



**SURAT KEPUTUSAN REKTOR UNIVERSITAS SISWA BANGSA INTERNASIONAL**  
**DECREE OF THE RECTOR OF UNIVERSITAS SISWA BANGSA INTERNASIONAL**  
No. 033/R/SK/ACD-RO/II/2016

Tentang  
*Concerning*

**PERUBAHAN PERTAMA KEBIJAKAN AKADEMIK**  
**FIRST AMENDMENT OF ACADEMIC POLICY**

**REKTOR UNIVERSITAS SISWA BANGSA INTERNASIONAL,**  
**THE RECTOR OF UNIVERSITAS SISWA BANGSA INTERNASIONAL,**

**Menimbang:**  
*Considering:*

1. Bahwa penyelenggaraan pendidikan di lingkungan Universitas Siswa Bangsa Internasional diselenggarakan dengan berpedoman pada kebijakan yang telah disahkan oleh Senat Universitas sesuai dengan Statuta Universitas Siswa Bangsa Internasional;  
*That education in Universitas Siswa Bangsa Internasional is to be performed based on the policies that were approved by the University Senate in accordance with the Statute of Universitas Siswa Bangsa Internasional;*
2. Bahwa Senat Universitas Siswa Bangsa Internasional telah menyetujui perubahan Kebijakan Akademik pada Rapat Senat Universitas pada tanggal 17 Februari 2016;  
*That the University Senate of Universitas Siswa Bangsa Internasional has approved the amendment of Academic Policy on the University Senate Meeting dated 17 February 2016;*
3. Bahwa untuk Perubahan Pertama Kebijakan Akademik tersebut perlu ditetapkan dengan Surat Keputusan Rektor.  
*That this First Amendment of Academic Policy must be stipulated in a Rector's Decree.*

**Mengingat:**  
*In View Of:*

1. Undang-Undang No. 12 Tahun 2012 tentang "Pendidikan Tinggi";  
*Law No. 12 of 2012 on "Higher Education";*
2. Undang-Undang No. 20 Tahun 2003 tentang "Sistem Pendidikan Nasional";  
*Law No. 20 of 2003 on "National Education System";*
3. Peraturan Menteri Pendidikan dan Kebudayaan No. 49 Tahun 2014 tentang "Standar Nasional Pendidikan Tinggi";  
*Regulation of the Minister of National Education and Culture No. 49 of 2014 on "National Higher Education Standards";*



4. Keputusan Menteri Pendidikan Nasional dan Kebudayaan No. 66/E/O/2013 tanggal 15 Maret 2013 tentang Ijin Operasional Universitas Siswa Bangsa Internasional (USBI);  
*Decree of the Minister of National Education and Culture No. 66/E/O/2013 dated 15 March 2013 on Operational License of Universitas Siswa Bangsa Internasional (USBI);*
5. Statuta USBI;  
*USBI Statute;*
6. Surat Keputusan Pengangkatan Rektor Universitas Siswa Bangsa Internasional No. : 559/PSF-USBI-HR/XI/15 tanggal 25 Nopember 2015;  
*Decision Letter on the Appointment of the Rector of Universitas Siswa Bangsa Internasional No.559/PSF—USBI-HR/XI/13 dated 25 November 2015;*
7. Surat Keputusan Rektor Universitas Siswa Bangsa Internasional No. 026/R/SK/ACD-RO/IX/2014 tanggal 26 September 2014 tentang Kebijakan Akademik;  
*Decree of the Rector of Universitas Siswa Bangsa Internasional No 026/R/SK/ACD-RO/IX/2014 dated 26 September 2014 on Academic Policy*

**MEMUTUSKAN:  
DECIDED**

**Menetapkan:  
To enact:**

Pertama : Perubahan Kebijakan Akademik sebagaimana disebutkan di bawah ini:  
Firstly : *the Amendment of Academic Policy as stated below:*

1. Article 26 : General Education (Institutional Core Curriculum) to delete
  - paragraph 4 ~~“General Education Course are mostly studied in the first two years and provide students with a well rounded skill set and intellectual underpinning across academic discipline.”~~
  - paragraph 5 ~~“The following are the components of USBI General Education Curriculum.”~~
  - Renumbering paragraph 6 to become paragraph 4 etc.
2. Article 59 : Mid-Term and Final Assessment Requirements and Regulation
  - to amend paragraph 2  
“...should refer to Article 60-Extenuating Circumstances.”
  - to add paragraph 4  
“The minimum requirement of class attendance for students to be able to sit for the examination is 75%”
3. Article 64 : Re-Take Policy
  - To amend paragraph 1, 2  
Paragraph 1 : “Students may retake a course/subject if they have a “C” or “D” grade  
Paragraph 2 : “Students must retake a subject with “E/F” grade
  - To delete paragraph 3 ~~“Students have to enroll the subject in the next semester and follow the courses completely from the beginning to the end of semester”~~
  - To add  
Paragraph 4: “Students retaking course are required to pay tuition fee per credit after two retakes beginning the 2015 cohort”



Paragraph 5: "All courses to be retaken are subject to their availability.  
Priority will be given to first registration.

4. Article 83 : Decree Award

To add paragraph 1 "The degrees awarded by USBI are listed in the appendix I".

- Kedua : Kebijakan ini berlaku sejak tanggal 17 Februari 2016.  
*Secondly* : *These guidelines to come into effect as of 17 February 2016.*
- Ketiga : Hal-hal yang belum diatur terkait pengesahan Perubahan Pertama Kebijakan Akademik dalam surat keputusan ini, maka akan ditambahkan, diperbaiki dan ditetapkan sebagaimana mestinya.  
*Thirdly* : *In the event, there are matters relating to the First Amendment of Academic Policy which are not provided for in this decree, it shall be added, amended and stipulated accordingly.*

Ditetapkan di Jakarta / *Stipulated in Jakarta*  
Pada tanggal 17 Februari 2016 / *On 17 February 2016*  
Rektor / *Rector*

*Cp* Drs. Wahdi Salasi April Yudhi M. Dev Admin, PhD

Tembusan:

Copy:

1. Para Wakil Rektor, USBI  
*USBI Vice Rectors, USBI*
2. Para Dekan, USBI  
*Deans, USBI*
3. Para Wakil Dekan, USBI  
*Vice Deans, USBI*
4. Para Ketua Program Studi, USBI  
*Heads of Study Programs, USBI*
5. Para Kepala Pusat, USBI  
*Heads of Centers, USBI*
6. Para Manajer, USBI  
*Managers of Departments, USBI*
7. Para Kepala Unit, USBI  
*Heads of Unit, USBI*

**Lampiran** : **Keputusan Rektor Universitas Siswa Bangsa Internasional**

**Attachment** : *USBI Rector's Decree*

**Nomor** : **033/R/SK/ACD-RO/II/2016**

**Number** : *033/R/SK/ACD-RO/II/2016*

**Perihal** : **Perubahan Pertama Kebijakan Akademik**

**Subject** : *First Amendment of Academic Policy*



— THE —  
SAMPOERNA  
UNIVERSITY

## **ACADEMIC POLICY**

Approved by the  
University Senate  
17 February 2016



# Introduction

---

The USBI Academic Policy is enacted by the Senate on 17 February 2016.

Per the University Statutes Article 29 this is a permanent document that may be reviewed and updated on a periodic basis by the Senate.

This document has been internationally benchmarked and reflects alignment with any current international partnerships.



## Part I: Definitions

---

In these policies the following words will be defined as,

1. *'Academic Advisor'* is a lecturer who is assigned by the Head of Study Program to monitor and advise a student in the student's academic achievements and study plans during his/her study years in USBI;
2. *'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, internships and other experiential learning, and distance and correspondence education;
3. *'Academic Discipline'* refers to an area of study (for example, Education or IT Science);
4. *'Academic Dishonesty'* refers to cheating, fabrication, falsification, forgery, plagiarism, or complicity on any university assignment;
5. *'Academic Leave'* refers to an approved period of absence from a study program for a student;
6. *'Academic Registry'* is the student support unit that is responsible in managing the academic administration activities under the supervision of Vice-Rector for Academic and Student Affairs;
7. *'Academic Staff'* includes the Rector, Executive Vice-Rector, Vice-Rector for Academic and Student Affairs, Associate Vice-Rector for Pathway Academic and Student Affairs, Vice-Rector for International Affairs, Deputy Vice-Rector for External Relations, Deans of Faculties, Associate Dean of Faculty (subject specific), Vice-Dean for Academic and Student Affairs, Head of Center/Institute, Head of Study Program, Professor Emeritus, Professors, Senior Lecturers (Assistant Professor) and Lecturers;
8. *'Academic Standing'* refers to a student's academic status at the University;
9. *'Academic Training'* is higher education under-graduate and graduate programs directed primarily at the mastery of specific disciplines;
10. *'Academic Transcript'* is a document that records all of the courses and grades that have been taken by students throughout the student's study in USBI;
11. *'Academic Year'* refers to the period of time composed of an odd semester, even semester, and short semester;
12. *'Advanced Standing'* refers to the status of new (non-transfer) students who are admitted with Recognition of Prior Learning credits;
13. *'Agency'* refers to a prototype business housed within USBI for the purpose of curricula, co-curricula, and business exploration;



14. *'Agency Model'* refers to the utilization of agencies as sites for students to study and practice skills and competencies emphasized in their study program;
15. *'Applied Project'* is an in-depth practicum that is completed by an individual student in fulfillment of the Final Project requirement;
16. *'Associate Dean'* refers to the Academic Staff person that supports the Dean in leading the faculty;
17. *'Bachelors of Arts Degree (BA)'* is the US equivalent of an S1 degree. It is defined by the Indonesian Higher Education rules and regulations;
18. *'Capstone Project'* is the the Final Project alternative for Pathway students, which will be completed upon return from their international studies so they can receive an USBI degree;
19. *'Class Activity Card'* or *'Kartu Aktifitas Kuliah (KAK)'* is a document printed by the Academic Registry that stores the information of the students' profiles, Semester, Courses taken, and timetable/schedule;
20. *'Competency'* refers to the measurable skills, abilities and knowledge necessary to perform certain functions, or in a particular area of expertise.
21. *'Concentration'* refers to a focused area of study within a study program;
22. *'Co-requisite'* are two or more courses that must be studied simultaneously;
23. *'Course Guide'*<sup>1</sup> is the course document that contains the syllabus, course outline, and study guide;
24. *'Course Outline'* is the weekly schedule of a course that includes weekly class topics.
25. *'Course Schedule'* lists each class being offered, its time, location, instructor (if available), and its unique number;
26. *'Course'* is the basic unit of a degree program or curriculum, and is characterized by the organized study of a particular topic under the direction of a university educator;
27. *'Coursework'* is any evaluated in-class or home assignment that assesses components of, or entire, learning outcomes. This includes, but is not limited to: essays; reports; presentations; tests—examinations; project proposals; and internet forum responses;
28. *'Credit hour'* refers to an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction, and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or other recognized term, or the equivalent amount of work over a different amount of time.
29. *'Current Student'* is an USBI student who is in the second year of study and onwards;

---

<sup>1</sup> Satuan Acara Perkuliahan (SAP) [Indonesian translation]





30. *'Curriculum'* is a set of plans and regulations on the learning objectives, content and learning materials, as well as the methods used as implementation guidelines for learning activities to achieve the learning outcomes;
31. *'Dean'* refers to the Academic Staff person that leads a faculty;
32. *'Degree Plan'* refers to the course distribution list that is set in the curriculum;
33. *'Degree Student'* is a student enrolled in any of the programs listed in Article 21: Degree Offerings;
34. *'Director'* is a leader of an academic or institutional support unit;
35. *'Diploma 4 (D4)'* refers to a degree earned at USBI, as defined by Indonesian Higher Education rules and regulations;
36. *'Discipline Curriculum'* is the set of courses that are specific, though not exclusive, components of a specific study program;
37. *'Double Degree'* is a special degree program in which a student concurrently studies in two degree programs, each of which will recognize the credits of the other program, and will each award a degree to the student;
38. *'Drop/Add'* refers to the process of registering and un-registering for courses in the first two weeks of a semester;
39. *'Educator'* refers to all teaching staff, including Academic Staff, tutors, and lab assistants;
40. *'Enrollment'* refers to the process whereby all students register officially register as USBI students;
41. *'Exchange Student'* a visiting, non-degree student from another university who is taking classes at USBI;
42. *'Experiential Learning'* refers to the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience;;
43. *'Faculty Coordinator' (or Faculty Manager)* refers to the non-Academic Staff person who is responsible for a faculty's administrative affairs, including projects, budgeting, and human resources;
44. *'Final Project'* is a student's culminating project that takes place in the final two semesters of their degree program;
45. *'Formative Assessment'* is designed to help students learn more effectively by providing feedback on student performance and how competency levels can be improved and/or maintained based on continuous assessments during the semester of taking the course;
46. *'Full-Time Students'* are those who are studying a course load of at least 12 credits per semester and are enrolled in a degree program;



47. *'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 the period of study (*Cumulative GPA*);
48. *'Head of the Center'* is Academic Staff, charged with leading a USBI center;
49. *'Head of Study Program'* refers to the Academic Staff person that leads an educational program;
50. *'Individual Learning Plan (ILP)'* is a learning strategy that is designed for the purpose of remediating students who are under-performing (not achieving Good Standing, see Article 49) or who have special learning needs.
51. *'Industry Advisory Board'* (IAB) is a non-governing, advisory group that is composed of leaders in industry (both public and private sectors) and advises the University on a variety of topics, including program design, curriculum, and internship opportunities;
52. *'Institutional Review Board'* (IRB) is the University's non-governing entity that is responsible for approving and overseeing research processes that involve human subjects;
53. *'Instruction'* is the process of preparing and delivering curricular content that results in student acquisition of knowledge.
54. *'International Pathway Program'* is the University's pipeline for promoting study abroad opportunities for USBI students and creating opportunities for earning international university credit and a fully-credentialed international degree in Indonesia;
55. *'International Pathway Student'* is a USBI student who studies abroad in any of the Pathway Programs;
56. *'Internship'* is the formal apprenticeship, work-based training, temporary employment, or another form of a guided professional experience that a student undertakes externally at an organization or under the auspices of A professional or practitioner;
57. *'Joint degree'* is a special degree program in which two degree programs have aligned curricula to broker a single degree that shares the branding of both host programs (and host institutions);
58. *'Learning Outcome'* is the concise measurable statement that specifies the knowledge, skills or attitudes that the students are expected to know, understand or be able to demonstrate at the end of a course to obtain a passing grade;
59. *'Learning Resource'* refers to the materials—such as books, podcasts, slide presentations, articles, case studies, lab materials, or technology—that facilitate learning;



60. *'Lesson Plan'* is the formal guide that an educator develops for a single class session; and includes class topic and overview, class date, objectives, materials/resources needed, and structured and guided learning components;
61. *'Ministry'* shall refer to the Indonesian Ministry of Education;
62. *'Multi-entry, Multi-exit'* is the university's agenda for promoting access and lifelong learning through flexible degree and non-degree course offerings that permit students to pause and resume their progress in a degree program and also open pathways for transfer-in and transfer-out of USBI;
63. *'New Student'* is an USBI student who is in his/her 1<sup>st</sup> year of study;
64. *'Non-Degree Student'* is a student who is not enrolled in any USBI degree program;
65. *'On-Campus course'* refers to a course that is delivered at USBI's campus;
66. *'Part-time Student'* is a student who studies less than 12 credits per semester or one who is not enrolled in a degree program;
67. *'Practicum'* is any activity that involves the use of laboratory and/workshop as part of the instructional activities;
68. *'Practices' (Academic Practice)* is the curricular, co-curricular, and extra-curricular components or contributing elements of a study program that provide a student with professional experience, on-site skill development, or the opportunity to directly apply knowledge and/or skills learned in the classroom in a real-world setting or simulation;
69. *'Professional Development Curriculum'* is the final project, internship, and practicums that a student completes during their study program;
70. *'Professional Training'* is higher education after an under-graduate program that prepares students for a job with the requirements of a special set of skills;
71. *'Recognition of Prior Learning'* is the process of awarding academic credit or awards for existing skills, knowledge, and experiences;
72. *'Registration (or 'Course Registration)'* is the obligatory process in which students sign up for courses before each semester;
73. *'Research'* is the process of producing new knowledge and/or utilizing existing knowledge in novel ways to synthesize new concepts, establish methodologies, and enhance understandings for the purpose of applying solutions to problems and advancement of sciences, technology and arts;
74. *'Return Path'* is the component of the Pathway Program that is involved when a student returns from their study abroad, and sometimes international work experience, to USBI;
75. *'Social Learning Space'* refers to any physical or virtual environment in which members of the academic community communicate, share, and collaborate;



76. *'Student-Centered Education'* refers to the philosophy of education that shifts the emphasis of education from the teacher to the student in the areas of teaching, learning, and support services;
77. *'Students'* are persons enrolled in and studying at USBI;
78. *'Study Guide'* (or Course Study Guide) is a student's primary document for navigating a course week by week or topic by topic;
79. *'Study Plan'* refers to a students' semester course schedule that is developed together between student and academic advisor at the beginning of each semester.
80. *'Summative Assessment'* indicates the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a course of program based on the final assessment of the course or program;
81. *'Syllabus'* (or *syllabi* when plural) refers to the document that outlines a course and includes all or most of the following components: course title; course code; course description; credit hours, prerequisites, co-requisites, semester and year, learning outcomes, lecturer name and contact information; meeting location, date, and time; topics, resources and course materials; assignments and due dates; grading and assessment structure; and any unique class policies or expectations;
82. *'Thesis'* is an in-depth, written research paper that is completed by an individual student in fulfillment of the Final Project requirement;
83. *'Transfer Students'* are USBI students who change study programs internally or externally, and/or enter USBI from an another higher education insitution;
84. *'USBI Pathway Program'* is a joint implementation of the university-LSCS common curriculum scheme in years 1 and 2, based on mutual credit delivery and recognition, leading to an LSCS Associate's degree, which is to be delivered in Indonesia.
85. *'Vice Rector for Academic and Student Affairs'* is the member of the University Executive who is responsible in governing the academic and student affairs;
86. *'Visiting Exchange Student'* is a student who is enrolled in another university but is taking classes at USBI for credit at the other university; and
87. *'Work-Based Learning'* refers to learning through direct experience in a real-world professional setting.

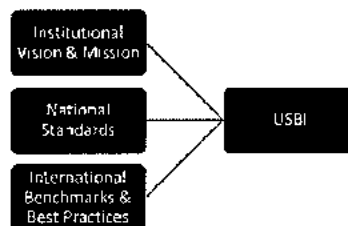


## Part II: Academic Principles

---

### Article 1: Guiding Framework

The design of the learning environment for USBI's Academic Units, curriculum, teaching, learning methodologies, and learning spaces are based on three guiding frameworks: USBI's institutional vision and mission, national standards of higher education, and international benchmarks and best practices in education.



### Article 2: Institutional Vision and Mission

USBI's institutional vision, mission, and objectives are guided by the vision and mission of the Putera Sampoerna Foundation (PSF), and the agenda of the Siswa Bangsa Education Ecosystem which strives to improve the access and quality of Indonesia's education system and develop international educational pathways and partnerships. The pillars of leadership, entrepreneurship, and social responsibility are instilled in the "DNA of the university." USBI's vision is to become an internationally recognized university inspired by the philosophy of the Putera Sampoerna Foundation to build a better future for Indonesia.

USBI's mission is to educate future leaders who possess the distinctive USBI characteristics of leadership, entrepreneurship and social responsibility and are committed to giving back to Indonesian society through a lifelong engagement with the work of the Putera Sampoerna Foundation.

### Article 3: National Standards

Guided by The Indonesian Ministry of Education and Culture through the Directorate General for Higher Education (DIKTI), USBI complies with national regulations, policies, and standards for higher education. National curriculum requirements are incorporated as core components of the USBI curriculum and inform key outcomes in graduate profiles.

### Article 4: International Benchmark and Best Practices

The curriculum is benchmarked to international standards of best practice in quality higher education. USBI employs a group of international professionals and collaborates with universities world-wide to facilitate international student mobility and to enhance national



educational practices. Additionally, USBI and its faculties and institutes shall pursue international accreditations that are consistent with its institutional objectives.

#### **Article 5: Principles**

1. To carry out its vision and mission, USBI commits to,
  - a. the philosophy of student-centered education across all areas of its operations, from course offerings, student support services, to the physical and on-line social learning environments;
  - b. excellence and future-oriented in learning, teaching, research, and community engagement;
  - c. praxis education<sup>2</sup>, knowledge creation, and workforce development; and
  - d. the vision and mission of the Putera Sampoerna Foundation and the agenda of the Siswa Bangsa Education Ecosystem<sup>3</sup>.

#### **Article 6: Delivery of Objectives**

1. To deliver on its vision, mission and supporting objectives USBI commits to,
  - a. develop, in students, an understanding of the provisional nature of knowledge and, through this, an understanding of the nature and role of research;
  - b. undertake interdisciplinary research in a focused number of fields of study that are relevant to Indonesia and the interests of the University;
  - c. develop close ties within its internal faculty structure to ensure that graduates from one discipline are aware of the strengths and ways of thinking of other disciplines, thus promoting the easy movement of graduates across discipline boundaries;
  - d. recruit faculty and staff from Indonesia and abroad who are qualified and capable of developing and delivering curricula of international standards;
  - e. develop an internal physical structure for USBI that enhances the movement between, and linkages across, discipline boundaries;
  - f. develop, and use, a network of social learning spaces across the University campus;
  - g. empower students with the characteristics of leadership, entrepreneurship and social responsibility through customized curriculum, teaching and learning methods, and collaboration with the Siswa Bangsa Education Ecosystem;
  - h. nurture a culture of intellectual exchange in our community through engaging academic programming;

---

<sup>2</sup> 'Praxis education' refers to experiential and "action learning" process that is achieved when the learning process is integrated with real world application.

<sup>3</sup> See Article 4: Institutional Vision and Mission.



- i. develop an understanding of, and commitment to, the need for lifelong learning in all students and staff;
- j. ensure engagement with research that can offer new perspectives and ways of thinking;
- k. integrate an English language provision into all USBI programs together with courses on Indonesian language and culture;
- l. work closely with external professional organizations to ensure that graduates are aware of the need for long term personal and professional development;
- m. develop effective partnerships with a range of national and international universities and research institutes; and
- n. develop an understanding of the challenges facing the modern world, and promote an understanding of the crucial need for Indonesia to be intellectually and economically competitive now and in the future.

#### **Article 7: Disciplinarity**

1. USBI strives to deliver teaching, learning, and research across traditional disciplinary boundaries.
2. The following are internal USBI definitions for describing converging academic disciplines,
  - a. *Mono-disciplinarity* refers to a single-discipline approach towards scholarship;
  - b. *Cross-disciplinarity* refers to a multi-discipline approach towards scholarship that involves collaboration, knowledge sharing, and communication across disciplines;
  - c. *Inter-disciplinarity* refers to a *disciplinarity* form that extends from the traits of cross-disciplinarity but is characterized by a greater degree of integration and synergy and includes shared language/terminology, resource-sharing, common goal setting, and new integrated theory and knowledge; and
  - d. *Trans-disciplinarity* refers to a *disciplinarity* form that evolves from inter-disciplinarity but is characterized by the emergence of a new, holistic discipline that includes new theory and knowledge. Trans-disciplinarity brings about new perspectives, theory, and discourse.
3. Students will receive instruction and learning activities across all of these categories, through the General Education, Discipline, and Professional Development curricula.

#### **Article 8: Principles of Engagement**

1. USBI shall engage in a variety of strategic collaborations and partnerships with global universities, leaders in industry, and public sector entities to strengthen its educational programs.



2. Academic and professional development offerings shall continue to be calibrated with real demands in the workforce, including in future growth industries. Program and course offerings, as well as graduate profiles and learning outcomes shall be closely synchronized with workforce demands.





## Part III: Academic Governance and Structure

---

The Academic Structure is outlined and governed by the University Statutes.

### Article 9: University Senate

1. The University Senate is the highest normative academic body. Its responsibilities are outlined in the Statutes.
  - a. The University Senate is made up of the following standing committees, who's roles and responsibilities are outlined in the Senate Bylaws and within this document:
    - i. University Senate Committee on Planning and Development,
    - ii. University Senate Committee on Learning, Teaching and Curriculum Development,
    - iii. University Senate Committee on Partnerships and Industry Engagement,
    - iv. University Senate Committee on Research,  
The Committee on Research is responsible for setting up and regulating the Institutional Review Board responsible for approving all student, faculty, and university research that involves human subjects.
    - v. University Senate Committee on Selection, Nominations and Promotions,
    - vi. University Senate Committee on Quality Assurance, Enhancement and Performance,
    - vii. University Senate Committee on Discipline, and
    - viii. University Senate Committee on Admissions.

### Article 10: Faculty Academic Councils

1. 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 University Senate.
2. The Faculty Academic Councils are composed of Academic Staff including all Heads of Study Program, Vice-Deans, Professors, and the Dean.
3. The Dean will chair the Faculty Academic Council.
4. The Faculty Academic Council is the body as highest normative academic body in the faculty.
5. Each Faculty Academic Council shall form its own bylaws.
6. The Faculty Academic Council must comply with all university policies and regulations.



#### **Article 11: Industry Advisory Board**

1. The Faculty Industry Advisory Board shall,
  - a. assist in establishing and advocating for USBI's internships and experiential learning programs, apprenticeships, advising on work-based learning in the curriculum, and research and employment placements;
  - b. serve in an advisory role only, providing advice to the Dean and Academic Staff;
  - c. be composed of 4-5 members, members shall be relevant industry professionals;
  - d. be held at least three times a year, but may be held as often as needed;
  - e. have a two year renewable term;
  - f. institute bylaws;
2. The University Industry Advisory Board shall,
  - a. To take advantage of potential efficiencies and apply institutional learning from individual faculties across the university, the university will form the USBI Industry Advisory Board (IAB);
  - b. The IAB will be charged with informing the development of the university as an incubator for cross-industry application of emerging technologies and best practices;
  - c. The University IAB shall serve in an advisory role only, providing advice to the University Council and Executive;
  - d. The University IAB shall be made up 7-9 members, including at least one member from each Faculty Industry Advisory Board as well as other industry experts including those whose expertise cuts across industries;
  - e. Members shall elect a Chair from amongst themselves;
  - f. The Chair of the IAB shall be nominated to be a member of the University Council;
  - g. Meetings shall be held at least three times a year, but may be held as often as needed;
  - h. Members will have a two year renewable term; and
  - i. The IAB may institute bylaws, but informal meetings are equally as welcomed.

#### **Article 12: Academic Units**

1. In order to create a new Academic Unit the following procedures must be followed,
  - a. Per the Statutes Article 29 an Academic Unit may be established upon the recommendation of the Senate and the confirmation of the University Council.
  - b. The Senate, through the Committee on Learning, Teaching and Curriculum and in coordination with the Committee on Planning and Development shall define the process of establishing a new Academic Unit;



- c. The Senate must present market research and demand for a new Academic Unit to the Council. The Council at any time may request more information from the Senate in regards to the new Academic Unit.

#### **Article 13: Academic Unit**

1. Academic Units shall include faculties, institute, and laboratories and special facilities.
2. Faculties consist of Faculty of Education, Faculty of Business, Faculty of Art and Media, and Faculty of Science and Technology.
3. Institute consist of Institute for Social Development and Community Outreach, Institute of Language and Communication, and Institute of Leadership and Entrepreneurship.
4. Policies and regulations related to the Faculties should be based on the article 31 of USBI's Statute.
5. Policies related to the Institute should be based on the article 32 of USBI's Statute.

#### **Article 14: Academic Support Units**

1. The Learning, Teaching and Curriculum Development Unit shall,
  - a. The Learning, Teaching and Curriculum Development Unit is responsible for embedding innovative approaches into learning, teaching and curriculum delivery, developing strategies for work-based/action and group learning, ensuring student-centered learning approaches, and obtaining student feedback; and
  - b. The Unit also facilitates the development of learning, teaching and curriculum within the University, supports continuous Academic Staff development in learning, teaching and curriculum and promotes research and publications in higher education pedagogy.
2. Academic Registry
  - a. The Academic Registry is responsible for the arranging and management of all academic administration aspects in the University.
  - b. Academic administration aspects are consist of but limited to,
    - i. student enrollment and registration
    - ii. study plan
    - iii. students' academic performance data
    - iv. transcript, diploma, and certificate
    - v. PDPT (*Pangkalan Data Pendidikan Tinggi*) report
  - c. Policies and procedures for academic administration should be approved by Vice Rector for Academic and Student Affair, and endorsed by the Senate.



### **3. University Library**

- a. Library is charged with supporting teaching, learning and research activities in the University.
- b. The Library policies and procedures should be approved by Vice Rector for Academic and Student Affairs, and endorsed by the Senate.

### **4. Student Affairs**

- a. Student Affairs offers a variety of student support services ranging from academics to student life.
- b. Student Affairs is led by a Director and is overseen by the Vice-Rector for Academic and Student Affairs.
- c. Student Affairs' roles and responsibilities are outlined and defined future in the Student Affairs policies.

#### **Article 15: Academic Staff**

1. Academic Staff include the University Executive, Deputy Vice-Rector, Dean, Vice Dean, Head of Center/Institute, Head of Study Program, Professor, Associate Professor, Senior Lecturer, and Lecturer.
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 through the Senate 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 the University.
6. Academic Staff are subject to the rules and regulations of the Senate and Faculty Handbook.

#### **Article 16: Research and Development**

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



3. Academic staff who wishing to conduct research are highly encouraged to apply for external grants from local, government, and/or international sources. The Institute for Social Development and Community Outreach (ISDCO) will assist in facilitating this process.
4. Trans-disciplinary and inter-faculty research remains a priority of USBI, and opportunities for collaboration internally and externally should be actively sought by faculty. The ISDCO will facilitate this process.
5. Academic Staff are also encouraged to engage in institutional research that aims to strengthens the USBI DNA and which results may influence policies to ensure USBI's institutional efficiency and effectiveness
6. USBI further encourages research that supports the development of teaching and learning and operations within the university. USBI strives to implement evidence-based practices, and research will heavily contribute to the university's development and excellence.
7. Research that significantly contributes to the development of the USBI 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 Siswa Bangsa Educational Ecosystem, as well as with external stakeholders.

#### **Article 17: Community Services**

1. USBI faculty members, staff and/or students are mandated to carry out community service to meet academic requirements as required by the government of Indonesia and/or USBI.
2. Those who are doing community service may apply for grants provided by USBI, DIKTI or other external sources, and ISDCO will assist in coordinating grant application and/or implementation.
3. All community service results reached by USBI faculty members should be properly documented, and publication of findings is highly encouraged.
4. Community service must be designed and conducted in adherence to USBI vision, mission, and policy.

#### **Article 18: Educators**

1. Educators are responsible for the planning and delivery of all academic activities and educational process of the University.
2. Educators are appointed as Professor, Lecturer, and Instructor or Tutor, subject to national regulation on the classification of academic rank/ position.
3. Educators include all Academic Staff, Visiting Professors, Visiting Lecturers, Tutors, and Instructors.



## Part IV: Credits

### Article 19: Credit Composition

Composition <sup>4</sup>	Weeks	Total
<ul style="list-style-type: none"> <li>60 Self-Managed Learning</li> </ul>	X16 weeks in a semester (including semester assessment)	=45 hours
<ul style="list-style-type: none"> <li>50 Facilitated Learning (face-to-face)</li> </ul>		
<ul style="list-style-type: none"> <li>60 minutes of Application and Practice</li> </ul>		

### Article 20: Credit Load

1. A standard credit load at USBI for full-time students is 18 credits per semester.
2. Students wishing to pursue more than 18 credits must meet the Grade Point Average (GPA)<sup>5</sup> requirements described within these polices and must receive formal permission from their academic advisor.
3. Students must adhere to the following credit load requirements that are regulated by GPA.

Table: Maximum credit load based on GPA

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

### Article 21: Degree Offerings

1. The Bachelor's Degree (Sarjana 1, S1) carries the requirements of,

<sup>4</sup> Terms are defined in Article:

<sup>5</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) [see below].



- a. at least 144 and no more than 160 credits (depending on study program)<sup>6</sup>;
  - b. completion of the USBI General Education;
  - c. completion of all Program and Faculty requirements;
  - d. completion of the Professional Development requirements; and
  - e. compliance with all University and Ministry regulations.
2. The Diploma-4 (D4) degree carries the requirements of,
    - a. at least 144 and no more than 160 credits (depending on study program)<sup>7</sup>;
    - b. completion of all Program and Faculty requirements; and
    - c. compliance with all university and Ministry regulations.

#### **Article 22: International Credit Earning**

1. Through dual degree, joint degree, or other types of partnerships, students may be eligible to receive internationally recognized credits for USBI or a partner institution's coursework.
2. Students who earn international credits through a partner institution may earn a transcript from that partner, in addition to a USBI transcript.

---

<sup>6</sup> Subject to determination from the faculty academic council.

<sup>7</sup> Subject to determination from the faculty academic council.



## Part V: Curriculum

---

### Article 23: Opening New Study Program

1. New study program may be opened based on the Strategic Plan.
2. Initiative for opening a new study program may come from the Dean, University Executive, University Senate, or University Council, and should be equipped with sufficient preliminary study and business plan.
3. A comprehensive feasibility study should be developed by the Taskforce appointed by the Rector and consisting of qualified persons.
4. Proposal for opening new study program should be endorsed by the Faculty Academic Council, and approved by the Senate and University Council prior the submission to the DIKTI.

### Article 24: Closing Study Program

1. An existing Study program may be closed if it fulfills one of the following factors:
  - a. The Study Program is not appropriate with the trend of science, technology and/or art in the related field of science;
  - b. Found significant decrease in the number of students for several years; or
  - c. Oversupply of graduates in related field of study that cause the rate of workforce absorption is getting lower from time to time.
2. Proposal for closing an existing study program should be prepared by the Head of Study Program and approved by the Faculty Academic Council, Senate, and University Council

### Article 25: Curriculum Framework

1. The curriculum framework includes,
  - a. General Education Curriculum;
  - b. Discipline Curriculum; and
  - c. Professional Development Curriculum.

### Article 26: General Education (Institutional Core Curriculum)

1. General Education is the University's common course requirements—including humanities, mathematics, natural sciences, social sciences, language, and institutional distinction content—that are necessary for degree completion by all students across study programs;<sup>8</sup>
2. USBI employs a multi-faceted and interdisciplinary General Education framework that includes cross- and inter-disciplinary content as its institutional core curriculum.

---

<sup>8</sup>Aligned to LSC Policy Manual V.B.2.02 "Core Curriculum Defined".





3. The General Education is benchmarked to traditional American higher education curriculum; is guided by Indonesian standards in higher education; and encompasses the core institutional values and traits of USBI.
4. Embedded components in the General Education (Leadership, Entrepreneurship, Social Responsibility, Research Methods, and Statistics) are flexible requirements based on mastery of specific student competencies. These competencies can be achieved across content areas.
5. The Senate is responsible for setting General Education requirements and learning outcomes.
6. The General Education Curriculum shall have necessary compliance with Indonesian National Standards and International Partnerships.

#### **Article 27: Discipline Curriculum**

1. Discipline Curricula follow a hybrid Academic and Professional Development curriculum leading students to breadth and depth of knowledge and skills.
2. The Faculty Academic Council responsible for designing the Discipline Curricula of their faculties.

#### **Article 28: Professional Development Curriculum**

1. The Professional Development Curriculum is a three-component curriculum that is designed to equip students with applied skills and professional experience. The framework is adaptable and is tailored to fit each study program.
2. A three-components and minimum requirements of the Professional Development Curriculum are the completion of,
  - a. various practicums throughout semesters 1-8;
  - b. an external, faculty-directed internship in semesters 6-8; and
  - c. a Final Project in semesters 7-8.
3. The Senate is responsible for setting Professional Development Curriculum requirements and learning outcomes.

#### **Article 29: Competencies and Graduate Profile**

1. University Competencies and Graduate Profiles are set and reviewed by the University Senate at least every four years and must be achieved by all USBI students.
2. The USBI Competencies are as follows;
  - a. *Competency 1: USBI graduates are confident and critical scholars in a specialist subject or interdisciplinary field of knowledge.*  
USBI 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.

*b. Competency 2: USBI graduates think critically and solve problems.*

USBI graduates reason logically, evaluate and use evidence to support or oppose arguments and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. USBI 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.

*c. Competency 3: USBI graduates are personally and socially responsible.*

USBI graduates value integrity, perceive moral dimensions, and pursue excellence based on the USBI values and professional ethics. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. USBI graduates have a sense of responsibility to family and the broader community, promote sustainable development, and contribute to the greater humanitarian good, while respecting the democratic rights of individuals who are different and those from minority groups.

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

USBI 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. USBI graduates have excellent interpersonal skills and are confident users of technology in professional settings.

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

USBI 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. USBI graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens across time and space.

*f. Competency 6: USBI graduates communicate effectively.*

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



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

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

- i. a commitment to critical reflection, self-directedness, self-discipline and lifelong learning;
- ii. a sensitivity to and respect for a pluralistic society in intercultural and international settings;
- iii. an awareness of self in relationship to others and the benefits of working in teams;
- iv. an appreciation of creative expression for social transformation;
- v. 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;
- vi. a commitment to responsible citizenship as a contributing member of society; and
- vii. initiative, resourcefulness, enterprise and enthusiasm for discovery and innovation.



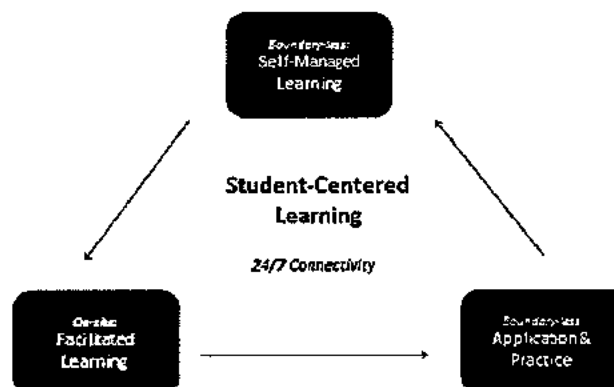
## Part VI: Academic Delivery

---

### Article 30: Learning and Teaching Model

#### Student Centered Learning

1. The USBI Learning and Teaching Model emphasizes on Student-Centered Learning comprising three main components of: (i) Self-Managed Learning, (ii) Application, and (iii) Practice as well as Facilitated Learning. See diagram on the USBI L&T model below:
  - a. 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 online environment that is, wherever the student decides to be based on his or her needs and preference. Both physical and virtual environments will constitute the learning space of students.
    - i. 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.
    - ii. 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 real world practice.
  - b. The third component of facilitated learning is expected to occur 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.





2. Student-centered learning (SCL) focuses on the student and their needs. It aims to overcome problems inherent to more traditional forms of education or teacher-centric education (where the teacher is the center of attention or the “sage” who knows everything about the subject that is being taught). Learning and teaching at USBI will be focusing on the student instead. The educator will become the “guide on the side” who aims to facilitate and manage the learning in ways that will ensure that students achieve the prescribed learning outcomes for the course. The educator’s primary role will be to help the student learn rather than become a one way transmitter of knowledge. In other words, the primary aim of the educator is to produce the learning in both physical and virtual learning spaces.
3. The SCL approach will expect educators to be flexible with their design and delivery of the curriculum, course content, and interactivity of the learning process utilizing the most current and appropriate methods to provide relevant, appropriate and meaningful learning opportunities to students. The design and delivery as such, will need to cater, among others, to the unique learning style of the student. An example of SCL is flipped learning or the flipped classroom approach where Harvard University, for example, has employed the latter using case study methods since 1991.
4. USBI Learning and Teaching Model will emphasize the “flipped” method of learning in which the student will take responsibility to undergo the “education” prior to the face-to-face instruction and interaction with educators and after this proceed to the facilitated learning sessions and application and practice sessions (refer to USBI L&T model)
5. Implementation of SCL approaches will empower and motivate the learner to take ownership of their own learning.

### **Experiential Learning**

1. Experiential learning is about “learning through experience” or “learning by doing.”
  - a. In “learning by doing,” it would focus on problem solving and critical thinking rather than memorization and rote learning. It should provide concrete learning experiences where students are involved in learning content in which they have a personal interest, need or want. Student learning takes place as a result of being personally and actively involved such as through discussion, group work, hands-on participation, and applying what they have learned outside the classroom.
  - b. In “learning through experience” relevant and meaningful learning experiences are provided to purposefully engage students during which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting. This includes internships, undergraduate research, open-



- ended projects (guided discovery), field study, study abroad, fellowship, practicum, student-teaching, volunteer experiences and other creative and professional work experiences.
- c. Students will be supervised and assessed and can promote interdisciplinary learning, cultural awareness and bring about leadership and other professional and intellectual skills. They will go through reflective thought. Opportunities are provided for students to write or discuss their experiences and should be ongoing throughout the process. These opportunities should involve the whole person: intellect, senses, feelings and personalities.
2. According to David Kolb, proponent of the experiential theory, this type of learning can be defined as "the process whereby knowledge is created through the transformation of experience." There are two different ways of grasping experience: Concrete Experience and Abstract Conceptualization. There are two ways of transforming experience: Reflective Observation and Active Experimentation. These four modes of learning are often portrayed as a cycle (see below).

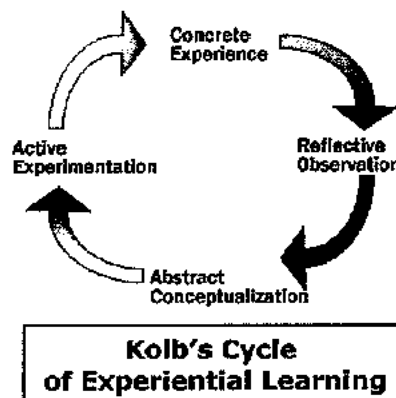


Image by Karin KGrk

Source: [http://serc.carleton.edu/images/introgeo/enviroprojects/kolb\\_cycle.gif](http://serc.carleton.edu/images/introgeo/enviroprojects/kolb_cycle.gif)

### Technology-based Learning

1. In order to become a 'next generation' university, USBI will leverage on current but appropriate 21st century pedagogies and employ various learning technologies such as learning management systems, social media, open resources, cloud-based technologies and the like to support those pedagogies.
2. Technology-based Learning will be made a part of learning and teaching at USBI as the university strives to be a 'next generation' university that will have an efficient



and effective flexible curriculum structure. It will allow USBI to manage the product life cycle in fast-moving disciplines or interdisciplinary fields of study.

3. USBI graduates are expected to be next generation leaders and entrepreneurs for the betterment of Indonesia. It is imperative that technology-based learning be used to support this expectation. Used appropriately, technology-based learning can be leveraged on to develop required skills in the following domains: (i) intellectual skills and knowledge, (ii) affective skills, and (iii) knowledge and experience in the practical domain.
4. USBI will provide the necessary ICT infrastructure and facilities for learning and teaching for technology-based learning and to support the technology needs of students and educators.
5. 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.

#### **Article 31: Academic Calendar**

1. The Academic Calendar consists of the schedule for learning and teaching processes, graduation, and holidays.
2. The Academic Calendar is prepared by the University Secretariat and is approved by the Senate no later than six (6) months prior to the beginning of each Academic Year.
3. In any one Academic Year there will be two main semesters, odd and even semester, and one short semester.<sup>9</sup>

#### **Article 32: Short Semester**

1. The Academic Calendar may include a Short Semester (Summer Semester), between the Odd and Even Semester.
2. The maximum credit load for students during the short semester is nine credits.
3. The total workload of the short semester and two regular semesters within an academic year is maximal 48 credits.

#### **Article 33: Modes of Delivery**

1. Degree course offerings are categorized into three groups:
  - a. On-campus course is one that is delivered at the USBI campus;
  - b. Hybrid Course is a course that has both on-campus and virtual instruction;and

---

<sup>9</sup> Odd Semester refers to the Fall Semester and Even Semester to Spring Semester in traditional American systems.



- c. Online course is one in which the instruction occurs when the ICT is used to mediate learning between students and their educator who are not in the same physical setting
2. The Vice-Rector for Academic and Student Affairs is responsible for administering internal policy, strategy, and professional development that pertain to course delivery.

#### **Article 34: Syllabus**

1. Syllabi shall be developed by lecturers responsible for teaching the course and approved by the Heads of Study Program prior to the course being taught.
2. Any revisions to the syllabus while the course is in session must first be approved by the Head of Study Program, and then announced to the enrolled students and the Learning, Teaching, and Curriculum Unit.
3. The standard operating procedure for syllabi development, administration, and review will be developed by the Learning, Teaching, and Curriculum Development Unit and approved by the Vice Rector for Academic and Student Affairs.
4. The standard operating procedure will be reviewed at least once per two years.

#### **Article 35: Course Guide**

1. Course Guides shall be developed by the lecturers responsible for teaching the course and are approved by the Head of Study Program prior to the course being taught.
2. The standard operating procedure for course guide development, administration, and review will be developed by the Learning, Teaching, and Curriculum Unit and approved by the Vice Rector for Academic and Student Affairs.

#### **Article 36: Student Data**

1. The University may collect data from students including,
  - a. Personal data includes contact, family, and educational history; and
  - b. Academic data includes grades and written assessments.
2. Upon enrollment, students must consent to having personal and academic data recorded by the University various teaching, research, and administrative purposes.
3. USBI and its Provider Agency will not share or distribute this information to any external organizations without receiving prior consent from the student.
4. Students are permitted restricted access to these records by making a request with the Academic Registry.
5. Academic Registry is responsible for publishing all restrictions and regulations about student data in the Student Handbook.





## Part VII: Student Pathways

---

### Article 37: Multi-entry, Multi-exit Pathways

1. To expand educational opportunity, USBI offers multiple entry points, pathways, and degree plans for its students.
2. The Senate may approve additional pathways, entry and exit points.
3. The Vice Rector for Academic and Student Affairs is responsible for regulations and procedures for each pathway.

### Article 38: Degree Program Students

1. Degree Students are any student enrolled in any of the programs listed in Article 21: Degree Offerings.
2. All Degree Students are all Full Time Study students, with the exception of extension program students.
  - a. The USBI Extension Program is a part-time study program for adult and working students who wish to take on university studies, most often to upgrade their degree from a D1, D2, or D3 to an S1 (bachelors) or D4 program.
3. Full Time Degree Students include all year 1, 2, 3 and 4 students, all Pathway Students, all USBI Exchange Students and all students completing the Capstone Program.
4. Full Time Degree Students will receive full access to student advising, academic support services, library and all student support services.
5. Full Time Degree Students are subject to all USBI rules and regulations and academic accountability.

### Article 39: Non degree Program Students

1. All non-degree program students are part-time students with the exception of international exchange students.
2. Non degree program students include students who audit USBI courses, study individual courses, or are visiting on an exchange.
3. Non degree students are subject to all USBI rules and regulations and must uphold USBI academic integrity rules and regulations but are not subject to USBI academic accountability.

### Article 40: Transfer Students

1. There are two types of transfer students, they include,
  - a. Internal Transfer Students are students who change study programs;
    - i. A student who is transferring within a faculty must receive approval from the Academic Advisor and the Faculty Dean and notify Academic Registry.



- ii. A student who is transferring from one faculty to another must receive approval from the Academic Advisor and both Faculty Deans and notify the Academic Registry.
  - iii. The Faculty Academic Council of the student's new study program is responsible for reviewing and awarding credits for all courses studied in the previous study program.
- b. External Transfer Students are students who enter USBI from an another higher education insitution.
- i. A student who is transferring from another higher education institution must receive approval from the Faculty Dean and notify the Academic Registry;
  - ii. External Transfer Students will be admitted and have all the rights and responsibilities as Full Time Degree Program Students;
  - iii. All External Transfer Students must attend a Transfer Student Orientation held by Student Affairs;
  - iv. All credits earned at the previous university will be subject to USBI's External Credit Earning policy (see article 80).

#### **Article 41: International Pathway Program**

1. The International Pathway Program enables international mobility for students who study at an overseas university after the first, second or third year, and then return to USBI.
2. Students who pursue degree completion overseas will continue to be enrolled in USBI and will be required to submit a semesterly academic report to their Academic Advisor.
3. Students will continue to receive access to USBI resources, including academic and career advising services.
4. Upon returning from their overseas study, USBI Pathway students shall complete a Capstone Project that will fulfill the USBI Final Project requirement.

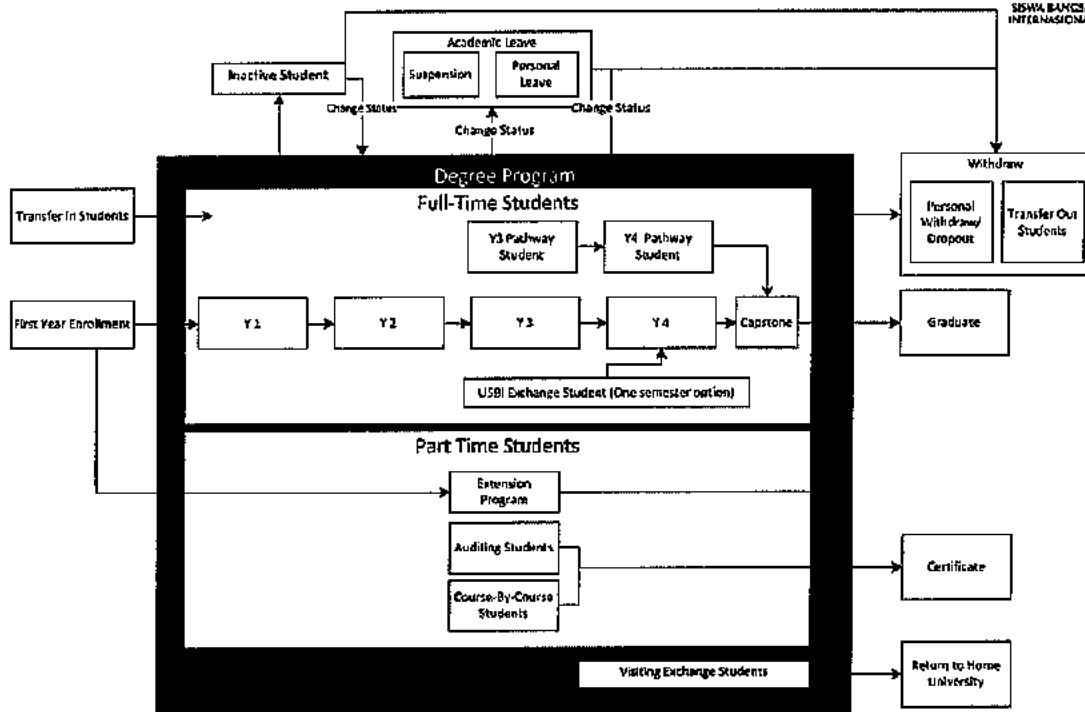


THE  
SAAMPOERNA  
UNIVERSITY

## USBI Student Pathways



UNIVERSITAS  
SEBELAS MARET  
INTERNASIONAL





## Part VIII: Student Status

---

### **Article 42: Active Student**

'Active Student' refers to a degree student who has paid all of the student fees and is registered for courses.

### **Article 43: Inactive Student**

1. Inactive student refers to a student who does not register and fulfill the financial and administrative requirements to be a student by the stated deadline.
2. To be reinstated as an active student an "inactive student" must fulfill all outstanding financial and administrative responsibilities. This can only occur in the following semester.

### **Article 44: Academic Leave**

1. Academic Leave releases the student from the obligation to follow academic activities and is not counted in the student's length of study.
2. Students may go on Academic Leave to 'pause' their study program for an entire semester.
3. A student is permitted a maximum of four semesters of Academic Leave, but may not take a single period of leave for more than two semesters.
4. A student must request a period of Academic Leave from the Academic Registry with approval from their Academic Advisor and Dean.

### **Article 45: Withdraw**

1. 'Withdraw' refers to the exercisable option for students to exit the university, stop paying fees, and attending courses—usually for the purpose of transferring to another institution.
2. To withdraw, a student must submit a formal request to their Academic Advisor and Dean.
3. Students wishing to return to USBI after withdrawing must wait at least 12 months and reapply through the University Admissions process.



## Part IX: Student Registration

---

### **Article 46: Enrollment, Course Registration, and Change of Status**

1. Enrollment is the initial registration process that occurs in advance of a student's studies at USBI.
2. Course Registration is the process of registering for courses at the beginning of each semester.
3. Change of status is the formal process of changing student status (for example Full time to Part time, Active to Academic Leave, etc).
4. Student Registration involves the settlement of tuition fees and other financial obligation.
5. Procedures for enrollment, course registration, and change of status will be published in the Student Handbook by the Academic Registry.
6. The procedures must be reviewed at least once every two years.

### **Article 47: Study Plan**

1. Study Plan refers to a student's semester course schedule that is developed together between student and Academic Advisor at the beginning of each semester.
2. Students who are enrolled as "active" students must create a study plan. If the student fails to create a study plan, the Academic Advisor will formulate a study plan which the student must follow.
3. Study Plan procedures will be published in the Student Handbook by the Academic Registry.
4. The procedures must be reviewed at least once every two years.

### **Article 48: Drop/Add Courses**

1. Students may Drop/Add courses during the first two weeks of a semester.
2. Students must consult and receive approval from their Academic Advisor to Drop/Add courses.
3. The Academic Registry shall provide the proper standard operating procedures and documentation for the Drop/Add process, with approval from Vice Rector for Academic and Student Affairs.
4. Drop/Add procedures will be published in the Student Handbook.
5. The procedures must be reviewed at least once every two years.



#### **Article 49: Academic Advisor**

1. Each student will have an Academic Advisor who will be assigned to the student by the Head of Study Program when the student first enrolls at USBI.
2. An Academic Advisor will be assigned as an advisor for a maximum of 20 students.
3. A student may request a change of Academic Advisor by submitting a request to the Head of Study Program who will review the request and approve or reject the appeal, if rejected the reason shall be shared with the student.
4. Academic Advisor assignments must be reported to the Academic Registry and Student Affairs.



## Part XI: Academic Standing<sup>10</sup>

---

### Article 50: Academic Standing Administration

1. To assist all students in reaching their full potential, USBI commits to developing a comprehensive strategy for supporting students who fall into academic sanctions.
2. Student Affairs in coordination with Learning, Teaching, and Curriculum Development Unit will develop this plan, which will necessarily involve Heads of Study Programs and Student Affairs, and will be approved the Senate.
3. Student Affairs is responsible for publishing and socializing academic sanctions to all students and faculty.
4. Head of Study Programs and Academic Advisors shall receive training for dealing with students on academic sanctions.

### Article 51: Good Standing

1. If a student maintains Good Standing status throughout their study in a degree program, they will remain on track to graduate on-time.
2. To maintain Good Standing a student must maintain the following criteria:
  - a. semester GPA of 2.75 and
  - b. cumulative GPA of 2.75.

### Article 52: Academic Warning

1. A student shall be given an Academic Warning if they earn a semester or cumulative GPA of less than 2.75.
2. Academic Warning is administered by the Dean of Faculty.
3. The student's Academic Advisor, Head of Study Program and Student Services will be alerted if a student is placed on Academic Warning.
4. The student will be required to have a meeting with the Head of Study program and the student's Academic Advisor if they are given an Academic Warning.

### Article 53: Academic Probation

1. A student who earns a semester or cumulative GPA of less than 2.75 for two continuous semesters or a GPA of less than 2.0 in a single semester will be placed on Academic Probation.
2. Academic Probation is administered by the Dean of Faculty.
3. The student's Academic Advisor, Head of Study Program and Student Affairs will be alerted if a student is placed on Academic Probation.

---

<sup>10</sup> LSC catalog 2012-13 p.78



4. The student's Academic Advisor in coordination with the Head of the Study Program and Student Affairs will design an Individual Learning Plan (ILP) for the student for at least a year.

#### **Article 54: Academic Suspension**

1. A student who earns a semester or cumulative GPA of less than 2.75 for three continuous semesters will be placed on Academic Suspension.
2. Academic Suspension will result in a student being denied enrollment for one semester.
3. A student who re-enters after having been suspended will return on Academic Probation status and will be subject to the requirements outlined above.





## Part XII: Agency Model

---

### Article 55: Agency Model

1. *'Agency' refers to a prototype business housed within USBI for the purpose of curricular, co-curricular, and business exploration;*
2. The Agency Model operates as a hybrid classroom and professional environment. Students will gain practical knowledge and applied experiences in a business environment that emphasizes trust and security. The agency will reflect the practices of 'real world' client briefs with 'real world application'.
3. Agencies are housed within a single or multiple Academic Unit(s), and are managed by at least one full-time Academic Staff member.
4. The Vice-Rector for Academic and Student Affairs must approve and supervise all agencies.



## Part XIII: Academic Assessment

---

### Article 56: Competencies and Learning Outcomes (Course Specific)

1. The following definitions are utilized internally to categorize courses and their associated outcomes,
  - a. *'Learning outcome'* refers to the concise measurable statement that specifies the knowledge, skills or attitudes the students are expected to know, understand or be able to demonstrate at the end of a course to obtain a passing grade;
  - b. *'Competence'* refers to the specific range of skill, knowledge or ability that enables a person to act effectively in a particular context;
  - c. *'Basic competence'* refers to a set of knowledge, attitudes and skills embodied in the patterns of thinking and behaving with respect to the elements of personality development;
  - d. *'Main competence'* refers to a set of knowledge, attitudes and skills embodied in the patterns of thinking and behaving with respect to the elements of a field of study skills;
  - e. *'Supporting competency'* refers to a set of knowledge, attitudes and skills embodied in the patterns of thinking and behaving regarding the elements that support and/or strengthen expertise of key competencies; and
  - f. *'Other competencies'* refers to a set of knowledge, attitudes and skills embodied in the patterns of thinking and behaving with respect to the elements related to core competencies.
2. Learning Outcomes should be monitored by the Heads of Study Programs with oversight by the Faculty Academic Councils to ensure that outcomes are,
  - a. described as specifically and clearly as possible in terms of what the student will be able to do, know and/or understand;
  - b. written and organized in a *mutually-exclusive* and *collectively-exhaustive* manner;
  - c. consistent with any benchmark standards related to that course or program; and
  - d. set at the appropriate year/level for the course and program.

### Article 57: Assessment Design and Review

1. The University Senate holds the authority for setting policy, regulation, and guidelines for University assessment.
2. Within programs, a variety of assessment tasks are used to provide flexibility for students and to assess students' skills, knowledge and understanding. However, all assessments across faculties and programs should meet the parameters listed below.



3. Lecturers are responsible for developing the assessment material for their courses under the direction of the Head of Study Program.
4. Effective assessments must,
  - a. measure student proficiency in learning outcomes detailed in the course specification;
  - b. encompass both formative and summative assessment goals; and
  - c. follow assessment criteria that are shared with the student at the beginning of the course.
5. A student's performance should be marked and graded according to pre-specified and clear assessment criteria. These may be devised as specific assignment grading rubrics, or as one umbrella set of assessment criteria for the course.
6. Assessment criteria shall,
  - a. be available to students in advance of the assessment task (including guidance on grader expectations);
  - b. examine whether learning outcomes have been met by the student, and whether this has been addressed by the graders;
  - c. be set at the required standard and level for the course;
  - d. reflect the published aims and learning outcomes; and
  - e. be benchmarked nationally and internationally.
7. Assessment review shall be conducted at the program, faculty/institute, and university level by Heads of Study Program, Faculty Academic Council, Deans and Heads of Institutes, and the University Executive.
8. Assessment review will ensure that,
  - a. assessment tasks are appropriate and enable students to demonstrate the learning outcomes/competencies of a course;
  - b. assessments reflect the most effective and current pedagogy in respective fields;
  - c. assessment reflects both formative and summative components;
  - d. submission deadlines are scheduled to be spread throughout the semester wherever possible; and
  - e. students' effort and the amount of work involved is consistent across courses at each level.

#### **Article 58: Administrative Assessment Requirements<sup>11</sup>**

1. The Academic Registry is responsible for administering mid-semester and end-of-semester assessment.
2. Lecturers must submit the exam material to the Academic Registry one week before the examination.

---

<sup>11</sup>Benchmarked to LSC Faculty Handbook.



3. Mid-semester and end-of-semester assessment will be proctored by educators, except when the class is led by a part-time lecturer, who will be replaced by a full time educator.

#### **Article 59: Mid-Term and Final Assessment Requirements and Regulation**

1. The Learning, Teaching, and Curriculum Unit and the Academic Registry shall develop standard operating procedures for the administration of exams including virtual and practical examinations.
2. Students who fail to take an exam due to authenticated medical or unforeseen circumstances should refer to *Article 60: Extenuating Circumstances*.
3. Violations of test rules are subject to academic dishonesty (see article 68).
4. The minimum requirement of class attendance for students to be able to sit for the examination is 75%

#### **Article 60: Extenuating Circumstances<sup>12</sup>**

1. 'Extenuation' refers to the formal process of a student requesting excusal for a missed assessment because of circumstances that were beyond the student's control.
2. Students must present extenuating circumstances claims with evidence in writing as soon as possible, and no later than one week after the assessment (if not known in advance) to the Extenuation authority.
3. Submissions must be supported by documentary evidence.
4. The Extenuation authority is appointed and supervised by the Vice-Rector for Academic and Student Affairs, who will develop and publish procedures and guidelines for extenuation online and in the Student Handbook.

#### **Article 61: Scoring Component and Weight Arrangement**

1. Semester assessment, mid-semester and end-of-semester assessment scores may account for a total of up to 50% of a student's final grade.
2. Heads of Study Programs are responsible for overseeing scoring weights for student grades.

---

<sup>12</sup> Adopted from University of East London



## Part XIV: Result of Semester Examination

---

### **Article 62: Result/ Score Submission**

1. The results of examination and other forms of assessment shall be submitted by the lecturer to the Academic Registry within two weeks.
2. The standard operating procedure for grade submission will be developed by the Academic Registry with approval of Vice Rector for Academic and Student Affairs.

### **Article 63: Changes to Submitted Score**

1. Changes to submitted semester grades are only permitted in the case of error or technical fault, for example, a miscalculation.
2. The Academic Registry will develop the standard operating procedures for changing semester grades.

### **Article 64: Re-take Policy**

1. Students may retake a course/subject if they have a "C" or "D" grade.
2. Students must retake a subject with "E/F" grade.
3. The grade that will be shown on the transcript will be the best grade obtained.
4. Students retaking course are required to pay the tuition fee per credit after two retakes beginning the 2015 cohort.
5. All courses to be retaken are subject to their availability. Priority will be given to the first registrants.



## Part XV: Grade Point Average (GPA)

---

### Article 65: Grading System and GPA<sup>13</sup>

1. '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*).
2. USBI uses letter grades (A, B, C, D, E) that correlate to a percentage system (0-100%) and a point system (0-4)—the scale is modeled below.

USBI Grade Range		
Score range	Grade	Grade Point
≥ 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

### Article 66: Transcript

Transcripts are published by the Academic Registry and are accessible to students upon request.

---

<sup>13</sup> Aligned to LSC. Reference LSC Faculty Handbook, pg. 22.



## Part XVII: Drop Out

---

### Article 67: Drop Out

1. Dropout students are students who exit the university under penalty of failing to achieve the minimum academic standards or failing to abide by the student regulations and code of conduct. A student will be considered as a drop out student if they do not fulfill the academic requirements within the limits of the length of study.
2. Drop Out occurs when a student,
  - a. exceeds the maximum study length period of 14 semesters<sup>14</sup>; or
  - b. achieves a cumulative GPA of less than 2.00<sup>15</sup> after their first four semesters of study.

---

<sup>14</sup> Decree of Ministry of Education #232/U/2000 article 6 (4)

<sup>15</sup> Adopted from Universitas Indonesia (478/SK/R/UI/2004, article 11 (b))



## Part XVIII: Academic Appeals

---

### Article 68: Academic Integrity and Academic Dishonesty<sup>16</sup>

1. USBI upholds the academic core values of learning: honesty, respect, fairness, and accountability. It promotes the importance of personal and academic honesty. It embraces the belief that all learners - students, faculty, staff and administrators - will produce their own work, and must give appropriate credit to the work of others. No fabrication of sources, cheating or unauthorized collaboration is permitted on any work submitted within the System.
2. Academic dishonesty includes cheating, fabrication, falsification, forgery, plagiarism, or complicity on any university assignment.
3. The University Senate Committee on Discipline is responsible for hearing cases on academic dishonesty.

### Article 69: Academic Appeals<sup>17</sup>

1. 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.
2. 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 (or by the Dean in the absence of the course instructor) or by the Academic Appeals Committee (see article 63).
3. An academic appeal will be considered if there is evidence that one or more of the following conditions exist,
  - a. error in calculation of grade;
  - b. deviation from the syllabus;
  - c. academic disparate treatment of a student; or
  - d. inappropriate penalty(ies) imposed for an academic integrity violation.
4. 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.

### Article 70: Academic Appeals Committee and Procedures

1. An Academic Appeals Standing Committee shall be appointed by the Senate,
  - a. at least four (4) full-time faculty members with one member from each faculty

---

<sup>16</sup> Adopted from LSC Policy Manual V. C. 2.

<sup>17</sup> Adopted from LSC Policy Manual V.C.3 "Academic Appeals."





- b. one member shall be appointed Chair of the Committee by the Senate; and
  - c. two students who shall be nominated by the Student Affairs Office, and appointed by the Vice-Rector for Academic and Student Affairs.
2. If a Committee member has conflicting interests, they must abstain the hearing,
  3. The standard operating procedure for Academic Appeals will be designed by the Registry and approved by the Vice Rector for Academic and Student Affairs.

#### **Article 71: Academic Sanctions for Lecturers**

1. Academic sanctions may be charged upon Educators who violate university policies or regulations published in the Faculty Handbook.
2. The Senate Committee on Nominations, Selection and Appointments is responsible for for developing regulations and procedures related to Academic Sanctions for Lecturers.



## Part XIX: Graduation Requirements

---

### Article 72: Internship Program

1. As a component of the graduation requirements, all students must complete an external professional internship, in their final four semesters, that is approved by their Dean and complies with University policies on internships.
2. An internship is an opportunity for students to apply their classroom obtained knowledge in a real-world situation. It consists of a supervised work experience at an external company, organization, or academic institution.
3. For fulfillment of the internship requirement of the Professional Practice Curriculum, an internship bears the minimum requirements of 8 weeks at a minimum of 20 hours per week.
4. At the conclusion of the internship students must submit a written report for which parameters are determined by the hosting faculty.
5. Grades will be determined by the internship advisor according to standards devised by the Learning, Teaching and Curriculum Unit and faculties.
6. Students will attend a minimum number of Internship Seminars that will provide guidance, support, and the opportunity to share experiences. Parameters will be developed by the Learning, Teaching and Curriculum Unit.

### Article 73: Final Project

1. As a component of the graduation requirements, all students must complete a Final Project—a thesis or an applied project—in their final two semesters of their degree program.
2. The Final Project is a student-led culminating work of their studies that emphasizes the convergence of theory and praxis, the “USBI DNA”, inter- and trans- disciplinarily, self-direction, creativity, and real-world engagement. Students shall be encouraged to draw not only from their coursework but also their professional development experiences, including practicums and internship.
3. Each S1 (Bachelor) student will complete a Final Project in their final two semesters of study. Students have two options for completing this assignment: Thesis or Applied Project.
4. Assessment criteria are customized at the faculty level but are required to reflect the University competences, learning outcomes, and broader themes of the degree program and university curriculum.



5. Students must comply with University policies on research developed by the Senate Committee on Research.
6. The guidelines for the Final Project, including administration and assessment, will be set by the Senate and may be customized by Heads of Study Programs with approval from the Faculty Academic Council.

#### **Article 74: Final Project Examination**

1. The Senate will devise and publish regulations and guidelines for Final Project assessment.
2. Final Project Examination protocols,
  - a. the student passes the examination if they earn a minimum of "B." If the student does not earn a B or higher, then they are obligated to improve the final project report within a time limit decided during the examination;
  - b. a student who has not passed on their first attempt can repeat this examination within two months of their first Final Project examination; and
  - c. a student who has not passed the second final examination attempt must repeat the final project requirement with a new topic at the next semester.



## Part XX: Teaching Learning Monitoring and Evaluation

---

### Article 75: Monitoring System

1. Heads of Study Program are responsible for developing and implementing a monitoring system to ensure that all courses have been well planned and implemented effectively.
2. This monitoring system will be conducted through several procedures to guide the Educator in preparing the course guide, recording the course material, and documenting class activities, student work, and course feedback.

### Article 76: Evaluation and Improvement System

1. The Learning, Teaching and Curriculum Unit and Quality Assurance and Enhancement Unit will implement a semesterly evaluation system that is based on,
  - a. consistency between the teaching plan and class execution; and
  - b. consistency between intended and achieved learning outcomes.
2. Results of the Evaluation will be shared with the Senate and Faculty Academic Councils, which will develop an Improvement recommendation to the Dean and/or Head of Study Program.

### Article 77: Quality Assurance, Enhancement and Performance Unit

1. The Quality Assurance, Enhancement and Performance Unit is responsible for developing standards, aligning standards with external partners and government, and auditing the academic units to ensure they are aligned with standards.
2. The Quality Assurance Enhancement and Performance Unit shall be charged with building a quality system development, monitoring, and evaluation, and enhancement.
3. Results of the internal audit will be reported to the University Executive and Senate, as inputs for formulating an enhancement/improvement plan.

### Article 78: PDPT<sup>18</sup> Report

1. The Academic Registry is responsible for preparing data for PDPT (Higher Education Database) report development,
  - a. Program description;
  - b. Study program governance;
  - c. Curriculum;

---

<sup>18</sup> EPSBED (*Evaluasi Program Studi Berbasis Evaluasi Diri*) is the present reporting system applied by the Higher Education Directorate General and Higher Education Co-Op/KOPERTIS as a study program evaluation report based on the result of semesterly self assessment.



- d. Study results;
  - e. Lecturers' teaching activities;
  - f. Study plan; and
  - g. Supporting units, facilities and resources in the library.
2. Each Head of Study Program must check and verify the PDPT report before submission.
  3. The Academic Registry Office is responsible for the submission of PDPT Reports to KOPERTIS<sup>19</sup>.
  4. USBI complies with the DIKTI regulations on PDPT.
  5. The PDPT report process is regulated by the Senate.

---

<sup>19</sup> KOPERTIS is a coordinating board set by the Indonesian Ministry of Education and Culture for overseeing all of private universities in Indonesia



## Part XXI: Completion of Study

---

### Article 79: Completion of Study

1. A student who has completed the degree requirements will be given a degree certificate.
2. Completion of studies means:
  - a. Having completed and passed all of the credits required for graduation;
  - b. Having a minimum GPA of 2.75;
  - c. The minimum grade for thesis/ final project examination is minimum "B;"
  - d. There are no 'E/F' values in the final transcript; and
  - e. The 'D' value is only allowed for maximum of two subjects. A student will not earn credit for the following courses in which they earn a 'D' grade Bahasa Indonesia, Pancasila, and the Final Project.
3. The passing grade for judicium is grade C- with the following conditions:
  - a. A grade of C is allowed only for a maximum of 5% of the total credits taken during the entire study period (5-7 credits).
  - b. The specific courses where a grade of 'C' is allowed will be decided later by each Faculty/ Study Program
4. The cumulative GPA, as the basis for deciding the passing grade for the undergraduate programs is:
  - GPA 2.00 - 2.49 = Fair
  - GPA 2.50 - 2.99 = Satisfactory
  - GPA 3.00 - 3.49 = Very Good
  - GPA 3.50 - 3.74 = Cum Laude
  - GPA 3.75 - 3.89 = Magna Cum Laude
  - GPA 3.90 - 4.00 = Summa Cum Laude
5. To determine the ranking/level at judicium, these following aspects must be considered:
  - GPA
  - Length of study
  - Grade of the final project
  - *Satuan Kredit Aktivitas* (SKA/Credit Activity Unit)
6. If rankings cannot be determined at judicium based on the above guidelines, the following grades should be considered:
  - The grade of the final project



- The cumulative GPA stated in numeric digits, a period, and then two more numeric digits.

#### **Article 80: Graduation**

1. The University will conduct a graduation ceremony for all students.
2. Student Affairs is responsible for delivering the ceremony.

#### **Article 81: Study Result Card**

Study Result Card (KHS) is a printout sheet which contains the data of study results which are published by the end of the semester. The KHS sheets contain information of,

- a. course title;
- b. score, credit weight, credits of the related course titles;
- c. semester GPA and cumulative GPA in the current semester;
- d. the total number of credits which has been taken throughout the related semester;
- e. the total number of credits which are announced as passed; and
- f. the maximum number of credits which are allowed to be taken in the next semester.



## Part XXII: Degree

---

### **Article 82: Principles**

1. USBI offers the degree awards listed in Article 78, other awards may be added as approved by University Senate, and subject to program licensing.
2. USBI offers awards under license from the Ministry of Education and Culture of Republic Indonesia and the Directorate General of Higher Education.

### **Article 83: Degree Award**

1. The degrees awarded by USBI are listed in the appendix I
2. Students receive a certificate of completion for the awards for which they are registered and have completed all requirements.
3. If students terminate their studies or transfer to a different program of study before they have completed, they may request certification for the highest intermediate award.
4. Variations to this condition may be indicated in program specifications.

### **Article 84: Credit Recognition**

1. Credit Recognition is the process in which USBI Academic Staff review the coursework of students that is completed at other higher education institutions and/or through any type of accelerated high school program.
2. Students who matriculate with 50% (fifty percent) number of credits will be considered Advanced Standing.
3. The Faculty Academic Councils hold the authority to administer credit recognition.





**APPENDIX I  
DEGREE AWARD**

Study Program	Degree	
Accounting	Akuntansi (S1), Sarjana Bisnis	Accounting (S1), Bachelors of Business
Applied Mathematics	Matematika Terapan (S1), Sarjana Sains	Applied Mathematics (S1), Bachelors of Science
Applied Physics	Fisika Terapan (S1), Sarjana Sains	Applied Physics (S1), Bachelors of Science
Computer Games Technology	Teknologi Permainan (DIV), Sarjana Sains Terapan	Computer Games Technology (D IV), Bachelors of Applied Science
English Education	Pendidikan Bahasa Inggris (S1), Sarjana Pendidikan	English Language Teaching (S1) Bachelors of Education
Information Security	Keamanan Sistem Informasi (DIV), Sarjana Sains Terapan	Information System Security (D IV), Bachelors of Applied Science
Management	Manajemen (S1), Sarjana Bisnis	Management (S1), Bachelors of Business
Mathematic Education	Pendidikan Matematika (S1), Sarjana Pendidikan	Mathematics Education (S1), Bachelors of Education
Mobile Communication Technology	Teknologi Komunikasi Bergerak (DIV), Sarjana Sains Terapan	Mobile Communication Technology (DIV), Bachelors of Applied Science
Visual Communication Design	Desain Komunikasi Visual (S1), Sarjana Seni	Visual Communication Design (S1), Bachelors of Arts