



AUSTIN
UNIVERSITY

Student Handbook

2019 - 2020

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www.austin.university



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1.) MESSAGE FROM THE CHIEF ACADEMIC OFFICER

Dear Student:

Greetings and welcome to Austin University.

I am delighted to welcome you all, and truly pleased for choosing Austin University as your education partner and joining a diverse group of professionals for unparalleled learning opportunity.

Our mission at Austin University is to help experienced executives and managers across the world to transform their careers by studying our unique MBA program and experiencing a perfect equation between our class size and an individualized approach to learning, ensuring that your ideas and input are valued and heard. We pride ourselves on the quality of our MBA program and on the unrivalled flexibility of our study and assessment methods.

As a student of Austin University, you are an important member of our community. During your studies you will have many opportunities for experiencing new challenges in learning, for acquiring professional skills and for widening your personal horizons and building a very productive network.

We have put together this handbook which we hope you will find useful. It is your responsibility to read and understand the contents of the handbook and to use it as a resource throughout your studies. The handbook is updated from time to time in response to feedback we receive from our students. Please feel free to ask questions about the handbook and provide suggestions for future editions.

We have a highly professional team of staff to support and advise all our students throughout their studies. If you require assistance or advice at any time, please do not hesitate to get in touch.

We wish you a happy and fulfilling time with us and look forward to a year full of inspiration at Austin University.

Best Regards,

Dr Sandra Fahmy, Ph.D.

A handwritten signature in black ink that reads 'Sandra Fahmy'.

CAO – Austin University



2.) APPROVAL & LICENSE DISCLOSURE

AU was granted course licensure from the Bureau for Private Postsecondary Education (BPPE) pursuant to California Education Code Section 94915. The Bureau's licensure means that the institution and its operation comply with the minimum standards established under the law for occupational instruction by private postsecondary educational institutions. Institutional approval must be re-approved every year and is subject to continuing review.

The following programs are licensed and approved by BPPE:

Master of Business Administration

California statute requires that students who successfully complete a course of study, be awarded an appropriate diploma or certificate verifying the fact. Upon successful completion of their course work, AU graduates will be awarded a diploma for its degree programs. Prospective enrollees are encouraged to visit the physical facilities of the school and to discuss personal educational and occupational plans with school personnel prior to enrolling or signing enrollment agreements.

3.) MISSION STATEMENT

The mission of Austin University (AU) is to provide quality education opportunities to all who wish to realize their full potential. AU was founded on the belief that high quality higher education at is a basic right for all, and a key ingredient in the promotion of global economic development and world peace.

4.) VISION

It is our vision to open the gates of higher education to qualified students regardless of their circumstances or where they live by offering world-class academic programs on campus, online, and hybrid by making this opportunity affordable.

5.) INSTITUTIONAL LEARNING OUTCOMES

Austin University's Institutional learning Outcomes (ILOs) are:

1. Oral and written communication:

Students will be able to communicate effectively in oral and written forms as well as interact within their individual and professional societies. They will be able to freely express their ideas and voice their opinions in proper and clear language both in writing and verbally.



2. Critical Thinking:

Students will be able to think independently and critically to analyze, explain and find creative solutions for problems through evaluating different alternatives and executing efficient solutions.

3. Quantitative Reasoning:

Students will be able to use numerous methods of analysis and investigation processes to answer questions and solve quantitative problems

4. Information Literacy:

Students will demonstrate technical skills to access and communicate information personally and professionally. They will be able to use technology to keep with the demands of their field of study and their future careers.

5. Global Awareness:

Students will exhibit consciousness, appreciation, and respect for diversity in their personal environment and in the global community. They will be able to demonstrate multicultural competencies and advocate equity and social justice in their communities

6.) EDUCATIONAL OBJECTIVES

To accomplish its purpose, Austin University strives for the following objectives:

- To enable critical and creative thinking and analytical and quantitative reasoning to address practical issues and complex challenges;
- To promote communication in a variety of domains, including writing, speaking, listening and reading, while respecting the impact of technology on effective communication; apply knowledge of diverse and multicultural competencies to advance equality and social justice locally and internationally;
- To provide higher educational and training opportunities that are flexible and accessible and meet current technology and career demands;
- To employ faculty members that have demonstrated expertise both professionally and academically;
- To instill a value for life-long learning and education.



7.) REFUND POLICY

AU's student refund policy is designed to explain and facilitate the payment of student refunds of tuition and fees.

- STUDENT'S RIGHT TO CANCEL/WITHDRAW

Any student has the right, without explanation, to cancel his/her enrollment agreement and obtain a full refund of charges paid through attendance at the first-class session, or the seventh day after enrollment, whichever is later. The cancellation must be in writing. Any student may withdraw from the school at any time, after classes start, and receive a pro rata refund of 60 percent (60%) or less, calculated based on the remaining scheduled days in the current payment period in the program, and based on the last day of attendance.

The refund granted will have a further deduction for a registration or administration fee, not to exceed \$250.00. The final refund amount will be paid or credited to the student within 45 days of withdrawal.

For the purpose of determining the final amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount for refund equals the daily charge for the program calculated as follows: total institutional charge, minus non-refundable fees, divided by the number of days in the program, multiplied by the remaining number of days scheduled to attend prior to withdrawal.

For distance education students, scheduled days are based on a five-day week, which does not include Saturday or Sunday, or any recognized holiday as stated in the AU catalog.

For programs beyond the current "payment period," if the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the load plus interest, less the amount of any refund. The refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from the federal student financial aid program funds.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, the following actions may occur:



- The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan, and or;
- The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.
- AU shall pay or credit refunds within 45 days of a student's cancellation or withdrawal.
- CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF)

You must pay the State-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies:

- You are a student in an educational program, a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
- Your total charges are not paid by any third-party payer such as an employer, government program, or other payer unless you have a separate agreement to repay the third party.

You are not required to pay the STRF assessment, if one or more of the following applies:

- You are not a California resident
- You are not enrolled in a residency program
- Your total charges are paid by a third party, such as an employer, government program, or other payer, and you have no separate agreement to repay the third party.

California students must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

- You are a student, a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and;
- Your total charges are not paid by any third-party payer such as an employer, government program, or other payer;
- Your total charges are paid by a third party, and you have a separate agreement to repay the third party.



The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students who are California residents, or are enrolled in a residency program, and who attend certain schools regulated by the Bureau for Private Post-Secondary Education (BPPE).

You may be eligible for STRF benefits, if you are a California resident or are enrolled in a residency program, prepaid tuition, have paid the STRF assessment, and have suffered an economic loss as a result of one or more of the following:

- The school closed before the course of instruction was completed.
 - The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
 - The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other cost.
 - There was a material failure to comply with the CPPEA Act of 2009, or with the rules and regulations administered by the BPPE, within 30 days before the school closed. If the material failure began earlier than 30 days prior to closure, this period may go beyond 30-days.
- FULL TUITION REFUND

A refund of tuition fees paid will be made if AU is unable to provide the academic course offered or the University withdraws an offer of enrollment for any reason (except if the student provided incomplete or incorrect information.)

A student at AU has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first-class session, or the seventh day after enrollment, whichever is later.

AU will refund unearned institutional charges if the student cancels an enrollment agreement or withdraws during a period of attendance. Students will be eligible for a refund if they withdraw prior to completing 60 percent of the period. This refund will be prorated. Students having completed more than 60 percent are not entitled to a refund.



The refund granted will have a further deduction for a registration or administration fee, not to exceed \$250.00. The final refund amount will be paid or credited to the student within 45 days of withdrawal.

- LATE PAYMENTS

In the case of students being late more than one month in paying their tuition fees, the university holds the right to apply late fees penalty and/or unenroll/withdraw the student from the semester, module or year. If the student is over 3 months late in payment, the university holds the right to expel the student totally from the program."

- HOW TO REQUEST AND RECEIVE A REFUND

Students must submit a written request to the office of the Registrar

8.) STANDARDS & ASSESSMENT OF STUDENT ACHIEVEMENT

Student Success at Austin University's degree programs:

There is a lot of material to cover and most of it will be unfamiliar to you. As such, in order to successfully accomplish the course objectives, each student is strongly urged to:

- Understand first and then practice, practice, and practice.
- Complete all assignments on time, move through the course as assigned, and make a firm commitment for completion of the course.
- Develop a study plan that will work for you. You need to budget your time in order to organize your work efforts to cover scheduled readings and assignments on a timely basis.
- Be an active learner.
- Take Responsibility for Your Learning. Education is a combination of working independently on assignments and interaction with classmates. This style of learning allows an individual a greater opportunity to learn the material presented and a freedom in terms of the amount of effort you put into the course. However, with this freedom comes the need for an even higher level of personal responsibility and discipline in terms of completing your work on time, monitoring your progress and ultimately achieving your own grade.
- Ask questions when you do not understand the material. Be assertive in seeking out help.



Purpose of the assessment process:

- To support and stimulate learning and teaching
- To promote reflective and critical engagement
- To evaluate understanding and/or performance

Assessment tasks are designed to:

- Align with the learning outcomes of the subject
- Ensure coverage of the unit content and objectives
- Create learning opportunities
- Promote scholarly
- Provide feedback

Assessment Structure

Degree program courses at AU will all be assessed by using the same tools and these tools and the weight for each item are as follows:

Description	Points
Online and In-Class Attendance, Participation and Quizzes	15
Online and In-Class Case study and homework assignments	15
Online and In-Class Individual and team projects	10
Mid-Term Project	25
Final Project	35
Total Points Possible	100

Guidelines about Writing Project papers

- **PROJECTS**

Terminology: What is a Project Report?

The word "report" is most often used to describe a lab report or research report written in science, psychology, sociology, or business courses to report primary research. The requirements for this project report is a combination of a given assignment and experience-based research – or a semi-structured assignment – where the students are expected to take their starting point in one of the two possible suggestions for a problem statement and then relate it to their own research and experience.



Essentially, a report is a written document which discusses, explains, analyzes, interprets, or evaluates a topic in a clear, organized and coherent manner.

- **Guidelines for academic writings in general**

The Nature of Academic Writings

The following discussion on the nature of university essays is adapted from Clanchy and Ballard (1981 pp.4-11) who state “at the university level it is expected that your essay will be”:

- clearly focused on the set topic and will focus with its central concerns
- the result of scholarly and critical thinking
- a reasoned argument
- competently presented

Understanding the nature of university essays, and what makes a piece of work scholarly, is essential knowledge for students. Furthermore, the student is also required to put his/her understanding into practice.

- You will be expected to demonstrate the relevance of your essay to the set topic by:
 - Recognizing the assumptions and implications underlying the actual working of the topic and taking account of them in the course of your essay;
 - Handling the topic and its key terms within the limits of the course and discipline being studied;
 - Focusing consistently on the key ideas and terms throughout your essay;
 - Covering all the parts of the set topic; some topics will include a number of sub-topics or sub-questions related to the main theme.
- You will be expected to demonstrate scholarly and critical use of written resources by:
 - reading with a questioning mind.I.e., not accepting that something is true simply because it is published and not expecting that there is any single correct answer to complex questions;

- Reading in order to understand both the meaning of each individual sentence and its relationship to the developing structure of the argument;
- Evaluating continuously what you are reading by testing the opinions and judgments of the writer against the evidence she/he provides and against the opinions and judgments of other writers (and maybe against your own experience) and then by deciding whether this material is relevant to the purpose of your essay.
- You will be expected to demonstrate your ability to present a reasoned argument by:
 - Selecting only points which are directly relevant to your topic and your argument, discarding those which may have seemed relevant when your ideas were still developing;
 - Structuring the material so that the main ideas are presented logically and coherently, i.e. each idea must fit reasonably with that which precedes it and that which follows, and the ideas taken together must lead consistently to your overall conclusion;
 - Ensuring that each section of your argument is internally consistent, with the evidence, examples, and quotations clearly supporting or extending the central idea being developed;
 - Taking into account alternative points of view or interpretations of the materials you have used.
- You will be expected to demonstrate competent presentation skills by:
 - adopting a tone and style which are appropriate to academic writing in general and to the special demands of the discipline in which you are working;
 - using the necessary specialist terminology accurately;
 - using the correct format for quotations;
 - following the form of referencing and bibliographic citation which is standard for the discipline;

- presenting graphic and numerical data accurately and economically;
- editing your essay carefully for error in grammar, spelling and punctuation and for precision in choice of words and expression of ideas.
- **Using references and avoiding plagiarism**

It is usual to read widely when preparing university essays. Be aware that you need to identify the source of every quotation you use and create a list of references at the end of your essay. Failure to do this is regarded as plagiarism.

Plagiarism includes, but is not limited to, failure to indicate the source with quotation marks or footnotes where appropriate if any of the following are reproduced in the work submitted by a student:

- A phrase, written or musical.
- A graphic element.
- A proof.
- Specific language.
- An idea derived from the work, published or unpublished, of another person.

Owl.english.purdue.edu "How to Cite References" provides detailed guidance on referencing conventions:

Purdue online writing lab.

If a Faculty member suspects plagiarism, he/she should take the necessary actions as per AU's Policy on Cheating and Plagiarism Policy.

- **Closed Projects**

A participant or a supplier of data can request that the report is closed. This happens when information or data from the enterprise concerned is considered sensitive. A closed report will only be read by the examiners. It will not be recommended on the institution library, and all the copies that are delivered to the IBSS will be destroyed following ordinary school regulations.

If a company wants the report to be closed the student will communicate this to AU the Student Affairs Office at delivery of the report.



Whether the report has been requested closed or not, AU students are, at all times, required to maintain complete privacy about the collected information acquired in connection with their work.

- **Structure of a Project Paper**

In general, written assignments require the student to include introductory paragraph(s) and concluding paragraph(s) as well as a body containing any number of supporting paragraphs. Some longer essays may require the use of headings for introduction and conclusion as well as for categories within the body, whereas shorter essays may not.

In the introduction, the student should begin with the general issue and narrow down to the specifics of the problem he/she is discussing in your paper. The student should think of it as an inverted triangle. The student should use the introduction to provide background information about the broad subject, identify the relevant problem or issue, and take the reader step by step to an understanding of why the specific focus of this paper is relevant to that subject. An introduction usually ends with some sort of statement of your focus (e.g., a focal statement, thesis statement, purpose statement, or hypothesis). This statement tells the reader specifically what point the student is going to make or prove in his/her essay, and, if possible, how the student is going to go about doing that. Therefore, the student might suggest the method of organization he/she will be using in his/her paper, but not actually provide the information about the points.

In the body, the student is providing information and arguments that should follow logically from the point expressed in your focal statement and should support it consistently throughout the paper. The body is made up of a series of paragraphs: packages of information, each beginning with a topic sentence that identifies the topic of the paragraph in the same way that the focal statement for the essay defines the specific topic of the essay. This topic sentence also provides a link not only to the previous paragraph but also to the focal statement of the essay, identifying how this information contributes to the stand the student has taken. The topic of the paragraph is then developed with sentences which may provide examples, details, evidence or analogies. A broader concluding sentence for the



paragraph may also be provided to tie the information together and remind the reader of how it relates to the focus of the essay.

The conclusion, unlike the introduction, moves from specific to general. It often begins with a restatement of the focal statement, summarizes the main points of the supporting paragraphs, and ends with a broader conclusion about how the topic relates to the general issue described in the introduction. The general rule is that no new information should be brought into the conclusion: everything in the conclusion should logically follow from the information provided to the reader in the paper. Just as in a detective story the student doesn't want to find out in the last scene that the crime was committed by a character he/she hasn't met, in an essay a reader doesn't want to be introduced in the conclusion to a major piece of information or evidence which wasn't discussed in the body of the paper.

- **An Example of a Problem Statement**

How to get from a broad and general topic to a precise and concrete problem formulation:

“How can drug use amongst youth in the community be eliminated?”

After having formulated a general topic within the student's specific field of interest, he/she should begin by answering the following "wh" questions - to make it a more precise and clear-cut statement:

Who? When? Where? What? Why?

The answers could be as follow:

Who... anyone under the age of 18 who is using drugs in my community

When... after school, sometimes during school, on the weekends

Where... in parks, in parking lots, at shopping malls, at home when parents are gone

What... marijuana, stimulants, ecstasy, sniffing glue

Why... bored, everyone else is doing it, makes me feel better, gives me energy, it's no big deal, it doesn't hurt

The answers generated make us reconsider the problem. After a closer look at the issue, it appears that having access to drugs is not one of the reasons drugs are being used. If this is



the case, then eliminating drug dealers may not stop drug use. Why? If young people are using drugs for another reason, they will find another source from which to get their drugs. I think the problem can be found in the where and the why. If they are hanging out in parks and in parking lots, a part of the problem may be that they don't have anywhere to go or anything to do. This may also be why they are bored. The answers also indicate that they are unaware of how dangerous drugs are, that maybe they are being pressured into doing them, and that something is not making them feel good about themselves. It is possible that one problem has multiple roots. This will cause us to consider which and how many we want to address. To decide, we may have to consider which solutions will make the greatest difference overall. Fortunately, we don't have to make that decision just yet. After we have gathered additional information, we will then decide what to do and how to do it.

Now we are almost done forming the problem statement. There is one step left, and that is creating one statement that addresses the overall problem, incorporating the information.

The final problem statement is formulated like this:

“I want to find out how to make young people in my community more aware of the dangers of drugs and have some place to go after school and on weekends that offers beneficial recreation to keep them feeling energetic and good about themselves which may decrease the use of drugs amongst them and their peers.”

This new problem statement will help come up with solutions that address the root of the cause not just the symptoms.

- **Directive Words**

Look at the following list of key words which appear frequently in essay topics. These are outlined in Marshall and Rowland (1998, p.88) to help you work out your approach to the topic.

Terms indicating an argumentative essay:	
Analyze	Show the essence of something, by breaking it down into its component parts and examining each part in detail
Argue	Present the case for and/or against a particular proposition
Criticize	Give your judgment about the merit of theories or opinions about the truth of facts, and back your judgment by a discussion of the evidence
Critique	See 'Criticize'
Discuss	Investigate or examine by argument, sift and debate, giving reasons for and against
Evaluate	Make an appraisal of the worth of something, in the light of its apparent truth or utility; include your personal opinion
Interpret	Bring out the meaning of, and make clear and explicit; usually also giving your own judgment
Justify	Show adequate grounds for decisions or conclusions
Prove	Demonstrate truth or falsity by presenting evidence
Review	Make a survey of, examining the subject critically



- **Types of Project Papers**

Students can choose one of the following types of project paper:

a. Extended Essay (A Critical Review of Literature)

Choose any interesting business topic relevant to any of the modules you have taken so far, look for and choose 20 of the latest journal articles (from internationally established academic journals) related to the topic you had identified and write an essay on it. You are free to choose a topic, orientation and focus of your essay.

b. Theorizing Practice (A Case Study)

Choose a real-life project that you have implemented and write a report on it as a case study. Then go back to the academic literature (journal articles/text book) and explain how and why the project succeeded or failed based on what the literature is saying. The final part is where you discuss the theoretical relevance of what is being written in academic literature on the issue/case you are describing.

c. Applying Theory in Practice

Choose a theory that is of interest to you. Write all that you can on what the theory is and what then literature have said of the application of the theory in practice. Then choose a real-life application that you have experienced and write on how academic literatures (or theories about them) are useful to explain about what is happening and illuminating the events you are discussing. This is the reverse of (b).

d. Small Scale Research / Mini Project

In this project, you are to conduct a mini project or a small-scale empirical study on a practical and researchable topic and to come up with a report detailing your research, findings/outcomes and significance of your study. Your report should detailed the following: objective of research, justifications, review of relevant literature that highlights issues addressed, research questions and theoretical framework used, focus of analysis, data collection methods and their findings, your own research questions / frameworks, research hypothesis (and how you develop it), and what data and how you collect, analyze and present them, your research findings and the implications and relevance of your research.



There is no limit as to how long your research should be - as long as your report covers them all.

Assessment of Project Paper

Special attention will be given to the following criteria in assessing the Project Paper:

- Ability to write clearly and logically
- Ability to organize material into a coherent whole
- Ability to use references sensibly
- Ability to express ideas in the student's own words
- Originality, either in thought or in writing of the Project Paper.

The main criteria for grading projects at AU are:

- **Connection to readings:**

The student should demonstrate the ability for synthesis and reflection on the selected parts of the readings related to the topic. The student should be able to show a connection between what is learned from readings and the assignment. The student should be able to provide an additional analysis and demonstrate insights resulting from the readings, including references to the readings other than the course textbook.

- **Connection to class discussions and course objectives:**

The student should display the ability to synthesize, analyze, and evaluate the assignment ideas or issues from the discussion in class as they relate to this topic. The assignment paper presented should reflect this ability.

- **Self-disclosure and connection to outside experiences:**

The student should demonstrate that she/he is trying to understand the different concepts by examining - *in an open, reflective way* - the student's own past experiences in relation with the assignment, illustrating the different arguments. The student should demonstrate - *in an open, reflective way* - the ability to share self-knowledge, discussing both growth and frustrations as they relate to learning in class. The use of self-assessment of self and the quest to seek answers to questions should be explicitly clear in the student's assignment paper. The student should



explicitly demonstrate the *synthesis* of experiences related to the different topics while making a *clear* connection between what is learned and their experience on the topic.

9.) GRADING POLICY

Fairness and Transparency

Students are ensured of fairness and transparency in grading. AU does not accept grades UNLESS they are complete and posted on AU Learning Management system (Moodle). Instructors must grade the assignment and/or project by using the rubrics provided by AU and provide extensive feedback to students in the comments section. The instructor must add the grade in the grade section in Moodle and copy the rubrics table (with the detailed grades and comments) in the comments section in Moodle. The respective Dean will approve all final grades at the end of each course. If the dean teaches the course, chancellor will be responsible for final grade check and approval.

Grading Structure

Letter Grade Assignment

The University awards letter grades in recognition of academic performance in each course. Grades are based upon formative and summative assessments as described in the study process below and the course instructor’s academic judgment as to whether the student has demonstrated a specified level of performance based on objective and subjective evaluations. Students are graded according to their individual performance in the course.

Letter Grade	Percentage	Performance
A	93-100%	Excellent Work
A-	90-92%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work
C+	77-79%	Above Average Work
C	73-76%	Average Work
C-	70-72%	Mostly Average Work
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work



Late Work Policy

Please be sure to always meet the deadlines. There will be no makeup assignments or quizzes, or late work accepted unless there is a serious or compelling reason and instructor approval.

Viewing Grades in AULMS

Points you receive for graded activities will be posted on the AULMS Grade Book within 5 business days following the submission of completed activity. You will see a visual indication of new grades posted on your AULMS home page under the link to each course.

10.) POLICY ON CHEATING AND PLAGIARISM

Students at AU are engaged in preparation for professional activity of the highest standards. Each profession constrains its members with both ethical responsibilities and disciplinary limits. To assure the validity of the learning experience AU establishes clear standards for student work.

In any presentation - creative, artistic, or research - it is the ethical responsibility of each student to identify the conceptual sources of the work submitted. Failure to do so is dishonest and is the basis for a charge of cheating or plagiarism, which is subject to disciplinary action.

Cheating includes but is not necessarily limited to:

- Plagiarism explained below.
- Submission of work that is not the student's own for papers, assignments, or exams.
- Submission or use of falsified data.
- Theft of or unauthorized access to an exam.
- Use of an alternate, stand-in, or proxy during an examination.
- Use of unauthorized material including textbooks, notes, or computer programs in the preparation of an assignment or during an examination.
- Supplying or communicating in any way unauthorized information to another student for the preparation of an assignment or during an examination.
- Collaboration in the preparation of an assignment. Unless specifically permitted or required by the instructor, collaboration will usually be viewed by the university as cheating. Each student, therefore, is responsible for understanding the policies of the department offering any course as they refer to the amount of help and collaboration permitted in preparation of assignments.
- Submission of the same work for credit in two courses without obtaining the permission of the instructors beforehand.



Plagiarism includes, but is not limited to, failure to indicate the source with quotation marks or footnotes where appropriate if any of the following are reproduced in the work submitted by a student:

- A written phrase, sentence, or paragraph.
- A graphic element.
- A proof.
- Specific language.
- An idea derived from the work, published or unpublished, of another person.

Procedures in the case of cheating or plagiarism:

Incidents of suspected academic disciplinary violations shall be handled initially at the level at which the incident occurs (e.g., course or research/creative project) and at the department level. The incident must be reported immediately to designated parties and, where appropriate, shall receive second-level review(s) in the manner outlined in the following section.

Initial Review, Decision and Action(s)

Initial review, decision, and action shall remain local, to involve the instructor(s) or academic supervisor(s) directly involved with the course, assignment or project. If appropriate, the instructor(s) or academic supervisor(s) may decide to consult with a third party from the faculty, the department/program head or associate head, or the dean of student affairs. Instructors are free to discuss alleged violations informally with the student(s) thought to be involved but should avoid revealing the identity of other students involved unless necessary. Suspected violations that would result in a penalty should be handled by the instructor(s), in direct communication with the student(s) involved, within one week of the discovery of the suspected infraction and before the imposition of a penalty.

After discussion with the student(s) involved and their response, the instructor(s) shall conclude, within one week of discovery of the infraction and based on available evidence, whether the suspected violation(s) occurred. Instructors are encouraged to consult at this stage with their department/program head about the nature of the suspected violations, the evidence to support or refute these violations, and the range of penalties under consideration. If the conclusion is that the suspected violation(s) did occur, the instructor(s) shall also choose an appropriate penalty.



The most severe penalty available at this level of review and action shall be **failure in the course** or **dismissal from a project**. However, instructors may also recommend a more severe penalty to the student's department/program head, who retains the option to impose more severe penalties (e.g., suspension or dismissal from the program) at this level. Elements to consider in making this decision include prior incidents of academic disciplinary action in a student's record, available from the head of the student affairs. The department/program head may discuss the issue with the student(s) and choose to convene a disciplinary hearing per the procedures of the department/program.

The student shall be notified immediately, and in writing, of this decision, the basis for this decision and (when applicable) the penalty imposed. This notification will come from the instructor and/or department/program head depending on the penalty involved. Students whose penalty is failure in the course in question will be informed that they are not be allowed to drop the course. Students will also be informed at this time of their right to appeal.

Reporting of Initial Action(s)

A copy of the letter outlining the initial decision and action to the student(s) involved in cases of academic disciplinary violations should also be directed to the following parties:

- Student's home department/program head
- Dean's office of the student's college
- Dean's office of the college housing the course in which the violation(s) occurred (if different from the student's college)
- The student's major department
- The head of student affairs

The head of student affairs will maintain the central record of academic disciplinary violations and actions. If the head of student affairs is aware of information on prior incidents of academic disciplinary actions in the student's record, he or she will communicate this information to the department/program head and provide the department/program head the opportunity to impose an appropriate sanction.

Second-level Review and Action(s)

A second-level review of an initial decision emanates from one or more of the following three sources: (1) appeal by the student(s) involved because the student deems the penalty inappropriate and/or believes that improper procedure has been followed, (2) recommendation by the instructor, home department/program/college that the student be



permanently expelled from the university, (3) recommendation by the head of Student Affairs for a review.

Where an appeal is made or a second-level action appears warranted, the provost will determine what action should be taken. The provost may decide to deny the appeal or waive the opportunity for a second-level action, to remand the case to the department/program head for additional consideration, to order a new or different penalty, or to convene a Review Committee for additional investigation of facts and/or determination of appropriate sanctions.

Student Appeals

Students who want to appeal an academic disciplinary action must state in writing to the dean their intention to do so within one week of the penalty date in question, and then must present their appeal to the dean no later than two weeks after said penalty date. Students who fail to meet these deadlines for filing a proper and timely appeal will forfeit or waive their right of an appeal of any academic disciplinary action. Appeals must be in writing, with appropriate documentation.

If the dean determines that a second-level review is warranted and that a Review Board should be convened, the dean or his/her designee shall immediately form and convene a Review Board and designate a chair. The board will include faculty from the college of the student involved, a graduate student from the college, the dean of student affairs and others deemed appropriate by the dean. If a student appeal and a review of a recommendation for second-level action occur at the same time, both shall be considered by this Review Board simultaneously. Where appropriate, it is expected that the instructor(s) from the course/project involved (or appropriate representatives designated by the department) will be available for participation or at least for consultation. The chair of the board shall inform the student(s) involved, in writing, of this step.

Copies of this letter should go to:

- The instructor(s) in the course in question
- The department head of the course involved
- Dean's office of the student's college
- Dean's office of the college housing the course in which the violation(s) occurred (if different from the student's college)
- The student's major department
- The dean of Student Affairs



The Review Board shall (a) review the facts of incidents involved and (b) make a recommendation about second-level action to the provost or his/her designee. The provost shall then render a decision subject only to appeal to the president of the university.

11.) STUDENT ATTENDANCE POLICY

- **GUIDELINES ON ATTENDANCE and PARTICIPATION**

Attendance earns 15% of the student's final grade. Each student physically attends the class and signs the attendance list.

- Attending 100% of sessions = Full points
- Attending 75% or more of session = 50% of points
- Attending less than 75% of sessions = Fail

Instructor can use various other tools to assess students' participation in class (e.g. by using class exercises or presentations.)

International students attend and participate at least 75% of total class activities.

- **EXCUSED ABSENCES**

In some certain cases as listed below, the student request to the Registrar for an excused absence. The student is responsible for any missed assignments, final report, as well as class exercises.

Excused absences include:

- Illness or injury to the student.
- Serious illness, injury or death of immediate family member.
- Religious reason (California Education Code section 89320)
- Jury duty
- Government obligation
- Requested activities from AU

Whenever possible, all requests for excused absences should have proper and appropriate documentation.

In urgent cases, the student should send notification to the Registrar as soon as possible by email. The request form and evidence can be sent to registrar when student returns to class.



It is also the responsibility of the student to send notification to instructors to have arrangements to make up any missed exercise, assignment, or final report. For jury duty, government obligation, or requested activities from AU, the student must send notification to the instructor at least one week in advance. If student has difficulty contacting the instructor, he/she can request support and assistance from the Registrar.

12.) STUDENT WITHDRAWAL POLICY

- **WITHDRAWAL FROM AN AU CLASS**

When a student withdraws from a class (or AU determines that the student has withdrawn but did not submit a signed Withdrawal Authorization Form), the last date of attendance will be used to calculate the refund amount, if any, in accordance with any applicable State regulations.

A student who withdraws (or who is withdrawn) from a class after the cancellation period will receive a pro-rata refund for tuition (see AU Refund Policy) if he/she has completed 60% or less of the period of attendance. A student who wishes to withdraw from a course must submit a signed *Withdrawal Form* to the Registrar's Office. The amount of that refund is to be "pro-rated" according to the not completed portion of the course less the cost of any equipment returned in good condition (if applicable) and a registration fee not to exceed \$150. The refund is to be paid within 45 days of withdrawal.

- **WITHDRAWAL FROM AU**

A student who wishes to withdraw from AU should provide official notification by submitting a signed *Withdrawal Form* to the Registrar's Office. In cases of emergency or serious illness a student may withdraw by phone, email, or postal mail. Failure to provide the school with official notification of withdrawal may delay the processing of applicable refund and negatively impact a student's academic record.



13.) LEARNING MANAGEMENT SYSTEM

Welcome to AU's Learning Management System (LMS)!

AU's LMS will be used for fully online courses (also known as Distance Learning courses); you will also use the LMS for fully onsite courses.

This guide will prepare you to use AU's online Learning Management System. You can use LMS to read lecture notes, download files, participate in discussion forums, turn in assignments, take quizzes, check grades, and communicate with your instructor or with your classmates.

The material presented in this manual applies to online, onsite courses, and in all AU programs. Please note that each student has an account and all courses appear in AU's LMS.

You can do the following through AU's LMS:

- Download a course syllabus
- Follow a hyperlink to visit a website
- Submit an assignment
- Post your opinion on an online discussion forum
- View your current grade for the course
- Watch a video
- Take a quiz

- **Technical Requirements and Expectations**

In order to use AU's LMS, you must have basic computer and internet navigation skills, plus internet access. Your interaction via AU's LMS is very similar to your daily participation in Social Media: you post comments, read the comments of others, reply to their posts, view pictures, watch videos, etc. AU's LMS can be accessed by any web-enabled, handheld device such as a tablet or a Smartphone, although the coursework usually requires a desktop or laptop computer.

Up-to-date internet browser and related plug-ins
Supported browser versions include:

- Firefox 4+
- Internet Explorer 8+
- Safari 5+
- Google Chrome 11



Certain functions in AU's LMS depend on browser plug-ins. You must have the following plug-ins/add-ons, and they must be up to date:

- Java
- Adobe Flash Player
- Adobe Reader
- Apple Quick time

Productivity software

You will need some software such as Microsoft office for many assignments and exams.

- **AU's LMS Accounts**

All current AU students have AU's LMS accounts. First-time users will have an introductory email from AU's Admission Department after acceptance into the program. New students' accounts are automatically generated 24 hours after Admission registration. Au's LMS is accessible 24 hours a day from the following URL <https://edu.austin.university/>

14.) STUDENT RIGHTS AND RESPONSIBILITIES

- **Student Rights**

The University seeks to maintain a healthy and safe educational environment where students have the following rights:

- Expression - Students can freely examine and exchange diverse ideas in an orderly manner inside and outside the classroom.
- Association - Students can associate freely with other individuals, groups of individuals and organizations for purposes which do not interfere with the rights of others.
- Freedom from Discrimination - Students participate in AU community without any discrimination as defined by the university regulations
- Safe Environment - Students can function in their daily activities safely without any major concerns.
- Privacy - Students personal information, personal records, and any other related information is treated with confidentiality and respect;
- High Quality Resources Students will have access to high quality resources to support their intellectual and social development;
- Counseling - Students will have access to support in managing personal adjustments, understanding self and others, and career planning and personal decision making
- Grievance Process - Students have access to established procedures for respectfully presenting and addressing their concerns/complaints to the university



- Learning Beyond Formal Instruction - Students have access to a variety of activities beyond the classroom to support intellectual and personal development.
 - Education - Students have access to excellent faculty, academic technology, classrooms, libraries, presentations and other learning resources necessary for the learning process.
 - Participation in community activities and outreach services - Students have the opportunities to interact with people and institutions both within and beyond the university community.
 - Prompt Responses from Administration - Students have the right to expect timely and courteous responses from the University's academic and administrative departments.
 - Academic and Administrative Policies - Students have academic and administrative policies that support intellectual inquiry, learning, and growth.
- **Student Responsibilities**

In order for the students to learn and for the faculty to teach, an environment fostering the learning process must prevail. Therefore, in order to generate a positive educational environment, students will be held accountable for exhibiting the following behaviors:

- Students must practice, in words and actions, courtesy and respect to faculty members, university employees, university management, fellow students, and visitors.
- Students are expected to complete all assigned work by the assigned deadline and must abide by all academic rules and regulations. This includes written work, studying, and other classroom projects that promote learning.

15.) STUDENT CODE OF CONDUCT

This section provides information about procedures and regulations at AU and at AU satellite centers, either formally adopted or developed as a matter of practice and precedent. AU personnel use this document as a set of guidelines when taking or recommending courses of action. All policies, procedures and regulations discussed in this document are subject to change following normal school procedures.

Misconduct

Every student shall:

- a. Obey the laws of his/her nation and the nation where he/she is studying.
- b. Obey the rules and regulations of AU overall and specifically, its satellite centers.



- c. Cooperate with the AU University authorities in all facility-related matters, whether personal or on behalf of others, including providing information and evidence.
- d. Carry his/her student identification card (ID) always; showing his/her ID card when requested by authorized University personnel
- e. Attend all teaching & learning sessions, except with the prior excused permission of the subject teacher
- f. Sit for examinations, unless prevented from doing so with the prior excused permission of the subject teacher.
- g. Be responsible for safeguarding and ensuring the safety of the property of the AU University including any equipment used by him/her.

Prohibitions

- No student is permitted to be involved in any activity or activities or conduct which may damage or harm the interests, harmony, or good name of Austin University or its faculty, staff, students, or officers.
- No student is permitted to use any lecture, tutorial or teaching materials provided to him/her by the centers for unauthorized publication, distribution, or dissemination, whether for payment or otherwise.
- No student may plagiarize the intellectual property of others, including data, ideas, publications and inventions.
- No student may cheat or attempt to cheat or act in a manner that can be interpreted as cheating or attempting to cheat in an examination or any other aspect of a course.
- No student or group of students may organize, conduct, or participate in any non-Austin University sponsored or approved activity in the name of Austin University without permission or written instructions to do so from Austin University.
- No student or group of students may promote, manage, or assist in the collection of money or contributions in the name of Austin University without permission or written instruction to do so from the University.
- No student or group of students may make any statement to the media in the name of the university without the written permission of an authorized representative of Austin University.

Breach of Code

A student who violates any part of the Code is said to have committed a breach of conduct.



Procedures for Handling Student Disciplinary Cases

A student who has been accused of committing a breach of the Code under any of the rules of the University and is found guilty can be subjected to the imposition of any one or more of the following penalties:

- (a) Oral Warning
- (b) Written Reprimand
- (c) Fine
- (d) Exclusion from any specified programs, services, activities, or events of the University.
- (e) Suspension from membership of the University for a specified period.
- (f) Payment of compensation or damages for any damage to property and University facilities or any third-party claimant
- (g) Nullification of examination results or any part of the examination results
- (h) Expulsion from the University

Investigation of Misconduct

Every report of wrongdoing shall be investigated. An Investigation Committee shall decide whether there has been a violation of the Code of Conduct and if so, the severity of the violation and the appropriate disciplinary action to be taken. Serious offenses include academic dishonesty, fraud, plagiarism, any activity that adversely affects the good name of the University as well as involvement in criminal activities.

If the Investigation Committee makes an initial determination that a student has violated one or more of the provisions of the Code of Conduct, it will notify the student of the violation and request that the student provide a written explanation to be received not less than 7 days from the date of notification. If the student pleads not guilty and his/her explanation is accepted, no disciplinary action will be taken against the student and the matter will be officially closed. If the student pleads guilty and his/her explanation is accepted, the Investigation Committee shall then take the appropriate disciplinary action. If the student pleads not guilty and his/her explanation is not accepted by the Investigation Committee, the student shall be requested to appear before the Disciplinary Committee within a period of not less than 14 days from the date of notification.

A student who does not provide a written explanation for an alleged violation of the Code of Conduct within 7 days of the date of notification will be automatically suspended. Similarly, a student who does not appear before the Disciplinary Committee within a period of 14 days



from the date of notification will be automatically suspended. Disciplinary Committee hearings may be conducted in person, via video conference or via telephone conference call.

The Chancellor reserves the right to make exceptions to these student-response deadlines based on special or extenuating circumstances and to make the final determination as to whether the hearing will be conducted in person, via video conference, or via telephone conference call.

Disciplinary proceeding:

(a) If the student pleads not guilty and the Disciplinary Committee finds that there is sufficient cause to proceed with the disciplinary matter, the student shall be asked to provide evidence to support his/her not guilty plea. The student may call witnesses or present document(s) or other materials in his/her defense. The Disciplinary Committee can question the student or any of the witnesses and examine any document(s) or materials. The student has the right to review all documents presented to the Disciplinary Committee related to his case and to cross-examine any of the witnesses.

(b) If the student pleads guilty, the Disciplinary Committee shall allow the student to make a statement explaining his/her actions and/or to apologize for his/her actions, before imposing disciplinary action against the student.

If the Disciplinary Committee also imposes the punishment of payment of compensation and/or damages to the University, the University or a third party, the amount of compensation will be fair and reasonable taking into account all costs related to the case, both direct and indirect.

A student who is not satisfied with the decision of the Disciplinary Committee can submit a written appeal. The student's appeal must state the grounds of appeal and be submitted to the AU President for consideration by the University Board. The student's appeal must be submitted within 14 days from the date of notification of the decision of the Disciplinary Committee. The decision of the Board of Directors shall be final and is non-appealable.

The Disciplinary Committee, with the consent of the President, may delegate its authority to any officer or member of staff of the University to deal with any disciplinary offense.



It is important to note that a student's decision to appeal the decision and punishment of the Disciplinary Committee does not constitute grounds for the temporary suspension of any disciplinary action, penalty or fine imposed by the Committee.

Fines shall be paid to the Financial Controller who shall then make payment to the third party, if applicable.

Any document(s) or other materials submitted before the Disciplinary Committee during disciplinary proceedings shall be kept in the care of the University until such proceedings are completed or until the deadline for appeal has passed.

The Disciplinary Committee shall make written notes of all disciplinary proceedings before it. However, for the purposes of record keeping these notes do not need to be verbatim.

16.) STUDENT RECORDS POLICY

Admissions records

AU shall maintain records of the name, address, e-mail address, and telephone number of each student who is enrolled in every degree program.

- The record of students who is offered and accepts an offer of admission shall be automatically transferred to Registrar office.
- The record of students who are offered but do not accept an offer of admission shall be housed in the admissions department for a period of three (3) years.
- The record of students who are not offered admission shall be housed in the admissions department for a period of one (1) year.

Student profile

AU shall maintain a file for each student who enrolls in the institution whether or not the student actually starts his/her educational program or starts but does not complete his/her educational program.

The student file shall contain all of the following pertinent student records:

(1) Written records and transcripts of any formal education or training, testing, or experience, institution's award of credit or acceptance of transfer credits including the following:

- (A) Verification of high school completion or equivalency or other documentation establishing the student's ability to do college level work, such as successful completion of an ability-to-benefit test;



- (B) Records documenting units of credit earned at other institutions that have been accepted and applied by the institution as transfer credits toward the student's completion of an educational program;
 - (C) Grades or findings from any examination of academic ability or educational achievement used for admission or college placement purposes;
 - (D) All documents evidencing a student's prior experiential learning upon which the institution and the faculty base the award of any credit;
- (2) Personal information regarding a student's age, gender, and ethnicity if that information has been voluntarily provided by the student;
- (3) Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid;
- (4) Records of the dates of enrollment and, if applicable, withdrawal from the institution, leaves of absence, and graduation; and
- (5) A transcript showing all of the following:
- (A) The courses or other educational programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal;
 - (B) Credit awarded for prior experiential learning, including the course title for which credit was awarded and the amount of credit;
 - (C) Credit for courses earned at other institutions;
 - (D) Credit based on any examination of academic ability or educational achievement used for admission or college placement purposes;
 - (E) The name, address, website address, and telephone number of the institution.
- (6) For independent study courses, course outlines or learning contracts signed by the faculty and administrators who approved the course;
- (7) The dissertations, theses, and other student projects submitted by graduate students;
- (8) A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency;



(9) A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;

(10) A document specifying the amount of a refund, including the amount refunded for tuition and the amount for other itemized charges, the method of calculating the refund, the date the refund was made, and the name and address of the person or entity to which the refund was sent;

(11) Copies of any official advisory notices or warnings regarding the student's progress; and

(12) Complaints received from the student.

All student records shall be maintained for a period of 5 years, except for the student transcript, which is to be maintained permanently.

A record is considered current for three years following a student's completion or withdrawal. A record may be stored on AMTU drive.

AU shall maintain a second set of all academic and financial records at AU drive.

Access and Privacy

In general, each student has the right to review his educational file. This file may be only shared with the student. Only the AU Registrar or any member of the Registrar's Office has access to the student files, except for auditing purposes.

Student Record Matrix

Record title	Responsibility	Retention period	Student access
1. Admission record			
1.1. Personal profile	Admission department	1 year: no admission letter is issued 3 years: admission letter is issued but student declines the offer 5 years: admission letter is issued and student accept the offer	No right access
1.2 Application for admission	Admission department	1 year: no admission letter is issued 3 years: admission letter is issued but student declines the offer 5 years: admission letter is issued and student accept the offer	No right access
1.3 Acceptance letter	Admission department	3 years: admission letter is issued but student declines the offer	Upon request to: admissions@austin.university

		5 years: admission letter is issued and student accept the offer	
2. Academic record			
2.1. Personal profile	Registrar department	5 years: US citizen student at least 5 years: international students	<u>Upon request to email to: registrar@austin.university with reasonable purpose</u>
2.2. Academic record (final grading, dissertation/thesis grading)	Registrar department	Permanently	<u>Upon request to registrar@austin.university</u>
2.3. Student's attendance list	Registrar department	5 year after graduate or last date of studying	<u>Upon request to registrar@austin.university</u>
2.4 Request to change the course	Registrar department	5 year after graduate or last date of studying	
2.5. Assignment and final project	Respective school	5 year after graduate or last date of studying	Moodle
2.6. Thesis/dissertation	H_Copy: Library and respective school Soft copy: Respective school	Permanently	Library
2.7. Credit transfer request forms and its supporting documents	Registrar department	5 year after graduate or last date of studying	<u>Upon request to registrar@austin.university</u>
2.8. Studying defer request and its supporting documents	Registrar department	5 year after graduate or last date of studying	<u>Upon request to registrar@austin.university</u>
2.9. Other forms during study and its supporting documents	Registrar department	5 year after graduate or last date of studying	<u>Upon request to registrar@austin.university</u>



17.) DATA SECURITY AND PROTECTION POLICY

- **Purpose**

AU processes, stores, and transfers an immense quantity of electronic information to conduct its academic and business daily. The University is committed to full compliance with all California State standards for the protection of information assets and information technology resources that support all AU educational operations. AU is also committed to the privacy and accuracy of personnel information. The University shall take all necessary and reasonable actions to protect data privacy.

- **Personal data collection and protection**

AU may collect information of its students during the registration process to Moodle or its recruitment system. The information may include, but not limited to, the following: name, age, date of birth, identity number or social security number, ethnic group, address, email, phone number, employment data, user ID, user password, credit card information, IP address, course information.

AU uses personal information to provide the highest quality academics, services and/or employment opportunity. The information is also used for reports for federal and state accreditation and regulatory agencies, as required by law. AU also uses the information to contact people who have been identified by the student to provide documents or responses to candidates/ students/ employees. Personal data will only be processed in a manner compatible with these purposes.

AU will not use personal information for commercial purposes. AU will also limit the number of staff who have access to sensitive information and data such as identification or social security number, personal financial data, health information, etc. Paper personal information will be housed in locked fire-proof file cabinet. Electronic personal information will be housed on the AU drive with defined access protections. Information will not be stored longer than the required retention period as specified in the Record Management Policy. A student has the right to review only his/her own personal file and data.

- **Privacy of Electronic Communications**

Each AU faculty and staff member is responsible for the protection and security of administration of networks, email servers and systems. AU respects to the privacy of electronic communications. The university does not examine or disclose electronic



communications records without expressed permission/consent of the parties involved unless AU is under a legal requirement to disclose such information.

18.) STUDENT FEEDBACK POLICY

At AU, we strongly encourage students to provide us with both formal and informal feedback so that we may strive to improve the quality of programs and services. As part of the student feedback process, students complete a course evaluation form at the end of each module (see Form I in Appendices)

19.) ACADEMIC FREEDOM POLICY

Austin University (AU) is strongly committed to fostering a teaching and learning environment that is based on academic freedom. The University is dedicated to the search for truth and its dissemination. Board Directors, administrators, faculty, staff and students of the University recognize and acknowledge that professional integrity requires the protection of academic freedom for all constituents to examine all pertinent data or information, question assumptions and to be guided by the evidence.

Academic freedom is defined as the essential right of faculty and students to seek the truth, inquire and freely express intellectual pursuits within a framework of critical assessment and appraisal. This basic right will be exercised by the faculty in their roles and performance of responsibilities.

Academic freedom for instructors includes the right to evaluate and grade the academic performance of students.

Academic freedom for students includes the right to be evaluated and graded fairly, transparently and competently. Punitive grading is not accepted except for justifiable cause such as when a student is found guilty of an academic violation such as cheating or plagiarism.

Both instructors and students have the freedom to express their opinions about the topic and material offered in their courses. However, they should not discuss controversial matter that has no relation to their subjects. Students have the right to disagree with the content and/or the teaching method of the instructor or class. However, this does not mean that students have a right to be disruptive to the classroom environment or to avoid completing assigned projects, papers, tests or other forms of classroom assignments or assessment of performance.



It is not inappropriate for an instructor and a student to meet outside of class to share their views about topics not related to the course content. However, they are encouraged to explore appropriate and applicable ways to discuss related subject matter within the content and context of the classroom.

Academic freedom means having the right for a student to pursue appropriate actions against an instructor by filing a formal complaint based on grounds of incompetence and/or unprofessional or unethical behavior. An instructor also has right to pursue appropriate disciplinary actions against a student based on grounds of inappropriate or unethical behavior or conduct.

Students from all levels and disciplines have the right to receive quality presentation and teaching of philosophies related to their disciplines. However, it does not mean that instructor has to give equal weight to all theories to students from different disciplines or level.

Instructors are free to express individual opinions (oral or written), free from any censorship or discipline, provided they clearly indicate that they do not represent, speak for, or on behalf of AU.

Instructors, staff and students shall be free to associate through membership in professional, political, religious, fraternal, and social organizations of their choice, provided they clearly indicate that they do not represent, speak for, or on behalf of the University.

The AU adjudication process shall be used to protect individual rights and the integrity and sustainability of the University and be used to resolve any disagreement between the student, instructor, staff and the University regarding their exercise of academic freedom.



20.) DISTANCE LEARNING POLICY

DEFINITION OF DISTANCE EDUCATION:

The US Department of Education defines Distance Education as:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

- (1) The internet;
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) Audio conferencing; or
- (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

THE APPROPRIATE USE OF DISTANCE LEARNING

- Our program goals and course objectives show that we provide knowledge of the best uses of online learning in different disciplines and settings.
- The syllabi delivered through online learning are benchmarked against the face to face lectures and programs to have the same level of proficiency and quality.
- The syllabi content and sequence of the courses are defined in an easily available description to both teachers and students
- The online learning courses and programs schedule provide students with a dependable and easy to follow roadmap to ensure the completion of degrees on time.
- AU has an established policy for every online learning course to ensure the appointment of the required capacity of faculty to work in the right manner with our students.
- The expectations are stated very clearly and the design and delivery supports student-student and faculty-student interaction.
- The Syllabi design and our online course management system, through our AU portal, enable active contribution of our faculty to the learning environment;



- A guideline how to use Moodle will be available for students when they start the first lesson at AU.

DELIVERY MODES

Distance education courses may be delivered in either pure online or hybrid format. All distance education courses are subject to the same policies for academic integrity as classroom courses.

Online courses are delivered 100% via the Internet. Students cannot be required to attend a physical classroom when participating in an online course. AU has adopted Moodle as its Learning Management System (LMS). All AU online courses shall utilize the LMS for course delivery. All online courses shall be delivered at the same level of content and rigor as classroom-based courses, to include regular faculty and student attendance and online participation. All course assignments and graded course components must be submitted via Moodle.

Hybrid courses combine online and classroom delivery techniques. Hybrid courses may contain up to 50% on-line activities and content. Hybrid courses must be designated as such on the syllabus.

STUDENT SUPPORT

Students in online courses shall receive the same level of support as classroom-based students, including intervention for at-risk students and tutoring as necessary.

STUDENTS WITH DISABILITIES

The policy for students with disabilities in distance education classes is the same as that for students in classroom-based classes. Students with disabilities need to notify the Office of Student Affairs and provide documentation of the disability.

STUDENT SERVICES AND SUPPORT

There are computer stations at the AU office for students to work and complete online class activities. AU provides online access to students to Pearson Books, LIRN and VitalSource, so that students can find and buy course materials directly. Library and technical support are available on a 24-hour turnaround basis via email.



LIST OF SEQUENCE AND FREQUENCY OF DISTANCE EDUCATION LESSONS

Master of Business Administration (MBA)

The MBA consists of 10 courses and a thesis, which can be offered up to 100% online. The student will earn 3 credit hours for each course with a total of 30 credit hours and will earn 6 credits upon completion of the thesis. The duration of each course is one month for full time students and two months for part time students. The duration of the thesis is two months for full time students and four months for part time students.

MBA Program Courses

Course Number	Course Name	Credits
MBA 501	Business Leadership & Communications	3
MBA 502	Quantitative and Business Research Methods	3
MBA 505	Accounting and Finance for Decision Making	3
MBA 510	Ethics and Corporate Governance	3
MBA 515	Organizational Behavior	3
MBA 520	Strategic Marketing Management	3
MBA 525	Managerial Economics	3
MBA 530	Project Management	3
MBA 535	Entrepreneurship Management	3
MBA 536	Strategic Corporate Finance	3
MBA 541	International Business& Global Strategy Management	3
MBA 545	Capstone: Strategic Management (Simulation-based course)	3



21.) EQUALITY & DIVERSITY POLICY

At AU we are committed to working together to build a learning community founded on equality of opportunity, a learning community which celebrates the rich diversity of our faculty, staff, and student populations. Discriminatory behavior has no place in our community and will not be tolerated.

AU's equality and diversity policies promise equal treatment and opportunity for all regardless of gender, sexuality, race, color, disability, religion, age, and ethnicity or nationality. We call on all members of our community to make a personal commitment to equality and diversity.

- **General Statement of our Equality and Diversity Policy**

The achievement of genuine equality of opportunity is at the heart of our mission as a provider of higher education. We aim to build a learning community, which exhibits the diverse range of skills, and experience, which cannot be found within any single group of faculty, staff or students. In pursuing this goal, we want our community to value and to be at ease with its own diversity and to reflect the needs of the wider community within which we operate.

AU will adhere to all applicable federal and state laws as they pertain to equality and diversity. However, AU highly encourages all faculty, staff, and students to embrace equality and diversity and to go beyond the strict confines of these laws to provide genuine opportunities for all.

- **Responsibility**

Every member of our community has a moral and legal responsibility to promote equal treatment within our community and to respect its diversity.

The AU head of Human Resources is responsible for matters relating to equality of opportunity in employment. This includes developing policies which meet all applicable federal and state legislation and for monitoring and enforcing these policies for all faculty and staff. All faculty, staff, and students are responsible for ensuring that their actions are carried out in accordance with this policy. They may be held personally to account, should their actions fall short of the requirements of this policy in any way.



The AU Chancellor is responsible for matters relating to student equality. This includes developing policies which meet all applicable federal and state legislation and for monitoring and enforcing these policies for all students. All students are responsible for ensuring that their actions are carried out in accordance with this policy. They may be held personally to account, should their actions fall short of the requirements of this policy in any way.

Applicability

This policy covers all aspects of employment and academic life, including advertisements, recruitment, induction, compensation, conditions of service, staff development, change management, promotions, grievance and disciplinary procedures, course development, student admissions, learning and teaching, and assessment. It applies also to relationships with other institutions and with suppliers and contractors. The policy applies to the treatment of potential/future as well as existing faculty, staff, and students.

Equality and Diversity: learning and teaching

AU is committed to ensuring that all students, both actual and potential/future, enjoy equality of opportunity and are free from any experiences of any form of discrimination whether direct, indirect or through victimization. We recognize that the content of our academic programs directly and actively informs students of the University's commitment to diversity. We will seek to ensure that all programs promote equality with respect to gender, sexual orientation, race, color, disability, religion, age, and ethnic or national origin. We will urge our staff to avoid making assumptions and having expectations of our students based on misconceptions or stereotypes of how particular groups are perceived to perform or behave. The religious heritage, scientific, technological and mathematical achievements, visual arts, music and literatures of non-Western societies and other groups will be appropriately represented in our learning materials.

Student recruitment

We are committed to promoting access to higher education to under-represented groups and individuals. Recruitment and admissions practices will be free from unlawful discriminatory criteria. Questions relating to the applicant's race, ethnic origin, age, disability, religion, gender, color, sexuality, marital status or family responsibility, will not be part of the selection process – and will not play any role in the admission of a student to the University.



22.) ANTI-BULLYING POLICY

The purpose of the AU anti-bullying policy is to ensure that all students learn in a supportive, caring, and safe environment without fear of being bullied. Bullying is anti-social behavior and affects everyone. Simply put, bullying is unacceptable and will not be tolerated at AU.

- **SCOPE OF POLICY**

AU seeks to support students who are being bullied regardless of whether the bullying takes place on campus or at an off-campus AU-sponsored program, event, field trip, or other activity.

- **DEFINITION OF BULLYING**

Bullying is defined as deliberately hurtful behavior, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The four main types of bullying are:

- Verbal (i.e., name calling, taunting, racist remarks)
- Physical (i.e., hitting, pushing, kicking, slapping)
- Indirect (i.e. spreading rumors, excluding someone from social groups)
- Cyber bullying (i.e. using texts, phone calls, emails or social networks)

- **REASONS OR CAUSES OF BULLYING**

Bullying may be due to many different factors, including but not limited to, a student's race, gender, disability, age, religious beliefs, ethnicity, or sexuality.

- **THE IMPACT OF BULLYING**

Students who are being bullied may show changes in behavior, such as becoming shy and nervous, feigning illness, taking usual absences, becoming withdrawn, or clinging to adults. There may be evidence of changes in work or study habits or patterns, including lacking concentration and attentiveness.

All AU faculty, staff, and especially students, are encouraged to report bullying to their instructor or to any AU official as soon as it is observed or reported.



- **SUPPORT FOR BULLIED STUDENTS**

Students who allege they have been bullied will be supported by being:

- Offered an immediate opportunity to discuss the experience with a faculty member or member of the AU faculty and staff of their choice
- Given reassurance that the incident is being thoroughly and promptly investigated
- Offered continuous support
- Provided assistance with the restoring of self-esteem and confidence

- **ACCUSATIONS & DISCIPLINARY PROCESS**

Students who have been accused of bullying will be subject to disciplinary action, up to and including dismissal from AU.

The following process will be used when dealing with bullying incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of the faculty or staff who has observed the bullying himself/herself or been approached by the person being bullied or someone who has observed the bullying.
- A record of the incident will be made and given to the AU Chancellor.
- The Chancellor – or his/her designee - will conduct a thorough investigation and interview all parties involved in the incident (including the alleged student doing the bullying, the victim of the bullying, and any witnesses) and prepare a report on her findings.
- If the Chancellor finds that bullying did indeed occur, the Chancellor will take appropriate disciplinary action against the student as per the Student Code of Conduct and campus disciplinary policy and procedures.



23.) ALCOHOL ON CAMPUS POLICY

The possession, consumption, or sale of alcoholic beverages on AU property is prohibited unless approved by the AU President or his/her designee. Consumable alcohol allowed on campus includes beer, wine, and in certain limited situations, distilled spirits. AU is committed to an alcohol policy that promotes reasonable approaches and considerations for alcohol use through education, counseling, support and regulation enforcement.

- **PROGRAMS AND EVENTS COVERED BY POLICY**

This policy includes any cultural, social, or educational program, activity, or event on any AU facility or property including leased properties, student housing, or any other property controlled, leased, or administrated by AU.

- **OUTSIDE ORGANIZATIONS**

Any outside organization contracting with or granted use of AU facilities are also subject to the terms of this policy.

- **ENFORCEMENT & DISCIPLINARY ACTION**

Violations of this policy by faculty, staff, or students will result in disciplinary action, up to and including termination of employment for employees or dismissal from their program of study for students. An outside organization that violates this policy will result in the organization's denial of future AU facility use.

Some violations pertaining to alcoholic beverages are regarded as a misdemeanor and are punishable by law as per the California Penal Code and/or the California Code of Regulations.



24.) HARASSMENT & SEXUAL HARASSMENT POLICY

HARASSMENT POLICY

At AU all faculty, staff, and students are entitled to enjoy a teaching and learning environment that is free from harassment of any nature. Harassment based on personal characteristics such as gender, sexual orientation, race, cultural origin, veterans' status, pregnancy status, skin color, ethnicity, religion, age, or disability is strictly prohibited and in violation of AU policy. Examples of sexual harassment include, but are not limited to, non-consensual sexual contact of any type; sexual exploitation; aiding, abetting, or facilitating sexual misconduct; relationship violence; and stalking.

SEXUAL HARASSMENT POLICY

Sexual harassment is defined as one or more of the following:

- Unwelcome sexual conduct or behavior or overtures, request for sexual favors, verbal or physical conduct of sexual nature.
- Unwelcome sexual conduct or behavior that affects an individual's work performance or creates an alarming, aggressive, or abusive work environment.
- Sexual pranks/ teasing/ jokes/ pictures/ music/ video either in person or via phone, email or social media
- Any touching that represents sexual advances of any nature.

Sexual harassment is prohibited by federal and state law and by AU's policy. Sexual misconduct is also contradictory to the University's mission and values and will not be tolerated.

SEXUAL HARASSMENT REPORT PROCEDURE

Step 1: Complaint filed	<ul style="list-style-type: none">• Any AU faculty, staff, or student who experiences sexual harassment is encouraged to send an email to the AU president at aa@austin.university• In the case that the complaint is directed to the AU president, the faculty, staff, or student should send his/her email directly to the AU Governing Board Chairman.• The email should describe in specific detail the type of behavior involved in the alleged sexual harassment and include as much detailed information as possible regarding the incident (i.e. who, what, where, when)• If the alleged sexual harassment was verbal in nature, the email should strive to provide the exact words that were used; when the verbal encounter occurred; where the verbal encounter occurred; who was present (including possible witnesses); and the general
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	<p>circumstances to lead to the encounter.</p> <ul style="list-style-type: none"> Complaints may be submitted anonymously. However, it should be noted that it will not be possible to follow up with the complainant during the investigation if contact information (name, telephone number, email address) is not provided. All complaints will be considered confidential and only those with a right-to-know will be made aware of the substance of the complaint including the complainant, and target/subject of the complaint.
Step 2: Formation of Investigatio n Team	The investigating team shall consist of the university's President, HR manager (in case of a complaint against an employee), Chancellor (in case of a complaint against a student) and one member of the Governing Board.
Step 3: Investigatio n	The investigating team shall conduct a thorough and timely investigation. If appropriate, the team may solicit legal advice during its investigation.
Step 4: Decision	<p>If the investigating team determines that the alleged sexual harassment did not occur, the complainant will be so notified and no disciplinary action will be taken against the faculty, staff, or student who was the target/subject of the complaint.</p> <p>If the investigating team determines that alleged sexual harassment did occur, the complainant will be so notified and appropriate disciplinary action will be taken against the faculty, staff, or student who was the target/subject of the complaint.</p>
Step 5: (when and if applicable) Discipline	<p>For a faculty or staff member found guilty, disciplinary action will be taken based on the nature, type, and extent of the sexual harassment and may include, but not be limited to, verbal warning, written reprimand, probation, suspension for a specified period of time, or dismissal/termination.</p> <p>For a student found guilty, disciplinary action will be taken based on the nature, type, and extent of the sexual harassment and may include, but not be limited to, verbal warning, written reprimand, probation, suspension for a specified period, or dismissal/expulsion from AU.</p>

25.) STUDENT COMPLAINTS AND GRIEVANCES POLICY

AU wants every student to have a very positive experience throughout his/her program of study. However, we realize that sometimes situations may occur where a student may want to bring forward a complaint or grievance against an AU faculty or staff member. AU's complaint and grievance procedure is designed to guide and assist students who have a perception of unfair and/or unlawful treatment with a step-by-step process for resolution.



GUIDELINE

AU recommends that the student should first attempt to resolve the matter directly and informally with the faculty/staff member involved. Many issues, problems and concerns can be addressed and possibly resolved by an initial conversation and discussion with the faculty/staff member involved. However, AU also understands that due to the specific nature of the student matter that this approach may not always be possible, appropriate, or acceptable to the student. We fully understand that not all situations can be resolved with this initial conversation between the student and faculty/staff member involved. If the student chooses not to try to resolve the matter in this initial conversation or if the initial conversation does not result in a satisfactory resolution of the matter, the student can pursue a formal process of resolution by filing a complaint or grievance.

A complaint or grievance should be initiated as soon as possible after the issue/concern/problem has occurred but in no cases more than five (5) working days from the date of the occurrence of the incident.

A written complaint or grievance should contain:

- a) A complete description of the complaint or grievance,
- b) Any supporting documents, and
- c) The desired outcome sought.

Students should use one of the two forms:

- A. General Complaint Form** or
- B. It Complaint Form.**

A completed complaint form should be sent to registrar@austin.university

In addition, any faculty, staff member, student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (toll-free telephone number) or by completing a complaint form, which can be obtained on the bureau's website, <http://www.bppe.ca.gov>. Phone: (888) 370-7589, press 3 when prompted.



Timeline

AU students must file a written complaint within five (5) working days from the date of the occurrence of any incident. AU will investigate the complaint and respond back to the student within thirty (30) working days from the date the complaint is received.

Appeal process for the following student complaints:

Violation of Student Academic Rights

(Grade issues, informed notice of course content and course grading criteria, etc.)

Cases of an Alleged Student Academic Offense

(Cheating, plagiarism, falsification of academic records, etc.)

Cases of an Alleged Student Non-Academic Offense

(Violation of computer usage policy, falsification of student records, disorderly behavior, etc.)

For matters related to an alleged violation of any of the student issues listed above, the student needs to file a written appeal with the Chancellor. If the matter is resolved by the Chancellor to the student's satisfaction, the complaint is closed. If the matter is not resolved by the Chancellor to the student's satisfaction, the matter is referred to the Chief Operating Officer (COO). If the matter is resolved by the COO to the student's satisfaction, the complaint is closed. If the matter is not resolved by the COO to the student's satisfaction, the student may file a written request for a hearing by the Appeals Board. All parties involved in the complaint will be invited to provide written documentation to support their case.

The Appeals Board will decide whether it will hear or not hear the student's complaint. If the Appeals Board decides to hear the case, a hearing will be scheduled and a decision rendered. The decision by the Appeals Board is final and cannot be appealed further at AU. The complaint will be considered closed. If the Appeals Board decides not to hear the case, the decision of the COO will stand, and the matter will be considered closed. The matter is considered a final resolution and cannot be appealed further at AU.

The Appeals Board shall be constituted as follows:

Chancellor - Chair

Faculty or Staff Member: Nominated by the COO

Student Representative: Nominated by the Chancellor



26.) DRUG-FREE CAMPUS POLICY

This policy applies to all AU faculty, staff, and students while attending school or any school function. As stated in California Health and Safety Code 1135.5, adults preparing for the sale or gift of a controlled substance to minors upon school grounds or public playgrounds may be punished by imprisonment in the state prison for five, seven or nine years. As stated in California Health and Safety Code 11353.6, Juvenile Drug Trafficking and Schoolyard Act of 1988, any such acts shall receive an additional punishment of three, four or five years at the court's discretion.

All students attending AU are considered adults and are in an adult situation. For this reason, there will be no warnings if the use of alcohol or illicit drugs is found on campus or at campus functions. Notification of the police will be left to the judgment of the attending instructor or school personnel. The student's instructor will be notified of the dismissal within 24 hours of the situation.

There are certain drugs that cause or create physical and emotional problems. Following is a list of the most common drugs and their side effects: Marijuana contains THC, a psychoactive chemical that alters the sensory activities of the brain, including long-term damage to memory capabilities. The inhalation of marijuana smoke may cause lung cancer and chronic use may adversely affect reproductive ability in women. Alcohol alters judgment, vision, speech and coordination and can cause long-term damage to the liver. It severely impairs one's ability to function and is a primary cause for vehicular accidents. Cocaine and Crack provide a user with a temporary feeling of energy, increased heart rate, blood pressure, body temperature and can cause a false sense of exhilaration. They are highly addictive and may lead to heart attacks, strokes and long-term brain damage.

There are several local agencies that can assist you with referrals to organizations that specialize in alcohol or drug abuse.



27.) GRADUATION POLICY

Graduation Requirement for Master's in Business Administration Degree

- A minimum of 36 credit hours is required for graduation for the MBA program
- Other college or university "transfer" credit may be applied to the total credit units for graduation. However, military credit and credit-by-examination will not count in the total credit units for graduation. Transfer credit will be calculated according to the Credit Transfer Policy.
- To graduate, students must achieve a Cumulative Grade Point Average (CGPA) of at least 3.0 and satisfactorily complete all curriculum requirements. Graduation is not permitted if the best recorded grade for a required course is C, D, F, or the designator, I, W, or U.
- Because the grading scales and systems of other colleges and universities may vary significantly from AU, the grades of coursework which has been transferred into AU and applied to the total credit units for graduation will not be calculated into the student's final AU CGPA. (I.e., the student's final CGPA will only be calculated on coursework taken at AU.)
- To graduate, students must earn at least 75% of their program's required credit hours or a minimum of 27 credit hours, whichever is greater, through coursework completed at AU.
- Graduation candidates must fulfill all financial obligations to AU at least 30 days before commencement.
- MBA Honors will be recognized both at commencement as well as on the student's final official transcript. Students whose final CGPA is from 3.5 to 3.69 will receive the recognition of Cum Laude. Students whose final CGPA is from 3.70 to 3.89 will receive the recognition of Magna Cum Laude. Students whose final CGPA is from 3.90 to 4.00 will receive the recognition of Summa Cum Laude.

Application for Graduation

Graduation is a three-step process of submitting an *Application for Graduation* form, completing all academic requirements for your degree, and settling all financial obligations. The administrative process of degree conferral will indicate your official date of graduation.

The student must initiate the request to graduate by submitting an *Application for Graduation* Form. (I.E., Graduation is not "automatic" once a student completes all program requirements.)



Once the *Application for Graduation* form is received, the Registrar or Academic Manager will verify completion of all degree requirements, calculate the final CGPA, and verify that all financial obligations with AU have been fully satisfied. The student's diploma and final official transcript will normally be available to the student within three months after final clearance.

Graduation Fee

A graduation processing fee of \$100 is charged to all students upon receipt of the Application for Graduation form. The \$100 processing fee includes costs associated with certifying your degree, producing and mailing your diploma, a financial audit, and other related expenses. All students must pay the graduation processing fee whether they attend the commencement ceremony or not.

Commencement versus Graduation

There are important differences between commencement and graduation. Commencement refers to the ceremony, officiated by the President of the University, where you share the excitement and importance of your academic accomplishments with peers, family and friends. It is also the time for AU's Governing Board, administration, staff, and faculty to pay special tribute to you for the outstanding efforts you have shown in earning your degree.

Commencement Ceremonies

Commencement ceremonies are held twice per year to recognize all students who have completed or graduated from AU degree programs. These ceremonies occur in July and in November. Students who send the graduation ceremony attendant requests will receive an email with details of the next commencement. In order to participate in the ceremony, students must notify the Registrar at least two weeks prior to the ceremony.

If a student is not able to attend the commencement, he/she can arrange to pick up the degree and transcript at the Registrar's office or have it mailed to his/her address.



28. APPENDICES: AU FORMS

A.) REFUND REQUEST FORM

A refund can be issued only when you have paid in full for the item that you wish to be refunded and there are no other debts (i.e. application fee, etc.). Your refund will be directly deposit in the account that you used to send the payment to AU

Full name	
ID/Passport number	
Date of birth	
Phone number	
Email	

Reason for refund Please detail the item that you wish to be refund and its reason (Reduce course load, degree complete, withdrawal, student award)	
Payment method	<input type="checkbox"/> Bank transfer Bank detail: <input type="checkbox"/> PayPal (only apply if you transferred the fee to AU via PayPal) Detail:
Request a refund for this amount:	

Students will have to in writing request refund using the form and in signed send to registrar@austin.university

Student signature: _____

Name

Date:



B.) GENERAL COMPLAINT FORM

This form is to be completed by any member of staff who receives a complaint or a parent who wishes to make a complaint. It should be passed to the registrar

What is the nature of the complaint? (Please check)	
<input type="checkbox"/>	Alleged Violation of Student Academic Rights
<input type="checkbox"/>	Alleged Student Academic Offense
<input type="checkbox"/>	Alleged Student Non-Academic Offense
<input type="checkbox"/>	Other
Details of the complaint	
Date/s of incident	Time/s
If the complaint is about someone's behavior, give the names of any witnesses to the incident/s	
Action taken	
Name	Position:
Signed	Date



C.) PLAGIARISM REPORT FORM

Faculty Member: Please use this form to report to the Dean of the College any incident of plagiarism which resulted in either a failing grade for the plagiarized work or a failing grade in the course.

Student's name _____

Faculty member _____ Course _____ Semester _____

Type of Assignment

Briefly describe the kind(s) of plagiarism contained in the assignment

Briefly describe the student's response to/explanation of the plagiarism

Penalty Assigned: ____ failing grade for assignment

____ failing grade in course

Faculty member's signature _____ date _____

Please attach to this report a copy of the plagiarized assignment and a copy of any evidence used to support the plagiarism charge.



D.) ACADEMIC INCIDENT REPORT FROM

Nature of the report:

<input type="checkbox"/>	Plagiarism	<input type="checkbox"/>	Cheating	<input type="checkbox"/>	Unauthorized collaboration
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<input type="checkbox"/>	Using course material without permission	<input type="checkbox"/>	Fabricating or falsifying data, or data analysis
--------------------------	--	--------------------------	--

Student's name _____

Faculty member _____ Course _____ Semester _____

Type of Assignment

Briefly describe the incident and your action for the incident

Briefly describe students' action for the incident

Faculty member's signature _____ date _____



E.) REQUEST FOR EXCUSED ABSENCE FORM

Student name:	
Level:	
Requested class/ subject:	
Date of notification to instructor:	
Absence period:	

Reason for absence:

- Illness or injury to the student.
- Serious illness, injury or death of immediate family member.
- Religious reason (California Education Code section 89320)
- Jury duty
- Government obligation
- Requested activities from AU

Do you have an evidence/ document for the absence?

- Yes
- No

If yes, make sure that documentation or a copy of the copy of documentation is attached.

I, _____, am requesting my excused absence above. I will be responsible arrange with instructor o make up my missed exercise, assignment and final project. By signing this form, I also ensure this form and attachments are complete and truthful.

Student signature: _____

Date:

Registrar signature: _____

Date:



F.) COURSE DROPOUT FORM

STUDENT NAME:

ADDRESS:

TELEPHONE NUMBER:

E-MAIL:

PROGRAM ENROLLED IN AU:

CURRENT COURSE ENROLLED IN AU:

Please check one of the following and provide the date of withdrawal:

___ I wish to withdraw from the following course effective _____.

___ I wish to withdraw from my AU program effective _____.

I understand that withdrawing from this course will affect my date of graduation and that the same course may not be offered in AU except after a full calendar year, which may delay my graduation for a full calendar year

Student name: _____

Student Signature

Date:

DIRECTIONS: Send this signed form to the Registrar office

Approvals:

1. Course Instructor:

Name: _____

Signature and date: _____

2. College Dean:

Name: _____

Signature and date: _____

3. Director of Student Affairs:



Name: _____ Signature and date: _____

G.) ACCIDENT & INJURY REPORT FORM

INSTRUCTIONS FOR STUDENTS AND EMPLOYEES: All AU-related accidents and injuries require the completion of this form. This form should be completed by the person who had the accident or injury.

NAME:

TELEPHONE NUMBER:

MAILING/PHYSICAL ADDRESS:

EMAIL ADDRESS:

NATURE OF THE INCIDENT:

_____ Accident _____ Injury _____ Both

DATE OF THE INCIDENT:

TIME OF THE INCIDENT:

LOCATION OF THE INCIDENT:

WHAT ACTION WAS TAKEN?

(Check all that apply indicating first, second, etc.)

_____ First Aid provided. Who provided the first aid? _____

_____ Sent to medical care facility

_____ Resumed activity or returned to class

_____ Sent home

_____ Other. Please indicate: _____

WERE THERE WITNESSES TO THIS INCIDENT?

_____ No

_____ Yes. Please provide us the name and telephone number of all witnesses:

(Continued on back/second page)



AU ACCIDENT & INJURY REPORT FORM

WHAT HAPPENED?

Please be as specific as possible. In an injury, what body part was affected and how was it affected (injury, burn, etc.)

Student/Employee Signature

Date

FOR AU ADMINISTRATIVE USE ONLY

Date form received from student/employee: _____

Received by (name): _____

Date(s) of investigation of incident: _____



H.) COURSE & INSTRUCTOR EVALUATION FORM

Course Evaluation Form

Module Name _____

Your Name (Optional) _____

Date _____

Please carefully read the questions below and check the box that best reflects your response where: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree and 5 = strongly agree.

Please answer all questions and add in your own comments in the spaces provided.

A. Evaluating Course Content

	Evaluation Item	1	2	3	4	5
1.	The module was informative.					
2.	The material covered was relevant.					
3.	The module fulfilled my learning objectives.					
4.	The content of the module was consistent with what was stated in the catalog or other ATMY materials.					
5.	The length of the module was adequate.					
6.	I would recommend this module to others.					
7.	As a result of completing this module, I plan to change how I perform one or more aspects of my job.					

7a) What will you do differently as a result of completing this class?

8) What was the most useful part of the course?

9) What was the least useful part of the course?

Signature (Optional): _____

Please carefully read the questions below and check the box that best reflects your response where: 1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent.



Please answer all questions and add in your own comments in the spaces provided.

B. Evaluating the Instructor

	Evaluation Item	1	2	3	4	5
1.	The instructor's presentation style					
2.	The quality of reading material/visual aids					
3.	The instructor's overall communication style in covering material and interacting with the students in the class.					
4.	The instructor's ability to listen and understand student questions/issues and respond appropriately					
5.	The instructor's organization and planning of the class sessions.					
6.	The instructor's enthusiasm about the subject matter or course content					
7.	The instructor's effective use of time management					
8.	The instructor's assistance and responsiveness to student inquiries or concerns outside of class sessions					

Comments:

Signature (Optional): -----

Date: -----



I) APPLICATION FOR GRADUATION FORM

APPLICATION FOR GRADUATION FORM

Personal Information

Full Name	
Program:	
Address	
Email:	
Phone:	

Degree Name

PRINT name exactly as you wish it to appear on your degree.

Note: This name must be the same as we have in our record. If you have legally changed your name, you must submit a Name Change & support documentation for Student Service department before the end of your final term.

First Name	
Middle Name	
Last name	

Degree Program: MBA

Convocation ceremony

Please indicate the option that

- I wish to attend the earliest convocation ceremony
- I wish to attend the convocation ceremony in July November
- I am not be able attend the convocation ceremony. I acknowledge that (please choose one option below)
 - I have to arrange to pick up the degree and transcript at the Registrar’s office
 - I have the degree and transcript mailed to my address.

Proof of payment (non-refundable) \$100 fee needs to accompany this form.

Student (Name & Signature): _____

Date: _____