



Catalog Addendum

2.17.2026

Italicize = Added

Red and ~~Cross through~~ = Deleted

Pg. 21 – Program Offerings by Campus

- Graduate Degree Programs - CHART
 - Data Science changed from ~~10~~ months to 12 months

Pg. 70 – Late Starts under Limitations, added a 3rd bullet point

- *Late starts for undergraduate (UG) students are permitted during the Fall and Winter terms.*

Pg. 83 – ADD after Insurance

Inter-Campus Student Mobility Policy

From its founding, the University has recognized student mobility across its campuses as a core element of its educational mission. Mobility was established to create a globally connected learning environment, foster intercultural understanding, and ensure that students benefit from the distinct academic strengths, cultural contexts, and professional opportunities available throughout the University's international campus network.

Well-designed and well-supported mobility experiences serve as a high-impact educational practice. Mobility contributes meaningfully to:

- *Academic enrichment, by offering access to diverse curricula, faculty expertise, and research environments across campuses.*
- *Cultural competence, through immersive engagement in different social, linguistic, and cultural settings.*
- *Personal development, as students strengthen independence, adaptability, problem-solving skills, and global awareness.*
- *Career readiness, by enhancing cross-cultural communication skills and expanding professional networks across regions.*

- *Community building, by connecting students across campuses and creating a shared global identity within the University.*

Commitment to Encouraging and Supporting Mobility

The University is founded on a global model that encourages and facilitates students seeking to experience multiple academic and cultural contexts. In keeping with this mission, the University is committed to actively fostering participation in mobility and ensuring that students who wish to study at another University campus are able to do so with the necessary academic, administrative, and pastoral support.

This policy applies to all students enrolled at any University campus who seek to undertake a period of study at another campus. It also applies to all academic programs, professional services, and administrative units responsible for approving, delivering, or supporting mobility. It applies to both temporary mobility (one semester or academic year) and permanent internal campus transfer.

Definitions

- **Home Campus:** *The campus where a student is officially matriculated and from which the student seeks mobility.*
- **Host Campus:** *The campus to which a student applies for temporary study or permanent transfer.*
- **Temporary Mobility (Study Away):** *Enrollment at a host campus for a defined period, after which the student returns to the home campus.*
- **Internal Campus Transfer:** *A permanent change of a student's official campus of enrollment.*
- **Good Academic Standing:** *Academic performance meeting minimum GPA and progress requirements, as set out in the institutions Student Academic Progress (SAP) Policy.*

Institutional Responsibilities

The University is responsible for maintaining a mobility system that protects academic standards, safeguards student welfare, and ensures that mobility is delivered consistently across campuses. This includes ensuring that information about mobility requirements, procedures, academic expectations, and costs is accurate and updated regularly; that academic approval processes are transparent; and that support structures are in place both before departure and at the host campus.

Student Responsibilities

Students who participate in mobility are responsible for understanding the requirements of their program, submitting applications and documentation within published deadlines, and ensuring that their proposed study plan aligns with their academic progression. They are expected to comply with the academic and behavioural standards of the host campus, to

maintain their immigration and insurance obligations where relevant, and, particularly when on a period of temporary mobility, to remain engaged with their home campus during the mobility period.

Academic Approval and Standards

Students must be in good academic and disciplinary standing and have no outstanding fees or debts to the university to participate in intercampus mobility. All mobility must be academically approved prior to departure to ensure that selected modules align with degree requirements and maintain academic coherence.

Preparation and Pre-Departure Requirements

Before undertaking mobility, students must complete the University's preparatory requirements, including any mandatory briefings and documentation processes. The University will provide guidance concerning academic expectations, local regulations, cultural awareness, financial considerations, and risk and safety protocols. Students must ensure that all immigration, insurance, and travel conditions applicable to their mobility are met before departure.

Support During Mobility

Students on mobility remain under the academic oversight of their home campus and must remain in communication as required. The host campus is responsible for integrating visiting students into the academic community, providing access to the necessary supports and services, and responding to welfare concerns. Where issues arise that may impact a student's health, safety, or ability to complete their studies, both campuses must cooperate to determine an appropriate response.

Conduct and Compliance

Students on mobility are required to comply with the academic regulations, codes of conduct, and local laws of the host campus. Breaches may result in disciplinary action by either campus, depending on the nature and severity of the violation. The University retains the authority to withdraw a student from mobility where serious concerns arise regarding conduct, academic engagement, or safety.

Pg. 84 – Academic Integrity and Professional Conduct Policy

- The Academic Integrity and Professional Conduct Policy on Pg. 84 is replaced by the policy below.

Schiller International University (SIU) is committed to maintaining the highest standards of academic integrity and to safeguarding the credibility and value of its academic awards. This policy ensures that assessment processes are fair, transparent, and consistent, and that all students are assessed on the basis of their own work and merit. The policy reflects

internationally recognized best practice in higher education and balances educational support with proportionate disciplinary action where required.

Academic integrity is grounded in the values of honesty, trust, responsibility, fairness, respect, and courage. SIU recognizes that students develop academic skills over time and therefore distinguishes between Poor Academic Practice (PAP) and Academic Misconduct (AMC), addressing each appropriately.

This policy applies to all students currently or previously enrolled in SIU higher education programs. It covers all forms of assessment, including but not limited to written examinations, coursework, online assessments, dissertations, projects, and oral or practical assessments.

There is no time limit on the investigation of suspected academic misconduct. Where a breach is identified after assessment or graduation, SIU reserves the right to withdraw academic credit or revoke an award in order to protect the integrity of its qualifications.

- All allegations of academic misconduct will be investigated fairly, impartially, and in a timely manner.*
- Decisions will be made on the balance of probabilities, based on available evidence.*
- Processes will be transparent and clearly communicated to students.*
- Confidentiality will be respected and information disclosed only to those directly involved in the process.*
- Students will be treated with dignity and respect and given the opportunity to respond to allegations.*
- SIU staff involved in investigations or decision-making must act objectively and without bias.*

Good Academic Practice

All SIU students are expected to demonstrate academic integrity in the production and presentation of their work. Students must ensure that submitted work is their own and that the contributions of others are fully and accurately acknowledged.

Students are required to confirm, at the point of submission, that their work complies with SIU academic integrity requirements.

Good Academic Practice Includes:

- *Accurate and complete citation of all sources used, including texts, digital sources, images, data, software code, and creative materials.*
- *Proper use of a recognized referencing system, including paraphrased ideas and arguments.*
- *Adherence to assessment instructions, course guides, and program information.*
- *Proofreading to ensure clarity, accuracy, and appropriate academic presentation.*
- *Compliance with ethical approval requirements for research involving human or animal participants.*

Poor Academic Practice

Poor Academic Practice (PAP) refers to unintentional breaches of academic conventions arising from limited academic skills, knowledge, or experience. PAP is most commonly associated with students in the early stages of their studies but may occur at any level.

Examples of PAP include:

- *Unintended plagiarism or over-reliance on sources*
- *Minor or inadvertent collusion*
- *Inadequate paraphrasing or referencing*
- *Overuse of support tools without appropriate acknowledgement*

Where there is evidence that a student has attempted to meet academic standards but has fallen short, the case will normally be treated as PAP.

Cases of PAP will be addressed through supportive, educative, and formative approaches, including meetings with academic staff and referrals to academic skills support. Where a student fails to engage constructively with PAP processes, or where there are repeated instances, the matter may be escalated under the Academic Misconduct Procedure.

Academic Misconduct

Academic misconduct is any action or attempted action that provides, or could provide, an unfair academic advantage or undermines the integrity of assessment. The following list is illustrative rather than exhaustive:

- **Plagiarism:** the presentation of another person's work, ideas, or creative output as one's own without appropriate acknowledgement.
- **Self-Plagiarism:** the unacknowledged re-submission of work previously submitted for academic credit, whether at SIU or another institution.
- **Collusion:** unauthorized collaboration between students or with third parties where work is submitted as an individual effort.
- **Unpermitted uses of AI:** the use of artificial intelligence tools in completing academic work when such use is not expressly allowed and compromises the integrity, authorship, or originality of the submission.
- **Falsification:** the fabrication or manipulation of data, results, or references, or the misrepresentation of sources.
- **Impersonation:** where a person assumes the identity of a student, or a student permits another person to do so, to gain an unfair advantage.
- **Bribery:** offering or accepting inducements to influence assessment outcomes.
- **Contract Cheating:** submitting work produced wholly or in part by another person or service as one's own.
- **Examination Conduct Breaches:** any unauthorized behavior before, during, or after an examination intended to gain unfair advantage, including unauthorized materials, communication, or access to examination content.
- **Absence of Ethical Approval:** failure to obtain required ethical approval prior to conducting research involving human or animal participants.

Academic Misconduct Procedure

Where concerns arise, the relevant academic staff member will gather evidence and submit the case to the Associate Dean within two working days. The Associate Dean will determine whether:

- a) No breach has occurred.
- b) The matter constitutes Poor Academic Practice; or
- c) The matter constitutes a potential Academic Misconduct Case.

PAP cases will be addressed through a developmental meeting. Failure to attend or engage may result in escalation.

Potential AMC cases will be referred to the Dean of Institutional Effectiveness (DoIE), who will notify the student in writing, provide evidence, and allow five working days for a response. Where the allegation is admitted, the DoIE may determine the sanction. Where the allegation is denied or no response is received, the case will be referred to the

Academic Misconduct Panel, which will determine whether a breach has occurred and the appropriate sanction.

Indicative Sanctions

If a student is found to have engaged in any forms of academic misconduct, they will be sanctioned. Sanctions are applied proportionately, taking into account:

- *The nature and seriousness of the misconduct*
- *The student's level and stage of study*
- *The extent and intent of the breach*
- *Any previous findings of PAP or AMC*

The University reserves the right to impose higher or lower sanctions where justified by the circumstances of the case.

Student Support and Safeguards

Students subject to academic integrity procedures will have access to appropriate academic and pastoral support services. Reasonable adjustments will be made where required in accordance with applicable disability and inclusion policies.

Students may be accompanied to meetings or panels by a supporter, who may not speak on their behalf. Legal representation is not permitted.

Right of Review

Students may request a review of an AMC outcome on the grounds of:

- *Procedural irregularity; and/or*
- *New evidence that could not reasonably have been presented earlier and may have affected the outcome.*

Requests must be submitted in writing to the DoIE within ten working days of notification of the outcome. Where grounds are upheld, the case will be referred to a new Academic Misconduct Panel with no prior involvement. The outcome of the review is final.

Pg. 85 – ADD after Dean's List

Artificial Intelligence (GenAI) Policy

This policy establishes clear expectations for the responsible, inclusive, and ethical use of Generative Artificial Intelligence (GenAI) by students at Schiller International University (SIU). It aims to balance innovation in learning with the preservation of academic integrity and intellectual independence.

The policy recognizes GenAI as a rapidly evolving technology that can support learning, creativity, accessibility, and employability when used appropriately. At the same time, it safeguards the University's commitment to originality, fairness, and the credibility of academic awards.

This policy applies to all students enrolled in any undergraduate or postgraduate program at SIU. It governs the use of GenAI tools in connection with all forms of academic activity, including coursework, examinations, research projects, presentations, dissertations, and independent study.

This policy should be read alongside the Academic Integrity and Misconduct Policy and any course-specific guidance regarding assessment and AI use.

Core Principles

The use of GenAI at SIU is guided by the following principles:

- **Human-led learning:** *GenAI should support, not replace, students' intellectual effort and critical thinking.*
- **Academic integrity:** *Students must submit work that genuinely reflects their own learning and understanding.*
- **Inclusivity and accessibility:** *GenAI may support diverse learning needs where used responsibly.*
- **Ethical awareness:** *Students should be mindful of bias, misinformation, and societal impacts of AI.*
- **Transparency and accountability:** *All relevant use of GenAI must be declared.*
- **Sustainability:** *Students should consider the environmental and technological implications of AI use.*

Definitions

Generative Artificial Intelligence (GenAI) refers to artificial intelligence systems capable of generating text, images, audio, video, code, or data outputs in response to user prompts.

Examples include, but are not limited to, tools such as ChatGPT, GrammarlyGO, Microsoft Copilot, and similar AI-based applications.

Permitted and Non-Permitted Uses

The University recognises that Generative AI (GenAI) can play a constructive role in supporting learning when used responsibly and transparently. This section clarifies how

GenAI may and may not be used by students in order to support learning, and to protect academic integrity and ensure that learning outcomes are met.

Permitted Uses of GenAI

Students may use GenAI tools to support learning and skill development, provided that such use does not replace independent academic work and is appropriately acknowledged where relevant. Permitted uses include, but are not limited to:

- a) Learning Support and Conceptual Understanding:*
 - Clarifying difficult concepts, terminology, or theories for personal understanding.*
 - Requesting simplified explanations of complex academic material.*
 - Generating examples to support comprehension (not submission).*

- b) Idea Development and Planning:*
 - Brainstorming topics or research questions.*
 - Exploring alternative approaches or perspectives.*
 - Creating outlines or structural suggestions for essays or presentations.*

In all cases, the final structure, argument, and content must be independently developed by the student.

- c) Study and Revision Activities*
 - Generating practice questions or quizzes for revision.*
 - Summarising material for personal study purposes.*
 - Assisting with exam preparation outside formal assessments.*

Materials generated for revision or practice must not be submitted for academic credit unless explicitly permitted.

- d) Language and Writing Support*
 - Improving grammar, spelling, and sentence clarity*
 - Supporting academic writing fluency, particularly for students with English as an Additional Language (EAL)*
 - Rephrasing text to improve clarity after the student has written the original content.*

- e) Non-Assessed or Preparatory Work*
 - Drafting reflective notes or early-stage drafts that are not submitted*
 - Preparing study plans or research schedules*
 - Drafting emails, presentations, or notes that are not assessed*

Where GenAI has influenced assessed work, its use must be declared.

Non-Permitted Uses of GenAI

The following uses of GenAI are **not permitted**, as they undermine academic integrity, learning outcomes, or fairness:

a) Substitution of Student Work

- *Submitting AI-generated content as if it were the student's own work*
- *Allowing GenAI to write, paraphrase, or substantially revise assessed work without disclosure*
- *Using GenAI to complete assessments in place of independent effort*

b) Circumventing Learning Outcomes

- *Using GenAI to bypass critical thinking, analysis, problem-solving, or creativity required by the assessment*
- *Over-reliance on AI such that the student cannot demonstrate independent understanding*

c) Fabrication and Inaccuracy

- *Generating citations, references, data, or sources that do not exist*
- *Submitting unverified or inaccurate AI-generated information*
- *Misrepresenting AI outputs as factual or authoritative without verification*

d) Assessment and Examination Misuse

- *Using GenAI during examinations or time-limited assessments unless explicitly authorised*
- *Using GenAI to answer exam questions or complete in-class assessments without permission*

e) Concealment or Misrepresentation

- *Failing to declare GenAI use where required*
- *Deliberately disguising AI-generated content to avoid detection*
- *Misleading staff about the extent or nature of GenAI use*

Any of the above may constitute academic misconduct and will be addressed under the Academic Integrity and Misconduct Policy.

Acknowledgement and Transparency

Where GenAI has been used in connection with assessed work, students must clearly and accurately acknowledge:

- *The tool(s) used.*
- *The purpose of use (e.g. brainstorming, language editing).*
- *The extent to which GenAI informed the work.*

Failure to provide transparent acknowledgement may itself be treated as misconduct, regardless of whether the underlying use would otherwise have been permitted.

When in Doubt

Expectations regarding GenAI use may vary between courses and assessment types. Where students are uncertain whether a particular use is permitted, they are expected to seek guidance from academic staff in advance of submission.

Use of GenAI in Learning and Assessment

This section sets out how the principles and permissions described in Section 5 apply specifically to learning activities and assessed work.

General Expectations

Students may use Generative AI (GenAI) as a learning support tool where such use aligns with the permitted uses set out in Section 5. In all cases:

- *Students remain fully responsible for the content, accuracy, and academic quality of any work submitted.*
- *Submitted work must demonstrate the student's own understanding, analysis, and critical engagement.*
- *GenAI must not replace the intellectual effort required to meet learning outcomes.*

Over-reliance on GenAI, even where some use is permitted, may result in work that fails to meet academic standards.

Use of GenAI in Assessed Coursework

Unless explicitly authorised in the assessment brief, GenAI must not be used to generate or substantially rewrite assessed coursework. Where GenAI use is permitted:

- *Its role must be limited to support functions described in Section 5 (e.g. planning, language support).*
- *The student's own ideas, structure, and argument must remain central; and*
- *All use must be clearly and accurately declared in the assessment submission.*

Failure to declare relevant GenAI use may be treated as academic misconduct, regardless of whether the underlying use would otherwise have been permitted.

Use of GenAI in Examinations and Time-Limited Assessments

The use of GenAI tools is not permitted in examinations or time-limited assessments unless explicitly stated in the assessment instructions.

Unauthorised use of GenAI in such assessments will normally be treated as a serious breach of academic integrity due to the controlled nature of these assessment environments.

Group Work and Collaborative Assessments

Where assessments involve group work:

- *Any use of GenAI must be agreed by the group and comply with the assessment requirements.*
- *GenAI must not replace individual or collective contributions expected of students.*
- *Responsibility for appropriate use and disclosure rests with all members of the group.*

Failure by one or more group members to comply with GenAI requirements may have implications for the group assessment outcome, in line with assessment regulations.

Seeking Clarification

Expectations regarding GenAI use may vary by discipline, assessment type, and level of study. Where uncertainty exists, students are expected to seek clarification from academic staff in advance of submission.

A lack of clarity or misunderstanding does not normally constitute a defence against a finding of academic misconduct.

Academic Integrity

Misuse of GenAI is considered a form of academic misconduct where it undermines academic integrity. This includes undisclosed AI-generated content, excessive reliance on AI to write or paraphrase assessed work, and submission of inaccurate or fabricated AI outputs. All suspected breaches will be investigated under the University's Academic Integrity and Misconduct procedures.

Data Protection and Privacy

Students must exercise caution when using GenAI tools and must not input personal, sensitive, or confidential data into AI platforms, particularly those not approved by the University. Students are responsible for understanding the data storage and privacy practices of any AI tool they use.

Accessibility and Inclusion

SIU supports the use of GenAI as an accessibility tool, including assistance with language, comprehension, and organization. Such use should enhance participation and inclusion without replacing engagement with academic content or learning outcomes.

Research Use

Students undertaking research must disclose any use of GenAI in their methodology or acknowledgements. GenAI may support activities such as translation, coding assistance, or initial literature scoping; however, students remain fully responsible for verification, analysis, and interpretation of research outputs.

Tools and Support

Students are encouraged to use institution-approved or reputable AI tools.

SIU will provide guidance, training resources, and support services to help students understand appropriate and ethical AI use.

Pg. 85 – ~~Class Attendance~~ Attendance and Engagement Policy

~~Schiller International University is a non-attendance taking institution; however, students are expected to attend all scheduled lectures and any other required class sessions. Students must establish attendance by completing the Certification – Required for Attendance post and reviewing the Course Syllabus in Blackboard before the end of the Drop/Add Period. Students who do not establish attendance by the end of the Drop/Add Period will be administratively withdrawn from the University due to lack of attendance.~~

~~Undergraduate Drop/Add Period (Fall and Winter Intakes)~~

~~14 Days from the start date (including that day)~~

~~Undergraduate Drop/Add Period (Summer Intakes)~~

~~14 Days from the start date (including that day)~~

~~Postgraduate Drop/Add Period (All Intakes)~~

~~7 days from the start date (including that day)~~

~~Extenuating/mitigating circumstances must be approved by the Campus Director. Additionally, Faculty members have no obligation to permit a student to complete work that was missed due to an absence. The nature of some classes may make it impossible to complete make-up work.~~

Attendance and Engagement

Attendance is defined as being physically (or virtually for online activities) present at scheduled learning activities such as lectures, seminars, labs, workshops, or synchronous online sessions. Being present allows you to:

- *Access real-time explanations, demonstrations, and discussions.*
- *Ask questions and receive immediate feedback from instructors.*
- *Build connections with peers and instructors that support learning.*
- *Stay on track with assignments, deadlines, and course requirements.*

Engagement is defined as active participation in your learning and the University community. Engagement includes, but is not limited to:

- *Contributing thoughtfully to discussions, group work, or online forums.*

- *Completing assignments, quizzes, and other learning activities on time.*
- *Communicating proactively with instructors and advisors about challenges or questions.*
- *Participating in co-curricular programs, student organizations, or academic workshops.*
- *Accessing and using the Virtual Learning Environment (VLE), course materials, and other University resources to support your learning.*
- *Using University learning platforms and resources to enhance understanding.*

Attendance, Engagement and Monitoring

The University strongly encourages participation because it:

- *Deepens understanding of course content.*
- *Builds stronger relationships with instructors and peers.*
- *Provides opportunities to develop teamwork, communication, and critical thinking skills.*
- *Helps you stay on track with assignments, exams, and learning goals.*
- *Increases your chances of success in future courses and in your career.*

The University actively monitors attendance and engagement to help students succeed. This includes reviewing:

- *Participation in classes, labs, and workshops (in-person or online).*
- *Activity and interaction with the Virtual Learning Environment (VLE) and course materials.*
- *Submission of assignments and assessments on time.*
- *Communication with instructors, advisors, and support services.*

Monitoring is not punitive. Its purpose is to:

- *Identify students who may be at risk of falling behind or not successfully completing their studies.*
- *Offer early, proactive support, guidance, and resources.*
- *Collaborate with students to develop individualized strategies to re-engage with their courses and stay on track.*

Students will be contacted by faculty, advisors, or support staff if concerns arise and support offered. This early support ensures that students have the opportunity to access help and maintain progress toward their academic goals.

Student Expectations

Students are expected to:

- *Take responsibility for their own learning and participation.*
- *Attend all classes and participate in activities whenever possible.*

- Engage constructively with faculty, peers, and University resources.
- Communicate proactively if circumstances make engagement difficult.
- Respect the learning environment and the contributions of others.

Support and Resources

Students are encouraged to use the University's academic and wellbeing resources, including:

- *Faculty Office Hours: Ask questions and review feedback.*
- *Academic Advising: Guidance on courses, planning, and academic strategies.*
- *Tutoring and Workshops: Support in writing, study skills, or specific subjects.*
- *Counselling and Wellness Services: Assistance with personal challenges affecting engagement.*
- *Student Activities: Clubs, events, and co-curricular programs that build skills and community.*

Special Circumstances

The University recognizes that life may sometimes interfere with a student's ability to attend or engage. If personal, health, or other challenges affect participation students should:

- *Contact their instructors or academic advisor promptly.*
- *Explore flexible arrangements or support resources collaboratively.*
- *Flexible approaches may be adopted for extraordinary circumstances while maintaining fairness and academic integrity.*

Students may also request consideration under the University's Extenuating Circumstances Policy or Reasonable Accommodations Policy, as applicable. These policies provide formal support for situations such as illness, disability, or other significant challenges that impact academic progress.

For students who require an extended break from their studies, the University's Leave of Absence Policy may be applied. This allows students to temporarily pause their enrolment and return to their studies when ready.

Pg. 90 – ~~Final Grade Appeals~~ Academic Appeals

- The Final Grade Appeals section is amended to read:

An academic appeal is a request to review a final academic decision on the basis that an error, irregularity, or unfairness may have occurred in the process leading to that decision. An academic appeal is distinct from a complaint and cannot be used to

simply request a different academic judgement. Students may appeal final decisions relating to:

- *Final course grades*
- *Progression decision*
- *Academic probation, suspension, or dismissal*
- *Eligibility for completion or award*

An appeal may only be submitted on one of or more of the following grounds:

- *A significant procedural or administrative error occurred*
- *Academic regulations or policies were misapplied*
- *The decision was affected by bias or conflict of interest*
- *Approved disability accommodations were not implemented*
- *New material information has emerged that could not reasonably have been presented earlier*

Pending the outcome of an academic appeal, the student will be treated as if the assessment had not yet taken place. This means that the progression or the making of an award/qualification will not take place, where such progression or the making of an award would depend on the assessment concerned.

Matters excluded from Academic Appeals

This Policy does not apply to academic complaints, student conduct issues, or allegations of discrimination or sexual misconduct. Such matters are handled under separate University policies. A student may not make an academic appeal on the grounds that poor teaching, supervision, academic advice, or guidance affected his or her performance. In such circumstances the student should make a complaint under the Student Complaints Policy and Procedure.

Where it is considered that an academic appeal contains elements of a complaint, the student may be directed to address these via the Student Complaints Process and Procedures instead. Similarly, upon making a complaint, the student may be advised by that resolution of elements of this would be more appropriately served by making an academic appeal.

Group Appeals

Where an appeal is submitted by a group of students, one member of the group must be nominated as the main contact. Each member of the group must confirm in writing that they wish the nominated individual to act in this capacity and that the appeal reflects

their concerns. The nominated contact will receive updates on the appeal on behalf of the group. All members of the group will receive notification of the outcome individually.

Time Limits

Students must submit an Academic Appeal Form within ten (10) working days of receiving formal notification of the academic decision. Appeals submitted after this timeframe will not normally be accepted unless supported by compelling evidence.

Appeals Process

Students are encouraged to seek clarification of decisions before submitting an appeal. This may include requesting an explanation of how a result was calculated or which regulations were applied. This step does not extend appeal deadlines.

SIU uses a three-stage academic appeals process to ensure that concerns are considered fairly, proportionately, and at the appropriate level of review.

- **Stage 1** focuses on establishing whether valid grounds for appeal exist and correcting clear errors where possible.
- **Stage 2** provides an independent academic review of the decision and the identified grounds of appeal.
- **Stage 3** provides a final institutional check that the appeal has been handled fairly, correctly, and in accordance with this Policy.

Students are expected to engage with each stage in sequence. A later stage will not normally consider issues that could reasonably have been raised earlier.

STAGE 1 – FORMAL ACADEMIC APPEAL

Stage 1 is intended to:

- *confirm whether an appeal has been properly submitted and is within scope.*
- *establish whether valid grounds for appeal have been demonstrated; and*
- *resolve cases involving clear procedural or administrative errors as early as possible.*

Students initiate an appeal by completing the Academic Appeal Form and submitting it with supporting evidence. An academic officer not involved in the original decision will review the appeal to determine whether valid grounds exist. A written outcome will normally be issued within ten (10) working days.

STAGE 2 – ACADEMIC APPEALS REVIEW PANEL

Stage 2 provides an independent academic review of the appeal. It is designed to ensure that:

- *academic regulations were applied correctly.*
- *decisions were made fairly and consistently; and*
- *any procedural or administrative errors have been properly identified and addressed.*

This stage does not involve reconsideration of academic judgment or re-marking of work. Where appropriate, appeals will be reviewed by an Academic Appeals Review Panel. This stage is typically conducted through a paper-based review rather than a hearing. The Panel will determine whether errors occurred and whether corrective action is required. A written decision will be provided.

STAGE 3 – FINAL REVIEW

Stage 3 provides a final internal review to ensure that:

- *the academic appeals process has been followed correctly; and*
- *the Stage 2 decision was reasonable in light of the information available.*

Stage 3 is not a further opportunity to present new arguments about academic performance.

Students may request a final institutional review if they believe the appeal was not handled in accordance with this Policy. This review considers procedural fairness only and does not reassess academic judgement. A student may request a final institutional review by sending a letter to the Provost asking for a final institutional review and stating how the appeal was not handled in accordance with this Policy. The decision by the Provost at this stage is final within the University and there is no further right of appeal.

Pg. 92 –Leave of Absence (LOA)

~~Approved LOAs must not exceed a total of 180 days in any 12-month period.~~

~~The following are approved reasons to request an LOA:~~

- ~~Employment~~
- ~~Medical~~
- ~~Military~~
- ~~Personal~~

~~Students are allowed to take less than four courses per semester when on an approved LOA. Student must complete and submit a signed and dated LOA form to the Registrar Office and sign a new finance plan prior to beginning the LOA. Students are expected to return for classes as scheduled and as indicated in the LOA form.~~

~~All students must complete one full semester prior to being eligible to apply for a LOA.~~

~~No additional charges will be billed during the LOA. The student will only be charged for the number of classes taken when the LOA is applied for and approved.~~

~~A LOA must be requested prior to the start of the course. LOA requests will not be granted in the middle of a course. Exceptions must be approved by the Campus Director, Dean of Students and/or Academic Dean.~~

~~Any LOA request that is not approved will result in student withdrawal, unless the student terminates their request for the LOA.~~

~~Students must report to the Registrar Office by the date indicated on the Leave of Absence form. Students who fail to return to the University by the expected date will be considered withdrawn, and the student will therefore be responsible for any balance due. All refund calculations will be applied per the refund policy.~~

~~A LOA may extend a student's graduation date. Students on LOA may not be able to maintain their course sequencing.~~

~~If a student chooses to return from a LOA earlier than originally scheduled, the student must complete an updated finance plan prior to their return. Students cannot return to a course after the first week of class has passed. If a student does not return after the LOA period, the student must undergo the re-admittance process.~~

Leave of Absence (LOA) is a temporary, approved interruption in a student's academic enrolment. The University permits LOAs in limited circumstances to support student success while ensuring compliance with academic, financial, and regulatory requirements.

To be eligible for an LOA, students must:

- Have completed at least one full academic semester*
- Be in good academic standing*

LOAs are subject to the following conditions:

- An LOA must be requested prior to the start of a semester and will not normally be granted once a semester has begun.*

- *An LOA must cover an entire academic semester.*
- *Students may not enroll in or attend classes while on an LOA.*
- *LOAs will not normally be granted for more than two (2) consecutive semesters or three (3) semesters total.*

Eligibility Criteria

Students must complete at least one full academic semester before requesting an LOA. LOAs may be approved for the following reasons:

- *Medical reasons (documentation required).*
- *Military deployment or duty.*
- *Significant personal or family hardship.*
- *Scheduling limitations beyond the student's control.*

Request and Approval Process

Students requesting an LOA must complete the official Leave of Absence Request Form and submit it to the Registrar's Office prior to the start of the requested LOA term. The form must be signed and dated.

Students must also:

- *Meet with the Financial Aid Office (if applicable) and sign a revised award letter.*
- *Submit required supporting documentation.*

Approval of an LOA is not guaranteed and is contingent upon meeting eligibility requirements and providing appropriate documentation.

Duration and Return Requirements

Each LOA has a defined start and completion date. Students must contact the Registrar's Office by the completion date listed on the LOA form to confirm their return.

- *Students who fail to return by the stated completion date will be considered withdrawn.*
- *Students will be responsible for any outstanding balance.*
- *Refund calculations will be applied in accordance with SIUs refund policy.*

Students who do not return as scheduled but later wish to re-enroll must complete the readmission process.

If a student wishes to return earlier than originally approved, they must obtain approval from the Registrar's Office.

Academic Impact

An LOA may extend a student’s anticipated graduation date and disrupt standard course sequencing. Upon return, students will be enrolled based on:

- Course availability.
- Prerequisite completion.
- Program sequencing requirements.

Financial Aid Considerations

An LOA may impact federal, state, and institutional financial aid, including loan deferment and repayment timelines. Students receiving financial aid must meet with a Financial Aid Advisor prior to requesting an LOA to understand:

- Impact on financial aid eligibility
- Loan grace periods and repayment obligations
- Consequences of failing to return as scheduled

No additional tuition or fees are charged during an approved LOA. Students are responsible only for charges incurred prior to the start of the LOA.

Pg. 93 –Registration Changes

Students wishing to make a change in registration must contact the Registrar’s office. ~~New students may enroll no later than Friday prior to the scheduled start date.~~

Pg. 94-95 – Satisfactory Academic Progress (SAP)

SAP Criteria

Bachelor’s Degree Programs		
Semester Credits Attempted	Minimum Completion Rate (Credits Completed / Credits Attempted)	Minimum CGPA
0 to 45 25	50%	1.8 1.5
46 to 90 26 to 50	67% 50%	2.0 1.8
91 to 135 51 or more	67%	2.0
136 and above	67%	2.0

Master’s Degree Programs		
Semester Credits Attempted	Minimum Completion Rate (Credits Completed / Credits Attempted)	Minimum CGPA
0 to 18	67%	2.5
19 to 36 and above	67%	3.0
37 and above	67%	3.0

Failure to Meet SAP Criteria

At the end of each semester, if the student has less than the minimum acceptable cumulative grade point average and/or has not earned at least the percentage of attempted credits described in the charts above (required to complete the program within 150% of the program length), they will be notified in writing and placed on SAP Warning for the following evaluation period (semester):

A student on SAP Warning continues to be eligible for financial aid funds scheduled. If a student fails to achieve satisfactory academic progress by the end of the SAP Warning period, the student will be dismissed from the program (unless the student files, and is granted, an appeal as defined below, or the student chooses to enroll on an Extended Enrollment status without benefit of student financial aid) and will be notified in writing. If the student regains SAP by the end of the semester, they will be removed from SAP Warning.

SAP Standards

All students must meet all three SAP standards:

1. Qualitative (GPA)
2. Quantitative (Completion Rate)
3. Maximum Timeframe:
 - The maximum number of attempted credits permitted to complete the degree is equal to 150% of the published program length.

For the purpose of determining SAP:

- Transfer credits count as attempted and completed.
- Repeats: all attempts count as attempted, and, if passed as completed.
- Grades W, I, F, NP: count as attempted but not completed.

SAP Evaluation Periods

Satisfactory Academic Progress is evaluated not less than three times per academic year. The timing of the evaluation may vary by program but shall normally be completed not more than two (2) weeks after the completion of each term.

SAP may be based in part or in full on provisional grades, and as such it may be subject to re-evaluation once final confirmed grades are approved by the Assessment Board.

SAP Criteria

Students will be informed of their Standing within five (5) days of their determination. Students may be of:

- *SAP Met (meets the qualitative and quantitative standards); or be placed*
- *On SAP Warning*
- *On SAP Probation*
- *Extended Enrollment*

A student on SAP Warning will continue to be eligible for financial aid funds scheduled. If a student fails to achieve satisfactory academic progress by the end of the SAP Warning period, the student will be dismissed from the program unless the student files, and is granted, an appeal, or the student chooses to enroll on an Extended Enrollment status without the benefit of student financial aid. If the student regains SAP by the end of the semester, they will be removed from SAP Warning.

Students who lose a scholarship or financial aid because of their failure to meet applicable SAP eligibility criteria may remain enrolled on an Extended Enrollment status without that aid, until such time as they re-establish SAP Good Standing, or reach a point where is no longer possible for them complete the program successfully, in which case they will be dismissed.

Dismissal

If a student's performance is such that it is no longer mathematically possible for them to complete the program within 150% of the standard timeframe while maintaining a minimum CGPA of 2.00, the student shall be dismissed from their program.

A decision to dismiss a student on the grounds of poor SAP standing may not be appealed.

PG. 95 – Satisfactory Academic Progress Appeals, Probation, and Academic Plans

~~A student may appeal the University's determination of dismissal due to failure to meet satisfactory academic progress prior to the end of the SAP Warning period to the SAP Appeals Committee based upon extenuating circumstances. These might include the death of a relative, an illness of or injury to the student, or other extraordinary situations. The student's appeal must be received on or before the Wednesday of the 2nd week of class prior to the new semester for the student to be eligible to register for the following semester.~~

~~The appeal must contain:~~

- ~~• an explanation of why the student failed to meet the SAP standards~~
- ~~• a description of what has changed in the student's situation that will enable them to again meet satisfactory progress standards:~~
- ~~• supporting documentation must be submitted if applicable (i.e., hospitalization)~~

~~The SAP Appeals Committee will meet regularly to review the information submitted in the context of the student's entire academic record and notify the student of the decision within 48 hours. This decision is final. If the appeal is granted, then the student will be placed on SAP Probation for the semester, and the notice to the student will outline the~~

~~requirements of the Academic Plan the student must follow. The terms of the Academic Plan may extend beyond one semester but must ensure the student will be able to complete the program within the maximum timeframe (1.5 times the program length) and with the required CGPA for graduation. A student on SAP Probation continues to be eligible for financial aid funds scheduled.~~

~~The student's satisfactory academic progress will be evaluated based upon the Academic Plan. If the student is meeting the SAP standards, or they have met all the terms of the Academic Plan, the student will be eligible to remain enrolled. In all subsequent semesters, the student must again meet the SAP standards or the terms of the Academic Plan. If the student fails to meet the terms of the Academic Plan at the end of any respective noted checkpoint of the plan, the student may be dismissed.~~

A student may appeal their Academic Standing. Grounds for appeal do not include dissatisfaction with the SAP decision, but may include issues that could reasonably have impacted performance negatively, such as:

- *acute medical or health-related issues.*
- *bereavement (restricted to immediate family members).*
- *sudden financial hardship, such as loss of employment.*
- *Significant personal emergency (including immediate family members); or*
- *Other significant circumstances beyond the student's control.*

The Appeal must contain:

- *An explanation of why the student failed to meet the SAP standards.*
- *A description of what has changed in the student's situation that will enable them to again meet satisfactory progress standards.*
- *Supporting documentation must be submitted if applicable (e.g., hospitalization)*

Appeals must be launched within five (5) working days of the student being informed of their standing.

The SAP Appeals Committee will evaluate the student's progress and determine whether or not to grant that appeal. If a student's appeal is granted, they will be placed on SAP Probation for the semester, and the notice to the student will outline the requirements of the Academic Plan the student must follow. The terms of the Academic Plan may extend beyond one semester but must ensure the student will be able to complete the program within the maximum timeframe (1.5 time the program length) and with the required CGPA for graduation. A student on SAP Probation continues to be eligible for financial aid funds scheduled.

The student's satisfactory academic progress will be evaluated based upon the Academic Plan. If the student is meeting the SAP standards, or they have met all the terms of the Academic Plan, the student will be eligible to remain enrolled. In all subsequent semesters, the student must again meet the SAP standards or the terms of the Academic Plan. If the

student fails to meet the terms of the Academic Plan at the end of any respective noted checkpoint of the plan, the student may be dismissed.

If the appeal is not successful, the student may be dismissed from the University (see Dismissal Section). The decision of the SAP Appeals Committee is final, and no further appeals considered.

Notification

Students shall normally be notified of SAP status and appeal instructions via the student portal and/or official SIU email address within five working (5) days of evaluation. If for any reason it is not possible to inform students of the outcome within five working days, they will be notified of the delay and informed when they might reasonably be able to expect to be informed.

Pg. 97 – Veterans’ Administration (Unsatisfactory Academic Progress)

The Veterans’ Administration is notified of unsatisfactory progress of a veteran student who remains on academic financial aid warning or probation beyond two consecutive semesters. At that point, Veterans Benefits can be terminated. A student terminated from Veterans Benefits due to unsatisfactory progress may be recertified for benefits once the following conditions are satisfied:

- 1. To initiate action by VA to determine whether further payments of VA educational assistance allowance should be authorized, the student must submit a specific request for resumption of VA benefits following an interruption due to unsatisfactory progress or conduct. Requests may be submitted on VA Form 22-1995 or VA Form 22-5495.*
- 2. Student must submit an Action Plan to achieve academic success to the institution to be filed in their VA file.*
- 3. Student must be mathematically able to meet both the qualitative and quantitative requirements of SAP.*

Pg. 97 – ~~Withdrawals~~ Add/Drop and Course Withdrawal Policy

~~Withdrawal from a Course~~

~~Course withdrawal through the end of the first week of the class results in a grade of “W” on the student’s transcript. It is the student’s responsibility to complete the necessary paperwork required by the Registrar’s Office. Withdrawals after the first week of class will result in an “F”. If a student is taking only one (1) class at a time, then withdrawal from this class would be considered withdrawal from the University. This likely would have a significant effect on the student’s continuing enrollment, future graduation date, and overall financial aid status. Students should always consult the Office of Financial Aid, if~~

~~applicable, the Office of the Bursar, and their academic advisor before withdrawing. Upon withdrawal from the University, if the student wishes to re-enter, they will be subject to following the current program offerings which can result in different graduation requirements.~~

Add/Drop

SIU provides a short, no-record Add/Drop Period at the start of each semester; after that, students may Withdraw (with 'W') up to the posted deadline.

- The official Add/Drop period for each academic term for bachelor's programs is 14 calendar days from the start of the term.
- The official Add/Drop period for each academic term for master's programs is 7 calendar days from the start of the term.

During this period, students may voluntarily withdraw from or add courses without academic or financial penalty:

- Courses dropped during this period will **not appear on the student's transcript**.
- Tuition and fees for dropped courses will be **fully refunded**.
- Adding courses during this period does not incur additional penalties beyond normal tuition charges.

Students must post attendance within the Add/Drop period.

- Any student who fails to post attendance in a class within the Add/Drop period will be unregistered from the course and will not receive a grade.
- Any student who fails to post attendance in all their courses within the Add/Drop period will be unregistered from all courses and could be withdrawn from the university.

After the Add/Drop period has ended, students remain financially and academically responsible for their enrolled courses unless otherwise specified by institutional policy.

Withdrawal from a Course

Withdrawal is the formal process by which a student removes themselves from a course after the Add/Drop period has ended but before the published withdrawal deadline.

Withdrawal from a course has both academic and financial consequences:

- The course remains on the transcript with a "W" notation.
- Student remains liable for tuition and fees as set out in the institution's Refund Schedule.

If a student withdraws after the withdrawal deadline, it is treated as an **academic outcome**, not a withdrawal: the student remains enrolled on the course and will receive the grade earned in the course, which could be a failing grade if they have not completed requirements, and the course stays on the transcript with the actual grade (A–F or equivalent).

Pg. 101 – ~~Services for Students with Disabilities~~ Reasonable Accommodations Policy

- The Services for Students with Disabilities policy is replaced by the Reasonable Accommodations Policy.

Schiller International University (SIU) is committed to providing equitable access to teaching, learning, and assessment for all students. Accommodations reduce or remove barriers to participation without compromising academic standards, competence requirements, or assessment integrity.

This policy sets out how SIU will identify, agree, and implement reasonable accommodations across all campuses and delivery modes, including online to ensure equitable access. SIU adopts a proactive, anticipatory approach, embedding universal design principles and regularly reviewing practice to ensure effectiveness.

The purpose of this policy is to:

- (a) define reasonable accommodations and related concepts.
- (b) describe responsibilities.
- (c) outline application and implementation processes.
- (d) provide detailed examples across teaching and assessment
- (e) set monitoring, governance, and review arrangements; and
- (f) ensure global applicability.

Scope

Applies to all SIU students who experience barriers due to disability, health conditions (including chronic, fluctuating, or episodic), neurodiversity, and temporary circumstances (e.g., illness, injury, trauma, bereavement). The Policy covers classroom teaching, laboratories, fieldwork, placements/work-based learning, remote/online learning, and all forms of assessment.

Students with disabilities do not have to self-disclose or register with the Campus Director, although the University encourages them to do so.

Definitions

- **Reasonable Accommodation:** A change, support, or arrangement that removes or reduces a barrier to learning or assessment, without lowering academic standards.
- **Competence Standard:** A clearly defined outcome, skill, or capability that students must demonstrate to progress or achieve an award.
- **Anticipatory Duty:** The responsibility to proactively design teaching, learning, and assessment to minimize barriers before individual requests arise.
- **Auxiliary Aids:** Tools, services, or technologies that support access (e.g., screen readers, captioning, note-taking support, ergonomic equipment).
- **Temporary Accommodation:** A short-term measure applied due to acute circumstances (e.g., injury, illness, bereavement).
- **Substantial Disadvantage:** A barrier that is more than minor or trivial, impacting participation or performance compared to peers.
- **Interactive Process:** Collaborative engagement between the student, Welfare Team, and faculty to identify appropriate accommodations.
- **Student Learning Plan (SLP):** The formal record of agreed accommodations, responsibilities, timelines, and review points.
- **Teaching & Learning Activities:** Lectures, seminars, labs, fieldwork, group tasks, placements, and online activities associated with a module/program.
- **Digital Accessibility:** The provision of accessible electronic materials, platforms, and media (e.g., structured documents, captions, alt text, readable layouts).

Guiding Principles

This Policy is guided by the following principles:

- **Equity and Inclusion:** Proactively reduce barriers; individualize support where needed.
- **Academic Integrity:** Adjust the method of assessment, not the competence standard.
- **Consistency:** Apply coherent practices across campuses while allowing contextual flexibility.
- **Transparency:** Provide clear criteria, instructions, and timelines for accommodations.
- **Timeliness:** Review requests promptly and implement agreed accommodations within defined timelines.
- **Data Minimization:** Handle personal information confidentially on a need-to-know basis.

Accommodations

SIU shall work collaboratively with the student to determine what accommodations might be necessary and reasonably made, following best practice across the Higher Education sector, and bearing in mind local legal frameworks and accreditation requirements. Accommodations address method/access, not learning outcomes or required competence. Accommodations shall be based on an individual's particular circumstances but based on consistent criteria to ensure equity. It is the student's responsibility to identify themselves as a person with a disability and/or need for an accommodation.

The following examples of accommodations that might be made are intended to be illustrative, rather than comprehensive and SIU may put in place such other accommodations as it deems appropriate to achieve the aims of this policy.

• Teaching & Learning

- Provide accessible slides/notes in advance.
- Offer recorded sessions or transcripts where feasible.
- Enable varied participation (spoken contribution, chat, short written reflections).
- Ensure group work roles accommodate diverse strengths, rotate tasks.

• Assessment – Exams

- Extended time.
- Supervised rest breaks.
- Alternative venues: low-distraction rooms; accessibility features; technology-enabled spaces.
- Use of PCs and assistive tech with invigilation controls; provision for readers/scribes where needed.
- Alternative formats.

• Assessment – Coursework

- Flexible deadlines; staged submissions.
- Alternative modes (presentation/oral in place of long essays).
- Accessible brief design: explicit criteria, exemplars, and clear file-format requirements.

• Labs, Fieldwork, and Placements

- Risk assessments that consider accessibility, adapted equipment or support personnel.
- Placement agreements specifying accommodations and points of contact.

- Remote or simulated alternatives where physical participation is not feasible and outcomes permit.
- **Online/Remote Learning**
 - Accessible LMS materials; captions on media; alternative text for images; keyboard navigation.
 - Flexible time windows for quizzes.

Application for Reasonable Accommodations

1. Requests for accommodations are considered by the accommodations committee through the following process:
 - i. Student submits a request to the Campus Director with a brief description of needs and any available documentary evidence (see below).
 - ii. Campus Director acknowledges receipt and determines whether urgent temporary accommodations are needed.
 - iii. The Campus Director meets with the student and reviews all paperwork and discusses accommodation(s) request.
 - iv. Once the Campus Director has met with the student and has all the required paperwork the reasonable accommodations request is sent to the Accommodations Committee for review and determination.
 - v. The Accommodations Committee documents the agreed accommodations in an Accommodations Approval Letter, which shall also set out responsible parties, start/end dates, and review schedule; student and faculty receive copies.
 - vi. Not all accommodations listed by the student and/or healthcare professional will be automatically granted.
 - vii. If the Accommodations Committee believes they do not have enough information to make a determination of accommodations, then the committee may request additional information from the student in order to determine the most reasonable accommodation.
 - viii. Faculty and/or Associate Dean(s) put arrangements in place.
 - ix. The Student Learning Plan (SLP) is reviewed each year or sooner if a change of circumstance necessitates otherwise: accommodations may continue, be varied, or end, as appropriate.
 - x. If agreement cannot be reached, the case is escalated to the provost.
2. Students are required to review and complete the following documentation:
 - Student Request for Accommodations and Documentation Review Form
 - Qualified Professional Documentation Form

- HIPAA/FERPA form
 - Receive the Student Rights and Responsibilities handout from the Campus Director
3. Documentary evidence should be sufficient to understand functional impact (not necessarily a specific diagnosis). Acceptable forms include educational psychologist reports, clinical letters, prior support plans, or credible practitioner statements. Where evidence is pending, temporary accommodations may be applied to avoid disadvantage.
 4. Faculty, Associate Dean(s), and Student will receive an Accommodations Approval Letter listing the approved accommodations. Students will be required to sign the document acknowledging receipt of approved accommodations and return it to the Campus Director. The Campus Director will forward the signed document to the Registrar, Associate Dean, and Dean of Institutional Effectiveness. The Associate Dean or Campus Director will discuss the accommodations with the student's faculty members. All accommodations will be effective immediately upon approval and will not be retroactive.
 5. For acute situations (e.g., bereavement, injury), temporary accommodations may be applied following a discussion between the student, the faculty member and welfare. Examples of temporary accommodations may include:
 - deadline extensions.
 - flexible attendance
 - change of assessment date or venue
 - remote participation.

Any temporary accommodations agreed must be recorded and a copy of that record kept on the student file

Reasonable Accommodations: Grievance Procedure

If a student believes that SIU has inadequately applied the principles and/or regulations or believes they were discriminated against on the basis of a disability the person may file a grievance. A grievance may be filed at any time.

The student should first meet with the Campus Director and outline the grievance. If the grievance is against the Campus Director specifically the student should contact the CEO.

The Campus Director will work with the student and accept the written grievance on behalf of the University. The grievance will be submitted to the Accommodations Committee for review and decision. The decision of the Accommodations Committee will be delivered to

the Campus Director, who will meet with the student and explain the decision of the committee and any options given.

If the student wishes to appeal the decision of the Accommodations Committee, a written appeal should be submitted to the Campus Director. The Director will submit the appeal to the CEO of the University. The University CEO's decision will be final and may not be appealed further.

Roles & Responsibilities

Responsibilities are shared across the institution. The following outlines the primary duties of each stakeholder:

- **Student:** Disclose needs early; provide relevant evidence; engage in the interactive process; notify changes in circumstances; review SLP each semester.
- **Campus Director:** Receive and triage reasonable accommodations requests. Makes sure all documentation is received and works with student to understand the accommodation request.
- **Accommodations Committee:** Review the reasonable accommodations request; advise the student and faculty on accommodations determination; create and maintain the SLP; coordinate with faculty and associate dean(s); monitor timeliness; store records securely.
- **Faculty:** Implement agreed accommodations; ensure teaching materials are accessible; liaise on assessment design; report issues promptly.
- **Associate Dean:** Oversee consistent application across modules; support placement providers in implementing accommodations.
- **Governance Team:** Monitor compliance; conduct audits; report annually; oversee policy review and staff development.

Confidentiality and Data Protection

Personal data will be handled securely, shared only on a need-to-know basis with the student's consent, and retained only as long as necessary. Records (SLPs, correspondence) will be stored in secure systems, with access restricted only to authorized staff.

Pg. 104 – ~~Standard of Conduct~~ Student Code of Conduct Policy

~~Students accepted at Schiller International University are considered mature enough to value the educational and cultural opportunities that studying in a multicultural environment affords. SIU students are expected to behave responsibly, to exercise good judgment, to respect the rights and feelings of others, and to consider the customs and manners of the host country. Any kind of harassment including hazing will not be tolerated.~~

Experience has demonstrated that such a basic attitude is essential to succeeding in and enjoying life and study in a foreign country:

- Students are expected to refrain from the following behaviors which adversely affect the student's suitability as a member of the University community:
- Disrupting any educational activity or process including but not limited to, any class, lab, administrative activity, or other University activity or event;
- Bringing pets or any animals into university buildings unless prior consent from the Campus Director has been granted*
- Serious expression of inappropriate language or intent to cause physical or emotional harm to a person or damage to a person's property;
- Posting or distributing information of any kind on University property or at a University event or activity without prior Campus Director or Provost consent;
- Engaging in attempted misconduct which infringes upon the rights of other members of the University community;
- Conspires with others to engage in conduct unbecoming of a Schiller student.
- The use of Social Media to instigate mistreatment, speak ill off, or intimidate campus staff or other students.

* Schiller International University complies with all Americans with Disabilities Act (ADA) regulations, please see the Campus Director for additional information:

https://www.ada.gov/service_animals_2010.htm

Such violations will constitute cause for immediate suspension and/or expulsion from the University and may also be subjected to whatever penalties may be imposed by appropriate University and/or civil authorities. Please refer to the General Grievance Policy if you feel you would like to appeal a decision made regarding your status with Schiller International University.

Schiller International University (SIU) is committed to fostering a learning environment grounded in respect, integrity, responsibility, and global citizenship. The Student Code of Conduct ("the Code") serves as a shared framework that defines behavioral expectations for students and provides guidance to faculty and staff in addressing student behavior.

This Code is intended to be both educational and corrective, promoting personal development while ensuring accountability. It applies to all students and is an essential reference for students, faculty, administrators, and staff involved in student support and conduct processes.

The purposes of the Student Code of Conduct are to:

- *Promote academic integrity and ethical behavior.*

- Foster a respectful, inclusive, and non-discriminatory community.
- Protect the physical, emotional, and psychological well-being of all community members.
- Encourage responsible decision-making and accountability.
- Preserve the integrity and reputation of the University.
- Provide clear, fair, and consistent procedures for addressing misconduct.

Scope and Jurisdiction

This Code applies to all students enrolled at Schiller International University, including full-time, part-time, and visiting students. The University may address conduct that occurs:

- *On University-owned or controlled property.*
- *During University-sponsored programs, activities, or travel.*
- *Through online or electronic platforms.*
- *Off campus when the conduct adversely affects the University community, learning environment, or institutional interests.*

Students studying internationally are subject to this Code as well as the laws, regulations, and cultural expectations of the host country.

Definitions

The following definitions are provided to ensure shared understanding:

- **Academic Dishonesty:** *Any action that compromises academic integrity, including cheating, plagiarism, unauthorized collaboration, falsification of records, or unauthorized use of artificial intelligence.*
- **Complainant:** *An individual who reports an alleged violation of this Code.*
- **Respondent:** *A student accused of violating this Code.*
- **Discrimination:** *Unequal or unfair treatment based on a protected characteristic.*
- **Harassment:** *Unwelcome conduct that creates an intimidating, hostile, or offensive environment.*
- **Retaliation:** *Any adverse action taken against an individual for reporting misconduct or participating in a conduct process.*
- **Sanction:** *A disciplinary or educational outcome imposed following a finding of responsibility.*
- **Preponderance of the Evidence:** *The standard of proof meaning it is more likely than not that a violation occurred.*

Student Rights and Responsibilities

1. Student Rights

Students have the right to:

- *A learning environment free from discrimination, harassment, and intimidation.*
- *Fair and impartial conduct procedures.*
- *Timely notice of alleged violations and the opportunity to respond.*
- *Privacy of educational records in accordance with FERPA and GDPR.*
- *Freedom of expression that does not disrupt the educational mission or infringe on the rights of others.*
- *Access to academic, wellness, and support services.*

2. Student Responsibilities

Students are responsible for:

- *Upholding academic integrity.*
- *Treating all members of the University community with respect and dignity.*
- *Complying with University policies and applicable laws.*
- *Engaging responsibly in online and in-person environments.*
- *Cooperating with University officials during conduct proceedings.*
- *Using University resources ethically and responsibly.*

Standards of Conduct and Prohibited Behavior

1. Academic Misconduct

Prohibited academic behaviors include, but are not limited to:

- *Cheating or unauthorized assistance.*
- *Plagiarism or improper citation.*
- *Unauthorized use of artificial intelligence tools.*
- *Falsification of academic records.*

2. Discrimination, Harassment, and Sexual Misconduct

The University strictly prohibits:

- *Discrimination based on protected characteristics.*
- *Harassment, bullying, or cyberbullying.*
- *Sexual harassment, sexual assault, or sexual exploitation.*

Such conduct may be addressed under this Code or related institutional policies.

3. Safety and Community Conduct

Students must not engage in:

- *Threatening, abusive, or disruptive behavior.*
- *Physical violence or intimidation.*
- *Theft, vandalism, or misuse of SIU property.*

- *Unauthorized access to facilities or systems.*

4. Substance Use

- *Possession, use, or distribution of illegal drugs is prohibited.*
- *Misuse of alcohol is prohibited.*
- *Smoking and vaping are prohibited on campus.*

5. Technology and Digital Conduct

- *Unauthorized access to systems or data.*
- *Distribution of malicious software.*
- *Misuse of University technology resources.*

Reporting Concerns and Misconduct

Any member of the University community may report concerns or alleged misconduct.

Reports may be submitted:

- *In person to SIU administrators.*
- *By email.*
- *Through SIUs confidential reporting system.*

The University does not accept anonymous complaints.

The University prohibits retaliation against individuals who report misconduct or participate in conduct processes.

Conduct Review Process

The conduct review process is designed to ensure that all allegations of student misconduct are addressed in a manner that is fair, impartial, timely, and respectful of the rights of all parties involved. The process emphasizes due process, consistency, and educational outcomes, while also prioritizing the safety and well-being of the University community. University officials involved in the conduct process are trained to carry out their responsibilities objectively and in accordance with this Code.

The procedures outlined below apply to most alleged violations of the Student Code of Conduct. Certain types of misconduct (such as sexual misconduct or academic integrity violations) may also be governed by separate, related policies and procedures, which may supplement or supersede portions of this process as required by law or regulation.

1. Initial Assessment

Upon receipt of a report, the Campus Director or a designated University official will conduct an initial assessment to determine whether the alleged conduct falls within the scope of this Code and whether sufficient information exists to proceed.

As part of the initial assessment, the University may:

- *Determine the appropriate policy or policies under which the allegation should be reviewed.*
- *Assess whether interim measures are necessary to protect individuals or the community.*
- *Refer the matter to another University office or process when appropriate.*

Interim measures are not disciplinary in nature and may include temporary restrictions, adjustments to academic arrangements, or changes to access to facilities while the matter is under review.

2. Investigation

If the matter proceeds, an investigation will be conducted promptly and impartially by the Disciplinary Committee or its designee. The investigation process may include:

- *Interviews with the complainant, respondent, and relevant witnesses.*
- *Review of documents, electronic records, and other relevant evidence.*
- *Collection of written statements when appropriate.*

Investigations are typically completed within fifteen (15) business days of the report being received, although extensions may be granted in cases involving complexity, unavailability of parties, or other extenuating circumstances. All parties will be informed of significant delays.

3. Notice and Hearing

When an investigation indicates that a hearing is appropriate, the respondent will receive written notice via official University email at least five (5) business days prior to the hearing. The notice will include:

- *A summary of the alleged policy violations.*
- *The date, time, and location (or format) of the hearing.*
- *Information regarding the hearing procedures and available support resources.*

Hearings are conducted by the Disciplinary Committee and may take place in person or virtually. Both the complainant and the respondent will have the opportunity to present information, identify witnesses, and respond to evidence.

Students may be accompanied by a support person of their choosing. The support person serves as an observer only and may not participate directly in the proceedings.

4. Determination and Standard of Proof

Following the hearing, the Disciplinary Committee will deliberate in private and determine whether the respondent is responsible for violating the Student Code of Conduct.

Decisions are based on the preponderance of the evidence standard, meaning that it is more likely than not that the alleged violation occurred.

If a violation is found, the Committee will also determine appropriate sanctions and any required educational or corrective actions.

Sanctions

Sanctions are designed to be educational and proportionate and may include:

- *Written Warning.*
- *Disciplinary Probation.*
- *Educational Assignments or Training.*
- *Loss of Privileges.*
- *Suspension.*
- *Expulsion.*
- *Combination of sanctions.*

Factors considered include severity, intent, impact, and prior conduct history.

Notification, Records, and Privacy

All outcomes of investigations or conduct proceedings are communicated in writing via the individual's official University email account. This ensures timely and secure delivery of important information.

The University maintains all records related to reports, investigations, and hearings in a secure manner, in accordance with applicable laws, regulations, and University policies.

Access to records is strictly limited to authorized personnel who require the information to perform their duties. Records are treated as confidential, and information is shared only on a need-to-know basis. The University takes all reasonable measures to protect the privacy of individuals involved in the process.

Appeals

An appeal may be requested only on specific grounds, including:

- *Procedural Error: A significant error in the conduct process that may have affected the outcome.*
- *New Evidence: Evidence that was not reasonably available at the time of the hearing and could materially impact the decision.*

Appeals cannot be submitted simply because an individual disagrees with or is dissatisfied with the outcome. Appeals are meant to address procedural concerns or new evidence, not personal preference.

Appeals must be submitted in writing within five (5) business days of the date of the outcome notification. The appeal should clearly state the grounds for review and provide supporting documentation where applicable. Decisions on appeal are final. Once an appeal decision has been issued, no further review will be conducted within the University, except as required by law.

Confidentiality and Anti-Retaliation

The University is committed to safeguarding the confidentiality of all individuals involved in reporting, investigating, or responding to misconduct, to the extent permitted by law. This includes protecting personal information, investigative materials, and the identities of individuals whenever possible.

Retaliation against anyone who reports misconduct, participates in an investigation, or engages in conduct proceedings is strictly prohibited. Retaliation includes any adverse action such as intimidation, harassment, or unfair treatment. Individuals who believe they have experienced retaliation should report it immediately through the University’s reporting channels.

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General Grievances

~~For matters other than a final grade appeal that a student wishes to address formally with the University, these steps are to be followed:~~

Step	Time Frame*
1.—Student contacts the Campus Director either in person or via email stating the concern as clearly, specifically, and briefly as possible.	Within 10 business days
2.—The Campus Director will reply by email with a decision with respect to the appeal.	Within 3 business days
3.—If the student wishes to appeal the Campus Director’s decision, they may appeal to the Provost by email.	Within 3 business days
4.—The Provost will reply to the student by email with a decision with respect to the appeal.	Within 3 business days
5.—If the student wishes to appeal the Provost’s decision, they may appeal to the GEO by email	Within 3 business days
6.—The GEO will reply by email with a final decision with respect to the appeal. The GEO’s decision is final unless the appeal affects the UoR award. In this case, the students will have the right to go through the UoR system.	Within 3 business days

General Grievance Processing Exceptions

~~If the grievance involves the Campus Director, then the student shall appeal directly to the University GEO. It is the policy of Schiller International University to provide an appropriate grievance policy and procedures to every student.~~

~~An Academic Committee has been created to deal with grievances and questions of misconduct in the academic area and a Rules Committee to deal with grievance questions of misconduct in the social area. Both Committees provide the student with procedural due process. This includes adequate notice of the allegations against them; the right to present their case, and any supporting evidence; and an impartial decision by the respective committee. If the remedy presented by the respective committee is exclusion from the University, the student has the right to present their case personally to the University Provost, who may confirm the decision of the committee or return the case to the committee for further consideration.~~

~~In all other grievance matters, the student may present their grievance to the Campus Director if it relates to a Campus issue, to the University Provost if it relates to an academic issue, or to the University GEO if it relates to the Campus Director or the Provost. The Campus Director and/or University Provost will provide the student with an opportunity to present their case, present any evidence, and shall, at the student's request, provide a decision in writing.~~

~~Anonymous reporting to raise concerns about any wrongdoing is available through Schiller International University's whistleblower process. Incidents may be reported online by navigating to <https://schiller-international-university.personiowhistleblowing.com/>. After submission the reporter will receive confirmation within 7 days that a case has been opened. Review will begin and the response and outcome will be delivered to the reporter within 3 months. Reporters can track their case and view updates via the portal. Reporters control what information they share and can choose to remain anonymous if preferred. No personally identifiable information is required to submit a new case.~~

Schiller International University (SIU) is committed to providing a high-quality educational experience and a supportive learning environment across all its campuses. The University recognizes that concerns or grievances may arise and views complaints as an opportunity to review practices, improve services, and enhance the student experience.

This Student Grievance Policy and Procedure outlines how students may raise concerns and grievances, and how those grievances will be considered, investigated, and resolved in a fair, timely, and transparent manner.

*This Policy applies to students enrolled at Schiller International University campuses located in **the United States and Europe**, including students who have recently completed their studies. The Policy establishes a common institutional framework. Where local law imposes additional or different requirements, those local requirements will take precedence.*

A grievance may be made by:

- *A currently registered student; or*

- *A former student provided the complaint is submitted within the timeframe set out in this Policy.*

Group grievances may be submitted where multiple students raise the same issue and seek the same outcome. In such cases, students may be asked to nominate representatives for communication purposes.

What is a grievance?

A student grievance is defined as:

An expression of dissatisfaction by one or more students about an action or omission by the University, or about the standard of service provided by or on behalf of the University.

Examples include concerns relating to:

- *Teaching and learning experience (excluding academic judgment)*
- *Student support services*
- *Administrative processes*
- *Facilities and resources*
- *Failure to follow published policies or procedures*

What is not covered by this Policy?

The following are excluded from this Student Grievance Policy and are handled under separate procedures:

- *Academic appeals against grades, progression, assessment outcomes, or academic judgment*
- *Student disciplinary matters*
- *Sex discrimination, sexual harassment, sexual misconduct, dating violence, domestic violence, or stalking*
- *Bullying, harassment, or discrimination*
- *Whistleblowing or public-interest disclosures*
- *Data protection or record access requests*
- *Admissions decisions or tuition and fee determinations*

General Principles

Grievances under this Policy are handled in accordance with the following principles:

- ***Fairness and impartiality:*** *Grievances are investigated by individuals with no prior involvement or conflict of interest.*

- **Timeliness:** The University aims to complete the formal grievance process, including any internal review, within 90 calendar days, unless an extension is required for good reason.
- **Confidentiality:** Information is shared only with those who need it to investigate or resolve the complaint.
- **Non-retaliation:** Students will not be disadvantaged or subjected to retaliation for making a complaint in good faith.
- **Good faith engagement:** Grievances must be made honestly and respectfully. Grievances that are malicious, frivolous, or abusive may result in action under the Student Conduct Code.
- **Accessibility:** Reasonable adjustments will be made to support students with disabilities or other access needs.

Anonymous and Third-Party Grievances

Anonymous grievances will not normally be investigated, as anonymity may limit the University's ability to establish facts or offer remedies. However, the University may consider anonymous grievances where credible information suggests potential risk, misconduct, or non-compliance.

Grievances submitted by third parties (such as parents or representatives) will only be considered where the student has provided written consent.

Grievances about Members of Staff

Where a grievance is against a member of SIU staff the following principles apply:

- an assumption of no fault until the outcomes of the investigation finds differently.
- the right of the member of staff to be informed of the complaint and have access to any relevant evidence presented.
- the right of the member of staff to be accompanied to any discussions or meetings by a colleague or supporter.
- the right of the member of staff to know the outcome of the complaint; and
- confidentiality of the process.

Where a grievance involving an allegation of misconduct by a member of staff is upheld, this may form the basis of further action under the SIU Staff Disciplinary Policy.

The Grievance Procedure

Students are encouraged to raise concerns as soon as possible, normally within 10 working days of the issue arising. The grievance procedure operates through a structured, staged

process designed to encourage early resolution of concerns while ensuring that more complex or serious matters may be investigated thoroughly and impartially where necessary. Students are expected to engage with each stage of the process in sequence, unless there are compelling reasons why this would be inappropriate. Progression through the stages allows for proportional handling of issues, clear communication of outcomes, and opportunities for review, while ensuring that grievances are resolved as efficiently, consistently, and fairly as possible.

Students may be accompanied by a friend or supporter to any discussions or meetings, but not by a legal representative. At least 48 hours before the discussion or meeting, you should advise the relevant member of staff (e.g. meeting secretary) of the name and status of the person accompanying you.

Stage 1: Informal Resolution

Stage 1 provides an opportunity for concerns or grievances to be resolved promptly and informally at the earliest possible point, without the need for a formal investigation. Many issues can be addressed quickly through open discussion, clarification, or minor adjustments, and students are encouraged to engage with this stage wherever it is appropriate to do so. At Stage 1, concerns should be raised with the Associate Dean

At this stage, the University will seek to:

- *understand the nature of the concern and the outcome the student is seeking*
- *provide information, explanations, or clarification where appropriate*
- *explore options for early resolution that are reasonable and proportionate and*
- *agree any practical steps that may address the issue*

*Stage 1 does not involve a formal investigation, and outcomes may include an explanation, an apology, informal corrective action, or referral to another appropriate process. Where a resolution is reached, the student will normally receive **written confirmation** of the outcome.*

*The University aims to provide a response at Stage 1 within **10 working days** of receiving the concern. If the issue cannot be resolved at this stage, if the student is dissatisfied with the outcome, or if the matter is not suitable for informal resolution due to its complexity or seriousness, the student may progress the complaint to Stage 2: Formal Grievance.*

Stage 2: Formal Grievance

*Stage 2 provides a structured process through which a grievance is **formally investigated** where it has not been resolved at Stage 1, or where informal resolution is not appropriate due to the seriousness or complexity of the issues raised. A student may submit a formal grievance by completing the University's Stage 2 grievance Form. This should normally be submitted within **10 working days** of receiving the Stage 1 outcome. Where Stage 1 has not*

been pursued, the student may be asked to explain why informal resolution was not appropriate.

*Upon receipt of a Stage 2 grievance, the University will acknowledge the grievance in writing and confirm the scope of the issues to be investigated. A member of staff with **no prior involvement in the matter**, and no conflict of interest, will be appointed as the investigator. The investigation may include:*

- *review of relevant documentation, correspondence, and records*
- *requests for written statements from relevant individuals*
- *meetings or interviews with the student and other relevant parties where appropriate; and*
- *consultation with other University offices where necessary*

*The investigator's role is to consider the grievance objectively and impartially, based on the available evidence, and to determine whether the grievance is upheld, partially upheld, or not upheld. A written investigation report will normally be submitted within **15 working days** of the investigator's appointment. The report will:*

- *summarise the issues raised*
- *outline the evidence considered*
- *set out findings in relation to each element of the complaint; and*
- *make recommendations where appropriate*

Following consideration of the investigation report, the University will issue a written outcome to the student addressing each point of grievance and explaining the reasons for the decision. Where a grievance is upheld or partially upheld, the University may offer appropriate remedies, which may include an apology, clarification, corrective action, or service improvements.

If the student remains dissatisfied with the Stage 2 outcome, they may request an internal review under Stage 3.

Stage 3: Internal Review

Stage 3 is not a re-investigation of the grievance. It provides an opportunity for the student to request a review of the handling and outcome of the Stage 2 grievance, to ensure that the procedure was followed correctly and that the decision reached was reasonable in light of the evidence.

A request for Internal Review must normally be submitted within 10 working days of the Stage 2 outcome and must identify one or more of the following permitted grounds:

- *a procedural irregularity occurred at Stage 2 that may have affected the outcome;*

- *new evidence has become available that could not reasonably have been provided earlier; or*
- *the Stage 2 outcome was unreasonable based on the evidence considered*

*The Internal Review will be carried out by a senior member of staff, committee, or review panel **not previously involved** in the grievance. The reviewer(s) will consider:*

- *the original grievance*
- *the Stage 2 investigation report and outcome*
- *the student's grounds for review; and*
- *any new evidence admitted under the review criteria*

The Internal Review may conclude that:

- *the original decision should stand*
- *the complaint should be reconsidered in whole or in part at Stage 2; or*
- *alternative or additional actions should be taken*

*The University will issue a **final written decision** explaining the outcome of the review and the reasons for it. This decision represents the completion of the University's internal grievance procedure.*

Once Stage 3 has been concluded, students may, where applicable, pursue external routes of grievance in accordance with the guidance provided in this Policy.