of their disciplines and their nations. They also recognize how their chosen area of study is inextricably linked to other fields, and practice scientific inquiries within the framework of life-long learning for the safety, wellbeing and long-term good of humanity. SUAC graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens across time and space.

*Competency 6: SUAC graduates communicate effectively.*

SUAC graduates communicate effectively in a manner appropriate to the subject, occasion, and audience. Mindful of their “voice” and the impact of their communication, SUAC graduates successfully express and exchange ideas through a range of media to promote social transformation for the betterment of Indonesia.

*Competency 7: SUAC graduates are local, national and global citizens.*

SUAC graduates are fully equipped to become leaders and entrepreneurs who are socially responsible and possess

- a commitment to critical reflection, self-directedness, self-discipline and lifelong learning;
- a sensitivity to and respect for a pluralistic society in intercultural and international settings;
- an awareness of self in relationship to others and the benefits of working in teams;
- an appreciation of creative expression for social transformation;
- an awareness of local resources and environmental interests of families and communities take precedence over commercial interests and willingness to contribute to debate on these public issues;
- a commitment to responsible citizenship as a contributing member of society; and

- initiative, resourcefulness, enterprise, and enthusiasm for discovery and innovation.

### **C. Delivery of Objectives**

To deliver its vision, mission, and supporting objectives, SUAC commits itself to:

#### Academic excellence:

- dedication to academic success of its students by demonstrating the assessment of program student learning outcomes;
- promoting the highest teaching standard by engaging its faculty and staff in academic program review and assessment;
- investment in the continued and focused professional development of its faculty and staff;
- deployment of innovative instructional delivery and assessment systems;
- provision of project-based, interactive learning experiences for students;
- frequent progress assessment and continuous student feedback;
- ensuring that all courses are taught in the English language;

#### Student support:

- a comprehensive strategic enrollment management process and program completion agenda;
- accurate measurement of the college-readiness of its students;
- appropriate placement of students in specific courses based on their ability to succeed, by maintaining comprehensive placement testing protocols;
- provision of a comprehensive student support system including proactive academic advising, counseling services, and tutoring, as needed;
- opportunities to enhance learning through extra- and co-curricular activities, clubs, internships, and competitions;
- investment in areas of emerging labor force needs and in evolving fields of study.

#### Responsive administration and operations systems:

- continual improvements in its organizational systems and processes to meet the needs of internal and external stakeholders;
- support for creative innovations that lead to institutional and educational effectiveness;
- effective use of data to inform, guide and support academic and system-redesign efforts to support institutional change and development of metrics to evaluate and benchmark outcomes;
- a sustainable infrastructure, efficient operations, and innovative management of energy, land use, IT, and purchasing;
- rapid integration of technological improvements that enhance the educational experience, automate and modernize business processes.

Productive collaborations:

- partnerships with local schools, institutes, and universities to develop programs that ensure college readiness and inform pre-college students of the advantages of SUAC as an educational resource;
- development of incubators for new products and ways of doing business through its innovative partnerships with government agencies, foundations, and private sector entrepreneurs;
- development of strong, diversified revenue streams to provide optimal resources to support the mission of the College;
- creation of a seamless connection between high school students, US-based higher education and local employers, increasing high school completions, students seeking two- and four-year degrees, acquisition of high levels of in-demand skills, and employment in higher wage occupations.

**D. Academic Staff**

1. Academic staff include the SUAC CEO, the Vice President of Academic Affairs and Student Success, deans, vice deans, heads of centers/institutes, heads of study programs, professors, associate professors, senior lecturers, and lecturers.
2. Academic staff are responsible for the delivery and development of curriculum.
3. Academic staff play an active role in the development of curriculum for new courses, academic and workforce programs, in identifying and proposing curriculum changes, and in establishing prerequisites.
4. Academic staff assume a leadership role in the planning, development, and implementation process for all curriculum activities.
5. Academic staff are expected to work collaboratively with the Learning, Teaching and Curriculum Development unit to ensure consistency and quality across SUAC.
6. Academic staff are subject to the rules and regulations of the University and the Foundation.

**E. Academic Freedom**

All members of the Faculty are entitled to academic freedom as generally defined in the 1940 Statement of Principles of Academic Freedom and Tenure formulated by the Association of American Colleges. Relevant provisions of the Statement are accepted by the College as follows:

A teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties; but said research should be relevant to the needs and priorities of the College.

The teacher is entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into his/her teaching controversial matter which has no relation to his/her subject “and should not permit personal prejudice to interfere with his/her grading of his/her students on their performance in his/her classes.”

The teacher is a citizen, a member of a learned profession, and an officer of an institution of higher education. When he/she speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a person of learning and an educational leader, he/she should remember that the public may judge his/her institution by his/her utterances. Hence, he/she should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she is not an institutional spokesperson.

#### **F. Intellectual Property**

SUAC promotes and encourages scholarly activities and creativity among its faculty, staff and students. The College supports this endeavor with release time, travel funds, and by making available its own facilities, equipment, personnel and information resources. The College also seeks specific support for creative activity from external sources, both public and private.

Academic tradition assigns ownership to the creators of academic, artistic or scholarly works or other intellectual property that results from research, teaching and writing or as part of the general activities expected of faculty and staff. Thus, the ownership of and rights to course lecture notes, syllabi, discussion and exam questions, class notes, books or articles, dissertation, theses, software programs, works of art, musical compositions, web pages, multimedia materials, unfunded research, or like material, whether in paper, electronic, or other format, belong to the creator of the material. Faculty and staff also retain control over reproduction of their works, derivative works, and dissemination, performance, or display to the profession, students or the public. Any economic benefits, real or potential, from such works belong to the creator.

Exceptions to the above include the following types of intellectual property. Ownership of these types of materials will reside with SUAC and the parent organization, the Putera Sampoerna Foundation.

- Works created for hire: Works created as a specific requirement of employment or as an assigned institutional duty, where the College provides specific authorization or supervision for the work.

- Separately funded works: Intellectual property developed under a specifically funded research project. Ownership of and rights to separately funded works will be as specified in the grant or contract agreement.
- Works using extraordinary resources: Works using significant College resources other than those ordinarily available to most faculty and staff. Ordinarily available resources include office space; personal office equipment; office, classroom or lab computer workstations; library and other general-use information resources; network access to such resources; sabbatical leaves, internal travel and development grants.
- Development of courseware for distance learning: Courseware to be offered under the aegis of SUAC or an institutional partner which utilizes College resources for its development. In either case, the Dean of the Faculty, the Vice President for Academic Affairs and the creator will together determine ownership and negotiate a written agreement concerning the courseware.

Faculty, staff, and students are encouraged to participate in the larger community of scholars, presenting to professional organizations and societies, and sharing results of research, creative activities or “best practices” with colleagues both within and outside of the College.

Ownership of an individual’s intellectual property does not cease upon the individual’s leaving the College’s employ. However, rights to use such intellectual property may be granted to the College at any time during or after employment.

The College requests that the creator of any intellectual property created at the College or by a College employee using College resources acknowledge the College’s contribution to the work.

SUAC retains all rights to control the use of its name, logo and trademarks in association with any work, regardless of the ownership of the work.

## **G. Research and Development**

Research that contributes significantly to the development of the SUAC community at large remains a high priority of the university; therefore, research should be designed and implemented to enhance the interrelations and effectiveness within the Sampoerna Schools System, as well as with external stakeholders. Academic staff are encouraged to engage in institutional research that aims to strengthen SUAC and which results may influence policies to ensure SUAC’s institutional efficiency and effectiveness. SUAC further encourages research that supports the development of teaching and learning and operations within the university. SUAC strives to implement evidence-based practices, and research will heavily contribute to the university’s development and excellence.

Academic staff who wish to conduct research are highly encouraged to apply for external grants from local, government, and/or international sources. The University's Institute for Social Development and Community Outreach (ISDCO) will assist in facilitating this process. Trans-disciplinary and inter-faculty research remains a priority of SUAC, and opportunities for collaboration internally and externally should be actively sought by faculty. The ISDCO will facilitate this process.

All SUAC academic staff are encouraged to conduct research. A research project must have a principle investigator who will be responsible for research design, implementation, and dissemination of results. Research must be designed and conducted in adherence to the SUAC vision, mission, and policies, as well as conform to international ethical standards. All research produced by SUAC academic staff should be rigorously documented, and publication of findings is highly encouraged.

#### **H. End of Term Grade Submission**

Each faculty member has the responsibility to determine grades according to a professionally acceptable method, communicated to all students enrolled in the class, and applied to all students equally as outlined on the faculty member's syllabus. Faculty members are expected to submit final course grades by the submission deadline published on the College's annual academic calendar for each term.

Faculty are responsible for timely grade submission via the College's academic management system, which is managed by the University Registrar. Faculty should not post grades and/or other confidential or personally identifiable student information. Under no circumstances should faculty rosters be hand delivered by enrollment services staff to the Registrar's office.

Grade changes due to late grade entries shall be entered by the faculty within 48 hours after the grade period ends and no later than the start of the following term, whichever comes sooner. No later than the end of the next major term, faculty members must submit "I" grade changes to the Registrar. All incomplete (I) grades convert to F grades when this time period expires. The student's term and cumulative GPA will be adjusted accordingly.

Changes may be made at any time to correct an error in computation, transcribing or omission. Grade changes need to be consistent with the course syllabus. Official grades and enrollment statuses may be changed by the faculty at the end of the term/session for the class for valid and documented reasons only.

Students are expected to attend classes and complete all assigned coursework by the faculty during the term to receive a final grade and any applicable credit at the end of the term. Grades are available to students the day after the grade-submission deadline and after all grades are processed and posted to the official academic record. Course

grades and unofficial transcripts are available for viewing and printing. Official transcripts can be requested and processed by the College Registrar's office for a fee.

Students who receive an incomplete grade, "I", at the end of the term should complete the required coursework based on the guidelines provided by the faculty. Failure to complete the assigned work by the end of the next term will result in the incomplete grade being converted to a failing grade of "F" recorded for the course on the student's permanent record and calculated in the term and cumulative grade point average for the term where the incomplete grade was recorded.

Faculty members are expected to submit end of term grades for all students enrolled in their assigned courses in a timely fashion to allow adequate time for the Registrar's office to record, transcript grades and certify students for sequential course enrollment and graduation. In the rare and extraordinary event that a faculty member is unavailable to submit his/her grades or cannot appoint a designee, grades can be submitted for the faculty member (in accordance with the faculty member's syllabus) with the approval of the faculty member's Dean and the notification of the Faculty Senate President. In these rare instances, the faculty member must be notified of the grade submission(s) or change(s) and justifications for such. Subsequently, the faculty member reserves the right to review and submit a change-of-grade request form which must be reviewed and approved by the faculty member's Dean. If a subsequent grade change is submitted, it can only be for cases that do not negatively affect student's progression.

The College Registrar is responsible for collecting, recording, and reporting grades on behalf of all students enrolled in American College.

## **I. Curriculum**

The curriculum framework includes:

- General Education Curriculum, and
- Disciplinary Prerequisite Courses.

### **1. General Education (Core Curriculum)**

- a) Each faculty's curriculum will include the general education component. General education courses are SUAC's common course requirements including humanities, mathematics, natural sciences, social sciences, languages, and institutional distinction content as per DIKTI and SACSCOC requirements—that are necessary for degree completion by all students across programs of study;
- b) SUAC employs a multi-faceted and interdisciplinary General Education framework that includes cross- and inter-disciplinary content as its institutional core curriculum.
- c) The General Education is benchmarked against the traditional American higher education curriculum; is guided by Indonesian

standards in higher education; and encompasses the core institutional values and traits of SUAC.

- d) Embedded components in the General Education curriculum are flexible requirements based on mastery of specific student competencies. These competencies can be achieved across content areas.
- e) The SUAC CEO is responsible for approving General Education requirements and learning outcomes.
- f) The General Education Curriculum shall comply with Indonesian National Standards and SACSCOC Accreditation requirements.

## **2. Disciplinary Prerequisite Courses**

- a) The Disciplinary Prerequisite Curricula follow a hybrid Academic and Professional Development curriculum leading students to breadth and depth of knowledge and skills in their intended major.
- b) The Faculty Academic Councils are responsible for designing the Discipline Curricula of their respective faculties.

## **J. Course Outlines**

Each course at American College has a course outline to ensure that students encounter consistent and rigorous educational experiences at American College. Course outlines are essential to the continued enhancement of education at American College. Each course outline includes all pertinent information such as prerequisites, contact hours, learning units, and learning outcomes. Creating, modifying, and terminating course outlines is a collaborative process driven by discipline faculty from across the College.

All full-time faculty who are credentialed to teach the course to be created, modified, or terminated are given the opportunity to volunteer as the course originator. The appropriate Dean will collaborate to decide full-time faculty who may choose to serve as the course originator. If no credentialed, full-time faculty member can be identified as the course originator, the Dean may select an appropriately credentialed adjunct faculty. A course cannot be created, modified, or terminated without an appropriately credentialed course originator.

The course originator may select co-developers to assist in the course review and approval process. The course originator may select as many co-developers as deemed appropriate, giving priority to those faculty members credentialed to teach the course.

All full-time faculty in the discipline will be given the opportunity to review the course; they may offer comments and state whether they agree or disagree with the course as proposed.

The course originator must read all comments and feedback offered by the discipline faculty. The course that the course originator sends to the Dean for review and comment must reflect careful and thorough consideration of the feedback given by the discipline faculty. It is the responsibility of the Dean to ensure that the policy outlined here is followed.

Outlines are designed to guide and inform faculty of the knowledge and skills that are expected in the course. As course outlines are foundational to American College's curriculum, faculty must play a central role in their development and implementation. All faculty must be able to access course outlines.

Syllabi are designed and classes are taught in accordance with the information contained in the course outline. Outlines are applicable for all American College courses, and all courses taught must be consistent with the course outlines.

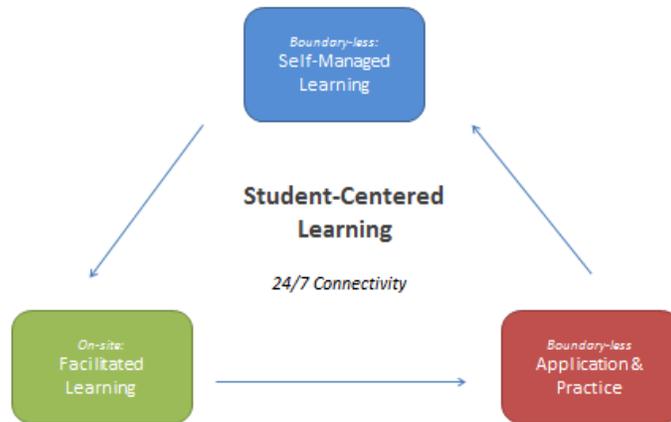
## **K. Course Delivery**

### **1. Modes of Delivery**

- a) Delivery of degree course offerings are categorized into three groups:
- b) On-campus courses that are delivered on the SUAC campus;
- c) Hybrid courses that have both on-campus and virtual instruction; and
- d) Online course in which the instruction occurs when the learning management system (LMS) is used to mediate learning between students and the educator, who are not collocated in the same physical setting.
- e) The Vice President for Academic and Student Affairs is responsible for administering internal guidelines, strategy, and professional development that pertain to course delivery.

### **2. Student-Centered Learning**

The SUAC Learning and Teaching Model emphasizes student-centered learning comprised of self-managed learning, application and practice, and facilitated learning.



The first two components of “Self-Managed Learning” and “Application and Practice” will occur beyond the classroom whether in the physical environment (e.g. the library, student lounge, cafes, home), or in an online environment. Both physical and virtual environments will constitute the learning space of students.

In self-managed learning, the educator provides steps, learning resources and guidelines for structured learning to take place. Students will independently achieve learning based on the intended learning outcomes or achievement of competencies.

In application and practice, the students are provided with more learning opportunities to independently or collaboratively apply and practice previous learning with exercises, assignments, simulations, experiential learning or out-of-classroom experience.

The third component of facilitated learning occurs within a physical learning space requiring face-to-face instruction and interaction between students and the educator or teaching staff. The educator will guide students through review, enhancement and practice of concepts learned.

### 3. **Technology-Enhanced Learning**

To become a ‘next generation’ university, SUAC will utilize appropriate 21<sup>st</sup>-century pedagogies and employ various learning technologies such as learning management systems, social media, open resources, cloud-based technologies, and similar formats to support and enhance pedagogies and provide efficient, effective, and flexible curriculum structures.

As SUAC graduates are expected to be next-generation leaders and entrepreneurs for the betterment of Indonesia, it is imperative that technology-enhanced learning be used to develop skills in the following

domains of intellectual skills and knowledge, affective skills, and knowledge and experience in the practical domain.

SUAC will provide the necessary LMS infrastructure and facilities for technology-enhanced learning and to support the technological needs of students and educators. Educators will be expected to be familiar with all forms of learning technologies to enhance most, if not all, pedagogies for the delivery of their courses.

## **L. Distance Education**

### Definition

Distance education at Sampoerna University American College (SUAC) is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) occurs when students and instructors are not in the same physical location. Instruction may be synchronous or asynchronous. All distance education courses and programs at SUAC are required to fully comply with the Southern Association of Colleges and Schools – Commission on Colleges *Principles of Accreditation*.

A distance education course at SUAC is any course in which students may complete more than 50% of the requirements through Internet access to the course web site. Such courses may be classified as Internet-delivered or hybrid. Many SUAC courses are web-enhanced courses and are not classified as distance education courses. The definitions for these learning formats are described below:

### Internet-Delivered:

These courses are delivered one hundred percent (100%) electronically. SUAC requires that Internet courses may only be developed by full-time faculty members, but may be taught by full-time or adjunct faculty. A limited number of SUAC courses are delivered in this format.

### Hybrid:

These courses are delivered through a balanced combination of traditional classroom instruction and internet-based courseware.

### Web-Enhanced:

These courses are traditional, seated courses in which: (1) no more than twenty-five percent (25%) of assignments and course content are completed electronically and (2) web-enhanced content does not replace the required on-campus contact hours. Web-enhanced courses are classified as traditional classroom-based courses.

### Identity Verification

SUAC does not charge additional fees for costs that may be incurred in distance education courses for the verification of student identity. However, students enrolled in distance education courses may be required to present government-issued photographic identification and have access to a computer with Internet access and webcam capabilities.

### Exam Proctoring

Final exams must be proctored. Any other exams/assessments may be proctored as determined by the instructor. A proctored assessment is defined as an examination, assignment, or other verbal assessment of work that is taken in the presence of the instructor, an approved proctor, or via video recording. Instructors are responsible for choosing the method of assessment for their distance education students. Instructors, approved proctors, and proctoring software require students to show government-issued photographic identification.

All courses with electronic content are password protected and each student enrolled in the course is given a username and password to the course.

### Student Privacy

To protect the privacy of student enrolled in distance and correspondence education courses, the faculty will not publicly post any grades or personal information. Grades will be posted securely, visible only to each individual student, in the password-protected student grade book. To further protect the privacy of students, all faculty must contact students using the secure communication system in the Learning Management System (LMS) or through the SUAC email accounts for both faculty and students.

### Course Development

At SUAC, distance education has been integrated into many different programs as an additional mode of instructional delivery to assist in accomplishing the College's current goals, objectives, and planning and evaluation processes. An integral part of the planning and approval process for distance learning at the College is the Distance Education/Online Course Development Committee. This committee is composed of faculty members from a variety of academic and technical divisions and staff members from a variety of academic and student support departments throughout the College. The charge of the committee is to review distance learning courses prior to the courses being offered electronically and to propose policies and procedures regarding all aspects of distance education. Specifically, the committee has the responsibility of evaluating the structure and content of all Internet and Hybrid courses offered by the College.

Proposed distance learning (hybrid or online) courses are approved in accordance with the steps listed below:

1. Course Development Request - The request must be submitted to the appropriate Dean for review and Course Development Authorization. The Instructor/Course Developer will receive a timely written response by the Dean.
2. Course Review for Completion - Review and approval of the completely developed electronic course must be completed by the Online Course Development Committee. The Instructor/ Course Developer (and the Dean) will receive a copy of the committee's feedback and approval, recommendations prior to approval, or rejection.
3. Upon reviewing the recommendations of the Online Course Development Committee, the Dean will make the final decision regarding approval to offer the course.

#### Instructional Technologies

SUAC will determine the platform to be used as its official Learning Management System (LMS). This system and other technologies utilized by the College must provide flexibility to deliver instructional content and assessment for distance education courses. All SUAC distance education courses must use the designated LMS program to record grades for all assignments in a timely manner for students to access.

All instructors teaching online courses are required to provide a course overview that includes course navigation and other technical information as required for the course. Instructors are required to provide contact information to students. Additionally, instructors have access to an electronic messaging system between the students and instructors. If students cannot access online courses, they may contact the Technology Services Help Desk.

#### Institutional Effectiveness

SUAC maintains overall effectiveness and quality in distance education through a variety of mechanisms. The College uses standard course syllabi for both its traditional and distance education classes. While additional instructions and/or directions may be necessary for distance education classes, the course syllabus, grading structure, textbook, and student learning outcomes remain the same regardless of the method of delivery.

Professional development is essential for all instructors teaching distance education courses. Professional development workshops cover both pedagogy and skills in the use of technology. Feedback from students using the College's standard course/instructor evaluation form is also used to maintain overall effectiveness and quality. These forms are distributed electronically to the students and provide useful feedback for the improvement of distance education courses.

The College requires a peer review and approval process for all proposed distance education courses before they are offered to the students. The process is detailed in the Faculty Oversight section of this Distance Education Policy. Prior to the commencement of the peer review process, the Dean and Department Chair must review the course curriculum. Subsequent to this review and approval, the proposed course must pass a committee peer review process that includes approval of the course structure and instructional media to be used in the course. Finally, following the recommendation by the Committee and Department Chair, the Dean will provide ultimate approval for the course offering.

#### Copyright

Faculty teaching Internet-based courses are expected to be familiar with and abide by all applicable and/or relevant copyright laws.

#### Academic Support Services

To promote the student learning experience and enhance student development, all students are assigned an academic advisor. Students are able to receive the individualized attention needed to launch their academic careers and remain on track to reach their respective goals. All advisors hold regular office hours and may meet with students at other pre-arranged times. Also, all advisors may be contacted by telephone, e-mail, or through online course communication methods.

To further bolster the College's academic advising program, students are welcomed and encouraged to visit the Student/Parent Academic Advising Center (SPAC), which is staffed by knowledgeable counselors and advisors. These staff members can help students obtain their educational goals through a collaborative effort in choosing majors and planning programs of study to meet their goals. Additionally, the staff of SPAC works in collaboration with faculty.

Finally, through the College website and social media sites, which are staffed, maintained, and monitored by College counselors and advisors, distance education, current, and prospective students can receive academic advising and responses to their questions in a timely manner.

#### Course Equivalence

Web-based and Hybrid courses are equivalent to the courses taught in the traditional classroom-based format, in accordance with SACSCOC requirements.

#### Program Length and Courses of Study

All programs, regardless of method of delivery, adhere to equivalent program length and courses of study as defined by SUAC.

### Contractual and Collaborative Agreements

When entering into collaborative arrangements or contractual agreements with partner institutions for the delivery of courses/programs or services offered by distance education, SUAC ensures the effectiveness and quality of the courses/programs offered by all participants by using standard student learning outcomes (SLOs), program review processes, and instructor evaluations.

SUAC is responsible for the reporting requirements specified by the SACSCOC policy guidelines for any such contractual and collaborative agreements with partner institutions.

### **M. Academic Load**

American College adheres to its educational goals and objectives by providing guidance for enrollment in the associate degree and general education programs. Students are expected to enroll in a minimum of twelve (12) credit hours per academic term.

The college administration and faculty assist students with advising and enrollment into a maximum number of courses to promote a higher academic success rate and to not overwhelm the student. Faculty may assist students by advising them of courses in designated programs of study. Students are encouraged to seek the college's advice in enrollment into courses each semester.

The maximum load in which a student may enroll is eighteen (18) credit hours per term. However, students with a cumulative grade point average (GPA) of at least 3.0 may be allowed to take additional credits. In no event shall the maximum course load exceed twenty-one (21) credit hours per academic term.

During the last term of enrollment prior to graduation, if a student needs more than 18 credit hours to graduate approval may be sought from the appropriate dean to exceed the maximum credit hours even if the cumulative grade point (GPA) is below 3.0. Such a student shall not be permitted to enroll for more than 21 credit hours, except with the written approval of the Vice President for Academic and Student Success.

Students wishing to pursue more than 18 credits must meet the Grade Point Average (GPA)<sup>2</sup> requirements described within these policies and must receive formal permission from their academic advisor.

Students must adhere to the following credit load requirements that are regulated by GPA.

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<sup>2</sup> 'Grade Point Average (GPA)' refers to the metric that is derived from assigning letter grades numbered values (from 0-4), and then averaging a series of grades that a student achieves in a given semester (Semester GPA) or in the entirety of their degree studies (Cumulative GPA)

Table: Maximum credit load based on GPA

Previous Semester GPA	Maximum number of credit per term
=> 3,00	24 credits
2,50 - 2,99	21 credits
2.00 - 2,49	15 credits
< 2.00	9 credits

#### N. Definition of a Credit Hour

Sampoerna University American College (SUAC) adheres to the accepted U.S. federal and SACSCOC definition of a credit hour. “Academic credit” refers to the basis for measuring the amount of engaged learning time expected of a typical student enrolled in traditional classroom, laboratory, studio, internship and other experiential learning, and distance education. “Credit hour” refers to the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction, and a minimum of two (2) hours out of class student work each week for approximately fifteen (15) weeks for one (1) semester or other recognized term, or the equivalent amount of work over a different amount of time.

The contact hour formula is as follows:

Minutes/Week	Weeks/Semester	Total Hours
50 – Facilitated Learning	X 16	= 45
60 – Self-Managed Learning		
60 – Application & Practice		

For courses delivered during the short summer semester, courses are expected to have the same number of contact hours and the same requirement for out-of-class learning as courses taught in a fall or spring semester.

#### O. Acceptance of Academic Credit

Students who are seeking academic credit for courses completed at other institutions or through prior learning assessment must be currently enrolled in a degree or certificate program at SUAC.

### Transfer Credit

Academic credit is generally accepted only from institutions that are accredited by one of the regional accrediting associations approved by the Council on Higher Education Accreditation. All foreign/non-English transcripts must be evaluated on a course by course basis.

### College Level Examination Program (CLEP)

SUAC may accept credits earned through the College Level Examination Program (<https://clep.collegeboard.org>) depending upon the policies of partner institutions. If approved, students may earn up to 30 hours of credit through such examinations. Students may not substitute CLEP credit toward a laboratory science course requirement, however. For more information, the student should consult with their academic advisor.

### Proficiency Examinations

Academic credit or advanced placement may be granted following either a review of the content of specific courses or proficiency examination in compliance with individual department policies and subject to approval by the department chairperson and the appropriate dean.

Students are responsible for submitting all required documentation to the Records Office and petitions requesting the granting of such credit. Credit awarded in this manner will be added to the semester hours earned but not the semester hours attempted or the grade points.

### Articulation Agreements

SUAC has formal and informal relationships with institutions in the United States that have agreed to accept credit for courses completed at SUAC according to their respective curricular requirements. Students may transfer from SUAC to a partner institution after one or two years of study.

Students who fulfill degree requirements at an overseas institution that is working in partnership with SUAC and continue to be enrolled at SUAC will be required to submit academic reports each semester to their academic advisor. The students will be awarded the degree from SUAC and from the partner university upon fulfillment of their respective requirements.

## **P. Substitution or Waiver of Specific Courses**

In certain cases, a student may petition to substitute or waive a specific course or courses. The College may grant or deny such a petition on a case-by-case basis and the decision of the College is final. A course substitution is a course that is approved to replace another course requirement in fulfilling a program of study. A request for course substitution may be considered for the following reasons:

- Upon determination of equivalency between a course (or courses) taken at another accredited institution and a course (or courses) required at American College;
- Upon determination that the substitution of a course (or courses) normally required may benefit the student given his/her academic or career goals, and would not alter the fundamental nature of their program of study;
- To enable a student to repeat a course to improve a grade for which no identical course number or title exists among the College offerings.
- A petition for a course waiver in any area of general education must be recommended by the appropriate Dean and approved by the Vice President for Academics and Student Success.

**Q. Conversion of Non-Credit to Credit**

Sampoerna University American College (SUAC) awards academic credit for coursework taken on a non-credit basis only when there is verifiable documentation that the non-credit coursework is equivalent to a designated credit experience.

SUAC has established policies to guide the processes that validate the awarding of college credit for non-credit coursework. SUAC utilizes a thorough evaluation and approval process that follows standards of good practice when awarding academic credit for course work taken on a non-credit basis.

The student's academic advisor, dean of the relevant subject area, and the Registrar will determine on a case-by-case basis whether the non-credit coursework is equivalent to a designated credit experience. Validation and policy for awarding college credit for non-credit experiences such as experiential learning, Advanced Placement, and professional certification at SUAC are described in Sampoerna University's *Policies for Academic Credit*.

**R. Program Acceleration**

For each degree and certificate program, the College shall provide opportunity for students to complete, exclusive of transfer credit, a maximum of 75% of the program through accelerated mechanisms. Students can obtain general information about dual enrollment/early admission and other such accelerated programs from College advisors.

All students seeking an associate degree at SUAC through a formal partnership with an accredited U.S. institution must complete a minimum of 25% of their credit-bearing coursework at SUAC (or at the partner institution directly.) Upon SUAC's independent accreditation, this minimum percentage of coursework will be required to be completed at SUAC.

## S. Academic Standards of Progress

The intent of the College is to ensure students achieve measurable qualitative and quantitative progress toward their educational goals. The College regulations regarding academic standards of progress apply to all college credit courses in determining academic progress and cumulative grade point averages.

To maintain satisfactory academic progress, a student must achieve a minimum grade point average (GPA) of 2.0 or higher each term<sup>3</sup>. The Associate degree program requires students to earn a minimum average GPA of 2.0 for graduation or a minimum grade of 2.0 in each course.

A student who fails to maintain satisfactory academic progress will be placed on one of the following levels of academic intervention based on the student's term, degree, and cumulative grade point averages:

- Academic Warning
- Academic Probation
- Academic Suspension

Academic Warning: Any student who does not achieve a cumulative GPA of 2.0 or higher in a term will be placed on academic warning. Students on academic warning will be notified and should see an academic advisor or counselor prior to registering for the next term. A student will be removed from academic warning when he/she earns a cumulative GPA of at least a 2.0. A student on academic warning who fails to achieve a term GPA of 2.0 or higher for two successive terms of enrollment will be placed on the next level of academic intervention – academic probation.

Academic Probation: A student on academic warning who fails to achieve a term GPA of 2.0 or higher for two successive terms will be placed on academic probation. Students on academic probation will be required to see an academic advisor or counselor prior to registering for the next term. The status of students who demonstrate forward progress by earning two successive term GPAs of at least a 2.0 will be changed from probation status to warning status. A student on academic probation who fails to achieve a term GPA of 2.0 or higher for two successive terms will be placed on the next level of academic intervention - academic suspension.

Academic Suspension: A student on academic probation who fails to achieve a term GPA of 2.0 or higher for two successive terms of enrollment will be placed on academic suspension. Any student on academic warning and who earns less than a 2.0 term GPA and/or cumulative GPA for two successive terms will be placed on academic suspension for a minimum of one year. During the suspension period, the student may register for

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<sup>3</sup> Students who are recipients of financial aid and/or sponsorship may be required to achieve a higher GPA to qualify for financial support.

college preparatory courses only. After the first academic suspension and after the student has satisfied the suspension requirements, the student must see the Dean or designee. The student must follow the instructions pertaining to course selection. Any subsequent suspensions and students who were suspended due to term and cumulative GPAs of less than 2.0 will require the student to petition and appear before the Academic Standards Committee before continued enrollment at the College.

College advisors, including faculty counselors, program managers, associate deans, academic and student deans, will assist students with advising and enrollment into courses at the college. Faculty may assist students by advising them of courses in designated programs. Students are advised to consult their academic advisors for recommendations on their enrollment into courses each semester.

To assist all students in reaching their full potential, SUAC commits to develop a comprehensive strategy for supporting students who fall into academic sanctions. The Enrollment Services and Student Success unit will work with students needing assistance to regain their good academic standing, utilizing resources such as the Tutoring Center, the Counseling Center, Heads of Programs, and Academic Advising. The University Registry will retain records of changes in status and will notify students and advisors of any academic sanctions.

#### **T. Grades and Grade Appeals**

A grade must be recorded for every credit course in which a student is enrolled. The final course grade is submitted electronically to the College Registrar's office and is posted online at the end of the term.

The course syllabus provides the faculty member's final course grade policy. Each student shall be provided with a course syllabus that complies with American College's mission, goals, and policy and includes the faculty member's grading rubric and academic honesty policy for the course.

A student may be able to appeal the final course grade issued by the professor. The basis for an appeal of the final course grade shall be evaluated in terms of the standard established by the faculty member as stated in the syllabus, in accordance with institutional policies. The appeal must demonstrate that the faculty member did not assign the final course grade in accordance with the grading policy outlined in the course syllabus. The procedure for grade appeals is explained in Section IV.G, "Student Grievances."

#### **Faculty Grading Policy**

Each faculty member shall communicate, in writing, the grading policy in the syllabus for the course within the first week of class meetings of each course. The elements to be considered in calculating the student's final course grade shall be articulated, and all factors to be considered in arriving at the final grade shall be stated. Any grade appeal

shall be considered in the context of the faculty member's stated grading policy in the syllabus. In rare cases, the syllabus may need modification. Students must be provided with any modifications to the syllabus.

Each faculty member shall keep a record of grades for each class for four major terms from the initial grading period. Final grades for each term are recorded and archived in College Records. Grade point averages (GPA) for graduation and honors are calculated only on college level academic work which includes all work attempted by the student at all colleges he/she has attended. The final grades are used to calculate the grade point average.

<b>SUAC Grade Range (Draft)</b>		
<b>Score range</b>	<b>Grade</b>	<b>Grade Point</b>
≥ 85	A	4.0
80 – 84	A-	3.7
75 – 79	B+	3.3
70 – 74	B	3.0
65 – 69	B-	2.7
60 – 64	C+	2.3
55 – 59	C	2.0
50 – 54	D	1.0
<50	E/F (fail)	0

**Grades**

- A - Excellent
- B - Good
- C - Average
- D - Below Average
- F - Failure

**Points Awarded**

- A - 4.00
- B - 3.00
- C - 2.00
- D - 1.00
- F - 0

An “I” grade (Incomplete) may, at the discretion of the Faculty, be given in courses for a student who has a reasonable chance of successfully completing the course. The student who has not completed the required course work by the end of the term may be required to provide documentation for extenuating circumstances. The student should make arrangements to have the “I” changed to a final grade by the instructor (by

the agreed upon date) during the next full term (summer terms are not considered in this time limit). If no change is initiated during the next full term, the “I” will automatically become an “F” on the student’s permanent record. If the course work is completed, resulting in a passing grade, the student's transcript will be amended and his/her final GPA re-calculated.

**U. Awards and Graduation**

The purpose of this policy is to establish student performance standards for graduation and the awarding of degrees. The college offers the Associate in Arts and the Associate in Science degrees along with a full complement of general education courses that may be applied to other degrees at other institutions. The requirements for the Associate in Arts and the Associate in Science degrees are as follows:

- Complete at least 60 credit hours of college credit;
- Complete the program of study as set forth in the College catalog;
- Complete a minimum of 36 credit hours of the program’s transferable general education courses that include the following: six (6) credits in Behavioral/Social Sciences, six (6) credits in Humanities, six (6) credits in Mathematics, nine (9) credits in Communications, nine (9) credits in Science, Lab, and Wellness, and twenty-four (24) credits of electives or as designated by the disciplinary program;
- Complete any prescribed college preparatory and English for Academic Purposes courses, if required, with a grade of “C” or higher;
- Earn a cumulative grade point average (GPA) of at least 2.0, including any transfer credits which comprise the Associate in Science or Associate in Arts Degree;
- Fulfill all financial and other obligations to the College.

Graduation will be held at least once in an academic year as set in the academic calendar. Designations of academic achievement at graduation are determined based on the following GPA ranges, and are noted on the transcript:

GPA Categories for Graduates

Cumulative GPA	Categories
3.90–4.00	Summa Cum Laude
3.75–3.89	Magna Cum Laude
3.50–3.74	Cum Laude
3.00–3.49	Very good
2.50–2.99	Satisfactory
2.00–2.49	Fair

## **V. Academic Support Units**

The Center for Learning, Teaching, and Curriculum Development is charged with the provision of resources to further faculty training and professional development, organizing workshops, presentations, skills training, and sharing of research among academic staff.

The Institute for Social Development and Community Outreach serves as a liaison unit between the University and external organizations. It assists faculty with research funding solicitations, and monitors internal faculty research proposals.

The Institutional Effectiveness Office oversees the collection of data pertaining to student performance, course and instructor evaluations, academic support interventions, and curricular revisions. It tracks and analyzes these data to provide recommendations to CLTCD and individual units and faculties for continuous improvement across programs.

## **W. Instructional Program Review and Evaluation**

American College offers the Associate in Arts (A.A.) and the Associate in Science (A.S.) degrees. These are general education and transfer degrees of at least 60 credit hours consisting of a minimum of 15 credit hours of transferable general education courses along with prerequisite major courses intended to prepare students to transfer to Sampoerna University or an American university to pursue an S-1 or bachelor's degree.

To promote continuous improvement and program effectiveness, American College has established procedures to conduct quantitative and qualitative reviews of instructional programs and academic support systems. The Institutional Effectiveness Committee is responsible for establishing procedures to conduct quantitative and qualitative reviews of instructional programs to determine their success in achieving learning objectives, and of academic support services to assess their impact.

Under the guidance of the Center for Learning, Teaching, & Curriculum Development, faculty and administrators review, evaluate, maintain accreditations, and modify programs for continuous improvement and student success subject to Board approval. Program outcomes are reviewed during this process.

The Vice President for Academic and Student Success coordinates the associate degree comprehensive review, including general education requirements. The full review considers any changes to the College's mission statement that might have occurred and SACSCOC criteria relating to the associate degree and general education.

Between comprehensive reviews of the associate degree program and general education review, the College Vice President for Academics and Student Success will

establish the procedure to be followed for considering amendments to the degree program structure and general education program requirements. The results of the review will be forwarded through the College CEO to the Board of Trustees for review and/or action.

A comprehensive review of the associate degree program, including general education, will be conducted every three years. A written report of the comprehensive review shall be provided, through the College CEO, to the Board of Trustees. This written report should include:

- the goals and objectives of the program/discipline and its relationship to the College mission;
- curriculum currency and relevancy;
- enrollment, placement and graduation data;
- student demographics
- annual job openings;
- program cost information;
- student employment and student earnings;
- adequacy of faculty and staff;
- adequacy of facilities, equipment, and learning resources;
- agreements with educational institutions and other external agencies,
- plans for implementing changes and/or improvements if needed.

The results of the review may be used as the basis for any deliberations and/or decisions regarding program modification or termination.

The CEO may recommend to the Board of Trustees the termination of any program which can no longer be sustained by the College owing to factors such as, but not limited to, low enrollment, low graduation rates, lack of employment opportunities, unavailability of qualified faculty, inadequate resources to operate the program in an efficient cost-effective manner, or changes in government regulations.

#### **X. Substantive Change**

The College is applying for regional accreditation with the Southern Association of Colleges and Schools-Commission on Colleges in the U.S. The Board of Trustees assigns responsibility for compliance with all SACSCOC standards and requirements to the College's SACSCOC liaison officer.

The approval of a substantive change by SACSCOC assures students that the courses and programs offered by the College are of high quality and value at all locations and in all programs. Regional accreditation provides American College students access to many more institutions in the U.S. that will accept American College credits for transfer to other degree programs.

Faculty making substantive changes to the College's curriculum and administrators who coordinate establishment of new locations and programs must comply with requirements of SACSCOC. The Principles of Accreditation: Foundations for Quality Enhancement and its policy statement entitled Substantive Change for Accredited Institutions of The Commission on Colleges must be integrated into the planning and implementation of any substantive change action. These documents are available online at the SACSCOC website: [www.sacscoc.org](http://www.sacscoc.org).

**Y. Closing Academic Programs, Campuses, or Off-Campus Sites**

The purpose of this policy is to ensure that students pursuing degrees are able to complete their program of study in the event that a decision were made to close an educational program, campus, or off-campus site.

In the event that it becomes necessary to take this action, the College will seek to provide the student with the opportunity to fully complete the term and program of study in which they are enrolled. The College's "teach out" plan will be in accordance with the SACSCOC policy statement. "Teach-out" procedures for guiding the closure of educational programs, on-campus, at off-campus sites, will be equitably applied.

## V. Student Policies and Procedures

### A. Admissions

#### 1. Application Deadlines

The Application Process must be completed and all required documentation submitted to the College as follows:

- For the Fall Term: 30 June
- For the Spring Term: 31 October
- For the Summer Term: 1 March

An online application is available on the SUAC Website; hard copies may be obtained if a candidate is unable to access the online version.

#### 2. New Student Admissions Process

Apply for Admission:

- (1) Complete the SUAC Application form;
- (2) Submit high school documentation and transcripts from any other colleges attended;
- (3) For students who attended college outside the U.S. or Indonesia, transcripts must be translated and evaluated course by course;
- (4) Pay application fee;
- (5) Take the SUAC Intake Assessment test\* (scheduled on campus);

\*Enrollment in the Summer Bridge Program is required if intake test results indicate that further preparation is required prior to the first semester of college classes.

#### a) New Student Orientation:

- First-time college students must attend New Student Orientation (NSO) where students will join the College, meet with their academic advisors, and register for classes;
  - All students will take the Accuplacer test for English and Math to determine course placement;
  - Subject-specific placement tests may be administered, as required.
- b) Pay tuition and fees before starting classes.
  - c) Obtain student identification (ID) card. A paid schedule of classes is required to obtain a student ID.
  - d) Purchase books or determine if texts are available online. Some books are available in the College library in limited quantities.

## **B. Class Attendance**

The College believes class attendance has a major role in the teaching/learning process and, therefore, expects students to attend classes regularly and on time.

Exceptions to this policy are set forth below:

Non-Class Days. When this occurs, each faculty member shall determine how best to make-up the lost class time.

Non-Penalized Absences. There shall be no academic penalty for a student who is absent from academic activities because of observances of major religious holidays in his/her own faith, the student's serious illness, death in the immediate family, or attendance to statutory governmental responsibilities. A student will be held accountable if these absences result in the student exceeding the limit established for 'excessive absences' as defined in the instructor's syllabus.

The student shall be responsible for the material covered in his/her absence and shall be granted a reasonable amount of time to make up any coursework, performance assessment, labs or clinicals missed for non-penalized absences. The student shall notify instructors in advance of absence(s) to observe a religious holy day(s) in his/her own faith, and shall likewise notify instructors in advance of other absences or by the next class meeting.

If a non-penalized absence occurs on the first day of class, the student shall notify the instructor of the reason for his/her absence before the next class meeting. Documentation for these absences shall be presented by the student by the next class meeting.

Extenuating Circumstances. Should a student see a difficulty in observing the attendance policy in his/her class, contact shall be made with the faculty member involved within the first week of class to work out an alternate arrangement. Alternatively, the student may seek an alternate class, where applicable, that accommodates his/her requirements.

Excessive Absences. Excessive absences from any course, regardless of the reason, may result in withdrawal of the student from the course and/or necessitate that the student repeat the course. Based upon the instructor's attendance records, the student's academic advisor will determine the penalty and options in consultation with the Registrar.

## **C. Student Status**

### **1. Active Student**

An active student is student who has fulfilled all entry requirements and has the right to participate in all academic activities. Requirements to become an active student are as follows:

- Apply to SUAC and accept an offer of admission or conditional admission
- Complete the registration process
- Pay the tuition and fee(s) due
- Complete a study plan in consultation with an advisor

### **2. Auditor**

An auditor is:

- a student who is authorized to follow academic activities to enhance knowledge of some specific area without academic credit, or
- a transfer student candidate who is still in the process of diploma equivalency

An auditor may come internally from the SUAC (those who have been enrolled as SUAC students) or may be a student from outside SUAC. Requirements for internal auditors are as follows:

- registered as an active student;
- have a minimum GPA of 3.00;
- take a maximum study load of four audited credits; and
- the total study load (regular courses + audited course) may not exceed 24 credits.

An external auditor must have advance approval from the SUAC administration as well as the lecturer, and must meet minimum qualifications of the course. S/he will not be expected to take examinations, and will not receive grades or academic credit for the course, nor will s/he be billed regular tuition.

### **3. Academic Leave**

A student on academic leave is a student who officially requests an academic leave at his or her own initiative, and is exempted from the obligation to follow academic activities during certain semester(s). An academic leave can only be taken by a student for two (2) consecutive semesters, and maximum four (4) semesters during study period. Academic leaves are requested in writing to the student's Head of Program, and approved by the Vice President for Academic and Student Success.

#### **4. Continuing Student Re-Registration**

Prior to the commencement of the semester, every student must register for the following semester by submitting a Study Plan (KRS) and paying any tuition and fees due.

#### **5. Inactive Student**

An inactive student is:

- a student who has finished an academic leave but has not registered for the following semester; or
- a student who does not register for the following semester.

Any inactive semester(s) will be counted in the total length of study.

#### **6. Academic Sanction**

A student who is found to have violated academic rules is categorized as being 'on academic sanction', and is not allowed to participate in academic activities during a period specified by the SUAC administration. The types of Academic Sanctions can be found below (Section VI.E).

#### **7. Reactivated Status**

A student who wants to re-activate their status should:

- Submit a request letter to be an active student to the Head of their Study Program and copy (cc) the Academic Registry. This request letter must be submitted no later than one week prior to the add/drop period.
- Undergo the re-registration processes.
- Pay the required tuition and fees.

#### **8. Withdrawal**

A student might be considered academically withdrawn if he/she meets one or more of the following criteria:

- Exceeds the maximum limit of study period (more than 14 semesters);
- Has not obtained a minimum of 40 credits after 14 semesters, and/or has a cumulative GPA of less than 2.00;
- Has been studying for 14 semesters and fails to pass the final project examination;
- The student is under academic sanction.

#### **9. Internal Transfer**

Internal transfers can occur between study programs at the same level and between majors/concentrations within a study program and faculty.

Requirements for executing the transfer process are as follows:

- There is an available slot in the intended class

- The student has “Active” status
- The student has obtained the permission/recommendation of the Head of the previous study program and the Head of intended study program, acknowledged by the both Deans
- The student has studied for at least two semesters
- The student is not in the process of withdrawal or under academic sanctions

#### **10. External Transfer**

SUAC can admit transfer students from other higher education institutions as long as they fulfill the requirements established by the government and university, and as long as there are slots available in the intended study program.

### **D. Student Rights and Responsibilities**

#### **1. Student Rights**

Every student has the right to:

- Receive access and opportunities to develop and apply their knowledge through instruction, learning, research, and community service activities
- Receive guidance from lecturers and academic advisors
- Receive high quality academic support services
- Engage in co-curricular and extracurricular activities
- Express their opinions constructively in comments or complaints, in accordance with social and ethical guidelines
- Review their educational records (admission materials, transcripts and other information on individual academic progress, documentation on disciplinary action, counseling, written complaints, and the official correspondence relating to these items) by submitting a written request to the relevant department.

#### **2. Student Responsibilities**

Every SUAC student has the obligation to:

- Uphold the Indonesian law and the tenets of their faith
- Demonstrate an exceptional moral code
- Practice the principles of academic integrity (not cheating in any form, deceptive fabrication, plagiarism, or violation of copyright laws)
- Show respect for differences relating to ethnic or national origins, religious affiliation, gender, sexual orientation, and disabilities
- Uphold the ethos of scientific, scholarly investigation demonstrating open, universal, objective, critical, and balanced analysis
- Observe the institutional code of ethics
- Refrain from inappropriate personal relationships with lecturers, professors, and other College officials

#### **E. Student Records**

Permanent records for American College students are maintained by the College at its campus in Jakarta, Indonesia. These records are accessible to eligible students. Transcripts of coursework are available upon request.

#### **F. Student Academic Sanctions**

In the event that the institution's principles of academic integrity are violated, a student is subject to an investigation and hearing, conducted by an ad hoc committee usually comprising the instructor involved, the Head of the Program the relevant Dean, and the Registrar. The implementation of any academic sanctions results from the adjudication of this ad hoc committee. Disciplinary proceedings are initiated by any member of the academic staff who has direct or indirect knowledge of a violation.

Academic sanctions may be imposed if the committee conclusively determines that a student has engaged in any of the following acts:

- Falsifying a signature related to the courses, study plan, transcript, certificate or other academic document
- Cheating on any test or examination or assisting others to cheat
- Plagiarism on any graded assignment or exam; submitting another person's work as one's own in any form
- Falsifying data on any research project, paper, or laboratory exercise
- Attempting to influence an instructor to alter a grade or assignment through payment, gifts, or services.

Appropriate sanctions for any academic ethical violations are determined by the adjudicating committee and authorized by the College CEO. Actions may include, but are not limited to:

- Academic Warning: Formal censure with a written warning of academic probation;
- Cancellation of a test, exam, or assignment, and giving a grade of "0" or "F" for this activity within a course grade calculation;
- Withdrawal of the student from the course without any tuition refund, requiring a future repeat of the necessary credits
- Academic suspension for one or more terms;
- Expulsion from the College.

#### **G. Student Grievances**

Sampoerna University American College (SUAC) is committed to fostering an educational environment that promotes the highest level of learning and moral character development of its students. To support this commitment, SUAC strives to ensure all students are treated equitably and in accordance with College policies. Should a case arise in which a student believes that SUAC has not acted in accordance with its policies, the student should first seek to resolve the issue informally with the

respective individuals. If these informal procedures prove unsatisfactory, the student may file a formal complaint to seek resolution.

### **1. Definition**

A formal student complaint at SUAC may be filed when a student can demonstrate that SUAC has not followed college policies. Some SUAC policies contain formal appeal and/or grievance procedures. As such, formal complaint procedures are not intended to bypass these established, official appeal processes (e.g. admission decisions, grade appeals, conduct sanctions).

Formal complaints should be used as the final option when Informal Resolution strategies have been unsuccessful. Formal complaints must be filed in a timely manner, submitted in writing, through designated communication channels, and in accordance with college policies and procedures.

For a student complaint, grievance, or appeal to be considered a formal student complaint, it must meet the following criteria:

- The complaint, grievance, or appeal alleges a violation of official SUAC policy  
**OR**
- The complaint, grievance, or appeal is governed by an official SUAC policy  
**AND**
- The complaint, grievance, or appeal has been unsuccessfully resolved through informal resolution strategies  
**AND**
- The complaint, grievance, or appeal has been communicated in writing and asserts a formal complaint is being filed (e.g., letter, memo, email).

The following outlines complaint procedures at SUAC.

### **2. Procedures**

#### Complaints Based on Official SUAC Policy

Most student complaints are governed by official college policies. Students filing a complaint related to an official college policy, as shown below, should refer to the procedures and expectations as outlined within the relevant policy statement for appeal and/or grievance procedures.

Types of Student Appeals:

1) Admission Decisions (SU Admission Policy 2015 Article 3.b.)

Any student candidate dissatisfied with an Admission decision may ask for an explanation from the Admission Office. In the case that the issue cannot be resolved, the student candidate can make an appeal for decision review by the Admission Committee which has the responsibility

for reviewing applications with extenuating or special circumstances and the authority to grant admissions to applicants who have strong merit but do not meet all prescribed requirements, as stated in the Admission Policy.

2) Grade Appeals

Any student who strongly feels that he/she has been given an unfair grade(s) may request an academic appeal as regulated in the Academic Policy as follows:

- a. An academic appeal is a formal request brought by a student to change a grade, or to challenge a penalty imposed for violation of standards of academic integrity, such as plagiarism or cheating.
- b. A request to change a grade or to challenge a penalty must be made within six months of the action. A grade may only be changed by the course instructor (or by the Dean in the absence of the course instructor) or by the Academic Appeals Committee (see Academic Policy article 63).
- c. An academic appeal will be considered if there is evidence that one or more of the following conditions exists,
  - i. error in calculation of grade;
  - ii. deviation from the syllabus;
  - iii. academic disparate treatment of a student; or
  - iv. Inappropriate penalty(ies) imposed for an academic integrity violation.
- d. An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course, or because of disagreement with the instructor's professional judgment of the quality of the student's work and performance.

3) Conduct Sanctions

Anyone who knows that a violation of the Code of Ethics has occurred has the right to report the occurrence to the Ethics Commission. However, when a student is dissatisfied with the decision, he/she can appeal that decision once by sending a written appeal proposal to the Chair of the Code of Ethics Committee and the proposal needs to be supported with evidence. This appeals description can be found in the Student Handbook.

**For complaints relating to SUAC policies in which appeal and/or grievance procedures are not prescribed, the following guidelines must be followed.**

Informal Resolution

A student who can demonstrate that he or she has been subject to the lack of adherence to college policy or procedure by college personnel must first seek to

resolve the issue directly with the respective college representative (e.g., staff member, faculty member, administrator).

If a satisfactory resolution cannot be reached between the student and college representative, or if extenuating circumstances prevent direct communication between the student and college representative, the student should follow the appropriate chain of command.

**Chain of Command**

Non-Academic Informal Resolutions	Academic Informal Resolutions
Student Life personnel	Academic Advisor
Student Counselor	Student Counselor
Head of Study Program	Head of Study Program
Vice Dean of Student Affairs	Vice Dean of Student Affairs
Dean	Dean
Vice Rector of Student Affairs	Vice Rector of Academic Affairs

If, after diligent communication through the chain of command, a satisfactory resolution cannot be reached, a formal complaint may be filed following the procedures as outlined below.

**Formal Complaint**

Students may file a formal, written complaint after informal resolution strategies have not reached satisfactory resolution. These formal, written complaints can be submitted in writing to the Quality Assurance & Accreditation Officer, Sampoerna University American College, L’Avenue Campus, Jl. Raya Pasar Minggu Kav. 16, Pancoran, Jakarta 12780 or by email to [qaa@sampoernauniversity.ac.id](mailto:qaa@sampoernauniversity.ac.id). Formal complaints must be filed within 30 college business days of the college action creating the student’s concern. Upon submission, the formal, written complaint will be routed to the appropriate divisional administrator for review. Upon receipt of the complaint, the administrator has 20 college business days to respond. For complaints filed between semesters, additional response times may be necessary to allow for availability of the relevant parties. When additional time is necessary, students will be advised in writing of the estimated time for response within the 20 college business days of receipt of the complaint. The Quality Assurance Officer is responsible for maintaining all records of formal student complaints.

## H. Student Services Units

The Library and Learning Resources Center provides an array of services to students, including a place to study, prepare assignments, and locate research and leisure reading materials in comfortable, well-suited facilities and surroundings. Users can find books, magazines, periodicals, and reference resources. Audiovisual equipment, along with computers with Internet access, databases, copiers, individual and group meeting areas are available to all students. In addition to established contractual services with community libraries, the Libraries and Learning Resources Centers provide access to online virtual libraries, as well as specialized databases to enhance a full array of services as rendered by the Centers.

The Library is designed to incorporate common Learning Space or Learning Commons which constitutes an integrated learning space (quiet zone, collaborative study area, library lounge, meeting rooms, and student lockers. It is a fully automated library system which is accessible on or off campus.

In addition to reference and general collection services, the Library supports American College's curriculum by providing reserved course materials. This service makes available materials that have been designated by lecturers as required readings for specific courses. Materials may include books, book chapters, articles, online materials such as e-journal articles and web sites, audiovisual materials, and faculty-developed materials such as lecture notes, sample tests, etc.

The library materials are organized into several collections:

- General Collection - General and professional books that are placed in the open shelf collection.
- Reference Collection - This collection contains general reference materials such as encyclopedia, dictionaries, yearbooks etc. The Call Numbers are preceded by "R" and they are shelved in a separate area. Reference collection is for in-house reference only.
- Reserve Collection - This collection comprises items in heavy demand or as recommended by academic staff for short-term loan. They could also be the first copy of adopted textbooks. This collection is for in-house use. However, overnight loans are also allowed from 5:00 pm to 8:00 am the next opening day. The Call Numbers are preceded with red sticker, labelled "Reserve".
- Textbooks - These are adopted Sampoerna SUAC American College textbooks borrowable for a three-day loan period. They are shelved separately and the Call Number is preceded by orange sticker, labelled "TB".

Library hours will be conducive to student schedules and will be posted online and in the Library. Online services will be accessible at <http://library.SU.ac.id/>.

#### Other Library Services and Facilities:

- Wireless access throughout campus
- Research assistance
- iPad Loan
- Discussion Room
- Newspaper/popular magazines reading area
- Photocopy service
- New book display
- Document delivery services
- Library orientation
- Information literacy program

The destruction, loss or mutilation of any library material will also incur a fine or replacement fee equal to the current cost of the item, plus a processing fee of Rp 50,000. Overdue books or unpaid fines may also result in Academic Penalty including the deferment of paper or degree completion.

Student Affairs encompasses a wide array of co-curricular and non-academic support services that are important to ensure student success. This office organizes new student orientation, events, clubs, extracurricular activities, and counseling services for individual students and groups throughout the year. SUAC provides a variety of services designed specifically for eligible students, including individualized tutoring, individual and group counseling sessions, academic advising, financial aid assistance, educational and cultural field trip services, and specialized services needed by the individual student.

The Tutoring Center provides personalized academic support for all students. Tutoring is available for academic English language skills improvement, quantitative skills, and subject area support for classes. In addition, the Tutoring Center offers periodic group workshops on topics such as “Avoiding Plagiarism,” “Using the APA Citation Style,” “Effective Note-taking,” and “Time Management”.

The Counseling Center’s services are available for all students who are experiencing difficulties in their academic work or personal lives. Trained staff meet individually with students to help them gain insight into their issues and develop coping strategies. All counseling appointments are strictly confidential and are not reflected on a student’s academic records or reported to families or authorities outside the College unless a student is deemed to be in imminent danger.

The Health Center provides medical treatment and consultation to students with non-emergency health issues. Staffed by medical personnel, the Center is open on a walk-in basis or by appointment. If more extensive medical treatment is required, Center staff will assist students in arranging appointments with appropriate specialists at local facilities.

Student Organizations represent the myriad student organizations and clubs that represent the interests and talents of the student body. From the Student Legislature, Academic Olympiads and a Model United Nations chapter to informal clubs to support hobbies and recreational activities, the Student Affairs staff supports student leaders to initiate activities and organizations and manage existing clubs. In addition, the Student Affairs office assists groups in identifying institutional and external funding for activities, as well as pursuing registration procedures of organizations, if necessary.