



ACADEMIC HANDBOOK UNDERGRADUATE PROGRAMME



Faculty of Cultural Studies
Universitas Brawijaya
2021/2022 Academic Year

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Universitas Brawijaya
2021/2022 Academic Year

NOTICE

Each student is required to independently, carefully, and thoroughly understand the entire content of this academic handbook. This also includes the evaluations conducted at the end of each semester/year and the sanctions for academic violations.

FOREWORD

Allow us to extend our gratitude to God Almighty because by His grace, the handbook for the Undergraduate Program of the Faculty of Cultural Studies, Universitas Brawijaya (FCS UB), academic year of 2021/2022 has been completed. This Academic handbook is aimed to provide information and explanations to all faculty stakeholders, namely students, as well as academic and administrative staff at the Faculty of Cultural Studies, including parties outside the faculty, about the vision, mission, education system, education administration, final projects, final project exams, academic ethics, and the rules applicable to the Undergraduate Program at the Faculty of Cultural Studies of UB.

The success of educational activities is strongly supported by the appropriate understanding and implementation of various guiding rules and instructions. The publication of this academic handbook is very important for the sustainability of teaching and learning processes at the Faculty of Cultural Studies, Universitas Brawijaya. Therefore, our heartfelt thanks go to all personnel mentioned in the Dean's Letter of Assignment No. 3230/UN10.F12/TU/2021 and all parties who have taken part in the preparation of this Undergraduate Academic Handbook of the Faculty of Cultural Studies, Universitas Brawijaya for the 2021/2022 academic year.

Finally, hopefully this book can help improve the quality of the undergraduate education at the FCS-UB.

Dean,
Faculty of Cultural Studies

Prof. Dr. Agus Suman, S.E., D.E.A
NIP. 196006151987011001

**FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
LEADERSHIP**

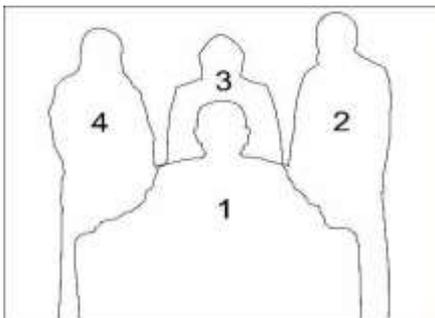


Photo caption:

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3. GENERAL AND FINANCIAL AFFAIRS
Dr. Esti Junining, M.Pd.
4. STUDENT AND ALUMNI AFFAIRS
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LETTER OF ASSIGNMENT
No.: 3230/UN10.F12/TU/2021

With reference to the revision of the new Student Handbook for the academic year 2021/2022, the Dean of the Faculty of Cultural Sciences hereby assigns the following personnel as the Ad Hoc Team for the Academic Guidelines Revision with a working period of September–November 2021, whose output shall be the Academic Guidebook 2021.

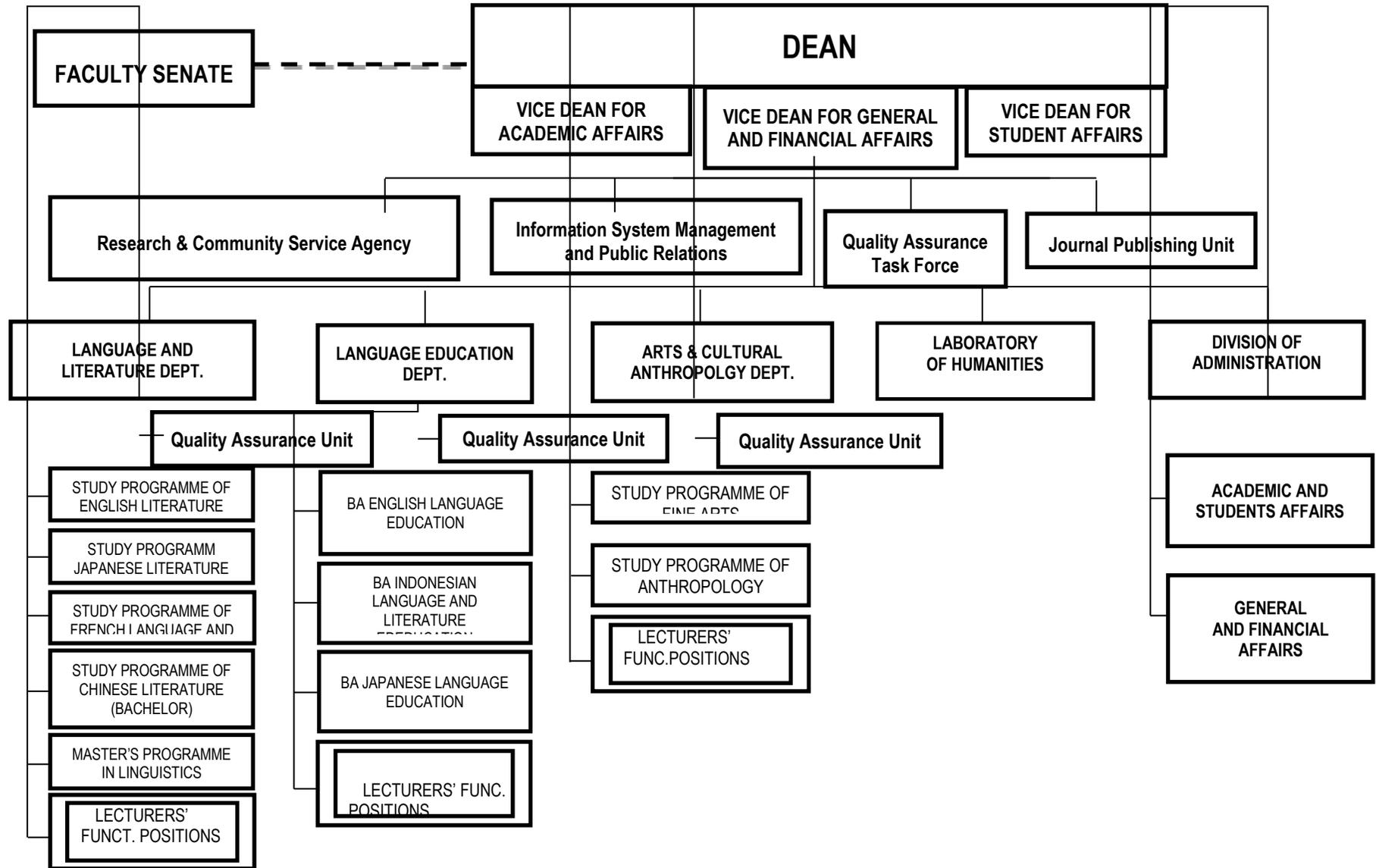
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Secretariat	1. <u>Djarot Sulistywo Wibisono</u> , A.Md. 2. <u>Imam Subakri</u> S.Kom

Thus this letter of assignment has been drawn up so as to be carried out as best we could.

15 SEP 2021

Prof. Dr. Agus Suman, S.E., DEA. &
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ORGANIZATIONAL STRUCTURE AND WORKING PROCEDURE OF FACULTY OF CULTURAL STUDIES UNIVERSITAS BRAWIJAYA



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for Student and Alumni Affairs : Ismatul Khasanah, M.Pd., M.Ed., Ph.D.
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Secretary : Lusia Neti Harwati, M.Ed.
4. Quality Assurance Task Force
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Secretary : Dian Novita Dewi, S.Pd., M.Li.
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Literature : Isti Purwaningtyas, M.Pd.
Head of Study Programme of Japanese
Literature : Efrizal, M.A.
Head of Study Programme of French
Language and Literature : Siti Khusunul Khotimah, M.A.
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2. Rifki Alfian

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Education : Dra. Elisabeth Worobroto Purwaningrum, M.Li.
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Secretary : Fatmawati, M.Sn.
Head of Study Programme of
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Head of Study Programme of
Anthropology : Siti Zurinani, M.A.
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Secretary : Tantri Refa Indhiarti, S.S., M.A.

6.2 Journal Publishing Agency

Head : Scarletina Vidyayani, M.Hum

6.3 Laboratory of Humanities

Head : Dr. Aji Setyanto, S.S., M.Litt.

6.4 Self-Access Center

Head : Nanang Bustanul Fauzi, S.S., M.Pd.

6.5 International Relations Office

Head : Ni Made Savitri Paramita, M.A.
Secretary : Fredy Nugroho Setiawan, M.Hum.

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15. Samsul Fauzi
16. Sandra Budi Iswanto
17. Sumantri Yulianto
18. Suparman
19. Teddy Avriansyah

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2. Mohammad Mahendra Jaya W., S.Kom.

5.2 Public Relations Staff

- : 1. Diah Titisari, S.S.
2. Deni Pratama, S.Kom.

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**ACADEMIC CALENDAR
YEAR 2021/2022**

I	ODD SEMESTER	DATE
1	Administrative Registration for current students (single tuition fee or UKT payment)	2 – 17 August 2021
2	Academic Registration (completing Course Selection Sheet or KRS) for current students	2 – 18 August 2021
3	Course cancellation and course change deadline	Date is set by each faculty
4	Study + Mid-Semester Exams (UTS) + Odd Semester Final Exams (UAS)	23 August – 17 December 2021
5	Students Data Reconciliation	20 September – 1 October 2021
6	PD-Dikti Reporting for Semesters 2020.2 and 2021.1 (new students)	Date is set by PD-Dikti
7	Deadline of exam score announcement and completing the Course Result Sheet	7 January 2022
8	The process of evaluating students' academic performance	10 January 2022
9	Deadline for the Judicium *)	11 January 2022
10	Deadline for deciding on students' academic performance	12 January 2022
11	Last day of Odd Semester	12 January 2022
II	EVEN SEMESTER	DATE
1	Administrative Registration (tuition fee online payment)	24 January – 3 February 2022
2	Academic Registration (Course Selection Sheet filling)	25 January – 4 February 2022
3	Course cancellation and course change deadline	The date is set by each faculty
4	Study + Mid-Semester Exams (UTS) + Odd Semester Final Exams (UAS)	7 February – 10 June 2022
5	Students Data Reconciliation	20 February – 11 March 2022
6	PD-Dikti Reporting for Semesters 2021.1 and 2021.2 (new postgraduate students)	Date is set by PD-Dikti
7	Deadline of exam score announcement and completing the Course Result Sheet	15 June 2022
8	Implementation of Intermediate Semester	20 June – 15 July 2022
9	Deadline for exam score announcement and completing the Intermediate Semester's Course Result Sheet	19 July 2022
10	The process of evaluating students' academic performance	20 July 2022
11	Deadline for the Judicium *)	21 July 2022
12	Deadline for deciding on students' academic performance	22 July 2022
13	Last Day of Even Semester	22 July 2022
III	UNIVERSITY ACTIVITY	DATE
1.	The 58th UB Anniversary Ceremony (Scholarly Oration)	05 January 2022

CHAPTER I

INTRODUCTION

1.1 Brief History of the Faculty of Cultural Studies

The current Faculty of Cultural Studies started as the English Language Laboratory of Universitas Brawijaya, founded in 1973 and headed by Dra. Endang Sasanti, M.A. This laboratory served as an English language education facility for Universitas Brawijaya lecturers in preparation for their studies abroad. Next, with Rector's Decree No. 026/SK/1986, the English Language Laboratory opened a Diploma-1 English study program. On its journey, this laboratory was later transformed into the Technical Implementation Unit (UPT) of English Language in 1993 (Rector's Decree No. 036/SK/1993).

Slowly but surely there emerged the need for foreign language education which led to the establishment of several study programs including the Bachelor's programme in English Literature (Ministerial Decree No. 488/Dikti/Kep/1999), the English Diploma III Program (Ministerial Decree No. 306/Dikti/Kep/2000), the Chinese Language Diploma I Program (Rector's Decree No. 075/SK/2002), the Japanese Language Diploma III Program (Ministerial Decree No. 4219/D/T/2004), and the French Language Diploma III Program (Ministerial Decree 1782/D/T/2005). As the organization and internal governance were improving along with the increasing number of the study programs, the Language and Literature Program was founded in 2006 through Rector's Decree No. 197A/SK/2006 which appointed Dra. Sri Endah Tabiati, M. Ed. as the head of the Language and Literature Program which housed the entire language study programs at that time.

In the course of the Language and Literature Program's existence, the institution generated four leaders before transforming into the Faculty of Cultural Studies. A brief description of the four leaders is as follows:

1. Dra Sri Endah Tabiati (July 2003 – August 2008)



The dream of establishing a faculty of cultural studies had been existing when the pioneers created the UPT of English Language (1993) and the Language and Literature Program (2006). Under the leadership of Dra. Sri Endah Tabiati, M.Ed, the period between the UPT of English Language and the creation of the Language and Literature Program that accommodated the various study programs was a steady period of strengthening not only internal organization and governance but also human resources both quantitatively and qualitatively. During this period, it was noted that the institution was gradually becoming more independent organizationally from the Faculty of Administrative Science as its parent organization. During the same period, various grants for institutional strengthening were also successfully obtained, from the "A4" grant received by the UPT of English Language in 2004 to the TPSDP grant in 2006. During this period too, facilities were developed and human resources were improved by increasing the personnel number and their qualification. It was recorded that in 2005 a large number of candidates for civil servants (CPNS) recruitment (no fewer than 11 people) was carried out by the Language and Literature Program to fill the teaching positions in several study programs including the English Literature, Japanese Literature, and French Language and Literature.

2. Prof. Francien Herlen Tomasowa, Ph.D (August 2008 – 2009) and (August 2009 – August 2013)



In this second period, the plan and aspiration to establish a faculty of cultural studies were finally realized. Continuing the leadership of Dra. Sri Endah Tabiati, M.Ed., Prof. Francien Herlen Tomasowa, Ph.D led the Language and Literature Program for approximately one year (2008 – 2009). During her one-year period of leadership, she formed a task force to prepare a proposal for the establishment of the Faculty of Cultural Studies submitted to the Higher Education Directorate General, which was finally approved and granted a permit for its establishment in 2009. After the formation of the Faculty of Cultural Studies, through Rector's Decree No. 279B/SK/2009, Prof. Francien Herlen Tomasowa, Ph.D was appointed as the Acting Dean of the Faculty of Cultural Studies for the period of 2009–2013 in August 2009. As a new faculty, the organization of its employees and the completion of its working organs were carried out gradually and continuously. During this period, the growth of study programs was relatively fast. At first, before the faculty was established, the Language and Literature Program had managed only three Bachelor's programmes, but within a span of four years, the number became six programs, namely: BA in English Literature in 2011, BA in Indonesian Language and Literature Education, BA in Japanese Language Education, BA in Chinese Language and Literature, BA in Anthropology, BA in Arts, and BA in Linguistics. In line with the increasing number of study programs being managed, the number of students also increased rapidly. During this period, one of the most important material achievements was the construction of the Faculty of Cultural Studies buildings in an area formerly known as the Center for Science Development (PPI).

3. Prof. Dr. Ratya Anindita, M.Sc. (August 2013 – August 2017)



Continuing what had been achieved by the previous leaders, this period was a period of strengthening the now relatively big institutional and academic management. In an effort to strengthen itself institutionally and academically, and to complete the application for the establishment of seven new study programs mentioned based on Decree of the Minister of Education and Culture No. 595/E/O/2014, the faculty received the “B” accreditation for the seven study programs founded in the previous period. Prof. Ratya Anindita, M.Sc, as the second Dean at FCS-UB, tried to develop the faculty and its study programs by pioneering international cooperation and forming international classes for the three study programs, namely English Literature in collaboration with the University of South Queensland, Japanese Literature in collaboration with Hiroshima University, and Chinese Literature in collaboration with CIT. The pioneering of this collaboration was to support the internationalization policy (at least within Asia) launched by UB. Another institutional reorganization by Prof. Ratya Anindita, M.Sc, was forming departments to accommodate the 10 study programs and incorporating the FCS-UB into the newest Organizational Structure and Working Procedure of UB so that institutionally all FCS employees were recognized by the central government in Jakarta. At the end of this period, the Japanese Literature Study Program won an A accreditation by BAN-PT.

4. Prof. Dr. Agus Suman, SE., DEA. (August 2017 – August 2021)



This period was a period of improving the *Tri Dharma* (Three Pillars of Higher Education) execution and enhancing the Quality Assurance System within the Faculty of Cultural Studies (FCS) to increase the competitiveness of both the faculty and the university. Prof. Dr. Agus Suman, SE., DEA. has been serving as Dean at FCS since his inauguration on 28 December 2017 in accordance with Rector's Decree No. 4670/2017. The Odd Semester of the 2020/2021 academic year coincided with the 4th year in his tenure as Dean of FCS. Within these four years, the achievements in Quality Assurance System improvement were: the faculty's success in obtaining an "A" accreditation from the National Accreditation Agency for Higher Education (BAN-PT) for the English Literature Study Program in 2018. In 2019 the same study program began preparing for the international accreditation of the UK-based Accreditation for International Schools, Colleges, and Universities (ASIC); the Japanese Literature Study Program, which has been accredited "A" (BAN-PT, 2017) since early 2019 has been preparing documents to obtain the ASEAN University Network-Quality Assurance (AUN-QA) certification to catch up with other high-quality university study programs across ASEAN. In addition, in order to improve the quality assurance, in 2019 curriculum revision was conducted in all study programs at FCS so that they could satisfy the Outcome-Based Education (OBE) curriculum. This was done in order to produce FCS graduates who are oriented towards results, abilities and soft skills. Meanwhile, in an effort to improve the implementation of *Tri Dharma*, the FCS has collaborated with several leading domestic universities, such as with Udayana University, Bali, and Hasanuddin University, Makassar, in 2019. The collaborations aimed to increase understanding on scholarly disciplines through insights and knowledge gained from research programs and joint publications.

1.2 Vision, Missions, Objectives, and Values

As a guideline and policy direction for the faculty development in the next four years, the vision and missions of FCS-UB are formulated as follows.

1.2.1 Vision

To develop an excellent and noble faculty at the international level in the field of humanities and cultural studies.

1.2.2 Missions

To accomplish this vision, the missions of FCS UB are:

- a. Organizing outstanding education and teaching in the field of humanities and culture
- b. Conducting research and community service that excels in the field of humanities and culture
- c. Disseminating knowledge, especially in the humanities and culture, and strive for its use to improve people's lives

1.2.3 Aims

- a. Producing excellent human resources in the humanities and culture who are faithful to God Almighty, have an entrepreneurial spirit and/or abilities, have broad insight, have discipline and work ethic, so that they become strong professionals and can compete at the international level ;
- b. Finding solutions to problems in the fields of humanities and culture in the context of scientific development and the improvement of social life.

1.2.4 Values

To maintain academic ethics, the entire academic community must uphold a set of values , namely:

- a. academic principles and religion.
- b. ethics, morals, justice, honesty, wisdom and earnest service.
- c. excellence, creativity, innovation, dynamics, and efficiency.
- d. pioneering, independent, and responsible.
- e. initiative, humanity, and having national and global perspectives.
- f. actualization of the philosophical values of Pancasila, the 1945 Constitution and the nature of the implementation of higher education based on "applicable science and scientific applications".
- g. adhering to the principles of a healthy and autonomous organization through programs that are sustainable, transparent, accountable and able to improve the welfare and competitiveness of the nation.

1.3 Strategic Targets

- a. Improved quality of services and activities of the *Tri Dharma* of Higher Education in the field of humanities and culture.
- b. An increasingly accountable, transparent, and autonomous faculty management system in supporting the services and activities of the *Tri Dharma* of Higher Education.
- c. Higher quantity and quality of graduates who are competent in the field of humanities and culture in an increasingly competitive working world.
- d. Higher achievements in the field of humanities and culture nationally, regionally, and internationally.
- e. Better participation and relationship between the faculty and the community in order to improve community welfare.

1.4 Motto

FCS is creative, intellectual, humanist and cultured

1.5 Quality Management System

To guarantee education quality, the FCS actively implements the Internal Quality Assurance System developed by the UB Quality Assurance Center. The administration of education process is monitored regularly with the implementation of an internal quality audit every year. In addition to the internal evaluation, recognition from an external body, i.e., the National Accreditation Agency for Higher Education (BAN-PT), was also obtained as all the faculty's study programs have been accredited. International standard quality assurance has also been implemented by Universitas Brawijaya by obtaining the ISO 9001:2008 certificate.

The quality assurance activities carried out by the FCS are a form of accountability to all stakeholders, namely students' parents, the community as graduate users, and the entire FCS academic community, in an effort to produce graduates who are competitive at the regional, national and international levels. This is of course in accordance with the vision and missions of the FCS.

1.5.1 Quality Assurance Concept

The concept of quality assurance in higher education is explained in several points as follows:

- a. The general definition of quality is the conformity with the standards of national education implementation, and conformity with stakeholders' expectations or fulfilment of promises given. The quality of education at the FCS is interpreted as the achievement of the aims of education and the competencies of the graduates. The achievement of these goals involves inputs, processes, and outputs by following the values and degrees of goodness, virtues, and excellence that are in line with the strategic plan of the FCS.
- b. Graduates of the FCS are proactive in the sense that they are able to adapt to the development of science, technology, and socio-cultural realities that continue to develop dynamically, so that the faculty become an international-standard higher education institution.
- c. Education quality assurance at the FCS also includes the aspects of administrative services, facilities/infrastructures, organization, and management that can meet the expectations of the academic community and the society.
- d. The education quality assurance system at the FCS is designed and implemented to maintain the quality of the academic degrees awarded.

1.5.2 Implementation

The implementation of education within the faculty requires academic rules in accordance with the quality standards set by the university. The quality assurance system is described as follows.

- a. The FCS implements a tiered education quality assurance system in accordance with academic standards and academic policies formulated by the university. At the department level, academic standards and policies, and study programs' academic quality manuals are also formulated, and data reporting on the Higher Education Database (PDPT) is carried out. At the study program level, study program specifications, graduate competencies, manual procedures, and work instructions are formulated. Every year an evaluation is carried out in the form of an Internal Quality Audit (AIM) at the faculty level, and every five years the study programs are accredited by BAN-PT.
- b. In developing and implementing a quality assurance system, the Dean of the FCS is assisted by the Faculty's Quality Assurance Team (GJM) and is guided by the University's Quality Manual.
- c. Furthermore, implementation at the department and study program levels is guided by the Faculty Quality Manual under the control of the Quality Assurance Unit (UJM).

CHAPTER II EDUCATION SYSTEM

Universitas Brawijaya formally adopts the Semester Credit System (SKS) which is based on Rector's Decree No. 22/SK/1976. The SKS Implementation Guidelines for Universitas Brawijaya are published in compliance with the following:

1. Law No. 20/2003 on the National Education System,
2. Government Regulation No. 60/1999 on Higher Education,
3. Minister of National Education Decree No. 232/U/2000 on the Guidelines for the Preparation of Higher Education Curriculum and Assessment of Student Learning Outcomes,
4. Higher Education Content Standards by the BAN-PT (2010),
5. Regulation of Research and Higher Education Minister No. 44/2015 on National Standards for Higher Education
6. Implementation Instructions of Credit System for Universities,
7. Guidelines for the Administration of the Semester Credit System-Based Higher Education Processes
8. Instructions for Lecturers in the Education Administration System based on the Semester Credit System.

Universities as higher education institutions must always pay attention to the following six factors:

- a. Students as learners naturally have individual differences in talent, interest, and academic ability.
- b. The demands for experts are increasing.
- c. Science and technology are developing rapidly.
- d. Educational facilities such as lecture halls, libraries, and laboratories must be adequate.
- e. The quality of Supporting staff influences the success of academic activities.
- f. Lecturers as the main facilitators in the enactment of Semester Credit System determine the education results.

Accordingly, a good education system is the one that pays attention to and optimally considers these six factors and Semester Credit System is considered as the best system.

2.1 Basic Definition of Semester Credit System

2.1.1 Credit System

One way to measure the achievement of learning outcomes is by using a credit system. The credit system is explained in several points below:

- a. Credit system is a system to measure student's study load, lecturer workload, and the load of the Study Programme, stated in credits.
- b. Credit is a unit or entity that quantitatively represents the content of a course.
- c. The features of the credit system are :
 - (1) In the credit system, each course is valued with a credit value.
 - (2) The number of credit values for different courses is not necessarily the same.
 - (3) The number of credit values for each course is determined by the basis amount of effort needed to achieve and master certain competencies through study activities in the forms of face-to-face lectures, practicums, field works, assignments, or other tasks.

2.1.2 Semester System

The implementation of study refers to the semester units described in the following points

- a. The semester system is a system of administering educational programs that uses a semi-annual time unit called a semester.
- b. Semester is the smallest unit of time to represent the length of an educational activity in a certain educational level/program. One semester is equivalent to 16-19 effective weeks of study including final exams, or a maximum of 22 working weeks counting the re-evaluation time and reading weeks (tentative).
- c. The implementation of education in one semester consists of study activities in the form of face-to-face lectures, practicums, field works, seminars, as well as structured and independent academic activities.
- d. In each semester a number of courses are offered and each course has a weight stated in Semester Credit Units (CU), in accordance with provision stipulated in the respective Faculty of Cultural Studies curriculum.

2.1.3 Semester Credit System

The Semester Credit System is an educational system to measure the weights of courses in credits .

- a. The Semester Credit System (hereinafter abbreviated as SKS) is the amount of learning time imposed on students per week per semester in their learning process through various forms of learning activities, or the amount of recognition for the success efforts of the students' in participating in curricular activities in a study program.
- b. The SKS has two very important purposes: general and specific purposes.

1) General Purposes

In order to meet the demands of the university development, it is necessary to provide a varied and flexible educational programme . This programme will provide a greater possibility for students to select courses in the curriculum to match their individual learning strategies , plans and conditions, in order to achieve the best academic results .

2) Specific Purposes

- a) To provide an opportunity for capable and hard-working students to complete their studies faster.
 - b) To provide an opportunity for students to take courses that match their interests, talents, and abilities.
 - c) To provide the possibility to implement the education system with various inputs and outputs .
 - d) To facilitate curriculum adjustments from time to time to adjust the current rapid development of science and technology.
 - e) To ensure that the evaluation system on students' learning progress can be carried out at its best .
 - f) To open possibilities for credits transfer between study programmes or between faculties in one university or between partner universities.
 - g) To open possibilities for students transfer from one university to another or from one study programme to another in a particular university.
- c. Every semester, each course or similar academic activity is offered along with its CU which states the value of the activities in the course.

2.2 Credit Value and Study Load

2.2.1 Semester Credit Value for Lectures

For Lectures , the value of one CU is determined based on the activity load which includes the following activities per week.

a. For students

- 1) Fifty minutes of scheduled face-to-face learning activities with lecturers, such as lectures, tutorials, and others.
- 2) Sixty minutes of structured assignment activities, in the form of learning activities that are not scheduled but are included in the syllabus, such as take home assignments and problem based projects.
- 3) Sixty minutes of independent learning activities. They are activities that must be carried out to explore, and to prepare academic assignment, such as reading reference books.

b. For lecturers

- 1) Fifty minutes of scheduled face-to-face teaching activities with students.
- 2) Sixty minutes of structured teaching activities, in the form of designing and evaluating teaching activities.
- 3) Sixty minutes of course material development.

2.2.2 Semester Credit Value for Seminars, Practicums, Field Studies, Internships, Research and other similar Activities

- 1) Semester Credit Value for seminars: one CU is 110 minutes of face-to-face activity per week plus 60 minutes of a self-paced activity per week per semester.
- 2) Semester Credit Value for practicum/clinical skills in on-campus laboratories/workshops/studios: one CU is a task load in the laboratory/workshop/studio equivalent to 170 minutes per week for one semester.
- 3) Semester Credit Value for field practicum /field work/field trip : one CU is a task load in the field equivalent to 170 minutes per week for one semester.
- 4) Thesis/final project/artwork equivalent to the activity of researching/model-making/art work making and/ or exhibiting/planning/designing in the undergraduate programme is equivalent to 6 CU (6 x170 minutes) per week, per semester.

2.2.3 Study Load in A Semester

Students' study load in one semester is measured based on the average learning time per day and individual learning activities. In general, people work for an average of 6-8 hours a day for six consecutive days. A student is required to study longer because the student is expected to study during the day and night. If a student studies for an average of 6-8 hours during the day and 2 hours at night for six consecutive days, the student is estimated to have studied for 8-10 hours a day or 48-60 hours a week. Therefore, one semester credit value is approximately equivalent to three hours of work, so that the students' study load for each semester will be equal to 16 - 20 semester credits or an average of 18 semester credits.

In determining the study load for one semester, it is also necessary to pay attention to individual abilities. Individual abilities can be seen from the student's achievement on the previous semester's study, as measured by Grade Point Average or GPA. The GPA is calculated using the following formula :

$$IP = \frac{\sum(K \times N)}{\sum K}$$

Description:

K	= Credit of a course unit
N	= Grade of a course unit
$\sum K$	= The number of credits taken in a given term/semester
$\sum(K \times N)$	= The sum of the result of K multiplied by N for each course unit

2.3 Curriculum

Curriculum as a guide for teaching and learning processes at UB is in accordance with Minister of National Education Decree No. 232/U/2000 dated 20 December 2000, Law Number 20/2003 on the National Education System, and Director General of Higher Education Decree No 43/DIKTI/2006 and Research, Technology, and Higher Education Minister Decree No. 44/2015 on the National Standards for Higher Education. The curriculum for the Diploma and Undergraduate Programmes comprises courses as follows.

a. National-Level Courses

1. Religious Education
2. Pancasila Education
3. Civic Education
4. Indonesian Language

b. University-Level Courses

1. Final Project
2. Community Service (PKM)
3. Entrepreneurship
4. English

c. Faculty-Level Courses

1. Indonesian People and Culture
2. Epistemology

d. Department-Level Courses

1. Department of Language and Literature
 - a. Introduction to Literature
 - b. Introduction to Linguistics
2. Department of Language Education
 - a. Introduction to Education
 - b. Educational Psychology
 - c. Learning Management and Orientation Programme (P4)
3. Department of Arts and Cultural Anthropology
 - a. Anthropology of Art
 - b. Creative Writing

e. Study Programme-Level Courses

The courses offered by study programs can be seen in the book of curriculum .

2.4 Academic Ability Assessment

Learning achievements are measured to determine the grade of each course taken by students. Some of the provisions related to this are explained in the following points.

- a. General Provisions
 - 1) The assessment of student academic ability in a course is carried out through structured assignments, quizzes, mid-semester examinations, final examinations, and practicum activities.
 - 2) Structured assignments, in assessing student academic ability of a course in one semester, are given at least two times in one semester.
 - 3) Mid-Semester and Final Examinations are conducted according to the schedule specified in the academic calendar.
 - 4) Assessment through structured assignments, quizzes, mid-semester examinations, final examinations, and practicum exams, is intended to determine the final score (FS) with certain weights.
- b. Final Grade
 - 1) Assessment of student academic ability in each course is based on three alternative assessments as follows.
 - a) Using the Criterion-Referenced Assessment (PAP) system by determining the passing grade.
 - b) Using the Norm-Referenced Assessment system (PAN) by comparing a student's score with that of his peers in the group.
 - c) Using a combined system of PAP and PAN, by determining the passing grade first, and then comparing the score relative with the group's score. The recommended assessment systems are the PAP or a combined PAP and PAN.
 - 2) The results of the course final assessment are stated in Quality Letters and Scores as shown in the following table.

Quality Letters	Quality Numbers	Class	Scale
A	4	Outstanding	81-100
B+	3.5	Excellent	76-80
B	3	Superior	70-75
C+	2.5	Good	61-69
C	2	Satisfactory	56-60
D+	1.5	Adequate	51-55
D	1	Low Pass	45-50
E	0	Low Failure	0-44

- 3) Each activity is scored with a quality letter (E-A) which is then converted to a quality number (0-4)
- 4) The calculation of the final score is done by giving a weight to each course component in the semester with the following details.

● Quiz (K)
● Structured Assignments (TS)
● Practicum (P)
● Mid-semester Examinations (UTS)
● Final Examinations (UAS)

Adjustments to the details of the scoring above can be made according to the characteristics of the course. Each of the items above is rated on a scale of 0-100. One example of weighting is by using the following formula:

$$NA = 0.15 K + 0.20 TS + 0.10 P + 0.25 UTS + 0.30 UAS$$

Description:

NA = Final Score

K = Quiz

TS = Structured Assignments

P = Practicum

UTS = Mid-semester Examinations

UAS = Final Examinations

or using other formulas appropriate to the course design and course outcome targets.

5) Course Retake Policy

Students wishing to improve their scores can propose or retake a programme in their Study Plan Card (KRS) within the semester in which the course is offered with the following provisions.

- a) The minimum score for retaking the course is $\leq C+$.
- b) The course retake/repeat is allowed once only, either in the regular or the intermediate semesters.
- c) In the event of an extraordinary case, the course retake is at the discretion of the head of the study programme and Vice Dean I for Academic Affairs

2.5 Evaluation of Academic Performance

A student's academic performance is expressed by a GPA in numbers. Evaluation of student academic performance is conducted to determine whether students can continue their studies or not. This evaluation can be carried out at the end of each semester in the first, second, third, and fourth years, as well as the end of the study.

a. End-of-Semester Academic Performance Evaluation

Evaluation of end-of-semester academic performance is carried out at the end of each semester on the courses taken by students. The evaluation acts as a benchmark for the credit amount allowed in the following semester. The results of this evaluation are reported in the Study Result Card (KHS). The GPA achieved in the semester that has just ended is used in the following semester. The terms for determining the next semester's study load are as follows:

b. First Year Academic Performance Evaluation

First year academic performance evaluation is carried out at the end of the first year starting from the first time a student is enrolled at the FCS-UB. Students are allowed to continue their studies if they meet the following requirements.

- 1) Have obtained at least 20 credits.
- 2) Have achieved a cumulative GPA of > 2.00 which is calculated from the 20 credits of courses with the best scores.

c. Second Year Academic Performance Evaluation

Second year academic performance evaluation is only carried out on students enrolled in the said academic year. Students are allowed to continue their studies if they meet the following requirements.

- 1) Have accumulated at least 48 credits.
- 2) The Cumulative GPA is at least > 2.00 which is calculated from the 48 credits of courses with the best scores.

d. Third Year Academic Performance Evaluation

Third year academic performance evaluation is only carried out on students enrolled in the said academic year. Students are allowed to continue their studies if they meet the following requirements.

- 1) Have accumulated at least 72 credits.
- 2) The Cumulative GPA is at least > 2.00 which is calculated from the 72 credits of courses with the best scores.

e. Fourth Year Academic Performance Evaluation

Fourth year academic performance evaluation is only carried out on students enrolled in the said academic year. Students are allowed to continue their studies if they meet the following requirements.

- 1) Have accumulated at least 96 credits.
- 2) The Cumulative GPA is at least > 2.00 which is calculated from the 96 credits of courses with the best scores.

f. End-of-study Academic Performance Evaluation

By the end of their study, students must meet the following requirements:

- 1) Have accumulated a minimum of 144 credits.
- 2) The cumulative GPA is at least 2.00.
- 3) Have no E scores.
- 4) The D and/or D+ grades do not exceed 10% of the credit load determined by the faculty.
- 5) The thesis score is C or higher

g. Implementation of Evaluation

The evaluation is conducted through the process of summoning, consulting, making a statement letter, monitoring, and issuing a dismissal recommendation letter.

2.6 Study Deadlines

The bachelor's programme must be completed in no more than seven years, starting from the time the student is enrolled as a student. If it turns out that up to the specified study period the student has not completed his BA studies, the person concerned is declared unable to continue his study period. The seven-year study period does not include the academic leave/terminal leave, but students who do not re-register without Rector's permission will still be considered running his study period.

2.7 Judicium

- a. The judicium is administered in accordance with the academic calendar, and the schedule is set by each faculty. Students are allowed to take part in the judicium if they are free from any obligation (financial, academic, library, etc.).
- b. A student can be declared to have passed the BA program if he has met the requirements and does not exceed the maximum study period of 14 semesters.
- c. The graduation predicate is awarded based on the Cumulative Grade Point Average (Cumulative GPA). The *Cum Laude* predicate shall take the maximum study period (4 years for the BA degree) into account. In addition, the student has never been subject to any disciplinary or academic sanction, has no C+ (minimum B) grade, and can meet other requirements set by the faculty.

2.8 Graduation Predicates

Student graduation at the end of the eight-semester Bachelor's programme is expressed in different predicates, namely:

- a. The graduation predicates contain three levels, namely satisfactory, very satisfactory, and with honours, as stated in the Academic Transcript. The predicate of graduated with honours (*Cum Laude*) is awarded by considering the maximum study period, where for the Bachelor's programme it is eight semesters, there is no C + (minimum B) grade, and has never received any disciplinary sanction.
- b. The Cumulative GPA as the basis for awarding the predicate is as follows:
 - 1) GPA of 3.51 - 4.00 : With honours (*Cum Laude*)
 - 2) GPA of 3.01 – 3.50 : Very Satisfactory
 - 3) GPA of 2.76 - 3.00 : Satisfactory
 - 4) GPA of 2.00 - 2.75 : -

2.9 Intermediate Semester

An intermediate semester is established to create the academic strategy for an efficient study period.

- a. Definition
An intermediate semester program is a course program carried out during even semester holidays in addition to internship activity.
- b. Aims
The Intermediate Semester Program aims to allow students to:
 1. improve the scores of the courses they have taken;
 2. take a new course that does not have a practicum component.so that students will raise their cumulative GPA, shorten their study period, and avoid dropping out of study. Further implementation is regulated by the faculty.
- c. Implementation
The implementation of the intermediate semester program includes face-to-face activities, practicums (if the course has a practicum), structured tasks, independent assignments, mid-semester examinations, and final examinations. Face-to-face lectures are held for eight weeks or 16 meetings including the intermediate mid-semester exams and end-of-intermediate-semester exams. The intermediate semester is implemented at the Study Program level, and coordinated jointly by the Department and Vice Dean for Academic Affairs. Funding for the intermediate semester program is incurred to students and the amount is regulated based on a Dean's Decree.
- d. Curriculum and Academic Regulations
Curriculum and academic regulations in the intermediate semester still refer to the curriculum and academic regulations in force at that time. The course scores in the intermediate semester follow the provisions for score weighting.
- e. The maximum student study load is nine sks.

2.10 Student Transfer Regulations

During the study period, students are allowed to shift study programs within the faculty or between faculties with the following conditions:

2.10.1 Student Transfer Regulations between Faculties

Students who are eligible for transfer between faculties in Universitas Brawijaya are as follows.

- a. For the Bachelor's programme, the students should have completed **at least two semesters and a maximum of four semesters** and have accumulated credits with the following rules.

- 1) For 2 semesters, 40 credits with a GPA of 3.00
- 2) For 4 semesters, 80 credits with a GPA of 3.00
- b. Students come from a faculty of an appropriate field of study and the same degree level.
- c. Students are not dismissed due to not meeting the academic requirements, proven with a certificate.
- d. Students never violated any regulation in the faculty of origin as proven by a certificate from the faculty.
- e. Transfer approval from the faculty of origin.
- f. The dean of the destination faculty shall state in writing his willingness to accept the students.
- g. Cross-faculty transfer may be done once (one time) only as long as the person concerned is a student of Universitas Brawijaya.

2.10.2 Procedure for Submitting a Transfer Application

The procedure for submitting a transfer application is as follows.

- a. The application for transfer is submitted with strong reasons to the Rector of UB with a copy to the Dean of the FCS-UB .
- b. The application must be attached with the following:
 - 1) Original score transcript from the university of origin .
 - 2) A transfer letter from the faculty of origin.
 - 3) An approval letter from the parent/guardian/workplace
 - 4) A certificate of never violating regulations of the faculty of origin.
- c. Time of transfer application
 - 1) The transfer application must be received by UB no later than one month before the start of the new academic year (odd semester).
 - 2) The transfer application will not be considered if the time limit as referred to in point (1) of this article is not met.

2.10.3 Regulations for Transfer between Study Programs

Students who meet the requirements can apply to shift their study program within the FCS-UB . The transfer application is submitted to the Dean and acknowledged by the Academic Advisor , Head of Study PProgramme and Vice Dean of Academic Affairs, and attached with a score transcript (three copies). Applications for student transfer shall be approved by the Dean considering inputs or approval from the Head of the original Study PProgramme, taking into account the capacity of the desired study program .

2.12 Teaching and Learning Process for Students with Disabilities

2.12.1 Definition

According to the Service Guidelines for the Disabled issued by the Directorate General for Higher Education, a student with disabilities is the one who has impairments, barriers, or difficulties in doing certain activities, which result in that person requiring special aids, environmental modifications or alternative techniques to be able to participate fully and effectively in attending education at higher education institutions, including the deaf, blind, quadriplegic, and autistic.

2.12.2 Teaching and Learning Process

The limitations and/or obstacles experienced by students with disabilities require efforts to modify the methods and/or tools so as to enable them to participate in learning activities optimally. Below are the parties involved in the teaching and learning process of students with disabilities.

a. Supporting Staff

1. Creating media and implementing a disability-friendly learning process.
2. Academic Supervisory Lecturers are required to have intensive communication with the students and their guardians.

b. Academic Staff

1. Providing acceptable administrative services for students with disabilities.
2. Providing facilities and infrastructure to support the optimal learning process and administration for students with disabilities.

c. Companion

1. The companion functions as a peer support service that plays a role as a friend and mentor to help students with disabilities adapt and socialize whilst the students participate in learning activities.
2. The companion performs his functions until the fourth semester (two years). If deemed necessary, after an evaluation on the students with disabilities, the mentoring process can be continued as needed.

Notes : For other issues about teaching and learning processes for students with disabilities not regulated in this guideline, please refer to the Service Guidelines for the Disabled from the Directorate General for Higher Education (2017) or other guidelines applicable in UB.

2.13 BA Final Project

A final project is a student's project at the end of his study during the BA study. A few things related to the final project are explained in the following points

a. Definition

The final project and final exams for BA studies are the final assignment and exam that students must take as a prerequisite for obtaining a bachelor's degree.

b. Aims

The final exam for BA studies is carried out orally and aims to evaluate students' mastery of knowledge and its application within the field of expertise according to what students have written in their BA final project (thesis).

c. Final Project Forms

1. A scholarly work in students' field of study is written based on research and literature review given that they have passed the prerequisite courses.
2. A scholarly article which is published in an accredited national/international journal can be equated with a thesis. This conversion can be recognized while students are still required to write a thesis (from the article according to the thesis writing guideline) without thesis examination and are declared to have passed the thesis with an A grade.
3. A scholarly work that has been nominated as a finalist on national/international level scholarly writing competition that is written under the guidance of a supervisor can be recognized as equivalent to a thesis (with the same conditions as point a).
4. A creative academic writing in the field of the student's scientific discipline and is written under the guidance of a supervisor and presented in a national/international seminar can be recognized as equivalent to a thesis.
5. A literary work written by a student is considered to have the same weight as a thesis

The work as referred to in points 1, 2, and 3, which is the result of the group work, is equivalent to thesis (see thesis writing guidelines for further explanation).

2.13.1 Requirements for Undertaking the Final Project

Students are allowed to undertake the final project of the BA study if they meet the following requirements.

- a. Enrolled as students in the said academic year.
- b. Have collected at least 120 CU.
- c. The Cumulative GPA is at least 2.00.
- d. Have taken the Research Methods course with a grade of C or higher.
- e. Have met specific requirements set by each Bachelor's programme as stipulated in the Thesis Writing Guidelines.
- f. When registering for the thesis exam, they have no final scores of E and D and/or the score of D+ are no more than 10% of the CU earned.

2.13.2 Final Project Supervisor Requirements

To write the final project, students are guided by a designated supervisor

- a. The thesis writing supervisor has at least the academic position of Assistant Professor and a master's degree, or can be appointed by the Dean of the Faculty by considering the potential and available resources.
- b. Other requirements refer to the Thesis Writing Guidelines.

2.13.3 Supervisor's Tasks

- a. Helping students in preparing the thesis so that they can complete the thesis within one semester.
- b. Monitoring the progress of the student's thesis writing. Supervisors are obliged to remind their students to inform the progress of the thesis writing.
- c. Ensuring the students' thesis writing in accordance with the Thesis Writing Guidelines of the FCS-UB.
- d. Being present when students are holding the thesis seminar.
- e. Being present when students are doing the thesis examination.

2.13.4 Procedure and Method for Making a Final Project

The procedure and method for writing the final project are specified in the Thesis Writing Guidelines.

2.13.5 Final Project Credit

The final credit unit of the thesis is six credits.

2.13.6 Final Project Completion Time

- a. The final project must be completed within six months since the final project decree was issued by the Study program (since students programmed the thesis in the KRS).
- b. The time extension for completing the final project must be approved by the Head of the Study Program.
- c. The student not able to finish his/her final project within 14 semesters is suggested to resign.

2.13.7 Final Project exam

The procedure for the final project examination is stipulated in the Thesis Writing Guidelines.

2.13.8 Submission of Final Project Documents

- a. Students are required to revise the final project no later than three weeks after the examination, in consultation with the supervisor .
- b. Students are required to submit three hard copies of the final project whose Colour colours and binding style are determined by the Study Programme along with the softcopy and the scholarly article derived from the final project.

Other provisions regarding the writing of the final project are explained in the Thesis Writing Guidelines of the FCS .

CHAPTER III ACADEMIC SYSTEM

To meet the demands of a credit system, step-by-step implementation of education administration is regulated and implemented centrally through an online academic system or SIAKAD.

3.1 Requirements for Credit System Administration

To implement a good credit system, several conditions must be fulfilled. Academic handbook is provided before the academic year begins, and some of the contents are:

- 1) Explanation of the semester credit system,
- 2) Explanation of the education objectives,
- 3) Explanation of academic regulations related to lectures, examinations, academic performance evaluation, student transfers, and others,
- 4) Explanation of education administration management,
- 5) Explanation of counselling, and academic advisory,
- 6) Explanation of campus life etiquettes,
- 7) Course flow chart for the Course Selection Guidelines (KRS planning).

3.2 Single Tuition Fee (UKT) Payment Provisions

All terms and conditions for the payment of the Single Tuition Fee (UKT) are determined by the Rector of UB. All students, both current and new, are obliged to pay an amount of single tuition fee or UKT according to the time of administrative registration and procedures set by the Rector through admission announcement accessible via <http://www.ub.ac.id>

Students who are unable to pay UKT can apply for financial assistance to the Rector by:

1. Accessing page <https://bantuankeuangan.ub.ac.id> for information on the schedule and the submission guidelines.
2. Filling in the financial aid application form completely and honestly.
3. Monitoring information on the approval of their request for assistance through SIAM (<http://www.siam.ub.ac.id>).

Students who are *late or do not* fulfil the administrative registration are advised to immediately apply to the Rector for an online application of academic leave SIAM.

3.3 Implementation of Credit System Administration

To carry out credit system administration, several stages of activities are needed in each semester, all of which shall be done consecutively according to the explanation in sub-chapters 3.3.1 to 3.3.5 as follows:

3.3.1 Academic Registration

Academic registration is registration to select courses taken by students in the upcoming semester. Accordingly, an academic registration will take place at the beginning of each semester. To begin the academic registration, it is necessary to prepare it beforehand. The following documents are required for this academic registration stage.

- a) List of Academic Advisors (PA)
- b) Completion guidance followed by related cards, namely:
 - 1) Proposed Study Card Plan (RKRS)
 - 2) Card Study Card Plan (KRS)
 - 3) Study Result Card (KHS)

3.3.2 Completion of Proposed Study Card Plan (RKRS)

The RKRS is carried out at the beginning of the semester after the administrative registration, and is limited in time (information can be monitored via <https://FCS.ub.ac.id>). This document completion is done under the guidance of the PA. For new students, their first semester study plan must adopt the predetermined study load. Next semester's study plan is determined by students' achievements in the previous semester. The number of study load that may be taken in the next semester is determined by the GPA with the approval of the PA. The semester study plan, that has been approved by the PA under the coordination of the department in the Faculty, is then submitted to the faculty's academic affairs staff.

3.3.3 Completion of Study Card Plan (KRS)

The completion of KRS is carried out online through www.siam.ub.ac.id

- 1) For new students (in their first semester), the student's study load and study plan for the semester has been set in the form of first-semester-program package (automatically program in SIAM).
- 2) The number of study loads in the next semester's study plan is determined by students' achievement as measured by their previous semester's GPA (automatically program in SIAM).
- 3) The number of study loads that a student may take is regulated in the following provisions.

Last Semester GPA	Next Semester Study Load
≥ 3.00	22 - 24 CU
2.50 - 2.99	19 - 21 CU
2.00 - 2.49	16 - 18 CU
1.50 - 1.99	12 - 15 <u>CU</u>
< 1.50	< 12 CU

- 4) The online KRS is declared effective after being validated by the PA through the Lecturer's system of academic administration (SIADO) during the academic registration period.

3.3.4 Course Amendment or Cancellation

Course cancellation is the cancellation of the course plan which therefore the relevant course will not be tested in the said semester. Students wishing to cancel a course are given the opportunity to cancel course no later than the second week of the semester. This cancellation must be approved by the PA and the head of the Study Programme and is immediately reported to the faculty's academic affairs staff.

Course amendment is to replace a course with another course in the same semester. This is only permitted if there is an extraordinary and urgent reason after the KRS completion period ends. The time window to cancel or to amend courses is no later than the first week of the semester. This amendment must be approved by the PA and the head of the Study Programme and immediately reported to the faculty's academic affairs staff.

Terms of course amendment are as follows.

- 1) An amendment in the semester study plan, usually referred to as *batal tambah* of a course. It covers changing, adding, or cutting a course in the KRS without increasing the credit load that has been set.

- 2) To amend the list of courses in the KRS can be done by submitting the changed KRS that has been approved by the PA to the Faculty's Academic Affair Staff before the specified due date .
- 3) The amendment to the semester study plan can be implemented at a maximum of two lecture meetings at the beginning of the semester .
- 4) Students can change their semester study plan by cancelling a course listed in the KRS or Course Amendment Card (KPRS).

3.3.5 Sanction for Academic Registration Negligence

Students who have paid the tuition fee (UKT) but do not fill in the online KRS at the specified time will have their status **enrolled but not active**. All academic activities (lectures, practicums, and examinations) of the students in that semester are declared invalid so they are not entitled to any academic grade or final grade.

3.4 Courses

3.4.1 Course Codes

Each course has a code consisting of eight digits, namely (1) the first three digits are uppercase letters explaining the course content code (UB/Faculty/Department/Study Programme), (2) the fourth digit indicates the degree level (Diploma/ Bachelor/ Master/Doctor) (3) the fifth digit indicates the semester the course is offered (odd/even/or always offered) (4) The last 3 digits is the serial number of the course.

3.4.2 Face-to-face Lectures and Practicum Activities

- a. Students are required to take part in all face-to-face lectures, practicums, and other academic activities in accordance with the list of courses taken in the SIAM in an orderly and regular manner according to the applicable regulations.
- b. During the lectures and practicums, structured assignments, which are components of academic assessments, are also given.
- c. The scoring code "K" is given to the students when the lecturer has not publish the course score, hereby the students need to notify the lecturer otherwise the scoring code will change into score code "E"

3.4.3 Attendance

- a. Attendance list is made based on the online KRS programmed by the students
- b. Students whose names are not listed in the attendance list must immediately report to the supporting staff . Students are not allowed to add/write names in the attendance list.
- c. The attendance list is signed by the person concerned according to his or her name. Failure to sign in the attendance list is considered absent .
- d. After each lecture, the attendance list will be returned to the class service officer to be recapitulated and will be marked if a student does not sign it.
- e. The lecturer is responsible for the student attendance list during class.
- f. Permission to not participate in lectures or practicum activities within the stipulated time is given if the person concerned is sick (shown by a medical certificate), has an accident (letter from a parent/guardian), do a religious activity, or has a dispensation signed by at least Vice Dean of Academic Affairs or Vice Rector of Academic Affairs or an authorized leader in UB. Permission letters are submitted to the lecturers in charge.
- g. If a student is absent for a maximum of **three times**, the student is not allowed to take the UAS under the condition that the lecturer in charge has shown up at least 14 times, and as a result, his UAS score for the course is declared invalid. The credits for the invalid course are still calculated in the semester's GPA.

3.4.4 Course Retake

1. If a student repeats a course to improve the course score, whether the course credits change or not, the final score included in the transcript is the last score.
2. The courses that may be repeated are those with a C+ score or lower.
3. Repeating students are required to take part in all coursework including practicums.

3.4.5 Changing Class

Changing class is only permitted to those who really have a very strong reason and have received approval from the head of the study programme.

3.4.6 Examinations

1. There are two examinations in each semester, namely UTS and (UAS).
2. The exams can only be taken by those who have programmed the course in their KRS.
3. Examinees must comply with the examination rules.
4. The grade for each course is recorded in the KHS of the student concerned. The final grade is a function of structured academic activities, quizzes, practicums (if any), which are indicated by the scores of the UTS and UAS. Submission of examination results by lecturers should be no later than five days after the examination is finished so that the KHS and next semester's KRS can be updated. The semester KHS shall be downloaded by students themselves via SIAM.

3.4.7 Make-up Examinations

A make-up examination is an examination taken by students outside of the specified time.

1. Students who for some reason cannot attend the examination can take the make-up examination by submitting a letter of request to the lecturer in charge of the course along with evidence supporting the reasons for not participating in the examination.
2. The letter and evidence must be received no later than five days after the examination.
3. Acceptable reasons for taking the make-up examination are as follows:
 - 1) Being sick (proven with a medical certificate).
 - 2) Death of a parent or sibling (letter from a parent/guardian)
 - 3) Doing state, university, or faculty duties, with an official statement from the authorized official (dispensation letter).
 - 4) Performing a religious activity (letter from a parent/guardian)
4. The make-up examination is carried out by the lecturer in charge of the course during the examination week.

3.4.8 Appeal Procedure

The procedure for handling student appeal is designed to allow students to lodge a complaint against an academic decision (score) if the student has strong underlying reasons. Complaints can be submitted no later than one week after the deadline for score announcement and KHS issuing according to the applicable academic calendar, with the following stages:

1. Students must first try to solve the problem through a discussion with the lecturer;
2. If the problem still cannot be resolved satisfactorily, students can submit a written complaint to request a review by the head of the study program.
3. If a student retakes a course to improve the course score, whether the course credits change or not, the final score included in the transcript will be the last score.
4. The courses that may be retaken are those with a $\leq C+$ score or lower.
5. Students who retake a course are required to take part in all coursework including practicums.

3.4.9 Score Improvement

If students are dissatisfied with their final score, they can submit a request for a review on the score to the lecturer no later than one week after the exam week with the predetermined mechanism (see SOP-Appeal Procedure).

3.4.10 Course Retake

- a. If a student retakes a course to improve the course score, whether the course credits change or not, the final score included in the transcript is the last score.
- b. The courses that may be retaken are those with a $\leq C+$ score or lower.
- c. Students who retake a course are required to take part in all lecture activities including practicums.

3.4.11 Cross-Faculty/Cross-Department Lectures within the Faculty

- a. Students are allowed to attend courses at a different faculty or different department within the faculty (FCS).
- b. Students must submit a written application to the Vice Dean for Academic Affairs after obtaining approval from the Head of Study Programme to attend a cross-faculty lecture.
- c. Students must submit a written application to the Head of the Department after obtaining approval from the Head of Study Programme to attend the cross-department lecture.
- d. Other provisions are mentioned in the university academic guidelines.

3.4.12 Course Programming after a Curriculum Change

In programming courses after a curriculum change, students must consult with the head of study programme. This is done in relation to courses that are no longer offered in the new curriculum. The head of study programme shall seek a course with the same scholarly content or convert one course to another. The number of CU of the new course (if conversion occurs) shall not be lower than that of the old course (must be the same or higher).

3.4.13 Grade Administration

- a. KHS
- b. Recording All Student Examination Results
The recording of all student exam results is performed by UB's Academic and IT Divisions.

Students are required to keep their KHS for themselves as it will be used to meet the requirements for other academic activities such as final examinations, registering for intermediate semesters, and so on.

3.4.14 Resitting and Special Examinations

Resitting and special exams are intended for students who will retake UAS to improve their course score. The provisions for resitting and special exams are as follows:

- a. To qualify for resitting, students must take part in all academic activities related to the coursework in the semester in which the course is taken. The resitting is for courses with the score of B or lower, while the final score recorded is the higher one and must not exceed B+. The implementation is based on the policies of each faculty.
- b. Special examinations with special assignments are intended for final semester students who have accumulated 144-160 credits and have completed their final project but their GPA is less than 2.00 or their D/D+ grades are > 10%. This special examination is limited to a maximum of nine credits and held only once during the BA study period. The maximum final grade for this special test is C. The implementation follows the policies of each faculty.

3.4.15 Thematic Community Engagement Programme (KKN Tematik)

Thematic Community Engagement Programme (KKN Tematik) is a set of community service activities held based on certain themes guided by Field Supervisors. The list of activities is prepared based on the UB's Community Engagement Strategic Plan. KKN Tematik allows students to contribute and cooperate in community service programs carried out by the faculty

Academic Requirements

1. Registered as an active BA or professional education student at Universitas Brawijaya.
2. KKN *Tematik* activities are conducted for at least one month.
3. Have taken courses and practicums in accordance with the following requirements:
 - a. Have accumulated a minimum of 80 CU.
 - b. Have registered online on the FCS UB site - <https://FCS.ub.ac.id/kkn/>
 - c. Students, specifically for the Department of Language Education, intending to take part in the KKN must program the course in their KRS according to the semester in which the Learning Recognition and Management Programme (P4) is offered.
4. Not taking any course and/or practicum at the time of the KKN

Administrative Requirements

1. Completed the registration form that is acknowledged by the Vice Dean of Academic Affairs.
2. Obtained parent or guardian permission.
3. Students participating in KKN *Tematik* are required to attend a pre-departure briefing with the specified schedule.
4. Paid life insurance when the briefing takes place

3.4.16 Learning Recognition and Management Programme (P4)

a. Definition

P4 is a compulsory course containing activities that develop student competencies through observation, orientation, and practice of classroom learning management. Thus, the P4 is a program containing planned, programmed, guided activities through internships in schools for students of education majors in order to acquire a professional competence as prospective teachers.

b. P4 Registration Requirements

- 1) Have passed a minimum of 100 credits.
- 2) Have passed the required courses (further info please refer to the P4 guidelines)

- 3) Students intending to take the P4 must program this course in their KRS according to the semester in which the P4 is offered .
- 4) Download the registration form on the website www.FCS.ub.ac.id.
- 5) Filling in and returning the registration form to the Department of Language Education.
- 6) Paying special fees (for students from the independent admission path).
- 7) Willing to be placed in FCS-UB partner-schools according to the criteria set by each school.

3.4.17 Collaborative and Participatory Classes

- 1) The implementation of collaborative and participatory learning needs to be included in the course module (RPS) in the "Learning Method" column.

Minggu Ke-	Sub-CPMK (Kemampuan Akhir yang Direncanakan)	Metode Penilaian			Bahan Kajian (Materi Pembelajaran)	Metode Pembelajaran	Beban Waktu Pembelajaran	Pengalaman Belajar Mahasiswa	Media Pembelajaran	Pustaka dan Sumber Belajar Eksternal
		Indikator	Komponen	Bobot (%)						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
12	Mahasiswa mampu menyusun dan menyajikan ide penciptaan petite entreprise di masa <u>rev. industri 4.0</u> dalam sebuah teks tulis dan video kreatif Grammaire : Futur Simple Vocabulaire : Le monde du travail, la vie professionnelle	Nilai 70 mampu <u>berdiskusi dalam kelompok untuk menentukan ide petite entreprise</u> menyusun dan menyajikan ide penciptaan petite entreprise di masa depan dalam sebuah teks tulis	Kriteria: Ketepatan, kesesuaian materi, kreativitas ide usaha dan bentuk presentasi mind-map Bentuk : pengungkapan lisan dan <u>tulis</u>	10%	Ide <u>petite entreprise</u> secara kreatif Grammaire : Futur Simple Vocabulaire : Le monde du travail, la vie professionnelle	Kolaboratif-Partisipatif : Team Based Project Teknik : • <u>Diskusi kelompok</u> • <u>Pembuat an carte mentale (mind-map) ide wirausaha kreatif</u>	150 menit	<ul style="list-style-type: none"> • Mahasiswa melakukan <u>diskusi dalam kelompok</u> masing-masing berdasarkan <u>topik yang diberikan dosen</u> • Mahasiswa menyusun <u>mind-map dari hasil diskusi</u> • Mind-map <u>dikumpulkan di Google Classroom</u> 	Zoom Meeting Google Classroom	<i>Tu as du boulot</i> Echo 1 Leçon 14 p. 140 p. 159
13	Mahasiswa mampu mempresentasikan ide petite entreprise melalui pembuatan video kreatif <u>berbahasa Prancis</u>	Mampu <u>memproduksi video kreatif tentang ide penciptaan wirausaha kreatif masa rev. Industri 4.0</u> Mampu <u>mempresentasikan usaha kreatif dalam bentuk video kreatif</u>	Kriteria: Ketepatan <u>penggunaan bahasa</u> , kesesuaian <u>dengan petanik</u> , penguasaan materi, kreativitas ide usaha dan bentuk presentasi video kreatif	40%	Ide <u>petite entreprise</u> secara kreatif Grammaire : Futur Simple Vocabulaire : Le monde du travail, la vie professionnelle	Kolaboratif-Partisipatif : Team Based Project Teknik : • <u>Video making</u> • <u>Video publishing</u> • <u>Presentasi on</u>		<ul style="list-style-type: none"> • <u>Memproduksi video kreatif menggunakan berbagai aplikasi teknologi</u> • <u>Mengunggah dalam platform digital</u> • <u>Mempresentasikan di hadapan dosen dan mahasiswa lain</u> 	Zoom Meeting Google Classroom Media <u>Social</u>	<i>Tu as du boulot</i> Echo 1 Leçon 14 p. 140 p. 159

- 2) Collaborative and participatory classes can be applied using the Case Method and Team-Based Project methods
 - a. Case Method
 - students act as “protagonists” trying to solve a case;
 - students conduct case analysis to develop recommendations, aided with group discussions to test and develop the solution designs; and
 - the class discusses actively; the majority of the conversations are done by students. Lecturers only facilitate discussion, ask questions, and do observations.
 - b. Project Method (Team-based project)
 - the class is divided into groups (>1 student) to do the assignment together for a specified period of time;
 - groups are given original problems or complex questions, then given space to create work plans and collaboration models;

- each group prepares a presentation/final work to be presented to the lecturer, class, or other audience who can provide constructive feedback;
- 3) The procedure for using the Case Method and Team-Based Project method is as follows.
- a. Procedure for applying the Case Method
 - Material/concept exploration
 - Case presentation
 - Group formation (if needed)
 - Case solving
 - a. Searching data, information, theory, materials, tools, resources
 - b. Proposing ideas
 - c. Discussion and validation
 - d. Solution formulation
 - e. Writing the work results
 - “Presentation” of work results (group/individual)
 - Class/group discussion
 - Assessment and feedback
 - b. Procedure for applying a team-based project
 - Introduction of material/concept
 - Group formation
 - Project assignment
 - Project Implementation
 - a. Project planning and time schedule
 - b. Searching data, information, theory, materials, tools, resources
 - c. Proposing concepts, designs, ideas, solutions
 - d. Discussion and validation
 - e. Formulation/writing of work
 - Writing a report
 - Presentation of results/products
 - Assessment and feedback given by the lecturer and peers

Note: Provide project implementation instructions/guidelines

- 4) The application of the Case Method and Team-Based Project methods can use the following examples of techniques.
- a. Techniques Samples of Case Method
 - Directed case

The scenario presentation is followed by a discussion with closed-ended questions that can be answered from the lecture material

Strengthening understanding of fundamental concepts, principles and facts
 - Dilemma/decision case

Bring in individuals, institutions or communities who have a case to solve. Students can be shown the real solution after working on the case.

Strengthening problem-solving and decision-making skills

Learning Strategies that can be used.

1. Debate/trial; two different groups
2. Role play; play the specified roles
3. Jigsaw: teach the case solution to peers

- b. Technique Samples of a Team-Based Project

Collaborative Learning Techniques	Characteristics	Aims
Think-Pair-Share	Think individually for a few minutes, then discuss and compare their responses with their partner before sharing them with the whole class.	Prepare students to participate actively and effectively in class discussions.
Round Robin	Generating ideas and speaking sequentially from one student to the next (taking turns).	Organize brainstorming sessions and ensure that all students participate.
Buzz Group	Teams of three to five students formed to discuss informally course-related questions to	Gather a lot of information and ideas in a short time to prepare and develop class discussions.
Talking Chips	Participate in group discussions and hand out a chip /token/card each time they speak.	Ensure appropriate participation.
<i>Three Step Interview</i>	Interview each other and report what they have learned to the other pair.	Helping students connect and develop communication skills.
Critical Debates	Assuming and discussing one side of an issue that contradicts their personal views.	Develop critical thinking skills and encourage students to challenge assumptions .
Note-Taking Pairs	Gather information from student notes to create more developed paired notes.	Help students find missing or skipped information and correct inaccuracies in their notes and learn to become better note-takers.
Learning Cell	Ask each other using questions that students make themselves about assigned readings or other learning activities.	Engage students actively in thinking about content and encourage them to challenge each other to reach a deeper level of thinking.
Fishbowl	Form circles with a smaller group to discuss while the larger group listens and observes.	Provide opportunities for students to make models or observe group processes in an atmosphere of discussion.
Role Play	Assuming the different identity and running a scenario.	Involve students in a creative activity that can help them apply "learning by doing"

Jigsaw Puzzle	Build knowledge about a given topic then share to others.	Motivate students to learn and process information deeply enough to share it to the others.
Test-Taking Teams	Students work in groups to prepare for a test. They perform the test: first individually and next as a group.	Help students assess and improve their understanding of the material while teaching each other exam strategies.

5) Assessments of Case Method and Team-Based Project

- 50% of the final grade must be based on the quality of student's class discussion participation (case method) and/or the final presentation in the project-based learning
- Score weights given to each component of the assessment can follow the example given or adjust to the needs of the course assessment.

Assessment Component		Description	Weight	
1.	Participatory Activities	Student activeness in attendance and interaction in class	10%	
2.	Project Results	Making learning media in groups within a predetermined time duration (1 month) which is exhibited on the Google Site	40%	
Subtotal			50%	
3.	Cognitive/Knowledge	Assignment	Assignment is given to students to measure the achievement of sub course learning outcome (individually, in pairs, or in groups)	10%
		Quiz	Quizzes can be given individually after achieving several sub course learning outcomes	10%
		UTS	UTS is carried out as a form of learning evaluation on the 1st through 7th meetings	15%
		UAS	UAS is carried out as a form of learning evaluation from the 9th to the 15th meetings	15%
Subtotal			50%	

3.5 Recognition of Learning Experiences

To improve the academic atmosphere and to give students opportunities to experience studying outside the classroom as expected in the Freedom to Learn-Independent Campus (MBKM) Programme, students are allowed to convert a number of academic, non-academic, co-curricular, or extra-curricular activities into course credits. This form is called Recognition of Prior Learning Experiences (RPL). The recognized credits can be used to meet the minimum credit requirements for the study programme graduation. The RPL mechanism can be regulated by each Study Programme with the following conditions:

1. The Study Programme determines what types of learning experience activities that can be recognized or equivalent to course credits, namely :
 - a. student won awards in national or international scholarly or non-scholarly competitions;
 - b. students wrote a book;

- c. students obtained Intellectual Property Rights over a copyrighted work or part of the team that obtained it.
 - d. students obtained a certificate from a certification program recognized nationally or internationally;
 - e. students acted as judges or reviewers in a national level activity
 - f. and other similar activities as stated in the final project guideline;
2. The general rules of RPL is regulated by a Rector's Regulation.
 3. The faculty stipulates the conversion rules of activities recognized to be equivalent with credit value .
 4. The conversion process is carried out after the activity is completed, and is reported or processed to obtain credit conversion recognition by an assessment panel appointed by the Study Programme or the Department.
 5. students can include the obtained score s and credits in their KHS by programming the conversion course in the KRS at the beginning of the current semester, or in the following semester, only after the students receive a proof of credit recognition of the activity.

3.6 Administrative Registration

Administrative registration is a service to obtain registered status as a student at the FCS-UB . Administrative registration activities must be carried out by all students in an orderly manner at the beginning of each semester in accordance with the provisions in the UB Academic Handbook. All administrative registration activities are conducted online.

If during the academic registration period, students fail to complete, several sanctions will be imposed, namely:

1. Students who are late or do not complete administrative registration in a semester will be declared as unregistered students of the FCS-UB.
2. Students who are unregistered for more than two consecutive semesters are considered to have resigned as students of the FCS-UB .
3. There is no time extension for administrative registration.
4. Current students who are unregistered as stated in dictum (2) can apply for an academic leave to the Rector no later than one month after the closing of the administrative registration.

3.7 Academic Leave and Terminal Leave

During their study period, students are allowed to take an academic or terminal leave with the following conditions:

1. Academic leave and terminal leave is a delay in administrative registration within a certain period of time with Rector's permission so that it is not counted as a study period and can be carried out starting in semester 1.
2. Academic leave and/or terminal leave can be taken by students with the status of a active, registered, Academic leave, and terminal leave (in the previous semester) and their study period has not expired. Academic leave and/or terminal leave for the previous semester (backwards) is not permitted.
3. Academic leave is applied online through SIAM no later than one month after the end of the re-registration period and is not subject to tuition fees in the proposed semester.
4. Terminal leave is applied when it exceeds one month after the end of the re-registration period and is subject to tuition fees in the proposed semester. Applications for academic leave and/or terminal leave are submitted online by the student concerned
5. students can apply for academic leave and terminal leave per semester or per year and can be extended for a maximum of four semesters or two cumulative years. Applications for academic leave and/or terminal leave are made per semester.

6. The time period of the academic and terminal leave is not taken into account in determining the length of study, while students who do not re-register without Rector's permission or students who are temporarily suspended due to academic sanctions are still considered for their study period.
7. The maximum credit load that can be taken after returning back from academic leave is 18 CU .
8. The academic status of students on academic leave and/or terminal leave on the system is Terminal Leave.

3.8 Student Identity Card (KTM)

Students at the FCS are identified by their ownership of the KTM. A few things related to this are explained in the following points.

1. The KTM is a personal identification for UB students.
2. The KTM is given directly to students who completed the admission requirements.
3. The KTM that does not match student data should be reported to the Academic Division of the university to be replaced. Meanwhile, the student can use a temporary KTM.

3.9 Academic Advisors (PA)

PA are permanent lecturers of a higher education institution that can appropriately provide academic advice so that students can perform their duties as students. The assistance is provided by PA so that individual students become more independent.

3.9.1 General Duties of Academic Advisor

In guiding their students, PA have the following duties:

1. explaining educational administration (academic regulations, the definition of credits, learning strategies, how to improve GPA, how to speed up graduation, how to fill in a KRS , and so on).
2. receiving student reports concerning difficulties when participating in academic activities.
3. motivating students to enjoy discussions, seminars, or scholarly writing.
4. providing recommendations on student academic performance for certain purposes.
5. giving warnings about academic evaluations to students in accordance with applicable regulations.
6. at the time of academic registration when the semester begins, the PA is obliged to perform his advisory duties with the following activities.
 - a) Processing the KRS filling and being responsible for its contents.
 - b) Verifying the number of CU that students may take in the semester by taking into account the applicable regulations.
 - c) Researching and giving approval to semester courses planned by the student in the KRS.
 - d) When deciding on the number of the CU , the PA must provide sufficient explanations of the decision taken so that students understand and accept the decision .
7. PA shall meet with their students at least three times in one semester to monitor student academic progress. The first meeting is held at the beginning of the semester when students fill in the KRS , the second meeting is in the middle of the semester after students finish the UTS , and the third meeting is at the end of the semester before the UAS .
8. Receiving the copy of the students' KHS under supervision at the end of each semester and examining the students' academic performance through the KHS.
9. Approving the KRS , , Control Card, application letter for transfer, permission application letter not to attend lecture/practicum due to important reasons other than illness/accident,

application to attend cross-faculty lectures, KRS for intermediate semester, and application letter to take a make-up examination .

10. Helping students in developing their personality to think and behave according to applicable norms.

3.9.2 Special Duties of Academic Advisor

Having intervention strategies for student problems. If deemed necessary, the PA can consult with the faculty leaders or contact the parents of the mentored students to resolve the student's problems.

CHAPTER IV

IMPLEMENTATION OF OUTCOME-BASED EDUCATION (OBE)

4.1 Introduction

Outcome-Based Education (OBE) focuses and regulates everything in the education system, concerning what is essential for all students to be successful at the end of their learning experience, ranging from the essential skills for students expected to achieve, the organization of curriculum, the learning instructions, to the assessment design. All of those aspects are important to ensure that the teaching and learning process is effectively, measurably, and reliably conducted.

In line with UB provision of the OBE implementation, FCS aims to meet the NSHE which consists of eight educational standards, namely:

1. Graduate competency standards
2. Learning Content standards
3. Learning process standards
4. Learning Assessment standards
5. Human resources standards
6. Learning Facilities and infrastructure standards
7. Learning management standards; and
8. Learning financing standards.

4.2 Legal Bases

In implementing the OBE paradigm in the curriculum, FCS-UB refers to the following laws and regulations:

- a. Law No. 12/2012 on Higher Education;
- b. Presidential Regulation of the Republic of Indonesia No. 8/2012 on the Indonesian National Qualifications Framework;
- c. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 73/2013 on the Application of the Indonesian National Qualifications Framework in Higher Education;
- d. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 3/2020 on National Standards for Higher Education;
- e. Universitas Brawijaya Regulation No 1/2017 on Quality Standards of Universitas Brawijaya;
- f. Guidelines for the Higher Education Curriculum Development in the Industrial Age 4.0 of the Ministry of Research, Technology and Higher Education in 2019;
- g. Manual book for Freedom to Learn – Independent Campus (MBKM) of the Ministry of Education and Culture in 2020;
- h. ASEAN Qualifications Reference Framework 2014.
- i. UB Academic Handbook 2020/2021

4.3 Educational Concepts

The OBE educational concepts are to prepare students to identify their potential, to live their lives and work in line with the self-development process.

There are three main factors in achieving OBE, namely:

- a. Course Learning Outcomes (CLO) are the formulation of qualification to be achieved by students upon completion of the course ;

- b. Programme Learning Outcomes (CPL) is the formulation of qualification to be achieved by students which can be measured through assessment as they graduate;
- c. The aim of the Study Programme (TPS) is the qualification that shall be possessed by alumni three to five years after graduation, i.e. the ability for lifelong learning and independent self-development, demonstrated through an evaluation process called tracer study.

4.4 Curriculum, Planning and Implementation of OBE-Learning at FCS

The curriculum serves as an instrument to shape students' scientific mindset, expertise, and personality. Therefore, the curriculum must facilitate the achievement of the study programme's learning outcomes in the form of general skills, mastery of knowledge, development of cognitive skills, specific skills (including practical or professional skills), transferable skills that satisfy the need for work and or further studies, as well as personality development.

The learning planning must be prepared for each course and presented in the RPS, which is designed by lecturers independently or in a group of experts of a field of science and/or technology in the study programme. The RPS at FCS-UB shall at least contains:

(a) the name of the study programme, name and code of the course, semester, semester credit unit, and name of the lecturer in charge; (b) PLO; (c) CLO (d) subject contents; (e) the forms and methods of learning; (f) the time allocated to achieve the ability at each stage of learning; (g) the student learning experience through descriptions of the tasks that students must do for one semester. (h) the criteria, indicators, and weights of the assessment; and (i) a list of references used.

The OBE-based learning methods that may be applied during the learning process include: group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, team-based and other learning methods that can effectively facilitate the achievement of PLO. Each course can use one or a combination of several learning methods, which is accommodated in a form of learning. Therefore, the forms of learning may take the form of:

- a. Lecturing;
- b. Responses and tutorials;
- c. Seminars;
- d. Practicums, studio practice, workshop practice, field practice, work practice;
- e. Research, design, or development;
- f. Student exchange;
- g. Internship;
- h. Entrepreneurial activity; and/or
- i. Community service..

The above forms of learning can be carried out within the study programme and outside the study programme. The form of learning outside the study programme is a learning process consisting of:

- a. Learning in another study programme at the same university;
- b. Learning in the same study programme at a different university;
- c. Learning in a different study programme at a different university; and
- d. Learning at a non-university institution.

4.5 Assessment Mechanism

The lecturer's assessment procedure includes the stages of planning, assigning, observing performance, evaluating, and scoring. The assessment procedure at the planning stage can be carried out through a gradual assessment and/or re-assessment. The implementation of the assessment is carried out in accordance with the learning plan, by measuring the CLO as the base of SubCLO.

Assessment Type: Essays	Forms of learning appropriate for assessment
Essay tests	Answer the questions accurately, structured, and critically.
Open book	Similar to an essay examination, but with limited student memory, and also based on the scope/broadness of answers
Take-home Assignment	Show extensive comprehension on the materials, and show clear relation, organization, as to answer the questions accurately
Assessment Type: Objective Tests	Forms of learning appropriate for assessment
Multiple choice questions	Recognition, strategy, comprehension
Directed results	Understanding hierarchy
Assessment Type: Performance	Forms of learning appropriate for assessment
Practicum	Skills in real work
Seminar, presentation	Communication skills, critical thinking
Poster	Focus on relevance and applicability
Interview	Interactive response
Critical incident interview	Reflection, application, relevant to the context
Projects	Applications, skills in research
Journal review	Reflection, application, relevant to the context
Case study	Applications, professional skills
Portfolio	Reflection, creativity, desired results
Assessment Type: Quick Assessment (for Larger Groups)	Forms of learning appropriate for assessment
Concept maps	Coverage, relationship
Short answer	Recall information, coverage

The preparation of questions, assignments, and examinations by lecturers should consider the following characteristics:

- a. Valid: verified question's accuracy
- b. Relevant: in line with the competence/outcome
- c. Specific: unbiased
- d. Representative: represents the competence elements
- e. Balanced: following the material's complexity
- f. Transparent: In accordance with the course module agreed upon by the lecturer and students

4.6 Learning Innovation in Outcome Based Education (OBE)

Innovation in the OBE curriculum takes the form of collaborative/participatory learning. The team-based project and case study that characterize the OBE are the strategies to maintain student involvement in the teaching and learning process. Collaborative/participatory learning in offline classrooms is carried out through discussion and problem-solving activities in groups. Meanwhile, online classes use the UB Virtual Learning Management (VLM) and Google Classroom. The main characteristic of collaborative/participatory learning, both offline and online, is that students participate in constructive interaction and discussion.

The distinction of collaborative/participatory learning that characterizes the fields of language, literature, and language education is the creation of videos containing the initial process of lecturers planning the activities, providing information on the project of certain themes to students, students discussing when working on projects, student presenting in the classroom, and class discussing the project results. Students are also allowed to produce learning media for high school/vocational (SMA/K) students under the ACTION principles (Access, Cost, Technology, Interactivity, Organization, Novelty) and design optimization strategies in language learning.

Meanwhile, the distinction of collaborative/participatory learning that characterizes the field of anthropology is the application of field practices to solve socio-cultural problems in the society that lead to the development of community empowerment, in collaboration with practitioners and experts in physical anthropology, biosocial anthropology, pluralism, and multiculturalism.

In the field of fine arts for the art studies and artistic creation minors (painting, sculpture, and graphics), collaborative/participatory learning is carried out by applying theory and practice to the field by conducting art research, writing criticism, and curating related to surrounding problems and sociocultural phenomena. This activity involves academics and practitioners of art (e.g. artists, curators, galleries, cultural observers, and art activists) to support the cosmos in the field of art, especially in East Java.

Another distinction of collaborative/participatory learning in the field of fine arts, especially for the art studies and artistic creation minors (painting, sculpture, and graphics), is the application of practical assessment consisting of the quantity and quality of the creative process. Structured assignments weigh 50%. Next, the assessment on the work progress is done in the form of UTS with a percentage of 15%, UAS is 25%, while 10% is for attendance, activeness, and attitude.

The thesis for the art creation minor is in the form of an artwork designed to the interests of each student. The form and mechanism of the exam begins with a proposal seminar, followed by a result seminar, or concurrently with an exhibition of thesis results, and finally a comprehensive examination as a determinant of student graduation. At the time of the exhibition of the artwork, there shall be several assessment components, namely the work's quality, originality, techniques, materials, media, tools, theme and concept suitability, display, curation, catalogues, publications, and appreciators. Meanwhile, the procedure, systematics, and stages of the thesis examination for the art studies minor are the same as the thesis examination in general at FCS.

CHAPTER V

FREEDOM TO LEARN – INDEPENDENT CAMPUS (MBKM)

5.1 Introduction

Society demands that higher education today prepares students to deal with the challenges of life in the work environment. Since there are multiple paths to success today, different students require different learning outcomes from their experience in the education system. Higher education shall not only seek to achieve learning outcomes, but it also must prepare students to think critically based on life values and choose the opportunities needed to succeed. For this reason, the learning process shall cover many approaches such as learning with an "anywhere and anytime" approach, a personal approach, flexible learning presentations, peers and mentors, appropriate applications and modules, and project-based learning.

5.2 Legal Bases

The legal bases for the implementation of the “3-Semester Outside Study Programme Learning Rights” policy are as follows:

1. Law No. 20/2003 on the National Education System.
2. Law No 12/2012 on Higher Education.
3. Law No 6/2014 on Villages.
4. Government Regulation No. 04/2014 on the Administration of Higher Education and Management of Universities.
5. Presidential Regulation No. 8/2012 on the National Qualifications Framework.
6. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 3/2020 on the National Standards of Higher Education.
7. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration No. 11/2019 on Priorities for the Use of Village Funds in 2020.
8. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration No 16/2019 on Village Deliberations.
9. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration No. 17/2019 on General Guidelines for Development and Empowerment of Village Communities.
10. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration No. 18/2019 on General Guidelines for Village Community Assistance.
11. Manual book for MBKM. Directorate General of Higher Education -- Ministry of Education and Culture 2020.
12. Universitas Brawijaya Academic Handbook 2020/2021.

5.3 Options of Freedom to Learn-Independent Campus (MBKM) Programme at FCS

The implementation of the MBKM in Study Programmes within the FCS -UB follows the scheme as described below.

5.3.1 Standards of Freedom to Learn-Independent Campus (MBKM)

Program at FCS -UB

The FCS -UB's standards for MBKM Programme are as follows:

1. The study load for the Bachelor’s programme is a minimum of 144 CU and a maximum of 160 CU.
2. National-level courses are 8 CU consisting of:
 - a. Religious Education (2 CU).
 - b. Pancasila Education (2 CU).

- c. Civic Education (2 CU).
- d. Indonesian Language (2 CU).
- 3. University-level courses are 14 CU consisting of:
 - a. Final Project/Thesis (6 CU).
 - b. Community Service (4 CU).
 - c. Entrepreneurship (2 CU).
 - d. English (2 CU).
- 4. Study Programme compulsory courses are a maximum of 90 CU , but if there is a minor, then (a) Study Programme compulsory courses are a maximum of 66 CU , (b) Minor courses are 24 CU
- 5. Study Programme elective courses of 28 CU or higher + Internship of 4 CU are mandatory for students taking the MBKM programme outside the university.
- 6. Internships can be converted into an elective instead of a compulsory course by the Study Programme, so the 4 CU will belong to elective courses.
- 7. ~~Freedom to Learn~~ MBKM programme options are 1 semester, 2 semester and 3 semester long.
 - a. Credits taken in a different study programme at the same university for 1 semester ~~or the equivalent of~~ equals to 20 CU.
 - b. Credits taken from outside of the university for a maximum of 2 semesters ~~or the equivalent of~~ equals to 40 CU .

5.3.2 Distribution of Credits in the Curriculum

1. The FCS-UB facilitates students to participate in MBKM programme by setting 6 educational paths, namely:
 - a. Regular pathway**
 - a minimum of 32 CU of Study Programme electives or
 - a minimum of 28 CU of Study Programme electives + 4 credits of internship for 1–1.5 months
 - b. MBKM pathway for 1 semester at UB (20 credits)**
 - 12 CU consisting of 8 CU of National-level Courses, 2 CU of entrepreneurship and 2 CU of English
 - 8 CU of elective courses taken from another study programme
 - a minimum of 24 CU outside of the MBKM programme or a minimum of 20 CU of Study Programme elective courses + 4 CU of Internship
 - c. MBKM pathway for 1 semester outside of UB (20 CU)**
 - 14 CU for one choice out of 8 “MBKM activities
 - 6 CU of Final Project/Thesis
 - a minimum of 18 CU outside MBKM in the form of a minimum of 18CU of Study Programme elective courses
 - d. MBKM pathway for 2 semesters inside and outside of UB (40 CU)**
 - 20 CU of “MBKM ”, 1 semester cross-study program in UB, consisting of 8 CU of National-level courses + 2 CU of entrepreneurship + 2 CU of English + 8 CU of other cross-study program courses
 - 20 CU of “MBKM ”, 1 semester outside UB , consisting of 14 CU for one out of 8 “MBKM n” activities (see Table 15) + 6 CU of Final Project/Thesis
 - a minimum of 10 CU from the non-“MBKM ” programme with a minimum of 10 CU of Study Programme elective courses
 - e. “MBKM ” for 2 semesters outside UB**
 - 34 CU for two out of the 8 “MBKM ” activities
 - 6 CU of Final Project/Thesis

f. MBKM Pathway for 3 semesters

- 15-20 CU of MBKM for 1 semester in a cross-study program within UB consisting of 8 CU of general courses + 2 CU of entrepreneurship + 2 CU of English + a minimum of 3 CU of cross-study program courses
- 40 CU of “MBKM ” for 2 semesters outside UB T consisting of 34CU for one out of the 8 “MBKM ” activities + 6 CU of Final Project/Thesis

2. Implementation of Community Service (PKM) is carried out in the intermediate semester between 4th semester and 5th semester
3. The implementation of 1-semester “MBKM ” for cross study programme within UB (the distribution of courses are regulated in book of curriculum)
4. The implementation of 1-semester “MBKM ” outside UB can be carried out after the 6th semester.
5. The implementation of 2-semester “MBKM ” outside UB can be carried out after 5th semester
6. The implementation of 2-semester “MBKM ” consisting of 1 semester of cross study programme within UB (can be carried out in several semesters) and 1 semester outside UB, can be carried out after the 6th semester
7. The implementation of 3-semester “MBKM ” consisting of 1 semester of cross study programme within UB (can be carried out in several semesters) and 2 semesters outside UB , can be carried out after 5th semester.

5.3.3 Table of Credit Distribution of MBKM Programme in FCS-UB

Table 1. Credit Distribution of Regular Pathway

Sem	MKWU	MKWUB	MKWPS	MKPPS	MKPLPS	PKM	PKL	MBLUB	Thesis	Total
1	8	2	10							20
2			21							21
3			21							21
4		2	19							21
Intermediate						4				4
5			19	2						21
6				21						21
7				5			4		6	15
8										0
Total	8	4	90	28	0	4	4	0	6	144

Description: 1. MKWU: National Compulsory Courses, 2. MKWUB: University Compulsory Courses, 3. MKWPS: Study Programme Compulsory Courses, 4. MKPPS: Study Programme Elective Courses, 5. PKM: Community Service, 6. PKL: Internship, 7. MBLUB: MBKM n Outside UB.

Table 2. Credit Distribution of 1-Semester “MBKM ” Outside of PS within UB Path

Sem	MKWU	MKWUB	MKWPS	MKPPS	MKPLPS	PKM	PKL	MBLUB	Thesis	Total
1	8	2	10							20
2			21							21
3			21							21
4		2	19							21
Intermediate						4				4
5			19	2						21
6				13	8					21
7				5			4		6	15
8										0
Total	8	4	90	20	8	4	4	0	6	144

Description: 1. MKWU: National Compulsory Courses, 2. MKWUB: University Compulsory Courses, 3. MKWPS: Study Programme Compulsory Courses, 4. MKPPS: Study Programme

Elective Courses, 5. PKM: Community Service, 6. PKL: Internship, 7. MBLUB: MBKM Freedom to Learn Outside UB. Internship can be replaced with Study Programme Elective Courses.

Yellow Colour 20 CU can be taken through a cross study programme within UB (the distribution of courses is regulated in the book of curriculum) .

Table 3. Credit Distribution of 1-Semester MBKM Programme Outside UB Path

Sem	MKWU	MKWUB	MKWPS	MKPPS	MKPLPS	PKM	PKL	MBLUB	Thesis	Total
1	8	2	10							20
2			21							21
3			21							21
4		2	19							21
Intermediate						4				4
5			19	2						21
6				16						16
7							4	10	6	20
8										0
Total	8	4	90	18	0	4	4	10	6	144

Description: 1. MKWU: National Compulsory Courses, 2. MKWUB: University Compulsory Courses, 3. MKWPS: Study Programme Compulsory Courses, 4. MKPPS: Study Programme Elective Courses, 5. PKM: Community Service, 6. PKL: Internship, 7. MBLUB: MBKM Freedom to Learn Outside UB.. **Blue Colour** 20 CU are taken outside UB.

Table 4. Credit Distribution of 2-Semester MBKM Path (1 Semester for Cross-PS in UB and 1 Semester for Outside UB)

Sem	MKWU	MKWUB	MKWPS	MKPPS	MKPLPS	PKM	PKL	MBLUB	Thesis	Total
1	8	2	10							20
2			21							21
3			21							21
4		2	19							21
Intermediate						4				4
5			19	2						21
6				8	8					16
7							4	10	6	20
8										0
Total	8	4	90	10	8	4	4	10	6	144

Description: 1. MKWU: National Compulsory Courses, 2. MKWUB: University Compulsory Courses, 3. MKWPS: Study Programme Compulsory Courses, 4. MKPPS: Study Programme Elective Courses, 5. PKM: Community Service, 6. PKL: Internship, 7. MBLUB: MBKM Freedom to Learn Outside UB.

Yellow Colour 20 CU taken cross-study program in UB in several semesters

Blue Colour 20 CU are taken outside UB, integrated with Thesis

Table 5. Credit Distribution of 2-Semester MBKM Outside UB Path

Sem	MKWU	MKWUB	MKWPS	MKPPS	MKPLPS	PKM	PKL	MBLUB	Thesis	Total
1	8	2	10							20
2			21							21
3			21							21
4		2	19							21
Intermediate						4				4
5			19							19
6							4	16		16
7								14	6	20
8										0
Total	8	4	90	0	0	4	4	30	6	144

Description: 1. MKWU: National Compulsory Courses, 2. MKWUB: University Compulsory Courses, 3. MKWPS: Study Programme Compulsory Courses, 4. MKPPS: Study Programme

Elective Courses, 5. PKM: Community Service, 6. PKL: Internship, 7. MBLUB: MBKM Freedom to Learn Outside UB.

Blue Colour 40 CU are taken outside UB

Table 6. Credit Distribution of 3-Semester MBKM Path

Sem	MKWU	MKWUB	MKWPS	MKPPS	MKPLPS	PKM	PKL	MBLUB	Thesis	Total
1	8	2	10							20
2			21							21
3			21							21
4		2	19		3					21
Intermediate						4				4
5			19		5					24
6							4	16		16
7								10	6	20
8										0
Total	8	4	90	0	8	4	4	26	6	144

Description: 1. MKWU: National Compulsory Courses, 2. MKWUB: University Compulsory Courses, 3. MKWPS: Study Programme Compulsory Courses, 4. MKPPS: Study Programme Elective Courses, 5. PKM: Community Service, 6. PKL: Internship, 7. MBLUB: MBKM Freedom to Learn Outside UB.

Yellow Colour 20 CU are taken through cross study program in UB (the distribution of courses are regulated in book of curriculum)

Blue Colour 40 CU are taken outside UB, integrated with Thesis

5.4 Implementation of MBKM : Types of Activities

There are eight (8) MBKM activities outside university in accordance with Permendikbud No 3/2020 Article 15 paragraph 1 (Table 15). The FCS-UB prepares eight learning activities outside of PT with the following explanation.

No	Activity	Activity Description	Criteria for getting a full 20 credits
1	Internship	Internship in a company, non-profit foundation, multilateral organization, government institution, or start-up. Supervised by a lecturer/academic staff	1. The level of proficiency required for the internship must be equivalent to BA level; 2. Students become part of a team and are actively involved in team activities; 3. Students receive feedback on their performance every 2 months; 4. Must give a presentation at the end of the internship to one of the company leaders.
2	Teaching Assistant in an Education Unit	Teaching in elementary, middle, and high schools for several months. Schools may be in an urban or remote area. This program will be facilitated by the Ministry of Education and Culture.	1. Determine the targets to be achieved during the activity (e.g., improving students' numerical abilities) and the target achievement is evaluated at the end of the activity.
3	Research	Academic research, both social science and humanities can be done at research institutions such as LIPI/BRIN, LAPAN, NASA, or a university outside	1. The type/topic of research (difficulty level) must be that of undergraduate level; 2. Must be involved in the preparation of proposals and final reports/presentations of research results.

No	Activity	Activity Description	Criteria for getting a full 20 credits
		UB. Supervised by a lecturer/ academic staff	
4	Humanitarian Project	Social activities for a foundation or humanitarian organization approved by the University, either at home or abroad Examples of formal organizations that the Rector may approve: Indonesian Red Cross and Mer-C Corps. Supervised by a lecturer/ academic staff	1. Committed to 1 or 2 major projects, focusing on: Solving a social problem (e.g., lack of health personnel in the regions, inadequate sanitation, and lack of energy in the regions); 2. Providing manpower assistance to ease the burden of disaster victims; 3. Producing a real impact at the end of the activity (e.g., become a medical worker in the midst of an epidemic)
5	Entrepreneurial Activities	Students develop an entrepreneurial program independently as proven by explanations or a proposal of the entrepreneurial program and proofs of consumer transactions or employee salary slips Supervised by a lecturer/ academic staff	1. Having a business plan and targets (short and long terms); 2. Successfully achieving sales targets in accordance with the targets set at the beginning; 3. The growth of human resources in the company in line with the business plan
6	Independent Study	Students can develop a project based on a specific social topic and can work together with other students. Supervised by a lecturer/ academic staff	1. The independent study's level of difficulty must match the undergraduate level; 2. The independent study topic is currently not offered in the university/study programme curriculum; 3. Students shall independently develop the objectives along with curriculum design, lesson plans, final project, etc. to be achieved at the end of the study
7	village building/thematic real work courses	A social project to help people in rural or remote areas in building the people's economy, infrastructure, and so on. This can be done together with the village apparatus (village head), BUMDes, cooperatives or other village organizations. Supervised by a lecturer/ academic staff	1. Committed to 1 or 2 main projects, with a focus on increasing the entrepreneurial capacity of the community, MSMEs, or BUMDes. 2. Solving a social problem (e.g., lack of health workers in the village and inadequate sanitation) 3. Generating a tangible impact at the end of the activity (e.g., more adequate village irrigation, more profitable village cooperative, and sufficient energy)
8	Student Exchange	Taking classes or semesters at a foreign or domestic university	1. The type of courses taken must meet the conditions set by the study program of

No	Activity	Activity Description	Criteria for getting a full 20 credits
		<p>based on a cooperation agreement made by the Government.</p> <p>Grades and credits taken at this university will be equalized by each university.</p>	origin for graduation (e.g., meeting the basic curriculum, general course requirements, and elective course requirements).

5.5 Determination of MBKM Credits

Each credit is defined as “hours of activity”, not “hours of study”. The definition of “activities” is classroom learning, internships, student exchanges, village projects, entrepreneurship, research, independent studies, and teaching activities in remote areas. Any selected activity must be guided by a lecturer.

In general, there are three weight equalization categories of the MBKM activities, namely:

1. Free form based on the distribution of Learning Outcomes
2. Structured form based on course equivalence
3. Mixed form of 1 and 2

5.6 Available courses for cross-PS coursework

One of the main features in the MBKM programme is the students’ right to study for 3 semesters outside of the study programme, with 1 semester within the university and 2 semesters outside of university. The mechanisms of implementing cross-study programme UB are as follows:

1. The study programme shall develop a curriculum that can facilitate students to take courses in other study programmes.
2. The study programme shall determine and offer courses that can be taken by students from other study programmes.
3. The study programme shall stipulate the quota of participants who may take the offered courses.
4. Students submit and get approval from the PA to take courses from another study programme.
5. Students take part in learning activities in other study programmes in accordance with the rules applicable to the offering study programme.
6. List of cross-study program courses.

5.7 Implementation of Assessment and Evaluation

For the assessment in the MBKM programme, the "right to study three semesters outside of the study programme" refers to the five principles set by the NSHE namely educative, authentic, objective, accountable, and transparent, all of which are done in an integrative manner.

In line with the assessment principles above, the aspects assessed in the implementation of the MBKM policy, especially the programme "right to study for three semesters outside of the study programme", are at least as follows:

- a. Attendance of briefing and implementation;
- b. Discipline and responsibility in doing tasks;
- c. Attitude;
- d. Ability to carry out tasks;
- e. Ability to create reports.

Meanwhile, the assessment techniques are: 1) observation, 2) participation, 3) performance, 4) written tests, 5) oral tests, and 6) questionnaires. On the other hand, the assessment instruments are: 1) assessment of process in the form of a rubric, and/or; 2) assessment of results in the form of a portfolio, or 3) design works.

CHAPTER VI

ACADEMIC NORMS

6.1 General Provisions

The academic community at the Faculty of Cultural Studies Universitas Brawijaya is:

- a. Lecturers (academic staff), both permanent and non-permanent.
- b. Supporting staff, namely technicians and general administrative staff, both civil servants and non-civil servants.
- c. Students, namely students of the FCS-UB.

6.2 Underlying Academic Norms

The entire academic community of the FCS-UB must always uphold the norms in their:

- a. Attitude
Pious, polite, having integrity, cooperative, and fair.
- b. Knowledge
Appreciating science, technology, literature and the arts.
- c. Skills
Having good leadership and governance.

6.3 Rights and Obligations

6.3.1 Rights of Lecturers (Academic Staff)

- a. Given the opportunity to develop professionalism.
- b. Receiving fair treatment in accordance with their profession.
- c. Obtaining academic facilities to support the implementation of the *Tri Dharma* of higher education.

6.3.2 Rights of Supporting Staff

- a. Given the opportunity to develop professionalism in accordance with their competence.
- b. Receiving fair treatment in accordance with their duties and responsibilities.

6.3.3 Rights of Students

- a. Receiving education and teaching in the appropriate field.
- b. Participating in every student activity organized and approved by the Faculty and the University.
- c. Using facilities to develop academic and non-academic abilities in accordance with applicable regulations.
- d. Obtaining academic and non-academic related information.
- e. Giving suggestions and opinions constructively in accordance with applicable regulations keeping in mind the academic norms.
- f. Getting educational rewards that are transparent, fair, and accountable.

6.3.4 Responsibilities of Lecturers (academic staff)

- a. Educating students to master science, technology, and arts.
- b. Instilling a sense of responsibility in implementing the *Tri Dharma* of higher education.
- c. Developing campus life as a scholarly society based on Pancasila and Indonesian characters.
- d. Creating academic freedom in a creative, constructive, and responsible way, so that it can benefit society and development.
- e. Keeping abreast of developments in science and technology in their disciplines.
- f. Establishing and maintaining a sense of camaraderie in accordance with the *Tri Dharma* of Higher Education and the Civil Service Corps.

- g. Complying with the provisions of applicable laws and regulations.

6.3.5 Obligations of Supporting Staff

- a. Developing campus life as a scholarly society based on Pancasila and Indonesian characters.
- b. Performing service duties to the academic community of the Faculty of Cultural Studies, Universitas Brawijaya, as well as possible.
- c. Establishing and maintaining a sense of camaraderie in accordance with the *Tri Dharma* of Higher Education and the Civil Service Corps.
- d. Complying with the provisions of applicable laws and regulations.

6.3.6 Student Obligations

- a. Developing a way of life as a scholarly society member based on Pancasila and Indonesian characters.
- b. Strengthening and maintaining a sense of camaraderie among fellow students of the FCS-UB.
- c. Actively participating in every curricular, co-curricular, and extra-curricular programme.
- d. Maintaining integrity as a prospective bachelor and complying with all applicable regulations.
- e. Maintaining a conducive atmosphere during academic activities.

6.4 Forms of Academic Violations

6.4.1 Minor Violations

- a. Not dressed neatly, politely, and deviating from the principle of propriety.
- b. Doing any activity that is not in accordance with an academic activity in progress.
- c. Using electronic devices that are not relevant to the ongoing lecture.

The sanctions for such action are:

- a. A gentle to severe reprimand.
- b. If the violation is repeated after a severe reprimand, the person concerned may be asked to leave the class and not be allowed to attend the lecture and be considered absent.

6.4.2 Moderate Violations

- a. Smoking in lecture halls, laboratories/studios, and other places that are inappropriate for smoking based on social norms or other places where smoking is prohibited.
- b. Signing the attendance list for other students who are not present in lectures.
- c. Practicing discrimination
- d. Committing vandalism on campus.
- e. Cheating.

The sanctions for such action are:

- a. A severe reprimand.
- b. Summon of the student guardian.
- c. Cancellation of certain courses in accordance with the violation.

6.4.3 Serious Violations

- a. Plagiarism.
- b. Cheating by impersonation.
- c. Bullying.
- d. Forgery of signatures and documents.
- e. Perpetrating violence.
- f. Misuse of the academic information system.
- g. Committing an act that is contrary to prevailing social norms.
- h. Defaming the good name of the institution in any form.

The sanctions for such action are:

- a. Obtaining an E in all courses in the current semester.
- b. If a violation occurs during the final project, the student's final project may be cancelled and subject to rewriting it with a new topic, while for those who have graduated, the academic sanction shall be revocation of the degree.
- c. Students who repeat serious violations will be dismissed as a student.

Notes: If the above violations are carried out with the help of academic or administrative staff, the sanction for them shall refer to the employment rules applicable both at the national-level and Universitas Brawijaya-level.

6.5 Procedure for Imposing Sanctions for Serious Violations

- a. The Head of the Study Program shall form an Investigation Team to examine and collect facts/data/information on the allegation of a serious violation;
- b. The Investigation Team, in examining and collecting facts/data/information, is authorized to summon the relevant parties and request data and evidence of the alleged serious violation;
- c. The results of the Investigation Team's examination of the alleged serious academic violation are submitted to the Head of the Study Program and then submitted to the Dean and the university leaders
- d. The university leadership, after considering the report of the examination results and the facts/data/information on the case, which is prepared by the team appointed by the faculty leaders, may hold a special session to handle the serious violation allegation.
- e. The special session shall be attended by:
 - a) Investigation Team.
 - b) Faculty leaders.
 - c) The alleged person, who may be accompanied by his guardian.
 - d) Informant.
- f. During the examination in the special session, the person suspected of committing a serious violation is given the right to defend themselves;
- g. Based on the results of the special session, the faculty leaders can recommend sanctions against the suspect, by considering the gravity and type of the academic violation and the possible sanction.

CHAPTER VII

VIRTUAL LEARNING GUIDELINES

7.1 Definition of Virtual Learning

Virtual learning is a learning process developed by combining a face-to-face mode and online mode with the aim of increasing the quality, effectiveness, efficiency and achievement of learning outcomes. There are two types of virtual learning, namely web-enhanced and blended/hybrid learning.

7.2 Web-enhanced Learning

Web-enhanced learning uses Internet technology to facilitate face-to-face meeting, including an LMS or website in the teaching and learning process. Web-enhanced learning involves two models of interaction between lecturers and students based on the time of the learning process, namely synchronous learning and asynchronous learning, as shown in Table 7.1. The synchronous learning mode in question means the online synchronous one, although the current face-to-face learning process is also a synchronous learning mode. Meanwhile, the asynchronous learning mode consists of independent learning and collaborative or participatory learning.

In synchronous learning, lecturers and students carry out the teaching and learning process simultaneously, directly and engage in a direct interaction together. In asynchronous learning mode, lecturers and students carry out the teaching and learning process at different times. Asynchronous learning provides some advantages such as convenience, flexibility, more interaction, and opportunity to carry out personal responsibilities and professional life. Both learning modes can be used in learning activities as a whole.

Table 7.1 Types of Learning Activities based on Synchronous and Asynchronous Modes

Synchronous Learning Mode		Asynchronous Learning Mode	
Face-to-face Synchronous (Offline)	Virtual Synchronous (Online)	Independent Learning	Collaboration/Participation
<ul style="list-style-type: none"> ● Lecturing ● Discussions ● Exercises ● Workshops ● Seminars ● Practicums ● Field trips ● Etc. 	<ul style="list-style-type: none"> ● <i>Virtual Class</i> ● <i>Audio Conference</i> ● <i>Video Conference</i> ● <i>Webinars</i> ● <i>Text-based</i> 	<ul style="list-style-type: none"> ● Reading ● Watching a Video ● Listening to audio/podcast ● Simulations ● Exercises ● Quiz, etc. 	<ul style="list-style-type: none"> ● Discussion Forums ● Group Assignment ● Group Research ● Group Projects ● Online Collaboration

7.2.1 Synchronous Learning

The recommended synchronous learning mechanisms to be implemented are as follows:

- a. Lecturers use the Learning Management System (LMS) for teaching management, interaction with students, or distributing study materials.
- b. Lecturers deliver a live streaming online lesson through video conferencing applications such as Zoom, Google Meet, Live Instagram, Live YouTube.
- c. Students attend lectures directly through applications used during the study hours.
- d. Lecturers and students can interact, discuss, or ask questions through video conferencing applications or text-based messages such as WA and Telegram.

- e. Lecturers can give coursework, quizzes, and exams, via LMS.

7.2.2 Asynchronous Learning

The recommended asynchronous learning mechanisms to be implemented are as follows:

- a. Lecturers use the Learning Management System (LMS) for managing the coursework, interacting with students, and distributing study materials.
- b. Lecturers prepare a video of course materials using video recording applications such as Camtasia (HP), Filmora (PC), OBS Studio (PC), and upload them to the LMS, YouTube, or other video platforms.
- c. Students study the lesson from the videos or teaching materials shared by the lecturer.
- d. Students interact with the lecturers through the LMS, email or other communication means.
- e. Lecturers can give course assignments, quizzes, and exams, via the LMS or other interaction media

7.2.3 Duration of Web-enhanced Learning

- 1. The coursework is delivered according to the predetermined schedule.
- 2. The total number of sessions is 16 meetings with the following details: 12x synchronous sessions according to schedule, 2x asynchronous sessions as additional classes (held 1x before the Mid-term Exams week and 1x after), and 2 sessions of scheduled Mid-term Exams and Final Examinations.
- 3. The maximum duration for live streaming in one meeting is 90 minutes.
- 4. The interactions with video conferencing shall be at least 50% (or 6 meetings) in the synchronous mode.

7.3 Blended/Hybrid Learning

Blended Learning is a learning model that integrates face-to-face learning and online learning. Blended learning enables learning that combines various modes of delivery, teaching models, and learning styles, and offers choices of the dialogue means between lecturers and students. According to Semler (2005), blended learning combines structured face-to-face learning and the best aspects of online learning. The advantage of online learning is that independent learning modules are accessible anytime and from anywhere but it is lacking in its interactive and collaborative features for the learners. This weakness of online learning is overcome by adding synchronous face-to-face learning, both online and offline, to provide an optimal impact on the learning process.

7.4 Mechanisms of Implementing Virtual Learning

- 1. Web-enhanced virtual learning can be applied in all semesters. Web-enhanced virtual learning is divided into the Synchronous and Asynchronous learning modes.
- 2. Virtual blended/hybrid learning shall only be applied starting from the 4th semester.
- 3. Virtual blended/hybrid learning shall not be applied to skill courses.
- 4. Virtual learning must be specified in the Semester Learning Plan (RPS).
- 5. One session of virtual blended/hybrid learning is equivalent to one face-to-face meeting.
- 6. The maximum number of virtual blended/hybrid learning in one semester for one course is four times.
- 7. The implementation of virtual blended/hybrid learning is recorded in academic administration (attendance and teaching journals).

7.5 Virtual Learning Facilities

To ensure that the online learning process can run smoothly and effectively, a number of online learning facilities shall be prepared:

- a. Internet network and connection both on campus and at home with adequate bandwidth capacity.
- b. A computer, laptop, or smartphone that has a camera and audio system.
- c. A Learning Management System (LMS) as a system accessible online that regulates teaching and learning management. Universitas Brawijaya has provided a Virtual Learning Management (VLM) portal based on Moodle. The faculty may develop its own LMS or use an application such as Google Classroom, Edmodo, and other similar applications.
- d. Video conference applications such as Zoom, Google Meet, Live YouTube or other similar applications.
- e. Online interaction media between lecturers and students can be LMS-based or messenger applications such as WhatsApp (WA), Telegram, and other similar applications.
- f. Applications for making the learning videos such as OBS, Filmora, Camtasia and other similar applications.

Study Programme Course Units

1. BA English Literature

				Citizenship 2 Credit			
				Science Philosophy 3 Credit	Indonesian Culture and Society 3 Credit		
				Student Community Engagement 4 Credit	Research Proposal Writing 3 Credit		
Paragraph Writing 3 Credit		Extensive Reading 3 Credit		Research Method 3 Credit	Followers in the Digital Age 3 Credits	Entrepreneurship 2 Credit	
Short Functional Reading 3 Credit	English Sentence Structure 2 Credit	Listening for Informational Purposes 3 Credit	Academic Reading 3 Credit	Academic Writing 3 Credit	Adaptation Studies 3 Credits	Profession Ethics 2 Credit	
English Pronunciation 2 Credit	Listening for Social Communication 3 Credit	Grammar in Discourse 3 Credit	Uttering in Academic Discourse 3 Credit	Introduction to Semantics-Pragmatics 3 Credit	World Literature 3 Credits	Issues on Linguistics 3 Credits	Undergraduate Thesis 4 Credit
Speaking for Daily Context 3 Credit	Genre-based Reading 3 Credit	Speaking for Informational Purposes 3 Credit	Speaking in Academic Discourse 3 Credit	Sociology of Literature 3 Credits	AnthropoLinguistics 3 Credits	Theater and Performance 3 Credits	
Listening for Daily Context 3 Credit	Speaking for Social Communication 3 Credit	Expository and Persuasive Writing 3 Credit	Prose 3 Credit	Literary Criticism 3 Credit	Discourse Analysis 3 Credits	Media Studies 3 Credits	
Indonesian language 3 Credit	Narrative and Descriptive Writing 3 Credit	Introduction to Phonetics & Phonology 3 Credit	Poetry 3 Credit	Sociolinguistics 3 Credit	Cultural Studies 3 Credits	Foreign Languages 3 Credit	
Pencahla 3 Credit	Introduction to Literature 3 Credit	English Morphology 3 Credit	Drama 3 Credit	Second Language Acquisition 3 Credit	Social Semiotics 3 Credits	Translation and Interpreting 3 Credits	
Religion 2 Credit	Introduction to Linguistics 3 Credit	English Speaking Societies in Global Context 2 Credit	Introduction to English Syntax 3 Credit	Psycholinguistics 3 Credit	Language in Digital World 3 Credits	Business English 3 Credits	
				Introduction to Translation 3 Credits		TOFL 3 Credits	
				Introduction to Journalism 3 Credits			
				Creative Writing 3 Credits			

Semester I 20 Credit	Semester II 20 Credit	Semester III 20 Credit	Semester IV 20 Credit	Semester V 20 Credit	Semester VI 20 Credit	Semester VII 20 Credit	Semester VIII 20 Credit
Color Description	English language Skills	General Courses (University Level)	General Courses (Faculty Level)	Core Courses on Language, Literature and Culture	Elective Courses on Language, Literature and Culture	Elective Courses on Subject Related Courses	Research Courses

3. BA French Language and Literature

		Intermediate French I 6 credits (9 ECTS)	Intermediate French II 6 credits (9 ECTS)	Advanced French I 6 credits (9 ECTS)	Advanced French II 3 credits (4.5 ECTS)		
Basic French I 6 credits (9 ECTS)	Basic French II 6 credits (9 ECTS)	French Grammar A2.1 3 credits (4.5 ECTS)	French Grammar A2.2 3 credits (4.5 ECTS)	French Grammar B1 3 credits (4.5 ECTS)	French Grammar B2 3 credits (4.5 ECTS)		
French Grammar A1.1 3 credits (4.5)	French Grammar A1.2 3 credits (4.5 ECTS)	French Literary History 3 credits (4.5 ECTS)	Literary Appreciation 3 credits (4.5 ECTS)	Contemporary French Literature 3 credits (4.5 ECTS)	Translation I 3 credits (4.5 ECTS)	Translation II 2 credits (3 ECTS)	
Religion 2 credits (3 ECTS)	Introduction to Linguistics 3 credits (4.5 ECTS)	Phonology/phonetics 3 credits (4.5 ECTS)	Morphosyntax 3 credits (4.5 ECTS)	Semantics/Pragmatics 3 credits (4.5 ECTS)	French for Tourism 3 credits (4.5 ECTS)	French for Hospitality and Restauration 2 credits (3 ECTS)	
Citizenship 2 credits (3 ECTS)	Introduction to Literature 3 credits (4.5 ECTS)	Introduction to communication studies 3 credits (4.5 ECTS)	French Culture 3 credits (4.5 ECTS)	Basic Teaching for French Language 3 credits (4.5 ECTS)	Research Methods 3 credits (4.5 ECTS)	Media and Society 2 credits (3 ECTS)	Undergraduate Thesis 6 credits (9 ECTS)
Indonesian Language 2 credits (3 ECTS)	Introduction to French History 3 credits (4.5 ECTS)	Basic German 2 credits (3 ECTS)	Philosophy of science 2 credits (3 ECTS)	Community Service 4 credits (6 ECTS)	Profession ethics 2 credits (3 ECTS)	Self Improvement* 2 credits (3 ECTS)	
English 2 credits (3 ECTS)	Entrepreneurship 2 credits (3 ECTS)	Basic Japanese 2 credits (3 ECTS)	Japanese for beginners 2 credits (3 ECTS)	French Film Appreciation 2 credits (3 ECTS)	ICT-based French Teaching 2 credits (3 ECTS)	Creative Writing 2 credits (3 ECTS)	
Indonesian Culture and Society 2 credits (3 ECTS)	Pancasila (Indonesian Principles) 2 credits (3 ECTS)	Basic Mandarin 2 credits (3 ECTS)	German for beginners 2 credits (3 ECTS)	Certification for French Communication Skills 2 credits (3 ECTS)	Public Speaking 2 credits (3 ECTS)	Multiculturalism and Gender 2 credits (3 ECTS)	
		Basic Arabic 2 credits (3 ECTS)	Mandarin for beginners 2 credits (3 ECTS)	Capita Selecta on Literature 2 credits (3 ECTS)	Intro. to Applied Linguistics 2 credits (3 ECTS)		
			Introduction to Journalistics 2 credits (3 ECTS)				
Semester I 19 credits/ 28.5 ecjs	Semester II 22 credits/ 33 ecjs	Semester III 20 credits/30 ecjs	Semester IV 22 credits/ 33 ecjs	Semester V 24 credits / 36 ecjs	Semester VI 18 credits/ 28.5 ecjs	Semester VII 12 credits/18 ecjs	Semester VIII 6 credits/ 9 ecjs
Color description	French Proficiency courses - 51 credits/76.5 ECTS	General courses - 22 credits / 33 ECTS	Study programme core courses - 42 credits/ 63 ECTS	Research course - 9 credits/13.5 ECTS	Elective courses on foreign languages - 14 credits / 21 ECTS	Elective courses on linguistics and literatures - 8 credits / 12 ECTS	Elective courses on pedagogic, tourism, journalism and media communication - 18 credits / 27 ECTS

4. BA Chinese Literature

Basic Grammar and Writing I 3 crs	Intermediate Grammar and Writing I 3 crs	Intermediate Grammar and Writing II 3 crs	Advanced Grammar and Writing I 3 crs	Advanced Grammar and Writing II 3 crs	Chinese for Business and Office 2 crs		
Basic Reading I 2 crs	Intermediate Reading I 2 crs	Intermediate Reading II 2 crs	Advanced Reading I 2 crs	Advanced Reading II 2 crs			
Basic Listening I 2 crs	Intermediate Listening I 2 crs	Intermediate Listening II 2 crs	Advanced Listening I 2 crs	Advanced Listening II 2 crs	Chinese for Tourism 2 crs		
Basic Speaking I 4 crs	Intermediate Speaking I 4 crs	Intermediate Speaking II 4 crs	Advanced Speaking I 4 crs	Advanced Speaking II 4 crs			
Religion 2 crs	Phonology and Phonetics 2 crs	Morphology and Syntax 2 crs	Correspondence and Information Technology of Chinese for Business/Office 2 crs	Chinese Pers 3 crs	Basics of Chinese Language Teaching 2 crs		
Indonesian 2 crs	Contemporary Chinese Literature 2 crs	Classical Chinese Literature 2 crs	Community Ethics 4 crs	Chinese Cultural and Art Skills 2 crs			
Pancasila 2 crs	Basic Japanese* 2 crs	Research Methods 3 crs	Chinese Translation 2 crs	Semantics and Pragmatics 2 crs	Chinese for Commerce 2 crs		
English 2 crs	Basic Korean* 2 crs	Advanced Japanese* 2 crs	Sociology of Literature and Culture 3 crs	Chinese for Public Speaking* 2 crs			
Philosophy of Science 2 crs	Introduction to Literary Studies (General) 3 crs	Advanced Korean* 2 crs	Advanced Arabic* 2 crs	Chinese for Tour Guide* 2 crs	BA Thesis 6 crs		
	Indonesian People and Culture 2 crs	Civics 2 crs	Advanced Arabic* 2 crs				
	Entrepreneurship 2 crs	Professional Ethics 2 crs					
Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI	Semester VII	Semester VIII

Color Legend

National Compulsory Course Unit
Faculty Compulsory Course Unit
Department Compulsory Course Unit
Study Program Compulsory Course Unit
Study Program Elective Course Unit

5. BA English Education

	Intensive Reading 3 Credit	Reading Comprehension 2 Credit	Critical Reading 2 Credit		Microteaching 4 Credit		
English Literacy 4 Credit	Intensive Listening 3 Credit	Intercultural Listening 2 Credit	Critical Listening 2 Credit	Instructional Media and Technology 4 Credit	Intercultural Language Learning 2 Credit		
General English Communication 4 Credit	Fundamental Spoken English 2 Credit	Public speaking 3 Credit	Academic Speaking 2 Credit	Language Teaching Methodology 2 Credit	English for Young Learners 3 Credit	Teaching Internship 5 Credit	
Basic English Components 3 Credit	English Paragraph Writing 2 Credit	Essay Writing 2 Credit	Academic Writing 3 Credit	Classroom Management 3 Credit	Introduction to Inclusive Education 2 Credit	Teaching English for Specific Purposes 2 Credit	
English in Contexts 3 Credit	Basic English Grammar 2 Credit	Intermediate Grammar 3 Credit	Grammar in Academic Discourse 2 Credit	Language Assessment 2 Credit	ICT in ELT 3 Credit	Linguistics in Education 2 Credit	Undergraduate Thesis 6 Credit
Introduction to Education 2 Credit	Educational Psychology 2 Credit	Introduction to English Literature 2 Credit	English Phonetics and Phonology 2 Credit	Instructional Material Development 2 Credit	Educational Leadership 2 Credit	Translation practice 2 Credit	
Pancasila Education 2 Credit	Profession Ethics 2 Credit	Introduction to English Linguistics 2 Credit	Literature in ELT 2 Credit	Lesson planning 2 Credit	Foreign Language 2 Credit	Culture Studies for ELT 2 Credit	
Philosophy of science and logic 2 Credit	Civic Education 2 Credit	TESOL 2 Credit	Curriculum of English Instruction 3 Credit	Seminar on ELT 2 Credit	Thesis Proposal Writing 2 Credit	Management in Education 2 Credit	
Religion Education 2 Credit	Entrepreneurship 2 Credit	Second Language Acquisition and Teaching 2 Credit	Instructional Materials Evaluation 2 Credit	Student Community Engagement 4 Credit	Introduction to Translation 3 Credit	Business model in Education 2 Credit	
	Indonesian language 2 Credit	Indonesian Culture and Society 2 Credit	Introduction to Research Method 2 Credit		Creativity & Innovation in Education 2 Credit		
					Educational Entrepreneurship 2 Credit		
Semester I 22 Credits	Semester II 22 Credits	Semester III 22 Credits	Semester IV 22 Credits	Semester V 22 Credits	Semester VI 23 Credits	Semester VII 23 Credits	Semester VIII 6 Credits
Colors Description	General Courses	Core courses on language and literature	Pedagogy courses	Research courses	Elective courses for both teaching & edu entre	Elective courses for entrepreneurial courses	Elective courses for teaching competencies courses

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