



CHINA CENTER HANDBOOK

HANGZHOU, CHINA

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Table of Contents

Mission and Vision	3
China	5
Hangzhou	6
History.....	6
West Lake	6
The City Today	6
Local Culture	7
Leisure Life.....	7
Weather.....	8
University Policies and Regulations	9
Orientation	12
The Academic Program	13
Plan of Study/Course Descriptions	13
Field Advisors and Independent Study Projects	13
Field Trips.....	14
Advising.....	17
Co-Curricular Transcript.....	21
Academic Requirements	22
Degree, Major, and Concentration.....	23
Academic Requirements: Checklist.....	25
Student Evaluation Policies	25
Grading Guideline.....	26
Presentation.....	31
Academic Calendar.....	32
Attendance Policy	32
China Center	33

Zhejiang University	33
Center Address	33
Dormitory.....	33
Facility	34
Accommodation.....	35
Faculty and Staff	35
Emergency Contacts	38
Emergency Procedures.....	39
Center Rules.....	40
Anti-Harassment/Discrimination Policy	41
Traveling to Hangzhou, China.....	41
Mailing.....	42
Local Time	42
Cell Phone.....	42
Electrical Requirements	42
Internet and Email.....	43
Health and Medical Information.....	43
Safety Issues.....	44
Notice to Students.....	47

Mission and Vision

MISSION: Access and Excellence

The mission of Long Island University is to provide excellence and access in private higher education to people from all backgrounds who seek to expand their knowledge and prepare themselves for meaningful, educated lives and for service to their communities and the world.

It is the mission of LIU Global to provide its students with the knowledge, experiences and skills that will enable them to become socially responsible, engaged leaders in a richly diverse and increasingly complex world. Through an innovative, inquiry-driven, experientially-focused curriculum, LIU Global is committed to offering life-changing educational opportunities to students that expose them to the direct effects of global issues on local communities.

LIU Global considers the world as its campus and sees engagement with people of different cultures as integral to the learning process. An LIU Global education is a transformative educational experience that combines rigorous academics, career development, and individualized learning in the world's dynamic regions.

VISION: Toward a More Peaceful and Humane World

Long Island University envisions a learning community dedicated to empowering and transforming the lives of its students to effect a more peaceful and humane world that respects differences and cherishes cultural diversity; improving health and the overall quality of life; advancing social justice and protecting human rights; reducing poverty; celebrating creativity and artistic expression; rewarding innovation and entrepreneurship; honoring education and public service; and managing natural resources in an environmentally-responsible, sustainable fashion. It aspires to move toward this vision through an institutional culture that is open to all, cherishing and nurturing the expansion of knowledge; intellectual inquiry and critical thought; artistic and creative expression; teaching and learning; and community service as its core values. This vision sustains the University and provides the foundation upon which its mission rests.

As a program within Long Island University, LIU Global seeks to support the LIU mission and vision (see below) by promoting the development of a learning community that actively contributes to a global dialogue addressing the world's most pressing issues.

1. LIU Global aspires to become a leader in the field of global studies through an innovative, experiential, and globally based curriculum guided by local scholars that integrates coursework with community engagement in the search for greater understanding, cooperation, and collective action in the interests of the world community.

2. LIU Global aspires to develop a superior student-centered experience that will enhance an appreciation of diversity, cultivate sensitivity towards the human and ecological impact of examined issues, and inspire creativity and commitment to explore a peaceful and sustainable future for all peoples and the world.
3. LIU Global's future is guided by the understanding, belief and commitment that our graduates will have the skills, knowledge, awareness, and cross-cultural competencies that will prepare them for a personal and professional life of committed action in the interest of the world community and the environment. LIU Global alumni will contribute positively to the communities in which they will live and will apply the program's goals to any future professional endeavors.
4. Through its own practice, LIU Global intends to model the principles it hopes to teach, that of creating a global community that promotes individual respect and collective responsibility, ecological sustainability, solidarity and service to others and support of local efforts to address locally identified needs.

China

“A journey of a thousand miles begins from beneath one’s feet.”

千里之行始于足下 (qian li zhi xing shi yu zu xia)

-Laozi (Lao Tzu) circa 4th ct. B.C.E.

China (*Zhongguo* 中国) is one of the oldest enduring civilizations in the world, with archaeological and historical records dating back over three thousand years. From the 7th through 14th centuries, China was the world’s most advanced civilization and its capital stood as the most economically developed and populous multicultural urban center the world had seen. China has contributed many innovations and technologies that have changed the course of world history, including papermaking, printing, gunpowder, porcelain, silk, and the magnetic compass, to name just a few.

Once called a “slumbering giant” by Napoleon Bonaparte, China is now more often referred to as the “waking giant.” Most recently, economists around the world have begun to acknowledge that China is already awake, some going so far as to name the twenty-first century as “China’s Century.” Indeed, China has already stepped onto the world stage with its ascension to the World Trade Organization in December 2001, while Beijing hosted the twenty-ninth Olympiad in 2008, and Shanghai was the host of the World Fair in 2010, making this an exciting time to be in this dynamic and fascinating country.

It is not surprising that with such a large country and diverse people that there are many different languages and a variety of regional dialects spoken in China, some related and others mutually unintelligible. The written language, however, was first standardized in the 3rd century B.C.E., during the reign of China’s first emperor and standard spoken Mandarin based on the Beijing dialect was first promoted in the early twentieth century at the end of the last dynastic period. Called *Putonghua* 普通话 by the mainland Chinese since 1955, standard Mandarin is spoken by 70% of the population. Today Chinese is the language spoken by more native speakers than any other in the world.

For more information regarding study abroad in China, please see the Study Abroad Student Handbook on China published by the Center for Global Education: <http://www.studentsabroad.com/china/>.

Hangzhou

“The city is beyond dispute the finest and the noblest in the world.”

-Marco Polo c. 1300

History

When the Venetian merchant, Marco Polo, visited Hangzhou over 700 years ago, he referred to it as “The City of Heaven.” First established in the Qin dynasty over 2,200 years ago, Hangzhou began to prosper from silk trade during the Sui dynasty in the 7th ct., when it became the southern terminus of the Grand Canal, which was built to link the Yellow River with the Yangzi River and to facilitate travel and trade between the capital in the north and the fertile grain producing regions in the south. In the 10th ct. Hangzhou served as the capital of a powerful Buddhist kingdom called Wuyue during what is referred to by historians as the Five Dynasties period. In the 12th ct., when the Song court fled invading forces from the north and moved its imperial capital to Hangzhou, the city transformed into the political, economic and cultural center of China, a position it held for the next 150 years until Mongol troops under the command of Kublai Khan sacked the city in 1276 and moved the imperial capital to Beijing. Since then, Hangzhou has stood as the provincial capital of Zhejiang.

West Lake

Many Chinese, when mentioning Hangzhou, are fond of quoting the popular proverb, “Above there is paradise; below there are Suzhou and Hangzhou.” In contrast to the artificial garden landscapes of Suzhou, Hangzhou is praised for its natural landscape-its “mountains and water.” West Lake is most evocative of this proverbial “paradise on earth.” Named for its location just west of the former city wall, West Lake is the symbol of Hangzhou. Embraced by verdant hills on three sides, the lake shores are frocked with lotus flowers in the summer and shaded by weeping willows in the springtime. Once a small bay on the banks of the Qiantang River delta, silting eventually separated it from the sea and formed a shallow inland freshwater lake. According to legend, it was formed when celestial deities fighting over a dazzling pearl that had been created by a dragon and a phoenix in the Milky Way fell to earth and became the lake.

The City Today

Hangzhou, the provincial seat of Zhejiang, is today one of the most popular tourist destinations in China. The city supports a total population over 6.4 million people as of 2003, with 3.9 million of these people living in the city proper. Reputed to be the safest and one of the most livable cities in China, Hangzhou was ranked seventh in a multi-phase survey conducted at the end of 2004 based on several factors that include air quality, traffic, urban sanitation, and economic development. In September of 2004, Hangzhou was ranked the best city in Chinese mainland in terms of commerce according to *Forbes* magazine. Hangzhou, however, is still a developing city, and as it does, urban planners and government officials strive to protect (and often recreate) the city’s historic past and to preserve its natural environment, while simultaneously developing

infrastructure and growing a robust economy. Most of the city is relatively ordinary and much like any other in China, rising and expanding rapidly, but the area around West Lake, and near the China Center, has been developed to reflect the city's rich cultural history and natural beauty. Today five-star hotels, youth hostels, souvenir shops, restaurants, bars, pubs, cafés, tea houses and dance clubs encircle the famous West Lake and host a range of entertainment for the many Chinese and foreign visitors to Hangzhou. These provide unique opportunities for Chinese and foreign students from diversity cultures to gather and socialize in a relaxed atmosphere.

Local Culture

Hangzhou is home to several museums, including the Zhejiang Provincial Museum, which is located on the site of the former residence of the Qianlong emperor on the island Solitary Hill. There are also several specialty museums for ancient coins, colophon seals, kilns and even a museum for scissors, in addition to a few national-level museums, like the Chinese Silk Museum and the Chinese Tea Museum.

Hangzhou offers over forty cultural sites of interests around West Lake, some of enormous historical significance and many within walking distance from the university. In the hills just across from the China Center, for example, is Baopu Abbey, where the 4th ct. Daoist alchemist Ge Hong allegedly practiced mixing his elixirs of immortality.

Numinous Retreat Monastery (Lingyin Si 灵隐寺), a pleasant walk from our campus and one of the largest monastic complexes in China, was first established by the Buddhist monk Hui Li in the 4th ct. Just beyond this large monastic complex, and lying along the same creek, is the Dharma Mirror at San Tianzhu (San Tianzhu Fajing Si 三天竺法镜寺), a local Buddhist nunnery with architecture and trees dating back to the Qing dynasty. If you continue further up the narrow road you come to Dharma Purity Monastery at Madhyadesa (中天竺法净寺), which is the location of the Buddhist Studies Society and is where some LIU Global students have taught English to monks in the past. Even farther up the creek is Dharma Joy Monastery at Upper India Monastery (Shang Tianzhu Faxi Si 上天竺法喜寺). Here city officials and emperors once propitiated a miraculous Buddhist statue of the White-robed Guanyin to avert natural disasters since the 10th ct. In fact it was in this region and around this time that the once male, Indian *bodhisattva* transformed into her Chinese and female form.

Leisure Life

For a Chinese city of its size, Hangzhou supports a thriving foreign expatriate community, composed mostly of international businesspeople, teachers and students who come from diverse cultural backgrounds, such as the United States, Mexico, Australia, United Kingdom, Italy, France, Germany, Spain, Russia, India, Pakistan, South Africa, South Korea and Japan, to name just of few. Nightlife in Hangzhou is surprisingly multicultural and lively, and you are just as likely to converse with a local Chinese in fluent English as you are to speak broken Chinese with another foreigner with whom this is the only common language.

For the athletic, Hangzhou also offers excellent nearby hiking trails, aquatic sports like rowing and windsurfing, golf and some great gyms that are fully equipped

with the latest machines and offer exercise classes like step and yoga. There are even several places in town for bowling and billiards. Students can explore the leisure and nightlife of Hangzhou with the assistance of two free monthly English language magazines, edited by and designed for native English speakers. *More Hangzhou Entertainment Guide* and *In Touch Zhejiang* both provide readers with a large range of local listings, classifieds, events and feature articles of interest to our students living in Hangzhou.

Weather

Hangzhou's climate is humid with four distinctive seasons. In the summer, the temperatures can be uncomfortably muggy and reach temperatures as high as 100 °F / 37 °C. In winter, although it is not unknown for temperatures to fall below freezing in January and February, there is little snow; rivers and lakes rarely freeze. Using heat is not common for the local people. It can be very cold and uncomfortable in the winter.

Bring casual clothes that you would normally wear for school. Jeans, sweaters and t-shirts are what Chinese students wear. Heating and air-conditioning are still a luxury in many public buildings, although the China Center and the International Student building are well-equipped. It is, however, advisable to take the lightest possible cotton clothes for the summer and warm sweaters, gloves, hat and warm jacket for the winter. As students will do a lot of walking, sensible footwear is essential (keep in mind that your shoe size may not be available here).

University Policies and Regulations

Accreditation. LIU Global is a unit of Long Island University. Long Island University is

accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Long Island University's degree and certificate programs are also approved and registered by the New York State Department of Education.

Blocks to Registration. Currently-enrolled students and students re-entering the program may find that their registration is blocked. While admitted to the program, they will not be allowed to register for coursework until the reason for the block has been addressed and the block removed.

A **bursar block** is placed on the records of students who currently owe tuition or other money to Long Island University. Payment of tuition is due when billed. Pending financial aid and/or deferred payments under the pre-arranged payment plan in and of themselves will not suspend the bursar block. Students on bursar block will be placed on the preliminary registration list and will retain their place if the bursar block is removed by the announced deadline.

Students who are not registered, even though clearance may be imminent, are not entitled to the benefits of registered students. They are not to receive housing stipends or be granted any privileges which may incur further financial obligations to LIU and LIU Global until their status is resolved.

Notice of Billing/Tuition and Fee Payment

You will be billed and are required to pay the full amount of tuition and fees for the semester. You are welcome to view your balance and other pertinent information through your MyLIU portal which can be found at:

<https://my.liu.edu/psp/PAPRD/?cmd=login&languageCd=ENG&>.

Tuition and fees will not be prorated if you register late. Payment of tuition and fees is binding no matter what date you are registered and begin your coursework. Please visit the following website for the tuition and fee schedule:

http://www.liu.edu/About/Administration/University-Departments/SFO/~~/media/Files/About/Administration/StudFinOper/LIU_2010-2011_TuitionFeeSchedule.ashx.

In addition, you must adhere to the drop/add and refund deadline as set forth by Long Island University. Full refunds are no longer possible after the first week of class. Week four onward students receive zero dollars for total withdrawals.

If you have any questions, please contact the Assistant Director of Records and Administration.

Disciplinary Action. Students are expected to maintain a level of personal behavior which does not compromise the functioning of the center, the general learning environment within the community or one's own ability to achieve set academic goals.

The Dean may place a student on disciplinary probation in consultation with the center director. In drastic circumstances a center director may recommend to the dean that a student be expelled. Students may be required to take a semester's required leave of absence for disciplinary reasons if, after discussion with the student, center and WHQ staff, it seems obvious that discipline is likely to remain a concern.

Behavior warranting such extreme measures includes substance abuse, including alcohol; sexual or any other kind of harassment; abusive behavior towards oneself, other students, faculty or others; and behavior which jeopardizes the pursuit of learning. As mentioned above, approval to progress to another regional center or another stage of the academic program is contingent upon satisfactory completion of prior academic study. Students who leave a center with significant debts to the center, landlords, utilities, libraries, etc. may be denied enrollment at subsequent centers and may be blocked from access to their academic records until the debts are cleared.

Students have the right to appeal such decisions following normal appeals channels.

For additional reference, refer to the College Policies section of the Brooklyn Student Handbook.

Student Privacy and Confidentiality

I. Release of Academic Documents

- a. Following the United States Student Rights to Privacy Act a student's signature must be obtained on a letter of consent in order to release any official private academic documents to others outside the institution or if the records are not needed for regular performance of duties within the institution. Transcripts and evaluations can only be released upon written request of the student. Students should contact the Assistant Director of Records and Administration to request a transcript.
- b. Students may authorize others to request documents in their stead by providing a signed letter naming the designated individual.
- c. FERPA waiver: The Family Educational Rights and Privacy Act of 1974 is a federal law that protects the privacy of student education records. When a student reaches the age of 18 or attends a school beyond the high school level, FERPA provides student confidentiality of information, such as grades, financial records and disciplinary action. Employees of Long Island University will not divulge information from a student record to any individual, including a parent, without written permission from the student. By signing this Waiver, the student indicates to whom he/she wants to release information and the type of information to be released. The completed Waiver will be kept on file in LIU Global headquarters in Brooklyn, New York and at the center where the student will be studying.

II. Faculty/Student Advising Relationship

- a. Student Confidentiality: All discussions during advising must be kept confidential between the student and the advisor. The only exception is in the case of threat to safety

and security. Faculty has both the right and responsibility to refer the student to a counselor and to warn others about the student's condition. This is called "Duty to Inform" which places responsibility on the advisor (counselor) to warn individual(s) who may be the object of a person's threats of harm. This includes the person's threats to self. Those contacted to inform may include medical personnel, law enforcement authorities, related program directors and parents. Faculty should use their best judgment in determining which situations require referral to an outside counselor. All contact information for external counselors should be made available to students upon arrival at the center. Western-trained counselors should be sought.

b. Rights in determining advising boundaries: Both students and faculty are responsible for creating a healthy and productive relationship. They have the right to set limits on their advising relationship with regards to what personal issues are discussed. A third party may be introduced to the advising relationship as a mediator if all parties agree.

Substance Abuse

Members of the LIU Global community are expected to respect and abide by the rules, laws and cultural norms of the places in which they reside and travel. Students are responsible for their own behavior and will be treated accordingly.

The use of illegal drugs is prohibited. Any student found distributing or using illegal drugs can expect to deal with the consequences of his or her behavior with no extraordinary support of the College's staff or resources. If a student is retained and charged with a drug-related crime during the academic semester, however, the Center Director must be notified as soon as possible so that the student can be apprised of his/her legal situation and what options, if any, are available. The Center Director is obligated to report the incident to the College Dean who may need to involve other individuals and to keep the Dean informed of developments.

Students and faculty are reminded that abuse of controlled substances jeopardizes not only the individual's welfare, but that of the entire program.

There is zero tolerance of faculty, staff, students, or any other authorized person driving a school vehicle while under the influence of alcohol and/or drugs. Likewise, there is zero tolerance for any faculty, staff, or other personnel affiliated with the program transporting students in any vehicle while under the influence of alcohol and/or drugs. Complaints should be filed immediately with the Center Director. Upon receipt of a complaint, the Center Director should inform the Dean.

Orientation

The orientation program includes a group welcome meal and cultural activities

designed to help familiarize the student with the local surroundings, such as a scavenger hunt. Most of the program, however, is focused on academic programs, health and safety, and visa issues. Students with previous language skills will take a placement exam during this week, and all students will be introduced to the China Center facilities and academic resources, and we will introduce the academic calendar and schedule of classes, and how to construct a successful Portfolio of Learning. In addition we will discuss our expectations regarding advising, attendance, and class participation.

Here are some topics that will be covered during the orientation:

- Academic Orientation
- Learning Goals
- Co-Curricular Transcript
- Hangzhou Introduction
- Directions
- Dormitory Introduction
- Campus Introduction
- Transportation
- Food
- Health and Safety
- Cultural Performance
- Group Meal
- West Lake Tour
- Scavenger Hunt
- Mandarin Classes
- Banking

The Academic Program

First semester students at the China Center must enroll in and successfully complete the

3-unit Chinese Thought and Religions: Comparative Perspectives I, the 8-unit Intensive Mandarin Chinese course, and a 2-unit Independent study for a total of 13 required units. Students who had submitted a successful portfolio of learning in advance of the last day of the previous semester may petition the Dean to take up to 18 units by sending an email petition to the Assistant Director of Records and Administration before the end of the third week of classes. Beyond the aforementioned 13 required units students at the China Center will also take up to 4 units of electives that vary from year to year.

Plan of Study/Course Descriptions

<http://www.liu.edu/Global/StudentLife/Records/Reg-Info/pos-cd.aspx>

Field Advisors and Independent Study Projects

Field Advisors, Independent Study Projects, Service Learning, or Internships

Students with sufficient preparation may design one or two independent study projects, service learning projects or internships (all referred to as independent study projects or ISPs) within certain given cultural, linguistic and political boundaries and in consultation with their faculty adviser and/or field adviser. **Please note all the ISPs and internships will require sufficient Chinese language skill.**

Independent Study GCHI 342-3, 390-399, 423-4, 390-99, 423-4, 490-99 (1- 5 units)

Students may design a guided independent study project (ISP) with their faculty adviser and/or field adviser. Field advisers are professionals and specialists who can offer students more in-depth study of a chosen field through an ISP or specially arranged lectures and courses. In consultation with the advisor and field advisor (if one is assigned) students will create a proposal as part of their learning plan that will include specific learning goals, internship or service learning placements (if appropriate), methods to be undertaken, reading and written assignments, places (if any) to be visited and a timeline for completing the course. The learning goals must be consistent with the student's abilities (language, methodological etc.) as determined by the advisor in consultation with the student. First-semester students may not take more than a total of four units and second semester students may not take more than a total of eight units of independent studies without permission from their faculty adviser and the support of the academic director. Students have conducted a wide range of ISP projects in recent semesters, including studies in the following subjects:

Psychology: An Epistemological and Hermeneutical Critique of Psychoanalytic
Religion: Tibetan Buddhist New Year Rituals in Amdo
Philosophy: The Philosophy of Laozi
Social Science: Development of Civil Society Organization in Mainland China
Education: Deaf Education and Chinese Sign Language
Socio-linguistics: Social Implications of Mandarin vs. Dialect Use
Ecology and Development: Tourism and the Yunnan's Nujiang River Valley;

Environmental Policy in China
Tea Culture
Bamboo Culture
Medicine: Traditional Chinese Massage Techniques
Literature: The Chinese Writer as Social Activist
Art: Chinese Calligraphy; Daoist Elements in Chinese Painting
Women Studies: Contemporary Chinese Women Writers
Ethnomusicology: A Comparative Study of Western Traditional and Chinese

Ethnic Musical Forms
Politics: The Personality Cult of Mao Zedong; Policies of Liberation between 1949 and the Present
History: History of the Cultural Revolution
Martial Arts: Wushu, Qigong and Taiji Traditions of Martial Arts
Education: Language Acquisition and Ethnic Minorities in Eastern Tibet

Field Trips

(The locations and time of field trip are subject to change.)

Following are some example regional and extended field trips from the fall semester:

Suichang County - About one month after arriving in China, students have the opportunity to travel to the small town of Suichang in Zhejiang Province. In Suichang, students will experience the life style in the rural place in China. Students will have the chance to interact with the locals.

Beijing - Students will have the opportunity to visit the capital of China in early November of fall semester. In Beijing students will visit the Forbidden City, Tian'anmen Square, and the Temple of Heaven. Students may also have the opportunity to candidly discuss flashpoints in Sino-American relations, including trade imbalance with the United States and tensions across the straits with Taiwan, with the Chinese government's top political strategist with the Chinese central intelligence agency. Later that day, students might meet with representatives for the U.S. Department of State for a brief on the same issues in our bilateral relations from our own government's perspective, so students can compare different political views on these important contemporary problems that threaten regional and global security. We will also hike along wild sections of the Great Wall.

Suzhou - A weekend trip will be taken to Suzhou from Hangzhou by overnight boat on the Grand Canal, the historic main channel of transportation in the

southern region. Students will then experience the tranquility and exquisite architecture and plants at The Lingering Garden and The Retreat & Reflection Garden of Suzhou, as well as taking in the sights of the local canal villages.

Following are some example regional and extended field trips from the spring semester:

Yunnan - Soon after the students arrive for the spring semester, there will be an opportunity to participate in a trip to southwestern Yunnan province as part of the Area Studies course on Chinese ethnic minorities. Yunnan is home to over half of the ethnic minorities in China and so stands out as a colorful and diverse place in comparison to coastal China. As the major trip of the semester, the students may spend some time visiting and traveling areas from the Tibetan highlands in northern Yunnan all the way down to the tropical. Homestays in the historic and beautiful old-town of Lijiang of the Naxi people in northern Yunnan and with the Thai people in the south may be organized for the students and often prove to be an incredibly fruitful language learning and cross-cultural understanding exercise for the students. In addition, students may have the opportunity to experience the sacredness of a Tibetan monastery in Shangri-La as well as meet with experts on local religious traditions. A meeting with a local environmental NGO and viewing of magnificent mountain lake may also give students another perspective on the vast changes being caused by development and tourism.

Shanghai - Students will have the opportunity to visit this exciting and dynamic cosmopolitan city to view the colonial architecture along the Bund, the Shanghai Museum, People's Square and to see a contemporary play and Shanghai jazz performance. An aerial panoramic view of this quickly developing city will also be taken in from atop the Jin Mao Tower. Students will also have the opportunity to enjoy the city's rightly famous shopping and nightlife.

Nanjing - In a spring semester Area Studies field trip, students might visit the site of Nanjing massacre, where atrocities were committed by Japanese occupational forces during World War II, and the Monument of Aviation Martyrs, where WW II Allied, mostly American, aviators who fell in defending China are commemorated. Students might attend lectures given by a specialist on the Japanese occupation of Nanjing and a professor of Sino-US relations from the Johns Hopkins Center in Nanjing. Students might also visit the Presidential Palace, which housed China's first national president, the memorial tomb of Sun Zhongshan (Dr. Sun Yat-sen), considered the father of modern China in both the mainland and Taiwan, and other historic sites that witnessed significant events when Nanjing served four times as China's capital.

Shaoxing - Students may visit the former residence of Lu Xun, one of the greatest Chinese writers of the twentieth century, Qiu Jin, one of the greatest feminists and female revolutionaries of the same period, and Lu You, a famous poet and writer of the twelfth century who is also known for his own personal tragic love story.

Nearby students can view the calligraphy of Wang Xizhi from the fourth-century, and the Mausoleum of Yu the Great, the semi-legendary cultural hero of China who is said to have controlled a deluge some four thousand years ago.

Following are some examples of local field trips in Hangzhou from recent semesters:

Boating on West Lake
Daoist fortune telling at Baopu Abbey
Lunch at Fenghuang Mosque
Hike to Liuhe Pagoda
Tomb of Yue Fei
Japanese War Memorial
Visit to a state commune
Participate in a mass wedding
Acupuncture clinic and Qigong demonstration
National tea museum
National silk museum
Zhejiang Provincial Museum
Zhejiang Academy of Fine Arts

Advising

Advising. It is the responsibility of each Center and each advisor to orient their students

with respect to advising procedures. Advising must take place every two weeks at a minimum. An advisement record is designed to help structure the advisement session even as it serves as a record of the discussion. Every session is different, of course, and different needs are addressed. Ideally the student and faculty advisor meet in person; if this is impossible, bi-weekly advisement sessions may be conducted by other means.

Checklist for Advising

Responsibilities of both the Advisor and Student

- Brainstorm ideas and dialogue about ideas for papers, internships, independent studies etc.
- Familiarize oneself with the LIU Global Educational Model, Methodology, and Philosophy
- Develop and maintain a timetable for advising and academic progression
- Develop co-curricular transcript.

Role of Advisor

- Review and approve student's learning plan
- Guide student through the process and practical requirements of the semester
- Provide critical analysis by evaluating writing and research skills as well as ensuring the academic continuity of the student's work
- Individualize advising to address student's needs and issues
- Ensure that the student understands the educational model
- Support students in developing and carrying out independent study courses. Communicate with field advisors.
- Respond to student's work in independent study courses in a timely manner
- Review evaluation rubrics in initial advising meetings; record student's attendance to advising sessions; keep a record of repeated absence to be reflected in evaluations; refer students to appropriate members of the staff and/or professional help to provide support.

What are the student's roles/responsibilities?

- Schedule and attend regular meetings with advisor
- Prepare and turn in work prior to advising sessions
- Prepare for each advising session with questions and concerns in order to play an active role in the process and outcomes
- Be punctual

How often should student and advisor meet?

- A minimum of once every two weeks; but more frequently if necessary for each meeting
- Advising is to take place ONLY during the semester, not prior to or after the end of each semester
- Lack of regular attendance to Advising Sessions may result in poor performance evaluation and the loss of unit

Learning Plan

Learning Plan Guidelines:

Learning Plans. At the beginning of each semester, students ask themselves the following questions as they prepare their Learning Plan: What are my overall goals for the semester, personal, intellectual, and practical? What do I want to learn this semester, and why? What areas of knowledge do I want to explore? What skills do I want to gain? What strengths do I want to develop and what weaknesses do I want to address? Keep in mind that each semester's Learning Plan can serve as the basis for the next semester's Plan, making it a progressive document that develops greater depth and sophistication as it is reworked at the beginning of each semester.

As they write the Learning Plan, students should consider how their own goals intersect with the Learning Goals of LIU Global and the goals of the courses they are taking as described in the syllabuses. They should also describe how their learning will be documented in the Co-Curricular Transcript.

The Learning Goals that guide the LIU Global curriculum are as follows:

Goal 1: Global Knowledge

- Develop increased global awareness
- Acquire a local perspective on critical global issues
- Identify the ethical implications of human actions on global Issues

Goal 2: Cross-cultural Competence (or Inter-cultural Competence)

- Respect and understand diversity
- Achieve a level of adaptability and inter-cultural sensitivity
- Practice effective cross-cultural communication
- Gain language proficiency

Goal 3: Personal and Social Responsibility

- Ethical awareness
- Civic knowledge and engagement – local and global
- Leadership and teamwork

Goal 4: Intellectual and Practical Skills

- Written and oral communication
- Critical and analytical thinking
- Creative thinking
- Qualitative research
- Digital literacy and communication

Suggested format for Semester Learning Plans:

1. Heading:

Center, student's name, semester, year in which you are enrolled, advisor's name

2. **Goals Statement:**

The goals statement of a Learning Plan is what makes it truly your own, giving you an opportunity to specify *why* you are pursuing a particular plan of study. It may be helpful for you to consider three different types of goals: personal, intellectual, and practical. Personal goals include those that motivate *you* without necessarily being significant for anyone else. These may relate to your personal history, family or cultural background, or your intended career path. Intellectual goals specify what you want to *understand* and can range from curiosity for a general subject to a desire to understand the workings of a particular problem. Practical goals specify what you want to *accomplish* through your education, including skills you would like to cultivate, particular works you would like to produce, or changes you would like to make happen. Be both honest and realistic in stating your goals, fully relating your intentions while appreciating the limits of the time and capacities upon which you will draw. *However, you should leave room to fall short.* Set your goals just beyond what you believe you may achieve. This gap will assure that you envision how you can grow in pursuing your goals. The Learning Goals of LIU Global and the skills as described in the Co-Curricular Transcript should be particularly helpful here.

3. **List of courses and Unit Breakdown:**

This is essentially a summary of the different courses you propose to take, including the required and optional courses, as well as the unit breakdown. You should also include co-curricular activities (leadership and service positions, for example) that contribute toward your goals.

4. **Learning Objectives:**

Now that you have set a context for your learning in the goals statement, you should break your goals down into more specific and concrete steps, creating chains of objectives that lead toward the goals. This section will negotiate between the broader, more distant goals and the particular content of the semester's activities. How do the specific knowledge, skills and experiences involved combine to fulfill the goals of the course? How do these goals match up with your goals as a whole? If some of your goals lie outside of those of your courses, how will you move towards these further goals? What would the first few steps be?

To develop and include for all Independent Study Coursework, subject to approval of the academic advisor:

1. **Briefly describe your field project or independent study learning activity:**

Describe the field or independent study learning activities you will engage in this semester. Where will they take place? Why did you choose these particular forms of study?

2. **Learning Objectives for Independent Study:**

What specific knowledge, skills or experiences do you want to acquire this semester

from this independent study? Please refer to the LIU Global goals in designing your objectives for your independent study course as well as your own that may not be reflected there. What philosophical or theoretical approach do you want to explore?

3. **Educational Methodology:**

How will you approach the learning objectives you have set for yourself this semester? Describe the educational methods you will use (i.e. internship, bibliographic research, field research, etc.). Why did you choose these methods and not others? In what way will you integrate your experiences with theory and with knowledge others have acquired?

4. **Resources:**

List the resources you anticipate using to support your learning objectives. They may be people (field advisor), books, newspapers and magazines, movies, plays, laboratories, organizations and much more. Also develop a bibliography that can be expanded as the semester proceeds.

5. **Timetable:**

For independent study, some students need more structure, some less. Nonetheless, all face the same deadlines for submitting portfolios, and deadlines are necessary for completing work. Once you have formulated the components of your Learning Plan (what exactly you will be doing), outline a schedule by which you will complete your tasks for the independent study project. Placing your goals and expectations into a timetable will help you see whether your projected Learning Plan is really feasible in one semester as well as help you organize your time to successfully meet your goals. Have you taken on too much? Are there important learning activities that you could postpone for another semester, or less important ones that you should drop for the time being? Learning Plans will succeed only if they are manageable.

6. **Evaluation**

For independent study work, you must determine with your advisors just how work will be evaluated, and what the requirements will be for documenting your work. If you have a field advisor, he or she will contribute to the evaluation process with ongoing and a formal written evaluation. In addition, the student's self-evaluation is important in assessing his or her learning throughout the semester. In the end, the faculty advisor will consider these different aspects to determine a grade and write the final student narrative evaluation upon which credit is granted.

Co-Curricular Transcript (CCT)

The CCT aims to be the most accessible, concise, and powerful expression of an LIU Global student's educational career. Documenting four years of travel and learning in no

more than two pages, the CCT challenges students to articulate the core and pinnacles of their education, recording not only the most significant, transformative experiences, but the skills and capacities students have gained from those experiences. The CCT thus prepares students for the life-long task of explaining how their past has prepared them for present challenges and future possibilities.

Specifically, the CCT is a comprehensive record of a student's experiences in: global and intercultural skills; work, internship and service; communication; leadership and teamwork. It supplements their academic transcript as it offers a holistic perception of the student's development through activities carried out on and off-campus. The CCT enables students to document their growth when applying for grants, graduate school and jobs. The advisor will assist the student in the selection of appropriate submissions and writing style so that the CCT, as a public document, will reflect positively on the student's record.

The skills and experience documented by the Co-Curricular Transcript are as follows:

- **Global and Intercultural Skills** - Involves the ability to work and interact effectively across cultures combined with an understanding of the world as an interconnected system. Global and intercultural skills incorporate empathy, communicative awareness, behavioral flexibility, tolerance for ambiguity, foreign language ability, negotiation skills, sensitivity to cultural context, respect for difference and diversity, the ability to communicate across barriers, the ability to work effectively in a multicultural team, and the ability to acquire and utilize culture-specific knowledge.
- **Work Experience, Internship and Service** - Placement within an organization that allows the student to develop a broader knowledge in a field and gain experience in a professional setting. Activities are related to increasing specific knowledge, problem-solving, teamwork, taking initiative and good communication. Upon completion of an internship the on-site supervisor evaluates the student's performance and skills. Examples include internships carried out during the semester or summer and extended extra-curricular activities. Service is any activity, trip, or program that a student undertakes that involves learning through direct action about an issue, people, place, and which provides a benefit to that community. Examples have included: participation on conservation projects, working in impoverished neighborhoods, teaching or working in a health clinic, soup kitchen, neighborhood improvement, working on crisis hot lines, participating in inter-group dialogues.
- **Communication Skills** - Demonstrates the student's ability to express ideas with confidence, identify the audience, articulate goals and objectives and select the correct form of expression in speaking and/or writing. Examples are public speaking outside the class, writing and designing workbooks, manuals, creative pieces, marketing tools, social action materials and grants
- **Leadership and Teamwork** - Involves the ability to motivate and organize others into an effective group and taking initiative as in activities of reflection, action and decision making. Leadership and teamwork skills, involve creative

problem solving, building consensus, promoting inclusion and helping others to develop skills. Activities may include student leadership positions, participation in community programs or taking initiative to organize and lead organizations and events, such as, a cultural study/excursion, group activity, mediating disputes, disseminating information by email or print, etc.

Academic Requirements

Students shall successfully complete the requirements for each of the four years as listed below. During the first semester at an overseas center all students study the required language of that center (this does not apply to the CRC and Australia programs). Please refer to the following site for more detailed information on each center and program:

Foundation Year: The foundation year is spent in Costa Rica and students must complete 32 academic units from the required and elective courses listed in the “Costa Rica Center Guidebook.”

Second Year: Students must study at either the India Center or the Comparative Religions and Cultures Program and complete 32 academic units from the required and elective courses listed in the “India Center Handbook” or the “CRC Handbook.”

Third Year: Students may elect to study at the China Center for the year or enroll in the Comparative Religion and Culture Program for the entire year. Alternately, students may choose to study at the China Center or the CRC Program in the fall semester, and attend the Australia Program in the spring semester. In both cases, students are required to complete 32 academic units from the required and elective courses listed in the appropriate center guidebook. Prior to the completion of the third year of study, students must complete the online Junior Research Seminar and design and submit a proposal for an independent study semester project. The detailed proposal identifies the question, issue, or problem the student wishes to address. In the proposal, the student will explain how they intend to carry out research and outline the significance of the project. This proposal must receive approval from LIU Global faculty before the student may carry out the project during his/her senior year. As part of the Junior Research Seminar, third-year students declare an area of concentration within their Global Studies major.

Senior Year: The first semester is devoted to independent study. Independent study may be conducted in one of the countries where the student has previously studied, but may occur in any approved region of the world under the supervision of an LIU Global faculty advisor. Students earn 16 units for the Senior Independent Study Semester, of which 4 to 6 units comprise the Senior Independent Study Semester Project. The semester portfolio documents the student’s learning and spans from the first conception of the project, to challenges met along the way, to final conclusions, to new and remaining questions. Students participate in a required on-line seminar focusing on research methods.

The second semester of the senior year is “The Capstone Semester.” The basic

requirement for entry into the Capstone semester is completion and evaluation of the Junior Seminar and the Independent Study Semester. The Capstone Semester is comprised of 13 LIU Global units, which include the writing of the Senior Thesis as a culmination of their education. In addition, students have the opportunity to take elective units (up to 5 units during the Capstone Semester) at the Long Island University, Brooklyn Campus. All LIU Global students need 128* units to graduate. As part of the Capstone Semester, all students are required to make a public presentation at the Senior Recognition Ceremony.

Note: Students who have successfully completed two semesters of coursework may seek permission to take 18 units during a semester provided they receive approval from their advisor and World Headquarters.

Degree, Major, and Concentration

LIU Global B.A. in Global Studies

Graduates of LIU Global receive a liberal arts Bachelor's Degree with a major in Global Studies.

Second semester juniors may choose an Area of Concentration within Global Studies to focus their senior work. An Area of Concentration can be selected from the list below or students can propose an area not listed. Since Areas of Concentration are linked to the senior independent study work, they should be approved by the student's junior year faculty advisor, the Center Director where the independent study project will be carried out, and the Senior Studies Director in NY. This is to ensure that all selected Areas of Concentration can be pursued in a way that meets academic, health, and safety criteria, as well as to ensure that adequate faculty support can be provided in the selected Area of Concentration. The selected Area of Concentration consists at least partially of:

- Junior Research Seminar or equivalent, 2 units (2nd semester Junior year when students decide and design their Senior Independent Study proposal)
- Senior Independent Study Project, 4-6 units (1st semester Senior year)
- Senior Thesis 3 units (2nd semester Senior year).

Students are encouraged to focus other coursework towards their Area of Concentration, although this is not a requirement.

Sample Areas of Concentration

Global Studies and Culture:

- Intercultural Communication

* No more than 32 credits in non-liberal arts courses may be applied towards the graduation requirements. The following types of courses are not considered liberal arts: business, agriculture, physical education, studio art, education, and specialized professional courses.

- Cultural Representations
- Cultural Studies
- Gender Studies
- Women's Studies
- Media and Social Change
- Transnationalism and Cultural Diversity

Global Studies and Education

- Comparative and Alternative Education
- Education and Human Development

Global Studies and Religion

- Comparative Religion
- Religious Studies and Social Engagement

Global Studies and Politics:

- Migration and Diaspora
- Indigenous Peoples
- Peace and Conflict Studies
- Human Rights
- Minority and Ethnic Studies
- Comparative Politics
- Community Development

Global Studies and Economics

- Poverty and Development
- Global Corporate and Social Responsibility
- NGOs and Social Change

Global Studies and Environment:

- Environmental Sustainability

Global Studies and Health

- Traditional Medicine and Conventional Medicine

Academic Requirements: Checklist

- 128 units (maximum of 64 transfer units)
- Junior Research Seminar and proposal for Senior Independent Study Semester Project

- Senior Independent Study Semester Project
- Last 32 units from LIU Global (This may include courses taken at Long Island University)
- Completion of Capstone Semester including Senior Thesis and all required courses
- Completion of required courses at each center the student attends
- No more than 32 units in non-liberal arts courses

Student Evaluation Policies

Academic Unit. LIU Global students are expected to take a semester unit load consisting of 16 units. The approval of the student's academic advisor and the Office of the Dean are necessary for students who want to take more than 16 units. The usual four-year course of study (barring transfer or life-experience units) consists of eight 16-unit semesters, with 128 units needed for graduation. Advisors and students must review carefully the time and learning expectations inherent in a student's learning plan. Each learning plan should clearly justify how the number of requested units will be merited.

Evaluation of Student Work and Units Earned. The LIU Global Learning Portfolios are central, comprehensive, creative documents that contain a chronological mapping of the growing intellectual sophistication of the student over the four years of the program. Produced by the student at the end of each semester, the Learning Portfolio is a repository of a student's work, including not only written text, but images, sound files, video, presentations and hyperlinks. Interviews, poetry, accounts of challenges as well as successes, fiction, and other imaginative and creative elements are encouraged. While offering documentation of the numerous courses, projects, and activities that make up student learning, the Learning Portfolio should also include a guiding essay and/or introductions that make the portfolio a coherent, integrated portrait of a student's education.

Deadlines and Due Dates. *It is absolutely essential for centers to clarify at the beginning of each semester, both in syllabi and other learning plans, what their deadlines are and have students acknowledge their understanding of deadlines and the consequences of failing to meet them.* It is expected that in the course of classes and student-advisor/teacher meetings throughout the semester, approaching deadlines will be mentioned, and if any adjustments need to be made, there will be time to do so before the end of the term.

Grades and Grading Policy. LIU Global provides letter grades to students for completed coursework. Seminar Coordinators and/or Advisors also write narrative evaluations of the students' work for each semester; however, these are not included as a part of the official transcript. At the beginning of each semester, each LIU Global student develops a Learning Plan with his/her faculty advisor. Together, they establish learning goals and develop a plan to achieve these goals.

Grading Guidelines

1. Faculty must include clear evaluation criteria in their syllabuses that specify the course requirements and expectations depending on the particular course content, objectives, and methodology that are within the framework of the approved LIU Global grade descriptors. These should be reviewed with students in the first class period.
2. Any graded assignments and overall course grades should be based on the following grade descriptors. It is up to each faculty member to specify the expectations and grading criteria for each assignment and the points for unit hour:

- **A Outstanding** 4.00
- **A-Excellent** 3.67
- **B+ Very Good** 3.33
- **B Good** 3.00
- **B- Above average** 2.67
- **C+ Average** 2.33
- **C Below average** 2.00
- **C- Poor** 1.67
- **D Inadequate** 1.00
- **F Unacceptable or Failure** 0.00
- **INC Incomplete** (*For documented medical, learning disabilities, or personal emergencies*)
- **WF Withdrew Failing**
- **P Pass**, *option only for P/F courses or assignments.*

3. There are three criteria for grading students in the course overall:
 - Attendance, participation, effort, progress
 - Demonstrated knowledge, understanding, practical application, expression, and/or ability as related to course objectives.
 - Depth (synthesis, analysis, critical thinking) or quality of work as related to stated course objectives and expectations.

It is up to each faculty member to determine and specify in the syllabus the specific expectations within these categories as well as how the final grade is calculated.

Incompletes. Incompletes will only be granted for medical, family or personal emergencies as well as documented learning disability. In all cases, evidence must be provided. The faculty advisor will set the date by which the work is to be completed. Students who receive an incomplete grade (INC) for a course must follow these steps in order to receive a letter grade:

1. Contact your professor regarding the incomplete coursework that needs to be submitted.
2. Develop a written agreement with your professor clearly outlining the work needed in order to receive a letter grade. The written agreement needs to include a due date and the professor's current contact information. Note that an INC will turn into an F after one semester.
3. The professor must email a copy of the written agreement to the Assistant Director of Records and Administration.
4. After the completed work is submitted, the professor must email the Assistant Director of Records and Administration the following information: students name, course title and identification number, number of course units and the new letter grade.

Students can monitor the course grade change by logging into their MyLIU accounts: <https://my.liu.edu>.

Procedure to Appeal a Grade

1. Students should contact the Instructor in writing within 30 days of the end of the semester in order to gain a clear understanding of why a particular grade was awarded. The student should base the request for a grade change on established criteria as set forth in the syllabus or other documents. In accordance with University policy and principles of academic freedom, the Instructor has the authority to make the final decision to request a change in grade for the student, or -- in the case of a medical or family emergency -- to consider the possibility of allowing the student to submit additional assignments. If the student has failed to meet the course requirements because of a medical or family emergency, documentation should be provided to the instructor.
2. The Instructor should be able to indicate where the syllabus outlines grading criteria and share the rationale behind the grade based on the outlined criteria.
3. If the student has followed the procedures above, and is not satisfied, the student may appeal to the Center Director (CD) or Academic Coordinator (AC), who will review the procedural issues. Normally the CD/AC will speak directly with the Instructor to understand and review the criteria for the grade. It is strongly suggested that all appeals be resolved at the local center level. If the student is not satisfied with the outcome, the student may appeal to the Dean via the Assistant Director of Records and Administration. The student must copy the CD/AC and indicate that the attempt to resolve the concern at the center level was not successful. This appeal must be in writing and submitted within 30 days of receipt

of the instructor's final decision to decline the student's request to change the grade. In the case where the CD/AC is the Instructor in question, the student may appeal directly to the Dean.

4. The Dean, or another designated body, will review the evidence submitted by the student and by the Instructor to make sure the procedural criteria for grading was followed as stated in the course documentation. (The Dean will not review grades given on individual assignments.) The student, the instructor and the CD/AC will be informed of the Dean's decision.

Academic Dishonesty and Plagiarism Policy. Students are expected to conduct themselves in accordance with the normally accepted standards of academic life. That implies that they will conduct themselves with due regard for the rights of others and, in particular, that their behavior will not interfere with the ability of the academic community to carry out its usual academic functions. It also implies that they will observe the usual standards of integrity with regard to the preparation of essays and any other form of academic assessment. Students are also expected to comply with those reasonable rules of procedure promulgated by a faculty member for the conduct of his or her class or by the college or school for the conduct of its business.

Specifically, students must be aware not only of the performance and intellectual standards of each course, but also of the means acceptable in achieving those goals. Students are expected to study all materials presented and to master them. Students may avail themselves of all sources that will further that mastery: textbooks, the library, student study sessions, tutoring, study aids, etc. Ultimately, however, the instructor's judgment of a student's performance is based on the student's own intellectual achievement and honesty. Cheating on any form of academic assessment and plagiarism of any sort are unacceptable and, if proven, are cause for the most severe penalties up to and including suspension or dismissal from the University. Students who submit written or other work that is not their own or who submit work with sources inadequately acknowledged or with an inadequate system of documentation for a specific course assignment may be given no credit for the work submitted and an F for the course.

Citation Style

The preferred citation style at the China Center required for all area study courses and the writing workshop is the "Chicago style," with footnotes and bibliography in the "humanities style" documentation system set by the University of Chicago Press, perhaps the most definitive style reference for writers and publishers in the English language.

The 15th printed edition of the *Chicago Manual of Style* (2003) is on reference for students in the China Center library, as is *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian (1996), which is a useful guide to the 14th edition of this comprehensive manual.

Leaving the Program and Leaves of Absence

Students may desire or need to leave LIU Global for a variety of reasons:

A **withdrawal** occurs when a student leaves the program after the student has registered for a term of study, but before completing the semester. There are financial implications when a student withdraws. Please refer to the Long Island University Brooklyn Bursar's Withdrawal Schedule on the LIU website. A student who is already overseas and who needs to withdraw must consult with the Center Director and with the LIU Global Assistant Director of Records and Administration to be sure all necessary local arrangements and institutional requirements are taken care of. The Assistant Director of Records and Administration should be informed immediately when a student decides to withdraw from the program.

An **exit** occurs when the student transfers out of the program and does not intend to return to LIU Global. Students who plan to exit the program should notify the Assistant Director of Records and Administration and Director of Student Services as soon as possible before their last day of enrollment. Students who exit the program should be sure they understand the processes for notifying financial aid sponsors, for getting transcripts, and for transferring credits. Students who receive Financial Aid must be in touch with the Office of Student Financial Services to complete the absolutely necessary "exit interview." An exit interview with LIU Global's Director of Student Success is also required.

Students may occasionally be placed on a **required leave of absence**, typically for academic or disciplinary reasons. Such students may be reinstated after specific conditions are met as outlined at the time of suspension. Students who are academically ineligible to continue their enrollment may elect to take an **advising semester**. (See the *ADVISING SEMESTER* section of this handbook for more information.)

A **voluntary leave of absence** is taken when a student wishes to take time off from studies. Students should request a voluntary leave of absence at the time of pre-registration for the subsequent semester.

Students admitted to LIU Global of Long Island University are expected to make regular and consistent progress toward the completion of their degree. However, the College understands that in exceptional circumstances a student may find it necessary to take a leave of absence (leaving the university temporarily, with the firm and stated intention of returning). *The University considers such an interruption to be very serious as it delays normal progress toward the degree.* Leave of Absence Applications are reviewed once a month on a rolling basis. Leaves of absence can not exceed 2 semesters (except where a leave is mandated by compulsory national service). Students are required to apply for readmission if they fail to return to LIU Global after a one year approved leave or extend their leave without permission from the College. In these cases, students must comply with any new regulations governing their degree program.

Procedures:

1. The student should discuss a leave of absence with his or her academic advisor. Discussions will include their plans while on leave and to solidify any conditions that may be necessary for a smooth return to LIU Global.

2. The student must complete an application for withdrawal (fill out sections: B, D1-4, D6, F). In addition, the student must also complete a “Leave of Absence Application” bearing his/her signature and the signature of their academic advisor. The application must include a statement outlining the reason for the leave request and the plan to return. The application must be submitted to the Assistant Director of Records & Administration at the NY center. *The fall semester deadline is December 1st and spring semester deadline is May 1st.* It will then be reviewed by a committee and submitted to the Dean or the Dean’s designee for final approval. Students can expect to receive a decision via email one week after the deadline date.

Leave of Absence Information/Policy & Form:

<http://www.liu.edu/Global/StudentLife/Records/Absence-Info.aspx>

3. The student will be notified in writing by the Dean or the Dean’s designee of the approval or denial of the request for a leave. If the request is approved, the terms and conditions of the leave shall be set forth in the approval letter.

4. The student is responsible for contacting the Office of Student Financial Services regarding his/her leave of absence.

5. The notation “leave of absence” will be entered on the student’s transcript.

Disclosure of Consequences:

- Federal student loans become repayable six months after a student’s last semester. Be advised that if a student took a leave of absence in the past, loan repayment is immediate as there is only one grace period (six month repayment).
- Students will be required to apply for re-admission and satisfy the academic regulations of the most recent LIU Global catalog under the following conditions: failure to return to LIU Global after approved LOA; extending a LOA without approval of LIU Global; failure to return to LIU Global after a two-semester LOA
- Any Incomplete marks (INC) turn into Failures (F) after one semester.
- Courses taken at other colleges or universities during a leave of absence are not guaranteed to transfer back towards your degree unless pre-approved by the Dean’s Office. If you are interested in taking course while on a leave of absence, you must submit the Transient Student Form (be sure to read the requirements).

Transfer credit for courses taken at other recognized institutions during this period will be accepted, according to regular University and Program transfer guidelines. In general, no credit will be given for independent learning (i.e., projects undertaken for credit without faculty supervision) during a student’s leave of absence.

Students interested in returning to LIU Global should contact the Assistant Director of Records and Administration to discuss re-enrollment procedures. Students who wish to apply for financial aid must remember to file or renew their FAFSA information with the federal government.

Presentation

In addition to formal writing, oral presentation is an important component of the educational experience at the China Center, and faculty teaching Area Studies courses will require each student to lead a formal class discussion or to prepare and present an organized lecture on a particular subject at least once during each semester.

Students are also encouraged to perform an oral presentation at the conclusion of each semester in front of the learning community during the final week of the semester. This presentation should be a discussion of your learning process and accomplishments during the course of the semester and an in-depth presentation of one section in the Portfolio of Learning about which you have learned the most or are most proud. These presentations need not be formal, and there is much room for creativity. Students who have completed an independent study project or internship are particularly encouraged to participate. This is also the time to show your peers and faculty what you have learned in the elective courses, such as Taiji and Chinese Arts, since these subjects require performative or visual presentation of skills learned. Students should allow at least two to three full days to prepare the oral presentation, and are encouraged to invite friends to attend. We want this to be an opportunity for students to present what they have learned to the entire community and to provide an opportunity to practice oral presentation skills at the same time. Presentations are optional, but all students are expected to attend and provide feedback to those who do present.

Any student may in consultation with the faculty advisor elect to deliver an oral presentation for credit. These students should work extensively under faculty guidance throughout the semester to structure, rehearse and present findings from any Area Studies research assignment for one extra credit linked to that Area Studies course. The Writing Workshop instructor will also designate several sessions at the end of the semester to teach formal presentation skills, including how to use and structure and use Microsoft Power Point, overhead transparencies or handouts to communicate effectively. These presentations for credit should be formal and last 15-20 minutes, followed by 5-10 minutes of questions and discussion with the learning community, and may be held either at the end of the eighth week or at the end of each semester.

First semester junior students are also encouraged to work with the faculty advisor to present the Junior Research Proposal, in order to receive constructive feedback and suggestions from other faculty and peers before setting to carry out the project the following semester. These presentations may constitute one extra credit linked to the Junior Research Seminar.

Second semester junior students are required to present research findings at the conclusion of the semester. All students presenting for credit and second semester junior students will be provided anonymous written feedback on the content and delivery of the presentation by peers and faculty at the conclusion of the presentation, using the Learning

Portfolio Oral Presentation Form available online at the China Center website. The Faculty Advisor's evaluation of these oral presentations will be included in the narrative evaluation of the course in question as part of the student's permanent record.

Academic Calendar

<http://www.liu.edu/Global/StudentLife/Records/Calendar.aspx>

Attendance Policy

All students are expected to be physically in Hangzhou and an active member of the China Center learning community during the period of the academic calendar. Exceptions to this rule will be made only for Advising Semester students and second semester students who have made arrangements with their Faculty Advisor to conduct research elsewhere in China. Students who have completed all their courses, submitted a quality portfolio of learning reviewed and assigned full credit, and have made arrangements to deliver an oral presentation to the learning community may, with the permission of the Faculty Advisor and Academic Director, petition to leave the country prior to the end of the term.

Attendance is an important part of all courses offered at the China Center. Students are expected to attend all class sessions and to arrive promptly and to stay for the entire duration of each class. Attendance will be recorded within the first fifteen minutes of class. Students who arrive after attendance is called, but arriving within the first fifteen minutes, will be marked as late. Students who arrive later than fifteen minutes three times will be counted as absent. Students with perfect attendance and students with more than three unexcused absences will have their attendance recorded in the narrative evaluation on their permanent record. Students who miss more than one-third of the classes may receive partial credit and students missing more than half of the classes may receive no credit.

Students enrolled in the intensive Mandarin language courses will be held to the local attendance policy established by the host university. Attendance for these courses will be called and recorded within the first ten minutes of class. Students who arrive after attendance is called, but arriving within the first fifteen minutes, should speak to the instructor after class to report the reason of tardiness and record her or his name. Students who arrive later than fifteen minutes will be counted as absent. Students with more than three unexcused absences will be unable to take the placement test required to progress to the next level. Students will be excused in cases of illness, but it is the responsibility of the student to provide medical records within three days following the illness. In cases of family emergency, students will be counted as absent half the number of classes missed only, but it is the responsibility of the student to provide a note to each language instructor stating the purpose of an extended absence. If the student will miss an Intensive Mandarin language class due to a schedule conflict with another class or fieldtrip organized by China Center faculty, the student should inform the language instructor forty-eight hours in advance and make arrangements with the instructor to make-up

missed assignments.

China Center

Zhejiang University

The LIU Global China Center is located on the Jade Spring (Yuquan) Campus of Zhejiang University, within walking distance of West Lake.

Zhejiang University is the most comprehensive university in the country, with fields of study in eleven disciplines, namely philosophy, literature, history, education, science, economics, law, management, engineering, agriculture and medicine. Presently, the total number of full time students has reached well over 42,000, including over 25,000 undergraduates and over 16,000 graduate students.

Center Address

Address: 38 Zheda Road, Building 11, Room 303, Yuquan Campus, Zhejiang University, Hangzhou. The China Center facilities consist of a faculty office, student computer room, and a large multifunctional community room that serves as the library, classroom, and social area.

杭州市 浙江大学 玉泉校区浙大路38号 第十一教学大楼303室 (从三层楼的西门上楼) 纽约长岛大学环球学院

Dormitory

Address: Zhu Kezhen International Education Building
38 Zheda Road, Yuquan Campus, Zhejiang University, Hangzhou
Phone: +86-571-87951122 X 9 (front desk); +86-571-87951122 X Room No.
浙大路38号 浙江大学玉泉校区 竺可桢国际教育大楼 浙大国际教育学院 (西溪路校门进去)

Students' dorm and class rooms are located in this building. The building is on the Yuquan campus of Zhejiang University, which is by the North Gate on Xixi road.

Center Facility:

Computer Room

The computer room is equipped with broadband, wireless ADSL Internet connection. Students also have access to printing, copying, and scanning.

Community Room

The multifunctional community room serves as the primary location for all community meetings and events and is composed of the library area, social area, and Area Studies seminar room. It is equipped with Wi-Fi Internet access, a digital data projector, and screen for multimedia presentations and films.

Library Area

Floor to ceiling shelving with glass doors and a re-shelving area accommodates a library collection of 2,000 (and growing) volumes catalogued according to the Library of Congress. This is an outstanding resource for LIU Global students and is one of the few places in the province to find such a variety of current scholarship on China in English. The China Center also maintains a large collection of DVD, including numerous Chinese films with English subtitles and English language documentaries about China, many banned for Chinese audiences.

Classroom

While all China Center Area Studies seminar courses will be held in the community room, LIU Global students will attend language classes at the classrooms of the International Students Building on Yuquan Campus, located in the same building as the dormitory and about a ten-minute walk from the China Center. Students taking Mandarin Chinese will be placed in classes at Zhejiang University with other international students from 80 countries around the world.

Bathroom

There are women's and men's Chinese style public toilets located in the same building and on the same floor next to the China Center. There are additional and larger Chinese style bathroom facilities on the second floor in the adjoining wing. Like most public toilets in China, those at the China Center are not equipped with toilet paper and all used toilet paper and feminine hygiene products should be disposed of in wastebaskets to prevent clogging the plumbing.

Accommodation

There are two accommodation options for students at the China Center:

1. Dormitory on the campus: The rent is 50 CNY. It is a single room style with private bathroom. Students should make reservations with the center staff no later than July 16.
2. Off campus: Students have the option of renting an apartment off the campus

on their own. The center staff could provide advice.

Faculty and Staff

J. Scot Brackenridge

Director

Scot.Brackenridge@liu.edu

Scot joined the LIU Global faculty in 2010 as the Associate Faculty Director for the program of Comparative Religious and Culture in Taiwan, Thailand, India, and Turkey. He earned his B.A. in 1989 at Grinnell College, majoring in Political Science with an emphasis on comparative political systems and international relations in Western Europe. Since then, his interests have shifted to Asian studies, leading him to travel, work, and study in Taiwan, China, Japan, India, and Nepal, among others. He received fellowships from the Taiwan Ministry of Education in 1992 and 1996, and U.S. Department of Education Foreign Language and Area Studies Graduate Fellowships from 2002 to 2005. Scot's graduate studies in Chinese lasted from 2002 to 2010, and included an M.A. in Chinese Literature in 2005, and a Ph.D. in Chinese Religions in 2010. His dissertation focused on the introduction of Buddhism into China, and the dynamic interaction between the practices and doctrines of Buddhism, Confucianism, Daoism, and popular religious traditions.

While pursuing his graduate studies at the University of Wisconsin-Madison, Scot worked as a teaching assistant and lecturer in the Departments of Religious Studies and East Asian Languages and Literature. He taught and assisted for courses in East Asian and South Asian religions, including Theravada and Mahayana Buddhism, Confucianism, Daoism, and Hinduism. He has been the Director of the China Center since 2011.

Zhan Tianxiang

Professor

zhantianxiang@yahoo.com

Professor Zhan Tianxiang first taught at the China Center in 1991, and has been affiliated with Zhejiang University since 1966, when he received his B.A. from what was then Hangzhou University. After teaching high school in the mountains for more than a decade, he returned to Hangzhou and received his M.A. in History in 1982. For eight years he was the Deputy Director of the Department of History at Hangzhou University. He has also been a visiting scholar at Indiana University and teaches courses on Chinese history and culture at Portland State University in the summers. As a senior teacher at LIU Global, Tian's popular courses include a fall semester seminar on the city of Hangzhou as a text for understanding traditional Chinese culture and history, and a spring semester seminar on the legacy of Chairman Mao during the Chinese Revolution and the Cultural Revolution.

Liu Wei

Professor

Liu.Weil@liu.edu

Professor Liu Wei began serving the China Center in 1996 as a regular guest speaker, and in 1997 he became a formal staff member and faculty advisor. Since then he has taught an Area Studies course on contemporary Chinese history and politics and several seminars on Chinese foreign relations. Currently, Liu Wei serves as a senior teacher as well as a faculty advisor and the program coordinator for the students interested in Peace and Reconciliation in China.

Professor Liu served in the Red Army during the Cultural Revolution, ending his military career as a staff sergeant in 1976. After working as the private secretary to the Provincial Minister, he entered university on an ex-serviceman's pension in 1978, where he majored in Chinese history with French as his second concentration. After seven years of graduate study and extensive research on eighteenth-century English political history at the University of Edinburgh, Professor Liu completed a PhD in History from Nanjing University in 1989. Soon thereafter, he began teaching as a lecturer of political science at the Department of Philosophy and Sociology at Zhejiang University. He then returned to the University of Edinburgh and completed his postdoctoral research on the history of late eighteenth-century Sino-British relations in 1992, before assuming the position of associate professor the following year at Zhejiang University, where he continues to teach world political history in the Department of Global Studies. Professor Liu also continues to supplement his academic career with an intriguing vocation in television. For seven years beginning in 1994, he worked for China Central Television as a part-time host of a literary review program and he currently hosts a program about local popular culture in Hangzhou on Zhejiang Provincial Television.

Minglei 明磊

Faculty of Chinese Martial Arts
everock429@hotmail.com

Minglei has been the martial arts teacher at the China Center since 2007, and his class attracts students to join in not only the movements but the ideas of Taoism. As a coach, Minglei teaches Chinese Martial Arts such as Xingyi Boxing and Chen Style tai chi which he started teaching from 1990. His Kungfu career can be dated back to 1970 when began to practice Shaolin Kungfu, and in the next two decades, he won the tai chi championship of Hangzhou, became a member of the Hangzhou Chinese Martial Arts Association and was approved as a Grade-Three Chinese Martial Arts coach. In 2005, he was accepted to be a member of China Huaxia Tai Chi Masters Association and achieved the certification of Tai Chi Master in 2007. Minglei is equally adept at the philosophical and psychological aspects of Chinese Martial Arts, and the application of those ideas to everyday life. He teaches a course called Creative Thinking at Zhejiang University City College, and in 2008 he was certified as a psychological consultant by the LSSETC (Ministry of Labor and Social Security Education Training Center) and IIAA (International Information Authentication Association). He is currently writing a book about creative thinking to be published in 2012.

Bao Linya包玲亚

Faculty of Chinese Painting and Calligraphy

As a Chinese painting and calligraphy teacher, Bao Linya began her exploration in this field from her entrance of Zhejiang Normal University in 1988 and she achieved the highest score of her graduation project. Then she got further trained one year in China Academy of Arts and earned her MFA in Zhejiang University in 2002. During this period, she was guided by well-known professors, Chen Zhenlian and Liao kebing who helped enhance her theoretical knowledge of arts. In 2003, Linya began to work for Art Research office as the director in Zhejiang University of Technology. Linya was hired by long Island University China Center from October 2006 till today, with her professional teaching skills and great passion of Chinese painting, students accessed this area fast. Also she enjoys promoting intercultural communication between China and United States and disseminating traditional Chinese culture.

Maggie Chen Brackenridge

Senior Administrator

Maggie.Brackenridge@liu.edu

A world traveler and skillful organizer of meetings and conferences, Maggie earned her BS in Business Administration from Upper Iowa University in Madison. In 2000-2004 Maggie was the marketing manager for Fossil Watches in Taipei, Taiwan. After her marriage to Scot Brackenridge in 2003, Maggie immigrated to Madison, Wisconsin, USA, where she was the Sales Operations Coordinator for Pacific Cycle Inc. of Madison. Raised in Taiwan, Maggie speaks Taiwanese and Mandarin. Maggie brings to her position of Administrator the gifts of affability and self-assurance, as well as the indispensable skill of managing international itineraries. In 2010-2011, Maggie brought her organizational skills to LIU Global as the Administrator for the Comparative Religion and Culture program in Taiwan, Thailand, India, and Turkey.

Eoife Huo

Administrator

Eoife.Huo@liu.edu

Born and raised in the spring city, Jinan, Shandong province, Eoife is endowed with an optimistic attitude and free spirit. She was recommended for admission to Zhejiang University in 2008 and earned her B.A. in English with a focus on cross-cultural communication in 2012. She has actively participated in various intercultural affairs throughout her college career. She also spent one semester as an exchange student at Copenhagen University in Denmark. Her travels through Europe enhanced her spirit of sharing and independence, broadened her horizons, and further triggered her interest in cultural diversity. Later she carried out a two-year internship at the International Relations Office of Zhejiang University. Based on her various foreign exchange experiences she was awarded the title of Student Ambassador of Foreign Exchange by the Undergraduate School of Zhejiang University in 2011. Eoife is devoted to bringing her language skills, interpersonal talents, and spirit of teamwork to the LIU Global community.

Zhou Yan周彦

International Student Services, Zhejiang University, China

yzhou@zju.edu.cn

Zhou Yan works for International Chinese Promotion Office in Zhejiang University. She is in charge of a wide range of international student services including application, admission, visa, Mandarin courses and etc. Along with her friendly and patient personality, she helps students to solve the problems that may encounter when starting life in Zhejiang University.

Catharine Lin (林轶青)

Educational Administrator, Zhejiang University International College.

After getting her MA degree in Applied Linguistics at Guangdong University of Foreign study, she worked in Zhuhai International School as a Chinese teacher for nearly two years. Catherine returned to her hometown of Hangzhou in 2010, starting to work as an educational administrator in Zhejiang University International College. She works with short and long term Chinese language programs, and is also responsible for the academic administration of the undergraduate Chinese language program.

Emergency Contacts

J. Scot Brackenridge 白肯德

Professor, Academic Director and Faculty Advisor

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Email: Scot.Brackenridge@liu.edu

Maggie C. Brackenridge 陳夢琪

Administrator

Cell: +86 134-5687-3252

Email: Maggie.Brackenridge@liu.edu

Zhan Tianxiang 詹天祥

Professor and Faculty Advisor

Cell: +86 130-6789-6065

Email: Zhantianxiang@yahoo.com

Hangzhou Public Security Bureau (PSB), Exit/Entry Section

Phone: +86-571-87280561

Address: 35 Huaguang Road, Hangzhou

杭州市公安局出入境管理处华光路35号

Hours of Operation: Monday-Friday 8:30-12:00/2:30-5:00

American Citizen Services in Shanghai

Phone: (86-21)3217-4650

Email:shanghaiacs@state.gov

Website: <http://shanghai.usembassy-china.org.cn/>

Address: 8th Floor, Westgate Mall, 1038 West Nanjing Road, Shanghai

Note: U.S. Passport is required to enter the premises

上海市淮海中路1469号

Emergency Procedures

The China Center follows all emergency procedures established by LIU Global and Long Island University. It is university policy that no LIU Global students should be permitted in countries with State Department travel warnings in place. The student and/or student's parents should contact the appropriate university administrators for more information.

If a travel advisory is issued for the People's Republic of China, the LIU Global students will be notified by the Center Coordinator and precautions will be taken to ensure the safety of students. If a travel warning is issued, students will be evacuated from the country in due course once it is safe to do so.

Students should be advised that their passport is the property of the U.S. government and is not a personal possession, so it is the responsibility of the holder to ensure that it is not lost or stolen. This is particularly important for absentminded individuals. A copy of your passport must be carried on your person at all times while a student with LIU Global in China, and if you leave the city of Hangzhou you must take the original passport with you, which is required to stay at any hotel in China. It is good practice to keep a copy of your passport, visa and entry stamp with you when you travel and in a separate bag from your wallet in case your passport is lost in transit. Some students also scan digital copies of these to keep on their notebook or handheld computer.

If a passport is lost or stolen, the student must report the incident to the local Chinese police station immediately and to the American Citizen Services in Shanghai within twenty-four hours. The local police station will provide a Document for Reporting Lost Passport, which should be taken to the American Citizen Services.

In the advent of an unforeseen crisis, such as a natural disaster, civil unrest, anti-American acts of violence against U.S. citizens and interest or an act of terrorism or war, students should do what is necessary to first secure the safety of themselves and then call the Center Administrator and/or Academic Director for further instruction. If communications are down and if it is safe to do so, students should gather at the China Center and await instruction from the faculty. The safety of our community requires the cooperation and diligence of each member. All faculty and students are encouraged to monitor online and other international news sources for breaking stories pertinent to the health and safety of our LIU Global community in China and to keep each other informed.

Review of the Foreign Waiver and Release from Liability Form

All full-time and part-time matriculated students and visiting students of LIU Global studying at the China Center must review, sign, date and have the Foreign Waiver and Release from Liability Form notarized. The original notarized form should be sent to LIU Global World Headquarters. It is further acknowledged by the student, and any legal

representative of the student and the student's immediate family, that the LIU Global China Center faculty and staff, including but not limited to the Academic Director, take no legal or financial liability for the student's health and safety during their period of study in China.

Center Rules

1. Students should give one month's notice before vacating the off-campus university apartment, return the apartment key and pay any remaining electric and telephone charges. The cooperation of every student on this matter is very important for us to maintain good working relations with the apartment manager and to ensure we retain priority when reserving apartment space for future students.
2. Students are not allowed to give or lend the center's key or library materials to any other person other than a registered LIU Global China Center student.
3. Students and guests are not allowed to sleepover at the China Center, and should not use the China Center for holiday storage.
4. Food and non-alcoholic beverages may be consumed at the China Center. Food or drink, however, should not be eaten while working at the computers to avoid dirtying the keyboard and damaging equipment.
5. Smoking is not allowed inside the China Center at any time.
6. Since some students and faculty are allergic to animal dander, no pets are allowed on the center premises.
7. Please be respectful of other student's physical and auditory space, possessions, and needs. Music and the television may be played if it does not bother the students or faculty, but headphones should be worn if requested or when in doubt.
8. The housekeeper comes to the China Center nightly to clean the facilities and empty the trash. Please help to keep the facilities clean.
9. Please switch off all lights, air-conditioners, and computers if you are the last to leave the China Center or when a room is not in use.
10. Please take extra care to return all borrowed books after use and before the end of the semester to the re-shelving area to make sure your classmates and future students have the same valuable resources.
11. The faculty office, including its desk space, chairs and computers, are for faculty use only.
12. You may checkout all books and articles that are not marked as reserved or restricted. Please be aware that we have several books and documentary films that are banned in China. You are not permitted to lend or show these to Chinese classmates or friends. Lost books or DVDs should be replaced by the student at the student's own expense, using online bookstores, or the library deposit will not be returned.
13. Students should not store any important files on the China Center computers. All computers at the China Center are subject to reformatting at the discretion of the staff at any time, erasing all files on the hard drives.
14. Students should not download or install software or Windows updates without the

permission of the staff, nor use the China Center computers or wireless connection to download music, movies, etc. that are not related to the academic program.

Anti-Harassment/Discrimination Policy

<http://www.liu.edu/About/Administration/University-Departments/Human-Resources/HR-Policies/Anti-Harassment-Discrimination-Policy.aspx>

Traveling to Hangzhou, China

Arrival by Air

If you arrive at the Hangzhou Xiaoshan International Airport (HGH) (recommended):
The Hangzhou Xiaoshan International Airport (HGH) is 27 kilometers from downtown Hangzhou. If it is your first time to arrive in Hangzhou, the center will arrange airport pick-up for you.

If you arrive at the Shanghai International Pudong Airport (PVG):
Follow the sign for “long distance bus,” the bus at the Shanghai International Pudong Airport (PVG) to Hangzhou. Please contact the center staff prior to your arrival for details.

Requested items to bring:

- Passport
- Valid Chinese Visa (All students are required to arrange a student visa prior to departure for China)
- A Valid Health Insurance Policy

Suggested items to bring:

- Prescription Medications
- Laptop
- Feminine Hygiene Products
- Non-Prescription Drugs you typically use to control cold, flu, cough, allergies, and indigestion, such as aspirin and ibuprofen, Tums, Robitussin
- Research Books
- Dictionaries

Do not bring:

- Illicit narcotic and psychotropic
- Pornographic material of any kind
- Religious or political material
- Cold cuts or fresh fruit

Mailing

China Center
Mailbox 1709, 38 Zheda Road,
Zhejiang University, Yuquan
Campus, Hangzhou, Zhejiang Province, P.R. China 310027

Address in Chinese:

邮编: 310027 中国 浙江省 杭州市 浙江大学 玉泉校区 浙大路38号1709
信箱 纽约长岛大学环球文化学院

Local Time

There is only one time zone in China: Beijing time, which is eight hours ahead of Coordinated Universal Time or Greenwich Mean Time (UTC/GMT +8). China does not observe daylight savings time (DST). This means during the summer months in the northern hemisphere when New York is observing DST, Beijing is exactly twelve hours ahead. So if it is 8:00 A.M. on Monday morning in New York it is 8:00 P.M. Monday evening in Beijing and Hangzhou.

Cell phone

Students may purchase their own cell phone for daily use. A SIM card phone number costs only CNY 100.

Electrical Requirements

Electricity in China is 220 volts, 50 cycles AC, so you will need to bring a voltage converter or transformer (and plug adaptors) for any electrical equipment that you bring. Most new models of laptop computers, however, are dual voltage, which is to say new laptops have a universal power source that can be used both in the U.S. and abroad, including China, without a voltage converter. To determine the voltage of your electric appliance, check the bottom of the AC adaptor and if the input gives a range like 100-240V, your appliance can safely operated in China. If the input is, for example, fixed at 110V, then this appliance cannot be used in China without an appropriate voltage converter, such as continuous-use dual-watt step-down voltage converter that is rated above the number of watts your electrical appliance requires. Regardless of the voltage requirements, you should still bring a universal grounded wall outlet plug adapter appropriate for China.

Internet and E-mail

Students may also apply for broadband internet access in their dormitory rooms at the International Students Building. Students living in off-campus apartments may also apply for broadband internet service with private providers.

The Chinese authorities in the Ministry of Public Security in Beijing restrict domestic access to thousands of internet sites located on international servers deemed subversive by the government, including but not limited to sexually explicit material, domestic separatist movements, and heterodox religious cults. The method of censorship includes government filtering and other surveillance tools that restrict access to sites that contain combinations of objectionable terms. Although such sites may be listed as results in search engines such as Google, users of domestic Web portals may receive a “The page cannot be displayed” message when attempting to access a restricted site.

Health and Medical Information

Students should check with their family physicians prior to their departure for China about any health-related concerns. Students are encouraged to monitor the Centers for Disease Control and Prevention (CDC) website (<http://www.cdc.gov/>) by searching for the keyword “China” on this site and the China page of the World Health Organization (WHO) website (<http://www.who.int/countries/chn/en/>) regarding communicable diseases in the region. Students should make the Center Coordinator aware of any persistent health issues prior to arrival. We want to accommodate you and make your stay in China as safe as possible.

Immunization

For the most accurate and current information regarding health precautions and what immunizations are necessary and how they should be administered, consult your physician, the U.S. Center for Disease Control (CDC), your local public health office, or the travel department of your university health center. According to most current information provided by the CDC, students are advised to receive the following immunizations prior to arrival in China:

- Hepatitis A or immune globulin (IG)
- Hepatitis B, if you might be exposed to blood, have sexual contact with the local population, stay longer than 6 months, or be exposed through medical treatment.
- Japanese encephalitis, only if you plan to visit rural areas for 4 weeks or more, except under special circumstances, such as a known outbreak of Japanese encephalitis.
- Rabies, if you might be exposed to wild or domestic animals through your work or recreation.
- Typhoid, particularly if you are visiting developing countries in this region.
- Booster doses for tetanus-diphtheria and measles, as needed

Medication

Although many of the prescription medications available in the U.S. and other countries are now readily available in China, students should assume they are not and are requested to bring all essential medications, both for daily use and emergency use, including but not limited to asthmatic inhalers and birth control pills.

Sir Run Run Shaw Hospital in Hangzhou has a VIP clinic and emergency room, both on the first floor, with English speaking nurses and an expatriate doctor on staff.

Phone: +86-571-86090073

3 East Qingchun Road 杭州浙江大学医学院附属邵逸夫医院贵宾诊室庆春东路3号

Reminder of Mandatory Health Insurance

Students enrolled in LIU Global are automatically enrolled in the Plan on a mandatory basis. Due to the travel requirements of these programs, LIU Global students are not permitted to waive coverage. Charges are placed on the student's account statement prior to the start of the Fall term and the Spring term. Please see the following link for more information:

<https://www.gallagherkoster.com/students/view-brochure.php?idField=1170&KosterWebSID=81rdvqoe23d50pu6crejk6lqn6>

You can contact Susan Rachouh at susan.rachouh@liu.edu or 718.780.4327 if you have additional questions.

Safety Issues

Traffic

Many foreign visitors to China bring their own expectations and understanding of traffic regulations from their home culture, many of which differ greatly from those in the local culture. Therefore, we strongly advise all students to exercise extreme caution when crossing the street at busy intersections and to cross only at designated crosswalks and only when the pedestrian traffic light is green. Although many Chinese pedestrians will often cross the road at any place and time, it takes much training and practice to do so without getting hit by a vehicle or causing a disruption to the flow of traffic. It is also a violation of local traffic laws to do so. Furthermore, many drivers will assume foreigners do not know how to cross a busy intersection in the middle of traffic and will change their driving pattern sporadically to compensate, which may be unexpected to other drivers and cause further congestion or even an accident.

Students riding bicycles in China are advised to wear a bicycle helmet at all times and to exercise extreme caution in busy areas. Furthermore, students should not assume that other riders or drivers understand the same driving hand signals used in your own culture.

It is illegal to drive a motor vehicle in China without a Chinese driver license and it is illegal in most cities to carry an adult passenger on a bicycle.

Drugs

We do not want any LIU Global Students bringing across a personal supply of recreational drugs into China to be accused of drug trafficking.

Purchasing illicit narcotics is illegal in China and punishable by penalties often more severe than in the U.S. According to our contacts in the Shanghai Public Security Bureau, users of narcotics, regardless of type, will be required to undergo voluntary or compulsory drug rehabilitation program in China and may require extended detention. Do not assume that American citizens will be treated differently from Chinese citizens convicted of the same offense. Americans are regularly arrested, convicted and incarcerated for drug offenses by the Chinese government.

Students discovered purchasing, dealing or using narcotics in China will be dismissed from the China Center and sent home.

Sex

Prostitution is extremely common in China and takes many forms. Chinese Public Security sources estimate that there were over four to six million sex workers in China in 2000. Many prostitutes in eastern China are migrant workers from villages outside the province who came to larger and more affluent cities like Shanghai and Hangzhou in search of better economic conditions, but out of financial desperation turn to prostitution as a means of survival.

The most common venue for prostitution in China is the hotel, and men staying in a single room should be warned that it is not uncommon to receive a phone call or visitor at the door soliciting sex, especially when students travel independently and stay in budget or midrange price hotels. Another venue to approach with caution is the Karaoke Television (KTV) bar, where professional female escorts pour drinks and chat with customers, typically for extraordinarily high prices. Male students are warned not to accept invitations from unfamiliar persons, male or female, who invite you to enter a KTV bar. Likewise, there are professional female escorts that work at dance clubs and bars, typically those frequented by Chinese and overseas Chinese clientele. It is not always apparent who are professionals and who are not, and some unwitting male students have reported proprietors asking payment for having a brief conversation with one of these young women, including the price of her drinks. While many young Chinese frequent dance clubs and bars with friends and partners, very few Chinese would choose such a venue to meet a partner for a serious relationship, and LIU Global students are encouraged to use similar discretion. Female students should also be warned that because of the portrayal of Western women in Hollywood films, some Chinese men believe American women are more receptive to sexual approach. Students who are concerned about this should not visit bars or dance clubs alone and are encouraged to go together with a group of trusted friends. Similar stereotypes of gay American men also exist in China, and since homosexuality remains a social taboo for most of Chinese society, many gay Chinese men approach foreign men more openly.

Another venue to approach with caution in China is the massage parlor and the hair parlor, many of which provide certain sexual services in addition to massage and haircuts. Certainly this is not the case for all parlors in China, and students frequently get their haircut or receive massage in Hangzhou without incident. However, some male

students have been aggressively propositioned and female students have been refused service at establishments of less repute. To avoid being propositioned, we suggest that male students avoid seeking services after 10:00 P.M., and never after drinking, and it is best to go together with a female friend, avoid inexpensive establishments or those with pink or red interior lights.

HIV is a growing epidemic in China and awareness about the disease remains a problem despite government efforts, especially in smaller cities and rural parts of China where misconceptions about HIV are common. For example, many budget hotel rooms in China sell a type of sanitary wipe, allegedly used to remove STDs after intercourse, but these same hotels often do not provide condoms for sale with the same convenience. While intravenous heroin users account for over 70% of the confirmed HIV/AIDS cases in China, there are several other at-risk communities, including female sex workers and gay men. In March, 2004, the Zhejiang Bureau of Health began to offer free and rapid HIV testing and counseling at gay bars in Hangzhou every Saturday night, with test results available in twenty minutes. According to experts conducting the tests, there are an estimated 10,000 gay men in urban Hangzhou and 80% practice unsafe sex, and 3% tested positive for the HIV virus. According to government statistics, the first HIV case in Zhejiang Province was reported in 1985, which has grown to a total of 686 known HIV cases in the province by 2004. Students may be tested for HIV or other diseases, may do so at any of the large provincial hospitals, or at the Zhejiang Provincial Health Inspection Department. Another and more common sexually transmitted disease in China is herpes. Doctors of the Zheyi Hospital in Hangzhou estimate that some sexually active communities in Hangzhou are infected with the herpes simplex virus at rates as high as 70%.

Many LIU Global students, both male and female, have found romantic partners within the Chinese community of Hangzhou or with other members of the international student community on campus, and in several cases these relationships have grown into long-term commitments and even marriage. Students should know, however, that Chinese expectation about dating may be different than American ones, and while the dating practices among the younger Chinese generations are changing quickly and do differ from those of their parents, it seems to remain the case that sex with a Chinese person assumes a serious commitment and may imply that he or she is considering marriage.

In China birth control is typically the responsibility of the male partner, and condoms are available at most 24-hour convenience stores in Hangzhou, such as C-Store and Kedi as well as from adult products stores, available throughout most cities in China.

Notice to Students

This handbook is approved as a statement of intent to be reasonably interpreted but not to be rigorously binding. It reflects internal policy of LIU Global, but is not a legally binding document. As with all other Long Island University programs and departments LIU Global operates under the authority of the Long Island University Board of Trustees and its designees. Nothing in this document should be interpreted, therefore, as limiting the authority of the Board or its designees.