

Global College  
of  
Long Island University  
  
Policy Handbook

August 15, 2011



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# Mission

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.

# Vision and Mission of Long Island University

## 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.

## 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.

## Learning Goals and Objectives

### Global Knowledge

1. Develop increased global awareness
  - a. Identify and understand social, cultural, economic, environmental and political systems and examine their interdependence
2. Acquire a local perspective on critical global issues
  - a. Identify critical issues and their global relevance
  - b. Recognize influence of historical, economic, social and political events on global conditions
3. Identify the ethical implications of human actions on global issues
  - a. Cite and appreciate the circumstances of others in diverse regions of the world in the absence of shared or similar experiences
  - b. Relate responsibility of human actions to global issues
  - c. Identify the ethical implications of pursuing actions within any single moral system

**Cross-cultural Competence (or Inter-cultural Competence)**

1. Respect and understand diversity
  - a. Demonstrate comprehension of the complexity of elements, including; history, culture, economy and politics that determine belief systems and practices
  - b. Identify the general patterns of difference and behavior that impact how individuals and groups relate to one another
  - c. Identify the patterns of interaction within a cultural community from the perspective of that group
2. Achieve a level of adaptability and inter-cultural sensitivity
  - a. Interpret experience within diverse cultures from multiple perspectives
  - b. Demonstrate the ability to shift cultural perspective and adapt cultural behavior to cultural differences and commonalities
  - c. Articulate comprehension of the complexity of elements that comprise one's own culture and the effect of these elements on one's own attitudes and behavior
3. Practice effective cross-cultural communication
  - a. Apply appropriate proximity and body language, verbosity and directness and indirectness in social engagement and communication
  - b. Identify cultural norms of communication in one's own culture and the differences, commonality and biases inherent in these norms
  - c. Identify cultural norms based on status, gender, appearance and ethnic identity that moderate the framework of communication and engagement
  - d. Initiate and develop interactions with culturally different others
4. Gain language proficiency
  - a. Demonstrate knowledge of the host language including correct forms and usage in verbal and written mediums
  - b. Initiate verbal communication with members of the host language
  - c. Identify the significance of idioms, intonation, humor and other complex nuances
  - d. Modifies and adjusts own language appropriately to meet customary usage related to class, gender, age, etc.

**Personal and Social Responsibility**

1. Ethical awareness
  - a. Articulate and analyze own core beliefs and the cultural, religious and/or historical origins of these core beliefs
  - b. Recognize ethical issues when presented in complex context and recognizes inter-relationships of issues
  - c. Independently can apply ethical perspective to a question and consider full implications of that application
  - d. Demonstrate ability to state a position and state the objections, assumptions and implications and defend own position
2. Civic knowledge and engagement – local and global

- a. Identify principles of democracy, good governance, human rights and social justice as experienced within own society and culture and in that of the other
  - b. Engage with diversity within own community and culture
  - c. Apply knowledge from own academic study/field/discipline to participation in civic life, politics and government
  - d. Demonstrate self-knowledge acquired from civic engagement at local and global levels
  - e. Analyze in depth the implications of civic actions on local and global society
3. Leadership and teamwork
    - a. Demonstrate independent experience and shows initiative in team leadership at various levels of the community (learning community, local community, national, virtual, etc.)
    - b. Demonstrate ability and commitment to collaboratively work across and within group contexts and structures
    - c. Synthesize and facilitate articulation of complex ideas presented by a group
    - d. Demonstrate respect for diversity and appreciation of inclusiveness

### **Intellectual and Practical Skills**

1. Written and oral communication
  - a. Demonstrate standard writing conventions and control of formal elements
  - b. Articulate to the needs of either generally-educated readers or disciplinary, specialized readers
  - c. Speak clearly, using vivid, imaginative, and expressive language to an appropriate audience
  - d. Demonstrate ability to express ideas ranging from simple to complex
2. Critical and analytical thinking
  - a. Develop and communicate own perspective, hypothesis, or position
  - b. Present, assess, and analyze appropriate supporting evidence
  - c. Identify and assess conclusions, implications, and consequences.
3. Creative thinking
  - a. Create a new object, solution, or idea that is approachable to the domain
  - b. Incorporate new directions or approaches to the assignment in the final project
  - c. Develop a logical consistent plan to solve problems, and also recognize consequences of solution and can articulate reasons for choosing solution
  - d. Create a novel idea, question, or product and can synthesize ideas or solutions into a coherent whole
4. Qualitative research
  - a. Demonstrate ability to clearly describe the purpose and scope of research design
  - b. Clearly identify the methodology, sampling process, and criteria, that are ethical and aligned with the research question
5. Digital literacy and communication

- a. Demonstrate ability to utilize computer programs and databases
- b. Use information responsibility by citing sources and assessing validity
- c. Understand principles of security and ethical use of electronic resources and social networks

\*Note: These learning goals may be further developed over time.

## 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: <http://www2.brooklyn.liu.edu/globalcollege/worldwide.html>.

**Foundation Year:** The foundation year is spent in Costa Rica and students must complete 32 academic credits 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 credits 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 credits 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 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 Global College 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 a Global College faculty advisor. Students earn 16 credits for the Senior Independent Study Semester, of which 4 to 6 credits 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 Global College credits, which include the writing of the Senior Thesis as a culmination of their education. In addition, students have the opportunity to take elective credits (up to 5 credits during the Capstone Semester) at the Long Island University, Brooklyn Campus. All Global College students need 128\* credits 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 credits during a semester provided they receive approval from their advisor and World Headquarters.

### Degree, Major, and Concentration

Graduates of Global College 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 credits (2<sup>nd</sup> semester Junior year when students decide and design their Senior Independent Study proposal)
- Senior Independent Study Project, 4-6 credits (1<sup>st</sup> semester Senior year)
- Senior Thesis 3 credits (2<sup>nd</sup> semester Senior year).

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

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\* 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.

## Sample Areas of Concentration

### Global Studies and Culture:

- Intercultural Communication
- 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 credits (maximum of 64 transfer credits)

- Junior Research Seminar and proposal for Senior Independent Study Semester Project
- Senior Independent Study Semester Project
- Last 32 credits from Global College (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 credits in non-liberal arts courses

## Student Evaluation Policies

**Academic Credit.** Global College students are expected to take a semester credit load consisting of 16 credits. 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 credits. The usual four-year course of study (barring transfer or life-experience credits) consists of eight 16-credit semesters, with 128 credits 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 credits will be merited.

**Evaluation of Student Work and Credits Earned.** The Global College 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 syllabuses 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-



- 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: 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>.

### **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.

# Evidence of Student Progress

Throughout each semester, the student meets regularly with her advisor and discusses the progress being made. In the middle of the semester, the student and his/her advisor will discuss progress to date and identify any concerns as well as develop a plan of action to address these. As part of this process, students and advisors sign a Mid-Term Review form and send it to the Global College Assistant Director of Records and Administration if the student is in jeopardy of losing credit. If the student is studying away from a center, he/she must sign the form and fax it to the Center.

Throughout the semester, the student documents his/her learning through course assignments that are then compiled in the semester portfolio. The seminar coordinators and instructors review the student work for the courses, and advisors review work for independent study courses. They then prepare a narrative evaluation of the student's work.

**Independent Projects.** Independent study is a crucial part of a Global College education. The word “independent” means that there is no cohort of fellow Global College students simultaneously having the same learning experience under the direction of a course instructor or facilitator. The independent student works with an advisor and/or field advisor. It is the advisor's responsibility to review the learning plan, checking that the plan is feasible, worthy of college credit, and appropriate to the student's long-range goals. While students and field advisors contribute to the evaluation process, advisors are responsible for evaluating students' independent study courses.

**Learning Plans.** The Learning Plan, prepared by students at the beginning of each semester, provides students with an opportunity to reflect upon the goals of the curriculum, tie those to the specific plans laid out in syllabuses, schedules, and other documents, and develop an area of concentration within this broader framework. By documenting how the specific activities of each semester relate to the categories of learning and achievement listed in the Learning Goals, as well as the specific demands of the individual area of concentration, students will, over time, be able to build concise, powerful articulations of the content of their education, and will be able to provide evidence for what they will claim to have achieved over the course of their college career.

The Learning Plan functions as a progressive document: students review their previous semester's Learning Plan, evaluate how far they progressed in achieving what they set out to do, and construct their future plans to build on the foundations they have laid. Students can use a Learning Goals chart distributed by their advisors to record their progress.

The Learning Plan should provide the focus for the first advising sessions of the semester, and the advisor can aid in its construction.

**Suggested format for Semester Learning Plans:****1. Heading:**

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

**2. Overall Goals Statement:**

In this section you will describe in your own words the main goals of the semester's curriculum and how your own individual learning goals (and eventually, your Area of Concentration) fit into those. This will be an overview and summary, in paragraph form, of the information you will put into the Learning Goals Chart.

**3. List of courses, credit Breakdown, and other learning activities:**

This is essentially a summary of the different courses you propose to take, including the required and optional courses, as well as the credit breakdown. Be sure to include any specific focus you would like within any particular course that could be pursued within the coursework (i.e. topic for research or service project, specific focus/activity for an independent study course, etc.). You should also include co-curricular activities (leadership and service positions, for example; extracurricular activities) that contribute toward your goals.

**4. Describe your learning goals and proposed activities in relation to the program goals:**

Please complete the table below to reflect upon what your semester learning goals are in relation to the Global College program goals and how you intend to work towards these goals. Be sure to examine the syllabuses of the courses you want to take, but also consider ways you will pursue these goals outside the classroom, including leadership positions, cultural immersion and integration, etc.

**Personal Safety and Approved Learning Plans for Independent Study.** Not every learning plan can be approved. By approving a student's Learning Plan, the center and faculty not only agree to oversee the student's academic work, but also commit us all to ensuring (as much as possible) the students' personal safety.

Only coursework contained in an enrolled student's Learning Plan approved and signed by a faculty member will be considered for evaluation. Faculty cannot approve coursework that they do not consider academically valid or which they feel places an enrolled student in jeopardy. Activities that are not part of an approved learning plan will not be evaluated for credit. Moreover, Global College is not responsible for students pursuing non-approved academic activities, just as Global College is not responsible for student travel and activities during vacations or otherwise outside the normal academic calendar.

Center Directors and faculty, along with the Program Dean are responsible for determining and then communicating any travel restrictions to students. Restrictions may be based on the U.S. State Department advisories and/or the discretion of the Center Director and faculty. At any time the U.S. State Department issues a travel advisory and recommends the removal of U.S. personnel from an area, Global College will require students to comply. Defiance of directives shall be cause for immediate dismissal from the Program.

In some areas, under normal circumstances, phone, e-mail and mail communication is difficult. In many cases, it will be unrealistic to expect to make immediate direct contact with a student's home via telephone. However, it is essential that the Center always know how to reach the student as quickly as possible. It is the student's responsibility to notify the Center with contact information and to let the Center know whenever a temporary or permanent change occurs. The student and advisor are expected to work out and abide by a plan for regular advisement (i.e., a significant session at least every two weeks). Missed appointments may signal that the student is in trouble, and may be cause for the involvement of local authorities. Students are not to work in areas where the Program's communication needs cannot be supported. If it is not possible to conduct regular advising sessions, students are to leave the area and move to a more accessible location.

**Life Experience Credit.** In order to apply for Life Experience (LE) credits a student must be matriculated in Global College and:

1. Must have two full time semester portfolios successfully completed and evaluated before they can be approved for life experience credits. Life experience credits are limited to 18 and included as part of the 64 credit maximum students may transfer into Global College.
2. Must fill out an application for Life Experience credits and give it to the Center Director, along with supporting documentation. The Center Director will email the proposal to the Dean for approval. Approved proposals will then be allocated to an advisor, in consultation with faculty. The appointed advisor (who may or may not be the student's regular advisor) will review the application with the student, comment on initial and subsequent drafts of the learning plan, approve the final learning plan and evaluate the portfolio once submitted. Life experience portfolios will be evaluated using the same criteria and standards as regular semester portfolios.

Credit will be granted only in those cases where the student is able to demonstrate that he/she has mastered the skills and achieved the goals of the specific learning for which credit is sought. No grades are given for Life Experience credits. Life Experience course work will appear as transfer credit

3. Fees for Life Experience are \$200 for the first three credits and \$100 per credit up to a total of 18 credits  
Example: 18 credits = \$600 (first 3.0 credits, \$200 x 3) + 1500 (\$100 for each additional credit, \$100 x 15 credits) = \$2,100
4. Global College will consider awarding life experience credits only for documented learning that occurred post-high school and PRIOR to enrollment in the Global College.
5. Global College is a Liberal Arts Program. Life experience credits may be granted

only in areas where Global College students normally receive credit from Global College faculty members (e.g. Area studies, human issues, languages).

When a tentative agreement is reached on the amount of credit to be granted, the student may then be required to prepare, with general guidance from the faculty advisor, a portfolio of learning similar to that submitted at the end of each semester. In addition to a description of the learning and its documentation, students must both analyze and reflect upon it, extracting what it has to teach. The final portfolio is submitted to the Program Dean who may either render a decision on acceptance for credit at that point, or refer the portfolio to another faculty member for evaluation.

1. The portfolio will contain:
  - a. A catalog and/or description of the course
  - b. A syllabus, if available, of the course
  - c. A brief paper detailing the experience and drawing parallels between specific elements of the syllabus/description and specific elements of the experience.
2. Compelling documentation appropriate to the learning. The paper must clearly demonstrate that the student has been able to integrate his/her experience into the framework of his/her academic research and/or knowledge.
3. For certain technical courses, a certification of completion may suffice.
4. Other important and helpful supplementary documents include:
5. Letters from supervisors
6. Journals or ledgers kept during the experience
7. Newspaper or magazine articles, booklets or pamphlets produced during or as a result of the experience

**Note: A student on leave of absence from Global College cannot be awarded Life Experience credit for work or study done while on leave.**

**Leaving the Program and Leaves of Absence.** Students may desire or need to leave Global College 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 Global College Assistant Director of Records and Administration to be sure all necessary local arrangements and institutional requirements are taken care of. The Global College registrar 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 Global College. 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 Global College’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 Global College 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 cannot 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 Global College 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 Global College.
2. The student must complete an application for withdrawal (fill out sections: B, D1-4, 6, 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 1<sup>st</sup> and spring semester deadline is May 1<sup>st</sup>.* 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.
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 Global College catalog under the following conditions: failure to return to Global College after approved LOA; extending a LOA without approval of Global College.
- 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 Application To Take Courses At Another Institution (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 Global College 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.

## Students Not Enrolled in the Four Year Program

**Transfer Students.** Upon favorable review of official transcripts from institutions accredited by agencies recognized by Long Island University, up to 64 credits may be transferred and applied to a Global College degree. Transfer credit will be awarded only for courses in which a grade of C or above was earned. In addition, the final 32 credits of the Bachelor’s Degree in Global Studies must be earned through Global College.

**Visiting Students.** Many of our students are visiting students from other colleges and universities who return to their home institutions after a year or a semester of study at one of our regional centers. No distinction is made between visiting students and Global College matriculates. All are expected to participate fully in the center programs and to present portfolios of learning at the conclusion of the semester. Global College will assist visiting students, however, in meeting specific requirements of their schools. Prior to beginning their program, visiting students must be sure to advise both headquarters and the regional faculty of any specific requirements they have.

Visiting students must complete a Visiting Student Agreement Form and have it on file at World Headquarters. Visiting students are not eligible for LIU/Global College institutional financial aid. The student's home college, however, may allow their students to apply their aid to study with Global College. Inquiries should be directed to the financial aid office of the home institution and, if permitted, to the Global College admissions counselor who will refer information to the LIU Brooklyn financial aid office. These conditions do not apply to enrolled LIU students who become visiting students at Global College.

**Associate Students.** Associate students are those who wish to participate in our program but choose not to receive academic credit. They have greater freedom in the preparation of portfolios, since their final portfolios are not submitted for semester evaluation. Associate students are expected, however, to participate fully in the semester's program of learning. Prospective associate students must review their expectations and clear any specific plans both with the Global College admissions office and with the relevant Center Director prior to the start of the semester. Students who have "associate" status will not receive credit and, consequently, will not have a transcript that records their work with Global College. Similarly, they will not be registered as "true" (i.e., credit-earning) students, which may have consequences for obtaining (or retaining) various student benefits, as described below. It is reasonable for an associate student to request a letter of recommendation from a faculty advisor, but the faculty advisor is not expected to evaluate in detail the student's semester portfolio or other academic work.

Associate students are entitled to use the Center's facilities, and to receive full orientation materials/assistance and informal advisement/feedback during the semester. They are not eligible for financial aid and they may or may not be eligible for deferment of student loan repayment, depending on the lender's policies. Similarly, they may or may not be covered by a parent's health insurance company. Associate students are required to maintain health insurance in accordance with Global College and LIU policies.

## 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 Global College 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 credit

**Co-Curricular Transcript (CCT).** The CCT aims to be the most accessible, concise, and powerful expression of a Global College 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. Refer to the CCT Reference Sheet for further guidance.

**Learning Differences.** While the preparation of portfolios and senior projects necessitates students' command of writing skills, the Program recognizes that some students benefit from different kinds of instruction and support as they progress. **Faculty rely on students to alert them to any special needs that they may have, particularly if the student has been documented as legally entitled to special consideration due to a learning disability.** Those students who have documented learning differences should discuss openly their needs at the time of admission into the program and prior to their arrival at a regional center. Those who have documented learning differences are required to have their documentation on file in order to receive proper support. All students – with the advice and support of their faculty advisors – are expected to meet the academic requirements. If there is a need for special assistance, the center will provide this assistance in consultation with the student.

**Advising Semester.** A student may arrange to enroll for an "advising semester" to finish up incomplete work if further faculty advising and/or evaluation are required. After work is received and evaluated, the student's prior marks of INC will be replaced by the credits completed during the advising semester. The cost of doing an advising semester should be confirmed with the Assistant Director of Records and Administration, as policies may have changed. Students who register for an advising semester are doing make-up or incomplete work, and are not earning "new" credits. Consequently, they are not considered to be "true" students, and may be ineligible for various student benefits such as health insurance or student loan deferment or "student status" for visa purposes.

# Governance

There are three levels of governance at Global College: the center level, the college level, and the university level. Center level governance involves Student Meetings, Community Meetings, the Student Representative, Staff/Faculty (Team) Meetings, and the Center Director. College level governance involves Student Council, Academic Council, Student Success Action Council, the Council of Overseers, and the Dean of Global College. University level governance involves the Vice President for Academic Affairs, the President of Long Island University, and the Board of Trustees of Long Island University. Their roles are described below.

## Center Level

Though program-wide decisions are made at the university or college level, Global College exists in practice through its individual centers. At the center level, Global College is very much a student-centered program which encourages a great degree of involvement by students. At the center level Student Meetings and Community Meetings promote greater communication and the opportunity for student participation in the governance of Global College. These meetings occur on a regular basis at each center.

Student Meetings consist only of students, are led by student representatives, and give students the chance to discuss and address any issues and underline the happenings at the center. After the Student Meetings, the student representative meets with center staff/director to follow-up on any issues that arose. If these issues cannot be resolved at the center level, the student representative should raise them at the college level (see below) through Student Council, who will send representatives to raise those issues with Academic Council and/or Student Success Action Council. In the case of an emergency, the Student Representative may raise the issues directly with the Dean.

Community Meetings operate in the same way as Student Meetings, except that center faculty/staff are included. If any issues cannot be resolved at the center level, the appropriate person will be designated to raise the issues at the college level.

Students are asked to participate in numerous center-based committees. In addition, center-based student service awards give students the opportunity to take on leadership roles in a number of program initiatives. Students also give formal feedback mid and at the end of each semester which is taken into account by the staff and faculty.

At the center level, the team of staff/faculty contributes to center-specific decisions and program wide initiatives to constantly improve the program. This takes the form of work groups, committee work, and team meetings to address any identified needs or concerns. While the Center Director is responsible for coordinating the overall operations of the center, he/she should practice this collective process whenever possible.

## College Level

While all larger academic and financial decisions regarding Global College are taken at the university level, most week to week and month to month operating issues are addressed at the college level. At this level, Academic Council (AC) and the Student Success Action Council (SSAC) act as recommending bodies that suggest courses of action to the Dean of Global College. The Dean may subsequently forward some items to the Vice President for Academic Affairs (VPAA) for his comment, review and approval. In practice, recommendations of AC and SSAC become decisions unless and until there is objection or modification from the Dean or VPAA.

The Academic Council consists of the Dean, Director of Global Studies, Academic Directors of each center and program, with additional members appointed by the Dean. The AC meets once every three weeks during the fall and spring semesters to review and revise academic policy and other issues that influence the mission of Global College.

The Student Success Action Council consists of the Director of Student Success, Director of Global Studies, Student Service staff at all centers and programs, with additional members appointed by the Dean. The SSAC meets once every three weeks during the fall and spring semesters to review and revise policies regarding student services and other issues that influence the mission of Global College.

Student representatives from each center work together as Student Council to represent the concerns of students at program-wide faculty and administrative meetings.

The Council of Overseers, which was formerly equivalent to a Board of Trustees when Global College was Friends World and independent of LIU, is now an advisory body (with neither budgetary nor decision-making authority) that meets with the Dean on an annual or bi-annual basis to review the overall progress and status of Global College.

#### University level

Global College is an academic unit within Long Island University. As such, the Global College budget is part of the budget of the Vice President of Academic Affairs (VPAA), one of the seven officers of the university with signing authority, meaning these officers can sign off on any expenses. This means that Global College cannot make any large budgetary decisions without approval of the VPAA. In addition, as Global College is an accredited liberal arts program, it is subject to the rules and regulations governing liberal arts programs set out by the New York State Department of Education and the accreditation guidelines set out by the Middle States Commission on Higher Education. The Dean of Global College is one of twelve University Deans reporting directly to the VPAA. The Global College Dean must work within the framework of LIU, Middle States (the regional accrediting body and the New York State Department of Education for all decisions pertaining to the College academic program and finances. It is the practice and responsibility of the Dean to gather as much information as possible from Center Directors before making major decisions that affect centers and the program at large.

# Communication

The greatest strength of Global College is its presence in many different regions with professional staff and faculty from all over the world. And yet this strength poses great challenges for communicating amongst this global community due to many factors: technological, logistical, time zones, competing programmatic commitments, cultural differences, etc. Below are some guidelines to facilitate positive communication to better take advantage of the truly unique opportunity to build a strong, engaged and enriching Global College community. The guidelines have been put together with input from different centers and people in different positions in an effort to build upon a collective and diverse experience. They are divided into general recommendations, specific recommendations, and guidelines for e-mail, phone, and face-to-face communication (visits).

## **General recommendations for program-wide decisions**

- 1) Each decision should be accompanied by a plan for communicating the decision.
- 2) Each plan for communicating a decision should include plans for incorporating that decision into permanent policy (or not). In other words, each decision should come with a plan for not having to make that decision again in the future. Ad hoc decisions can, of course, be excluded from general policy guidelines.
- 3) Each plan for communication of a decision should highlight action items, i.e., what is to be done next with the decision, along with a timeline.
- 4) Plans for communication of decisions will be carried out by point people in the New York office: Assistant to the Dean for Dean's decisions, Assistant Director for Records and Administration for LIU decisions, Director of Global Studies for Academic Council, and Global Director of Student Success for SSAC. These point people would NOT necessarily be responsible for generating the plans—only for carrying them out.

## **Specific policy recommendations**

- a) The Assistant to the Dean should Create and maintain a shared Global College wide calendar with the dates of field trips, vacations, holidays, etc. so that we all know when the other centers may be "out of the office" or "out of communication." Also, centers should be notified when key NY personnel will be on vacation or out of town at a conference.
- b) The SSAC should establish an emergency communication plan to ensure all centers and NY staff are clear of how to handle any major emergency.
- c) The Global Director of Student Success and the Assistant Director for Records and Administration should develop a graphic, to be distributed at all orientations, visually clarifying who students can contact for which issues with a link to phone numbers and e-mail addresses.
- d) SSAC should finalize with the Student Council a formal way for GC faculty/staff to communicate and hear from students at the center and program-wide levels.

- e) The Assistant to the Dean should create a word document that has the different time zones that everyone can print and keep next to their desks, sending out updates for daylight savings changes.
- f) The Director of Global Studies should collect all syllabuses in the beginning of each semester, distributing those syllabuses back out to all the center directors along with notes on issues of consistency and coherence. The DGS should also conduct a syllabus workshop as part of the Faculty Development Conference so that faculty can build upon the work of their colleagues.
- g) At the end of each advising relationship, the advisor should have the advisee write a self-profile with important information, including the strengths, weaknesses, and areas of concern and interest. Advisors should add any further comment as they see fit. The Academic Director should send this self-profile with advisor's comments to the student's next center director prior to the start of the new term.

### **Guidelines for email communication**

For writing emails:

- 1) Make your email clear and concise, but polite
  - a. What are you asking for?
  - b. When do you need it by?
  - c. What are the next steps?
  - d. If there are multiple topics in the e-mail, write them in a bulleted or numbered list.
- 2) Consider who needs to receive the email
  - a. Is this something that needs to reach a large group of people, or is there a smaller subset who can be involved? Remember, you can always forward an email to someone if it becomes necessary.
  - b. When responding to an email, do not use "reply all" unless your response directly impacts the entire group.
- 3) Strive for simplicity and clarity of writing, especially when communicating cross-culturally
  - a. Use appropriate English grammar and spelling (or appropriate grammar and spelling for whichever language you are communicating in)
    - i. If possible, run spell-check
    - ii. Be mindful of capitalization and punctuation
  - b. Be aware that humor is difficult to communicate via email and may not translate well into another culture.
  - c. Use a short and relevant subject line that gives the recipient a clear idea of the email's contents.
  - d. If your response to an e-mail addresses a different subject, modify the subject line to reflect the new topic.
  - e. List the different subjects according to the priority.
- 4) If you need a response, be very clear about it. Rather than "Please send your comments," you could say "Everyone is requested to respond by Tuesday, Dec. 14, with their concrete ideas for how we can improve this proposal."

- a. Respect the demands on your colleagues' time. Avoid last-minute requests in all but the most urgent circumstances. Most immediate concerns would be better addressed by telephone.
- 5) Send mail from your LIU email address. Create and use a professional signature stating your name, position, and contact information (especially important for communicating with outside contacts.)\_Example: Name, Title, Office/School, Address, Phone, Fax, e-mail, web link.
  - a. When emailing within Global College, delete your signature when replying to a long email "chain." This makes the entire message shorter and makes it much easier to find relevant information in the previous emails.
- 6) Maintain professionalism within professional communications. Although many of us are friendly outside of the office, remember that emails containing personal communication may be forwarded or shared (even unintentionally) outside of your intended audience. Be friendly, if appropriate, but also be cautious.
- 7) Consider whether email is the appropriate medium for a particular communication. If the topic is particularly sensitive or controversial, it may be better approached face-to-face or over telephone.

For receiving email:

- 1) Regularly check your LIU email (at least once at the beginning and end of each workday.)
  - a. If you find Outlook/Weboutlook difficult to use, consider forwarding your LIU email to another account, such as Gmail. However, be certain that your responses come from your LIU email account. You can set up Gmail to do this for you by clicking the options symbol (it looks like a cog) at the top right-hand corner of your Gmail page, selecting "Mail settings" under the drop down menu, selecting the "Accounts and import" tab, and modifying "Send mail as" to give you the option of writing messages using Gmail and having them sent from your LIU account. You will then have this option each time you write a message.
- 2) Remember your password and update it when required. Write it down if you have to!
  - a. If you are unable to access your LIU email due to a forgotten password or some other type of error, email the Assistant to the Dean from your personal account with details of the problem (or have a colleague do it for you.) Please be aware that it might take a few days for IT to fix the issue, so please do not wait until you urgently need access to your email.
  - b. Your password must be at least six characters and include at least one number. It is case sensitive.
- 3) Global College faculty can opt out of Campus Information emails by sending an individual request to [it@brooklyn.liu.edu](mailto:it@brooklyn.liu.edu).

For responding to email:

- 1) As a general rule, try to respond to most emails within two business days of receiving them.

- 2) If an email gives a task with a deadline, respect that deadline. If you feel you will be unable to meet it, contact the sender and try to arrange some flexibility. Do not just ignore deadlines without any response.

### **Guidelines for Phone Communication**

- 1) Always smile when speaking. You come across friendly when you do so.
- 2) Speak slowly, clearly, and concisely.
- 3) All of us should be sensitive to our diverse cultural norms and aware of these differences when communicating with others within our global program.
- 4) Summarize phone conversation in an email if it is dealing with a complex or confusing issue, and note any specific agreements or expectations of subsequent follow up.
- 5) If updates are made to staff phone numbers, be sure to send that to NY so it can be disseminated to the entire GC personnel community.
- 6) Mute phone (and microphone on skype) during phone conferences when you are not speaking. Unmute when you speak.
- 7) Ask the caller to repeat himself/herself if you missed something or need clarification.
- 8) Do not interrupt the person while he/she is speaking.
- 9) Since the conference calls are after the regular work hours it would be better if they are for a shorter duration and if we also have the minutes e-mailed to us.
- 10) Speak in normal tones while you are on the telephone. Most times we feel it necessary to speak unusually loud, especially during calls with overseas staff. Our voice carries in the GC office.
- 11) If you are having issues connecting on a call, send an e-mail immediately to the other party (or skype chat) so that they are aware of the issue, and are not waiting for the call.
- 12) Keep a list of the time zones nearby:

#### Time Zones

New York – 9:00 a.m.

#### Subject to Change: Daylight Savings Time

Costa Rica	(1 hour behind)	8:00 a.m.
India	(10 1/2 hours ahead)	7:30 p.m.
China	(13 hours ahead)	10:00 p.m.
Thailand	(12 hours ahead)	9:00 p.m.
Australia	(16 hours ahead)	1:00 a.m.
South Africa	(7 hours ahead)	4:00 p.m.

### **Guidelines for face to face visits**

Since opportunities are rare for members from one GC center to visit another, we suggest following the procedures below to maximize the benefit of the visit. Obviously, there may be times that a visit arises with less lead time than that suggested, but below are the general suggested guidelines.

- 1) In preparing, from abroad, to visit a center or program, notify the Center Director as soon as you know that the visit is a serious possibility, and include a note explaining why you are coming and what you hope to do or learn.
- 2) At least two weeks before you are scheduled to arrive, send a follow-up note to the Center Director with more detail concerning the issues you would like to address. The Center Director will be responsible for making sure the relevant staff and faculty are available for consultation during the visit.
- 3) When possible, center faculty, staff and students should be given notice a month in advance that the center will receive a visitor. Faculty, staff and/or students could then prepare for the visit by holding a meeting to discuss what they wish to address with the visitor.
- 4) Anyone wishing to discuss a particular issue with the visitor should send him/her a note outlining those concerns at least two weeks in advance of arrival, and should at the same time request of the Center Director and visitor that time be scheduled during the visit to address the issues.
- 5) During the visit, all efforts should be made to allow for the free flow of questions and discussion. However, controversial and charged issues should be addressed by strictly following the policy above.
- 6) Visits should be treated as opportunities to build community and mutual understanding rather than focusing solely on particular issues. The visitor and Center Director should prepare for this broader task. Within the constraints of the programming at the time of the visit, Centers are encouraged to include community building activities (i.e. shared lunch), time for any one on one meetings, as well as any easily feasible field opportunities the visitor could participate in so he/she can experience firsthand the local culture and academic program. Visitors should be sensitive to time constraints of staff and students due to the need to carry out their regular professional and personal responsibilities.
- 7) Notify your colleagues at your center that you are planning to visit a center (in the event that they have news items, etc. they would like for you to share).
- 8) Since most staff members at centers have never visited the home campus in NY or other centers, visitors should also take the opportunity to strengthen the connection amongst us in some way. Often times any available “freebies” (i.e. GC t-shirt, LIU key chain, umbrella or memory stick, folders, stickers, etc.) are greatly appreciated and help strengthen those ties. Visitors from centers to other centers could consider taking something small typical from your country to share (i.e. typical candy or beverage, etc.).

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## Regional Centers

Centers have different policies regarding various aspects of their particular programs. Students should familiarize themselves with the Handbook of the Center they will be attending before traveling to that country.

**Study at a Distance from a Center.** All students, regardless of their physical location during the semester, are required to keep their respective Center administrator and faculty advisor aware of their local address, email address, phone (if applicable), and an emergency contact (the name, address and contact number). That information will be forwarded to the Assistant Director of Records and Administration at WHQ. Students must inform the Center of semester travel plans so that, at virtually any time during the academic term, the student can be reached within 24 hours in case of emergency. (We also highly recommend that students keep the Center and their family members informed of travel plans for the semester break and holidays, should emergencies arise.)

## Health and Safety

### **Safety Policies and Emergency Procedures.**

1. The safety of our students is our number one priority. Directors of all our centers abroad and all administrative personnel in the USA are asked to subscribe to the State Department advisory email list and are notified daily of new State Department announcements. All our students are registered with the US Embassy in the country of residence abroad.

See the link: [http://www.state.gov/www/listservs\\_cms.html](http://www.state.gov/www/listservs_cms.html)

2. The State Department issues announcements in a number of categories: public announcements, travel advisories and travel warnings. Within each category there are a number of gradations. For instance, on the less severe end of the scale, the State Department might advise Americans not to visit a particular city in a country at a particular time. On the more severe end of the scale, they might ask Americans to leave a particular region within a country. On rare occasions, the State Department will ask Americans to leave a whole country.

See the link [http://travel.state.gov/travel\\_warnings.html#i](http://travel.state.gov/travel_warnings.html#i)

3. Global College follows the State Department's advice in all its announcements, advisories and warnings. We do not go to areas the State Department considers unsafe. Any student who wishes to go to an area presently under a State Department travel warning will not be given approval for such a trip. Students who insist on pursuing such a course of action will be asked to first withdraw from the Global College. We simply cannot support students who wish to study in unsafe areas.

4. The US State Department is not our only source of information on safety. We have local personnel in each country who monitor events at the local level and advise us on safety issues. In general, our safety and evacuation decisions are more conservative than that of the State Department. We have taken action to remove students in advance of State Department warnings and we have relocated field trips in the absence of State

Department announcements. We have experience setting up programs in over a dozen countries around the world and are able to do so at very short notice.

5. As a global education program, Global College has a great deal of experience in offering programming in a great variety of venues. The Comparative Religion and Culture Program alone has engaged in programming in Japan, Taiwan, Thailand, India, Italy, Greece, Israel and Turkey. Together our centers have experience in supervising student work in dozens of countries. There is simply no reason to travel to areas that are unsafe when there are so many other fine options available to us.

6. Though we will not compromise on our commitment to student safety, neither can we allow the current global tensions to deter us from continuing to pursue our goals of global citizenship and international understanding. Recent events only highlight the need for sincere people of good will to pursue cross-cultural study. The goals of the Global College seem more relevant than ever.

**Emergency Closure and Evacuation.** In the event of local, national or regional emergency, it is important that the student and the regional Center establish contact with each other and with headquarters as soon as possible. Both the Center and the student are responsible for making every possible effort to do so in order to assure Program personnel of the student's safety and well-being and to receive directions about possible evacuation and/or family contact. Students are urged to remember that family and friends tend to fear the worst until a critical situation is clarified and the safety of their loved one is established. All parties – student, Center, family, and WHQ – are responsible for keeping the other parties informed of emergency situations, even when the student is not directly involved in the crisis. Because of proximity, however, primary responsibility for communication lies with the Center and the student.

Centers are required to have a country and regional emergency evacuation plan in accordance with the Center's needs. Revisions to this plan are to be communicated to the Dean and kept on file in WHQ.

During Center orientation, students should be introduced to the evacuation procedures and guidelines of the Center.

Operations at Centers may be suspended due to emergencies based on recommendations of relevant government sources and/or at the discretion of the respective Center Director in consultation with the Dean as soon as possible.

In the event a Center is closed due to emergency, the Center Director and faculty are responsible for working with students to modify Learning Plans to enable students to earn the semester credits.

The Center Director and faculty are responsible for implementing swift and efficient evacuation when it becomes necessary. The top priority is student safety. Details related to financial or other concerns arising from such evacuations should be addressed once the

safety of students has been secured. These matters will likely require consultation with the Dean and Long Island University's central administration.

The Center Director is responsible for maintaining contact with students registered at the Center. Information regarding the students' locations and how to contact students directly is to be made available to WHQ whenever requested by WHQ staff.

**Health & Safety Information.** Global College takes the health and safety of its students very seriously. Because of the nature of the Program, students and their families must also consider carefully the risks in studying in places and under circumstances that are much less predictable than on a traditional U.S. college campus. While we recognize that accidents and illnesses can occur in any locale, it is important that all members of the Global College community do their part in keeping themselves and their colleagues and associates safe and healthy.

Each Regional Center is expected to provide a brief overview in its Center Handbook of health and safety issues and resources available to students enrolled in the region. The overview is not intended nor should it be taken to be comprehensive. It is each student's responsibility to consult with her/his personal physician or other healthcare professional prior to enrolling in a Center. It is up to each student, after consultation with family members and appropriate professionals, to determine what, if any, precautions should be taken while studying in the region in light of his/her own needs and limitations. Students and their families should make use of the U.S. State Department website at <http://travel.state.gov> for consular information sheets and travel advisories. That site also provides a link to health information for travelers through the Centers for Disease Control and Prevention at <http://www.cdc.gov>.

It is expected that students will be aware of and control behavior that unduly increases their or others' risk of illness and/or injury. Such behavior includes, but is not limited to, use of intoxicating substances which decrease clear thinking, inadequate sleep and nutrition, and intentional and unprotected exposure to danger and disease. Students are subject of the laws of the host country.

Centers must be equipped with a first aid kit. While it is the policy that someone from among the faculty or staff will be trained (and retrained regularly) in CPR and first aid response, it is unreasonable to expect that person to be omnipresent. It may be worth surveying each semester's group of students and staff to ascertain who has been trained in what safety skills and making those resources known to the regional learning community.

Prior to arrival at a Center, students should be made aware of the local health situation, including but not limited to information on STD prevention, the availability of sterile syringes, and local health policies. Students may be directed to their personal/family physicians, to resources of the Centers for Disease Control, and to local clinics. Center Directors should be prepared to respond to student questions about health conditions, and,

as much as practical, to include necessary health and safety information in the Center Handbook so students have access to that information prior to their arrival in a region

Students are to be provided with information, which maximizes their safe arrival at the Center, including contact information should an emergency arise en route. Students should know how long before the semester begins they are expected to arrive. Students who arrive before that date do so as independent travelers. Likewise, students who remain in a region after the close of the semester do so as independent travelers. While Center staff may be able to assist in an emergency, it is neither their responsibility nor their obligation to do so when the term is not in session. Registered students who arrive as anticipated for the semester's beginning should immediately be provided with the name and contact phone number of a local staff person along with instructions on how to handle emergency situations

At the beginning of the semester, students are to verify that the Center has received their student academic, health, and emergency contact records from WHQ, and that the information contained in the file is current, complete, and accurate. If corrections are made to the student file, it is important that the center administrator notify WHQ of changes. Students may be asked to supplement the file with information required by the Regional Center. A registration block may be put on a student's record if forms are not completed and turned in.

Students may be required to register with local authorities and/or the U.S. (or their own nation's, if not a U.S. citizen) embassy for security purposes.

If not provided by WHQ, students are required to provide the Center with copies of their passport, visa or other pass/entry card authorizing their stay in the country, Long Island University health form, insurance information, and emergency contact form. Copies of these forms are to remain at the Center. In addition, faculty and/or staff must carry copies of the documents for students they accompany on extended trips. Students away from the Center should ensure that copies of important documents are readily accessible to them should anything happen to the originals.

If, at any time, the student is ill or injured, the Regional Center must be notified as soon as possible. The Regional Center can be helpful in locating medical services. WHQ, too, should be notified in the event of any illness or accident that involves medical treatment and a possible insurance claim. Incident reports, filed with the director of student services, should detail the case.

Because our students frequently live and travel independently, it is very important that a system be in place which alerts the Program when a student may be in jeopardy or if the student needs to be apprised of an emergency situation. For this reason, students are required to provide the Center with local contact information: local address and phone number where they can be reached, as well as the name and contact information of a neighbor or friend who is likely to know their whereabouts in case of emergency.

Families and friends "back home" worry. The only way to reduce that natural state is for students to maintain regular contact with them. In addition, students are asked to be aware of emergencies and crises that arise, which invariably cause increased concern on the part of family and friends. A major train wreck, airplane disaster, or bridge collapse, let alone terrorist activity, or an earthquake is likely to cause major concern – even if it occurs hundreds of miles from the student's actual location. For this reason, we suggest that students send a quick, reassuring e-mail or phone call to parents when they are aware of such situations.

In the case of actual emergencies, students are required to follow the procedures given to them in the safety orientation they had upon arrival at their Center.

**Safety in Global College.** Faculty members at regional centers are responsible for educating students about the culture in which they work. They are entrusted with giving students the tools for making wise and educated choices, and with responding sensitively to issues arising from harassment. Regional centers are expected to:

1. Create a specific safety section on women students in their Center Handbook. Information about possible harassment of other groups (due to perceived differences, e.g., ethnicity, religious dress, etc.) that may face possibly threatening situations should also be provided in the Handbook.
2. Establish a specific and separate gender orientation to the center held solely on women's safety issues. It should include such items as:
  - a. Suggested dress and behavior. Norms of behavior between classes, sexes, and races should be clarified as well as the ramifications of going against the norms. Accurate information is needed so students can make informed decisions.
  - b. Guidelines for travel. Suggestions regarding travel should serve as advice on when and where it is safe for women to travel. Centers have the responsibility to define unsafe or problematic areas.
  - c. Status of local women. It is important that students become familiar with cultural norms of area women, and gain insight into their rights and treatment.
  - d. General perception of "Western" women. Exposing women to the ways in which most men of the region view them gives them needed understanding and foresight of how men may or may not act towards them. Locally held views of "Western" women should be addressed, including women of various ethnic backgrounds.
  - e. Case studies of harassment of previous female students, including, if possible, women willing to share their experiences with students.
  - f. Descriptions of expected behavior during academic sessions. Students should be informed what behavior is culturally inappropriate and be made aware of the implications that behavior might have on future Global College communities at the center.

- g. Lists of regional hospitals, doctors, rape and abuse hotlines and, if possible, counselors trained in Western methods. Additionally, advisors should help students venturing away from the center during independent projects to locate emergency facilities in the regions in which they will be working.
3. Create a system of action, should there be an emergency or physical attack.
    - a. This should entail medical attention with special regards to pregnancy, HIV, and STD testing. Additionally, it should address legal options and consequences. Students' decisions must be supported and counseling encouraged.
  4. Offer outside counseling services and/or other support throughout the semester for those students who identify a need;
  5. Discuss the community support system, particularly as it relates to male students.
    - a. Help them understand how they can help and provide assistance while recognizing their views during safety meetings. Men and women should have both separate and joint introductory safety meetings to discuss their different experiences;
  6. Demonstrate honest concern and respect for those students who experience harassment. Faculty is responsible for being supportive of victims of harassment in full confidentiality. The student's right to privacy must be respected;
  7. This policy should be given to all students at the Centers.

### Community Responsibilities

Should harassment be experienced by any student, the community's role is foremost one of support. If a student reports an incident and requests confidentiality, this should be adhered to. Confidential information should not go beyond specific communities. The student's wellbeing is most important and every effort should be made to follow the student's wishes.

At the same time, it is recognized that the student's own support system and other students' safety may be jeopardized by not sharing information. It is the community's duty to be as discreet as possible, and to respect and protect an individual's privacy.

**Sexual Harassment Policy.** Global College's policy on sexual harassment was formulated and approved by the 1998 World Conference, based on previous policies and on group discussion. It is not intended to supersede existing Long Island University policies to which Global College is subject, New York State or federal U.S. laws, or the laws by which regional centers must abide.

-- Definition:

It is the policy of Global College that no member of the community may sexually harass another. Sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Such conduct is made, either explicitly or implicitly, a term or condition of an individual's academic or employment status, or assessment of performance;
2. Such conduct has the purpose or effect of demonstrably interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive working environment; or
3. Such conduct is abusive of others and implies, in an abusive manner, hostility toward their personal or professional interests because of their sex or their sexual preferences.

-- Individuals who believe they have been victims of sexual harassment should:

1. Contact the Center Director
2. The initial discussion between the complainant and the hearing officers should be kept confidential, with no written records, and attempts should be made to informally resolve the complaint;
3. If the complainant decides to proceed, the hearing officer must receive a written complaint and must prepare a written statement and record of the incident;
4. The complaint will then be investigated by the Grievance Officer or Mediator/Counselor, who, after gathering all the material, issues a reasoned decision within 15 days of the formal receipt of the complaint;

Offenders may receive a written reprimand, suspension (if a student) and suspension without pay (if a faculty member), or dismissal, depending on the severity of the incident and on the offender's previous record and in accordance with Long Island University policies and procedures

## University Policies and Regulations

**Accreditation.** Global College 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 credits 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 Global College 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](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.

Behaviors warranting such extreme measures include substance abuse, including alcohol; sexual or any other kind of harassment; abusive behavior towards oneself, other students,

faculty or others; and behavior which jeopardize 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 Global College 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 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. 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.

## 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 Global College, but is not a legally binding document. As with all other Long Island University programs and departments Global College 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.