

# JOHN COLERIDGE PATTESON UNIVERSITY



## ACADEMIC POLICIES AND PROCEDURES MANUAL

27 June 2025

<b>Responsible Officer</b>	Dean of Studies
<b>Approved by</b>	BPTC Academic Board, 8 May 2025
<b>Approved by</b>	BPTC Board of Governors 27 June 2025
<b>Commenced</b>	Upon Final Approval by BPTC Board of Governors
<b>Review by</b>	June 2028
<b>Relevant Legislation</b>	Solomon Islands Tertiary Education and Skills Authority Act 2017 Solomon Islands Education Act 2023 The Constitution of the Anglican Church of Melanesia, 1975

John Coleridge Patteson University (JCPU) is being accredited through its existing College, the Bishop Patteson Theological College (BPTC) by South Pacific Community's (SPC) Education Quality Assessment Program (EQAP) and Solomon Islands Tertiary Education and Skills Authority (SITESA) to award diploma, bachelor and later postgraduate degrees in theology.

### **Acknowledgment**

This document has been informed and shaped by a review of relevant national and institutional guidelines and policies, including Solomon Islands Quality Standards Framework for the Tertiary Sector, Guidelines for Tertiary Course Developers in Solomon Islands, Solomon Islands Qualification Framework, Solomon Islands National University Academic Policies, Alabama A&M University Academic Policies and Procedures Manual, The Anglican University College of Technology (Ghana) Student Handbook and Oklahoma Christian University Academic Policy Manual. These policies, guidelines and procedures provided foundational guidance and best practices that have been adapted to address the specific needs and context of JCPU academic policies and procedures.

### **Disclaimer**

JCPU strives for accuracy in the academic policies and procedures manual publication, any publication may contain topographical errors. Changes, corrections and improvements may be made periodically to these publications and will be incorporated in new versions. JCPU may make corrections and/or improvements its publications at any time without notice.

## Overview

This document is a compilation of general academic policies and guidelines for academic programs that serve as a quick reference for the university's colleges, staff, and Anglican Church of Melanesia (ACOM) administrators. Additional details regarding these policies may be found in the colleges' student handbook.

This manual is divided into ten (10) sections:

Section 1: Key Academic Standards

Section 2: Education in Emergency Plan/Policy

Section 3: Program Development and Review

Section 4: Academic Program Evaluation

Section 5: Minimum Qualification Guidelines and Procedures for Departments

Section 6: Classroom Code of Conduct

Section 7: Distance Education

Section 8: Recognition of Prior Learning (RPL)

Section 9: Academic Policies and Procedures

Section 10: Appendices

While this document cannot be all-inclusive in scope and detail, it is designed in part to facilitate continuity and to provide overall guidelines of academic standards. Every effort has been made to ensure that the information presented is current and accurate. The reader is cautioned, however, that from time-to-time policies and guidelines are subject to modification. Modifications are communicated in standard and electronic print.

# Table of Contents

- Overview.....2
- Vision and Mission of the University .....11
- Colleges of the University.....11
- SECTION 1 – KEY ACADEMIC STANDARDS.....12**
  - 1.1 Statement of Principles of Student Academic Conduct.....12
  - 1.2 Examination .....12
  - 1.3 Program Syllabi .....13
  - 1.4 Classroom Teaching and Learning Standards .....13
  - 1.5 Grading System .....13
  - 1.6 Collection of Fees from Students.....15
  - 1.7 Field Trips and Excursions .....15
  - 1.8 Academic Counselling .....15
  - 1.9 Textbooks, Supplies and Equipment.....16
  - 1.10 Evaluation of Course Delivery .....16
  - 1.11 Annual Policy Review .....16
  - 1.12 Changes to Publications .....16
- SECTION 2 – EDUCATION IN EMERGENCY PLAN/POLICY .....17**
  - 2.1 Catastrophic Disaster Policy.....17
  - 2.2 Academic Administration Responsibilities .....18
    - 2.2.1 Registrar/Deputy Vice Chancellor (Academic Affairs and Research) .....18
      - Pre-Evacuation/Suspension or Campus Closure .....18
      - Post-Evacuation/Suspension or Campus Closure.....18
    - 2.2.2 University Librarian .....19
      - Pre-Evacuation/Suspension or Campus Closure .....19
      - Post-Evacuation/Suspension or Campus Closure.....19
    - 2.2.3 College Dean .....19
      - Pre-Evacuation/Suspension or Campus Closure .....19
      - Post-Evacuation/Suspension or Campus Closure.....19
    - 2.2.4 Department Heads.....19
      - Pre-Evacuation/Suspension or Campus Closure .....19
      - Post-Evacuation/Suspension or Campus Closure.....19
    - 2.2.5 Lecturers/Instructors.....20
      - Pre-Evacuation/Suspension or Campus Closure .....20
      - Post-Evacuation/Suspension or Campus Closure.....20
    - 2.2.6 Students.....20

Pre-Evacuation/Suspension or Campus Closure .....	20
Post-Evacuation/Suspension or Campus Closure.....	20
<b>SECTION 3 – PROGRAM DEVELOPMENT AND REVIEW .....</b>	<b>21</b>
3.1 Overview.....	21
3.2 Development of a New Academic Program.....	21
3.2.1 Program Intent.....	21
3.2.2 Obtaining SITESA Approval of a New Program .....	22
3.2.3 Obtaining SITESA Approval for the Addition of a Specialization, or Major.....	22
3.2.4 Expanding an Existing Program to a New Location.....	22
3.2.5 Expanding an Existing Program to an Already Approved Location.....	23
3.2.5 Expanding an Existing Program to a Location that has not been Previously Approved by SITESA for JCPU .....	23
3.2.6 Modifications to Existing Academic Programs.....	23
3.2.7 Offering a Cohort .....	23
3.2.8 Closing a Program, Instructional Site, Branch Campus or an Institution .....	24
<b>SECTION 4 – ACADEMIC PROGRAM EVALUATION .....</b>	<b>25</b>
4.1 Assumptions .....	25
4.1.1 Criteria .....	25
4.2 Program Requirements.....	25
4.2.1 Assessment and Continuous Improvement in Academic Programs.....	25
4.3 Strategic Planning .....	26
4.3.1 Procedures.....	26
4.4 Five Year Program Evaluation .....	26
4.4.1 Procedures .....	26
4.4.3 Program Probation.....	27
4.4.4 Program Re-alignment Criteria .....	27
4.4.5 Program Termination.....	27
4.5 Organization for the Management of Academic Policies and Standards .....	28
4.5.1 Academic Standards and Curriculum Committee .....	28
4.5.2 Post-Graduate Studies Committee.....	28
4.5.3 Skills, Trade and Professional Training (STPT) Committee.....	28
<b>SECTION 5 – MINIMUM QUALIFICATION GUIDELINES AND PROCEDURES FOR DEPARTMENT.....</b>	<b>29</b>
5.1 Undergraduate and Skills, Trades and Professional Training Courses.....	29
5.2 Graduate and Post-Graduate Courses .....	29
5.3 The Role of JCPU Board, Council and Administration .....	29
5.4 The Role of Academic Staff and STPT Instructors.....	29
5.5 The Role of Department Heads/Program Coordinators.....	29

5.6 The Role of Deans .....	30
5.7 The Role of the Deputy Vice Chancellor (Academic Affairs & Research).....	30
5.8 Currently Employed Staff with Insufficient Documentation.....	30
5.9 Alternative Credentials .....	30
5.10 Official Transcripts .....	31
5.11 Foreign Transcripts.....	31
5.12 Transcripts from Non-Regionally and Internationally Accredited Institutions.....	31
5.13 Pending Cases .....	31
<b>SECTION 6 – CLASSROOM CODE OF CONDUCT.....</b>	<b>33</b>
6.1 General Protocol.....	33
6.2 Student Dress Code.....	33
<b>SECTION 7 – DISTANCE EDUCATION .....</b>	<b>35</b>
7.1 General Policy Statement .....	35
7.2 New Courses of Distance Education .....	35
7.3 Course Requirements of Distance Education .....	35
7.4 Course Content Design of Distance Education.....	35
7.5 Approval Procedures of Distance Education.....	35
7.6 Quality Assurance of Distance Education Courses.....	35
7.7 Course Delivery Modes.....	36
<b>SECTION 8 – RECOGNITION OF PRIOR LEARNING (RPL).....</b>	<b>37</b>
8.1 Scope .....	37
8.2 Principles .....	37
8.3 Definitions .....	37
8.3 RPL Procedure .....	37
8.3.1 Application .....	37
8.3.2 Assessment .....	37
8.3.3 Decision and Notification .....	37
8.3.4 Appeals .....	37
8.3.5. Roles and Responsibilities .....	38
<b>SECTION 9 – ACADEMIC POLICIES AND PROCEDURES .....</b>	<b>39</b>
9.1 Policy 01 – Admissions Requirements .....	39
9.1.1. Admission Requirements .....	39
9.1.2. Application Procedures.....	39
9.2 Policy 02 - Credit Transfer .....	40
9.2.1. Eligibility for Credit Transfer.....	40
9.2.2. Types of Transferable Credit .....	40

9.2.3. Application Process .....	40
<b>9.3 Policy 03 – Registration .....</b>	<b>41</b>
9.3.1 Registration Periods .....	41
9.3.2 Eligibility Requirements .....	41
9.3.3 Course Selection Process .....	41
9.3.4 Registration Methods.....	41
9.3.5 Add/Drop and Withdrawal .....	41
9.3.6 Waitlists .....	41
9.3.7 Fees and Holds .....	42
9.3.8 Appeals and Expectations .....	42
9.3.9 Graduation and Final Semester Registration.....	42
<b>9.4 Policy 04 - Withdrawal from the University.....</b>	<b>42</b>
9.4.1 Types of Withdrawal .....	42
9.4.3 Academic Transcript Impact.....	42
9.4.4 Financial Considerations .....	42
9.4.5 Resumption of Studies .....	42
<b>9.5 Policy 05 – Leave of Absence.....</b>	<b>43</b>
9.5.1 Common Reasons for Taking a Leave of Absence .....	43
9.5.2 General Guidelines and Procedures.....	43
9.5.3 Returning from a Leave.....	43
9.5.3 Key Considerations.....	43
<b>9.6 Policy 06 – Volume of Learning (Credit Hours).....</b>	<b>43</b>
9.6.1 Scope.....	43
9.6.2 Definitions .....	43
9.6.3 Policy Statement .....	43
9.6.4 Guidelines for Assigning Credit Hours.....	44
9.6.5 Procedures.....	44
9.6.6 Monitoring and Review .....	44
9.6.7 Credit Transfer .....	44
9.6.8 Responsibilities .....	44
<b>9.7 Policy 07 – Academic Year .....</b>	<b>44</b>
9.7.1 Academic Calendar .....	44
<b>9.8 Policy 08 – Full-time Student.....</b>	<b>44</b>
9.8.1 Undergraduate Students.....	44
9.8.2 Post-Graduate Students.....	45
9.8.3 Exceptional and Special Cases.....	45

9.8.4 Monitoring and Enforcement .....	45
<b>9.9 Policy 09 – Academic Misconduct .....</b>	<b>45</b>
9.9.1 Scope.....	45
9.9.2 Definitions .....	45
9.9.3 Responsibilities .....	45
9.9.4 Reporting Academic Misconduct .....	45
9.9.5 Investigation Procedure .....	46
9.9.6 Sanctions.....	46
9.9.7 Appeals .....	46
9.9.8 Confidentiality and Record Keeping.....	46
9.9.9 Commitments to Academic Integrity .....	46
<b>9.10 Policy 10 - Satisfactory Academic Progress (SAP) Policy .....</b>	<b>46</b>
9.10.1 SAP Standards .....	46
9.10.2 Evaluation Period .....	47
9.10.3 SAP Statuses.....	47
9.10.4 SAP Procedures.....	47
<b>9.11 Policy 11 – Academic Standing .....</b>	<b>47</b>
9.11.1 Academic Alert/Warning.....	47
9.11.2 Academic Probation.....	47
9.11.4 Appeal Process.....	48
9.11.5 Reinstatement and Readmission.....	48
9.11.6 Student Support Resources.....	48
<b>9.12. Policy 12 - Course Substitution.....</b>	<b>48</b>
9.12.1. Policy Statement .....	48
9.12.2. Eligibility Criteria .....	49
9.12.3. Procedure.....	49
9.12.4. Timeline .....	49
9.12.5. Appeals .....	49
9.12.5. Limitations .....	49
<b>9.13 Policy 13 - Grade Reporting.....</b>	<b>49</b>
9.13.1. Policy Statement .....	49
9.13.2. Responsibilities .....	49
9.13.3. Grade Submission Procedure.....	50
9.13.4. Grade Changes and Corrections.....	50
9.13.5. Grade Appeals.....	50
9.13.6. Confidentiality.....	50

<b>9.14. Policy 14 - Changing of Grades</b> .....	<b>50</b>
9.14.1. Policy Statement .....	50
9.14.2. Scope.....	51
9.14.3. Valid Reasons for Grade Change .....	51
9.14.4. Procedure for Requesting a Grade Change .....	51
9.14.5 Timelines .....	51
9.14.6. Records and Retention.....	51
9.14.7. Responsibilities .....	51
<b>9.15. Policy 15 - Repeating Courses</b> .....	<b>52</b>
9.15.1 Policy Statement .....	52
9.15.2. Scope.....	52
9.15.3 Definitions.....	52
9.15.4. Eligibility for Course Repetition .....	52
9.15.5 Compliance with Grade Replacement Policy .....	52
9.15.6. Procedure.....	52
9.15.7. Appeals .....	52
<b>9.16. Policy 16 - Academic Appeals Process</b> .....	<b>53</b>
9.16.1. Scope.....	53
9.16.2. Grounds for Appeal.....	53
9.16.3. Informal Resolution.....	53
9.16.4. Formal Appeal Process.....	53
9.16.5. Recordkeeping .....	54
9.16.6. Retaliation Prohibited .....	54
<b>9.17. Policy 17 – Course Evaluations</b> .....	<b>54</b>
9.17.1 Scope .....	54
9.17.2. Policy Statement .....	54
9.17.3. Responsibilities .....	54
9.17.4. Procedure.....	54
9.17.5. Confidentiality and Data Use.....	55
9.17.6. Exceptions.....	55
<b>9.18. Policy 18 – Undergraduate Double Major</b> .....	<b>55</b>
9.18.1. Definitions .....	55
9.18.3. Steps to Declare a Double Major .....	55
9.18.4. Important Considerations .....	55
<b>9.19. Policy 19 - Change of Major/Minor</b> .....	<b>56</b>
9.19.1 Eligibility Requirements .....	56

9.19.2. Procedures for Changing a Major/Minor .....	56
9.19.3. Implications.....	56
9.19.4 Deadlines .....	56
<b>9.20. Policy 20 - Course Auditing.....</b>	<b>56</b>
<b>9.20.1 What Is Course Auditing?.....</b>	<b>56</b>
9.20.2 Key Features.....	57
<b>9.21. Policy 21 - Request for Transcript.....</b>	<b>57</b>
9.21.1. Policy Statement .....	57
9.21.2. Types of Transcripts .....	57
9.21.3 Procedure .....	57
9.21.4. Confidentiality.....	58
<b>9.22. Policy 22 - Degree Program Requirements .....</b>	<b>58</b>
9.22.1. Policy Statement .....	58
9.22.2. Degree Requirements .....	58
9.22.3. Procedures.....	58
9.22.4. Responsibilities .....	59
<b>9.23. Policy 23 - Statute of Limitations on Earned Credits .....</b>	<b>59</b>
9.23.1. Definitions.....	59
<b>9.23.2. Time Limits by Degree Type .....</b>	<b>59</b>
9.23.3. Transfer and Reinstatement Considerations.....	59
9.23.4. Waivers and Exceptions .....	59
9.23.5. Recommendations .....	59
<b>9.24. Policy 24 - Responsibility Statement .....</b>	<b>60</b>
9.24.2 Common Elements of the University Responsibility Statements .....	60
<b>9.25. Policy 25 – Graduation Requirements.....</b>	<b>60</b>
<b>9.25.1. Graduation Requirements.....</b>	<b>60</b>
9.25.2. Graduation Procedures .....	60
9.25.3. Student Responsibilities .....	61
<b>9.26. Policy 26 – Degree Revocation .....</b>	<b>61</b>
9.26.1. General Principles of Degree Revocation .....	61
9.26.2. Procedure.....	61
<b>9.27. Policy 27 - No-Show and Attendance Verification.....</b>	<b>61</b>
9.27.1. Definition .....	61
9.27.2. Key Elements.....	61
9.27.3. Attendance Verification Process .....	62
9.27.4. Reinstatement Procedures.....	62

9.28. Policy 28 - Security and Confidentiality of Student Academic Records Policy and Procedures .....	62
9.28.1. Policy Statement .....	62
9.28.2. Definitions .....	62
9.28.3. Responsibilities .....	62
9.28.4. Access to Student Records .....	62
9.28.4. Security Measures.....	63
9.28.5 Record Retention and Disposal .....	63
9.28.6. Breach of Policy.....	63
SECTION 10 – APPENDENCES .....	64
Appendix 1: Solomon Islands Qualification Framework (SIQF).....	64
Appendix 2: SIQF Credit Profile .....	65
Appendix 3: SITESA Average Notional Learning Time Worksheet Form .....	67
Appendix 4: SITESA Course Descriptors Form .....	68

## Vision and Mission of the University

**Our Vision** is to contribute to wholesome and effective realization of true religion, sound learning and useful industry as essential molds for preparing people for good life and worthy citizenry.

**Our Mission** is to establish a University in Melanesia for:

- a. Sustaining true religion that serves to propagate the true gospel of Christ in Melanesia by pursuing:
  - Theological and ministry training for lay and ordained ministries for teaching and proclaiming the good news of the Kingdom of God in Melanesia and beyond.
  - Medical training for health workers as Christ's servants for the healing of body, mind and soul.
- b. Advancing and delivering sound learning that is responsive to the needs of Melanesian society by providing an academic and learning environment of high quality and distinctive character rooted in communal values.
- c. Preparing God's people for useful industry in Melanesia by:
  - Pursuing communal bottom up approach in academic research, scholarship and leadership.
  - nurturing good values for life and Christian ethos in academic programmer that are beneficial for development of worthy citizenry character and capacity for community leadership and nation building.

## Colleges of the University

The University is organized into four initial colleges with undergraduate and later to offer graduate programs namely:

- a. Bishop Patteson Theological College ["BPTC"] to offer theological studies.
- b. Teachers' College to offer teaching and education programs.
- c. Agriculture and Business College to offer programs in a blend of agriculture and business.
- d. Nursing and Public Health Science College to offer programs in nursing and public health.

Each college offers programs leading to degrees in disciplines that may be selected for majors and minors.

## SECTION 1 – KEY ACADEMIC STANDARDS

### 1.1 Statement of Principles of Student Academic Conduct

Department members must define in each program syllabus, behaviours that constitute acceptable academic conduct. This can be referenced to existing stated rules, such as those in the STUDENT HANDBOOK. This can include additional expectations that may be particular to that discipline, department or program and course. Departments have the prerogative to deal with academic misconduct committed by a student in a program by applying an academic penalty within the context of that program or course.

All students are expected to observe standards of conduct appropriate to a community of scholars, respecting themselves, fellow students, and staff at all times. The University expects from its students a higher standard of conduct than the minimum required to avoid disciplinary action. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not necessarily limited to, the following:

- a. **Cheating:** Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- b. **Plagiarism:** Representing the words, ideas, or data of another as one's own in any academic exercise. This includes plagiarism of works taken from the internet.
- c. **Fabrication:** Unauthorized falsification or invention of any information or citation in an academic exercise.
- d. **Aiding and Abetting Academic Dishonesty:** Intentionally or knowingly helping or attempting to help another student commit an act of academic dishonesty.

Acts of academic misconduct may be punishable by one or more of the following:

- a. Letter of academic misconduct placed in the student's academic record.
- b. Temporary suspension from the University.
- c. Expulsion from the University.
- d. Expulsion from a class by the lecturer/instructor which could possibly result in a failing grade.
- e. Lowering of a final course average.
- f. Academic discipline resulting in the loss of scholarships, non-participation in academic related activities, etc.

### 1.2 Examination

- a. **Progress Reports:** During the semester, departments are required to conduct periodic assessments to determine students' progress. The progress report is crucial in academic counselling to encourage students improve their performance.
- b. **Final Examinations:** Unless prior written approval is obtained, the University requires each department member to conduct a final assessment of each student officially registered for a course. The final assessment may be in the form of an examination, project, etc. This assessment is to be administered at the time specified on the Semester Calendar that is posted on the university website or students' notice board. No change by the lecturer in the final assessment schedule may be made unless it is approved, in writing, by the dean of the college. When changes are approved, the Deputy Vice Chancellor Academic (Affairs and Research) and the Registrar must be notified accordingly. Students have the right to review with staff members their final assessments. For this reason, final assessments should be made accessible to students. In addition to the final assessment, other assessments are to be administered and out-of-class work assigned in a manner deemed appropriate by the lecturer and detailed in the course syllabus.
- c. **Make-up Examinations for Excused Absences:** Students who are unable to take announced quizzes and examinations due to unforeseen circumstances should report reasons for their absence to their lecturer/instructor. The lecturer/instructor may require documentation of the circumstances before administering a make-up examination or requiring other make-up adjustments. Absences from a scheduled final examination without prior arrangement with the course lecturer/instructor (except in extenuating circumstances) will be classified as unexcused, and a failing grade on the examination will be assigned until the validity of a student's excuse is determined.

### 1.3 Program Syllabi

The program syllabus and/or course outline constitutes the basis for instructional accountability, course evaluation, and quality assurance. Within one week after the official beginning of classes for a regular semester, lecturers/instructors are required to provide students with course outline which conform to University standards. The document will include as a minimum, but not necessarily be limited to, the following:

- a. Course description
- b. Student learning outcomes
- c. Course procedures and/or requirements
- d. Performance standards
- e. Grading system and criteria to be used in calculating the final grade for the course
- f. Lecturer's/instructor's office and consultation hours and location
- g. Textbooks and/or required readings.

A copy of each course outline for each class being taught is required to be online and in the office of the Department Head and College Dean not later than one week after the beginning of classes. Course syllabi and outlines should be updated regularly to be current with changes in subject matter areas and pedagogical strategies.

### 1.4 Classroom Teaching and Learning Standards

For classroom learning to be meaningful, it should represent a partnership between student and lecturer/instructor. Each lecturer/instructor, in conducting classes, must exhibit high standards of professional behaviour, through scholarship, personal integrity and enthusiasm for the profession of teaching. More specifically, each lecturer /instructor has a responsibility to students and the University to:

- a. Provide, at the first meeting of class, a clear statement of specific course objectives and the manner in which they are to be attained.
- b. Clearly identify and explain evaluation and grading procedures, including:
  - Number of examinations and approximate dates.
  - Grading system and method of determining the final grade.
  - Practice duty of care in the organization and presentation of all materials to attain the stated learning objectives.
  - Utilize the allotted time efficiently, maintaining course integrity.
  - Grade and return examinations within a reasonable period of time.
- c. Arrive promptly for all scheduled classes and provide instruction throughout the allotted time. If absence is anticipated the class should be informed in advance, and an appropriate substitute identified. If absence is unanticipated, then the lecturer/instructor should inform the department Head as soon as possible and the Head has the responsibility to ensure that the class is informed.
- d. Maintain regular posted office hours. The university requires a minimum of forty (40) office hours per week for full-time faculty during the regular semester.

### 1.5 Grading System

The lecturer/instructor must be fully accountable for the grading of students. Each lecturer/instructor has the responsibility of maintaining class records to a reasonable level of detail on each student enrolled in class. These records must be submitted to the department head within 24 hours of submission of grades for Department/ School Academic Board scrutiny before final approval of grades in the College Academic Board. Once the College Academic Board endorsed the final grades, the College Deans submit the final grades to the Registrar's Office. Such records must demonstrate the grading system as described in the program syllabus.

Final grades for each course are required to be reported in the Student Management System (SMS) with the schedule published on the current University Calendar. The following system of grades is used:

Letter Grade	Percentage Range	Grade Point (GPA)	Description
A +	85% and above	4.5	Pass with Distinction
A	78 - 84%	4.0	Pass with Distinction

B+	71– 77%	3.5	Pass with Credit
B	64 – 70%	3.0	Pass with Credit
C+	57 – 63%	2.5	Pass
C	50 – 56%	2.00	Pass
R	–	1.5	Restricted Pass is a conditional passing grade awarded in specific cases where a student has not met the standard pass mark (usually 50%) but may still be granted a pass for academic progression purposes especially for graduating students.
D or DX	40 – 49%	1.00	Work below pass standard
E or EX	Below 40%	0.0	Fail
AEG	–	–	Aegrotat Pass. Student is unable to complete final examinations or final assessments due to serious illness, injury, or other exceptional circumstances
COM	–	–	A Compassionate Pass is a special consideration grade awarded when a student is unable to complete a course (especially the final assessment or exam) due to exceptional personal circumstances, such as: <ul style="list-style-type: none"> <li>• Death or serious illness of a close family member</li> <li>• Personal trauma or significant emotional distress</li> <li>• Natural disasters or other unforeseen and uncontrollable events.</li> </ul>
T	–	–	Credit Transfer is a grade given when a student is awarded for courses previously completed at another recognized institution, or sometimes from prior JCPU programs, without having to retake the course.
SE	–	–	Supplementary Examination. Indicates a student is granted a supplementary exam opportunity.
NC	–	–	Not Completed. Assigned when course requirements (e.g., assignments, attendance) are not met.

NV	–	–	Null and Void. Given when a student does not complete or submit any required assessment.
PAS	–	–	<b>Pass</b> (for non-graded courses). A satisfactory performance in pass/fail courses; does not affect GPA.
S	–	–	Satisfactory. Used for certain competency-based or non-academic modules.
U	–	–	Unsatisfactory. Indicates unsatisfactory performance in pass/fail or non-graded components.

**Key Points:**

- a. Only the highest grade achieved in a repeated course is considered in the GPA calculation.
- b. A grade suffixed by X means students did not sit for the final exam.
- c. For students returning from academic suspension, only grades achieved after resumption are considered in the GPA.
- d. Certain grades are excluded from GPA calculations, including:
  - Aegrotat Pass (AEG)
  - Compassionate Pass (COM)
  - Credit Transfer (T)
  - Grades such as SE, Fail, NC, NV, PAS, S, and U

### 1.6 Collection of Fees from Students

Any regular or miscellaneous fees to be assessed and collected from students are approved by the University Council and listed in the university fee policy. Staff members are not permitted to collect regular or miscellaneous fees from students in classes or to sell textbooks or other materials to them. Fees for registration or other required activities will be collected by the Finance Office.

### 1.7 Field Trips and Excursions

Department wishing to take students off-campus on excursion or field trips for any academically oriented purpose must include the following information that must be filed with the department head:

- a. Purpose
- b. Destination
- c. Type of transportation
- d. Sponsors (if any)
- e. Identification of students,
- f. Department member(s) in charge
- g. Date and time of departure and estimated time of return.

The department head must approve such trips.

### 1.8 Academic Counselling

Academic counselling is highly essential to the accomplishment of the JCPU’s mission. It is a requirement of the University that every student has the benefit of a continuous program of personalized academic counselling by department members. All department members share the responsibility of providing advice and guidance to students on an individual basis. Moreover, each college dean is responsible for the implementation of his/her college’s program of academic counselling. The colleges must ensure that each student with a declared major in that college is assigned a department advisor and records are kept of major counselling sessions.

Academic counselling facilitates planning for successful achievement of educational goals.

The specific objectives of academic counselling are:

- a. To help students select the educational programs which are consistent with their interests and career goals;
- b. To guide students in selecting courses in the appropriate sequence and term to facilitate their movement toward program completion.
- c. To explain the educational requirements, policies and procedures, and regulations of the University; and
- d. To provide periodic evaluation of the students' progress toward achievement of educational goals.

### 1.9 Textbooks, Supplies and Equipment

Lecturers/instructors, with the approval of their department head may select the desired textbooks and/or related materials for their respective courses. When there is more than one lecturer/instructor for a given course or when there are multiple sections of the same course, common textbooks and core syllabi must be used. Textbook requests are sent electronically from department members to the department head for approval. After which, the requests are submitted to the University Librarian to source interested bookstores. The process must be completed at least four months prior to the beginning of the academic semester.

### 1.10 Evaluation of Course Delivery

Students evaluate course delivery near the end of the semester using the assessment of course delivery protocol given below:

- a. All course evaluations will take place during the last three weeks of the semester, excluding the week of final examinations.
- b. The department head or program coordinator will arrange for a person other than the faculty of a given class to conduct the evaluation.
- c. Completed evaluation forms will be transmitted to the office of Standards and Quality Assurance.
- d. The office of will analyze and distribute results of all assessments to deans, department heads and program coordinators.
- e. Department heads or program coordinators are required to discuss results of the assessment with their staff. A plan for the improvement of weak areas shall be established by the head and communicated to the college dean.

### 1.11 Annual Policy Review

Annually, conduct a review of all policies and procedures including current, as well as new and revised guidelines. This meeting is led by the University's Standards and Quality Assurance Committee (SQAC). During this meeting all new and revised rules are examined, and studied. After undergoing this process, the committee determines if changes are required to University policy and or operational procedure. If changes are needed, appropriate recommendations are submitted to the units responsible for implementing the compliance revisions. To ensure that the needed changes are incorporated into practice SQAC conducts a second review to ensure that the changes have been undertaken and that the University is in compliance with all policies.

### 1.12 Changes to Publications

Any changes to the published policies and related documents must be approved through the appropriate academic program channels and committees before publishing.

## SECTION 2 – EDUCATION IN EMERGENCY PLAN/POLICY

### 2.1 Catastrophic Disaster Policy

In the event of a catastrophic disaster which would cause the university not to meet the delivery benchmarks and upon the approval of the University Vice Chancellor, incomplete grades would be issued to all enrolled students. Once the catastrophic event has passed and the university is able to operate again, the Division of Student Academic Services should following the procedures laid down in this document.

#### Introduction

This document addresses disaster preparedness and response for the continuation of education and academic services during occasions that call for evacuation of the campus for longer than one week. The Division of Students Academic Services has primary responsibility for educational activities. The guidelines in this document are intended to ensure the continuity of education in the event of an evacuation or suspension of on campus operations. Emergency Plans, as well as Continuity of Operations Plans, are activated when the campus is evacuated or campus operations are suspended. The procedures for the continuation of education are basically the same for either an evacuation or suspension of campus operations.

Staff and students are expected to evacuate and be prepared to continue learning by distance learning methods which may include Moodle, other online methods, and completion of reading, writing or other assignments specified on individual course outline.

Online courses and programs will continue normal operations. Lecturers teaching in online programs, in consultation with online program coordinators, will notify their students of changes in availability.

#### Context

The number of instructional days lost to extreme weather to date and the possibility of additional weather-related closings was the motivation for the Academic Services/departments team to develop a proposal to ensure students receive adequate instructional time. The proposal has to be consistent with the policy on credit hours. That policy calls for a contingency plan to address any additional instructional days due to a catastrophic disasters.

#### Proposed Solution

The University's technological infrastructure (i.e., Moodle) provides a means to address any additional instructional time lost due to weather. In the event of the University closing, lecturers/instructors are directed to post instructional materials to Moodle in lieu of a face-to-face class meetings. Additionally, the University support online delivery via zoom. The University through ICT Division must provide additional guidance to lecturers/instructors regarding the types of artifacts that can be loaded to Moodle to replace face-to-face instructional time and provide evidence of sufficient instructional time materials.

#### Assumptions

- a. Student Academic services activities during emergency situations will be consistent with the overall University disaster preparedness, response, and recovery plan.
- b. Academic personnel should secure their office area, and remove all personal items, all course materials needed to continue instruction, testing, assignments, etc. when an evacuation is ordered.
- c. Deans and department heads are responsible for securing classrooms, labs, and equipment.
- d. In the event of an extended campus closure during an academic session, the goal will be to continue instructional delivery via electronic or other appropriate delivery methods.
- e. All academic employees must have current personal contact information and alternative contact information on file with their supervisor.
- f. Department and staff are responsible for communicating with their deans or supervisors within 48 hours of an evacuation or campus closure notice.
- g. The University intends to maintain Moodle and/or other appropriate e-learning capability during an evacuation.
- h. All departments and instructional staff must maintain a level of Moodle presence for each of their courses.
- i. Lectures/instructors should inform students that they will be required to sign on to Moodle or appropriate e-learning tools to keep up with course assignments within 48 hours of evacuation.
- j. Academic rules and regulations will remain in effect during an evacuation or campus closure.

## **Enrolment Assumptions**

- a. Normal tuition refund policies will remain in effect during an evacuation.
- b. Student enrollment and contact with students will be maintained.
- c. Course instruction through distance/online learning will begin within 48 hours of an evacuation or when deemed appropriate when situations are under control.
- d. For extended evacuation or campus closure during an academic semester (more than two weeks), instruction will continue in all courses except those designated by the Deputy Vice Chancellor (Academic Affairs & Research) as inappropriate for extended distance education (lab courses, private music instruction, etc.). Students may be assigned an incomplete status in such courses and will continue with their courses when normalcy returns.
- e. The university will adjust the academic calendar as necessary to adhere to accreditation and scholarship requirements.

## **Key Message**

The responsibilities indicated in this plan are designed to provide general guidance for preparing and responding to a campus closure, and for resuming University activities as soon as possible. Emergency situations present various challenges which create a dynamic situation and require actions beyond the items listed in this document. In such instances employees can be called upon to perform duties outside their usual job description.

## **Emergency Temporary Relocation of Instruction**

In emergency situations JCPU may request temporary relocation of on-campus and off-campus instruction. Emergency relocations are for unforeseeable situations such as natural disasters, fires, or other extraordinary circumstances. Emergency relocations are not applicable to foreseeable situations such as renovations, one-time program offerings, or responses to employer requests. Unlike routine relocations in which a site permanently relocates to another single site, emergency relocations temporarily move instruction to another single site or to multiple other sites.

The University must submit requests in writing to SQAC via e-mail from the University's SQA Office or the University SAS Registrar to the University Executive Management Team. Include, for each site to be relocated:

- a. an explanation of the circumstances and rationale for the relocation,
- b. the name and current physical address of instruction,
- c. the name and physical address(es) to where instruction will temporarily be relocated,
- d. the effective date of the relocation, and
- e. the estimated date – no more than 60 days after the effective date – on which all instruction will return to the original site.

The Executive Management will accept notification for a maximum of 60 days. If instruction cannot return to the original location by the estimated date, JCPU will request an extension up to 60 days. If instruction cannot return by the end of the extension, JCPU may request another extension subject to approval by the University Council. If the university determines a permanent relocation is necessary, Council policies for campus relocation, off-campus instruction site relocation, and approval of new off-campus instruction sites will apply. The Council will respond by letter and by e-mail.

## **2.2 Academic Administration Responsibilities**

### **2.2.1 Registrar/Deputy Vice Chancellor (Academic Affairs and Research)**

#### **Pre-Evacuation/Suspension or Campus Closure**

- a. Ensures each dean has college plans for academic instruction continuation, and each chairperson/director has plans for continuation of activities.
- b. Ensures the Registrar has plans continuation of activities to complete the academic session and begin the next session.
- c. Develops a plan for communications during an evacuation or campus closure.
- d. Develops and coordinates contingency plans with other University Divisions.

#### **Post-Evacuation/Suspension or Campus Closure**

- a. Establishes communication with deans and direct reports.
- b. Develops and implements plans for resumption of instruction and academic activities on campus.

- c. Communicates necessary changes in academic policy and procedures.

### 2.2.2 University Librarian

#### Pre-Evacuation/Suspension or Campus Closure

- a. Develops contingency plan to maintain library resource accessibility via electronic or other appropriate tools during evacuation or campus closure.
- b. Assigns responsibility for securing library items.
- c. Maintains accurate contact information for all library personnel and Deputy Vice Chancellor (Academic Affairs & Research).

#### Post-Evacuation/Suspension or Campus Closure

- a. Provides access to electronic resources.
- b. Provides reference assistance via electronic means.
- c. Maintains contact with university website for accurate information.

### 2.2.3 College Dean

#### Pre-Evacuation/Suspension or Campus Closure

- a. Develops disaster preparedness, response, and recovery plan for the college or area of responsibility.
- b. Communicates plan to department and staff and deputy vice chancellor (academic affairs and research).
- c. Coordinates college wide evacuation policies for faculty, staff, and students.
- d. Coordinates college wide securing of equipment and facilities.
- e. Ensures current contact information for college personnel is on file and accessible.

#### Post-Evacuation/Suspension or Campus Closure

- a. Communicates with deputy vice chancellor (academic affairs and research) regarding status of college activities
- b. Establishes immediate contact with department heads and communicates knowledge of situation.
- c. Assists with maintaining academic operations.
- d. Provides access to electronic resources, including full-text journals and electronic books.
- e. Provides 24/7 reference assistance.
- f. In the event of an extended evacuation/suspension provides interlibrary loan/article delivery services and support for media applications.

### 2.2.4 Department Heads

#### Pre-Evacuation/Suspension or Campus Closure

- a. Ensures current contact information for department personnel is on file and accessible (including part-time and temporary staff).
- b. Ensures staff have plans in place for continuation of course instruction.
- c. Ensures staff take personal belongings and necessary materials to continue instruction with them during the evacuation.
- d. Ensures all courses are on Moodle, all syllabi are posted to Moodle, and staff have an understanding of utilizing Moodle for instructional purposes.
- e. Ensures staff, and students are informed about the need to check the JCPU website for accurate and timely information pertaining to campus operations.

#### Post-Evacuation/Suspension or Campus Closure

- a. Maintains contact with dean and communicates with staff in department
- b. Ensures instruction continues via e-learning or other appropriate means.

## 2.2.5 Lecturers/Instructors

### Pre-Evacuation/Suspension or Campus Closure

- a. Provide accurate contact information to department head and dean.
- b. Participate in Moodle training and have working knowledge of instructional delivery via Moodle or other e-learning tool.
- c. Ensure that each course has a Moodle shell and syllabus posted to Moodle.
- d. Ensure that students have information about the steps to log on to Moodle and access course information.
- e. Become familiar with the University's Disaster preparedness, Response and Recovery Plan.
- f. Inform students about emergency plans and expectations for continuing instruction; inform students to check the website for current information.
- g. Ensure that all academic materials are taken to the personal evacuation site.
- h. Whenever foreseeable, it will be the responsibility of the lecturer/instructor to give students up to two weeks of content to be accessed offline in case of Internet disruption. These materials must be given to students 24 hours before a foreseeable emergency event.

### Post-Evacuation/Suspension or Campus Closure

- a. Communicate with Department Head regarding status of courses within 48 hours of an evacuation or campus closure; check the website for accurate information.
- b. Within 48 hours of an evacuation or campus closure, tell students via Moodle how each course will be conducted during the evacuation or campus closure.
- c. Be accessible to students to answer questions and provide accurate information.

## 2.2.6 Students

### Pre-Evacuation/Suspension or Campus Closure

1. Learn about University emergency plans and learn how to log on to Moodle and university websites.
2. Provide regular and alternative e-mail address or other contact information to each lecturer/instructor.
3. Ensure all academic materials (books, notebooks, etc.) are taken to personal housing or evacuation site.

### Post-Evacuation/Suspension or Campus Closure

1. Log on to University website within 48 hours.
2. Log on to each course through Moodle or e-mail within 48 hours.

## SECTION 3 – PROGRAM DEVELOPMENT AND REVIEW

### 3.1 Overview

This *Program Development and Review Policy* outlines the principles, processes, and standards by which new academic programs are developed and existing programs are regularly reviewed and enhanced. It ensures that all educational offerings are aligned with the University’s mission, academic goals, and the expectations of accrediting bodies and stakeholders.

The policy is rooted in the values of academic integrity, inclusivity, career formation, and continuous improvement. It seeks to foster a culture of academic excellence and accountability, while maintaining faithfulness to the mission of the JCPU and the Anglican Church of Melanesia.

Each college must have a specifically tailored program develop and review to fit the requirements of their programs and expectations of the industry. For instance, Bishop Patteson Theological College (BPTC) of the University has already have a program development and review policy. The focus of BPTC in program development and review is, as the principal theological training institution of the Anglican Church of Melanesia, BPTC is committed to providing high-quality, contextually relevant theological education that prepares students for ministry and leadership within the Church and the wider community. In fulfilling this mission, BPTC recognizes the importance of maintaining robust and dynamic academic programs that are theologically sound, pedagogically effective, and responsive to the needs of the Church and society.

### 3.2 Development of a New Academic Program

Proposals for offering a new academic program, major, specialization or minor/electives must be reviewed and endorses by the respective program team. Typically, substantive change issues emanate from departments. The steps to be used to get review and approval for an issue that amounts to a substantive change are given below.

#### 3.2.1 Program Intent

1. The department member(s) who wish(es) to propose a substantive change should submit an “Intent to Plan” letter to the Department Academic Board. This notification should include the following:
  - a. Justification of need.
  - b. Availability of resources:
    - Funding
    - Students
    - Lecturers
    - Facilities
  - c. Relationship to the mission of the University.
  - d. Relationship to other programs at the University.
2. Upon approval of the Intent to Plan, the department member(s) who wish(es) to propose a substantive change should submit a proposal for the change to the department academic. The following steps should be followed to prepare the formal proposal:
  - a. Feasibility study which addresses the criteria for establishing new degree programs should be conducted.
  - b. Curriculum development that includes:
    - Program description and curriculum in the form of a Program Checklist.
    - Faculty/department qualifications
    - Faculty/department load
    - Faculty/department salaries
    - Facilities and equipment
    - Faculty/department size
3. If the proposal is approved by the department academic board, the chair sends it to the college academic board for review.
4. After approval at the college level, the proposal is forwarded by the dean to the university senate for review.
5. After approval by the senate, the dean’s office submits the proposal for review and approval of the University Council.
6. Approvals by the University Council is forwarded by the council secretariat the Standards and Quality Assurance Division

for university-wide approval/notification.

7. The dean's office develops (based on the Program Checklist) and forwards the paperwork to Standard and Quality Assurance Office for submission to SITESA for accreditation.
8. When SITESA approval is obtained, a substantive change prospectus is developed and forwarded by the dean's office to the Office of Student Academic Services for curriculum/program input into the Student Management System.
9. No new minor/elective can be published or offered by the department until all approvals have been obtained through the Department and College Academic Boards.
10. No new major and specialization can be published or offered by the department until all approvals have been obtained through SITESA.
11. No new program or certificate can be published or offered by the department until all approvals have been obtained through as stipulated above.

### 3.2.2 Obtaining SITESA Approval of a New Program

The following steps should be used to obtain SITESA approval of a new program:

1. Submit a NISP (Notification of Intent to Submit Proposal Form) to the Office of Standard and Quality Assurance for submission to SITESA on SITESA prescribed forms
2. After reviews of the NISP have been received from other institutions in the region, the comments are used to prepare the proposal for the new program. Please note that the NISP must precede the proposal by at least two months.
3. The proposal is submitted by the dean's office to the Office of Standard and Quality Assurance for submission to STISA.
4. The appropriate parties will be notified by Office of Standard and Quality Assurance when the proposal is placed on the SITESA's agenda for review.
5. It is expected that the head of the department that will house the new program and the dean of the college will accompany representatives of the Office of Standard and Quality Assurance to the SITESA meeting on the scheduled date.
6. After SITESA has approved the program, the program must be implemented within 24 months. If the program is not implemented within this timeframe, the approval will be null and void, and the program will be removed from SITESA's academic program inventory.
7. No new program can be published or offered by the department until all approvals have been obtained through the above approval processes.

### 3.2.3 Obtaining SITESA Approval for the Addition of a Specialization, or Major

The following steps should be used to obtain SITESA approval of a new specialization, or major:

1. The dean's office submits the Proposal Form for the Addition of an Option, Specialization, or major, etc., to an Existing Program Form to the Office of Standard and Quality Assurance for submission to SITESA. All SITESA forms can be obtain from the SITESA Office or found at their website. This form should be filled out using the relevant Program Checklist information.
2. The appropriate parties will be notified by the Office of Standard and Quality Assurance when the proposal is placed on the SITESA agenda.
3. It is expected that the head of the department that will house the new item and the dean of the college will accompany representatives of the Office of Standard and Quality Assurance to the meeting on the scheduled date.
4. Specializations and majors cannot be published or offered by the department until approval has been obtained from SITESA.

### 3.2.4 Expanding an Existing Program to a New Location

SITESA approval must be obtained before a current program can be offered at a location that has not been previously approved. The Department and College Academic Board must review and approve all proposals to offer an existing program at a new location before they are reviewed by the University senate and council.

### 3.2.5 Expanding an Existing Program to an Already Approved Location

1. The Office of Standard and Quality Assurance will prepare a Letter of Intent for the Vice Chancellor to send to SITESA informing them of JCPU's intent to offer an existing (approved) program for the first time at a location that has already been approved by SITESA.
2. The Letter of Intent should be sent to SITESA six months prior to the implementation of the existing approved program at the already approved JCPU location.
3. SITESA requires only a Letter of Notification from the Vice Chancellor for academic programs at approved locations providing 49% or less of the instruction in the classroom setting and over 51% through JCPU Online or some other approved method.
4. SITESA does not require a Letter of Notification when 24% or less of an academic program is offered at an approved teaching location and over 75% through JCPU Online or some other approved method.

### 3.2.5 Expanding an Existing Program to a Location that has not been Previously Approved by SITESA for JCPU

1. SITESA requires SITESA to submit a Letter of Intent six months prior to the implementation and to submit a Substantive Change Proposal within three months of the implementation of an existing program for the first time at a location that has not been previously approved by SITESA for JCPU.
2. The dean of the college that is proposing to offer the program in the new location will be responsible for the preparation of the Substantive Change Proposal.
3. The office of Standard and Quality Assurance will send a Letter of Intent for the Vice Chancellor to send to SITESA expressing JCPU's plan to submit a Substantive Change Proposal. Electronic versions of the letter are to be sent to all involved. Once the Vice Chancellor signs the letter, copies are sent to all concerned.

### 3.2.6 Modifications to Existing Academic Programs

Changes to programs, including changes to course prefixes, changing code numbers, addition of courses, changing of course requirements for a program, must be provided as information items and approved by the Department and College Academic Boards for undergraduate courses or the College Graduate Academic Board for graduate courses.

Notification must be provided to SITESA on modifications, such as changing the name of a program, addition of major or specialization, or extending or altering a program. This notification should include the date the modification was implemented.

Approval must be granted by SITESA for the significant addition or extension of the content of an existing majors or program.

The Deputy Vice Chancellor (Academic Affairs & Research) submits a letter and a completed form for each proposed extension to the SITESA regarding these changes. The specific forms are:

1. Alteration of Code, Program Title, and Degree Nomenclature except at the Doctoral Level.
2. Description of Curriculum Changes.
3. Proposal Form for the Addition of an Minor/Electives, Specialization, or Major, etc., to an Existing Program.

### 1.2.7 Offering a Cohort

1. Depart and College Academic Boards requires a cohort-based proposal to be submitted six months prior to implementation of an academic program at any new location. This requirement includes offering a cohort program for one time at any non-approved teaching location, such as a provincial school, community hall, or church building.
2. The college must submit a Letter of Notification and cohort-baes proposal to University Senate for approval for any cohort program where 50% or more of the program is being taught in a classroom (face-to-face) setting. If over 25% but less than 50% of the program offered to a cohort is being taught face-to-face, only a Letter of Notification must be submitted to Senate.

### 3.2.8 Closing a Program, Instructional Site, Branch Campus or an Institution

If a college decides to close an educational program, approved instructional site, branch campus, or the entire college, it must choose one of the following options:

1. The college teaches out currently enrolled students; no longer admits students to programs; and terminates the program, the operations of an approved instructional site or a branch campus, or the operations of an institution after students have graduated (**Teach-out plan**).
  - a. A teach-out plan is a written plan developed by an college that provides for the equitable treatment of students if a college, or a university location that provides 50% or more of at least one program, ceases to operate before all students have completed their program of study, and may include, if required by the college accrediting agency, a teach-out agreement between colleges. Teach out plans must be approved by University Senate in advance of implementation.
  - b. To be approved, a teach-out plan must include the following information:
    - Date of closure.
    - An explanation of how affected parties (students, department, staff) will be informed of the impending closure.
    - Submission of a completed Individual Student Teach-out Plan Form is required for each student affected with minimal disruption or additional expense.
    - Signed copies of teach-out agreements with other institutions, if any
    - How department and staff will be redeployed or helped to find new employment
    - If closing a college, arrangement for the storing of student records, disposition of final financial resources and other assets.
2. The college enters into a contract for another institution or organization to teach out the education programs or programs (**Teach-out agreement**).

## SECTION 4 – ACADEMIC PROGRAM EVALUATION

The overriding purpose of program review is the improvement of program quality, utility, and efficiency.

### 4.1 Assumptions

- a. Program improvement should be a primary concern of institutions of higher education since, in the final analysis, improvements must occur at the department level. It follows that the review process should be one which is of greatest benefit to the university.
- b. JCPU, being concerned with the quality, utility, and efficiency of their programs, must objectively evaluate programs in order to determine strengths and weaknesses and propose strategies for improvement as needed.

#### 4.1.1 Criteria

Each program should be evaluated in terms of quality, utility, and efficiency.

### 4.2 Program Requirements

- a. Each program has identified program goals/purposes and student learning outcomes. A mechanism is in place to inform students of these goals and outcomes.
- b. Each major has sufficient breadth and depth.
- c. The quality of each program is maintained through course objectives, learning experiences, assessment of student learning outcomes.

#### 4.2.1 Assessment and Continuous Improvement in Academic Programs

All of JCPU's academic programs are expected to participate in the annual outcomes assessment process. Programs in the same field/discipline but offered at different levels are considered distinct academic programs (e.g., B. Theology and Dip. Theology are two distinct programs). Majors within a degree program are not considered academic programs.

1. Each year, all programs are expected to assess a minimum of three student learning outcomes and two program outcomes.
  - a. Student learning outcomes identify the knowledge, skills or attitudes students are expected to acquire or demonstrate as they progress through their academic programs. Programs are encouraged to use two assessment measures to evaluate each student learning outcome with at least with one direct assessment measure (i.e., measurement of actual student artifacts such as exams/tests, paper, projects, presentations, portfolios, performances, etc.).
  - b. Program outcomes are intended to assess the performance of the academic program rather than the learning of students in the program. Examples of program outcomes include program enrollments and completions, course pass rates, program completion rates, department productivity, etc.
2. During the first semester break, in college or departmental planning meetings, academic programs develop and submit an assessment plan followed by a full assessment report at the end of the second semester. **Assessment plans** identify the outcomes to be assessed for the academic year (three student learning outcomes and two program outcomes), the measures that will be used to assess performance on the outcomes and the minimal levels of acceptable performance for each outcome. **Assessment reports** extend the assessment plans by reporting and interpreting assessment results and where necessary, specifying plans for improvements to be implemented in the following academic year.
3. The outcomes assessment process is cyclical with results from one year informing the subsequent year's assessment plan. When students in an academic program fall short of the performance target for one or more student learning outcomes, the program is expected to identify actions it intends to take the subsequent academic year to improve student learning. These intended actions may include changes to curriculum (e.g., restructure course sequencing, modify existing courses, develop new courses, etc.), pedagogy (e.g., introduce instructional methods or technology, modify current or develop new assignments, etc.) or changes to assessment measures/performance targets (e.g., raise/lower performance targets, introduce an assessment measure, etc.). The diagram below illustrates the cyclical process.



4. The annual outcomes assessment process report process ensures each academic program:
  - a. Identifies expected outcomes, operationalized via clearly defined assessment measures and performance targets,
  - b. Assesses the extent to which students achieve the stated outcomes, and
  - c. Where necessary, indicates plans for improvement to be implemented the subsequent academic year.
5. Full participation in the annual outcomes assessment process allows the University to demonstrate compliance with SITESA's Solomon Islands Quality Standards Framework and Solomon Islands Qualification Framework.

### 4.3 Strategic Planning

Each college, department and program unit must have a five-year strategic plan on file in the office of Standard and Quality Assurance that has been approved by the Deputy Vice Chancellor (Academic Affairs & Research). Each academic unit must prepare an annual plan of work in support of its five-year plan.

#### 4.3.1 Procedures

- a. By September 1 of each academic year, each department, academic unit and college should prepare an annual plan of work in support of its five-year strategic plan to submit through channels to the Office of Standard and Quality Assurance.
- b. By June 30 of each academic year, each department, academic unit and college should file an update of its five-year strategic plan in the office of Standard and Quality Assurance. This update should be based on an evaluation of the annual plan of work, including attainment or nonattainment of goals and objectives.

### 4.4 Five Year Program Evaluation

All academic programs of the University will be evaluated every five (5) years in accordance with established guidelines and approved criteria.

#### 4.4.1 Procedures

1. Each department shall conduct a self-review for each academic program using the criteria and format in section two. The self-review shall include the following:
  - a. Program description and curriculum
  - b. Department size and qualifications
  - c. Department productivity (including research activities, service activities, course teaching, advising activities)
  - d. Department salaries

- e. Number of graduates and placement of graduates
  - f. Enrollment (student credit hours generated, number of majors, and contribution to general education)
  - g. Facilities and equipment
  - h. Curriculum Assessment for each degree program
  - i. Summary of student evaluations of courses
2. The self-reviews shall be submitted to external reviewers for assessment and recommendations.
  3. The results of the self-study assessment will be submitted to the Department and College Academic Boards Quality Assurance Committee or Graduate Board for final decision. The appropriate action is then implemented through the Office of Standard and Quality Assurance.
  4. Where appropriate, data compiled for national accrediting agency may be used for the program review. However, such reports will not substitute for the five-year review.

#### 4.4.2 Actions

According to academic policies, one of the following actions will be taken:

1. Continue the program.
2. Place the program on probation.
3. Re-align with another program.
4. Terminate the program.

#### 4.4.3 Program Probation

Any program that is found to have significant deficiencies per the evaluation criteria during the general review will be notified of said deficiencies and placed on probation, pending further review.

#### Procedures

1. If a program is found to warrant probation, the Office of Standard and Quality Assurance will notify the dean of the status.
2. The department will then develop a detailed plan of action within 90 days to address the deficiencies that resulted in the probationary status. Prior to implementation, this plan must be approved by Department and College Boards or the Graduate Board.
3. The program shall have a maximum of three years to correct the identified deficiencies in order to be removed from probationary status.
4. Upon correction of deficiencies, the program shall complete a report requesting the removal of probationary status. The request must be submitted to Department and College Boards or the Graduate Board for approval.
5. Failure to sufficiently correct identified deficiencies within three years will result in termination of the program.

#### 4.4.4 Program Re-alignment Criteria

Programs may be realigned with other units based on the following:

1. Fewer than thirty (30) enrollees in the total program.
2. Fewer than an average of 8 graduates from the program over a three-year period.
3. Lack of adequate university financial support.
4. Relationship of program to projected occupational trends and societal demands.

#### 4.4.5 Program Termination

Once a program is placed on probation, it may remain on probation for no more than three years before being terminated. When the decision is made to terminate the program, immediately, no new students will be admitted, and the teach-out plan, that should last no more than three years, must be developed within one month.

#### Procedures

1. If a program is found to warrant termination, the Office of Standard and Quality Assurance will notify the dean in a report that outlines the justification for that decision.
2. Within the first 30 days of the termination decision, a teach-out plan must be developed and submitted to the Deputy Vice Chancellor (Academic Affairs & Research), university Senate and SITESA for approval.
3. After approval of the plan, the teach-out will be implemented.

## 4.5 Organization for the Management of Academic Policies and Standards

<b>Academic Standards and Undergraduate Curriculum Committee</b>	<b>Post-Graduate Studies Committee</b>	<b>Skills, Trade and Professional Training (STPT) Committee</b>
Program Approval/Changes	Program Approval/Changes	STPT Curriculum
Program Evaluation	Program Evaluation	STPT Curriculum Outcomes/Assessment
Standards/Regulations	Admission Standards/Regulations	STPT Regulatory Compliance
Course Approval	Academic Probation/Suspension	
Academic Policies	Course Approval	
	Faculty Standards	
	Faculty Approval	
	Academic Policies	

All policies, standards, procedures and guidelines for each committee must be approved by the Office of Standard and Quality Assurance and/or the University Senate.

### 4.5.1 Academic Standards and Curriculum Committee

The Academic Standards and Curriculum Committee, chaired by the Deputy Vice Chancellor (Academic Affairs & Research), is responsible for the formulation and monitoring of all policies and procedures related to undergraduate education. The Committee is vested with the authority of approval/disapproval of all actions related to undergraduate academic programs. The Committee is composed of manager standard and quality assurance division, college deans and department heads, University Registrar. Some actions require approval by the Vice Chancellor and/or the University Senate.

### 4.5.2 Post-Graduate Studies Committee

The Graduate Studies Committee, chaired by the Deputy Vice Chancellor (Academic & Research). Dean of the School of Graduate Studies is responsible for the formulation and monitoring of all policies and procedures related to graduate education. The Committee is vested with the authority of approval/disapproval of all actions related to graduate academic programs. Some actions require approval by the Vice Chancellor or the University Senate. The Committee is composed of department representatives elected from each graduate major by the department, two graduate students, representative elected from the College Academic Board.

### 4.5.3 Skills, Trade and Professional Training (STPT) Committee

The STPT is advisory to the Deputy Vice Chancellor (Academic Affairs & Research) and is responsible for the formulation and alteration of all policies and procedures related to STPT programs and its outcomes assessment. The Committee consists of the appointed chair and at least one representative from the major STPT areas of nursing and health sciences, agriculture, and business entrepreneurship. Heads of departments offering STPT courses and deans of colleges are ex-officio members.

## SECTION 5 – MINIMUM QUALIFICATION GUIDELINES AND PROCEDURES FOR DEPARTMENT

JCPU follows these set out guidelines in accordance with **SITESA Act, 2017** of the Principles of Accreditation for determining whether department full- and part-time lecturers/instructors have the appropriate credentials **to teach in a given discipline**.

Appointments to teach at the undergraduate and graduate levels are primarily based upon consideration of the highest degree earned in the discipline. In order to teach on the bachelor's level, full-time and part-time lecturers, instructors and tutors, must have a minimum of a master's degree or equivalent.

### 5.1 Undergraduate and Skills, Trades and Professional Training Courses

The University seeks to maintain compliance with the SIQF and Solomon Islands Quality Standards Framework, June 2021:

- a. Lecturers/tutors teaching courses at the undergraduate level (SIQF Level 7): doctorate or master's degree in the teaching discipline or master's degree with a major in the teaching discipline.
- b. Lecturers, tutors or instructors teaching skills, trades and professional courses at SIQF levels 4 and 5 courses [are required to have earned a] a degree in the skills, trade and professional areas.
- c. In rare instances, persons who achieve eminence in a field may be considered for a department appointment (e.g. licensed trade certification).

### 5.2 Graduate and Post-Graduate Courses

To teach post-graduate courses, full-time or part-time, lecturer must have earned doctorate degree in the teaching discipline or a related discipline. The verification of educational credentials (e.g. official transcripts, letter of application, work experience, licensure and certifications, as appropriate, curriculum vita, and letters of recommendations). Graduate teaching assistants are also to be hired in accordance with the SIQF and Solomon Islands Quality Standards Framework, June 2021. The requirements for graduate teaching assistants are a master's in the teaching discipline, direct supervision by a department member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

### 5.3 The Role of JCPU Board, Council and Administration

JCPU's University's Boards, Council and Administration embrace the belief that the selection, development, and retention of both undergraduate and graduate academics are of major importance to the educational quality of the university.

Consequently, the policies of the University are formulated to encourage and perpetuate the attainment of quality academic staff and instructors, their growth, participation in governance, and security and academic freedom. Thus, academic staff appointments and promotion reflect consideration of all criteria pertaining to their academic suitability.

### 5.4 The Role of Academic Staff and STPT Instructors

With the exception of graduate teaching assistants who are using University's transcript to verify that they have credentials to facilitate tutorials in their discipline, it is the responsibility of the prospective academic staff and instructors to provide the University with all of the documentation needed to verify their credentials. This documentation includes, but is not limited to, a curriculum vita, official transcripts indicating terminal degree or other appropriate transcripts appropriate licenses or certifications, and the verification of work related to teaching experience as needed. The cost to obtain official transcripts and copies of licenses and certifications is borne by the prospective academics and instructors. It is the responsibility of department members teaching in disciplines that require licensure and/or certification to acquire and maintain those credentials, and to provide documentation of licensure and certification for inclusion in the department staff personal file in the Office of the Human Resources Division. The University may periodically request updated documents from staff members to maintain the credentials in their personal files. New staff members must provide an official transcript before the time of hire. Official transcripts are defined as those transcripts transmitted directly from the issuing institution to the University's department to which the staff will be assigned.

### 5.5 The Role of Department Heads/Program Coordinators

Prior to any staff member's appointment with the University, the Department Head/Program Coordinator as appropriate will examine the prospective staff's credentials to verify that the credentials meet the requirements of the position. If a transcript is

unclear, the University will contact the institution producing the transcript, and request that the institution provide information regarding the transcript or courses in question. In the event, the institution ceases to exist and there are no records or method of verification, the instructor may be required to provide references to support academic course work. Transcripts from questionable universities must be referred and evaluated by the country's/state's accreditation bodies and the validity of the credentials prior to the appointment of the staff.

In cases where a staff member does not have the required qualifications in which he or she will teach, exceptional alternative qualifications will need to be documented to justify his or her appointment. These qualifications may include diplomas or certificates earned, professional licensure and certifications, honours and awards, publications and presentations in the field, and other demonstrated competencies. Relevant documentation beyond the curriculum vita will be forwarded to the dean of the college for verification and signature and subsequently to the Office of the Human Resources Division where the material will be placed into the staff's personal file. The complete documentation is due at the Office of the Human Resources Division before any staff is allowed to teach any class.

## 5.6 The Role of Deans

Prior to any staff's appointment with the University, whether full-time, part-time or a teaching assistant who will be teaching and grading a course, the dean of the college shall examine and approve the prospective staff's personal file to ensure that the credentials meet the minimum qualification requirements. The dean will work with the department head or program coordinator as appropriate to acquire the documents required for the hiring process. The dean will forward the completed approval form as well as the transcript, letters of recommendation, and curriculum vitae for each staff to the Office of the Human Resources Division where the documents will be recorded and stored.

## 5.7 The Role of the Deputy Vice Chancellor (Academic Affairs & Research)

The Deputy Vice Chancellor (Academic Affairs & Research) is responsible for the verification and validation of all credential requirements. The verification and validation of these requirements will be compiled and listed on the appropriate form for full-time and part-time, and graduate teaching assistants. These forms combine the educational and experience requirement information from applicable accrediting agencies and identify and list the credentialing requirements for staff members teaching in each College at the University.

The forms, the transcripts, letters of recommendation, and the current curriculum vitae that will accompany the forms will be stored in the Staff member's personal files in the office of the Dean and Division of Human Resources. The Division of Human Resources will also maintain an electronic database of staff credentials. The Division of Human Resources will use the database to provide accurate, timely information to accrediting agencies such as national and regional agencies and to meet university administrative needs.

## 5.8 Currently Employed Staff with Insufficient Documentation

Once a semester, the Standard and Quality Assurance Office will coordinate with the Office of Human Resources to create a complete listing by department of all staff on record. The Office of the Standard and Quality Assurance will perform a review to ensure a completed staff personal file is available for all currently appointed faculty. The Office of the Standard and Quality Assurance will also periodically conduct an audit of staff members who are currently employed to determine whether there is sufficient documentation to justify teaching the classes to which each lecturer has been assigned. The Office of the Standard and Quality Assurance will notify the appropriate dean if there are any discrepancies or deficiencies in a lecturer's/instructor's credentialing file. If there are discrepancies or deficiencies, the dean must submit the required credential documents within forty-five (45) days for full-time lecturers and thirty (30) days for tutors, part-time, graduate teaching assistants, and all other instructors on record.

## 5.9 Alternative Credentials

When the credentials of the person do not meet the stated standards, but the prospective staff possesses outstanding professional experience and demonstrated contributions to the teaching discipline, the individual may be alternatively credentialed on recommendation of the dean and approval of the Deputy Vice Chancellor (Academic Affairs & Research). Sufficient objective documentation to support outstanding experience and demonstrated contributions are required to

warrant consideration. The candidate for alternative credentialing must provide to the Deputy Vice Chancellor (Academic Affairs & Research), through the appropriate dean, the following documents:

- a. Current curriculum vita
- b. Copy of official transcript(s)
- c. Three letters of recommendation
- d. A completed credentialing form with appropriate documentation by the staff that addresses specific outstanding professional experience and specific demonstrated contributions toward the teaching discipline.

### 5.10 Official Transcripts

For purposes of this policy, an official transcript is defined as a transcript or other academic record that includes notation that it is official. Each individual official transcript must meet the authentication criteria based on that institution's standards. The transcripts must possess all of the following:

- a. The issuing institution's official seal
- b. Signature of the appropriate authorizing agent, preferably the institution's registrar
- c. Date of issue.

The official transcripts are required to be sent to the staff member's department head, program coordinator, or the Office of Standard and Quality Assurance (as appropriate). Official transcripts that are issued to the former student of JCPU currently hired for teaching roles are acceptable as long as they meet the criteria defined above.

### 5.11 Foreign Transcripts

All transcripts submitted from foreign universities or schools outside of the region by a prospective hire must be evaluated for equivalency to regional accredited course work by an approved accreditation agencies like SITESA or EQAP. All costs for these services will be borne by the individual staff member. Only course work and degrees granted by an accredited college or university, or an acceptable evaluation of foreign course work and degrees will be accepted for credentialing staff members. The Office of Standard and Quality Assurance maintains and distributes information regarding the processing of foreign transcripts. This process also includes transcripts in other foreign languages which through the evaluation transcribed the transcript into English language.

### 5.12 Transcripts from Non-Regionally and Internationally Accredited Institutions

The hiring of individuals whose qualifying degree is from a non-regionally and internationally recognized and accredited institution will be considered on a case-by-case basis. When hiring such individuals, deans must consider additional criteria beyond those listed in the Certification of Credential Form. Criteria to be considered include the degree issuing institution's reputation, whether the institution is accredited or recognized by other agencies or organizations, and a thorough evaluation of the candidate's course work and experience. If such a hire is deemed desirable, then the dean must fully evaluate the lecturer's and instructor's educational background and experience, and document the findings in a memorandum to the Deputy Vice Chancellor (Academic Affairs & Research). If the Deputy Vice Chancellor (Academic Affairs & Research) agrees that the individual possesses the appropriate academic preparation and experience, the dean will prepare the lecturer/instructor credentials in the personal file in accordance with current standards and include the documentation of the findings in the file.

### 5.13 Pending Cases

In rare instances, there may be case of staff member begin teaching prior to the receipt of an official transcript. In these cases, a report will be prepared by the dean containing all of the information current curriculum vita, three letters of recommendation, and a completed credentialing form, which is available in the Office of Standards and Quality Assurance except the official transcript(s). An unofficial transcript must be included in the report to show that the individual meets the minimum qualification requirements. A copy of the request for an official transcript must be included in the report. The dean will call the university from which the potential staff member or lecturer graduated to obtain over the phone confirmation of the degree and major field. Additionally, the dean will attempt to confirm receipt of the transcript request and if there is any type of hold on the release of the transcript. Once the official transcript arrives, it will be placed in the personal file and all necessary signatures will be obtained. For full-time staff, there is a maximum forty-five (45) day period where can be listed as "pending" from the receipt of application. For all other staff members, it can be listed as pending for no more than thirty (30) days.

If after the respective thirty (30) or (45) day pending period has elapsed as a “pending” status, the individual will not be considered for hire, or if already employed, the individual will be removed from his or her assignment. Removal may result in the lecturer’s/ instructor’s placement on administrative leave without pay until the matter has been resolved. When the required documents have been received, the staff member’s respective dean may re-certify and place the staff member in the former assignment.

## SECTION 6 – CLASSROOM CODE OF CONDUCT

JCPU as an ACOM University, students are required to abide by the Classroom Code of Conduct. Individual breaches of codes of conduct or dress codes will be dealt with by the lecturer/instructor, on a case-by-case basis, based on the severity of the infraction. Punishment can range from being marked "absent" for that day to being dismissed from the class. Severe or repeated infractions may be turned over to the appropriate body for disciplinary action.

### 6.1 General Protocol

- a. Students must be able to present their ID cards for inspection. It is recommended that the card be visibly displayed, whether clipped to a waistband or breast pocket or worn on a lanyard.
- b. Students must attend class regularly, missing no more than the allowed number of absences, e.g:
  - a. Absent 10 hours of class for a 10-credit hour course
  - b. Absent 11 hours of class for a 11-credit hour course
  - c. Absent 12 hours of class for a 12-credit hour course
  - d. Absent 13 hours of class for a 13-credit hour course
  - e. Absent 14 hours of class for a 14-credit hour course
  - f. Absent 15 hours of class for a 15-credit hour course
- c. Students whose absences exceed the above will receive a reduction in their final course averages as determined by the lecturer/instructor. Exceptions to this policy on point reduction may be granted by the lecturer/instructor upon presentation of documentation from the Deputy Vice Chancellor (Academic Affairs & Research) that an official excuse has been granted for the student's absence. Conditions warranting such an approval include:
  - Cases involving death in the family, illness of the student or his/her immediate family members
  - National duty call.
  - It is the student's responsibility to provide legitimate, official documentation of excused absences to the lecturer/instructor(s) of the courses involved. Other reasons for absences not covered here must be cleared with the appropriate dean.
- d. Students must be on time to class and must remain until dismissed.
- e. Students must prepare for each class sessions by reading assignments and completing any required preparatory work. It is thus imperative that students purchase their books in a timely manner (i.e., within the first two weeks of the semester).
- f. Students must meet all deadlines, including those established by the lecturer/ instructor and those set by the University.
- g. Students must never have electronic devices such as mobile phones or similar items in use during class time unless recommended or approved by the lecturer/ instructor.
- h. Students are expected to act with courtesy and respect to lecturers/instructors, guests, staff members, and fellow classmates and may not disrupt a class sessions. For example, students should refrain from talking during class while the lecturer/ instructor or another student "has the floor." Failure to behave with proper courtesy and respect could result in disciplinary action. A student who disrupts a class may be removed from the class or classroom.
- i. Students must not come to class under the influence of drugs, alcohol, chewing betel nuts or smoking.
- j. Food and drinks are not allowed in the classroom, lecture hall, or lab.

### 6.2 Student Dress Code

- a. Inappropriate sports clothes (i.e., soccer uniforms, gym shorts, body fitting wears,) are not allowed in the classroom. Shirts/tops must be worn at all times.
- b. All students must wear shoes, boots, slippers or other types of footwear made for outside wear.
- c. Dress and grooming that will disrupt the teaching/learning process or cause undue attention to an individual student; for example, no sunglasses are allowed in the classroom; excessive body piercings and tattoos are not acceptable.
- d. Hats, hoods, caps, stocking caps, wave caps and other head coverings are not to be worn in the classroom; no hair curlers/extension whether covered or uncovered are allowed in classrooms. Head coverings designed for religious, cultural, or medical/illness purposes are allowed.
- e. Attire must not display language and/or images which are derogatory, profane, or sexually explicit, or abusive, or which "advertise" drugs or alcohol.

- f. Dress must be modest and appropriate for a professional or serious setting; no extremely short or revealing shorts or skirts will be allowed in the classroom. If a student chooses to wear these they must wear a shirt or jacket over it.
- g. It is assumed that students will practice personal cleanliness. Additionally, clothing should not carry excessive odors, i.e., tobacco, body sprays, or fragrances.

## SECTION 7 – DISTANCE EDUCATION

### 7.1 General Policy Statement

JCPU provides distance and online education courses and programs to extend its academic reach and promote educational access and opportunity. It is the policy of the university to ensure that all distance and online education courses and programs are of high quality; that appropriate support is available to students; and that enrolments in such courses comply with national regulations and the principles and standards of the Solomon Islands Tertiary Education and Skills Authority (SITESA).

Undergraduate students who live in University-sponsored housing may take a maximum of five (5) courses per semester, offered both face-to-face and in an online delivery mode.

A student in a traditional/campus-based program may take no more than 50% of their major courses online. Traditional/campus-based academic programs, may offer online delivery mode options for up to 40% of their program:

- a. Undergraduate programs may offer up to 40% of the total courses in the program.
- b. Post-graduate programs may offer up to 40% of the total degree program.

### 7.2 New Courses of Distance Education

New distance education courses must be approved for development by the department head and the college dean, before the course can be submitted for evaluation and certification. The course developer must complete and submit the New Online/Blended Course Development Form to include signatures by the department head and dean.

### 7.3 Course Requirements of Distance Education

All Distance Education courses will be evaluated and certified by the Office of Standard and Quality Assurance. All Distance Education courses must be developed and taught by a lecturer/instructor who taught and/or coordinate the face-to-face mode version of the courses.

### 7.4 Course Content Design of Distance Education

Distance Education courses must include the following content design components:

- a. Course Overview and Introduction
- b. Learning Outcomes
- c. Assessment and Measurement
- d. Instructional Materials
- e. Learner Activities, Interaction & Support
- f. Course Technology and Tools
- g. Design and Layout
- h. Accessibility
- i. Instructor Interaction and Feedback
- j. Course approval must be granted prior to the course being listed in the university's course offering list, for student enrollment.

### 7.5 Approval Procedures of Distance Education

- a. The lecturer/instructor will complete and submit the New Online/Blended Course Development Application Form.
- b. An email will be sent to the online developer/technologist in charge of providing access to online learning tool such as Moodle platform.
- c. The course developer should develop and complete the course in such a way that it would be ready for student enrollment and completion, at the time of review.
- d. Once the review process is successfully completed, lecturers/instructors seeking approval certification will receive letters of approval for their records.

### 7.6 Quality Assurance of Distance Education Courses

- a. Distance Education courses will be subject to quality assurance checks in both the online environment and in-person. Online quality assurance checks are conducted to verify that online content and online instructional delivery

is reflective of the standards of the academic program and best practices. In-person quality assurance checks are conducted to verify class sessions are being held as scheduled. These checks are performed in conjunction with the Office of Standard and Quality Assurance.

- b. Course developers/coordinators will be given the Moodle role of “Course Admin.” This role allows course developers/coordinators to review and improve course content.
- c. Course developers/coordinators reviewing courses for quality assurance purposes are required to attend the Moodle Workshop before being granted access to online courses, in the Course Admin role.
- d. The Workshop is facilitated by the Office of Standard and Quality Assurance and Moodle Instructional Technologist. This workshop directly addresses how course administrators are expected to review online course content, for quality assurance. The workshop's topics include the following:
  - Understanding Moodle Tools as a Course Administrator
  - Online Course Standards
  - Protecting Academic Freedom in Evaluation.

## 7.7 Course Delivery Modes

Course delivery modes are published in the University’s registration/enrolment system. The course delivery modes for JCPU are listed below:

- a. **Traditional** – A course where the instructor interacts with students in the same physical space for 100% of the instructional time. A traditional course may include the utilization of an online learning management system, such as Moodle, for viewing files/web-links, participating in discussion, and submitting assignments.
- b. **Blended** – A course where the instructor interacts with the students in the same physical space less than 100%, but greater than 51% of the instructional time; with the remaining instructional time facilitated through the University’s online management system.
- c. **Online** – A course where the instructor interacts with students 100% through one or more forms of distance learning delivery. An online course will not require instructor-student interaction within the same physical space.

When at least one (1) student has registered for a course, the department must commit to the course delivery mode (i.e., Traditional, Hybrid, or Online) that has been published in the registration system for that course.

## SECTION 8 – RECOGNITION OF PRIOR LEARNING (RPL)

This policy outlines the principles and procedures for the Recognition of Prior Learning (RPL). It ensures fair, transparent, and consistent assessment of an individual's prior learning, regardless of how, when, or where it was acquired. JCPU is committed to recognizing prior learning to provide access to education and training and to avoid duplication of learning. RPL contributes to lifelong learning by valuing the skills and knowledge individuals have developed over time.

### 8.1 Scope

This policy applies to all applicants, including students and prospective students, seeking credit or recognition for skills, knowledge, or competencies gained through:

- a. Formal education.
- b. Informal training.
- c. Work experience.
- d. Life experience.

### 8.2 Principles

- a. **Fairness:** All applicants have equal opportunity to apply for RPL.
- b. **Transparency:** The RPL process, criteria, and outcomes are clearly communicated.
- c. **Consistency:** RPL assessments are conducted using consistent standards and procedures.
- d. **Validity:** RPL decisions are based on valid, sufficient, authentic, and current evidence.
- e. **Confidentiality:** All RPL applications and supporting evidence are treated confidentially.

### 8.3 Definitions

- a. **RPL (Recognition of Prior Learning):** A process that evaluates an individual's existing knowledge and skills against the learning outcomes of a course or qualification
- b. **Credit Transfer:** Recognition of learning achieved through another formal qualification.

### 8.3 RPL Procedure

#### 8.3.1 Application

- a. The applicant submits an RPL application form and a portfolio of evidence.
- b. Evidence may include:
  - Work samples
  - Employment history
  - Certificates or transcripts
  - Letters of reference
  - Interview or assessment.

#### 8.3.2 Assessment

- a. An RPL assessor reviews the application and portfolio.
- b. The assessor may request additional evidence, an interview, or a practical demonstration.
- c. The assessment must align with the relevant learning outcomes or competencies.

#### 8.3.3 Decision and Notification

- a. The assessor makes a recommendation and submits it to the RPL Committee (if applicable) for approval.
- b. The applicant is notified of the outcome in writing within 15 days.
- c. If successful, credit is granted, and the applicant's academic record is updated.

#### 8.3.4 Appeals

- a. Applicants may appeal an RPL decision by submitting a formal appeal within 15 days of the outcome.
- b. Appeals are reviewed by an independent panel or designated officer.

### 8.3.5. Roles and Responsibilities

- a. **Applicants:** Provide accurate and sufficient evidence of prior learning.
- b. **RPL Assessors:** Conduct fair and evidence-based assessments.
- c. **RPL Coordinator:** Support applicants and oversee the RPL process.
- d. **Academic Board/Committee:** Ensure quality assurance and policy compliance.

## SECTION 9 – ACADEMIC POLICIES AND PROCEDURES

### 9.1 Policy 01 – Admissions Requirements

This policy outlines the requirements and procedures for admission into undergraduate programs to ensure a fair, transparent, and consistent admissions process aligned with institutional values and academic standards. This policy applies to all prospective undergraduate applicants, including domestic, and international, transfer.

#### 9.1.1. Admission Requirements

##### General Eligibility

- a. Applicants must have completed Form 6 or Form 7 secondary education (high school or equivalent)
- b. Must meet the minimum academic grade point average of “C” in English, mathematics and the specific subjects in the program of interest.

##### Academic Requirements

- a. Official high school transcript
- b. Minimum GPA of 2.

##### Program-Specific Requirements

Some programs (e.g., Teaching and Nursing) may require:

- a. Additional math or science prerequisites
- b. Diagnostic test
- c. Personal statements
- d. Interviews

#### 9.1.2. Application Procedures

##### Application Submission

- a. Applications must be submitted either online or by hard copy
- b. Required documentation includes:
  - Completed application form
  - Certified copy of official transcripts
  - Personal essay or statement of purpose
  - Letters of recommendation
  - Application fee.

##### Deadlines

- a. Application deadlines on the 1<sup>st</sup> of August and closes on 30<sup>th</sup> November
- b. Depending of the availability of official results, applications from current Form 6 and Form 7 students close on 31<sup>st</sup> January before the semester starts in February
- c. Late applications may be considered on a case-by-case basis.

##### Review Process

- a. Applications are reviewed holistically, considering academic achievements, extracurricular activities, community leadership, and personal qualities.
- b. Admissions committees may conduct interviews for selected candidates (if required).

##### Admission Decisions

- a. Applicants will be notified of their admission status via hard copy admission offer letter, email and/or application portal.
- b. Decisions include:
  - Admission
  - Conditional Admission
  - Waitlist
  - Denial
- c. Admitted students must confirm their acceptance by the specified deadline.

## **Mature Entry**

To be considered for mature entry, applicants must:

- a. Be 21 years or older by the start of the academic year
- b. Demonstrate the capacity to succeed in a university-level program
- c. Provide evidence of work experience, independent learning, or prior learning that supports readiness for academic study.
- d. Meet any program-specific requirements (e.g., diagnostic test, or interviews).

## **Appeals Process**

- a. Applicants may appeal an admissions decision in writing within 15 business days of notification.
- b. Appeals must present new and compelling information not previously submitted.

## **Records and Confidentiality**

- a. All application materials become the property of JCPU and will not be returned.
- b. Admissions records are handled in compliance with data protection and privacy policies of the University.

## **9.2 Policy 02 - Credit Transfer**

This policy and its procedures provides a framework for assessing and granting academic credit for undergraduate coursework completed at other recognized institutions. The goal is to ensure fairness, academic integrity, and consistency in credit recognition.

### **9.2.1. Eligibility for Credit Transfer**

Students may be eligible for credit transfer if they:

- a. Have completed courses at an accredited or recognized institution (domestic or international).
- b. Are applying for admission with advanced standing or are currently enrolled and seeking credit for prior learning.
- c. Can demonstrate equivalency in course content, level, and learning outcomes.

### **9.2.2. Types of Transferable Credit**

- a. Formal post-secondary coursework from recognized universities, colleges, or technical institutes.
- b. International qualifications
- c. Articulation agreements (pre-approved pathways between institutions).
- d. In some cases, prior experiential learning may be considered via a portfolio-based assessment (see RPL policy, if applicable).

### **9.2.3. Application Process**

Students must submit the following for each course they wish to transfer:

- a. Official transcript from the previous institution
- b. Course descriptions or syllabi detailing course objectives, assessment methods, and required readings
- c. Credit value and grading scale used by the institution
- d. (If applicable) certified English translations of documents.

## **Application Timing**

- Ideally submitted at the time of application for admission
- Transfer requests must be submitted no later than the end of the first semester of enrollment.

## **Assessment Criteria**

- Credit transfer is granted based on:
  - Equivalency of course content, learning outcomes, and academic level
  - Grade obtained (minimum grade of C or equivalent is typically required)
  - The recency of the course (courses older than 10 years may not be accepted)

- Program limits on how many credits may be transferred is least 50% of program credits must be completed at the host institution. Students cannot transfer more than 50% of credits from their previous studies.

### Limitations and Exclusions

- Transfer credit will not affect GPA at the receiving institution (credits are recorded as “TR”)
- Some courses (e.g., capstone projects, thesis, practicum, or final-year modules) cannot be transferred
- No credit will be awarded for:
  - Courses with insufficient documentation
  - Courses from unaccredited or unrecognized institutions
  - Courses with a failing or marginal grade.

### Notification and Appeals

- Students will be notified in writing of the credit transfer decision
- If dissatisfied, students may submit a formal appeal within 15 business days, providing additional evidence or clarification.
- Appeals are reviewed by the Academic Credit Appeals Committee or equivalent body.

### Record-Keeping

- Transfer credits are recorded on the student’s academic transcript
- All documentation used for evaluation will be kept in the student’s file record.

## 9.3 Policy 03 – Registration

### 9.3.1 Registration Periods

- Early Registration:** Often available to continuing students, especially those with priority.
- Regular Registration:** Open to all eligible students before the semester starts.
- Late Registration:** Permits students to enroll after the official registration deadline, with a late fee.

### 9.3.2 Eligibility Requirements

- Must be admitted to the university.
- Must be in good academic standing.
- Must have cleared holds on the account (e.g., financial, library overdue books).
- Academic advisor must approve the courses for that semester before registration.

### 9.3.3 Course Selection Process

- Semester course offering:** Published ahead of registration periods.
- Advising:** Students can meet with academic advisors if they need counselling regarding their program and courses.
- Prerequisites & Co-requisites:** Students must meet course requirements.
- Credit Limits:** Minimum and maximum course loads are enforced (e.g., 3–5 course for undergraduates).

### 9.3.4 Registration Methods

- Typically done through in-person or manual registration.
- An online student portal registration.

### 9.3.5 Add/Drop and Withdrawal

- Add/Drop Period:** A set time during which students can add or remove courses without penalty.
- Withdrawal Deadline:** Students can withdraw from a course and receive a "W" on their transcript.
- Refund Schedule:** Refunds for dropped courses depend on when the student withdraws as set out in (a).

### 9.3.6 Waitlists

If a class is full, students may be placed on a waitlist and added if a space becomes available.

### 9.3.7 Fees and Holds

- a. Tuition and fees must be paid or by university approved plans.
- b. Holds for unpaid balances or missing documentation can prevent registration.

### 9.3.8 Appeals and Expectations

Procedures exist for students to petition for exceptions to policies, such as late adds or overload requests.

### 9.3.9 Graduation and Final Semester Registration

Special rules may apply for students in their final semester, including full-time status waivers or course substitutions.

## 9.4 Policy 04 - Withdrawal from the University

### 9.4.1 Types of Withdrawal

- a. **Voluntary Withdrawal:** When a student decides to leave the University for personal, medical, financial, or academic reasons.
- b. **Administrative Withdrawal:** Initiated by the university, usually due to disciplinary action, academic performance, or non-payment of tuition.
- c. **Medical Withdrawal:** Based on a certified medical condition that prevents continued enrollment.

### 9.4.2 Process

- a. **Notice Requirement:** Submit a written request (often through an official form).
- b. **Approval:** May need signatures/clearances from:
  - Academic advisor
  - Finance office
  - Housing/student halls of residence
  - Bursar (for tuition refunds or outstanding balances)
- c. **Deadline:** Typically must withdraw before a certain date in the semester to avoid academic penalty or receive a tuition refund.

### 9.4.3 Academic Transcript Impact

- a. **Before Deadline:** May receive a "W" (withdrawal) on your transcript, which does not affect GPA.
- b. **After Deadline:** May receive grades of "F" or be required to petition for late withdrawal.

### 9.4.4 Financial Considerations

- a. **Tuition Refunds:** Usually prorated depending on how early in the semester student withdraws.
- b. **Scholarship:** Student may need to write to his or her sponsor stating reasons for withdrawal.

### 9.4.5 Resumption of Studies

- a. Procedures for reapplying or requesting re-enrollment:
  - Short-time withdrawal (1 -2 semesters): Submit a resumption of studies form.
- b. Long-term (more than 2 semesters):
  - If a student withdrew for medical reasons, a doctor's clearance may be required to return
  - You may need to go through a formal readmission or reinstatement process.
- c. Meet Academic or financial requirements:
  - Minimum GPA or academic standing may be required.
  - Clear Financial Holds: Pay any outstanding balances.
  - Satisfactory Academic Progress.

### 9.4.6 International Students

Must consult with the student academic services/international student office as withdrawal can affect visa status.

## 9.5 Policy 05 – Leave of Absence

A **Leave of Absence (LOA)** is a formal period during which a university student temporarily suspends his or her studies with the intention to return.

### 9.5.1 Common Reasons for Taking a Leave of Absence

Students may request a leave for various reasons, including:

- a. **Medical or Mental Health Needs:** To address physical or psychological health issues.
- b. **Personal or Family Emergencies:** Such as bereavement or caregiving responsibilities.
- c. **Academic or Research Opportunities:** Pursuing internships, research, or other educational experiences.
- d. **Religious Service:** Engaging in religious service commitments.
- e. **Financial or Personal Hardships:** Addressing significant life challenges.

### 9.5.2 General Guidelines and Procedures

The procedures include:

- a. **Application Process:** Students typically must submit a formal request, often before the semester begins. Application must be submitted with supporting documentation, especially for medical leaves.
- b. **Duration:** Leaves are commonly approved for up to one year. Extensions may be possible but often require additional approval.
- c. **Impact on Academic Standing:** An approved LOA generally preserves a student's academic status, allowing them to return without reapplying.
- d. **Financial Considerations:** Taking a leave can affect scholarship, and housing. It is advisable to consult with the respective offices before finalizing the leave.
- e. **International students:** Must be cautious, as taking a leave can impact visa status. It is essential to consult with the university's student academic services office before initiating a leave.

### 9.5.3 Returning from a Leave

- a. **Medical Leaves:** May require documentation from a healthcare provider confirming readiness to return.
- b. **Other Leaves:** Students might need to submit a plan for resuming studies or meet with an academic advisor.

### 9.5.3 Key Considerations

- a. **Early Planning:** Initiate the leave process as early as possible to ensure all requirements are met.
- b. **Consult Advisors:** Speak with academic and financial aid advisors to understand the implications of taking a leave.
- c. **Understand Policies:** Familiarize yourself with the university's LOA policy, the procedures and requirements.

## 9.6 Policy 06 – Volume of Learning (Credit Hours)

The purpose of this policy is to define and standardize the volume of learning expressed in credit hours for courses and programs. It ensures alignment with national qualifications frameworks and promotes consistency in course design, delivery, and evaluation.

### 9.6.1 Scope

This policy applies to all academic and training programs offered by JCPU including undergraduate, postgraduate, and Technical and Vocational Education and Training (TVET) programs.

### 9.6.2 Definitions

- a. **Volume of Learning:** The notional duration of all learning activities required to achieve the learning outcomes.
- b. **Credit Hour:** A unit that gives weighting to the value, level, or time requirements of an academic course.
- c. **Learning Activities:** Includes lectures, seminars, tutorials, laboratory work, internships, independent study, and assessments.

### 9.6.3 Policy Statement

- a. JCPU defines one credit hour as equivalent to **approximately 10 hours** of total student learning time, including direct instruction, individual study, and assessment.

- b. A standard full-time academic year comprises **1200 total student learning hours**, which equates to **120 credit hours** (as align with SITESA SIQF framework).
- c. Course credit values will reflect the time and complexity required to meet learning outcomes, mapped against relevant qualification levels as stipulated in the SIQF.

#### 9.6.4 Guidelines for Assigning Credit Hours

- a. **One (1) Credit Hour** = 10 hours of student learning engagement.
- b. For higher education: A **15-credit course** represents 150 hours of class time plus hours of independent learning.
- c. For vocational training: Credit allocation aligns with the SITESA and relevant national regulatory guidelines (Solomon Islands Nursing Council, National Trade and Testing Unit).
- d. Credit hours must be consistent across delivery modes (e.g., online, blended, or face-to-face).

#### 9.6.5 Procedures

- a. **Curriculum Design:**
  - Course developers must estimate student workload based on the expected learning outcomes.
  - Learning materials, assessments, and contact hours must align with the assigned credit hours.
- b. **Approval Process:**
  - All new and revised courses must be reviewed and approved by the Academic Board or Curriculum Committee.
  - Credit hour justifications must be included in the course approval documentation.

#### 9.6.6 Monitoring and Review

- a. Credit hour allocations are reviewed during course evaluations and program reviews.
- b. Student feedback and assessment results will inform the appropriateness of workload assumptions.

#### 9.6.7 Credit Transfer

As stipulated in (Policy 02: Credit Transfer):

- a. Credit hours earned from other institutions will be assessed for equivalency.
- b. Recognition of Prior Learning (RPL) may be awarded credit in line with national and institutional policy.

#### 9.6.8 Responsibilities

- a. **Program Coordinators:** Ensure course design adheres to the volume of learning standards.
- b. **Standard and Quality Assurance Office:** Conduct periodic audits and reviews.
- c. **Lecturers/Instructors:** Design and deliver learning aligned with the allocated credit hours.

### 9.7 Policy 07 – Academic Year

#### 9.7.1 Academic Calendar

- a. The academic year consists of two semesters:
  - **Semester 1:** February – June
  - **Semester 2:** July – November
- b. Breaks and holidays include:
  - Mid-Semester Breaks
  - End-of-Semester Holidays
  - National/Public Holidays

Specific dates are updated in each academic year calendar.

### 9.8 Policy 08 – Full-time Student

#### 9.8.1 Undergraduate Students

- a. **Full-time status:** Enrolled in **four (4) or more courses** per semester.
- b. **Part-time status:** Enrolled in **fewer than three (3) courses** per semester.
- c. **Maximum load:** Often capped at **five (5) courses** without special permission.
- d. **Implications:** Full-time status may be required for:

- Eligibility for **scholarships** and **student housing**
- Participation in **organized university extra-curricular activities like sports** or student leadership positions.

### 9.8.2 Post-Graduate Students

- Full-time status:** Generally **two (2) courses** per semester.
- Research Students:** For students working on a thesis or dissertation, enrollment in a designated research course may also count toward full-time status.
- Part-time status:** One (1) course per semester.
- Maximum load:** **Often three (3)** per semester.

### 9.8.3 Exceptional and Special Cases

- Students with **disabilities, medical issues**, or in their **final semester** may be eligible for a reduced course load while still retaining full-time benefits, with approval.
- International students** on student visas are typically required to maintain full-time enrollment unless granted special permission by their designated college dean.

### 9.8.4 Monitoring and Enforcement

- Enrollment is verified at the start of each term.
- Dropping below full-time status without authorization can impact:
  - Duration of program of study
  - Maintaining scholarship award
  - Academic standing

## 9.9 Policy 09 – Academic Misconduct

The purpose of this policy is to uphold the academic integrity JPCU by establishing clear definitions, expectations, and procedures related to academic misconduct. The policy aims to foster a fair and honest academic environment.

### 9.9.1 Scope

This policy applies to all students enrolled in JPCU, including undergraduate, postgraduate, research, and continuing education programs. It also extends to academic staff involved in the evaluation and supervision of student work.

### 9.9.2 Definitions

**Academic Misconduct** includes, but is not limited to:

- Plagiarism:** Presenting another person's work, ideas, or data as one's own without proper acknowledgment.
- Cheating:** Using unauthorized materials or assistance in an academic exercise.
- Fabrication:** Inventing or falsifying data, citations, or other academic information.
- Collusion:** Unauthorized collaboration with others in the completion of an academic task.
- Contract Cheating:** Submitting work completed by a third party (paid or unpaid) as one's own.
- Impersonation:** Taking or attempting to take an exam or complete an assignment for another person.
- Unauthorized Distribution:** Sharing or selling course materials, assessments, or exam answers.
- Interference:** Hindering the academic work of others (e.g., tampering with lab experiments, deleting files, etc.).

### 9.9.3 Responsibilities

- Students:** Understand and adhere to the standards of academic integrity.
- Academic Staff:** Promote academic honesty and report suspected misconduct.
- Student Academic Services Office Academic:** Oversee investigation and resolution of misconduct cases.
- Disciplinary Committee:** Review severe or repeat violations and determine appropriate sanctions.

### 9.9.4 Reporting Academic Misconduct

- Who Can Report?**  
Any student, staff member, or external party may report suspected academic misconduct.
- How to Report?**

Reports should be submitted in writing to the Coordinator Student Academic Services (CSAS). Reports must include:

- Student name(s)
- Course code and title
- Description of the alleged misconduct
- Supporting evidence (e.g., Turnitin reports, communications, etc.)

#### 9.9.5 Investigation Procedure

- Preliminary Review:** AIO reviews the evidence and determines whether to proceed.
- Notification:** The student is informed in writing and invited to respond in a formal meeting.
- Hearing:**
  - Minor cases: Heard by the CSAS
  - Major/repeat cases: Referred to the Disciplinary Committee.
- Decision:** Based on the evidence and student's response, a decision is made.
- Outcome Notification:** Student is notified in writing of the decision and any sanctions.

#### 9.9.6 Sanctions

Sanctions may include, but are not limited to:

- Formal warning
- Reduction in grade or zero on the assignment
- Failing grade for the course
- Academic probation
- Suspension for one or more terms
- Expulsion from the University
- Revocation of degree (for severe post-graduation misconduct).

#### 9.9.7 Appeals

Students may appeal a decision within **10 working days** of receiving the outcome. Appeals must be submitted in writing to the **Office of the Registrar** and must clearly state the grounds for appeal (e.g., procedural error, new evidence, disproportionate penalty).

#### 9.9.8 Confidentiality and Record Keeping

All reports and investigations are confidential. Records of academic misconduct will be maintained by the Student Academic Services Office for a **minimum of 5 years** or as required by university policy and applicable Solomon Islands law and ACOM canon.

#### 9.9.9 Commitments to Academic Integrity

JPCU commits to promoting academic integrity through:

- Orientation programs.
- Workshops on proper citation and research practices.
- Academic integrity modules integrated into courses.

#### 9.10 Policy 10 - Satisfactory Academic Progress (SAP) Policy

SAP policy ensure students are making timely and successful progress toward the completion of their program of study in order to maintain eligibility for scholarship.

##### 9.10.1 SAP Standards

Students must meet **three main criteria** to maintain satisfactory academic progress:

- Grade Point Average (GPA)**
  - Undergraduate students: Must maintain a cumulative GPA of at least 2.0.
  - Graduate students: Must maintain a cumulative GPA of at least 3.0.
- Pace of Progression (Completion Rate)**
  - Students must complete at least 67% of all attempted coursework.

- Formula: Completed Credits ÷ Attempted Credits.

c. **Maximum Time Frame**

- Students must complete their program within **150%** of the published length.
- Example: If a diploma program requires 120 credits, the maximum is 180 attempted credits.

### 9.10.2 Evaluation Period

- SAP is usually evaluated **at the end of each semester** or **annually**, depending on the college.
- All coursework, including transfer credits and repeated classes, may be considered.

### 9.10.3 SAP Statuses

a. **Good Standing**

- Student meets all SAP standards.

b. **Warning**

- Student did not meet SAP standards for the first time.
- Eligible for aid during the warning period (typically one semester).

c. **Suspension**

- Student fails to meet SAP after the warning term.
- Ineligible for financial aid unless an appeal is approved.

d. **Probation**

- Student has an approved SAP appeal.
- Eligible for aid for one semester; must meet specific conditions.

### 9.10.4 SAP Procedures

a. **Notification**

- Students are notified via their student portal or email if they fail to meet SAP standards.

b. **Appeal Process**

Students may appeal a suspension due to extenuating circumstances (e.g., illness, family emergency). Appeals typically require:

- A written statement
- Supporting documentation
- An academic plan (if required)

c. **Academic Plan**

- If the appeal is approved, the student may be placed on an academic plan.
- Must meet the terms of the plan to regain/maintain eligibility.

## 9.11 Policy 11 – Academic Standing

### 9.11.1 Academic Alert/Warning

To notify students that their academic performance is below the expected standard and encourage early intervention.

a. **Conditions:**

- Usually issued when a student's GPA falls just below the minimum requirement of GPA 2.0.
- May occur after a single semester of poor performance.

b. **Actions Taken:**

- Student receives a formal notice from the student academic services office or registrar.
- Strongly encouraged (or required) to meet with an academic advisor.
- May be required to develop an Academic Improvement Plan.

### 9.11.2 Academic Probation

This to formally place a student in poor academic standing due to continued low academic performance.

a. **Conditions:**

- Cumulative GPA remains below the required threshold after being on academic alert or after a poor semester
  - Criteria is GPA below 2.0.
- b. **Consequences:**
- Reduce course load by 50% of the minimum load
  - Required academic counseling or success workshops
  - Restrictions on extracurricular activities
  - Potential impact on financial aid eligibility.
- c. **Duration:**
- Typically one semester. If performance improves, student may be removed from probation.

### 9.11.3 Academic Suspension

Academic suspension is to temporarily remove a student from the university due to failure to meet minimum academic standards while on probation.

- a. **Conditions:**
- Failure to improve academic performance while on probation
  - Cumulative GPA remains significantly below the required threshold.
- b. **Consequences:**
- Student is not allowed to enroll for one semester
  - Must reapply for readmission after the suspension period
  - May be required to demonstrate readiness by submitting a plan for success.

### 9.11.4 Appeal Process

- a. **Students may appeal an academic suspension** by submitting:
- A written statement explaining circumstances (e.g., medical, personal, or family issues)
  - Supporting documentation
  - A plan for academic improvement if reinstated.
- b. **Decision:**
- An academic appeals committee will review and make a final decision.

### 9.11.5 Reinstatement and Readmission

After a suspension period:

- Students may apply for readmission.
- Must demonstrate commitment and readiness to succeed academically.
- May be readmitted on probationary status with a strict improvement plan.

### 9.11.6 Student Support Resources

Students on alert, probation, or returning from suspension are encouraged to use:

- Academic counselling/advising.
- Tutoring services.
- Counseling services.
- Student learning support center.
- Time management and study skills workshops.

## 9.12. Policy 12 - Course Substitution

Course substitution policy provides students with a standardized process for substituting courses that are required for their academic program due to valid academic or administrative reasons.

### 9.12.1. Policy Statement

Course substitutions may be permitted when:

- The required course is no longer offered.
- Semester course offering conflict makes it impossible to take the course within the required semester.

- c. The student has transferred an equivalent course from another accredited institution.
- d. The student's documented disability necessitates an alternative course.

Substitutions must meet the learning outcomes and credit hours of the original course and be approved by the appropriate academic authority.

#### 9.12.2. Eligibility Criteria

- a. The student must be enrolled in a program.
- b. The course to be substituted must be at the same academic level.
- c. The substitution must not violate accreditation or licensure requirements.

#### 9.12.3. Procedure

- a. **Initiation:**
  - Student completes a *Course Substitution Request Form*.
  - Provides justification and supporting documentation (e.g., transcript, syllabus of previous course, disability accommodation letter).
- b. **Advisor Review:**
  - Student's academic advisor reviews the request for appropriateness and completeness
  - Advisor may recommend a suitable substitute course.
- c. **Departmental Approval:**
  - The department head or program coordinator evaluates the proposed substitution for academic equivalency
  - If approved, forwards to through the Dean for student academic services Academic office.
- d. **Final Approval:**
  - Final decision made by the Dean or designated academic official
  - The Registrar's Office is notified to update the student's program audit.
- e. **Notification:**
  - Student receives written notice of the decision
  - If approved, the substitution is recorded in the student's academic record.

#### 9.12.4. Timeline

- a. Requests should be submitted at least one semester before the expected graduation date.
- b. Processing may take 2–4 weeks depending on the complexity of the request.

#### 9.12.5. Appeals

If denied, the student may appeal in writing to the Academic Standards Committee within 10 business days of the decision.

#### 9.12.5. Limitations

- a. Not all courses are eligible for substitution, particularly those tied to national regulatory requirements or accreditation (e.g., nursing).
- b. Course waivers are different from substitutions and follow a separate policy.

### 9.13 Policy 13 - Grade Reporting

The purpose of this policy is to ensure the accurate, timely, and secure reporting of student grades. It outlines responsibilities, timelines, and processes for grade submission, review, and distribution. This policy applies to all f academic staff and administrative personnel involved in the assessment and reporting of student grades.

#### 9.13.1. Policy Statement

JCPU is committed to maintaining the integrity, confidentiality, and accuracy of student academic records. Grades must reflect a fair and objective evaluation of student performance in accordance with the course syllabus and academic standards.

#### 9.13.2. Responsibilities

- a. **Lecturers/Instructors:**

- Evaluate student performance based on the course syllabus and grading criteria
  - Submit final grades by the established deadline
  - Maintain records of student assessments for at least one academic year.
- b. **Department Heads / Program Coordinators:**
- Ensure that all lecturers submit grades on time
  - Monitor grade distribution for fairness and consistency.
- c. **Registrar's Office:**
- Publish the academic calendar with grade submission deadlines
  - Process and post grades in the student information system
  - Make grades available to students securely
  - Handle official transcript requests.
- d. **Students:**
- Review grades through the student portal
  - Follow appropriate procedures to contest grades if necessary.

### 9.13.3. Grade Submission Procedure

- a. **Timeline**
- Grades must be submitted within 5 working days after the final exam period.
- b. **Method of Submission**
- After final approval of grades by the College Academic, Dean must submit grades via the designated electronic grade reporting system.
- c. **Late Submission**
- Lecturers/instructors must notify the Department Head and Registrar if unable to meet the deadline
  - Graduating students' grades must be prioritize in the submission
  - Late submissions may result in a delay in student progression or graduation.

### 9.13.4. Grade Changes and Corrections

- a. Grade changes due to errors must be submitted using the official Grade Change Request Form.
- b. All changes must be approved by the Department Head and Registrar.
- c. Grade change requests must be made within one semester of the original submission.

### 9.13.5. Grade Appeals

- a. Students have the right to appeal a grade within 15 working days of its release.
- b. Appeals must be made in writing to the lecturer/ instructor and copied to the Department Head.
- c. If unresolved, the appeal may be escalated to the College Academic Board.
- d. The decision of the College Academic Board is final.

### 9.13.6. Confidentiality

- a. Grades are confidential and may not be disclosed publicly or discussed with unauthorized individuals.
- b. All grade-related communication must comply with the university privacy and data protection policies.

## 9.14. Policy 14 - Changing of Grades

The purpose of this policy is to establish a standardized process for the review, approval, and recording of grade changes while ensuring fairness, transparency, and accountability.

### 9.14.1. Policy Statement

The integrity of the grading process is fundamental to the academic mission of JCPU. Grades are assigned based on academic performance and must reflect the student's demonstrated achievement. This policy governs the circumstances and procedures under which a recorded grade may be changed.

### 9.14.2. Scope

This policy applies to all staff and students of the University involved in the submission, review, and processing of grade changes.

### 9.14.3. Valid Reasons for Grade Change

A recorded grade may be changed only for the following reasons:

- a. **Clerical or Calculation Error** – Errors in recording or computing the grade.
- b. **Coursework Re-evaluation** – Reassessment of student work due to omission or misjudgment.
- c. **Completion of Incomplete (I) Grade** – Student fulfills outstanding course requirements.
- d. **Grade Appeal Decision** – Grade change approved following a formal grade appeal.
- e. **Academic Misconduct Ruling** – Grade change resulting from disciplinary procedures.

### 9.14.4. Procedure for Requesting a Grade Change

#### Initiation by Instructor:

- a. The instructor identifies the need for a grade change and completes a Grade Change Request Form.
- b. The form must include:
  - Student name and ID
  - Course title and code
  - Original and revised grade
  - Reason for the change
  - Instructor's signature and date

#### Department Chair/Head Review:

- a. The request is submitted to the Department Head or Program Coordinator for review and approval.
- b. If approved, it is forwarded to the Office of the Registrar.

#### Registrar Processing:

- a. The Registrar verifies the information and updates the student's academic record.
- b. The change is documented, and a confirmation is sent to:
  - The instructor
  - The department chair
  - The student

#### Grade Appeal Initiated by Student (if applicable):

- a. A student who disagrees with a final grade may submit a written appeal within 15 days after the official grades are released.
- b. The appeal follows the University's Grade Appeal Policy, and any approved changes must follow the same procedure listed above.

### 9.14.5 Timelines

Grade changes must be submitted within one academic term of the original grade issuance, unless the change results from an appeal or misconduct finding.

### 9.14.6. Records and Retention

All grade change forms and supporting documents must be retained in the student academic services department and registrar's office for a minimum of **5 years**.

### 9.14.7. Responsibilities

- a. **Lecturer/Instructor:** Initiates and justifies grade change.
- b. **Department Head:** Reviews for appropriateness and approves.
- c. **Registrar:** Implements and records the change.
- d. **Student:** May request appeal under separate policy.

## 9.15. Policy 15 - Repeating Courses

This policy establishes clear guidelines and procedures for students who wish to repeat a course for academic improvement, grade replacement, or program requirements.

### 9.15.1 Policy Statement

Students may be permitted to repeat courses in which they have received a substandard grade or wish to improve their academic performance. The repeated course policy is designed to help students achieve academic success and meet program requirements while maintaining the integrity of the academic record.

### 9.15.2. Scope

This policy applies to all undergraduate and post-graduate students enrolled in credit-bearing programs at JCPU.

### 9.15.3 Definitions

- a. **Repeatable Course:** A course that may be taken more than once for credit (e.g., special topics, independent study).
- b. **Non-repeatable Course:** A course that may only be counted once toward degree requirements, but may be repeated to improve the grade.
- c. **Grade Replacement:** A policy whereby the new grade replaces the previous grade in GPA calculations.

### 9.15.4. Eligibility for Course Repetition

- a. **Grades Eligible for Repetition:**
  - Undergraduate students may repeat courses in which they earned a **grade of C, D, E, or other grades without GPA such COM, AEG etc.**
  - Graduate students may repeat courses in which they earned a **grade below B (C, D, E F)**, subject to program coordinator's approval.
- b. **Limits:**
  - A maximum of **3 repeated courses** is allowed during an undergraduate program.
  - No course may be repeated **more than twice** (i.e., a course may be taken a total of three times).
  - Exceptions may be granted by the **Dean or Academic Appeals Committee** under extenuating circumstances.

### 9.15.5 Compliance with Grade Replacement Policy

- a. When a course is repeated:
  - The **most recent grade** will be used in GPA calculation, even if it is lower.
  - The **original grade** remains on the transcript but is excluded from GPA.
- b. **Graduate programs** may not permit grade replacement; both grades may be counted in GPA unless otherwise specified.

### 9.15.6. Procedure

- a. **Student Consultation:**
  - The student must consult with an **academic advisor** before registering for a repeat course
  - For graduate students, approval from the **program coordinator** may be required.
- b. **Course Registration:**
  - The student must register for the course in the usual manner during the registration period.
  - The course must be the **same course number and title** unless the curriculum has changed.
- c. **Scholarship and Repeats:**
  - Students receiving financial aid must check with the **Financial Aid Office** to understand the implications of repeating a course.
- c. **Record Keeping:**
  - The Registrar will retain all grades on the transcript.
  - The system will automatically apply the grade replacement if eligible.

### 9.15.7. Appeals

Students who exceed the allowed number of repeats or who wish to replace grades not covered by policy may file an appeal with the **Academic Appeals Committee**.

## 9.16. Policy 16 - Academic Appeals Process

The purpose of this policy is to provide students with a fair, transparent, and timely process to appeal academic decisions that they believe were made in error or under unfair circumstances.

### 9.16.1. Scope

This policy applies to all students enrolled in credit-bearing courses and academic programs. It covers the following academic decisions:

- a. Final course grades
- b. Academic probation or dismissal
- c. Denial of progression or graduation
- d. Academic integrity violations
- e. Other academic decisions that significantly impact a student's academic standing.

### 9.16.2. Grounds for Appeal

Appeals will be considered only on the following grounds:

- a. **Procedural Error:** A failure to follow published policies or procedures.
- b. **Bias or Discrimination:** Evidence of unfair treatment or bias by the decision-maker(s).
- c. **New Evidence:** Information that was not available at the time of the decision and that could materially affect the outcome.
- d. **Unjust Outcome:** The decision is unreasonable based on the evidence provided.

### 9.16.3. Informal Resolution

Before submitting a formal appeal, students are encouraged to attempt an informal resolution by:

- a. Contacting the lecturer/instructor or relevant academic staff member within 10 business days of the decision.
- b. Discussing concerns and seeking clarification or correction.

If the issue is unresolved after informal discussion, students may proceed with a formal appeal.

### 9.16.4. Formal Appeal Process

#### Step 1: Submission of Appeal

- a. Appeals must be submitted in writing within 15 business days of the date the student was notified of the decision.
- b. Appeals should be submitted to the appropriate Academic Appeals Officer or Dean's Office.
- c. The written appeal must include:
  - Student's name and ID number
  - Description of the decision being appealed
  - Grounds for appeal
  - Supporting documentation
  - Desired outcome.

#### Step 2: Preliminary Review

- a. The Appeals Officer will review the submission to ensure it meets criteria.
- b. Appeals lacking merit or missing documentation may be dismissed at this stage.

#### Step 3: Appeal Committee Review

- a. A standing Academic Appeals Committee will review valid appeals.
- b. The committee may include lecturers/instructors, an academic advisor, and a student representative (if applicable).
- c. The student and the respondent (e.g., lecturer/instructor or department) may be invited to provide testimony or additional documentation.

#### Step 4: Decision

- a. The committee will issue a written decision within 20 business days of receiving the appeal.
- b. Possible outcomes:
  - Appeal granted and remedy issued
  - Appeal denied with explanation

- Recommendation for further action.

#### **Step 5: Final Appeal (if applicable)**

- If allowed, students may appeal the committee's decision to a higher authority such as Dean or College Academic Board within 15 business days.
- The final appeal must be based on procedural error or new evidence only.

#### 9.16.5. Recordkeeping

- All records related to appeals will be maintained in the student's academic file for a period of **7 years**.
- Confidentiality will be maintained in accordance with the university's privacy policies (if applicable).

#### 9.16.6. Retaliation Prohibited

No student shall suffer retaliation for submitting a good-faith academic appeal.

### 9.17. Policy 17 – Course Evaluations

The purpose of this policy is to establish a consistent and effective process for collecting, analyzing, and utilizing student feedback on courses and instructors to enhance teaching and learning outcomes.

#### 9.17.1 Scope

This policy applies to all credit-bearing courses offered by JCPU including undergraduate and graduate programs, across all delivery formats (in-person, online, blended).

#### 9.17.2. Policy Statement

All credit-bearing courses shall be evaluated by students at the end of each term using standardized course evaluation instruments. The feedback collected will be used for:

- Continuous improvement of course content and instruction.
- Faculty performance reviews.
- Curriculum development and planning.

Participation in evaluations by students is voluntary and anonymous.

#### 9.17.3. Responsibilities

- Lecturers/Instructors:**
  - Inform students about the importance and process of course evaluations
  - Refrain from accessing evaluation results until final grades have been submitted
  - Use evaluation feedback constructively to improve teaching.
- Students:**
  - Participate in evaluations honestly and respectfully
  - Complete evaluations within the designated timeframe.
- Academic Administration:**
  - Ensure evaluation tools are deployed systematically
  - Maintain the confidentiality of student responses
  - Provide summary reports to faculty after grade submission
  - Analyze trends and incorporate findings into faculty development and academic planning.
- Standards and Quality Assurance/ICT Department:**
  - Maintain and update the course evaluation system.
  - Ensure data security and integrity.
  - Provide technical support for lecturers/instructors and students.

#### 9.17.4. Procedure

- Evaluation Schedule:**
  - Evaluations are typically open during the last 2–3 weeks of the course.

- Reminders are sent to students via email and/or learning management systems such as Moodle.
- Evaluation Instrument:**
    - A standardized questionnaire including quantitative (Likert-scale) and qualitative (open-ended) items.
    - Custom questions may be added by departments with approval.
  - Administration:**
    - Evaluations are administered electronically through a secure platform on Moodle
    - If administered face-to-face it will be done by college or department's secretaries
    - The secretaries securely sealed the evaluation forms and delivery to the Standard and Quality Assurance Office.
  - Reporting:**
    - Department heads receive aggregated, anonymous reports after final grades are submitted
    - Department heads and deans may use the reports for performance reviews and accreditation purposes.
  - Follow-Up:**
    - Lecturers/instructors may be asked to reflect on feedback and submit a response or improvement plan if recurring concerns are noted.
    - High-performing practices may be highlighted for the university recognition or peer sharing.

#### 9.17.5. Confidentiality and Data Use

- All responses are confidential and anonymous.
- Data is used for formative (developmental) and summative (evaluation) purposes.
- No punitive actions will be taken solely based on student evaluations without substantiating evidence.

#### 9.17.6. Exceptions

Exceptions to this policy must be approved by the Student Academic Service Office or College Academic Board.

### 9.18. Policy 18 – Undergraduate Double Major

#### 9.18.1. Definitions

A double major involves completing the requirements for two separate majors under one degree type (e.g. B.Th. Bachelor of Theology majoring in Theology and Biblical Studies). Students receive a single degree listing both majors. This differs from a dual degree, where students earn two separate degrees, often requiring more credit hours and possibly more time to complete.

#### 9.18.2. Requirements for a Double Major

- Same Degree Type:** Both majors must lead to the same type of degree (B.Th.).
- Credit Hours:** Students must fulfill the credit requirements for both majors which may allow overlapping courses or limit the number of shared credits.
- Course Overlap:** This may permit up to two overlapping courses between non-interdisciplinary majors.
- Primary Major Designation:** One major is typically designated as the primary, determining the student's academic home and graduation requirements. For instance, B.Th. academic home is Theology and the second major is Biblical Studies.

#### 9.18.3. Steps to Declare a Double Major

- Consult Academic Advisors:** Meet with advisors from both departments to discuss feasibility and plan coursework.
- Develop an Academic Plan:** Create a plan outlining how you'll meet all requirements for both majors, including any required courses.
- Complete Required Forms:** Fill out the necessary declaration forms.
- Obtain Approvals:** Secure approvals from both departments.
- Submit Documentation:** Submit all completed forms and plans to the registrar or appropriate office for processing.

#### 9.18.4. Important Considerations

- Timing:** Students to declare a double major before reaching a certain number of credit hours. For instance, declaration by the time a student earns 90 credit hours. This will help to test a student's academic strength in the declared major. If a student does not earn the required credit hours at the specified timeline, student can change their major.

- b. **Academic Performance:** Maintaining a strong GPA is often necessary, especially if one or both majors are competitive or impacted.
- c. **Graduation Timeline:** Pursuing a double major may extend your time to graduation, depending on course availability and scheduling.
- d. **Financial Aid Implications:** Be aware of how a double major might affect your financial aid eligibility, particularly if it extends your time in school.

## 9.19. Policy 19 - Change of Major/Minor

Students may request to change their declared major or minor at any point during their academic career, subject to eligibility and approval by the relevant department(s). Changes are not guaranteed and are subject to academic standing, space availability, and program-specific requirements.

### 9.19.1 Eligibility Requirements

- a. Students must be in **good academic standing** (e.g., minimum GPA of 2.0 or higher; may vary by program).
- b. Some majors/minors may have **additional prerequisites**, GPA thresholds, or application processes.
- c. Transfer students may be restricted from changing majors/minors during their first semester.

### 9.19.2. Procedures for Changing a Major/Minor

- a. **Research:**
  - Review the new major/minor requirements in the academic catalog or student handbook
  - Meet with an academic advisor or departmental representative to discuss the implications of the change.
- b. **Prepare Documentation:**
  - Obtain and complete the Change of Major/Minor Request Form (typically found online via the registrar or advising website or from the Student Academic Services office).
  - If required, you may need to submit a statement of intent, transcript, or plan of study.
- c. **Approval Process:**
  - Submit the form to the Student Academic Services Office for the new major/minor.
  - Departments may require:
    - Review of academic record
    - An interview or additional materials
    - Approval from a department chair or academic advisor.
- d. **Registrar Processing:**
  - Once approved, the department forwards the request to the Registrar's Office
  - Students will be notified via email or student portal when the change is finalized (usually within 1–2 weeks).

### 9.19.3. Implications

- a. **Multiple changes** are allowed, but frequent changes may delay graduation.
- b. Scholarship eligibility may be impacted by a change in major/minor.
- c. Some programs may restrict **re-entry** once a student has left.

### 9.19.4 Deadlines

While major/minor changes are accepted year-round, students are encouraged to submit requests **before the start of registration** for the upcoming semester to avoid complications with course planning.

## 9.20. Policy 20 - Course Auditing

### 9.20.1 What Is Course Auditing?

Auditing allows students to attend and participate in a course without receiving academic credit. Typically, audited courses appear on transcripts with a notation such as "AU" (audit), but they do not affect GPA or count toward degree requirements. Participation expectations for auditors are usually determined by the lecturer/instructor.

## 9.20.2 Key Features

- a. **Eligibility:** Both enrolled and non-enrolled students may be permitted to audit courses, often subject to lecturer/instructor approval and available space.
- b. **Registration Process:** Students typically must complete a specific audit registration form and obtain necessary approvals.
- c. **Fees:** Auditing charge the same tuition as for credit courses.
- d. **Participation Requirements:** Instructors may set expectations for attendance and participation.
- e. **Transcript Notation:** Successful audits are usually recorded on transcripts,
- f. **Switching Status:** Students can change from audit to credit status or vice versa. These changes only applies within the timeframe of one semester.

## 9.21. Policy 21 - Request for Transcript

This policy outlines the procedures for requesting, processing, and releasing academic transcripts to ensure accuracy, confidentiality, and compliance with institutional and legal standards. It applies to all current and former students of JCPU requesting official or unofficial transcripts.

### 9.21.1. Policy Statement

JCP is committed to maintaining accurate academic records and providing timely transcript services while safeguarding student privacy as enshrines in the Constitution of the Solomon Islands right to privacy as a fundamental human right and JCPU applicable policies.

### 9.21.2. Types of Transcripts

- a. **Official Transcript:** Includes the JCPU seal and is given to students with their degrees on the graduation day. This is also sent directly to third parties (e.g., universities, employers) upon student request.
- b. **Unofficial Transcript:** Provided directly to the student and may be printed or accessed digitally where available.

### 9.21.3 Procedure

- a. **Requesting a Transcript:**
  - All requests must be submitted via the **Transcript Request Form** available on JCPU Website or the Student Academic Services Office.
  - Requests may be submitted in person, by mail, or electronically through student portal/email.
  - The following information is required:
    - Full legal name (as used during enrollment)
    - Student ID or date of birth
    - Dates of attendance
    - Type of transcript requested (official or unofficial)
    - Recipient details
    - Student signature (for identity verification).
- b. **Processing Time:**
  - Standard processing time is **3–5 business days** from receipt of a complete request.
  - Expedited services may be available for an additional fee.
- c. **Fees:**
  - Official Transcript: \$50.00
  - Unofficial Transcript: Free
  - Payment must be made before processing begins.
- d. **Delivery Options:**
  - Mailed copies to a designated address
  - Electronic copies via secure transmission (if available)
  - In-person pickup with valid photo ID.
- e. **Restrictions**

Transcripts will not be released if:

- The student has outstanding financial obligations to the institution
- There is an unresolved disciplinary hold
- The request is incomplete or lacks required identification.

#### 9.21.4. Confidentiality

All transcript requests and releases are handled in compliance with applicable privacy laws and policies. Transcripts will only be released to the student or a third party with written consent.

### 9.22. Policy 22 - Degree Program Requirements

This policy outlines the academic requirements, procedures, and responsibilities related to the completion of degree programs. It ensures that students, department, and administrative staff have a clear understanding of what is required for degree conferral. This policy applies to all undergraduate and post-graduate students enrolled in degree-granting programs, as well as academic departments and advising personnel.

#### 9.22.1. Policy Statement

To be awarded a degree, students must meet all academic, administrative, and procedural requirements as established by their respective programs and the university. These include:

- Completion of required coursework
- Minimum credit hour requirements
- Minimum grade point average (GPA)
- Capstone/thesis/project completion (if applicable)
- Residency requirements
- Time limits for program completion.

#### 9.22.2. Degree Requirements

- Credit Hours:**
  - Diploma (Level 5) require a minimum of 120 credit hours
  - Advance diploma (Level 6) require a minimum of 120 credit hours
  - Undergraduate programs (Level 7) require a minimum of 360 credit hours
  - Post-graduate diploma (Level 8) require a minimum of 120 credit hours
  - Master's programs (Level 9) typically require 240 credit hours
  - Doctoral programs require 360 credit hours.
- GPA:**
  - A minimum cumulative GPA of 2.0 for undergraduate programs.
  - A minimum cumulative GPA of 3.0 for graduate programs.
- Course Completion:**
  - Students must complete all required core, major, and elective courses.
  - Transfer credits must be approved and documented.
- Capstone/Thesis/Project:**
  - Programs requiring a thesis, dissertation, or capstone must follow guidelines set by the academic department and Graduate School (if applicable).
- Residency Requirement:**
  - Students must complete a minimum portion of their coursework in residence as defined by the university (e.g., last 30 credit hours for undergraduates).
- Time to Degree:**
  - Undergraduate degrees must be completed within 3 years of initial enrollment.
  - Master's degrees must be completed within 2 years.
  - Doctoral degrees must be completed within 3–4 years.

#### 9.22.3. Procedures

- Academic Advising:**

- Students are assigned an academic advisor
  - Advisors guide students in course selection and academic planning.
- b. **Degree Audit:**
- A degree audit is conducted one semester prior to anticipate graduation
  - Students are responsible for initiating a graduation check.
- c. **Application for Graduation:**
- Students must apply for graduation by the published deadline
  - Applications are reviewed by the Registrar's Office.
- d. **Exceptions and Petitions:**
- Students may petition for exceptions to degree requirements.
  - Petitions must be submitted in writing and approved by the academic department and academic affairs office.

#### 9.22.4. Responsibilities

Role	Responsibilities
Student	Ensure completion of all program requirements.
Advisor	Provide academic guidance and monitor progress.
Department Chair	Oversee curriculum and approve course substitutions or exceptions.
Registrar	Verify degree completion and confer degrees.

### 9.23. Policy 23 - Statute of Limitations on Earned Credits

#### 9.23.1. Definitions

The "statute of limitations" on earned academic credits refers to the maximum time period within which previously completed coursework can be applied toward a degree or certificate. This policy ensures that the knowledge and skills acquired remain current and relevant to the field of study. Below are some general guidelines.

#### 9.23.2. Time Limits by Degree Type

- a. **Undergraduate Programs:** JCPU requires that all credits applied toward an undergraduate degree be earned within a the timeframe of 8 to 12 years.
- b. **Graduate Programs:** Time limits for post-graduate degrees are typically shorter to ensure the material remains current:
- Master's-level degrees must be completed within 6 years
  - Doctoral programs within 8 years from the date of initial registration.

#### 9.23.3. Transfer and Reinstatement Considerations

- a. **Transfer Credits:** While college credits generally do not expire, their applicability toward a degree may diminish over time, especially in rapidly evolving fields like science and technology. Registrar's office have to assess the relevance and recency of transfer credits before acceptance.
- b. **Reinstatement after Absence:** Students returning after an extended absence is subjected to the current curriculum requirements, and previously earned credits is re-evaluated for applicability.

#### 9.23.4. Waivers and Exceptions

JCPU allow for exceptions to the statute of limitations under certain conditions, such as:

- a. The previously completed courses still align with current program requirements.
- b. There is a legitimate reason for the delay in program completion.

Requests for waivers typically require approval from academic advisors or deans and may involve a formal application process.

#### 9.23.5. Recommendations

- a. **Consult Academic Advisors:** Always check with the academic advisors to understand specific policies related to credit applicability and time limits.
- b. **Review Institutional Policies:** Familiarize yourself with the university's academic policies and procedures, often available on the registrar's or academic services website.

- c. **Plan Accordingly:** If you are considering a break in your studies or transferring institutions, plan ahead to ensure your credits remain applicable toward your educational goals.

## 9.24. Policy 24 - Responsibility Statement

JCPU responsibility statements and their associated policies and procedures are designed to clarify the expectations, rights, and obligations of students, departments and staff within the academic community. These documents serve as foundational elements for maintaining academic integrity, fostering a respectful environment, and ensuring compliance with the university standards.

### 9.24.2 Common Elements of the University Responsibility Statements

JCPU upholds the following components in its responsibility statements:

- a. **Academic Integrity:** Students are expected to uphold principles of honesty and avoid misconduct such as plagiarism and cheating.
- b. **Behavioral Expectations:** Guidelines for conduct both on and off-campus, emphasizing respect for others and adherence to community standards.
- c. **Compliance with Policies:** Obligation to familiarize oneself with and follow university regulations, deadlines, and procedures.
- d. **Disciplinary Procedures:** Processes for addressing violations, which may include warnings, probation, suspension, or expulsion, depending on the severity of the offence.

## 9.25. Policy 25 – Graduation Requirements

JCPU graduation requirements and procedures encompass key components. The policies and steps involved in earning a degree are outlined below.

### 9.25.1. Graduation Requirements

- a. **Credit Hour Completion:**
  - Diploma (Level 5) require a minimum of 120 credit hours
  - Advance diploma (Level 6) require a minimum of 120 credit hours
  - Undergraduate programs (Level 7) require a minimum of 360 credit hours
  - Post-graduate diploma (Level 8) require a minimum of 120 credit hours
  - Master’s programs (Level 9) typically require 240 credit hours
  - Doctoral programs require 360credit.
- b. **Grade Point Average (GPA):**
  - A minimum cumulative GPA is often mandated:
    - Undergraduate degrees: usually 2.0 or higher.
    - Graduate degrees: typically 3.0 or higher.
- c. **Residency Requirements:**
  - Students must complete 50% of their program of studies credits required at JCPU.
- d. **Major and Minor Requirements:**
  - Completion of all courses required for the declared major(s), as well as core courses or minor requirements.
- e. **Capstone or Culminating Experience**
  - Programs require a final project, thesis, comprehensive exam, or similar culminating experience must be completed.
- f. **Time Limits**
  - Degrees often must be completed within a specific timeframe. For instance, undergraduate programs be completed within six years after initial timeframe of 3 years.

### 9.25.2. Graduation Procedures

- a. **Application for Graduation:**
  - Students typically must submit a formal application to graduate by a specified deadline.

- b. **Degree Audit:**
  - An official review of a student's academic record to ensure all graduation requirements have been met.
- c. **Financial and Administrative Clearance:**
  - All financial obligations to the university must be settled, and any outstanding administrative issues resolved.
- d. **Commencement Participation:**
  - While attendance at the graduation ceremony is often optional, students must fulfill all academic requirements to have their degree conferred.

### 9.25.3. Student Responsibilities

- a. **Understanding Requirements:**
  - It is the student's responsibility to be aware of and comply with all graduation requirements, including those specific to their major or program.
- b. **Regular Advising:**
  - Students should regularly consult with academic advisors to ensure they are on track to graduate.

## 9.26. Policy 26 – Degree Revocation

Degree revocation is a significant action that JCPU undertakes when serious misconduct, fraud, or misrepresentation related to the awarding of a degree is discovered. JCPU's revocation actions are guided by the general principles and procedures outlined below.

### 9.26.1. General Principles of Degree Revocation

JCPU reserves the right to revoke degrees under circumstances the following:

- a. **Academic Misconduct:** Instances like plagiarism, cheating, or falsification of research.
- b. **Fraudulent Admissions:** Providing false information during the admissions process.
- c. **Administrative Errors:** Discoveries of errors in the awarding process that invalidate the degree.

### 9.26.2. Procedure

The revocation procedures include:

- a. **Investigation:** Initiated upon discovery of potential misconduct.
- b. **Notification:** The degree holder is informed of the investigation and potential consequences.
- c. **Hearing:** An opportunity for the individual to present his or her case.
- d. **Decision:** A determination made by the College academic board with recommendations for revocation submitted to the Deputy Vice Chancellor (Academic and Research).
- e. **Appeal:** The individual can appeal the decision.

## 9.27. Policy 27 - No-Show and Attendance Verification

Class No-Show and Attendance Verification policy are essential for JCPU to ensure student engagement, comply with fee, scholarship regulations, and maintain accurate enrollment records.

### 9.27.1. Definition

A "No-Show" refers to a student who fails to attend or participate in any class sessions during the initial period of a course.

### 9.27.2. Key Elements

- a. **Face-to-Face and Simultaneous Courses:** Students are expected to attend the first class session. Failure to do so may result in being dropped from the course.
- b. **Online Courses:** Students must engage in an academically related activity (e.g., submitting an assignment or participating in a discussion) within a specified timeframe.
- c. **Instructor Action:** Lecturers/instructors are required to attempt contact with absent students before initiating a No-Show drop.
- d. **Administrative Deadlines:** By the third week of instruction lecturers/ instructors to report No-Show students to the registrar or student academic service office.

### 9.27.3. Attendance Verification Process

- a. **Purpose:** To confirm student participation for academic and scholarship purposes.
- b. **Procedures:**
  - **Verification Timeline:** Lecturers/instructors are required to verify attendance within the first three weeks of the semester.
  - **Methods of Verification:**
    - **In-Person Classes:** Recording attendance during class sessions.
    - **Online Classes:** Monitoring participation through submissions of assignments, quizzes, or engagement in discussions.
- c. **Reporting:** Lecturers/instructors submit attendance data through designated platforms or forms provided by the Student Academic Services Office.
- d. **Impact on Scholarship:** Students who do not meet attendance requirements may have their scholarship revoked, as non-attendance can affect eligibility for scholarship awards.

### 9.27.4. Reinstatement Procedures

- a. **Student Action:** Students dropped due to No-Show status may petition for reinstatement by submitting a formal request within a timeframe of business 5 days from the drop date.
- b. **Instructor Approval:** Reinstatement typically requires the lecturer's/instructor's approval, confirming that the student has begun participating in the course.
- c. **Administrative Processing:** Approved reinstatements are processed by the registrar or student academic services office, with notifications sent to the student regarding the outcome.

## 9.28. Policy 28 - Security and Confidentiality of Student Academic Records Policy and Procedures

This policy outlines the university's commitment to maintaining the privacy, confidentiality, and security of student academic records in accordance with applicable Solomon Islands laws and the university standards. This policy applies to all students, departments, staff, and third-party service providers who have access to student academic records at JCPU.

### 9.28.1. Policy Statement

The institution shall take all reasonable steps to ensure that student academic records are:

- a. Accurately maintained
- b. Securely stored
- c. Accessed only by authorized individuals
- d. Disclosed only in accordance with applicable laws and institutional policies.

### 9.28.2. Definitions

- a. **Student Academic Records:** Any information related to a student's academic performance, including grades, transcripts, enrollment history, disciplinary records, and course registration data.
- b. **Confidential Information:** Any information that identifies a student and is not publicly available.
- c. **Authorized Personnel:** Employees or agents who need access to student records to perform their official duties.

### 9.28.3. Responsibilities

- a. **Registrar's Office:** Custodian of academic records; ensures records are maintained securely and confidentially.
- b. **ICT Department:** Responsible for maintaining technical safeguards (e.g., firewalls, encryption, access logs).
- c. **Department and Staff:** Must access student records only when necessary for legitimate educational purposes.
- d. **Students:** Responsible for protecting their own login credentials and reporting any suspected breach of their information.

### 9.28.4. Access to Student Records

- a. Access is granted strictly on a need-to-know basis.
- b. Students may access their own records upon request.
- c. Parents of dependent students may access records only with written consent.
- d. Third-party access is only permitted with written consent from the student or under legally mandated exceptions.

#### 9.28.4. Security Measures

- a. **Physical Security:** Locked filing cabinets, restricted-access offices, and surveillance as appropriate.
- b. **Digital Security:**
  - Secure login and password requirements
  - Role-based access controls
  - Data encryption at rest and in transit
  - Regular audits and system monitoring.
- c. **Training:** Mandatory annual confidentiality and data protection training for all staff with access to academic records.

#### 9.28.5 Record Retention and Disposal

- a. Records are retained in accordance with JCPU and legal guidelines.
- b. Secure destruction (e.g., shredding paper records, wiping electronic media) must be used when disposing of records no longer required.

#### 9.28.6. Breach of Policy

Violations may result in disciplinary action, including termination of employment or expulsion, and may carry legal consequences.

## SECTION 10 – APPENDENCES

### Appendix 1: Solomon Islands Qualification Framework (SIQF)

The use of these qualification titles is restricted to accredited SIQF Qualifications. In general, qualifications listed on the SIQF begin with the generic title of the qualification type and then completed by a designator, which identifies the main discipline or subject field/area. Qualifiers or sub-fields/majors may be included in brackets after the qualification field. Credentials issued must adhere to these conventions.

SIQF Level	Qualification type	Qualification title
10	Doctoral	Doctor of Philosophy/Doctorate of <i>field of study</i>
9	Master Degree	Master of <i>field of study</i>
8	Post Graduate Diploma	Post Graduate Diploma of <i>field of study</i>
8	Post Graduate Certificate	Post Graduate Certificate in <i>field of study</i>
8	Bachelor (Honours) Degree	Bachelor of <i>field of study</i> (Honours)
7	Bachelor Degree	Bachelor of <i>field of study</i>
7	Graduate Diploma	Graduate Diploma of <i>field of study</i>
7	Graduate Certificate	Graduate Certificate in <i>field of study</i>
6	Advanced Diploma	Advanced Diploma of <i>field of study</i>
5	Diploma	Diploma of <i>field of study</i>
4	Certificate IV	Certificate IV in <i>field of study</i>
3	Certificate III	Certificate III in <i>field of study</i>
2	Certificate II	Certificate II in <i>field of study</i>
1	Certificate I	Certificate I in <i>field of study</i>

Source: SITESA SIQF, June 2021, pp.30.

## Appendix 2: SIQF Credit Profile

The SIQF defines a full academic year of study to be approximately equivalent to 1200 hours or 120 credits. Alternatively, one credit is approximately equivalent to ten notional hours of learning. Notional hours of learning include directed learning time (such as directed learning in lectures, tutorials or practical work), directed workplace learning and field work, and time preparing for and doing assessments.

Qualification type	Level assigned	Min overall	Max overall	No. of credits at highest level	No. of credits at lowest level
Doctoral Degree	10	360	480		
Master Degree	9	120	480	Minimum of 120 credits at level 9	Minimum of 120 credits (if course is preceded by a Bachelor (Honours) Degree or an equivalent qualification or professional experience).
		180	480	Minimum of 180 credits at level 9	Minimum of 180 credits at level 9 (if course is preceded by a 3-year Bachelor Degree or an equivalent qualification, normally in the same field).
		240	480	Minimum of 240 credits at level 9	Minimum of 240 credits at level 9 (if preceded by an undergraduate degree and is achieved through coursework)
Post Graduate Diploma	8	120	240	Minimum of 72 credits at level 8	Minimum of 120 credits from level 7 and above
Post Graduate Certificate	8	60	120	Minimum of 60 credits at level 8	
Bachelor (Honours) Degree	8	480	120	Minimum of 120 credits embedded in a 480 credit (or more) Bachelor Degree (at level 8) at a particular level of achievement# <b>OR</b>	Minimum of 30 credits at level 8 of research component

Qualification type	Level assigned	Min overall	Max overall	No. of credits at highest level	No. of credits at lowest level
		120	240	Minimum of 120 credits at level 8 following a level 7 Bachelor Degree	Minimum of 30 credits at level 8 of research component
Graduate Diploma	7	120	240	Minimum of 72 credits at Level 7 or above	
Graduate Certificate	7	60	120	Minimum of 40 credits at Level 7 or above	
Bachelor Degree	7	360	480	Minimum of 72 credits at level 7 or higher	Minimum of 360 credits at levels 5 to 7
				The degree should specify a spread of credits across levels so that the qualification demonstrates progression, reflects the requirements of the degree definition and achieves the associated learning outcomes, in a way that is appropriate to the subject area.	
Advanced Diploma	6	120	240	At least 72 credits at level 6	Minimum of 120 of all credits at level 5 and above
Diploma	5	120	240	At least 72 credits at level 5	Minimum of 120 of all credits at level 4 and above
Certificate IV	4	40	240	Usually, 40 credits from Level 4 or above. It may build on an existing Certificate III or be a specialist qualification after another unrelated qualification. If designed as a separate qualification with no embedded qualifications it may be 120 credit points up to 240 credits, with a minimum of 40 credit points at level 4 or above.	
Certificate III	3	40	240	Minimum of 40 credits at level 3 or above. Usually 120 credits, with a minimum of 40 credits at level 3 or above, with a Certificate I and II embedded as pathway qualifications	
Certificate II	2	40	120	Minimum of 40 credits at level 2 or above. Usually 80 credits, with a minimum of 40 credits at level 2 or above, with a Certificate I embedded as a pathway qualification.	
Certificate I	1	40	120	Minimum of 40 credits at level 1 or above	

Source: SITESA SIQF, June 2021, pp.28-29.

### Appendix 3: SITESA Average Notional Learning Time Worksheet Form

Tertiary Course code and title		
Component code and title		
Item	Notes	Hours
<b>Directed Learning (Institution or Workplace)</b>		
Lectures, seminars		
Tutorials, class instruction		
Site excursions, tours, and inspections		
Practical work, projects		
Online learning		
Distance learning		
Other structured learning events		
<b>Assessment</b>		
Revision & assessment preparation		
Assessment & feedback		
<b>Directed study – outside scheduled time</b>		
Finding information sources		
Reading, analysing, synthesising		
Doing other set work		
<b>APPLICATION AND PRACTICE (Institution or Workplace)</b>		
Practice applying and refining knowledge and skills		
Structured workplace activities with educator/trainer direction		
Coaching or mentoring		
<b>OTHER LEARNING ACTIVITIES</b>		
Planning group work		
	<b>Total average designed learning time</b>	
	<b>Total, divided by 10, equals points</b>	

## Appendix 4: SITESA Course Descriptors Form

### 1. Unit summary

#### 1.1. Course details

<b>Course Code</b>	<b>Course Title</b>
--------------------	---------------------

#### 1.2. Unit profile

<b>Unit SIQF Level</b>	<b>Unit Credit Points</b>

#### 1.3. Pre-requisites

--

#### 1.4. Unit purpose

--

#### 1.5. Course content

<b>Content</b>	
<b>Knowledge</b>	
<b>Skills</b>	

#### 1.6. Explanatory Notes

--

### 2. Learning outcomes

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>

### 3. Additional information

#### 3.1. Explanatory notes or range statements

**3.2. Evidence requirements**

**3.3. Critical health and safety requirements**

**3.4. Teaching methods/strategies**

**3.5. Assessment methods**

**3.6. Available grade**

**4. Resources**

**4.1. Prescribed and recommended readings**

**4.2. Information and communication technology to be used in this course**

**4.3. Other resource requirements**