



LONG ISLAND UNIVERSITY
experience the world

NEW YORK CENTER HANDBOOK

BROOKLYN, NEW YORK

2011-2012

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Global College Mission Statement

Global College Mission and Vision

It is the mission of Global College 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, Global College is committed to offering life-changing educational opportunities to students that expose them to the direct effects of global issues on local communities.

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

Vision

As a program within Long Island University, Global College 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. Global College 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. Global College 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. Global College'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. Global College 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, Global College 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.

I. INTRODUCTION

Dear Student,

Welcome to the Global College New York Center! The information in this booklet aims at helping you plan your academic program, as well as information about living in Brooklyn and New York City, including housing, services offered at the Brooklyn Campus of Long Island University (LIU), transportation, safety, health and recreation.

Alistair Cooke referred to New York as “the biggest collection of villages in the world,” and Brooklyn has been called “America’s favorite borough.” This is, in every way, the most diverse community in the United States and a place of great artistic and cultural vibrancy. Global College course offerings and those at Long Island University, Brooklyn Campus reflect the unique qualities of the metropolis and take advantage of all the resources New York has to offer. We at Global College are excited about being a part of this wonderful community. Since our arrival at the Brooklyn Campus in fall 2005, each day discovers new opportunities for learning.

In the following pages you will find information about the academic program including: courses, independent study, internships, advising and off-campus learning. In keeping with the Global College model of student centered learning, the faculty make every effort to assist each student in designing an academically solid learning plan that accommodates individual interests. Students often come to the New York Center to take advantage of traditional classes offered at LIU or to pursue their interests centered in the United States.

All Global College students return to the New York Center (NYC) for the Senior Capstone Semester. During this semester, seniors write their senior thesis, do an internship, and participate in related courses. The purpose of the Capstone Semester is to enable students to bring focus to their Global College learning experience in reference to a number of basic themes, such as cross-cultural understanding, experiential learning, interdisciplinary study, social change, and global citizenship. The semester also supports students in exploring career and other goals.

On behalf of the faculty and administrative staff, I invite you to visit the New York Center and learn more about how studying in Brooklyn will fit into your comprehensive program.

With warmest regards,

Kathleen Modrowski
Assistant Dean
Global College

II. The Academic Program

In addition to the required Capstone Semester courses, students may select Long Island University courses or independent study to earn up to 18 credits per semester. The following courses are offered through Global College in the fall and spring of the 2011-2012 academic year.

A. Senior Capstone Semester

The Senior Capstone Semester is designed to enable seniors to capitalize on the best of their GC education, and end their college years with renewed curiosity and confidence. In their final semester, seniors gather as a genuine learning community, bringing their individual experience and expertise to a collaborative effort of integrating and deepening the educational journey of the past years.

The purpose of the Capstone Semester is to enable students to bring focus to their Global College learning experience in reference to a number of basic themes, such as cross-cultural understanding, experiential learning, interdisciplinary study, social change, and—not least—global citizenship. In pursuing this end, the semester also is intended to prepare students for life beyond graduation, by supporting exploration of career and other goals, reflection upon the student's undergraduate learning and future direction.

The basic condition for entry into the Capstone Semester is completion, submission, and evaluation of the Research Project (RP) in the preceding spring. It is highly recommended that the JRP be finished in the junior year, or at the latest, the first semester of the senior year. Seniors who are still working on the JRP may find themselves at a disadvantage in the Capstone Semester, particularly in the Senior Thesis Seminar, as they will not have had sufficient time to acquire the benefit of hindsight regarding their Project.

The courses comprising the Capstone Semester (totaling 10 credits) are required courses for all seniors. Thus, seniors enroll as full-time students in their final semester. Students who wish to earn more than 10 credits may enroll in courses on the LIU Brooklyn campus. Additionally, students who want to satisfy prerequisites for graduate study, or explore professional avenues, may enroll in LIU Brooklyn courses. The Capstone Semester courses are as follows:

Capstone Seminar GNYC 400 (3 units)

Senior students gain support and develop writing, research, analytical, and critical thinking skills in this seminar that focuses on the conception, writing, and writing of a senior thesis. In addition to working independently, students gather weekly for a senior thesis writing workshop dedicated to conceptually and technically improving participants' theses. Students work individually and in peer groups, representing their work to the class

at regular intervals for general critique. The focus is on generating a topic, creating a proposal, conducting appropriate research, revising, editing, polishing the writing, and presenting the paper orally.

Senior Thesis GNYC 401 (3 units)

Senior students write a thesis of their own conception for three credits. The thesis is the culmination of the student's undergraduate work as a student of Global Studies and is a reflection of independent field research and bibliographic research which the student has carried out at one of the Centers and examined in depth during the Capstone semester. The student will work independently and with her advisor as well as with faculty and peers in the Capstone Thesis Seminar to develop and complete the thesis. Students are permitted to add appropriate media such as photos, film or sound to their thesis, and are encouraged to pay attention to the layout, format and style of their work as well as to its academic excellence.

Cross-Cultural Understanding in a Globalizing World GNYC 430 (3 credits)

This seminar provides students with the opportunity to deepen their understanding of the phenomenon of globalization by inviting them to reflect on its philosophical and ethical implications. Classical and contemporary ethical theories and hermeneutic models will be considered. The theoretical approach will build up a new frame for interpreting their most significant cross-cultural learning experiences during their years in Global College as well as strengthen their ethical insight, intercultural sensitivity, and capacity to address the challenges of today's world with courage and deliberation. Modern and contemporary readings, field trips, and participation in cultural events constitute the substance of class material.

Work: Experience and Design GNYC 433 (4 units)

This course offers students the opportunity to apply their knowledge and skills to the workplace through a twelve week internship. In the process of applying for the position and working under the guidance of professionals in their fields, students learn about identifying and applying for jobs, analyzing the effectiveness of the organization, and assessing their own capabilities. In addition to the internship, students are exposed to career opportunities and graduate school programs through readings, guest speakers and field visits. Students are confronted with the reality of returning to the United States after several years living abroad. The subject of re-entry will be addressed in the course through discussion and inter-active exercises. Included in the required readings are works pertaining to the social and economic context of work and livelihood in the United States. Students study the current economic and social issues that are factors in determining the success and well-being of individuals and social groups. Students visit the United Nations and Washington, D.C. as they examine policy-making structures at the international and

domestic levels. Students create an electronic Career Portfolio that highlights their acquired knowledge and skills with an emphasis on their global learning experience.

Elective Courses:

Buddhism, Shamanism, Tantra, Ethics GNYC 482 (2 units)

Mystical traditions of many religions claim to go beyond good and bad, or right and wrong – yet such a distinction would seem necessary to support any kind of personal ethic. How, then, can a member of these traditions move forward and decide among the many different choices life offers? In the first, longer, part of the course, students will work with representative mystical texts from two contrasting traditions, Buddhism and Shamanism (sometimes seen to represent opposite ends of the religious spectrum – insight and chaos, “masculine” and “feminine”, mind and body, sky and earth) to see how they might be used to support an ethic. In the second part of the course, students will use theoretical terms and concepts from these traditions to work with, construct and question an individual ethic of personal and social responsibility. Students will prepare brief weekly responses to the texts, make oral presentations and participate regularly in class. Open to students who have completed the Comparative Religion and Culture Program.

Social Marketing GNYC 480 (3 units)

In this course students are introduced to the systematic use of marketing principles, concepts, and techniques to bring about societal development. The course aims at a student-focused approach through discussions, readings, and interactive exercises. Students examine social marketing strategies in diverse global locations. Building on students' domestic and international field experience they develop Social Marketing program proposals that address the needs they have identified. The objective output will be a detailed and refined Social Marketing Plan.

Language Courses:

Intermediate and Advanced Spanish and Level 2 Beginner Mandarin are offered for 2 and 3 credits.

**Courses and course descriptions are subject to modification*

B. Long Island University Brooklyn Campus Courses

Many students elect to come to the New York Center in order take courses or gain experience through an internship. Students may take courses they need as prerequisites for graduate school. Towards the end of each semester the course schedule for the following semester is published on the LIU Brooklyn website at www.brooklyn.liu.edu/registrar/CourseSchedule/index.html. This is the best way to learn which courses are offered. Some courses that students have taken in the past are:

Modern Languages – French, Spanish
Dance – African, Modern, Jazz, Contemporary
Laboratory Sciences – Biology, Physiology, Chemistry
Health Sciences –Ecosystem and Community Health, Politics of Health
Visual Arts – Pottery, Sculpture, Ceramics, Computer Graphics, Painting, Printmaking
Music – Digital Audio, Jazz Instrumentation & Composition, Individual Music Instruction
Psychology – Developmental Psychology, Art Therapy, Cross-Cultural Issues
Business – Statistics, Economics, Finance

C. Internships

The New York area is unsurpassed in the variety of organizations and resources available to students who wish to learn through an internship. Students work closely with a Faculty Advisor who is chosen for her expertise and knowledge of the internship organization. Global College has compiled a file of potential internship sites. Many places welcome Global College students because they have had a good experience working with previous GC interns. The following is a sampling of internships that are available:

- Brooklyn Academy of Music (BAM)
- Metropolitan Museum of Art
- Oxfam International
- The World Health Organization (WHO) at the United Nations
- Immigrant Rights Organizations
- Brooklyn Botanical Garden
- Slow Food (organic food and sustainable living)
- *Saveur* Magazine
- Asian Pacific Coalition on HIV/AIDS
- Office of the Brooklyn Borough President (public policy and outreach)
- Amnesty International
- Housing Works (clinical and material support for people with AIDS)
- The Brooklyn Free School
- Tricycle – The Buddhist Magazine
- Ten Re Center for Art and Culture

Students are encouraged to check out a detailed listing of internships on the Global College website: www.liu.edu/globalcollege

D. Field Trips

In a senior year fieldtrip from New York City, students will go to the **United Nations** and its agencies in New York and to **Washington, D.C.** to learn about the interaction of government, nongovernmental organizations, and lobbying groups at national and international levels. Courses also involve meetings with local people and institutions

contributing to the distinctive social fabric of Brooklyn and New York City. Course visits have included the **World Health Organization**, the **Office of the President of the Borough of Brooklyn**, the **Campaign for Innocent Victims in Conflict**, and the **Friends Committee on National Legislation**.

III. ADVISING

All students will have at least a one one-hour advising session every two weeks. During the first week of the semester students will meet their advisors, establish their advising schedule for the semester, and begin to develop their learning plan.

Once students have developed their learning plan, their advisor will work with them on a bi-weekly basis to discuss their learning progress and make the necessary contacts and arrangements for projects and other study opportunities. However, it is still up to the student to take the initiative and follow through with what he/she plans to do. (For more details, please refer to the Program Handbook).

IV. ACADEMIC ASSESSMENT

Global College is a writing intensive program. Learning is documented and assessed through a variety of assignments, including field notes, short reflection papers based on readings and/or events, and longer research essays. Assessment is provided by a student's faculty advisor throughout the year, with a formal evaluation provided at the end of each semester.

A. Criteria for Assessment

At the end of the semester, students will be evaluated for the work that they have invested into that particular semester's portfolio. Portfolio assessment is carried out through evaluation of course assignments and a final portfolio evaluation. Content, format and the level of analysis are taken into account by the academic advisors. All students are expected to write a semester learning plan, which they will present to their advisor at the beginning of the semester. Advisors will help the students refine their learning plans so that clear goals are set which are both demanding and realistic. Students are required to attend advising sessions (at least one every other week), to bring portfolio entries to show evidence of progress, to undergo a midterm assessment of their portfolio work, and to present a final Portfolio at the end of the semester. Each semester portfolio will be added to the student's cumulative Electronic Learning Portfolio.

Documentation of advising sessions, the semester portfolio (which includes a self-evaluation), and the feedback from the Spanish team and the seminar coordinators are used by faculty advisors when they evaluate the students at the end of the semester. The semester evaluation becomes part of the student's official transcript. It will list the coursework and credits earned, and it will be accompanied by a narrative description of the student's work.

All Capstone Semester students are required to complete a Senior Thesis in addition to their semester portfolio.

B. Learning Plans

At the beginning of each semester, every student prepares a learning plan to outline the course of study he or she intends to pursue. Preliminary planning for the semester is essential to the educational process. As students determine their own courses of study in conjunction with their faculty advisors, it is essential to prepare a plan, which outlines not only a course of study but also goals and learning objectives for the semester. Learning plans help students to conceptualize, define, organize, plan, carry out, analyze and document their learning experiences. In addition to helping the student plan the semester, the learning plan also functions as a sort of contract between the student and his or her advisor. The credits and evaluations the student receives at the end of the semester are based upon how well the student has carried out the agreed upon learning activities.

C. Self-Evaluations

Students are asked to evaluate their learning at both mid-semester and at semester's end. The purpose is to allow students a chance to step back and reflect on their own progress, both academic and personal.

Self-evaluations are divided into two categories; course-based evaluations and a more general and personal evaluation. The sole purpose of both of these evaluations is to give the student the opportunity to reflect upon and trace his or her progress during the semester.

D. Final Evaluations

Students are expected to submit and revise their work throughout the semester. At the culmination of each semester, students submit the final draft of the Portfolios of Learning to their academic advisors, who will evaluate the learning documented. As the process of learning is as essential as the content of the learning, students who submit work to their advisors for the first time in the final Portfolio run a very serious risk of not being awarded full credit for their work.

E. Portfolio Deadlines

All students create a digital portfolio. In addition, Capstone students compile a dossier of their finest work and most significant learning experiences in an electronic Presentation Portfolio.

Fall Semester: Portfolios and Senior Theses are due on December 9th

Spring Semester: Portfolios and Senior Theses are due on May 4th

F. Co – Curricular Transcript (CCT)

The co-curricular transcript is intended to provide an idea of the different types of experiential field experience students carry out that is not reflected in the official course transcript. It is a space to highlight quality student work that is in accordance to our program goals and/or program course requirements.

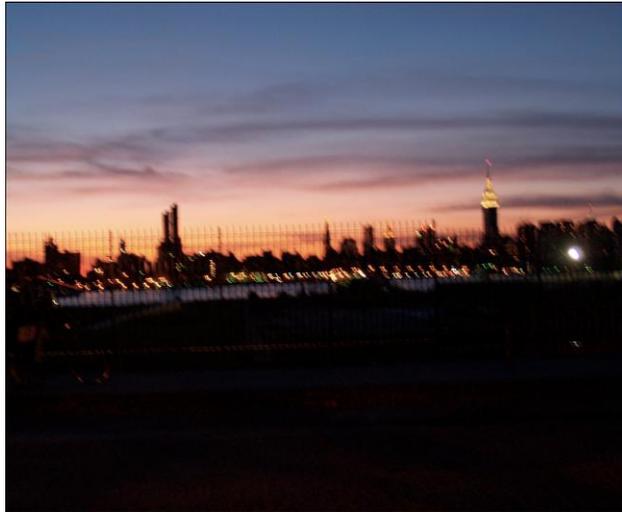
The activities are based on the length of time invested, the quality of work measurable by a course grade/credit (except for the leadership positions and homestay experience) and the satisfactory completion of the project or leadership responsibilities. All projects **MUST** meet all criteria to be able to appear on the Co-Curricular Transcript of Global College.

Fall deadline: December 22

Spring Deadline: May 8

V. BROOKLYN, NEW YORK

Brooklyn may be known for its beautiful brownstones, or perhaps for areas like Coney Island and Williamsburg. The roots of Brooklyn expand far and wide and branch off to various generations of Italian, Russian, Caribbean, Chinese, Hispanic, Polish, as new immigrants continue to arrive. Today a mix of “transplants” (urban workers who have moved into New York City from other states) fight with originals; Brooklyn’s oldest residents, over a price war of gentrification, turf, and modernization of neighborhoods. Politics are shaping Brooklyn into a controversial showground of questions about whether that new building complex should be constructed which landmarks should be bulldozed, and whether or not the Nets Arena belongs in Brooklyn. Such development issues are aligned with discontent amongst older populations infuriated at the presence of modern day youth and young professionals infiltrating community neighborhoods and, as they see it, raising the rent. When navigating or entering Brooklyn via Bridges and Expressways, you may come across Brooklyn signs such as: "Fugheddaboudit," "Oy Vey!," "How Sweet It Is," and "Home to Everyone From Everywhere!" These slogans celebrate Brooklyn’s popularity and diversity. It is difficult to literally draw the borders between Brooklyn neighborhoods because as you walk from one place to another, you may find that you are in a different



neighborhood which may or may not be apparent, so subtle can be the transition. Carroll Gardens meshes into Cobble Hill, Prospect Heights eventually becomes Crown Heights. Knowing the neighborhood, understanding the dynamic relationship between people and place takes time. So to make it easier for you to find your way around, we asked some students where they have lived and what advice they could give you when searching for your very own Brooklyn place to call home, whether it is in the basement of an Italian-American home, in a side-room of an artists loft in Williamsburg or DUMBO, in the Attic of a Hasidic Orthodox family's house, on the third floor of a trendy walk-up brownstone in Park Slope, or simply in a college dorm.

VI. THE NEW YORK CENTER

The Brooklyn Campus of Long Island University is the site of the World Headquarters of Global College and serves as one of Global College's five major worldwide learning Centers along with Costa Rica, China, India, Australia (Spring semester only), and Comparative Religions and Cultures.

In addition to serving as the administrative World Headquarters for Global College, the Brooklyn Campus serves as the New York City global learning center, affording students a unique opportunity to pursue the study of urban and metropolitan issues; including population diversity, cultural activity, economic and political perspectives, while they re-enter their home culture during their Senior Capstone Semester.

The Brooklyn Campus is distinguished by dynamic curricula reflecting the great urban community it serves. Distinctive programs encompass the arts and media, natural sciences, business, social policy, urban education, the health professions, pharmacy and health sciences, all on a pluralistic campus that draws insight and strength from differences.

Founded in 1926, Brooklyn is the original campus of Long Island University, and the only one located in New York City. Its 11-acre site in downtown Brooklyn is convenient to all subway lines, most bus lines and the Long Island Railroad. Construction was recently completed on a new performing arts center, which will include the 350 seat Kumble Theater. A \$40 million athletics, recreation and wellness center was also built to add to the already impressive array of state-of-the-art facilities on campus. Students have a number of housing options that include: living in the on-campus dormitory, off-campus student residences, rooms in private homes and sharing apartments.

A. Location and Hours of Operation

The New York Center is located in Downtown Brooklyn, near Borough Hall. Although the main Long Island University Campus is located on Flatbush Avenue, the Global College office is located at 9 Hanover Place on the fourth floor. The center is in a commercial neighborhood close to all major attractions such as restaurants, banks, clothing stores, pharmacies, in addition to a plethora of stores selling an assortment of things from electronics to household items.

The Global College offices function as both the center and Global College headquarters. Students are provided with a space to study and relax before and after class. In addition, there are computers with internet access as well as a scanner, fax machine, Xerox copier, and printer for student use. The center is open Monday to Friday from 8 am to 7 pm.

VII. CENTER POLICIES AND PROCEDURES

A. Start and End Dates

Fall 2011

September 7: Classes begin
December 9: Portfolios and Senior Theses due

NOTE:

LIU Brooklyn Classes end December 15

LIU Brooklyn Final Exams end December 22

Spring 2012

January 17: Classes begin

March 4-16: Spring Break

April 23: Early Senior Thesis deadline for Council of Overseers Award

May 4: Portfolios and Senior Theses due

NOTE:

LIU Brooklyn **Classes** end May 1

LIU Brooklyn **Final Exams** May 3-9

LIU Commencement: May 10

Senior Recognition Day May 10

B. Policies Regarding Students

At the New York Center we hope to provide a positive, safe and challenging learning environment that respects all members of the community and encourages the personal and academic development of each. We all have a responsibility to contribute to such an environment by behaving in a respectful, responsible and ethical way. Below is a summary of the most relevant policies regarding students.

Academic Responsibilities

Overall Academic Policies

- A. Attendance: The coordinators of the various seminars will take attendance, and this information will be shared with the advisors to be considered in the student's evaluation. According to the Global College attendance policy, a student will lose one credit if he/she misses 20% of class contact hours. This includes field trips and site visits.
- B. Timely Completion of Academic Work: Students are expected to hand in their completed work as specified in the respective courses. Failure to do so could have negative consequences on your evaluation and earning of full credit.
- C. 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. Under LIU policy, all incompletes will automatically convert into Fs at the end of the following semester if the work has not been completed. Students who receive an incomplete grade (INC) for a course must follow these steps in order to receive a letter grade:
 - Contact your professor regarding the incomplete coursework that needs to be submitted.
 - 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.

- The professor must email a copy of the written agreement to Carlett Thomas at WHQ (carlett.thomas@liu.edu).
- After the completed work is submitted, the professor must email Carlett Thomas (carlett.thomas@liu.edu) the following information: student's name, course title and identification number, number of course credits and the new letter grade.
- Students can monitor the course grade change by logging into their MyLIU accounts: <https://my.liu.edu>.

D. Participation: We encourage all students to participate actively in the classes in order to contribute to and benefit from the discussion. Because of this, we expect students to be punctual, come prepared to class, and to not use personal computers in the classroom.

E. Academic Conduct and Plagiarism

As LIU policy states, 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 standard of integrity with regard to the preparation of their academic work. Plagiarism of any sort is unacceptable and, if proven, is cause for the most severe penalties up to and including suspension or dismissal from the University. Students who submit written or other work proven not to be their own or who submit work with sources inadequately acknowledged or with an inadequate system of documentation may not receive credit for the work submitted or for the course. And breach of discipline may result in disciplinary action, including suspension or dismissal. (p. 29, LIU Brooklyn Campus Undergraduate Bulletin, 2004-2006)

Student Code of Conduct

The University is a community of scholars in which the ideas of freedom of inquiry, thought, and expression and of the individual are sustained. It is committed to preserving the exercise of any right guaranteed to the individual by the constitution. It is clear that in a community of learning, willful disruption of the educational process, destruction of property and interferences with the orderly process of the University or with the rights of the other members of the University will not be tolerated. University students are both citizens and members of the academic community as well as the local community.

When students enter the University they take upon themselves the foregoing responsibilities and obligations including satisfactory academic performance and social behaviors consistent with the lawful purposes of the college. Student conduct therefore is not considered in isolation or insulation with the University community but as an integral part of the educational process. All students are expected to know and abide by this code of student conduct. Ignorance is no excuse.

LIU Brooklyn Campus Alcohol and Substance Abuse Policy and Regulation

Alcohol Policy:

Long Island University, Brooklyn Campus has, since its formation, subscribed to the philosophy that the campus does not attempt to define by formal rules every action that will not be permitted, or every attitude that will not be condoned. The regulations of the Campus are an expression of the institution's ideals. Until evidence to the contrary is observed, the Campus presumes that students are motivated by the desire to improve their capabilities and to help others to do so, that they possess a sense of honor and are trustworthy, and that they are mature men and women, able to behave accordingly.

In the spirit of this basic principle, the policy regulating the use of alcohol on campus has been developed to permit the consumption of alcohol in specific locations and at particular times. The policy intends to provide for the exercise of individual responsibility within the confines of civil and penal law and with the recognition that the campus is truly a community wherein the rights of all members are to be respected. To this end, the following policies will regulate the consumption of alcoholic beverages.

-Responsibility

The office of the Dean of Students is responsible for administration and enforcement of campus alcohol policies. However, all members of the community are bound by the regulations set forth in these policies and consequently are responsible for becoming familiar with the provisions of the policy. The Office of the Dean of Students is responsible for the dissemination of the policy, and will offer information and advice concerning the policy to any student, faculty, staff or alumni.

-General Policies

1. Any administrator, faculty, staff, and/or student that wishes to serve alcohol on campus must first fill out the alcohol request form and submit it to the Dean of Students at least twenty (20) working days prior to the event. No alcohol may be served at any student function prior to the Dean's approval.
2. The consumption of alcoholic beverages is not permitted on campus property except in areas or at functions approved by the Dean of Students or designee.
3. No open containers of alcoholic beverages are permitted in public areas with the exception of approved locations and/or functions.
4. No person under 21 years of age may acquire, possess, and/or consume any alcoholic beverage on the campus.
5. Persons over 21 may possess alcoholic beverages in moderate amounts in their individual residence hall rooms or apartments with the following limitations which also apply to all members of the community in all areas of the campus:
 - a. No person shall sell, deliver or give away an alcoholic beverages to any persons under the age of 21 years, any intoxicated person or any person who appears to be under the influence of alcohol; any habitual drunkard known to be such to the person authorized to dispense alcoholic beverages.
 - b. Intoxication and/or disorderly conduct resulting from the misuse of alcohol are unacceptable and violations of campus policy will result in disciplinary action up to, and including suspension.
6. Parties at which alcohol is served will not be permitted in the residence halls. Parties are permitted in other areas of the campus in accordance with established procedures.

Regulations for parties may be obtained from the Office of Residence Life and Housing and the Office of Student Activities.

7. Alcoholic beverages will not be served at any student function except with the approval of the Dean of Students or designee.
8. Outside organizations or groups using campus facilities must secure permission to serve alcoholic beverages from the Office of Student Activities and the Special Events Coordinator. Arrangements for the serving of alcoholic beverages must be made through the above offices.

-Enforcement

1. Failure to comply with any provision of the Alcohol Policy and Regulations will constitute a violation of campus regulations. Individuals or organizations that violate the alcohol policies will be subject to appropriate disciplinary action including possible suspension from the Campus.
2. Violations by non-LIU persons or organizations may result in their being barred from the Campus and/or being subject to arrest for criminal trespass.
3. Individuals or organizations sponsoring events at which alcohol is served must follow established procedures to insure that persons under the age of 21 are not permitted to drink.
4. The Campus official in charge of the facility being used or responsible for the event (program) will be responsible for deciding whether a violation of the policy has occurred. Campus officials, in the event of violations or other circumstances which, in their judgment, constitute a threat to the safety of persons or property, may order an event terminated at any time. Such action would only be taken in emergency situations.

Substance Abuse:

Members of the Global College 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. Students and faculty are reminded that abuse of controlled substances jeopardizes not only the individual's welfare, but that of the entire program. (Program Handbook 2005, page 58)

If a student is found using any kind of illegal drug the consequences will be the following: The case will be reported to the Dean who would take the appropriate disciplinary action in accordance with LIU policy which could include disciplinary probation, return to the U.S. or even suspension or expulsion from the program.

VIII. PRACTICAL INFORMATION

A. Housing and Meals

Students have a number of housing options that include living in the on-campus dormitory, off-campus student residences, sharing rooms in private homes, and renting apartments. Most Global College students choose to find their own rentals with other students studying in NYC. Because rent is expensive in Manhattan, most Global College students choose to live in Brooklyn and Queens where there are more housing options at lower costs.

Meal plans are available for students who live on campus. New York provides a plethora of experiences for students' taste buds including good, cheap food, ethnic restaurants, cafes, vegetarian eateries, and fancier upscale restaurants. Brooklyn is a culturally diverse area which offers abundant Caribbean, Indian, Chinese, Japanese, Korean, Italian and Kosher foods and foods from every region of the world.

B. Internet Access

Students at the New York Center are able to use the facilities of Long Island University's Brooklyn Campus. The campus supports 30 campus-wide labs for student use with over 600 computers. The New York Center has wireless internet access, four student computers with internet access, and wireless access is available in some of the classrooms. The Global College website provides prospective and enrolled students with the most current New York Center information.

C. Transportation

Buses and Subways

The Metropolitan Transportation Authority (MTA) in New York City offers the best modes of transportations around town whether it is the bus, subway, or train. The subway system connects Manhattan, Queens, Brooklyn and the Bronx along with providing a connection to the Staten Island Ferry. Although some buses travel between boroughs, the majority stay within their specific borough. The New York City campus, located in Downtown Brooklyn, has connections to the 2, 3, 4, and 5 trains at the Nevins Street Station, the B, M, Q, and R at the Dekalb Station, and the A, C, and G at the Hoyt-Schermerhorn Station. In addition, the Flatbush Avenue Terminal of the Long Island Railroad is four blocks from the New York Center. In order to view a subway map or a transit schedule, students may go online to <http://www.mta.info/>. For directions on the subway or bus, students can go to <http://website www.hopstop.com>.

Taxis

Taxi cab services are another transportation option offered in New York City. Starting at \$2.50 and increasing \$.40 every four blocks or one idle minute, traveling by taxi can be an expensive endeavor and inefficient especially during rush hour. While cabs are easy to spot in Manhattan, outside of this borough it can become difficult to find a taxi. Only Yellow Medallion cabs are the only ones authorized to pick up hails, therefore beware of “gypsy” cabs as they often charge more and are often less safe and less regulated.

Map and Directions to New York Center

The closest parking garage is right on the corner of Livingston Street and Hanover Place. It is part of Central Parking System, a major parking garage company in NYC. The address is 300 Livingston Street, Brooklyn and the phone number is 718.852.7317.

Directions from Manhattan

Take Manhattan Bridge and drive down Flatbush Avenue to Nevins Street. Take a right and drive one block to Livingston Street. Turn right into the far left lane, as the parking garage is on the left at the first stop light. At this stop light, Hanover Place is to your right and the entrance to the garage is on the left. The New York Center (9 Hanover Place) is located on the right hand side of the street, one door past Gourmet Café. Enter the building and take the elevator to the 4th floor.

Directions from Queens

Take the Brooklyn-Queens Expressway west to the Tillary Street Exit. Follow Tillary Street to Flatbush Avenue. Make a left onto Flatbush Avenue and continue straight. Make a right onto Livingston Street. After two blocks you will see a parking garage on your left. Directly across from the parking garage entrance is Hanover Place. The New York Center (9 Hanover Place) will be located on the right hand side of the street, one door past Gourmet Café. Enter the building and take the elevator to the 4th floor.

Directions from Staten Island or Brooklyn

Take the Brooklyn-Queens Expressway east to Cadman Plaza West. Follow Cadman Plaza West to Tillary Street. Turn right on Tillary Street and then right on Flatbush Avenue and continue straight. Make a right onto Livingston Street. After two blocks you will see a parking garage on your left. Directly across from the parking garage entrance is Hanover Place. The New York Center (9 Hanover Place) will be located on the right hand side of the street, one door past Gourmet Café. Enter the building and take the elevator to the 4th floor.



IX.

EXPENSES

Please refer to the LIU website for the 2011-2012 tuition & fees:

<http://www.liu.edu/About/Administration/University-Departments/SFO/Tuition.aspx>

Tuition & Fees for the New York Center includes the following:

- Tuition and Fees- flat rate for 12-18 credits per semester
- Center Fee
- University Fee
- Student Activity Fee
- Health Insurance

Please note:

- International travel is not included in the tuition and fees
- You are not billed for room and board and will therefore not be receiving a room and board stipend
- You are billed for each semester individually
- Tuition & fees increase by approximately 5% per academic year

X. MEDICAL AND HEALTH INFORMATION

Mandatory Health Insurance

Long Island University Student Health Insurance At-A-Glance

All Global College students are automatically charged for health insurance per semester (it is part of tuition and fees). Students will be automatically charged this fee. A Member ID card will be mailed to your home address (while you are studying outside the US). You can also print a paper copy of your ID card from Aetna's website at the following URL: <http://www.aetnastudenthealth.com/schools/LIU>, see the right hand column and click on "Print Your ID Card". Note that you can only print this ID card once you are actually enrolled in the insurance after the beginning of the semester.

Please note when students are abroad that one must pay out of pocket for doctor's visits, hospital stays, prescriptions, etc. Save the receipt and submit the receipt with the following information written on the bill, if there's space, or attach a separate piece of paper, if necessary: Your name, LIU ID number (which is also your Aetna Member ID number) and school name must be written on all medical bills.

The insurance includes coverage for the following:

- Physician Office Visits
- Preventative Exam Expense
- Emergency Care
- Inpatient Hospitalization
- Surgical Expenses (Inpatient & Outpatient)
- Laboratory and X-Ray Benefit
- Prescription Drug Benefits

Please note that there is no exclusion for pre-existing conditions and there is no claim form to fill out. AETNA recommends that students who are out of the country coordinate their health care through their Travel Assistance provider, On Call International.

Travel assistance:

If a student is on a field trip and has an emergency, they can contact the 24/7 call center at 1-866-525-1956 (toll free from the U.S.) or 603-328-1956 (call collect from anywhere in the world).

Yearly Coverage Dates: August 15, 2011 through August 14, 2012

All of the above information was taken from the 2011-2012 Aetna Student Health Insurance Plan Highlights for Long Island University. To view the full plan details, you may access it at the Aetna Student Health website.