



Student Handbook

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Mission of The American Campus

The American Campus (TAC) is a university that offers American Higher Education programs on the island of Mauritius. The rich culture and diversity of the island makes it an ideal place for students of all different backgrounds to live and study. TAC offers programs in various fields with a hands-on learning approach to teaching. This approach prepares our students to be innovative, creative, and empowered leaders in the workforce and elsewhere. We invite students from all over the world to apply and pursue a high-quality, cost-effective American education. No matter who you are, The American Campus is a great place to study and obtain an American Higher Education!

The goals at The American Campus consist of the following:

- **EDUCATE** and strengthen Africa and Asia's citizens to promote and sustain both continent's roles in the global economy
- **NURTURE** students' self-identity and passion for their future
- **TEACH** ethical principles and good governance, and prepare students to be future leaders, innovators, and entrepreneurs
- **TRAIN** students to be productive and active participants in their country's development
- **PREPARE** students for gainful employment in a field they value

We achieve these goals by providing a broad-based, holistic university education that focuses on the following areas:

Personal Development. Each student will begin a life-long process of self-discovery, learn how to break through self-imposed limitations, and assemble tools for success. Students will set goals and gain the skills and confidence necessary to reach their own potential.

Life Skills. Students will learn skills that will help them be better students, prepare for the workplace, and be productive citizens, leaders, and innovators. TAC will offer student training in study skills, critical reasoning, entrepreneurship, time management, conflict resolution, problem solving, and ethical principles.

Professional Training. Students will qualify at graduation for immediate entry into the workplace, and launch them on a significant track in their chosen career. Students will complete a university program and earn a certification or degree from an accredited, internationally recognized U.S. university. Students may earn a certificate; an Associate in Applied Science or Associate of Science degree; a Bachelor of Science or Bachelor of Arts degree; or a master's degree that will lead to a successful profession.

Message from the President



President Spalding Jugganaikloo

Welcome to The American Campus. TAC partners with universities in the United States to bring the same quality, rigor, and prestige of an American diploma to students in Africa and Asia. We also offer qualify training courses to our local students.

Our faculty, instructors, and staff have all been selected because of their commitment to and passion for education. They look forward to becoming acquainted with you and helping you to reach your educational and personal goals.

At TAC, our first priority is student success: not only in education, but in life as well. You are beginning a journey of learning. Our programs focus on providing broad foundational skills that you will need, including thinking critically and constructively, identifying and solving problems, and communicating well.

We provide an unrivaled academic experience that not only prepares and qualifies you for employment, but also for serving your families, communities, and countries. Take advantage of all opportunities to expand your learning beyond the classroom walls. Actively participate in internship opportunities, service-learning assignments, group projects, and community applications. You will meet new people and make lasting relationships with faculty, staff, and the other students.

As the founder and President, I know that you will have a great academic experience at TAC. I also hope you enjoy Mauritius and all it has to offer you. I wish you all the best in your academic endeavors.

Sincerely,

M. Spalding Jugganaikloo

President Spalding Jugganaikloo is originally from Mauritius. He is an executive leader with years of experience in higher education in the U.S. He is an innovative and creative thinker in the use of technology to increase efficiency and enhance teaching and learning.

Introduction to The American Campus Programs

The American Campus works in partnership with universities in the United States to offer programs which are needed in Mauritius, greater Africa, and Asia. As students graduate from TAC in Mauritius, they also graduate with a degree with the partnering institution.

Delivery of undergraduate programs is based on the traditional U.S. approach to higher education, which includes a series of general education courses plus discipline-specific courses. The mission of TAC's undergraduate programs is to help students develop intellectually, personally, and culturally, so that they may serve the people of their nation and the world. Students are prepared as citizen-scholars who will participate and lead in local, regional, national, and global communities.

General education courses equip students with intellectual skills to understand the complexities of an increasingly connected global environment; introduce students to the nature, history, and methods of different disciplines; and help students understand the cultural, historical, and natural contexts shaping the human experience. Additionally, general education courses are intended to help students learn how to learn—not just for the present, but also for the future. Students can learn the basic patterns used to obtain and organize information, enabling them to discover or recover knowledge.

Discipline-specific courses prepare students to work and live meaningfully in today's rapidly changing global society. These courses reflect current knowledge in each field. Practical training and preparation for the workforce are at the core of a TAC education. Students not only engage with their instructors, but also with professional communities through service activities that directly apply principles and theory, undergraduate research that deepens their analytical skills, and internships that establish a network of mentoring professionals. TAC students are active learners applying knowledge to an African and Asian context.

Term Definitions

U.S. Terms	Description	Local Terms
Academic program	A course of study (majors, minors, etc.) involving a combination of courses and/or requirements leading to a degree or certificate.	Course
Course	A series of lectures or lessons on a particular subject	Class
Diploma	The certificate awarded upon completion of an associate, bachelor's, or master's program	
Certificate	The award earned by a student after taking a series of courses in a particular, usually more specific, subject field	
Faculty	The teaching staff of a university or college	Professors

Degrees Offered by U.S. Institutions

There are several higher education (tertiary) programs available for students in the United States that will prepare them for employment; these include undergraduate programs, postgraduate programs, and special certification programs.

The focus of TAC will initially be on offering American-style undergraduate degrees and master's degrees to prepare students for specific employment.

Both associate and bachelor's degrees are considered undergraduate degrees. This means that they are available to students as soon as they complete their secondary level education.

Associate Degrees

An associate degree gives students the basic technical and academic knowledge and skills they need to either go directly into employment or lead into further study in their chosen field. This degree allows students to complete a program after only 2 years of full-time study (60 credit hours).

There are highly skilled jobs that require only an associate's degree. The easiest way to decide whether or not to attain an associate degree is to consider the career you want to enter and to apply for the degree that will best prepare you for that position. It could be worthwhile to check current job listings in the country where you want to work and research the qualifications and skills most in demand among your target employers for a specific job.

Bachelor's Degrees

Obtaining a bachelor's degree opens doors to professional employment and access to advanced studies. Bachelor's degrees generally take up to 4 years of full-time study to complete (about 120 credit hours).

All U.S. bachelor's degree programs include requirements for both breadth as well as depth of study. Students fulfill the requirement of breadth of study by completing courses that fulfill general studies requirements for introductory knowledge in several subjects. Depth of study is completed by concentrating studies in one or more subjects; this is called a major. This is one of the aspects of an American-style educational experience that differentiate degrees taken on U.S. campuses from degrees earned in many other countries which focus solely on a single program. Having both general studies and studies in a specific major prepares students to move across employment areas as the need arises instead of having a very narrow range of skills.

Most programs prepare students for a range of job opportunities and professions. The major helps develop confidence in a specialized subject area, which allows students to demonstrate that they can apply themselves and succeed.

TAC has developed programs that include opportunities for internships (employment in business, industry, or government), which allow students to combine actual work experience with their college studies to further prepare for employment after graduation.

Master's Degrees

A master's degree is granted to individuals who have undergone postgraduate studies demonstrating a mastery of a specific field of study or area of professional practice with specialized knowledge of theoretical and applied topics; high order skills in analysis, critical evaluation, or professional application; and the ability to solve complex problems and think rigorously and independently. Generally, a master's degree requires an additional 1-2 years of study beyond a bachelor's degree.

Certification/Training Programs

A certification program is a set period of education that results in a certificate of completion rather than a degree. In general, these programs either prepare students to complete a specific task or educate them about one particular aspect of a field. Different certification programs may be completed at several points during an educational career.

Some individuals may choose to take a certification program in order to be licensed in a specific field, such as in electrical work or massage therapy, which does not require any postgraduate studies.

On the other hand, some certifications or licensures may be taken after a bachelor's or even a master's degree is received. For example, a psychologist could complete a certificate program in addiction studies. This training would supplement the therapist's education and expand professional opportunities.

Because these programs either replace or supplement degree programs, many people find them useful throughout their careers. Individuals often find professional success by regularly updating their knowledge base.

Doctorate of Philosophy (PhD)

A PhD is typically the highest degree that can be earned in a university. It is sometimes also referred to as a doctorate, and graduates are typically titled doctor after obtaining this degree.

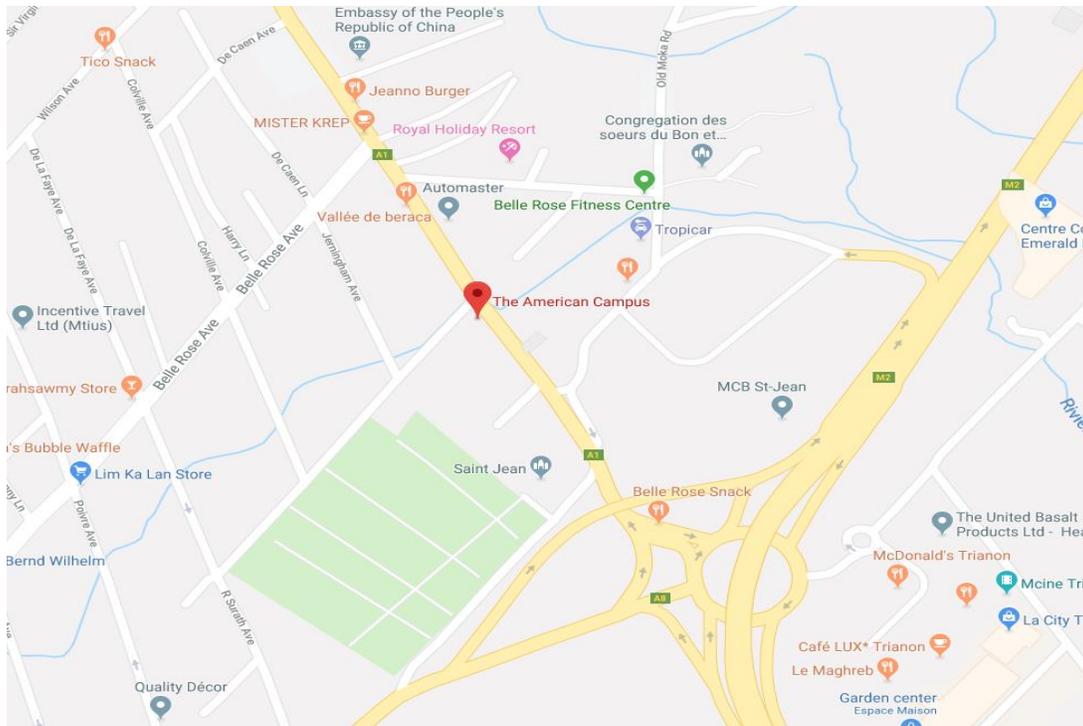
Universities offer doctorate programs in a variety of subject areas. Almost any topic that can be studied at the bachelor's degree level can also be pursued in doctoral studies.

University Information

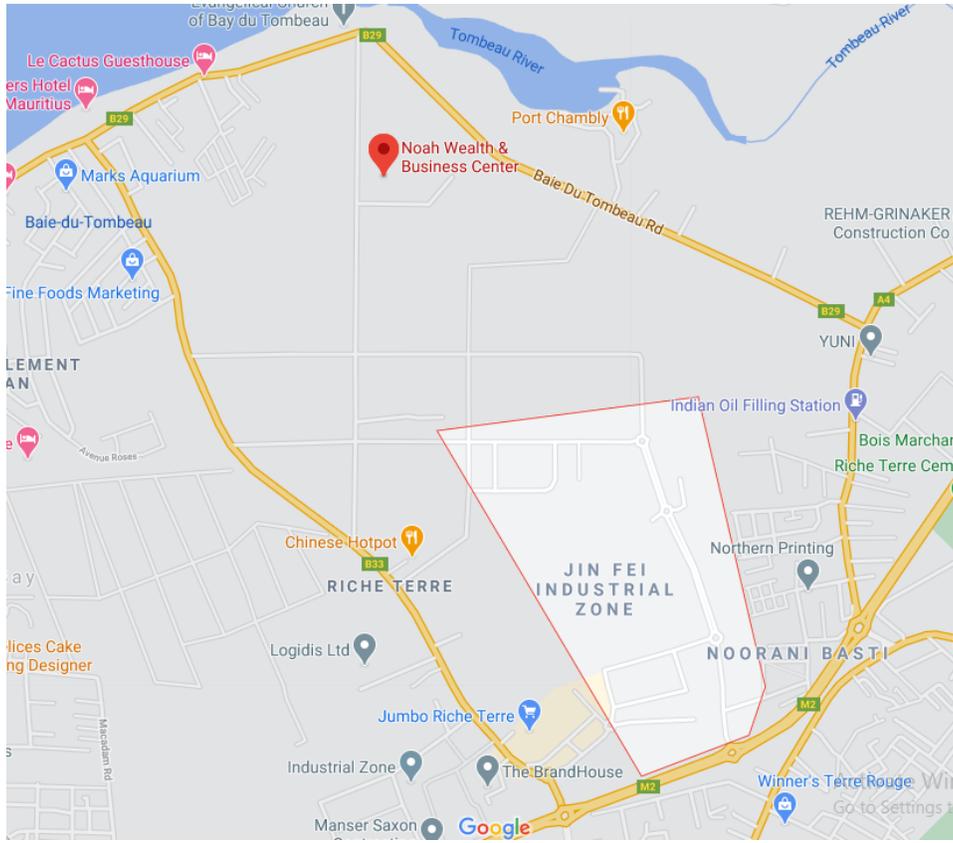
New students will be given a Student Handbook upon entering. Please note that contents may be subject to change as sections are updated. Students are asked to consult the online version of the handbook to ensure accuracy of information: <https://tac.education/wp-content/uploads/2020/11/Student-Handbook-2020.pdf>

Campus Locations

We are located on Royal Road in Belle Rose, Quatre Bornes, Mauritius.



Starting January 2021, we will be in the JinFei smart city on Noah Wealth Center, Jinfei Smart City, Silkroad, Riche Terre, Terre Rouge, Mauritius.



Administrative Center and Academic Advising

The university's administrative center is located on the second floor of the building. Here you will find a host of services:

- Student Support
- General Inquiries
- Admissions
- Registration
- Payment of Fees
- Academic Advising

Academic Calendar

The American Campus' programs of study are designed on academic years each consisting of three semesters, paralleling semesters at the U.S. institutions. This allows faculty and student exchanges between TAC and partnering universities for specific programs. Semesters are approximately 16 weeks.

- "A" Semester: January-April
- "B" Semester: April/May-July/August
- "C" Semester: August-December

TAC students are active learners applying knowledge to regional challenges. During their engagement/internship semester is the opportunity for continuing TAC students to engage in professional communities in their discipline through the following:

- Service activities that directly apply principles and theory to community and regional organizations;
- Undergraduate research activities that deepen analytical skills; or
- Internships that establish a network of mentoring professionals.

Admissions

TAC students must meet all of the requirements set forth by TAC and the partnering institution providing the academic program. In addition, foreign students will have to meet the student visa requirement as set forth by the Mauritian government. The admissions process may be completed online or submitted by paper. Although there are slightly different admissions requirements for each program, as determined by the partnering university, generally admissions requirements for degree programs require the following:

- Have completed at least 5 years of high school (TAC requirements) with a GPA of at least 2.5 on a 4.0 scale during the last 3 years.
- Submit official transcripts showing class grades for the last 3 years of secondary school. Transcripts can be scanned and submitted with the application, but they must be submitted before the first day of class. (West African Exam Council results are required when appropriate.)
- Provide proof of English proficiency through any of the following:
 - TOEFL: 71 or above
 - IELTS: 6.0 overall band score with a minimum of 5.0 on each subscale

- SAT: 500 Critical Reading Score
- ACT: 18 English Score
- Pearson Test of English: 53 overall
- Eiken Test in Practical English Proficiency: Grade Pre-1
- English Language and Composition Advanced Placement: 3, 4, or 5
- English Literature and Composition Advanced Placement: 3, 4, or 5
- Standard Level or Higher Level International Baccalaureate English A1
- Pass all the health examinations as set forth by the Mauritian government
- Provide Proof of Financial Support

Admissions in training course, is managed by The American Campus without partner involvement. Generally, students apply online or in person.

Registration

Before each semester, students will be required to register with the University before they can commence their studies. Students will enter their programs with a cohort of 20-25 students. Registration in your first year begins with a discussion with academic staff about the program and courses you wish to take. This may be completed in person or through a face-to-face online discussion. During subsequent semesters the registration process will be completed fully online.

The lecture timetable, examination timetable, and monitoring of attendance all use information collected by the Records Office indicating each student's successful completion of each course.

For training program students can apply/register online.

Changes to Registration

If students want to change their program, they must speak to a member of the advising team and fill out a Change of Registration Form. The main office and the Advising Center have these available. Students will need to obtain a signature from the department chair whose program they are leaving, and from the department whose program they are moving to, and from an advisor who will help them check that their choice is consistent with their degree plan.

Provisional Registration

Two weeks before the semester starts, students are expected to provisionally register for the courses which they hope to study during the next academic year. It should be noted that not all courses are offered every year. Since students are taking courses as a cohort group, it is important for students to seek assistance if they are having difficulties with any course in which they are enrolled.

Course Schedule

Students will receive an individual course schedule and contact information for course instructors at the beginning of each semester. It may not include all your commitments so please pay attention to emails and other announcements about this. It is sometimes necessary to make changes to the course schedule

regarding time and classroom. Any changes will be communicated via e-mail and on the digital display monitors in the main student area.

Payment of Tuition and Fees

Tuition payments are on a per semester basis for Mauritian student and a per year basis for international students, and may vary dependent on the program chosen. Payment for training courses are on a per course basis. Payment must be received one month prior to the first day of class. Housing and living expenses (transportation, food and personal expenses) are the student's responsibility. TAC works to keep the cost of instructional materials and books at a minimum, but students need to budget for these educational resources. Please refer to our website for most up-to-date cost information for each academic programs.

Tuition and fee payments to TAC must be made by bank transfer. Information for the bank transfer is located at the Registration Office or online at: <https://tac.education/payments/>

Communication between University Staff and Students

The main formal method of communication between the University and students is by e-mail. It is vitally important that it becomes a matter of routine for students to check their e-mail accounts on a daily basis. If a student's e-mail service becomes unreliable, that is not an excuse for failure to respond.

In order to correspond in a business-like manner, it is important to ensure students adopt the correct tone when composing e-mails. An appropriately constructed e-mail will be more effective, and more likely to be well-received and understood by the recipient.

Please use the suggested guidelines when sending e-mails:

- Make sure to send the e-mail to the right person. People do not always forward wrongly directed emails onward. You may also be revealing personal information to people you do not intend to.
- Use the subject line to describe what the email is about and keep it short, ideally less than 10 words. This draws the attention of the recipient; otherwise it may be binned or ignored. It is considered bad practice to leave the subject line blank.
- Use the main body to write your email whenever possible for your message. Do not put your message into an attachment.
- Keep it short. A shorter email is more likely to be read and understood.
- Do not use texting language and especially avoid the use of uppercase letting, which can come across as "shouting".
- Think about the appropriate style to use before you start composing a message. If it is addressed to staff, your email should be in a formal, business style. This allows your message to be forwarded to others if necessary.

Refund Policy

We understand that a student may encounter a situation in which they would like to drop the program and request a refund. Deposits are non-refundable, but students may request a refund for the remaining fees. To request a refund, the student should write an official letter to The American Campus detailing the situation and justification for requesting a refund. It should be noted that all requests are evaluated on a case by case basis.

The official policy is outlined below.

Local (Mauritian) Students

1 week or more before classes start - full refund.

Less than 1 week before classes start - 90% refund.

Up to 2 weeks after classes started - 50% refund.

More than 2 weeks after classes started - no refund.

International Students

1 month or more before classes start - full refund.

Less than 1 month before classes start - 90% refund.

Up to 2 weeks after classes started - 50% refund.

More than 2 weeks after classes started - no refund.

Visa rejected by PIO in Mauritius: - full refund.

*All refunds are exclusive of bank fees or other processing related charges.

Academic Model

At TAC, we are committed to preparing students for a lifetime of success and leadership. Our modern and collaborative teaching approach, together with our highly qualified and experienced lecturing and academic teams, will provide students with the very best learning opportunities and personalized interactions.

Student success is our highest priority.

The American Campus is committed to a broad-based, liberal arts university education taught in tandem with a professional program. Students are instructed in critical reasoning, problem solving, teamwork and communication skills, as well as a subject area that prepares them for immediate employment upon graduation.

All programs offered at TAC have gone through a rigorous process to determine the need for the regional program as well as opportunities for graduates to gain meaningful employment. TAC works with partnering U.S. institutions to offer rigorous programs equal in content and outcomes as the programs taught on the partnering campus. Thus students successfully completing a TAC university program also earn a certification or degree from an accredited U.S. university, which is internationally recognized.

All TAC instructors meet comparable educational standards as professors at partnering U.S. universities delivering the same program. TAC professors are experienced teachers who blend effective classroom leadership, active learning pedagogy, rigorous intellectual content, and application to regional issues.

Students are assigned to a cohort group for support and supplemental instruction. Classrooms are organized to allow multiple teaching and learning approaches. Courses are designed to achieve the following:

- Promote experiential and active learning methodologies.
- Blend online instruction with in-class reinforcement of concepts (hybrids).
- Focus on team-based work and community-based issues and applications.
- Assess learning outcomes and faculty evaluation with the same manner as partnering universities to guarantee quality of educational outcomes.
- Broaden English language skills.

During each students' academic experience, they will have the opportunity to apply what is learned in the classroom to real-world applications. This will include internships in companies related to their program but may also include service-learning and undergraduate research opportunities.

Students will graduate from TAC with a number of employment options and a network of mentors.

Programs

General Education

All U.S. bachelor's degree programs include requirements for both breadth as well as depth of study. Students fulfill the requirement of breadth of study by completing courses that fulfill general education requirements for introductory knowledge in several subjects. Depth of study is completed by concentrating studies in one or more subjects: this is called a major. This is one of the aspects of an American-style educational experience that differentiate degrees taken on U.S. campuses from degrees earned in many other countries that focus solely on a single program. Having both general studies and studies in a specific major prepares students to move across employment areas as the need arises instead of having a very narrow range of skills.

General education requirements prepare students to be effective citizens in a changing world by giving them opportunities to develop the following:

- Communication skills (oral and written);
- Critical thinking skills, which are necessary for analysis, synthesis, evaluation, and decision-making;
- Scientific reasoning skills, which are necessary for understanding scientific concepts;
- Quantitative reasoning skills in order to understand mathematical concepts and reasoning, and to analyze and interpret various types of data;
- Information literacy skills to collect, verify, document, and organize information from a variety of sources; and
- Global-socio-cultural responsibility, which demonstrates an understanding of diversity in the world community, an awareness of civic and social participation, and an understanding of ethical and informed decision making.

For specific course content of other programs, see our website at tac.education

Student Information

New Student Orientation

Once a student is admitted to TAC, they often wonder what to do next. As students prepare to register for their first semester of classes there are several things they will need to do first:

- Attend the Student Orientation meetings; and
- Meet with their academic advisor.

As a brand new freshman on our campus, these activities are vital for a successful experience at The American Campus. New Student Orientation will introduce students to the tools and resources you need to successfully navigate TAC's campus environment. Your academic advisor will help you choose and finalize your course schedule and clear you to register for classes.

Students will meet with their faculty and get to know other students in their cohort. They will also begin to understand expectations at an American campus.

All new students will take the "Strategies for Academic Success" course during their first semester. This course helps students understand expectations at The American University in terms of class participation, active learning, assignments, online materials, notetaking, study groups, test preparation, and regular review of concepts.

Student Support

The American Campus provides a range of support to students. Support can be found through the Advising Center, administrative departments, faculty, your department chair, tutoring centers, and the provost's office. The support is responsive to your needs, and is confidential and non-judgmental.

Tutoring Services

Each student is assigned an advisor. The main role of the advisor is to be the first point of contact for non-academic and/or academic matters, such as difficulties arising through illness, personal problems, financial worries, accommodation problems, difficulty with class schedules, etc. Students with disabilities should make these known to the advisor.

There may be occasions on which students would prefer to deal with someone other than their advisor. If this happens, students should feel free to approach any member of staff.

All new students are expected to meet with their advisor shortly after coming to campus. Your advisor will email you to schedule the time and location of the meeting.

Additionally, there are tutorial labs available to students. These include a Math Lab and Writing Lab. These labs are free to students and often help students overcome individual problems related to specific academic assignments.

Library and Computer Laboratories

TAC student will have access to digital libraries from TAC academic partners and from TAC subscriptions to various online library resources. In addition, all books, magazines, journals, and other content that require a hardcopy will be made available to faculty and students in the TAC library. The TAC library is also equipped with computers to provide easy access to students to conduct research and have access to digital materials. All digital contents will also be available on TAC computer labs.

Academic Integrity

Student Code of Academic Integrity¹

The University expects that students and faculty alike maintain the highest standards of academic honesty. Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all violations or suspected violations to their instructor, department chair, or Provost.

Violations of the Academic Integrity Standard (academic violations) include, but are not limited to the following:

- **Cheating:** (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually"; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

To avoid plagiarism, it is important to indicate clearly when the work of others has been included in an assignment. In technical fields, this could include the reuse of designs and programs, as well as copying or quoting text. Students should make sure they know how to acknowledge the work of others in submissions. Ignorance of how to do this is not a valid defense.

¹ Adapted from Utah State University's Code of Academic Integrity located at <http://catalog.usu.edu/content.php?catoid=12&navoid=3140>

The following simple guidelines are intended to help students avoid straying from legitimate and desirable co-operation into the area of plagiarism:

- Include a bibliography to your work listing all the sources you have used, including electronic;
- Surround all direct quotations with quotation marks, and cite the precise source (including page numbers, or the URL and the date you accessed it if the source is on the Web) either in a footnote or in parentheses directly after the quotation;
- Use quotations sparingly and make sure that the bulk of the work is in your own words;
- Even when not using direct quotations, important ideas should still be credited;
- Remember that it is a student's own input that gives a piece of work merit. Whatever sources that are used, the structure and presentation of the argument should be a student's own. Including someone else's work in your own is readily detectable because the style will be different.

Reporting Violations of Academic Integrity

Once an instructor has determined that an academic violation has occurred and that a sanction is appropriate, notification to the department chair must be submitted prior to application of a sanction. The student may appeal to the department chair or Provost.

When resolution has been reached between the student and instructor, a Resolution Report detailing the action taken and agreement of both parties on that action shall be submitted to the provost's office.

Discipline Regarding Academic Integrity Violations

An instructor has full autonomy to evaluate a student's academic performance in a course. If a student commits an academic violation, the instructor may sanction the student. Such sanctions may include: (1) requiring the student to rewrite a paper/assignment or to retake a test/examination; (2) adjusting the student's grade—for either an assignment/test or the course; (3) giving the student a failing grade for the course; or (4) taking actions as appropriate. Additional disciplinary action beyond instructor sanction shall be determined by the provost's office.

The penalty that the University will impose on a student for the first academic integrity violation is placement on academic integrity probation after the first offense.

The penalties that the University may impose on a student for multiple or egregious academic integrity violations include the following:

1. **Probation:** continued participation in an academic program predicated upon the student satisfying certain requirements as specified in a written notice of probation. Probation is for a designated period of time and includes the probability of more severe disciplinary penalties if the student does not comply with the specified requirements or is found to be committing academic integrity violations during the probationary period. The student must request termination of the probation in writing.
2. Performance of community service.
3. **Suspension:** temporary dismissal from an academic program or from the University for a specified time, after which the student is eligible to continue the program or return to the University. Conditions for continuance or readmission may be specified.
4. **Expulsion:** permanent dismissal either from an academic program or from the University.

5. Assigning a designation with a course grade indicating an academic integrity violation involving academic integrity. Conditions for removal may be specified, but the designation remains on the student's transcript for a minimum of one year; provided however, that once the student's degree is posted to the transcript, the designation may not be removed thereafter.
6. Denial or revocation of degrees.

Attendance and Academic Progress

Attendance to class is not optional. Student attendance provides academic structure to your courses, guidance on the direction of any online materials, information on reading requirements, and assistance on assessment and examination requirements. Copying someone else's lecture notes or obtaining a copy of the slides (if any) is a very poor substitute for attending a lecture. It is difficult to recover lost ground because lectures build upon one another.

Attendance requirements apply to the whole of the teaching period in each semester, as well as to examination periods. In particular, students from overseas should note that difficulties in obtaining travel reservations are not an acceptable excuse for missing classes. If you have a good reason for being unable to attend classes, you should inform the faculty member in advance. Persistent non-attendance will contravene the conditions of your visa if you are an international student.

If illness prevents you from attending classes for more than a week, University regulations require you to present a medical certificate. Copies of this should be submitted to the General Office along with a Special Circumstances form.

If, without good reason, you regularly miss lectures or other compulsory classes, or repeatedly fail to hand in assessed work, the department will initiate disciplinary action. This disciplinary process leads to being excluded from the University:

- If overall attendance is less than 90%, then students will be required to meet with an advisor;
- If no improvement is seen, then students will be sent to see the Dean; and
- If attendance still fails to improve, then proceedings to exclude them from TAC will begin.
- Students with unjustified absences may be permanently excluded. ^[L]_[SEP]

Assessment and Examinations

If, without good reason, a student fails to attend an examination, penalties apply. If a student has a good reason for missing an examination, it is essential that he/she contact the faculty member or the advisor's office with documentary evidence of the reason. This should be done before the examination if at all possible.

If a student's absence from the examination is accepted, he/she will be allowed to take the examination at the next opportunity. Generally, the only reasons for missing examinations are illness or the death of, or sudden serious illness or injury to, a close relative.

If a student is suddenly taken ill or suffer an accident during, or before, the examination, immediately contact the faculty member or advising staff.

Individual examination agreements shall be made for those students who, for reasons of medical condition, disability, or special circumstances, require arrangements to be made to be able to perform on an equal basis with other students. Students with individual accessibility requirements should contact the advising center.

Unlike assignments, exams are usually handwritten. Unless individual examination arrangements have been agreed upon, examiners can either ignore illegible script or require it typed. Any expense incurred will be charged to the student.

Failure to attend a class test for whatever reason will mean that students will receive a mark of zero for that part of the assessment, however weighted. Students who are absent due to medical, or adverse and unforeseen personal circumstances, may be allowed to reschedule the test.

Computer Resources

The University provides students with computer facilities in its computer lab. Availability is not unlimited and there may be occasions when difficulties arise. Thus, it is important to not leave assignments until the last minute. Computer problems are not an excuse for handing in an assignment late.

Students who own a personal computer will enjoy considerable advantages of flexibility and convenience. Online assignments which are completed outside of the class period may generally be completed from any convenient computer, but students can learn a lot from working in the company of other students and discussing assignments with them. Students working in isolation will lose the opportunity for doing this.

It is your responsibility to make sure that you take adequate precautions to back up your important work.

You may use a laptop in lectures subject to the faculty's instructions. Students can find it very helpful to be able to use laptops during class. Some students take lecture notes directly on their laptops, and laptops can be used to find information from the Internet in support of the lecture. However, using a laptop can be very distracting for other students who are sitting near or behind the laptop user, and for faculty giving the lecture. Therefore, it is not acceptable to use a laptop for anything not directly in support of the lecture. Please be considerate when using a laptop in lectures and do not disturb others.

The computer lab provides printers for students to use for a cost. A queue at the last minute is NOT an excuse for turning in printed assignments late.

For some assignments, students will need to learn how to use electronic submission.

Feedback, Complaints, and Appeals

The American Campus takes student feedback and concerns seriously. At any point during a student's academic program, he or she may contact an advisor, the program chair, or an administrator in the provost's office to share concerns. Individuals initiating these discussions will remain unidentified unless such disclosure would assist in solving the problem. In such cases, no student information will be shared without the student's permission.

Student feedback specific to a course and instruction is viewed as a key component for improving services to ensure providing a student experience of the highest standard. There are various ways in which students can provide feedback:

- Students will be invited to complete a questionnaire providing feedback toward the end of each course. These questionnaires provide both quantitative and qualitative data regarding the course and instruction. All responses are anonymous.
- Students utilizing university services will be asked to respond to short surveys of satisfaction.
- In the final year students will have the opportunity to complete a program survey. This survey takes into account the full educational experience.

If a student feels they been dealt with unfairly or unprofessionally then such complaints or appeals should be taken directly to the program chair or provost's office.

Code of Ethics

TAC recognizes its responsibility to foster an atmosphere of respect, understanding, and good will among individuals and groups, with special sensitivity to those most likely to be subjected to disrespect, abuse, and misunderstanding because of ethnicity, gender, national origin, race, or religion. The goal is to create a community where all individuals are free to express themselves in ways that are appropriate in a multi-ethnic and multi-cultural society.

To maintain a wholesome environment, the following policies will help to maintain a strong student code of conduct:

1. Students will respect the rights and property of others, including other students, the faculty, and university officials.
2. Students will assume the responsibility to be fully acquainted with the published university rules and to comply with them, as well as national and local laws.
3. Students will maintain a level of behavior that is consistent in supporting the learning environment of the institution.
4. Students will respect the right of members of the university community to freedom of assembly and speech and the benefits to be derived in a free society to foster discourse and the exchange of ideas.
5. Students will respect discussion and expression of views relevant to the subject matter as part of the educational experience. Students will not restrict the freedom of professors to teach or the right of other students to learn.
6. Students have a right to organize and join associations to promote their common interests. Any organizations recognized by the university must have an advisor associated with the university and shall have no policies or procedures that violate university policy or applicable rules/laws.
7. Students will respect the rights of all members of the university community to be secure from fear, threats, intimidation, harassment, hazing and/or physical harm, sexual assault, or any other unwelcome verbal or physical sexual activity.
8. Students will respect the intellectual rights of others and give appropriate credit in their academic work. Students will not plagiarize.