# Table of Contents

I. Introduction ...............................................................................................................................3
II. The History and Context of LIU Global..............................................................................4
III. Mission and Vision of LIU Global .......................................................................................5
IV. Mission of Long Island University .......................................................................................6
V. LIU Global Leadership .........................................................................................................6
VI. LIU Global Community Ethos ...............................................................................................8
VII. Academic Program & Requirements .................................................................................9
VIII. Co-Curricular Program .....................................................................................................15
IX. Student Affairs Procedures & Policies .............................................................................16
X. Academic Policies ..............................................................................................................25
XI. Independent Study ............................................................................................................36
XII. Academic Awards ............................................................................................................39
XIII. Health and Safety ...........................................................................................................40
XIV. LIU Global Disciplinary Policy .......................................................................................75
XV. Appendices .......................................................................................................................83
Introduction

This LIU Global Program and Policy Handbook contains program-specific information, policies and procedures for LIU Global students and staff. The Handbook aims to provide guidance that will help develop a positive learning environment, ensure academic integrity, promote students’ well-being and comply with university policies. As part of Long Island University, our students and staff must respect the LIU Brooklyn Code of Conduct and the policies outlined in the Undergraduate Bulletin, including the LIU Sexual Violence and Harassment Policy. This Handbook complements the information and policies in the aforementioned documents.

Please note:
Policies are subject to change. Policy changes will be communicated to the LIU Global community and will be incorporated in the annual revision of this Handbook.
The History and Context of LIU Global

Quaker Roots
LIU Global (formerly Friends World), was founded in 1965 by a group of committed Quakers and was established to provide a genuinely alternative educational path that would lead students to consider the world’s pressing issues as a focus of their curriculum. The College was based on a Quaker foundation of community, governance by consensus, and education through firsthand experience, which would be recorded and documented through the construction of a Portfolio of Learning.

History
In the summer of 1965, the Committee on a Friends World College hired Dr. Morris Mitchell, a Quaker educator, pacifist and civil rights activist from Georgia, to direct the Friends World Institute, which would open its doors to students in the fall of that year. Before coming to Friends World, Mitchell had studied under John Dewey at Columbia Teachers College and had founded the Putney Graduate School of Education in Vermont.

In the system he proposed, Mitchell would bring the students to the world, rather than abstractly present bits of the world to classroom-bound students. Basing Friends World courses of study on the “world's most urgent human problems,” he envisioned study centers in each of the world’s major regions, from where students would set out in groups of fifty on a world journey that would last the entire four years, each group spending a semester in each of the seven regions and a final semester in their home region writing a senior thesis. Students would document, analyze and reflect upon their learning in journals, a practice influenced by Quaker tradition.

His successor was Sidney Harman, a prominent Long Island businessman, under whose brief tenure a revised education model emerged. In 1968, Friends World settled into a new 93-acre estate in the Long Island hamlet of Lloyd Harbor, acquired from Mrs. Gerald M. Livingston. Later that year, the Regents of the State of New York granted a provisional charter for the establishment of an independent Friends World College.

During the seventies, FWC continued to develop academically. In 1980, FWC's Board hired a new president, Lawrence Weiss. Weiss strengthened the faculty, advocated a more integrated curriculum and attempted to strengthen administration. Financial hardship stood between FWC gaining full accreditation and it became necessary for Friends World to merge with an established university. In May 1991, the Board of Friends World College signed an affiliation agreement with Long Island University. Through this merger, Friends World gained full regional accreditation and moved to Long Island University’s Southampton Campus in the fall of 1991.

A more detailed history of LIU Global can be found at http://www.liu.edu/Global/History. For a history of LIU Brooklyn, see http://www.liu.edu/brooklyn/about/history.

Transition
In fall 2005, Friends World moved to LIU’s Brooklyn Campus, and in fall 2007, it was renamed Global College and introduced a newly revised curriculum in global studies. In January 2012, LIU initiated a rebranding campaign and Global College became known as LIU Global. While no longer affiliated with Quaker institutions, LIU Global continues the early work of Mitchell, Harman, Weiss, Greenstein and
others in a new framework sensitive to and influenced by recommendations for liberal learning in the 21st century. Today, LIU Global sets experiential and independent learning within a structured curriculum that builds skills progressively over the course of the college career. First year seminars, common intellectual experiences, learning communities, and writing intensive courses lay the groundwork for global learning, undergraduate research, service learning, and internships. With its focus on interactive, working relationships among faculty, staff, students, and local communities, LIU Global documents progress in the learning, leadership, teamwork, and communication skills vital to success in today's increasingly global society.

Mission of LIU Global

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

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

Vision of LIU Global

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

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

2. LIU Global aspires to develop a superior student-centered experience that will enhance an appreciation of diversity, cultivate sensitivity towards the human and ecological impact of examined issues, and inspire creativity and commitment to explore a peaceful and sustainable future for all peoples and the world.

3. LIU Global’s future is guided by the understanding, belief and commitment that our graduates will have the skills, knowledge, awareness, and cross-cultural competencies that will prepare them for a personal and professional life of committed action in the interest of the world community and the environment. LIU Global alumni will contribute positively to the communities in which they will live and will apply the program’s goals to any future professional endeavors.

4. Through its own practice, LIU Global intends to model the principles it hopes to teach, that of creating a global community that promotes individual respect and collective responsibility,
ecological sustainability, solidarity and service to others and support of local efforts to address locally identified needs.

Mission of Long Island University

Mission: Access and Excellence

Long Island University was founded on the principle of educating and empowering men and women from all walks of life. Through our mission of Access and Excellence, the LIU community remains committed, above all else, to the educational needs and interests of our diverse student body. We strive to cultivate and expand academic, professional, artistic and co-curricular opportunities, enabling students to realize their full potential as ethically grounded, intellectually vigorous and socially responsible global citizens.

(Adopted by the Board of Trustees January 2012: http://liu.edu/Brooklyn/About/Mission)

LIU Global Leadership

LIU Global
New York Center
Main Office Phone: 1-718-780-4312
Main Office Fax: 1-718-780-4325

Duleep Deosthale, Dean
Email: duleep.deosthale@liu.edu
Phone: 1-718-780-4327

Carlett Thomas, Director of Student Affairs & Administrative Services
Email: carlett.thomas@liu.edu
Phone: 1-718-488-3409

Jocelyn Lieu, Senior Thesis Coordinator and Faculty
Email: jocelyn.lieu@liu.edu
Phone: 1-718-780-4336

Costa Rica Center
Sarah Moran, Director
LIU Global Assistant Dean
Email: sarah.moran@liu.edu
Phone: 011-506-2260-6672, 1-718-233-1159 (Vonage)

Oscar Ugalde, Administrative Coordinator
LIU Global Finance Officer
Email: oscar.ugalde@liu.edu
Phone: 011-506-2260-6672, 1-718-360-5430 (Vonage)

Maria Sandberg, Student Service Coordinator
LIU Global Health & Safety Coordinator
Email: maria.sandberg@liu.edu
Phone: 1-718-554-0396

Maria Jose (Mari) Zúñiga, LIU Global Social Media and Communications Coordinator
Email: maria.zuniga@liu.edu
Phone: 1-718-360-2290

**Europe Center**
Robert Logan Sparks, Director
robert.sparks@liu.edu

Giovanna Arecchi, International Program Administrator
giovanna.arecchi@liu.edu

**Asia-Pacific Australia Center**
Soenke Biermann, Director
International Research and Internship Semester (IRIS) Coordinator
Email: soenke.biermann@liu.edu
Phone: +61 (0) 2 6679 4041 (office)

Teresa Tomassoni, Assistant Director
IRIS Internship Coordinator
Email: teresa.tomassoni@liu.edu

Alexandra Tuai, Student Services & Field Coordinator
Email: alexandra.tuai@liu.edu

**China Center**
Difei "Vivian" Hu, Director
Email: difei.hu@liu.edu
Phone: +86 (571) 8795-2051

Luyao Shi, Student Service Specialist
Email: luyao.shi@liu.edu

**LIU Brooklyn**
Generally, the first point of contact for questions should be the LIU Global New York office, but certain issues pertain specifically to the Brooklyn campus such as library, IT, and human resources. The general contact number for LIU Brooklyn is: 001-718-488-1000 (international); 718-488-1000 (local). LIU Faculty and Staff Directory: https://webapps.liu.edu/directory/.
Administrative Committees

College Council (CC)
The CC is comprised of the Center Directors, selected staff from New York, the Dean and the President of the Student Council. The Council meets at least once per month to discuss matters of curriculum, academic policy, and general student learning including program assessment that align with the program’s strategic plan. Most proposals discussed in College Council emerge from smaller committees that have developed them through a consultative process.

The Student Affairs and Enrollment Management Group (SAEMG)
The SAEMG is led by the Assistant Dean and the Director of Student Affairs and Administrative Services in New York and has a representative from each center and from the Student Council. The center representative should be the staff person most responsible for key issues regarding student success. The SAEMG’s primary responsibility is to provide support for students’ success in academics, co-curricular, health and safety, and financial stability. The SAEMG meets approximately once a month.

LIU Global Community Ethos

LIU Global is a unique learning community in which staff and students have high aspirations for themselves and others as they live and study in different regions of the world. We aim for our students and staff to demonstrate actions that are respectful of oneself and others in order to create a positive learning environment that ethically engages with the diverse global communities. As an LIU Global community member abroad, you not only represent yourself, but also the larger LIU Global community. For this reason, we ask that students and staff take the time to read through, discuss amongst each other, and agree to uphold the following commitments so that each member feels safe, supported and respected by their fellow colleagues. It is recommended that students and staff work together at the beginning of each semester during orientation to discuss examples of culturally appropriate behaviors specific to the center where you are studying that reflect this ethos.

LIU Global community members…

- arrive on time for organized classes, field experiences, events, activities, etc.
- look out for the health, wellness and safety of themselves and their peers (e.g., check in on someone who is sick, stay home if sick, travel in pairs or larger groups). Remember that any behavior that harms you will impact others who care for you or are responsible for your well being.
- are present and actively engaged while in class and during field excursions (e.g., refrain from using electronic devices unless called for, refrain from sleeping or showing other signs of disinterest).
- observe their behavior (voice, body language, tone, dress, etc.) and adapt accordingly to the environment they are in.
- pick up after themselves and help maintain a clean and healthy environment for all.
- communicate honestly and openly in a respectful and constructive way.
- are patient with and kind to others, even under challenging circumstances.
- build a positive learning community (e.g., maintain enthusiasm, remain positive and solution oriented when challenges arise, listen to and respect different opinions)
show gratitude for all the guests that generously host and teach us.

All LIU Global community members review and respect LIU and LIU Global policies as outlined in the LIU Global Program and Policy Handbook.

LIU Ethos Statement

LIU is committed to the advancement of learning and service to society. Its educational mission reflects a commitment to intellectual rigor, social justice, and an active engagement of contemporary issues.

These principles challenge students to strive for excellence, to become men and women in service to others, to integrate curricular and co-curricular learning, to develop talents through discovery and reflection, and to be concerned for the welfare of each person. To achieve these ideals, all students are expected to contribute, through their words, actions, and commitments, to the development and sustenance of a community characterized by respect, caring, responsibility, and honesty. These characteristics are essential to ensure the rights and privileges of all students and to preserve the integrity of our educational community.

Working together as a community, students, faculty, and administrators help foster an atmosphere that furthers the mission of the campus. Students are expected to adhere to the campus ethos. This expectation calls for behavior that demonstrates the five principles of the LIU Student Code of Conduct: respect for oneself, respect for others, respect for property, respect for authority, and honesty.

LIU Brooklyn Code of Conduct

Although no such document can be exhaustive, the purpose of the LIU Student Code of Conduct is to set out standards of conduct, to give notice of expectations and prohibited behavior, and to identify the procedures the University may employ to resolve breaches of those standards. The LIU Student Code of Conduct is founded on the principles of respect for oneself, respect for others, respect for property, respect for authority, and honesty.

Academic Program & Requirements

Accreditation

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

Degree in Global Studies

LIU Global offers a Bachelor of Arts degree in Global Studies, a discipline that investigates the world’s interdependent political, economic, cultural, and ecological systems. Global Studies equips future leaders with tools to analyze challenges, issues, and processes that transcend national and disciplinary boundaries, preparing them to develop solutions to these challenges at the local, national, regional, and global levels.
Global Studies is a relatively new discipline, offered by over 300 universities around the world at both the graduate and undergraduate levels. For 50 years, LIU Global College (along with its parent institution, Friends World College) has been a pioneer in the field. Long before anyone had thought about “global studies,” Morris Mitchell, the founder of Friends World College, asserted the need for an experiential, multidisciplinary approach to understanding the totality of humanity’s challenges. In 1965, he called the College’s pedagogical enterprise “world education.”

Students complete the Global Studies degree through four years of coursework and integrated field experience undertaken as they travel eastward around the world—from Latin America, to Europe and North Africa, to Asia-Pacific, and finally to the United States. Students begin with the Global Studies foundation year in Central America. In their second and third years, they travel to Europe and then to China or Asia-Pacific, respectively. In the first semester of their senior year, they are placed in an international internship and carry out independent research, followed by the final Capstone Semester in New York City, where they complete their senior thesis and are placed in a second internship. Through their travels, students acquire the knowledge, skills, and perspectives necessary to provide leadership in an increasingly globalized world.

**LIU Global Learning Goals and Outcomes**

**Learning Goal 1: Global Solutions**
LIU Global graduates are committed to engaging with humanity’s collective challenges. Through multidisciplinary inquiry, as well as through experience of several world regions, they comparatively articulate local manifestations of global problems, and identify and contribute to solutions to them.

Outcome 1: Use scholarly research and field experiences to identify pressing global issues, local and global responses to those issues, and productive paths toward addressing them.

Outcome 2: Conduct trans-disciplinary inquiry using economic, cultural, political, and environmental lenses to critically analyze complex global issues from multiple, distinct perspectives.

Outcome 3: Synthesize and integrate distinct global field experiences through engagement with and refinement of theoretical frameworks, demonstrating implications for productively addressing humanity’s collective challenges.

**Learning Goal 2: Academic Research**
LIU Global graduates execute high-quality academic bibliographic and field research that contributes to knowledge about global issues. They persuasively communicate their findings using the conventions of written, oral, and digital media.

Outcome 1: Demonstrate a command of academic writing and argumentation, as well as capabilities in oral and multimedia communication.

Outcome 2: Execute ethical qualitative field and bibliographic research.
Outcome 3: Engage in inquiry-driven research design; evaluate, analyze, and synthesize evidence.

Learning Goal 3: Professionalism
LIU Global graduates are creative, socially conscious professionals prepared for a life of committed engagement. They bring to public, private, and civic enterprises a sense of personal and social responsibility, and have the capacity to adapt to and thrive in uncertain and changing circumstances.

Outcome 1: Successfully pursue defined career and life goals that align with social responsibility.
Outcome 2: Demonstrate professional and ethical communication skills and behavior.
Outcome 3: Demonstrate resilience, flexibility, and self-care in face of challenges and uncertainty.

Learning Goal 4: Global Leadership
LIU Global graduates lead, support, and collaborate effectively in diverse, purpose-driven teams in international contexts. They communicate across cultures to empower others, and develop and achieve shared goals.

Outcome 1: Integrate knowledge and applications of global leadership theories and concepts into daily life.
Outcome 2: Communicate across languages and cultures, engaging and collaborating effectively and appropriately with diverse communities to address critical global issues.
Outcome 3: Effectively and strategically plan and work with diverse groups in order to develop and achieve shared goals.

Global Studies Curriculum
The Global Studies curriculum is composed of three kinds of coursework:

- Area Studies courses and fieldwork delivered at each LIU Global College center or program. Drawing on LIU Global’s decades of engagement with partners and communities around the world, these courses deepen students’ knowledge of the countries, languages, and cultures of the region in which the center or program is located. The area studies courses combine classroom work with integrated field experiences and travel. (Consult the Program Locations page for details about each program.)
- Global Studies core courses and fieldwork that build academic knowledge and skills across the program’s four years. This sequence of required courses, distributed systematically around the world, equips students with disciplinary lenses, as well as critical thinking, communication, and research skills. The sequence culminates in a set of upper division courses in the last three semesters that include two senior-year internships and the completion of a senior thesis.
- Minors in International Relations, Entrepreneurship, and Arts & Communications. LIU Global students have the opportunity to pursue one or more minors of their choice as they complete their coursework at the various centers/programs. All minors require the completion of at least five
approved courses (see specific requirements here), which can be taken as part of the 120-credit requirement. Students should consider the minors’ requirements in their academic planning.

Students are required to take five minor-related courses from LIU as listed on the minor requirements. The student is responsible for selecting the necessary courses to complete their respective minor. In the final semester, students must submit a Request for Minor form for each minor indicating the coursework completed toward the minor for review and approval.

If a student has taken or intends to take a course that s/he feels is equivalent to an LIU Global minor-related course, he/she must seek approval from the Director of Student Affairs & Administrative Services, which will be determined on a case-by-case basis. Per the instructions below, if the minor-related course is found to be equivalent, a maximum of two courses will be considered toward the minor. Any credits transferred in for the purpose of obtaining an LIU Global minor must be submitted to the Director of Student Affairs & Administrative Services along with the course name and description for final approval from the Dean. Prior to consideration toward the minor, all transfer credits must first be approved by the Admissions office. If the student intends to request approval toward the minor for coursework taken as Transient credits, the student should indicate this on the Transient Student form.

**Minor in International Relations**
The LIU Global minor in International Relations orients students to the historical origins and the contemporary operations of the global political system. After completing the program, students will understand the emergence of the nation-state system through the history of Europe and its Empires. They will likewise understand how the institutions of global governance, founded in the period following the Second World War, aspire to cope effectively with humanity’s common concerns. Students also explore the stresses that contemporary events are exerting on both the system of governance and our capacity to make sense of world system as a whole. Students supplement their study of global governance with courses in regional and national political culture.

**Minor in Entrepreneurship**
The LIU Global Minor in Entrepreneurship equips students with the knowledge and skills necessary to imagine, plan and execute sustainable ventures through entrepreneurial design thinking that produce a social benefit. Through courses and integrated fieldwork around the world, students learn the ways in which entrepreneurs use business principles to channel market forces to address important social needs. Through projects or internships, students will explore how they can become positive change agents in their communities and professional lives.

**Minor in Arts & Communications**
The LIU Global minor in Arts & Communications equips students with the skills and knowledge fundamental for communication. Core courses orient students to the basics of strategic communication and selective contemporary media platforms. Electives broaden students’ understanding of fine art and popular genres from around the world, which they can incorporate into communication strategies. Students will be able to effectively integrate aesthetic traditions and various media strategies to work effectively in the world’s increasingly integrated communication networks.

Students may contact the appropriate LIU Department to inquire about pursuing a non-LIU Global minor.
Four-Year Global Studies Academic Itinerary
Students can view a chart of the four-year Global Studies academic itinerary at [http://www.liu.edu/Global/Academics/Academic-Itinerary](http://www.liu.edu/Global/Academics/Academic-Itinerary).

Academic Requirements

1. **120 credits**
   a. Last 30 credits from LIU or LIU Global.

2. **Required Courses for Global Studies Degree, exclusive to LIU Global:**
   a. Passing grade (no F) in GNYC 318 Global Studies Seminar or GNYC 319 Global Studies Seminar Accelerated\(^1\).
   b. Passing grade (no F) in GNYC 340 Junior Research Seminar or GNYC 341 Junior Research Seminar Accelerated\(^2\).
   c. Passing grade (no F) in required courses of IRIS Semester.
      i. GNYC 401 Senior Thesis I
      ii. GNYC 403 International Internship
   d. Passing grade (no F) in required courses of Capstone Semester.
      i. GNYC 402 Senior Thesis II
      ii. GNYC 400 Global Studies Capstone Seminar
      iii. GNYC 433 New York City Internship

3. Students must have completed at least two semesters abroad with LIU Global.

4. To graduate, students must satisfy all financial obligations to LIU Global and Long Island University.

5. Complete plan of study at each center/program. Students must take all required classes. (All students are affiliated to a center.)

At the time of admission to LIU Global, students are required to disclose any college or university attended prior to LIU Global. This includes Advanced Placement, International Baccalaureate, and Postsecondary credits earned while in High School. Official transcripts should be mailed directly to: LIU Admissions, 1 University Plaza, Brooklyn, NY 11201.

Transfer credits can be accepted from accredited institutions of higher education with grades of C or above. GPAs do not transfer.

Students shall successfully complete the requirements for each of the four years as listed below. Please refer to the following site for detailed information on each center and program: [http://www.liu.edu/Global/Centers-Prog](http://www.liu.edu/Global/Centers-Prog). Additional information on academics at LIU Global can be found at [www.liu.edu/Global/Academics](http://www.liu.edu/Global/Academics). LIU Brooklyn posts its graduation requirements in the Bulletin: [http://liu.edu/Brooklyn/Enrollment-Services/Registration/Academic-Bulletins](http://liu.edu/Brooklyn/Enrollment-Services/Registration/Academic-Bulletins).

Readmit Policy for Students Who Have Been Dismissed for Academic Reasons

LIU Global students who have been dismissed for academic reasons and wish to be readmitted are required to file a readmission application, documentation of successful academic studies, and a written essay as defined below to the Director of Student Affairs and Administrative Services at carlett.thomas@liu.edu.

---

\(^1\) GNYC 319 is offered as a winter session course and is only available to spring semester junior transfers and continuing students who fail GNYC 318.

\(^2\) GNYC 341 is offered as a summer session course and is only available to continuing students who fail GNYC 340.
This application should be presented at least one month before the beginning of the semester that the student wishes to enter. A student’s request for readmission will be reviewed by the committee on Scholastic Standing once all required documentation is submitted. Readmission is completely at the discretion of the committee.

Readmitted students must fulfill graduation requirements in effect the year of readmission.

To minimize the risk that a student would incur major expenditures and not receive any credits in future semesters, students must do the following to be considered for readmission:

1. Must wait at least one full semester following dismissal before applying for readmission.
2. Take at least 6 credits of coursework at a regionally accredited\(^3\) institution (e.g., community college) and submit the following:
   a. A screenshot of the in-progress transcript to begin the review process. If the readmission is conditionally approved, a screenshot of the final transcript once grades are posted. Email to carlett.thomas@liu.edu.
   b. If the readmission is approved, send the official transcript, once final grades are posted, to LIU Brooklyn Admissions, 1 University Plaza, Brooklyn, NY 11201.
   c. Must pass courses(s) with a grade of “C” or higher.
3. Write an essay and submit with the readmission application that explains:
   a. Reasons for wanting to be readmitted.
   b. Actions student will take to be academically successful upon return.
   c. Proposed academic pathway at the remaining semesters at LIU Global towards graduation.

Financial aid is not guaranteed. For information related to financial aid, contact the Office of Enrollment Services at Brooklyn-EnrollmentServices@liu.edu and cc the Director of Student Affairs and Administrative Services at carlett.thomas@liu.edu. Please be reminded to include your student ID number.

**Academic Advising**

Each student is assigned an academic advisor who serves as a guide and mentor to the student during the semester. The advisor is a faculty member who is familiar with and committed to the LIU Global Mission and Method. Students meet with their advisor several times throughout the semester to receive individualized academic guidance and support to foster their academic progress, assist with long term academic planning, and address any academic administrative needs.

Faculty advisors also support students pursuing approved independent study coursework. In these cases, faculty advisors assist students in developing their detailed learning plan, provide ongoing support, and evaluate the student’s work. Please see the section on Independent Study for a detailed description of related policies and procedures.

**Promise Coach**

\(^3\) For details on regional accreditation, please see the document entitled, Examples of Regional Accreditation which can be found at [http://liu.edu/Global/~link.aspx?_id=5D580E34817A413FA3C9B93716AEC2C6&_z=zt#Policies](http://liu.edu/Global/~link.aspx?_id=5D580E34817A413FA3C9B93716AEC2C6&_z=zt#Policies)
At LIU Global, we are committed to ensuring students have the right tools, guidance and support to achieve their goals. The Director of Student Affairs and Administrative Services is the assigned Promise Coach who will be there for students through graduation as the NY point of contact for everything needed—from academics to financial aid. The Promise Coach is the liaison for LIU Brooklyn Services such as Enrollment Services, Financial Aid, etc., and LIU Global students, staff, and faculty around the world. It’s our promise to help students chart their success!

**Assessment**
Assessment is a critical part of building the LIU Global program. Assessment is a critical element in the LIU policy and practice. Assessment is an obligation that is required by state and national accrediting bodies. Every semester students will complete an anonymous survey to provide program feedback. This gives an opportunity for students to express their ideas and preferences, and the data allows faculty to make evidence-based decisions. Assessment is the responsibility of faculty, students, and advisors.

**Co-Curricular Program**

**Student Government**
The student body ratified the constitution for the LIU Global Student Government in October 2015. The constitution establishes the existence of three Student Officer positions, including a President, Vice-President and Secretary. Student Officers are elected at the end of spring semester each year, and the Communications Coordinator notifies the LIU Global community of the results. The constitution outlines the duties of these positions which include presiding over the Student Council, participation on the CC and SAEMG, as well as meeting regularly with the LIU Global leadership.

The students at each Center/Program elect two student representatives who make up the LIU Global Student Council and also are responsible for representing students at the local level. Student Representatives schedule and facilitate regular student meetings to discuss any center specific or program wide initiatives and issues and also meet as needed with the Center/Program Director.

**Student Leadership Positions**
Students have the opportunity to apply for certain leadership positions at the beginning of the semester. Each center/program will define and share the application and selection process with students. All positions will have defined tasks supervised by a designated staff person, and students will agree to complete these tasks in a signed contract. Supervisors will evaluate the work at mid-semester and at the end of the semester to determine if the work was successfully completed.

Upon successful completion of the duties, the student will receive the established honorarium. If a student does not successfully complete the duties, the supervisor will determine if no or partial honorarium is warranted.

- Program-wide required positions:
  - Public Relations/Marketing (Photographer, Videographer, Editor). These positions are supervised by the Social Media and Communications Coordinator.
  - Health and Safety & Field Trip Assistant
for staff and faculty: copies of the leadership position contracts can be found in liu share/liu global/documents/leadership positions.

Cultural and Community Activities
LIU Global students have the unique opportunity to participate in cultural, educational, or community activities in different regions of the world. While some cultural activities are part of the academic program, students are encouraged to explore and inquire of local staff and community members to find and organize outings related to their individual interests during their free time. Students should take advantage of the incredible learning opportunities of immersing themselves in the culture through participation in these events. In some cases, centers/programs may organize a group activity to attend a particular cultural or educational event outside the academic program.

Community Meeting
The community meeting serves as a “town meeting” for the regional center community. It provides an opportunity for issues to be raised, discussed and acted upon – issues of specific relevance to the center – and well as occasions when students, faculty and staff can share their ideas and learning activities, and can offer advice and support to one another.

Student Affairs Procedures & Policies

Academic Calendar
Students can view the annual calendar for each Center/Program here: http://www.liu.edu/Global/Academics/Academic-Calendar.

The calendar includes important dates such as the semester start and end dates, drop/add deadline, withdrawal deadline, program excursions, major holidays, etc.

Registration
LIU students must register online for courses by the deadline set forth by LIU Global following the instructions below. It is customary for LIU Global students to register for 16 units each semester. Students are charged a flat tuition rate for 12 credits or more. Students interested in registering for 18 or more credits must contact the Center/Program Director and register for the additional credits as explained below.

Contact the Director of Student Affairs & Administrative Services with any questions or concerns at carlett.thomas@liu.edu or 718-488-3409.

1. Students must register for each semester via their MyLIU portal by the registration deadline which is April 20 for the Fall semester and October 20 for the Spring semester.
2. Course listings and descriptions for each Center/Program can be found at: http://www.liunet.edu/Global/StudentLife/Reg-Info.
3. The Course Schedule for all classes can be found at:
https://webapps.liu.edu/courseschedules/schedules.aspx?campus=B, alternatively, course codes can be found via the MyLIU portal. It is recommended that you write down all course registration codes/numbers and then register for each course.

4. If a student receives permission to register for more than 18 credits, the system will not permit it. Therefore, approved students must email Carlett.Thomas@liu.edu stating the following: I, [student name and student ID number] give Carlett Thomas permission to ADD me to [four-digit registration code, course ID, three-digit course #, three-digit section #, exact course title, # of units] for the [Fall or Spring] semester and [year].

5. Visa information can be found here. Any questions regarding visas should be directed to the respective Center Director.

6. If students are going to a different country and have not already done so, they must complete the Foreign Travel Waiver & Release From Liability form prior to traveling. Scan/email the completed form to maria.sandberg@liu.edu. Remember this form must be notarized. If a student is under 18 years old, they must have a parent/guardian sign the form, and this is requested for students under 21. The Foreign Travel Waiver & Release From Liability form can be found at: http://www.liu.edu/GLOBAL/Admissions/Admitted.

IMPORTANT:
Students who register beyond the registration deadline are not guaranteed participation in their selected program due to student and center preparation requirements (visas, housing, staffing, etc.). Students should not incur any expenses for participation in the program (e.g., flights, visas) until they are registered and if they decide to incur them anyway, must assume the consequences if they are unable to register and participate in the semester.

Students who are not registered for the current semester or who have not submitted all required forms for the semester should not travel to a LIU Global Center or program nor are they allowed to participate in any LIU Global activities until they are registered and/or submitted required paperwork. This includes students who are already in country.

**Overload Policy**

**Course Schedule Approval**

Students are charged a flat tuition rate for 12 or more credits. Students are required to register for the required courses on the course listings for the respective center. Students should consult with their academic advisor to assist with academic planning towards their academic goals and graduation. Course listings are based on students registering for an average of 15 credits a semester in order to meet the 120-credit graduation requirement. Students who are not on academic probation can consider registering for up to 18 credits and should discuss this with their advisors.

**Approval for Overload Courses**

An overload course is any course(s) that will cause a student to be registered for more than 18 credit hours, which requires students to follow an approval and administrative process as outlined below. Such requests will only be approved by the Dean for extraordinary circumstances.

Students interested in registering for overload courses must ensure they meet the criteria outlined below and then must submit a written request to their Center Director via email outlining their reasons for the
request and how they plan to successfully complete the semester's workload while taking advantage of the cultural immersion nature of the program.

If the Center Director denies the request, he/she will send his/her response to the student, the Director of Student Affairs and Administrative Services, and the Dean.

If the Center Director approves the request, he/she will send the recommendation for approval to the Dean who will respond to the Center Director with his/her decision. The Center Director will forward the Dean’s decision to the student and Director of Student Affairs and Administrative Services.

A student seeking permission to register for an overload must meet the following requirements:
   a. The student must be in good academic and disciplinary standing.
   b. The student must have no incompletes.
   c. The student must have a minimum term and cumulative GPA of 3.0.

If a student receives permission to register for more than 18 credits, the system will not permit it. Therefore, approved students must email Carlett.Thomas@liu.edu stating the following: I, [student name and student ID number] give Carlett Thomas permission to ADD me to [four-digit registration code, course ID, three-digit course #, three-digit section #, exact course title, # of units] for the [Fall or Spring] semester and [year].

Program Changes and Withdrawal
Students will have the opportunity to make program changes within their MyLIU portal during the program change period in consultation with their advisor and within the deadline as posted on the academic calendar. If students are unable to make changes through their portal during the open program change period, they must email Carlett.Thomas@liu.edu and copy the Director and/or Advisor on a clean email (not from an email thread) from their LIU email account stating the following: I, [student name and student ID number] give Carlett Thomas permission to ADD/DROP me to/from [four-digit registration code, course ID, three-digit course #, three-digit section #, exact course title, # of units] for the [Fall or Spring] semester and [year].

Once the program change period ends, any drops will be a withdrawal as long as it is done by or before the posted deadline, which can be found on the Academic Calendar. In order to withdraw from a course by the deadline, students must fill out the Withdrawal Form and email it to the Office of Enrollment Services at Brooklyn-EnrollmentServices@liu.edu with a cc to the Director of Student Affairs and Administrative Services at carlett.thomas@liu.edu as well as to the professor of the course(s) from their LIU email.

Blocks to Registration
Currently enrolled students and students re-entering the program may find that their registration is blocked. If this is the case, they will not be allowed to register for coursework and may be blocked from other things such as receiving transcripts, etc. 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 money to LIU. Payment of tuition is due by the deadline, which can be found at:
Students should be aware of any pending financial aid (e.g., loans) and/or the pre-arranged payment plan.

Students with bursar blocks must resolve any issues in advance of the next semester, by the posted LIU Global deadline, to ensure they will not have any issues when the registration period begins. If a student has a bursar block and is thus unable to register, s/he must present a plan agreed to with his/her LIU Success Coach in collaboration with his/her financial aid counselor to clear the block at least two months before the beginning of the following semester.

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 that may incur further financial obligations to LIU Global until their status is resolved. This includes prohibition from Center/Program activities, travel, classes, etc.

**Notice of Billing/Tuition and Fee Payment**

Students will be billed and are required to pay the full amount of tuition and fees for the semester. They are able to view their balance and other pertinent information through the MyLIU portal, which can be found at: [https://my.liu.edu](https://my.liu.edu).

LIU reserves the right to recover the upfront program costs. To ensure a quality program, each program or center incurs costs prior to the students’ arrival. These include deposits to secure housing, payments for field experience costs, payments to service providers, etc. Any registered student who withdraws 30 days prior to the start of the semester or after the semester begins may be responsible for upfront costs incurred at the Center/Program. Students may be billed a percentage of their Center Fee and Room and Board Fee, depending upon their withdrawal date.

**Expenses**

Tuition & Fees include the following:

- Tuition
- University Fee
- International/Center or Program Fee
- Room and Board Fee (varies by location)
- Health Insurance

Please note:
- You are billed for each semester individually
- Tuition & fees increase each academic year

A more detailed explanation of LIU Global tuition and fees can be viewed at [http://www.liu.edu/Global/Financials](http://www.liu.edu/Global/Financials).

Students will receive a bill from Long Island University for tuition, international fee, room and board fee, health insurance and the university fee. They can login to their student portals to view their bill.
Any refund will be distributed by the LIU Brooklyn Office of Enrollment Services, according to the online Tuition Liability Policy.

1. **Your International Fee includes:**
The international fee covers all the costs of programming outside of instruction, such as expenses related to field experiences, independent study projects, administrative costs of the centers, field advisors and guest speakers.

Among the LIU Global centers and academic programs across the world, there are some common expense categories. However, it is very important to keep in mind that their proportions vary from site to site. The common expense categories among centers and academic programs are detailed as follows:

*Academic-related*, such as contractual agreements with local and regional partners and program providers, guest speakers, individualized advising costs, and field advisors.

*Group and individual travel and experiential learning costs*, such as local transportation costs, border fees, fees for partner/host organizations, etc.

*Administrative costs*, such as rent for facility use, temporary support staff, equipment maintenance costs, service fees such as Internet, local municipal and legal related fees required to operate in country, etc.

For a more detailed explanation on any of these categories for any of the centers or academic programs, feel free to request a meeting with the Dean.

2. **The International Fee does not include:**
   - Personal travel expenses for trips planned independently
   - Personal expenses (such as independent recreation)
   - Exit fee to exit the country

3. **Room & Board fee**
In addition to room and board at the center/program, the fee also covers room and board on trips related to the program.

4. **LIU Withdrawal and Refund Policies**
For forms and procedures for withdrawal as well as other administrative needs (i.e., transcript requests, etc.), see:
http://www.liu.edu/Global/~link.aspx?_id=5D580E34817A413FA3C9B93716AEC2C6&_z=z#Records

**Tuition and fees will not be prorated if students register late.** Payment of tuition and fees is binding no matter what date students are registered and begin coursework. Please visit the following website for the tuition and fee schedule:
http://www.liu.edu/Brooklyn/Enrollment-Services/Tuition/Billing-Payments.

In addition, students must adhere to the drop/add and refund deadline as set forth by Long Island University. Please refer to LIU’s tuition liability schedule:
http://www.liu.edu/Brooklyn/Enrollment-Services/Tuition/Billing-Payments.
If students have any questions, they should contact the Director of Student Affairs and Administrative Services.

Advisors must meet with and review each student’s schedule the first week of the semester. The students can access/print their semester class schedule through their MyLIU portal. They should compare their schedule to their transcript to be sure they are not repeating courses (namely Independent Study courses).

Note to Center/Program Directors and Advisors: Refer to the LIU Global academic calendar (http://liu.edu/Global/Academics/Academic-Calendar) for the deadline to submit enrollment verification. Enrollment verification is an email sent to the Director of Student Affairs and Administrative Services confirming that you have reviewed each student’s schedule and confirmed that they are registered for the correct courses.

Financial Aid / Counselors
Students must contact the Office of Enrollment Services at LIU Brooklyn with questions, Brooklyn-EnrollmentServices@liu.edu, and cc the Director of Student Affairs & Administrative Services on all emails making sure to include the student ID number.

Required Forms
Students must submit all Required Forms to the Health & Safety Coordinator, Maria Sandberg, at maria.sandberg@liu.edu by July 31 for fall semester and December 31 for spring. These forms are part of our legal requirement and obligation to students. Filling out these forms once students have left the U.S. causes delays and places an additional burden on staff.

Please be advised if students do not complete all necessary, required forms, it will jeopardize participation in our program. This can include not getting picked up from the airport or being allowed in any of the Centers/Programs (or any non-public location over which we have any control or which is associated with our programs).

The forms are legally binding so they must be filled out correctly and submitted.

One time only forms (submit a new form only if something changes):
1. MMR Health Form
2. FERPA Waiver (see section below on FERPA)
3. Medical Clearance & Emergency Contact Form. Note: As students are only required to submit the Medical Clearance Form when they first enroll in LIU Global, should something change, they will need to submit a new Medical Clearance Form, and it is recommended that students let their respective Center/Program staff member know. This way the LIU Global staff will be aware of students’ needs and try to support them in the best way.
4. Copy of passport. Note: If students renew their passports, they must submit a revised copy.

Renewable Form (must be submitted each year or semester, by July 31 for fall semester and December 31 for spring):
4. Foreign Travel Waiver and Release from Liability Form (FTW)
A. If students are remaining in the same country for more than one semester list all semesters on the same form (e.g., fall 2015 – spring 2016).

B. If students are visiting other countries as part of the LIU Global curriculum, list those on the form (e.g., Costa Rica Center students also visit Nicaragua and Panama).

C. If students live in the U.S., it’s recommended that they complete the FTW while in the U.S. because it can be difficult and at times costly to do it out-of-country. For example, if you are going to China for the fall semester and Australia for the spring semester, complete both waivers before you depart the U.S.

5. Any Center/Program specific forms.

Family Educational Rights and Privacy Act (FERPA)\(^4\)

The Family Educational Rights and Privacy Act of 1974 is a Federal law that protects the privacy of student education records. Students have specific, protected rights with respect to the release of such records, and FERPA requires that universities adhere strictly to these guidelines. A copy of the form can be found at [http://www.liu.edu/Global/Admissions/Admitted](http://www.liu.edu/Global/Admissions/Admitted).

Student Privacy and Confidentiality

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 Director of Student Affairs and Administrative Services to request a transcript. The transcript request form is available at [http://liu.edu/Global/~link.aspx?_id=5D580E34817A413FA3C9B93716AEC2C6&_z=z#Records](http://liu.edu/Global/~link.aspx?_id=5D580E34817A413FA3C9B93716AEC2C6&_z=z#Records).

b. Students may authorize others to request documents in their stead by providing a signed letter naming the designated individual.

c. FERPA waiver: The Family Educational Rights and Privacy Act of 1974 is a federal law that protects the privacy of student education records. When a student reaches the age of 18 or attends a school beyond the high school level, FERPA provides student confidentiality of information, such as grades, financial records and disciplinary action. Employees of Long Island University will not divulge information from a student record to any individual, including a parent, without written permission from the student. By signing this Waiver, the student indicates to whom he/she wants to release information and the type of information to be released. The completed Waiver will be kept on file in LIU Global headquarters in New York and at the center where the student will be studying.

Leave of Absence

Students admitted to LIU Global are expected to make regular and consistent progress toward the completion of their degree. However, the University understands that in exceptional circumstances a student may find it necessary to take a leave of absence (leaving the university temporarily, with the firm

\(^4\) [http://www.liu.edu/Brooklyn/Enrollment-Services/Registration/FERPA](http://www.liu.edu/Brooklyn/Enrollment-Services/Registration/FERPA)
and stated intention of returning). The University considers such an interruption to be very serious as it delays normal progress toward the degree.

Global Studies B.A. students are permitted to take a leave of absence up to one semester and return to their existing program. If students take a leave of absence longer than one semester, they must reapply for admission to the currently offered academic program.

Students must review the policy and fill out the Leave of Absence form. The completed form must be emailed to carlett.thomas@liu.edu, Director of Student Affairs & Administrative Services. If the student is taking a leave in the middle of the semester, s/he must fill out the withdrawal form as long as it’s within the deadline (see academic calendar). If it’s past the withdrawal deadline, s/he must speak to his/her professors and request UWs as the grade. It is up to the professors to grant the UW or an alternative grade. There are financial implications when a student withdraws. Please refer to the LIU Brooklyn Tuition and Fee Liability Schedule on the LIU website. Students on a leave of absence will be contacted to register for the semester they are due to return.

LIU Global will not approve any credits earned at another institution while on a leave of absence.

A semester 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 LIU Brooklyn Tuition and Fee Liability Schedule on the LIU website. A student who is already overseas and who needs to withdraw must consult with the Center/Program Director and with the Director of Student Affairs and Administrative Services to be sure all necessary local arrangements and institutional requirements are taken care of. The Director of Student Affairs and Administrative Services should be informed immediately when a student decides to withdraw permanently from the program. In these cases, the student must complete and submit the Official Withdrawal Application, please visit: http://liu.edu/Brooklyn/Enrollment-Services/~/media/743CBB9A3D1C402F821EB401621F011B.ashx. Please see the section above regarding LOA if the student intends to return to the program.

Transfer of Credits
At the time of admission to LIU Global, students are required to disclose any college or university attended prior to LIU Global. This includes Advanced Placement, International Baccalaureate, and Postsecondary credits earned while in High School. Official transcripts should be mailed directly to: LIU Admissions, 1 University Plaza, Brooklyn, NY 11201.

To receive a degree from LIU Global, a student must complete their last 32.00 credits (senior year) consecutively at Long Island University.

Transient Student Form / Courses Taken at Another Institution
Continuing students may gain approval to transfer in courses taken at another institution during a summer or winter session, according to regular University and Program transfer guidelines, through the Dean’s Office. Students must submit the Transient Student Form to the Director of Student Affairs & Administrative Services to request conditional approval and then must submit the official transcript upon successful completion of the course. Prior to submitting this form, you must confirm that the institution is regionally accredited (see Examples of Regional Accreditation). You can do so by checking with the school’s Admissions and/or Registrar’s Office. In general, a student may request transfer credits for
general education courses in which they receive a C or above. Students may inquire with the Director of Student Affairs and Administrative Services regarding consideration of any non-general education courses. Keep in mind students must complete their final 32 credits at LIU.

Transcripts
Official transcripts include a list of courses and grades earned. Matriculated LIU Global students and visiting students who wish to order official transcripts for other purposes should follow the instructions on the LIU Global website.

Transcripts of external visiting students (non-LIU students) will be sent to the home institution at the conclusion of each semester. You can also request a transcript online at http://www.liu.edu/Global/~link.aspx?_id=5D580E34817A413FA3C9B93716AEC2C6&_z=z#Records

Student Support Services
LIU Global recognizes that some students may require additional and/or alternative support for learning. If a student has a documented disability and is in need of accommodations, the student should inform the Director of Student Affairs and Administrative Services and the Director of Student Support Services upon enrollment and prior to their arrival at a regional center. In order to receive reasonable accommodations, students are required to submit supporting documentation from a licensed professional to the department. All students – with the advice and support of their faculty advisors – are expected to meet the academic requirements.

Contact information:
Student Support Services, Pratt 410
1 University Plaza, Brooklyn, NY 11201
P: 718.488.1044
F: 718.488.1690
www.liu.edu/brooklyn/sss
Director: Dr. Joanne Hyppolite
Email: Joanne.Hyppolite@liu.edu

What is an accommodation?
An accommodation is a modification or adjustment to policy, practice, or procedure that will enable a qualified person with a disability the opportunity to participate in and benefit from services, such as a university's educational curriculum.

What is the process for a student to receive accommodations?
Students who wish to receive accommodations must self-identify to the Student Support Services Office and provide supporting documentation with their Request for Reasonable Accommodation (recent evaluation from a licensed professional stating the nature of the student's disability).

IEPs (Individualized Education Programs) are not considered sufficient supporting documentation. Students can either drop off their completed Request for Reasonable Accommodation in person or via email to bkln-studentsupportservices@liu.edu where it will be forwarded to the Director for review.
Pursuant to review, the student will be contacted to schedule an appointment with the Director. At this meeting the student’s approved accommodations will be discussed, they will be given an overview of the program and its services, including policy and procedure, and an opportunity to ask questions. This process happens within a span of two weeks.

Note: For LIU Global students, this process can be carried out through email correspondence.

Students with Approved Accommodations:
Students who have been approved for accommodations by the SSS office must provide a copy of their course schedule to the SSS office each semester – either in person or electronically – in order to have their accommodation letters sent out at the beginning of each semester. Accommodation letters are sent from the SSS email address and always include a cc to the site director where the student is studying, Director of Student Affairs and Administrative Services and the student.

Note to staff: It is best not to cc students on the emails that Global staff send the SSS office.

LIU Resources Available to LIU Global Students
Even though LIU Global students study in different regions of the world, they have access to many of LIU’s resources. There are a number of services available to support students in their academic work, including support from the LIU library staff, access to full text electronic databases including academic journals and full text books, tutoring from the writing center, and more. Information can be found in the bulletin as well as Appendix I: List of Student Services Resources.

Academic Policies

Academic Integrity
Academic integrity is the practice of honesty and openness in scholarly, creative, and communal endeavors. Academic integrity is multifaceted: It involves, in addition to ethical practices, the avoidance of plagiarism, cheating, and other forms of professional and personal misrepresentation and dishonesty.

Integrity is essential to the values and discourses that characterize the academic environment, to the maintenance of the academic community itself, and to the role of the academic community within society at large.

Trust and integrity are integral to any relationship, whether on campus or in later personal and professional life.

Plagiarism and cheating are serious violations of academic integrity that have significant consequences for the student.

Plagiarism
Plagiarism is the accidental or intentional use or presentation, without granting credit to the originator of ideas, words, or work that are not one’s own or not common knowledge. This definition applies to but is not limited to texts published in print or online, to manuscripts, to your own work, and to the work of other students. Plagiarism may take many forms. Acts of plagiarism include but are not limited to:
1. Paraphrasing ideas, data, or writing (for instance, from web or online databases, books, periodicals, monographs, maps, charts, pamphlets, and other electronic sources), even if the paraphrase makes up only part of your written assignment, without properly acknowledging the source; or
2. Using someone’s words, phrases, images, photographs, graphs, etc., and embedding them in your own writing without using quotation marks and citing the source; or
3. Quoting material directly from a source, citing the source in the works cited section or references, but failing to mark properly the author’s text or materials with quotation marks and a citation; or
4. Failing to include references at the end of the paper or media presentation; or
5. Submitting as your own part of or an entire work produced by someone else; or
6. Transferring and using another person’s computer file as your own; or
7. Obtaining papers, tests, and other assessment material from organizations or individuals who make a practice of collecting or generating papers for (re)submission; or
8. Using visual images, dance performances, musical compositions, theatrical performances, and other digital resources (PowerPoint presentations, etc.) as your own without proper acknowledgement.

Facilitating Academic Dishonesty
Assisting another to cheat, fabricate, or plagiarize, including but not limited to:

1. Allowing another student to copy from you; or
2. Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other sections of the same course); or
3. Taking a quiz, exam, or similar evaluation in place of another person; or
4. Signing on the attendance sheet the name of a student who is not present.

Cheating
Improper application of unauthorized materials, information, or study aids, including but not limited to:

1. Obtaining unauthorized prior knowledge of an examination or part of an examination; or
2. Using resources or instruments on academic tasks not explicitly permitted by the supervising instructor (e.g., textbook, notes, formula list, calculator, etc.); or
3. Using any electronic device in an academic exercise or examination that is not explicitly authorized by the supervising faculty. This includes but is not limited to the internet, cell phones, beepers, iPods, headphones, PDAs, and other wireless handheld devices; or
4. Altering a graded exam or assignment and then requesting that it be regraded; or
5. Collaborating by sharing information or requesting assistance, when such collaboration has been explicitly prohibited by the instructor; or
6. Making use of another person’s data or work without proper citation in an assignment; or
7. Allowing another person to take a quiz, exam, or similar evaluation for you; or
8. Submitting work with identical or similar content in concurrent courses without permission of the instructors; or
9. Resubmitting a work that has already received credit with identical or substantially similar content in another course without consent of the present instructor.
Fabrication
Falsification or invention of any information or citation in an academic activity, including but not limited to:

1. Crediting source material that was not used for research; or
2. Presenting results from research that was not performed; or
3. Altering data to support research; or
4. Inventing excuses for missed assignments, exams, or classes; or
5. Altering or falsifying Program and/or University documents or records related to academic matters.

Sabotage
This is understood as stealing, concealing, destroying, or inappropriately modifying classroom or other instructional material, such as posted exams, library materials, laboratory supplies, or computer programs.

Please note: This statement and these definitions were agreed upon and accepted by the Faculty Senate of LIU Brooklyn Campus, March 27, 2007. They are to be supplemented by additional principles of academic integrity that are specific to each discipline.

Discipline
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 the taking of examinations. 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 their 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, and so on. Ultimately, however, the instructor’s judgment of a student’s performance is based on the student’s own intellectual achievement and honesty.

Cheating on examinations 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.

The classroom instructor determines the rules of acceptable student conduct during examinations. Each instructor has the right to insist on procedures to ensure the integrity of those examinations: seating arrangements, no communication among students, the restriction of materials available to students during the examination, and so on.
If a student is discovered cheating in a classroom examination or written assignment, either by crib notes or by receiving information from or giving information to a fellow student or by any means not stipulated by the rules of the examination, the instructor has the right to confiscate all test materials from the person or persons involved and give the grade of zero for the examination to the person or persons knowingly involved. The instructor also has the right to fail the students for the course.

Also, students who submit written or other work probably 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 the grade of zero for the work submitted and a failing grade for the course.

A professor who finds that a student has demonstratively plagiarized will complete and submit a Disciplinary Action Report (DAR) to the Director of Student Affairs and Administrative Services, which will become part of the student’s permanent record.

Any breach of discipline may result in disciplinary action, including suspension or dismissal.

**Course Syllabus**
Students will receive a syllabus for each course which should be reviewed by the respective professor during the first class session. All students are expected to read and are responsible for following the syllabus. Professors must communicate to students any changes to the syllabus.

Each syllabus includes these main components and may also include additional content or course specific policies.
1. Program Goals: The syllabus identifies the LIU Global Learning Goal(s) to which the course objectives are aligned.
2. Course Objectives: The syllabus must clearly state what the students should be able to do/learn by the end of the course.
3. Course Assignments: The syllabus must clearly list ALL of the course assignments, and provide an in-depth description of what those assignments entail
4. Course Schedule/Calendar: The syllabus must outline the course’s schedule (on a daily or weekly basis), including course themes, assignments, readings, field trips, etc.
5. Course Evaluation: The syllabus must provide a breakdown of how the students will be evaluated. This section should include what’s being graded and its percentage worth of the total grade (e.g., Final Essay-35%).

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

**Feedback to Students**
Instructors should provide written feedback and grades within two weeks of on-time submission of assignments. If assignments are due before a field trip, participating instructors may include a statement in the syllabus that the feedback deadline clock stops for the duration of the trip.

**Grades and Grading Policy**

LIU Global provides letter grades to students for completed coursework. The faculty members who taught the student will award the student a grade for their course(s). The grades are posted to the student’s transcript.

**Grading Guidelines**

1. Faculty must include clear evaluation criteria in their syllabi that specify the course requirements and expectations depending on the particular course content, objectives, and methodology that are within the framework of the approved LIU Global grade descriptors. These should be reviewed with students in the first class period.

2. Any graded assignments and overall course grades should be based on the following grade descriptors. It is up to each faculty member to specify the expectations and grading criteria for each assignment and the points for credit/unit hour:

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

The deadlines for submitting grades are always included in the academic calendar, which changes from semester to semester. Students can view their grades on their MyLIU portal.

**Incompletes**

Incompletes will only be granted for medical, family or personal emergencies as well as documented learning disabilities. In all cases, documentation must be provided and the Incomplete Request form (See Appendix D) must be completed and submitted by the faculty person to the Director of Student Affairs and Administrative Services. Incompletes that have not been resolved will automatically turn into Fs at the end of the following semester. Both the “I” and the final grade will appear on the transcript (e.g., if an Incomplete turns into an “A” it will appear on the transcript as “IA”). The full Incomplete policy can be found at [http://liu.edu/Brooklyn/Enrollment-Services/Registration/Academic-Bulletins](http://liu.edu/Brooklyn/Enrollment-Services/Registration/Academic-Bulletins).
W (Withdrawn)
The symbol W is assigned when a student officially withdraws from a course in which he or she was doing satisfactory work. See the procedure for withdrawal from one or several courses (Registration Section).

UW (Unauthorized Withdrawal)
The symbol UW is assigned when a student unofficially withdraws from a course. The UW is courses by the total number of credits, including unrepeated F’s.

Procedure to Appeal a Grade
1. Students should contact the instructor in writing ideally within 30 days of the date the grade was issued 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.

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 or Program Director, who will review the procedural issues. Normally the Director 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 Director of Student Affairs and Administrative Services. 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 Director 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 Director will be informed of the Dean’s decision.

Change of Grade
If an instructor wishes to change a student’s grade due to an error or appeal, he or she should fill out the appropriate form and turn it in to the Director of Student Affairs and Administrative Services in New York. Course instructors must fill out the course info exactly as it appears in the LIU portal as Enrollment Services will not process it if it is not correct.

Academic Early Alert
All instructors must submit an early warning alert to those students who are not performing satisfactorily during designated times during the semester.

Long Island University utilizes a digital Academic Early Alert System. The system becomes available during the second week of classes and remains available until the end of the semester.

The Early Alert System allows instructors to notify the student as well as the Success Coach about academic performance, attendance, and any other related issues in undergraduate courses. The Success
Coach will share the unsatisfactory alerts with the respective Director unless he/she is the instructor on record. The instructor should meet with the student to discuss the early alert and plan of action to improve performance. If the same student receives a second early alert in the same semester, the Center/Program Director and the Director of Student Affairs and Administrative Services will meet with the student to define a plan of action. Early alerts are an essential component of the undergraduate retention strategy.

For faculty:
To access the Academic Early Alert System and send notifications to your student’s success coach, follow the below link or look for the “Academic Early Alert System” link on the “Faculty Announcements” tab in Blackboard.

http://webapps.liu.edu/ews

You will find your class roster(s) and the functionality to mark the student's satisfactory or unsatisfactory progress and send an alert. Follow the below links to access training resources.

https://it.liu.edu/

Faculty may submit alerts at any time during the semester, but will be reminded to submit alerts at three critical points in the semester as part of the Academic Early Alert program:

<table>
<thead>
<tr>
<th>Early Alert Deadline</th>
<th>Focus Report On</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Second Week of Class</td>
<td>Attendance</td>
</tr>
<tr>
<td>2. Fifth Week of Class</td>
<td>Assignments &amp; Participation</td>
</tr>
<tr>
<td>3. Eighth Week of Class</td>
<td>Midterm Progress</td>
</tr>
</tbody>
</table>

**Academic Probation**

**I. Definition: Good Standing and Probation (from Bulletin)**
The University reserves the right to dismiss at any time students whose academic records are unsatisfactory. To be in good standing, students must make appropriate progress toward fulfilling all requirements of the program in which they are enrolled. Failure to do so will be cause for dismissal.

Students whose scholastic average falls below the following quality-point ratios are placed on probation:

- 1.8 if they have accumulated up to 29 credits
- 1.9 if they have accumulated 30 to 59 credits
- 2.0 if they have accumulated 60 credits or more
- Excessive Ws, UWs, INCs, IFs, ABSs

---

5 Determined on a case-by-case basis.
A probationary student will be barred from holding a Leadership Position, participating in extracurricular activities and, at the discretion of the Director and Dean, may be required to carry a limited program. Being placed on probation does not mean loss of good academic standing. The records of students on probation are subject to review by the Academic Standing Committee. Such students may have their probationary periods extended, or they may be dismissed. The Academic Standing Committee is the highest authority on questions of probation.

Students with excessive W’s or Incompletes (or both) on their records may likewise be considered as failing to make satisfactory progress toward completion of their program of study. In that event they may be declared ineligible to continue until they have taken appropriate steps to rectify the situation. The Academic Standing Committee is the highest authority on such questions of satisfactory progress. A student remains in good standing until the committee declares the student ineligible to continue.

II. Determining Probation / Informing the Student

- At the end of each semester the Director of Student Affairs & Administrative Services conducts a degree audit and notes any student(s) on academic probation. Center/Program Directors must review the degree audit so they are aware of probationary students.
- The Director of Student Affairs & Administrative Services notifies Enrollment Services and a negative service indicator appears with a notation that the student is on academic probation.
- If a student fits the above-criteria, an email is generated from the Dean and sent to the student’s myliu email account letting him/her know of his/her probationary status.
- Once grades are posted, the Director of Student Affairs & Administrative Services will make a recommendation to the Dean and Director of Academic Affairs about the decision to lift the probation or not based on the criteria outlined above.
  - If the decision is to lift the probation the Director of Student Affairs & Administrative Services will speak with the Center/Program Director to ensure they support or not the lifting of the probationary status.
  - Based on the conversation with the Center/Program Director, The Director of Student Affairs & Administrative Services will make a recommendation to the Dean.
  - The Director of Student Affairs & Administrative Services will notify the Office of Enrollment Services of whether the probationary status should remain or be removed.
- A subsequent note will be sent to the student outlining his/her current status.
- While on academic probation, registration is blocked for the ensuing semester.
- The student will be notified that s/he must email the Director of Student Affairs & Administrative Services a note stating that s/he gives permission to register him/her for the given semester. All course IDs, titles, and units must be added; courses cannot exceed 16 credits.

III. Dismissal

- A student will be dismissed from the University if s/he does not make satisfactory progress to graduation. A recommendation will be made from the Academic Standing Committee to the Dean. If the recommendation is upheld, the Dean will send the student a letter via his/her my.liu.edu email.

---

6 Take no more than 16 credits; pass all courses with a C or above; no INCs, Ws, UWs or Fs; Respond to all outreach; meet with LIU Global Success Coach and Advisor often.
All appeals from the student will be directed to the Dean or designee.
The Academic Standing Committee will meet and review all cases.
The Academic Standing Committee will meet twice a year
  - January (fall review)
  - June (spring review)
Academic Standing Committee names are not released to students.

Life Experience Credit
Life experience credit is college credit that a student can earn for documented learning of academically relevant life experience since graduating high school but prior to starting college that meets defined requirements. College credit for life experience is credit earned by students for what they have learned through independent study, noncredit adult courses, work experience, portfolio demonstration, previous licensure or certification, or completion of other learning opportunities (military, government, or professional). The experience must be within the academic purview of the course(s) being considered for equivalency, and students cannot seek life experience credits for activities that previously resulted in academic credit.

At LIU Global, students must follow the following guidelines to be considered for life experience credits. In order to apply for Life Experience credits a student must be matriculated in LIU Global and:

1. Must have successfully completed two full-time semesters with LIU Global before s/he can apply for life experience credits. Life experience credits are limited to 18 and are included as transfer credits into LIU Global.

2. Must fill out an application for Life Experience credits (Appendix H) and send it to the Director of Academic Affairs for preliminary approval. Approved proposals will then be allocated to an advisor in consultation with faculty and staff, including the student’s most recent Center Director. The appointed advisor (who may or may not be the student’s academic advisor) will review the application with the student, comment on the student’s plan to complete the portfolio (see below), evaluate the work once submitted, and send the portfolio, evaluation, and recommendation for granting of credit or not to the Director of Academic Affairs for final approval.

Credit will be granted only in those cases where the student is able to demonstrate that s/he has gained the specific learning for which credit is sought. No grades are given for Life Experience credits.

Please note the following:

1. The fees for Life Experience are $250 per unit for a maximum of 18 units. Fees are subject to change as determined by LIU.

2. Once the credits are approved, the LIU Global Dean sends a memo to the Executive Director of Enrollment Services. The charges are then placed on the student’s account and the Office of Enrollment Services will send a letter to the student. The student can then make a payment; once this is done, the credits will be applied.
3. LIU Global is a Liberal Arts Program. Life Experience credits may be granted only in areas where LIU Global students normally receive credit from LIU Global faculty members (e.g., area studies, human issues, languages).

Upon approval of the application, the student will be required to prepare, with general guidance from the faculty advisor, a portfolio that documents the learning for which the student is seeking credit. In addition to documenting and describing the learning, students must both analyze and reflect upon it, extracting what it has to teach. The final portfolio is submitted to the faculty advisor who will then forward it with a recommendation to the Director of Academic Affairs, who will render a decision on acceptance for credit.

The portfolio will contain:
1. A description of the learning activity.
2. A syllabus of the course, if applicable.
3. A brief paper detailing the experience and drawing parallels between specific elements of the syllabus/description and specific elements of the experience. 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.
4. Compelling documentation appropriate to the learning.
   a. certificates
   b. work products
5. For certain technical courses, a certification of completion may suffice.
6. Other important and helpful supplementary documents include:
   a. letters from supervisors
   b. journals or ledgers kept during the experience
   c. articles, booklets or pamphlets produced as a result of the experience

Note 1: A student on leave of absence from LIU Global cannot be awarded Life Experience credit for work or study done while on leave.

Note 2: Completing this process does not guarantee that Life Experience credit will be granted.

Students Not Enrolled in the Four-Year Program

Transfer Students
Students may transfer credits from regionally accredited institutions at the discretion of the Admissions office. 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 LIU.

Visiting Students
Some of our students are visiting from other colleges and universities who return to their home institutions after a year or a semester of study at one of our centers, as well as visiting students from LIU Brooklyn and Post. All are expected to participate fully in the center/program programs. Prior to beginning their program, visiting students must be sure to advise both the New York Center and the regional faculty of any specific requirements they have. All visiting students are responsible for obtaining approval for any change to their plan of study by submitting a revised Study Abroad form. Note to staff: All forms will be on file on LIU Share.
Visiting Student Procedures & Policies

PROCEDURES
1. The potential visiting student should contact the LIU Global Director of Student Affairs & Administrative Services (DSAAS), who meets with the potential visiting student to discuss academic interests and alignment with particular program. The DSAAS will put the Center/Program Director and student in contact with one another.
2. The specific plan of study must meet all LIU Global requirements as indicated in the policy section below.
3. Student must work with Success Coach or designee to define academic requirements and equivalencies for that semester abroad. The student must take course listings and descriptions to his/her Success Coach or designee with support from the DSAAS to discuss course equivalencies and required signatures.
4. The student must complete and get signature(s) for discussed plan of study on the Study Abroad Form from all relevant parties.
5. If there are any changes to the schedule after the student arrives at the Center/Program, they must inform the DSAAS and also meet with their Success Coach or designee in order to get permission to take the course, get confirmation on equivalency, and have it added to the study abroad form.
6. Once grades are posted, LIU Global will submit equivalency paperwork. The student must follow up with the respective department or Dean to confirm that the paperwork was submitted to Enrollment Services (ES).
7. The student is responsible to confirm with ES to ensure the equivalency has been listed/noted on his/her transcript.
8. If a visiting student completed the study abroad form for one semester and has decided s/he would like to remain for a 2nd semester, the student must get in contact with his/her Success Coach or designee, the current program’s Director, and the DSAAS. The same procedure/policy applies.

POLICIES
1. Visiting students must participate fully in the academic program at the respective Center/Program including all community meetings and experiential programming as indicated by the Director. The specific plan of study must meet these requirements:
   a. Students must register for 12 or more credits for full-time status.
   b. Students must take all coursework that is required for visiting students as indicated on the Course Listing for the chosen center/program. Required courses for each Center/Program are listed at http://liu.edu/Global/~link.aspx?_id=3547ACBB4B9A4A7697E0B25E18E8A07C&_z=z
   c. In all cases, students must register for a minimum of 9 credits of the Center/Program’s courses including coursework tied to the significant field experiences. This number may be greater depending upon the chosen Center/Program.
   d. Students must register for the required foreign language courses.
2. Any independent study coursework must be preapproved by the respective Center/Program Director and requests for independent study coursework must follow the process and meet all deadlines as defined by the respective center/program. The DSAAS will begin this communication to initiate this process, but it is up to the student to pursue this.
   a. All parties (Student, Director, DSAAS) should be copied on all relevant correspondence.
3. It is the student’s responsibility to ensure that the plan of study is approved by all parties following the process indicated below.

**Students Outside of LIU**
Visiting students from other institutions must submit a Visiting Student Agreement. Visiting students from other institutions are not eligible for LIU institutional financial aid. The student's home institution, however, may allow their students to apply their aid to study with LIU Global. Inquiries should be directed to the financial aid office of the home institution and LIU’s Office of Enrollment Services regarding consortium agreements.

## Independent Study

### Guidelines for Independent Study Coursework
Students are expected to complete the plan of study at each center/program including any elective coursework from offered options in consultation with their academic advisor. Approval for independent study is granted on a case-by-case basis and MUST receive permission from the Center/Program Director. Some considerations include:

- The independent study coursework must be academically sound, align with the student's academic plan, and reflect the LIU Global mission and learning goals.
- Independent study coursework should not interfere with any other coursework and be feasible to complete.
- Students carrying out approved independent study coursework must comply with all LIU Global policies, including the health and safety guidelines as outlined in the Health and Safety section of this booklet.
- If approved, all students must develop a detailed learning plan which must be approved by the Center/Program Director. The approved learning plan serves as the syllabus for the independent study coursework (see “Independent Study Learning Plan Guidelines” below). The specific content of the plan will vary depending on the nature of the independent study coursework which can include bibliographic research, a workshop or course offered by a partner organization, project based, field research, or formal internship.
- If applicable, students will be assigned a local field advisor with related expertise to support them in their area of interest.
- Students carrying out approved independent study coursework must maintain regular communication with their academic advisor to monitor progress towards the academic goals and for support as needed.
- Students carrying out independent study coursework with another organization, approved by LIU Global, must also respect and responsibly fulfill the agreed upon expectations.
- The academic advisor is responsible for grading the student based on the established criteria in the approved learning plan. If applicable, the academic advisor will consider the written evaluation from the field advisor or partner organization.

### Independent Study Learning Plan Guidelines
Students who are approved by the Center/Program Director to complete Independent Study coursework, must develop a detailed learning plan for the independent study coursework in conjunction with their academic advisor. This approved learning plan acts as the syllabus and is the basis for evaluation. Detailed planning will contribute to a positive and successful experience. The guideline for developing the learning plan is below. If the proposed activity already has a defined structure (such as a course at a partner organization), students and advisors should ensure that the alternative structure and requirements address the information outlined in sections I, V, VI and VIII below to clarify the work plan as well as evaluation criteria and related costs in advance.

I. Briefly describe your field project or independent study learning activity
Describe the field or independent study learning activity you will engage in this semester. What are you going to do? What is the academic focus? Where will it take place? For how many credits do you plan to take this independent study? Why did you choose this particular form of study?

II. Learning Objectives for Independent Study
What specific knowledge, skills or experiences do you want to acquire this semester from this independent study? Please refer to the LIU Global goals in designing your objectives for your independent study course as well as your own. What philosophical or theoretical approach do you want to explore? How does this independent study add to, deepen or complement your other coursework?

III. Ethical Considerations (for field-based research)
Does your independent study involve other people (via observation, collaboration, focus groups, interviews, surveys etc.) and/or animals? If so, how does this study impact on/affect the participants? In particular, are there any possibilities for adverse/negative consequences? If so, how will you mitigate against these? What are the benefits of the study (to yourself/your participants/the wider community)? Do the communities you want to work with have established protocols you need to adhere to/work with? How do you plan to reciprocate (if your participants give you their time and share their knowledge)? How will you acknowledge (and, where necessary, protect) the knowledge/intellectual property your participants may share with you? What are the power relations between you and your participants (personal, structural/systemic, historical)? What does this mean for how you conduct your study?

IV. Educational Methodology
How will you approach the learning objectives you have set for yourself this semester? Describe the educational methods you will use (e.g., internship, bibliographic research, field research). Why did you choose these methods? In what way will you integrate your own experiences with theory and with knowledge others have acquired?

V. Course Requirements and Criteria for Evaluation of Student Performance
For independent study work, you must determine with your advisors just how work will be evaluated, and what the requirements will be for documenting your work. If you have a field advisor, he or she will contribute to the evaluation process with ongoing and a formal written evaluation.

Use the table below to define what assignments you will complete, what other aspects you want to be considered in determining the grade (e.g., field advisor evaluation, demonstrated level of responsibility in carrying out learning plan), what will be the weight of each of these, and when the assignments will be
due. You and your advisor should discuss this at the beginning of the semester and make sure you are both clear and in agreement. **Any subsequent changes to your plan must be approved by your advisor.**

**VI. Timetable and Credit Hours**

Refer to the semester calendar to outline a schedule by which you will complete your tasks for the independent study project. What activities will you carry out each week? Placing your goals and expectations into a timetable will help you see whether your projected Learning Plan is really feasible in one semester. Have you taken on too much? Are there important learning activities that you could postpone for another semester, or less important ones that you should drop for the time being? Learning Plans will succeed only if they are manageable.

Keep in mind that the total number of hours you spend working on your independent study coursework should respect the credit hour guidelines below:

- **1 credit = 45 hours**
- **2 credits = 90 hours**
- **3 credits = 135 hours**

As part of this exercise, estimate the amount of time it will take you to carry out all the defined activities to ensure the number of hours corresponds to the number of credits. For example, for a two-credit independent study course (minimum of 90 hours) the breakdown might look something like this:

**Example of two-credit Independent Study (90 hours)**

<table>
<thead>
<tr>
<th>SPECIFIC ACTIVITY OR ASSIGNMENT AND/OR ASPECT TO BE EVALUATED</th>
<th>ESTIMATED NUMBER OF HOURS</th>
<th>PERCENTAGE OF GRADE, if applicable</th>
<th>DEADLINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of detailed learning plan at beginning of semester and consistent communication and coordination with faculty advisor</td>
<td>10 hours</td>
<td>10%</td>
<td>Initial plan: Jan. 25, Detailed Learning Plan: Reviewed and approved by Jan. 30, Regular coordination: Weekly in advising.</td>
</tr>
<tr>
<td>Field work carried out as part of the independent study: (Work with/Interviews/Observation with a women's group every Friday for five hours for nine weeks)</td>
<td>35 hours</td>
<td>30%</td>
<td>Weekly log of hours, field advisor evaluation of student work at mid and end of semester</td>
</tr>
<tr>
<td>Bibliographic research, reading and interview local scholar</td>
<td>15 hours</td>
<td>N/A; quality reflected in papers</td>
<td>Throughout, but review progress in advising; submit transcript of interview</td>
</tr>
<tr>
<td>Write and revise research paper</td>
<td>15 hours</td>
<td>25%</td>
<td>Mar 20 draft; Apr 3 final</td>
</tr>
<tr>
<td>Prepare two short response papers</td>
<td>10 hours</td>
<td>10% each</td>
<td>Feb 20 and Mar 6</td>
</tr>
</tbody>
</table>
Prepare a photo collage or video and final presentation | 5 hours | 15% | May 1
TOTALS: | 90 hours | 100%

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

VIII. Related Costs
Students should estimate any costs related to carrying out the independent study and present these for consideration for approval prior to registering for the course. Students should also indicate whether their independent study work will have a field advisor or not. For other related costs (e.g., registration fees, travel, materials), the Program has a total budget to support students carrying out independent study courses. All expenses must be approved to make sure the budget is feasible.

A Word About Flexibility
It is not uncommon that students need to modify their original plan for independent study coursework due to the multiple variables that can impact the plan. Therefore, it is important that students discuss their progress on a regular basis with their advisors and make adjustments accordingly. Remember that all changes to the learning plan MUST be approved by the advisor.

Academic Awards

Dean’s List
Matriculated students who complete at least 12 credits and achieve a grade point average of at least 3.50 in any one semester are put on the Dean’s list for that semester. Students who earn a D, F, W, UW, U or INC in any semester, even though the symbols are subsequently changed to grades, may not be placed on the Dean’s list for that semester. A student who does not receive an official grade in any semester will not be placed on the Dean’s list until the official grade is handed in, excluding those listed above, that otherwise qualifies the student for the Dean’s list.

We wish to honor the efforts and accomplishments of our students in areas that are central to our mission, such as Global Citizenship and Service to the Community. Existing awards given to seniors are:

Global Citizenship Award
The Global Citizenship Award recognizes outstanding achievement in the core values of LIU Global. The Mission and Vision Statement of LIU Global lays out the intention to help students “become socially responsible, engaged leaders in a richly diverse and increasingly complex world,” and to demonstrate “an appreciation of diversity, … sensitivity towards the human and ecological impact of examined issues, and … creativity and commitment to explore a peaceful and sustainable future for all peoples and the world.” We invite nominations of students with exemplary achievement in fulfilling this intention. While our other awards highlight specific dimensions of our mission, the Global Citizenship Award recognizes substantial achievement across the breadth of our goals. Given these criteria, the recipient of this award will also
serve as the Symbolic Recipient and will receive the diploma on behalf of LIU Global’s graduating class during commencement ceremonies.

**Leadership Award**
The Leadership award recognizes outstanding achievement in the area of leadership. Leadership is the ability to motivate and organize others into an effective group and taking initiative as in activities of reflection, action and decision-making. Leadership and teamwork skills, involve creative problem solving, building consensus, promoting inclusion and helping others to develop skills. Activities may include student leadership positions, participation in community programs or taking initiative to organize and lead organizations and events, such as, a cultural study/excursion, group activity, mediating disputes, disseminating information by email or print, etc.

**Community Service Award**
The Community Service award recognizes outstanding achievement in the area of Community Service. Service is any activity, trip, or program that a student undertakes that involves learning through direct action about an issue, people, place, and which provides a benefit to that community. Examples have included participation on conservation projects, working in impoverished neighborhoods, teaching or working in a health clinic, soup kitchen, neighborhood improvement, working on crisis hotlines, participating in inter-group dialogues.

**Alpha Lambda Delta National Honor Society**
Students who demonstrate academic excellence in their first year of study may qualify for the Alpha Lambda Delta National Honor Society. This is considered a prestigious honor and the process is selective. For more information, please consult the following website: [http://www.nationalald.org/](http://www.nationalald.org/).

**Latin Honors**
Students who achieve a grade-point average of 3.50, 3.70 or 3.80 for 128 credits may be graduated respectively cum laude, magna cum laude or summa cum laude. Transfer students must have completed at least 60 credits at LIU Brooklyn in order to qualify for such honors. The final determination of Latin Honors is made after all grades are posted.

**Health and Safety**
These policies are based on the LIU Brooklyn Code of Conduct and the LIU Sexual Violence and Harassment Policy.

**Introduction**
Being able to live and study in different locations throughout the world is an incredible opportunity for students. To ensure a positive experience, health and safety aspects are of utmost priority with a focus on prevention and minimizing risks. However, because of the nature of the LIU Global program, students and their families must carefully consider the risks inherent in studying abroad and under circumstances that could be much less predictable or familiar than on a traditional college campus. While we recognize that accidents and illnesses can occur in any locale, it is important that all members of the LIU Global community do their part in keeping themselves, colleagues and their associates safe and healthy through preventive measures.
Students must consult with their personal physician or other healthcare professional prior to enrolling in a center/program. 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 the student’s own needs and limitations.

Each center/program is expected to provide country specific health and safety information, policies and procedures in its center/program handbook for their students, as well as give students a local emergency card with contact information should an incident occur after office hours. It is each student’s responsibility to review and follow the program-wide and center/program-specific guidance provided. LIU Global staff is committed to students’ well-being and an important part of this is that students are aware of and take responsibility for behavior that unduly increases their or others’ risk of illness and/or injury. Students are subject to the laws of the host country, LIU Policies and the policies of the local LIU Global center/program.

To support this commitment, LIU Global has a health and safety prevention and support program that includes a student support staff person at each center/program, a program-wide Health and Safety Coordinator and committee, and support from LIU in different student support services. This team has developed these policies and procedures to help all of us work together to provide a safe and supportive environment during your time at LIU Global.

**INITIATING YOUR JOURNEY**
Each center/program has official start and end dates of the semester that can be reviewed in the Academic Calendar as well as in the information you will receive from your respective center/program staff.

Students who arrive before the official program dates do so as independent travelers. Likewise, students who remain in a region after the official program dates do so as independent travelers. In both cases, students must indicate their countries of travel on the LIU Global Foreign Travel Waiver & Release from Liability form prior to travel. LIU Global is not responsible for the students during this time as is indicated on the form.

If students arrive prior to the date that the semester officially begins or will be staying at the local site after the official ending date for the semester, they should let their local center/program Director and Student Services Coordinator know.

**Airline Ticket, Traveling and Visa**
- Students are responsible for purchasing round-trip airfare to the country where the program begins and ends. Students must send a copy of their travel arrangements by July 31 for fall semester and December 31 for spring semester to their respective center/program staff member.
- Students should make sure to bring printed copies of all relevant travel information.
- Students should make sure to have a valid passport for at least one year following the planned date of return to their country of origin.
✓ Students should make sure to check the visa requirements based on their citizenship for all countries to which they will be traveling, complete all requirements, and cover those costs on their own. Students can reach out to the respective center/program staff member with any questions.

✓ Students should make sure to be aware of and in compliance with all immunization requirements at all planned destinations. Check with the Centers for Disease Control and Prevention for the most current update on the region of travel: www.cdc.gov. Students can also consult with the local respective center/program staff member for relevant information.

Students will receive additional information regarding travel arrangements from each center/program prior to departure.

**Credit and ATM Cards**

**IMPORTANT:** In case of emergencies, all students must have a debit and/or credit card that can be used internationally.

✓ Students should contact their credit/debit card company for emergency phone numbers to use while abroad; if the credit card is lost or stolen, students can telephone toll-free to have an immediate hold put on the account.

✓ Students should confirm that the PIN will work in a foreign country.

✓ Students should ask about the cost of withdrawing money from foreign ATMs (some banks may charge a high fee) as well as foreign transaction fees. If transaction fees are high, we recommend students to explore other options.

✓ Students should confirm the withdrawal and credit limit and consider adjusting it in case there would be a need to cover any emergencies.

✓ Students should make sure their debit or credit card has been activated before leaving their home country.

✓ It is important for students to notify their bank of every country they will be visiting (most banks will block international charges for security reasons unless they have been previously notified).

✓ Students should make sure to write down their account information and credit card customer service numbers in case of loss or theft.

Students may also receive additional information regarding money matters specific to the center/program location.

**TRAVEL SAFETY**

**Safety Considerations for Field Work**

When students go on field projects, community service learning projects, or academic field trips, the local center/program director, faculty and students must take into consideration different factors in order to determine the safety of the project. The safety should be based on: the different U.S. State Department travel advisories, direct communication with contacts and local authorities in the area, and recent media reports regarding the area. In case there is doubt, the Dean of LIU Global will be included in the decision.

**Safety and Well-Being Criteria**

- The work should not endanger students’ personal health, safety and security.
- Implementation of the project is subject to there being no travel advisories by the U.S. State
Department or information from local contacts that safety issues are of concern.
● As foreigners, students cannot participate in local political issues and the projects should be respectful of the organizational and social culture of the groups with whom they will be working.
● There is easy access to communication and transportation on site.
● There are medical facilities within a reasonable distance.
● There is a local contact who can provide local health and safety orientation as well as 24/7 support if needed.
● There are adequate food and lodging arrangements available.

Appropriate research subjects should exclude:
● Engagement in potentially harmful practices, including those that could lead to physical, emotional or mental impairment.
● Use of intoxicating substances.
● Engagement in sexual contact related to the research topic.
● Association with practices and organizations locally deemed unlawful.
● Placing others in a potentially harmful situation.

If a project and/or area is considered unsafe, or a situation suddenly makes the area where the project is located unsafe, LIU Global staff have the authority to deny the student to participate in the project. If the student has already started the project and the location and/or project becomes unsafe afterwards, the local center/program director, faculty and the student will search for an alternative project that meets the learning objectives of the student.

Emergency Closure and Evacuation
LIU Global centers/programs have an Emergency Action Plan in accordance with their needs. The local Emergency Action Plan is shared with the students and with the LIU Global team. The local Emergency Action Plan should be reviewed and shared annually by each center/program’s relevant staff members.

An important aspect to highlight is that in any major emergency, all affected parties should follow the established lines of communication as soon as possible to assure center/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.

The U.S. Embassy: Mandatory STEP Registration, Announcements, Alerts, and Warnings
Enrollment in STEP
Per LIU Global Policy, all students who are U.S. citizens traveling outside of the U.S need to be enrolled in the U.S. State Department’s Smart Traveler Enrollment Program (STEP). The registration permits U.S. citizens to receive important information from the Embassy about safety conditions in the destination country; helps the U.S. Embassy contact citizens in an emergency whether natural disaster, civil unrest or family emergency; and helps family and friends to get in touch with you in an emergency. For more information about STEP, please go to https://step.state.gov/STEP/Pages/Common/FAQ.aspx.

To enroll in STEP, students need to create an account where they can later log in and change information (such as emergency contact information) and update their trips. To log in, or create an account with STEP,
go to: https://step.state.gov/step/. Students need to update their travel information with STEP before getting to their designated location.

Once students have registered with STEP, they should send a screenshot to their respective center/program staff member by July 31 for fall and December 31 for spring semester.

Students who are not U.S. citizens should contact their respective consulate to inquire about the procedures on how to register and let their respective center/program staff member know should they need help once on site.

State Department Travel Information
LIU Global monitors the U.S. State Department announcements, advisories and warnings. We do not go to areas where there is a State Department Warning: https://travel.state.gov/content/passports/en/alertswarnings.html

The State Department also issues other types of announcements in a number of categories: public announcements, travel advisories and travel alerts. Within each category there are a number of gradations. For instance, on the less severe end of the scale, the State Department might provide safety tips or advise U.S. citizens not to visit a particular city in a country at a particular time. For higher risk security situations, the State Department might ask U.S. citizens to leave a particular region within a country. On rare occasions, the State Department will ask U.S. citizens to evacuate the country.

Participation in demonstrations, protest and rallies while abroad
LIU Global strongly discourages our students from participation in demonstrations, protests and rallies while being abroad. This is due to the following health, safety and security reasons:

1. Participation in such activities could potentially become violent.
2. Depending on location, local laws may prohibit the participation of foreigners in demonstrations and protests in which case participation would be illegal.
3. Cultural respect is necessary especially as foreigners do not always fully comprehend the historical and cultural background of the demonstration, protest or rally.

Field Trip Policy
A. A field trip is defined as any LIU Global sanctioned staff-led journey by a group to a site away from the program’s normal location for course and/or program activities. Field trips are organized by a member of the LIU Global faculty and/or staff. The duration of a field trips may vary. The field trip may be outlined in the program/course syllabus or may be organized as part of the program/course and approved by the Center/Program Director.
B. Field trips are an integral part of LIU Global academic programs. Every student enrolled in the LIU Global program is required to participate and to follow the field trip requirements as outlined in the relevant course syllabus and/or in the guidelines issued by the Center/Program Director.
C. Individuals who are not affiliated with LIU Global or are not official contributors to the field trip are not permitted to join the field trip.

GENERAL HEALTH CONSIDERATIONS
Personal Hygiene
Showering every day and washing your hands regularly helps prevent sickness, especially in countries where the high temperature and humidity of the tropics create an ideal environment for fungus and infections. Also, it is recommended to change out of wet clothes as soon as you can, especially socks and swimsuits, as it could contribute to urinary infections. If you get a virus (for instance, a stomach virus), it is important for you to stay home and rest so you get better, but also to make sure you don’t spread the virus to the rest of the community (which is easily done). To prevent stomach viruses and/or diarrhea, make sure to wash your hands frequently during the day especially after you use the bathroom and before you eat.

While anyone can get sick at any time, there are preventive measures that can be taken to maintain your health. Below are some general recommendations and information for students’ use. Students will receive more specific health related information during the local orientation. Also included are the procedures to follow if in need of assistance in different situations. Students will also receive an Emergency Contact Card, with all the important local emergency numbers that should be kept with them at all times.

Immediate Steps to Follow in an Emergency:

1. **If you are experiencing an immediate and possible life threatening emergency:**
   a. Call the local police/ambulance.
   b. Once you are safe and able, notify a local LIU Global staff person as indicated on your Emergency Contact Card.

2. **If you are experiencing any other non-life threatening personal crisis (illness, mental health crisis, etc.):**
   a. Notify a local LIU Global staff person as indicated on your Emergency Contact Card.

If a student needs assistance with staff present (e.g., needs help with setting up a doctor’s appointment, needs language assistance), s/he should reach out to the local Student Services Coordinator.

Please review the detailed procedures to follow in case of crimes and major disasters further in this document.

Medication
If students are on medication, they need to make sure to have enough medicine for the stay. Please keep in mind that certain medications that exist in the student’s country of origin might not exist in other countries or they might be hard to get. Before travelling, we encourage students to tell their doctors about how to best proceed and look into whether their medication will be available, and under which circumstances, at the new location. Students can reach out to the respective center/program staff member should they need help with information.

Insurance
All LIU Global students must have LIU-sponsored insurance while abroad that covers medical, repatriation and evacuation in case of a severe emergency. Visit the website for more information: [http://www.liu.edu/Global/Current-Students/Health-Insurance](http://www.liu.edu/Global/Current-Students/Health-Insurance). It is also important that students review all
insurance-related emails and share them with their parent/guardian. Visiting students should contact the Director of Student Affairs and Administrative Services to enroll in the insurance plan.

Keep in mind the following:

1. There are two types of insurance: year-long or study abroad coverage (this study abroad option is only available to students with domestic health care coverage since this option is just a supplemental policy). Students will receive information explaining the distinctions between the policies to make an informed decision by the carrier’s deadline defined in the link above.

2. Students who are eligible and select the study abroad option must opt-out of the year-long coverage through the following link:
   http://www.liu.edu/Brooklyn/Enrollment-Services/Tuition/Student-Health-Insurance.
   This requires submission of domestic insurance coverage information. If the student elects to opt out of the year-long coverage, the insurance company will let the staff know and the student will be placed in the study abroad coverage by LIU Global staff – the student is not required to do anything in regards to adding the study abroad insurance.

3. Students should make sure they have their insurance coverage information with them when they travel abroad. Students with year-long coverage must print their individual insurance card from their personal account on the insurance website. LIU Global Administration will email a blanket insurance card to students with the study abroad coverage.

4. Staff may access the LIU insurance carrier list of all students on the enrollment report posted on LIU Share.

5. Students who incur medical costs abroad must pay out of pocket and then file a claim for reimbursement following the insurance coverage guidelines. Since physical and mental health care works with reimbursement we strongly encourage students to bring $500 (or have it saved on a debit card) to cover any possible unseen medical expenses. Expenses may exceed $500 so please be prepared to spend more on any health care needs that may arise.
   a. The percentage of reimbursement depends upon the coverage so students are advised to consider this carefully as these percentages are non-negotiable as they are set by the university’s insurance carriers.
   b. Students must bring a credit/debit card and photo ID (passport, driver’s license) for all medical appointments or procedures.
   c. Students should make sure to save the doctor’s report, any medication prescriptions and receipts when seeking reimbursement.

**Mental Health**

Studying abroad, especially in a program like LIU Global where students are immersed in global issues in an academic environment, can cause stress from adjusting to an unfamiliar culture and environment, and might give rise to a wide array of unexpected and overwhelming reactions. Therefore, it is important to make sure that each student’s mental health needs will be met while abroad and that students take their mental health into consideration while preparing for their trip.

LIU Global center/program staff can help and support students to get in contact with a local mental health professional if needed. If students know they have experienced or are currently experiencing a mental health issue, it is important to talk to a therapist at home to set up a plan and support system for the time abroad.
Below are a few things for students to take into consideration when trying to balance mental health abroad:

✓ Try to have realistic expectations before going: Familiarize yourself with cultural practices in your destination country and/or organization by reading or talking to others that have gone.
✓ Keep an open mind and try to be flexible when things don’t go as planned.
✓ Talk to members of your support system in the U.S. about mutual expectations regarding keeping in touch while you are away, so that you continue to have access to established support systems.
✓ Identify and practice realistic self-care and stress management techniques that you will be able to use when you are abroad.
✓ Don’t isolate yourself. Share your feelings with a roommate, your host family, your professors, education abroad staff, or your family back home. If you are talking with other students abroad, be sure you don’t get caught up in being negative together. Working through culture and adapting to a new culture can be a valuable growth experience, one that strengthens identity and intercultural competence. If you feel overwhelmed, please contact LIU Global staff to help with finding professional help.
✓ Reach out and make friends with host country residents. Connect with people from your host country. Ask about their customs and traditions. Understanding more about why certain customs and traditions are important to residents can help broaden your understanding of their culture. They’ll likely want to know about your family’s customs and traditions as well.
✓ Pay attention to good nutrition. Try new food and maintain a healthy, balanced diet. Eat regular meals, have snacks on hand between meals, and keep yourself hydrated. If your body isn’t nourished, you are going to have a more challenging time focusing in class and enjoying your travels abroad.
✓ Exercise! Exercise is calming and helps you re-energize and refocus. Consider memorizing an exercise routine before you go that will be easy to practice in your room (e.g., yoga, Pilates, stretching) in case exercise facilities will not be close to your location. Make sure to consult a physician before engaging in physical activities.
✓ Make sure you are getting a healthy amount of sleep. Be careful about time differences when communicating via the Internet – you need regular sleep to function the next day.
✓ Expect to feel frustrated and angry at times. You are bound to have communication problems when you are not using your native language or dialect. Even if they speak English in your host country, communication may be difficult. Moreover, people will do things differently in your new home, and you will not always think their way is as good as yours. Frustration can also arise if you had certain expectations on your internship organization and it did not turn out as you expected. Don’t worry! All experiences have something to learn from and if you feel you are not getting what you want out of it, seek out support from the LIU Global staff.

It is important to mention that even though our local staff can be supportive in times of need, they are not mental health professionals and, therefore, cannot assume such a role. However, they can help students to find a local mental health professional to receive the support needed. In case of a severe mental health crisis of a student, LIU Global staff can require that the student get an evaluation from a mental health

professional according to our Procedures for Major Mental Health Issues for staff. This is to get professional guidance on how to proceed in the student’s best interest.

**Mental Health Resources**
The following is a list of mental health resources for students’ reference. LIU does not endorse the organizations listed below; they are simply here for reference.

**General (any type of crisis)**
- ✓ Samaritans 24-Hour Crisis Hotline Phone: (212) 673-3000
- ✓ Crisis Call Center 24/7 Crisis Support Phone: 1-800-273-8255 / 775-784-8090

**Sexual Assaults/Abusive Relations/Trafficking**
- ✓ National Domestic Violence Hotline: 1-800-799-7233 (24/7)
- ✓ RAINN: Rape, Abuse and Incest National Network: 1-800-656-4673 (24/7)
- ✓ National Human Trafficking Resource Center: 1-888-373-7888 / Text BeFree (233733)
- ✓ Sexual Assault Support and Help for Americans Abroad – [https://sashaa.org/](https://sashaa.org/) – provides 24/7 emotional support, logistic and legal consultation. To call the 24/7 hotline, dial your AT&T access code and, at the prompt, enter 866-USWOMEN (879-6636) (to find your AT&T access code, go to [https://www.att.com/esupport/traveler/accessCodeModal.jsp](https://www.att.com/esupport/traveler/accessCodeModal.jsp) and refer to the list of countries).

**Eating Disorders**
- ✓ National Eating Disorders Association: 1-800-931-2237 (Monday-Friday, 11:30 am-7:30 pm EST)
- ✓ ANAD: National Association of Anorexia Nervosa and Associated Disorders: 630-577-1330 (Monday-Friday, 12 pm-8 pm EST)

**Support for Gay, Lesbian, Bisexual and Transgender (GLBT) Youth**
- ✓ GLBT National Youth Talk: 1-800-246-7743 (Monday-Friday, 4pm-12 am EST/Saturday, 12pm-5pm EST)
- ✓ The Trevor Project: 866-488-7386 (24/7)

Check with your local center/program for local mental health resources.

**Sexual Health**
In considering your overall health, it is important to also consider your sexual health, if you are sexually active, to prevent sexually transmitted diseases and unwanted pregnancies. If you use contraception, please discuss your contraception plan with your health provider prior to traveling.

As each country has its own legislation, culture and norms, topics such as reproductive rights and sexual relations might be different from your own. It is, therefore, important that you familiarize yourself with these aspects of your host country. If you are going to a center/program location, this information will be
available locally and you can ask LIU Global staff about local resources. If you are going on a project in another country, make sure you have an overview on what reproductive rights exist in your host country and other norms related to intimate relations, such as dating and sexual health information specific to your location.

**Self-Care**
During your LIU Global journey, you will be responsible for taking care of yourself on a day-to-day basis. Make sure you follow all the recommendations and tips in this booklet, including those related to good nutrition, sleep, and exercise. Also, if you are old enough to drink alcohol according to the laws of your location, make sure you do so responsibly. If you decide to drink alcohol in your free time, follow the LIU Global Alcohol and Substance Abuse Policy as outlined below. Any violation of this policy can lead to disciplinary consequences.

**Arriving and Adjusting to Life Abroad**

A. **Culture Shock**
The symptoms of culture shock usually appear when a person is uprooted from the safe and secure surroundings of home and transplanted – voluntarily or otherwise – to a totally different cultural setting. The majority of travelers residing in a foreign country for an extended amount of time encounter physical and psychological reactions to a culture unlike their own. These reactions can be disorienting.

Culture shock is a rite of passage for many people – a time when the initial intrigue of foreign surroundings wears off and the realization sets in that you are going to stay in this situation for a long time. Frustration, homesickness, loneliness, depression, irritability, and loss of appetite are the major signs of this “traveler’s disease.”

Some common causes of frustration are:

- Goals that are not realistic in a different culture.
- Not being able to see any results after striving hard.
- Being involved for too short a time.
- Using the wrong approach to reach your goal, one that does not fit the culture in which you are living.

Remember, the frustration of living abroad does not last long. In the end, it’s the little things that begin to threaten your sense of stability and wellbeing that can cause culture shock:

- The way purchases are made.
- People’s mannerisms and how to respond to them.
- Distinguishing a serious statement from one meant to amuse.
- Using different kinds of transportation.
- Attitudes toward the value of life for people and animals.
- Different perspectives on punctuality.
- Doing laundry and food shopping.
- The attitudes of locals toward you – a foreigner in their land.
Some symptoms of severe culture shock are:

- Homesickness (longing to be where everything is safe and familiar).
- Compulsive eating and drinking to excess.
- Irritability and excessive need for sleep.
- Boredom (no discovery of new aspects of the culture).
- Hostility and stereotyping of locals.
- Avoiding contact with locals.
- Inability to perform work efficiently.
- Tension and conflict with those around you.
- Unexplained crying and physical problems (psychosomatic ailments).

Fortunately, not everyone experiences all of the above symptoms. The majority of people adjust to the local culture reasonably well. They experience some of the symptoms, but are able to recognize and work their way through the problems successfully. For those who don’t, it is important they know that some degree of culture shock is inevitable and can occur to anyone.

Almost everyone who has lived abroad goes through four stages of personal adjustment, regardless of what country they previously lived in:

1. At first, you experience the initial excitement of being in a new culture. You hold very high expectations and an extremely positive attitude toward the host country and people. You focus mainly on similarities between the cultures.
2. Next, irritability and hostility to people and customs cause you to focus on differences in every aspect of your life. Minor incidents are often blown out of proportion and you react in a very negative way.
3. Gradually, you orient yourself and begin to notice some of the cultural clues missed before. The crisis stage has disappeared. Your outlook brightens and things become comfortable and familiar.
4. Finally, your attitude changes and you are able to confidently function in both cultures. You begin to enjoy different ways of doing things.

![Stages of Culture Shock](image_url)

**B. Coping Strategies**
Perhaps the two most important things to hold on to are your patience and sense of humor. They are your best allies when you run into odd and confusing circumstances. Face it: Things never go exactly as we plan – and the experiences with the highest learning curve are often the most rewarding.

Beyond these, here are some common-sense things that may help you keep a clear mind and unfettered body:

1. Do not expect to find things as they are at home.  
   **Remember:** You left home to find new cultural norms.
2. Do not take anything too seriously.  
   **Remember:** A carefree mind is the start of a good trip.
3. When abroad, be prepared to do somewhat as locals do.  
4. Do not judge the people of the country by the person who has given you trouble.  
   **Remember:** You are a guest in other lands. One who treats a host with respect shall be honored.

---

**LIU GLOBAL ALCOHOL AND DRUG POLICY**

**Substance Abuse**

All employees, students, and members of the Long Island University community are advised that the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance and the unlawful possession or use of alcoholic beverages on the campuses of Long Island University is prohibited. Any student or staff member found distributing or using a controlled substance can expect to deal with the local legal consequences of his or her behavior with no support of the college’s staff or resources. Students and faculty are reminded that abuse of controlled substances jeopardizes not only the individual’s welfare, but that of the entire program.

A student who violates this policy is subject to the disciplinary procedure as outlined in this document.

Students and staff are expected to maintain a level of personal behavior that does not compromise the functioning of the center/program, the general learning environment within the community, or one’s own ability to achieve set academic goals.

In addition to the LIU Global program-wide policy, members of the LIU Global community are expected to respect and abide by the rules, laws and cultural norms of the places in which they reside and travel. Each center/program will provide a specific orientation to the norms relevant to their country(ies), including any center/program-specific policies. Students are responsible for their own behavior and will be treated accordingly.

**Alcohol Use**

No alcohol is permitted during center/program activities, field experiences or on LIU Global premises. Students are not permitted to consume alcohol in, during or just prior to LIU Global activities, including classes, organized field experiences, program travel, or center/program-organized events. Failure to comply with this policy can result in disciplinary action as outlined in this document. Neither faculty nor staff should ever consume alcohol when they are at an LIU Global event or with LIU Global students, even during free time.
For students’ health and safety during free time, students who can legally consume alcohol should do so responsibly and in moderation. Students who are underage according to local law are not permitted to consume alcohol at any time. Alcohol use during students’ free time should not interfere in any way with student participation in official activities, academic requirements or conflict with local norms. Intoxication, disorderly conduct, and alcohol-related behavior resulting from the misuse of alcohol are unacceptable and can result in disciplinary action as outlined in this document. In those cases it is found necessary, students should be referred to appropriate counseling if their use of alcohol or other illegal substances becomes a danger to themselves or others, or if problems arise such as disorderly conduct, public disturbances, or property damage, as per LIU policy.

Additionally, each center/program is at liberty to further strengthen this policy, as seen appropriate to center/program needs and activities.

LIU Global staff and faculty are responsible for following and enforcing these policies.

**SAFETY TIPS TO HELP MINIMIZE RISKS**

We hope all of you have a safe educational experience. However, even if someone takes all the recommended precautions, incidents can, unfortunately, occur and, while we cannot eliminate risk, we can certainly minimize them by knowing and following safety tips. It is important to remember that victims of crimes are not to blame whatever the circumstances may be and while the following tips are directed to minimize risk, not following them certainly does not justify being a victim of a crime!

Below are some general safety tips that can be useful for any location, even though staff at your local site will give you specific health and safety tips related to the local area.

**General safety tips**

- Always have your local emergency card on you just in case you need to make an emergency call.
- Have various copies of your passport and local visa (if required) and put them in different, safe places and always have a copy in your wallet with you.
- Make at least two copies of all your important documents and have one in a safe place at your local site and leave the other set at home with your family, in case you should need it.
- Before you leave, get insurance to cover your camera, laptop or any electronics.
- Look at a map of the city/town where you are headed to have an idea of it before you arrive.
- If you have a lot of cash, distribute money so it is in two or more places.

**Traffic**

Due to the different risk factors of navigating traffic in a foreign country, LIU Global strongly discourage students from driving cars and motorbikes in local sites. We encourage students to seek out the safest means of local transportation when traveling on their own. All students must also follow any center specific policies regarding transportation, if applicable.

**Be street smart**

- Always be aware of your surroundings. When you go to the bank or use an ATM, always be aware of who is around and check if you are being followed. If so, go to a public area (store, restaurant, etc.) and ask them to help you call a taxi.
• Carry only enough cash for where you are going. Leave valuables, passport and credit cards at home. If you need to bring your credit card and/or passport, do not put them in the same place where you have your money.
• Watch your belongings, especially in bus stations, on the bus and in cafés and bars (loop a foot through your bag while it’s resting at your feet).
• Don’t call attention to yourself by walking around with your laptop in an obvious laptop bag, or flashing money, cell phones, iPods or other expensive items.
• Do not let your guard down when walking around. If someone “bumps” into you, spin around and make sure your purse is still there, your wallet is in your pocket, your backpack isn’t open, etc. Do not accept anything from someone you don’t know (pamphlets, cards, drinks, etc.).
• Do not tell people where you live until you know them well and do not invite them to your house or to a solitary location.

NEVER RESIST DURING A ROBBERY! THERE IS NOTHING MORE IMPORTANT THAN YOUR LIFE AND WELL BEING. MATERIAL THINGS CAN BE REPLACED!

Travel smart
• Travel in groups or pairs.
• Be aware of your surroundings. What are the local people doing? What aren’t they doing? You can learn a lot from local people if you’re observant.
• At bus stations: Be aware of pickpockets and keep an eye on your stuff.
• On buses: Put your bags under the bus, or keep them at your feet. Belongings that are placed in the overhead rack are targets for thieves who switch your bag for another. Make sure your bags don’t get off with other passengers (this means from underneath the bus too, watch what is coming off the bus at each stop).
• In hostels: Leave your key at the front desk when you go out for the night so you don’t lose it. Lock the door at night while you sleep and every time you leave the room.
• Leave your valuables at home. Travel with a copy of your passport (unless you travel abroad), not the original. Take the cash you’ll need and leave all but one emergency credit card at home. If you decide to bring your laptop, make sure you leave a backup of your work at home.
• At the beach: Do not walk alone on isolated beaches and at night do not go to remote places, not even in a group. Do not camp on the beach; you will be setting yourself up to get robbed. Do not leave your possessions unattended while you swim; there are many stories of people that have come out of the ocean to find their belongings were missing.
• In the ocean: Before you plan your trip check if the beaches are known to be dangerous and if rip tides are common. Always ask local people where the safe spots to swim in are. Very few beaches have posted signs, Never go swimming alone; if you are not with your friends make sure you swim close to other people. If you get caught in a riptide, don’t panic and do not fight the current! Always remember that the current will lose strength at some point soon, and then you can swim parallel to the shore and gradually come into land. Most people drown because they panic and exhaust themselves swimming against the current.
NEVER SWIM IN THE DARK OR AFTER DRINKING ALCOHOL!!!

Sexual Assault and Minimizing Risks
Sexual assault is any type of sexual activity that you do not agree to. It is sometimes also called sexual violence or abuse, and it can be expressed either physically, verbally or visually. In all of the different scenarios it may occur it is NEVER the victim’s fault.

Some examples of sexual assault are:

- Any type of sexual contact with someone who cannot consent, such as someone who is intoxicated, underage, has an intellectual disability, or is passed out.
- Rape
- Attempted rape
- Sexual coercion. It is important to mention that perpetrators may use emotional coercion, psychological force, or manipulation to coerce a victim into non-consensual sex. Some perpetrators will use threats to force a victim to comply, such as threatening to hurt the victim or their family or other intimidation tactics.
- Fondling or unwanted touching above or under clothes.
- Voyeurism, or peeping (when someone watches private sexual acts without consent).
- Exhibitionism (when someone exposes himself or herself in public).
- Sexual harassment or threats.
- Forcing someone to pose for sexual pictures.

NOTHING justifies a sexual assault. None of the factors below justify rape or sexual assault, nor is the victim at fault under any circumstances, including these:

- If you had too much to drink or consumed drugs.
- What you were wearing.
- How many sexual partners you have had before.
- If it happened on a date where you agreed to go home with the perpetrator.
- If the victim is a man.
- If you have had a consensual sexual relationship before the rape/assault.

It is important to mention that if a sexual assault were to occur while being under the influence of alcohol or drugs, LIU has an Alcohol and Drug Amnesty policy, meaning that whatever consequences a student might face for breaking the drug and alcohol policies under other circumstances does not apply. So DO NOT feel afraid to report a sexual assault to us if you were under the influence of any substance – it is still NOT your fault!

Tips and recommendations for minimizing the risks that put you in a vulnerable situation:

- Consume alcohol responsibly if you are of legal drinking age. According to studies, in many of the rape and sexual assault cases related to parties, a high consumption of alcohol is found in the victim, the perpetrator, or both. Drinking a large amount of alcohol reduces awareness of warning signs, and there are perpetrators who prey on victims who have had too much to drink.
- Don’t ever leave your drink unattended (i.e., in restaurants, clubs and bars); there are many stories of drugs being put in drinks to later rape the victim when they are unconscious.
- When you go out at night, keep an eye on your friends and make sure they get home safe.
- When going out with new people, meet them in a public place.
- DO NOT WALK ALONE AFTER DARK. Take a taxi and you will significantly decrease your
chances of being a victim of crime.

- Only take legal/official means of transportation. When possible, do not take taxis alone at night, especially after drinking. It’s best to share a taxi home and stay at a friend’s house.
- Avoid walking alone in isolated places (beaches, roads, trails, etc.).
- Don’t feel guilty for standing your ground and saying no. Sometimes one does not want to be rude and feel they have to play along and be nice, but if your instinct tells you something feels off, then go with that instinct.
- Never go alone with someone you don’t know really well (even if you think you “know” that person pretty well and s/he seems like a good person). Remember that many rapists work their victims carefully until they trust them.
- Stay with the group and never accept offers to “walk or drive you home” if you just met the person.
- If you have just gotten to know someone you really like, try to bring someone or go out as a group to get to know each other better, or meet up in a public place for a coffee, etc.

If you have been sexually assaulted or raped, please follow the instructions outlined in “Procedures if you have been the victim of a crime.” If the perpetrator of the assault is a community member, regardless of whether you decide to press formal charges or not, and if the incident is reported to LIU Global staff, they are required to report it as a Title IX incident (see the section on Title IX under “Policies, Procedures and Information”).

Street Harassment

Street harassment is one type of sexual harassment that, unfortunately, occurs around the globe on a daily basis (some parts more than others) and, just like other forms of harassment, it is a bullying behavior motivated by power and disrespect. It can be defined as “unwanted comments, gestures, and actions forced on a stranger in a public place without their consent and is directed at them because of their actual or perceived sex, gender, gender expression, or sexual orientation. It includes unwanted whistling, leering, sexist and homophobic or transphobic slurs, persistent requests for someone’s name, number or destination after they’ve said no, sexual names, comments and demands, following, flashing, public masturbation.”

How to deal with and react to sexual street harassment is up to each person affected. There is no right or wrong way to handle a situation like that and your safety should always be the first priority.

If you feel safe and choose to respond directly to harassers, here are some guidelines to follow:

- **Use strong body language.** Look the harasser in the eyes; speak in a strong, clear voice. Using your voice, facial expressions, and body language together, without mixed signals, show assertiveness and strength.
- **Project confidence and calm.** Even if you do not feel that way, it is important to appear calm, serious, and confident.
- **Do not apologize or make an excuse.** You do not need to say sorry for how you feel or what you want. Be firm.
- **You do not need to respond to diversions, questions, threats, blaming, or guilt-tripping.** Stay on your own agenda. Stick to your point. Repeat your statement or leave.
- **Do not swear or lose your temper:** This type of reaction is the most likely to make the harasser
respond with anger and violence.

- **Decide when you’re done.** Success is how you define it. If you said what you needed to say and you’re ready to leave, do so.
- **What to say to a harasser?** It might be hard to know what to say in the moment but on a general basis it is recommended to name the behavior of the harasser (if choosing to speak back). For example say, “Do not whistle at me, that is harassment” or “Do not touch my butt that is sexual harassment.”

**Consent**

All sexual relationships such as intercourse, touching, kissing, etc., must be based on consent. Below are some guidelines on consent from RAINN (Rape, Abuse & Incest National Network).

**How does consent work in real life?**

When you’re engaging in sexual activity, consent is about communication, and it should happen every time. Giving consent for one activity, one time, does not mean giving consent for increased or recurring sexual contact. For example, agreeing to kiss someone doesn’t give that person permission to remove your clothes. Having sex with someone in the past doesn’t give that person permission to have sex with you again in the future.

**You can change your mind at any time**

You can withdraw consent at any point if you feel uncomfortable. It’s important to clearly communicate to your partner that you are no longer comfortable with this activity and wish to stop. The best way to ensure both parties are comfortable with any sexual activity is to talk about it.

**Positive consent can look like this:**

- Communicating when you change the type or degree of sexual activity with phrases like “Is this OK?”
- Explicitly agreeing to certain activities, either by saying “yes” or another affirmative statement, like “I’m open to trying.”
- Using physical cues to let the other person know you’re comfortable taking things to the next level.

**It does NOT look like this:**

- Refusing to acknowledge “no.”
- Assuming that wearing certain clothes, flirting, or kissing is an invitation for anything more.
- Someone being under the legal age of consent, as defined by the state.
- Someone being incapacitated because of drugs or alcohol.
- Pressuring someone into sexual activity by using fear or intimidation.
- Assuming you have permission to engage in a sexual act because you’ve done it in the past.

**LIU Affirmative Consent Standard**

As per LIU policy an affirmative consent standard has been incorporated into the Code of Conduct that states that “affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as [they] create clear permission re: willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity, or gender expression.”
The following principles regarding consent are also part of LIU’s Code of Conduct.

- Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.
- Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
- Consent may be initially given but withdrawn at any time.
- Consent cannot be given when a person is incapacitated — when individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by lack of consciousness or being asleep, being involuntarily restrained, or if individual otherwise cannot consent. Depending on degree of intoxication, someone under the influence of alcohol, drugs, or other intoxicants may be incapacitated/unable to consent.
- Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.
- When consent is withdrawn or can no longer be given, sexual activity must stop.

PROCEDURES IF YOU HAVE BEEN THE VICTIM OF A CRIME

Even if you are cautious you may, through no fault of your own, become a victim of a crime. Please follow the guidelines below in case you have been exposed to a crime:

1. If in immediate danger, first make sure you get to a safe place and then call the local emergency police/ambulance/fire department.

2. If not in immediate danger, get to a safe place and call a local LIU Global staff member, as indicated on your local emergency card. Let them know where you are and what you have been exposed to so they can provide the support and guidance needed. It will be up to you if you decide to file a police report. If so, you can choose who to accompany you if desired.

3. Make sure you save your police report if filed. If you have been raped or sexually assaulted and want to press formal charges later on, make sure you don't shower or throw away your clothes. Make sure you get a rape examination. Again, remember that even if you were intoxicated or had consumed drugs, this is NOT an excuse for being raped, nor should it be a reason to be afraid to tell LIU Global staff or local field advisors!

4. Don’t Blame Yourself. Being a victim of crime can be distressing and, when you are thousands of miles away from family and friends, overwhelming. Additionally, the emotional impact of the crime may be intensified because you are unfamiliar with your surroundings. After an incident, physical symptoms of stress and anxiety can occur, including headaches, nausea, and sleeping problems. These are normal reactions to an abnormal event. Don’t be afraid to reach out to your personal support system, or even a certified professional, to help you get through a difficult time. If you need to see a mental health professional after the incident, make sure to let a LIU Global staff member know and they will help you set up a time, and find a local bilingual counselor, or you can use one of the resources in the section “Mental Health.”

Make sure you report all crime to LIU Global staff as indicated on your emergency card and we will follow up and provide the necessary support.
Discrimination
LIU Global is committed to providing a discrimination free environment and strives to make this a priority for our learning community. Please see the section below regarding our LIU Anti-Harassment/Discrimination Policy and Complaint Procedure if you have been a victim of discrimination within our learning community. If you have experienced discrimination from outsiders, please report it to any LIU Global staff on your emergency card to support you and discuss how to proceed.

Unfortunately, prejudice, discrimination and ignorance are an inherent character to humankind and can occur in different environments around the world. As prejudices are culturally defined, how they are manifested and legislated vary from country to country. Therefore, it is important that you familiarize yourself with these aspects of your host country and use the local center/program staff for guidance and support if you are the victim of discrimination. If you are going to a center/program location, specific information should be given on these topics during the in-country orientation. If you are going to an independent site, make sure you have an overview of related legislation on the rights of marginalized people such as women, the LGBT community, people of color, disabled persons, etc. Centers/Programs will provide relevant information regarding the rights of marginalized people at the local site as well as how to report and address if you are a victim of discrimination.

Cyber Community Policy
Consistent with its commitment to foster individual responsibility, respect for oneself and others, and a sense of personal honor within a safe and inclusive learning community, students shall not use the Internet for transmission of illegal, threatening, libelous, inappropriate and/or offensive materials of any nature including, but not limited to depictions involving sexual, racial, religious or ethnic stereotypes. While the University respects students’ rights of privacy, social networking community websites fall within the public domain and can be accessed by anyone in the world, including parents, teachers, other students, and current or prospective employers and graduate school officials. Students are especially advised to withhold personal information from the social networking website that could result in harassment, stalking or other actions of a life-threatening nature. We do not routinely or deliberately review website communities. However, when alleged misconduct is brought to our attention, we have a legal and ethical obligation to investigate the website in question for alleged policy violations, illegal conduct and/or inappropriate material. If we have reason to believe such activities constitute violations of the principles of our Ethos Statement and/or federal or local law, we are further obligated to address such alleged actions through our established student conduct system. As members of LIU, students are also held responsible for alleged off-campus violations as depicted on social networking websites if such conduct is deemed to adversely affect our campus community.

Title IX, Anti-Harassment and Discrimination Policy
The complete LIU Anti-Harassment and Discrimination Policy can be found at: http://www.liu.edu/Human-Resources/Human-Resources-Policies/Anti-Harrassment-Discrimination-Policy
(Adjustments on whom to contact in a Title IX case has been adapted to LIU Global)
Long Island University is committed to maintaining a learning and working environment that is free of bias, prejudice, discrimination and harassment and an environment that supports, nurtures, and rewards career and educational advancement purely on the basis of ability and performance. Discrimination or harassment based upon race, color, religion, genetic information, sexual orientation, gender and/or gender
identity or expression, marital or parental status, national origin, ethnicity, citizenship status, veteran or military status, age, disability or any other legally protected basis is prohibited by law and undermines the character and purpose of the University. Such discrimination or harassment is illegal, against University policy, and will not be tolerated.

This policy covers all members of the University community – students, faculty and staff – as well as those who interact with members of the University community such as vendors or visitors. The University encourages everyone to report all incidents of discrimination or harassment, regardless of who the offender may be.

DEFINITION OF PROHIBITED CONDUCT

**Discrimination** is adverse treatment of any employee or student based on the protected class or category of persons which he/she belongs, rather than on the basis of his/her individual merit, with respect to the terms, conditions, or privileges of employment or education including, but not limited to hiring, firing, promoting, disciplining, scheduling, training, grading, class or work assignment, compensation, or participation in any academic or University program.

**Harassment** is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, an employee or student because of his/her membership in any protected group or on any other prohibited basis (e.g., race, color, religion, genetic information, sexual orientation, gender and/or gender identity or expression, marital or parental status, national origin, ethnicity, citizenship status, veteran or military status, age, disability), where such conduct interferes with the employee's work performance, student's education, or creates an intimidating, hostile or offensive working or learning environment. The harasser can be the employee or student's supervisor, a supervisor in another area, a co-worker, the student's teacher, coach, a fellow student or someone who is not an employee of the University, such as a client or customer.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, degrading or ridiculing another person or group, racial slurs, derogatory remarks about a person's accent, or the display of racially offensive symbols.
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes, epithets or demands.
- Physical assault or stalking.
- Displays or electronic transmission of derogatory, demeaning or hostile materials.
- Unwillingness to train, evaluate, assist, or work with an employee or student.

**LIU SEXUAL VIOLENCE AND HARASSMENT POLICY**

(Also located at [http://www.liu.edu/About-LIU/University-Policies/Sexual-Respect](http://www.liu.edu/About-LIU/University-Policies/Sexual-Respect))

Long Island University is committed to creating and maintaining an educational environment free from all forms of sexual misconduct. The broad term “sexual misconduct” includes, but is not limited to, acts of sexual harassment, domestic violence, dating violence, sexual assault, and stalking. Such behaviors are
illegal, against University policy, and strictly prohibited. This policy is incorporated into the Student Code of Conduct.

This policy covers all members of the University community – students, faculty and staff – as well as those who interact with members of the University community such as vendors or visitors. The University encourages everyone to report all incidents of violations of this policy regardless of who the offender may be.

Title IX and Article 129B Policy Statement

It is the policy of the University to comply with Title IX of the Education Amendments of 1972, and Article 129B of the New York Educational Law, both of which prohibit discrimination on the basis of sex (including sexual harassment and sexual violence) in the University's educational programs and activities, and prohibit retaliation for asserting or otherwise participating in claims of sex discrimination.

Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.


Definitions

The following definitions apply to this Policy:

Affirmative Consent

The University’s Code of Conduct contains the following definition of Affirmative Consent:

Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity, or gender expression.

- Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.
- Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
- Consent may be initially given but withdrawn at any time.
- Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.
- Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.
- When consent is withdrawn or can no longer be given, sexual activity must stop.

Bystander
A person who observes a crime, impending crime, conflict, potentially violent or violent behavior, or conduct that is in violation of LIU rules or policies.

**Dating Violence**
Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party’s statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

**Domestic Violence**
A felony or misdemeanor crime of violence committed: (a) by a current or former spouse or intimate partner of the victim; (b) by a person with whom the victim shares a child in common; (c) by a person who is cohabitating with, or has cohabited with, the victim as a spouse or intimate partner; (d) by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or (e) by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

**Reporting Individual**
Encompasses the term victim, survivor, complainant, claimant, witness with victim status, and any other reference to an individual who brings forth a complaint under this policy.

**Respondent**
A person accused of a violation who has entered LIU’s judicial or conduct process (i.e., LIU’s investigation process under this Policy.)

**Sexual Act**
Contact between the penis and the vulva or the penis and the anus, and for the purposes of this subparagraph, contact involving the penis occurs upon any penetration, however slight; contact between the mouth and the penis, the mouth and the vulva or the mouth and the anus; or penetration however slight of the anal or genital opening of another by a hand or finger or by any object, with the intent to abuse, humiliate, harass, degrade or arouse or gratify the sexual desire of any person.

**Sexual Assault**
Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent. Sexual Assault includes, but is not limited to, rape, fondling, incest, or statutory rape.

**Sexual Contact**
The intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.

**Sexual Discrimination**
Behaviors and actions that deny or limit a person’s ability to benefit from, and/or fully participate in the educational programs or activities or employment opportunities because of a person’s sex. This includes but is not limited to sexual harassment, sexual assault, sexual violence by employees, students, or third parties.

**Sexual Harassment**
Unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment of a student denies or limits, on the basis of sex, the student’s ability to participate in or to receive benefits, services, or opportunities in the educational institution’s program.

**Stalking**
Engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (a) fear for the person’s safety or the safety of others; or (a) suffer substantial emotional distress.

**Long Island University Students’ Bill of Rights**
Long Island University is committed to ensuring that all persons who report an incident of sexual misconduct are provided all options, support, and assistance.

Anyone who has been a victim of, or who has witnessed an incident of, a violation of this policy can file a report to any of the following entities: an employee with the authority to address complaints, including the Title IX Coordinator, Title IX Deputies, and Representatives of the Dean of Students Office; Department of Public Safety; Human Resources; local law enforcement and/or family or civil court.

All reporting individuals of these crimes and violations, regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction, have the following rights, regardless of whether the crime or violation occurs on campus, off campus, or while studying abroad.

All students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in a judicial or conduct process and/or criminal justice process free from pressures by the University;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the University courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institutional representatives as practicable and not to be required to unnecessarily repeat a description of the incident.
8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the University.

Scope of the Policy
All Members of the University community, regardless of sexual orientation or gender identity, including all students, faculty, staff, visitors and vendors are covered by the University’s sexual misconduct policy. Any and all University locations, sponsored activities – either on or off campus – or academic-based off-campus relationships are covered by the school’s sexual misconduct policy.

This policy covers all members, regardless of sexual orientation or gender identity, of the University community – students, faculty and staff – as well as those who affect the University community such as vendors or visitors. The University encourages everyone to report all incidents of sexual misconduct, regardless of who the offender may be.

Reporting & Confidentiality Obligations of University Faculty and Staff
All members of the University community should report incidents of sexual misconduct in order to support the University policy. In order to ensure the University is free of prohibited sexual misconduct, University officers, deans, department heads, faculty members, directors, supervisors, and paraprofessionals are required to report all incidents of violations of this policy that they may have witnessed or been informed about.

The University will maintain the confidentiality of the complainant to the greatest extent consistent with law and the University’s goal of conducting thorough and complete investigations. Effort will be made to safeguard the privacy and rights of all persons involved.

Options for Assistance Following an Incident of Sexual Misconduct

Immediate Assistance
University community members should report any incident to the following entities including but not limited to the Title IX Coordinator, Title IX Deputies, administrators, faculty members, or any other responsible employee of the University. It is the duty of all members of the University to notify the following Title IX Coordinator of Title IX Deputies if they are informed of any and all incidents.

The campus-specific Title IX Coordinator and Title IX Deputies are able to provide immediate and confidential response in a crisis situation.

Specific Points of Contact for each campus is provided below:

<table>
<thead>
<tr>
<th>Campus Location</th>
<th>Title IX Coordinator/Deputy</th>
<th>Email</th>
<th>Phone Extension</th>
</tr>
</thead>
</table>

63
Please note, if you are unsure with whom to directly contact, the reporting individual or University reporting entity should contact either the LIU Post Department of Public Safety or the LIU Brooklyn Department of Public Safety at the above listed phone numbers. Both of these departments are available to provide initial assistance twenty-four hours a day, three-hundred and sixty-five days a year.

In addition, any reporting individual may also contact local police or law enforcement agencies.

Reporting individuals will be provided any and all necessary or requested on-campus or off-campus health care or medical needs. The Title IX Coordinator and/or Title IX Deputies will institute the appropriate steps to ensure the safety and well-being of the reporting individual:

1. Ensure the victim is aware of the options to seek treatment for injuries, preventative treatment for sexually transmitted diseases, and other health services.
2. Discuss the option of seeking medical treatment in order to preserve evidence.
3. Identify where/how to get a rape kit or find a Sexual Assault Nurse Examiner (SANE).
4. Provide locations, including contact information, for an advocate (e.g., a local rape crisis center, on-campus advocacy program) who can accompany a victim to the hospital or health provider.

Anonymous Reporting
Although the University encourages victims, survivors and bystanders to talk to someone, the University provides a system for anonymous reporting, either by telephone or via an online form. Employees, students or visitors can access EthicsPoint/NAVEX Global by clicking here (click box “file a report” and then enter “Long Island University” in the box that asks for the name of the institution) or by calling 1-866-295-3143.

Reporting to the Federal and New York State Governments
Inquiries or complaints that involve potential violations of Title IX may also be referred to the U.S. Department of Education’s Office for Civil Rights (OCR):

<table>
<thead>
<tr>
<th>New York Office</th>
<th>National Headquarters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office for Civil Rights</td>
<td>U.S. Department of Education Office for Civil Rights</td>
</tr>
<tr>
<td>U.S. Department of Education</td>
<td>Lyndon Baines Johnson Department of Education Bldg.</td>
</tr>
<tr>
<td>32 Old Slip, 26th Floor</td>
<td>400 Maryland Avenue, SW</td>
</tr>
<tr>
<td>New York, NY 10005-2500</td>
<td>Washington, DC 20202-1100</td>
</tr>
<tr>
<td>Telephone: 646-428-3900</td>
<td>Telephone: 800-421-3481</td>
</tr>
<tr>
<td>FAX: 646-428-3843;</td>
<td>FAX: 202-453-6012;</td>
</tr>
<tr>
<td>TDD: 800-877-8339</td>
<td>TDD: 800-877-8339;</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:OCR.NewYork@ed.gov">OCR.NewYork@ed.gov</a></td>
<td>E-mail: <a href="mailto:OCR@ed.gov">OCR@ed.gov</a></td>
</tr>
</tbody>
</table>

Inquiries or complaints may also be addressed to the Educational Opportunities Section of the Civil Rights Division of the U.S. Department of Justice (DOJ):

U.S. Department of Justice Civil Rights Division
950 Pennsylvania Avenue, N.W.
Educational Opportunities Section, PHB
Washington, D.C. 20530
E-mail: education@usdoj.gov
Telephone: (202) 514-4092 or 1-877-292-3804 (toll-free)
FAX: (202) 514-8337

New York State Hotline for Sexual Assault and Domestic Violence
1-800-942-6906

Ongoing Assistance

Counseling, Advocacy, and Support – On and Off Campus
All reporting individuals may receive support, whether or not the reporting individual chooses to make an official report or participate in the University’s established community standards process or criminal processes.

All reporting individuals are provided the opportunity to disclose confidentially with counseling, advocacy, health, mental health, or sexual-misconduct-related sources, both on and off campus.

The campus specific Title IX Coordinator and/or Title IX Deputies will provide ongoing support during the University’s established community standards process or criminal processes.

Academic Accommodations and Interim Measures
To assist the reporting individual and to ensure their safety and well-being, the Title IX Coordinator and/or Title IX Deputies will assist in relocation of the student (if a resident student), assist with the altering or
amending of work schedules, assist in the altering or amending of academic schedules, the coordination of withdrawing from an academic class and/or the coordination for the opportunity to retake an academic requirement without penalty, and access to any and all necessary academic support.

To assist the reporting individual, the Title IX Coordinator and/or Title IX Deputies will ensure the issuance of no-contact orders, temporary living arrangements (if a resident student), academic course schedules, and any other established Emergency Administrative Action, as outlined in the Campus Code of Conduct.

Any student subject to such interim measures may request a review of the need for and terms of such orders by the institution and may submit information as to their reasoning for requesting a change.

**Title IX Coordinator**

The University’s Title IX Coordinator has primary responsibility for coordinating the University’s efforts to comply with and carry out its responsibilities under Title IX, which prohibits sex discrimination in all the operations of this University, as well as retaliation for the purpose of interfering with any right or privilege secured by Title IX.

The Title IX coordinator oversees the University’s response to reports and complaints that involve possible sexual misconduct to monitor outcomes, identify and address any patterns, and assess effects on the campus climate, so the University can address issues that affect the wider school community.

A student should contact the Title IX Coordinator or Deputy Title IX Coordinator(s) in order to:

- seek information or training about students’ rights and courses of action available to resolve reports or complaints that involve potential sexual misconduct,
- file a complaint or make a report of sexual misconduct,
- notify the University of an incident or policy or procedure that may raise potential Title IX concerns,
- get information about available resources (including confidential resources) and support services relating to sexual misconduct, and
- ask questions about the University’s policies and procedures related to sexual misconduct.

In the event that the incident, policy, or procedure about which the student seeks to file a report or complaint creates the appearance of a conflict of interest with one of the members of the Title IX compliance team, students may contact any other member of the team or notify Pamela Duffy, Executive Director of Human Resources, Pamela.Duffy@liu.edu, (516) 299-3522.

**Functions and Responsibilities of the Title IX Coordinator**

The Title IX Coordinator’s functions and responsibilities include the following:

**Investigations**

The University is responsible for conducting adequate, reliable, and impartial investigations of reports and complaints of sexual misconduct. The Title IX Coordinator oversees many aspects of this response, including:

- determining whether the report or complaint alleges conduct that may, upon investigation, constitute prohibited sexual misconduct,
- appointing an investigative team upon such determination,
● making certain that individual reports and complaints are handled properly and in a prompt and timely manner,
● informing all parties regarding the grievance process,
● confirming that all parties have been notified of grievance decisions and of the right to, and procedures for, appeal, if applicable,
● maintaining information and documentation related to the investigation in a secure manner, and
● monitoring compliance with timeframes specified in the grievance procedures.

The Title IX Coordinator evaluates requests for confidentiality by those who report or complain about sexual misconduct in the context of the University’s responsibility to provide a safe and nondiscriminatory environment for all students.

Remedies, Including Interim Measures
Upon learning of a report or complaint of sexual misconduct, the Title IX Coordinator promptly takes steps to ensure the complainant’s equal access to the University’s programs and activities and protect the complainant as necessary. Such steps include taking interim measures before the final outcome of any investigation, providing remedial measures after the final outcome of investigation, and making the complainant aware of all available resources. Upon a finding of prohibited sexual misconduct, the Title IX Coordinator determines whether campus-wide remedies should be adopted in response, including review and revision of the University’s sexual misconduct policies, increased monitoring, supervision or security at locations where sexual misconduct is reported to occur, and increased education and prevention efforts, including to targeted populations. If a Title IX investigation concludes that an individual engaged in prohibited sexual misconduct, the Title IX Coordinator reviews proposed sanctions before they are imposed to ensure that they, along with the University’s interim and long-term measures taken in response to the sexual misconduct, are reasonably calculated to stop the sexual misconduct and prevent its recurrence.

Monitoring and Advising
In order to address sexual misconduct on campus and ensure ongoing compliance with Title IX, the Title IX Coordinator:

● coordinates an annual climate survey, in consultation with research personnel with expertise in survey design and data collection and analysis,
● analyzes data collected by the annual climate survey to assess the rates and nature of sexual misconduct, any location hot-spots or risk factors, knowledge of the University’s sexual misconduct policies, procedures and resources, and the consequences of violating such policies, and the effectiveness of the University’s efforts to ensure that the University is free from sexual misconduct,
● reviews regularly all reports and complaints raising potential Title IX issues throughout the University to ensure that the University responded consistent with its Title IX obligations, even if the report or complaint was initially filed or raised with another individual,
● reviews regularly all reports and complaints raising potential Title IX issues throughout the University to identify and address any patterns,
● reviews regularly the University’s policies and procedures to ensure that they comply with the requirements of Title IX,
● organizes and maintains files related to grievances, reports, complaints, and other records of potential sex discrimination, including sexual misconduct, in a secure manner,
assesses regularly the University’s compliance with, and the effectiveness of, policies and procedures related to sexual misconduct, and recommends modifications where appropriate,

consults regularly with the administration and campus stakeholders to promote campus-wide awareness and discussion of Title IX-related issues, and develop and implement any modifications of policies and procedures to prevent and eliminate sex discrimination, including sexual misconduct, and

ensures that appropriate policies and procedures are in place for working with local law enforcement and coordinating with local victim advocacy organizations and service providers, including rape crisis centers.

Reporting Policies and Protocols
LIU is obligated, under the Clery Act and the annual reporting responsibilities of Campus Security Authorities, to report any and all incidents and to issue timely warnings as applicable to the University community.

Amnesty for Reporting Incidents of Sexual Violence
The health and safety of every student at Long Island University is of utmost importance. LIU recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. LIU strongly encourages students to report incidents of domestic violence, dating violence, stalking or sexual assault to institution officials. A bystander or reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking or sexual assault to LIU officials or law enforcement will not be subject to LIU’s code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking or sexual assault.

Title IX Investigation Procedures and Protocols
The Title IX Coordinator and/or Title IX Deputies will initiate any and all necessary investigations in coordination with the Title IX Investigator.

The Investigation - The Title IX Investigator will conduct a prompt, thorough and impartial investigation of the complaint in the manner he or she deems necessary. The parties to the complaint will each have an equal opportunity to be heard and to present relevant witnesses and evidence during the investigation process. The parties will also be informed of the status of the investigation as deemed appropriate. Depending on the circumstances, interim measures that the University may provide include, but are not limited to, ‘no contact’ orders, health and counseling services, room or class reassignments, and any other step to ensure the safety and well-being of the reporting individuals. Evidence should be preserved to assist in the investigation at all times.

If a victim/survivor chooses to notify law enforcement and proceed with a criminal investigation and/or prosecution, the University may conduct a parallel investigation and may seek to work in coordination with these entities.

It should further be noted that if a reporting individual’s request for confidentiality limits the University’s ability to investigate a particular matter, the University will take steps to limit the effects of the alleged sexual misconduct and prevent its recurrence without initiating formal action against the alleged
perpetrator or revealing the identity of the reporting individual. Examples include but are not limited to: providing increased monitoring, supervision, or security at locations or activities where the misconduct occurred; providing training and education materials for University Community members; revising and publicizing the University’s policies on sexual misconduct; and conducting climate surveys regarding sexual misconduct.

Preponderance of Evidence Standard - The Title IX Investigator utilizes the following standard for evaluating complaints - a preponderance of the evidence. I.e., the investigator shall determine whether it is more likely than not that the alleged sexual misconduct occurred. If it is determined that a violation of the University's Sexual Violence and Harassment policy has occurred, prompt remedial action shall be taken.

No form of mediation will be used to address allegations of sexual misconduct.

The outcome of the investigation - The nature of the remedial action and the process for its implementation will depend upon the particular facts and circumstances. Absent unusual circumstances, a final recommendation should be issued within sixty (60) days of receipt of the complaint. Both the accused and the complainant will receive contemporaneously, in writing, notice of the outcome of any University disciplinary proceeding relating to sexual misconduct, including any appeal(s).

If remedial action involves the imposition of sanctions, appropriate disciplinary procedures will be used. Sanctions imposed may be appealed by either party through the appropriate appeals process depending on the status of the accused. The disposition of the complaint shall be communicated in writing to each party. The University will take steps to prevent the recurrence of any discrimination or harassment, and to remedy its effects. If it is determined that no violation has occurred, such findings shall be communicated in writing to each party.

If the results of an investigation show that the complainant knowingly filed false accusations of discrimination or harassment, or that a witness knowingly gave false statements, such individuals will be subject to the appropriate disciplinary action.

Impact Statement – Parties to a Title IX investigation have a right to make an impact statement during the point of the proceeding where the decision maker is deliberating on appropriate sanctions.

Appeals – Either party to a Title IX complaint is entitled to appeal the outcome to a Board of Appeals consisting of a panel of University administrators appointed by the Title IX Coordinator. However, appeals are only permitted on the basis of (i) serious procedural deficiency on the part of the University in responding to this complaint (e.g. a conflict of interest that might affect the outcome); or (ii) the availability of evidence not considered by this investigation, which might affect the outcome. Appeals must be filed within fifteen (15) days of receipt of this determination, and should contain a written statement explaining why one (or both) of the two bases of appeal enumerated above apply this this determination. Appeals shall be decided within 40 days of their receipt.

Options for Reporting and Confidently Disclosing Sexual Misconduct

LIU encourages victims of sexual misconduct to talk to somebody about what happened – so victims can get the support they need, and so the University can respond appropriately. Different employees on campus have different abilities to maintain a victim’s confidentiality.

- Some are required to maintain near complete confidentiality; talking to them is sometimes called a “privileged communication.”
● Other employees may talk to a victim in confidence, and generally only report to the University that an incident occurred without revealing any personally identifying information. Disclosures to these employees will not trigger a University investigation into an incident against the victim’s wishes.

● Some employees are required to report all the details of an incident (including the identities of both the victim and alleged perpetrator) to the Title IX Coordinator. A report to these employees (called “responsible employees”) constitutes a report to the University – and generally obligates the University to investigate the incident and take appropriate steps to address the situation.

This policy is intended to make students aware of the various reporting and confidential disclosure options available to them – so they can make informed choices about where to turn should they become a victim of sexual misconduct. The University encourages victims to talk to someone identified in one or more of these groups.

The Options:

Privileged and Confidential Communications: Professional and Pastoral Counselors
Professional, licensed counselors and pastoral counselors who provide mental-health counseling to members of the school community (and including those who act in that role under the supervision of a licensed counselor) are not required to report any information about an incident to the Title IX coordinator without a victim’s permission.

A victim who speaks to a professional or non-professional counselor or advocate must understand that, if the victim wants to maintain confidentiality, the University will be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator.

Even so, these counselors and advocates will still assist the victim in receiving other necessary protection and support, such as victim advocacy, academic support or accommodations, disability, health or mental health services, and changes to living, working or course schedules. A victim who at first requests confidentiality may later decide to file a complaint with the school or report the incident to local law enforcement, and thus have the incident fully investigated. These counselors and advocates will provide the victim with assistance if the victim wishes to do so.

Reporting to “Responsible Employees”
A “responsible employee” is a University employee who has the authority to redress sexual misconduct, who has the duty to report incidents of sexual misconduct, or who a student could reasonably believe has this authority or duty.

When a victim tells a responsible employee about an incident of sexual misconduct, the victim has the right to expect the University to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably.

A responsible employee must report to the Title IX coordinator all relevant details about the alleged sexual misconduct shared by the victim and that the University will need to determine what happened – including the names of the victim and alleged perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident.

To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the University’s response to the report. A responsible employee should not share
information with law enforcement without the victim’s consent or unless the victim has also reported the incident to law enforcement.

Before a victim reveals any information to a responsible employee, the employee should ensure that the victim understands the employee’s reporting obligations – and, if the victim wants to maintain confidentiality, direct the victim to confidential resources.

If the victim wants to tell the responsible employee what happened but also maintain confidentiality, the employee should tell the victim that the University will consider the request, but cannot guarantee that the University will be able to honor it. In reporting the details of the incident to the Title IX Coordinator, the responsible employee will also inform the Coordinator of the victim’s request for confidentiality.

Responsible employees will not pressure a victim to request confidentiality, but will honor and support the victim’s wishes, including for the University to fully investigate an incident. By the same token, responsible employees will not pressure a victim to make a full report if the victim is not ready to.

**Requesting Confidentiality from the University: How the University Will Weigh the Request and Respond**

If a reporting individual or victim/survivor discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the University must weigh that request against the University’s obligation to provide a safe, non-discriminatory environment for all students, including the victim.

If the University honors the request for confidentiality, a victim must understand that the University’s ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be limited.

Although rare, there are times when the University may not be able to honor a victim’s request in order to provide a safe, non-discriminatory environment for all students.

The University has designated the Title IX Coordinator to evaluate requests for confidentiality once a responsible employee is on notice of alleged sexual violence.

When weighing a victim’s request for confidentiality or that no investigation or discipline be pursued, the Title IX Coordinator will consider a range of factors, including the following:

- The increased risk that the alleged perpetrator will commit additional acts of sexual or other violence, such as:
  - whether there have been other sexual violence complaints about the same alleged perpetrator;
  - whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence;
  - whether the alleged perpetrator threatened further sexual violence or other violence against the victim or others;
  - whether the sexual violence was committed by multiple perpetrators;
  - whether the sexual violence was perpetrated with a weapon;
  - whether the victim is a minor;
  - whether the University possesses other means to obtain relevant evidence of the sexual violence (e.g., security cameras or personnel, physical evidence);
  - whether the victim’s report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.
The presence of one or more of these factors could lead the University to investigate and, if appropriate, pursue disciplinary action. If none of these factors is present, the University will likely respect the victim’s request for confidentiality.

If the University determines that it cannot maintain a victim’s confidentiality, the University will inform the victim prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the University’s response.

Even University officers and employees who cannot guarantee confidentiality will maintain privacy to the greatest extent possible. The information provided to a non-confidential resource will be relayed only as necessary for the Title IX Coordinator to investigate and/or seek a resolution.

The University will remain ever mindful of the victim’s well-being, and will take ongoing steps to protect the victim from retaliation or harm and work with the victim to create a safety plan. Retaliation against the victim, whether by students or University employees, will not be tolerated. The University will also:

- assist the victim in accessing other available victim advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off campus (see portion of policy identifying these);
- provide other security and support, which could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the alleged perpetrator pending the outcome of an investigation) or adjustments for assignments or tests; and
- inform the victim of the right to report a crime to campus or local law enforcement – and provide the victim with assistance if the victim wishes to do so.

The University may not require a victim to participate in any investigation or disciplinary proceeding.

Because the University is under a continuing obligation to address the issue of sexual misconduct campus-wide, reports of sexual misconduct (including non-identifying reports) will also prompt the University to consider broader remedial action – such as increased monitoring, supervision or security at locations where the reported sexual misconduct occurred; increasing education and prevention efforts, including to targeted population groups; conducting climate assessments/victimization surveys; and/or revisiting its policies and practices.

If the University determines that it can respect a victim’s request for confidentiality, the University will also take immediate action as necessary to protect and assist the victim.

**Take Back the Night and other public awareness events**

Public awareness events such as “Take Back the Night,” the Clothesline Project, candlelight vigils, protests, “survivor speak outs” or other forums in which students disclose incidents of sexual violence, are not considered notice to the University of sexual misconduct for purposes of triggering its obligation to investigate any particular incident(s). Such events may, however, inform the need for campus-wide education and prevention efforts, and the University will provide information about students’ Title IX rights at these events.

**Student Conduct Records Retention Policy**

With the exception of those conduct records which have been successfully appealed by the student, and/or the student was otherwise exonerated of the charges, the existence of all student conduct records and the
contents of such records are kept and maintained by the Dean of Students Office or designee in accordance with the Family Educational Rights and Privacy Act of 1974, as amended; and in accordance with the policies and procedures outlined by Long Island University. While most records will be retained for a period of seven years, at its discretion, the University reserves the right to retain student conduct files permanently in accordance with the policies and procedures outlined by the University; and pursuant to U.S. Department of Education, Office of Civil Rights.

Student conduct records are retained by the Dean of Students Office or designee in accordance with the policies and procedures outlined by Long Island University.

**Transcript Notations**

Article 129-B of the New York State Education Law requires the University to make specific permanent and/or temporary notations on the transcripts of students found responsible for the following conduct prohibited by this Policy: sexual assault, dating violence, domestic violence, and stalking, as follows:

- “Expelled after a finding of responsibility for a code of conduct violation” – where a student has been expelled for sexual violence or another crime reportable under the Clery Act, this notation will be permanently added to the student’s transcript.
- “Suspended after a finding of responsibility for a code of conduct violation” – where a student has been temporarily suspended for sexual violence or another crime reportable under the Clery Act.
- “Withdrawal with pending disciplinary action” – where a student has withdrawn from the University while disciplinary charge for sexual violence or another crime reportable under the Clery Act are pending.

Students may request removal of a notation by petitioning the Dean of Students. This request must be in writing and include the rationale for the request. The Dean of Students, or his or her designee, will review the request and provide a written response within 60 days from the date the request was received. If the University vacates a finding of responsibility for any reason, any such transcript notation shall be removed.

**Prevention and Education**

LIU maintains a pro-active approach to the prevention, education, and outreach activities vital to provide a safe environment for all University Community members, visitors and vendors. Programming efforts include but are not limited to HAVEN, programming activities, bystander intervention processes and programming, educational sessions at Orientations (freshman, transfer and graduate) and periodic training and programming activities throughout the year to ensure a wide dissemination, through a variety of methods including but not limited to electronic delivery, hard-copy, pamphlets, and other programming tools, of information related to the University’s sexual misconduct policies, bystander awareness, and domestic violence.

**Training**

LIU annually provides University-wide education and training opportunities including HAVEN and other periodic training opportunities to ensure a wide dissemination of any and all information related to the University’s policies, procedures, and other information.

HAVEN is an online training program that LIU has implemented to meet Department of Education requirements pursuant to Title IX and VAWA (the Violence Against Women Act). LIU is requiring the student population take the course; however the outcome of the test will not affect a student’s academic record in any way. Part 1 takes approximately 45 minutes. You must wait 30 days before you can begin
Part 2. After the 30 days, you should log back in to Haven and complete part 2, which should only take 15 minutes. This is an important part of the University’s continued fight against sexual assault and is required by the university. There is no cost attached and it is non-credit bearing.

All University Title IX Coordinators, Title IX Deputies, Department of Public Safety Officers and Supervisors, Campus Life Staff Members, and other University responsible employees, victim advocates – including any member of the University community – that will be responding to, investigating, or adjudicating sexual misconduct will receive adequate training.

**Campus Sex Crimes Prevention Act**

The Campus Sex Crimes Prevention Act of 2000 requires institutions of higher education to inform the campus community where to obtain law enforcement agency information provided by a state concerning registered sex offenders. It also requires sex offenders already required to register in a state to provide notice, as mandated under state law, of each institution of higher education in that state at which the person is employed, carries on a vocation, volunteers services or is a student.

The New York State Division of Criminal Justice Services maintains the state’s Sex Offender Registry, which contains information about individuals convicted of certain sex offenses. This information is available by calling 800-262-3257 or by visiting [http://www.criminaljustice.ny.gov/nsor/](http://www.criminaljustice.ny.gov/nsor/).

**LIU Global Incident Reports**

*Initial response to incidents*

In the case of a crime or serious illness or injury, the first priority is the student's well-being. Once the student has been attended to, the Center/Program Director must be notified as soon as possible. The Director is required to notify the Assistant Dean/Costa Rica Center Director, the Director of Student Affairs, or the LIU Global Health and Safety Coordinator as soon as possible, preferably within 24 hours, who will then notify the Dean. They will determine the appropriate steps to take to comply with relevant policies and legislation depending upon the nature of the incident, including Title IX cases. In all cases, the Dean should be kept abreast of the situation including when the Legal Department is consulted.

The Director will notify the local Student Services Coordinator to coordinate the appropriate support and follow up.

*Incident Reports*

Incident reports must be completed whenever there is a crime, accident or serious illness involving an LIU Global student. The Center Director is responsible for ensuring that the completed incident report form is fully completed and submitted to the Director of Student Affairs, preferably within 48 hours of the incident. Students cannot be required to fill out the incident report themselves, though they may complete it themselves if they choose. The form should also be utilized if a staff or faculty member is injured at work or becomes ill while traveling on a field trip and needs to be hospitalized.

The Director of Student Affairs will notify the LIU Global Health and Safety Coordinator and the Dean that the report has been filed and would provide access to the report to the Assistant Dean and the LIU Global Health and Safety Coordinator for more severe incidents and to other staff members on a needs-to-know basis.
**Recreational Travel**

Students must inform the center/program of travel plans (including recreational travel) during the semester so that the student can be reached within 24 hours in case of emergency. Go to https://airtable.com/shrja0MdnjGpDakDO to access the Student Travel Form in Airtable to report the dates, location, and travel plans as well as the contact information where you will be staying. If you are unable to use the Google form, use a feasible means to communicate this information to your designated LIU Global Director and Teresa Tomassoni (Teresa.Tomassoni@liu.edu) as well as letting the local field advisor know.

We also highly recommend that students keep their family members back home informed of travel plans for the semester break and holidays should emergencies arise. If a student were to go missing, LIU Global staff will follow the procedures as indicated in the “Procedures in case of a missing student.”

LIU Global students are restricted from traveling to countries where the U.S. State Department has issued a level 3 or level 4 Travel Advisory, even during free time, and are advised to follow any relevant alerts or advisories.

**LIU Global Disciplinary Policy**

This policy reflects that outlined in the [LIU Brooklyn Code of Conduct](#) with some specific information specific to LIU Global. Please review the LIU Brooklyn Code of Conduct for the entire document.

**Introduction**

Disciplinary proceedings are started when a student violates the [LIU Brooklyn Code of Conduct](#) or Center/Program policies as stated in the respective handbooks. The Center/Program Director is the Dean of Student’s designee to handle disciplinary violations in coordination with Dean and Director of Student Affairs & Administrative Services. Appeals will be handled by the LIU Brooklyn Dean of Students.

**Violations**

For a list of Violations see [LIU Brooklyn Code of Conduct](#), sections on Respect for Oneself, Respect for Others, Respect for Property, Respect for Authority, Honesty as well as policies outlined in relevant Center/Program handbooks.

**Disciplinary Actions and Sanctions for Violations**

The purpose of disciplinary action is to encourage appropriate student behavior with regard to campus community norms, standards and policies. When imposing sanction(s), the student’s past disciplinary record will be taken into consideration to determine the appropriate level of action/sanctioning.

The Dean of Students Offices’ designee reserves the right to provide to the student a written directive(s) in lieu of a formal sanction when a preponderance of evidence is not found to find a student responsible for the alleged violation of the LIU Code of Conduct, if the complete adjudication process is unnecessary to compel compliance/clarify concern, or in instances where the safety and welfare of the student(s) involved in the incident require additional directives to be completed or followed by the student(s) involved in the incident.
The following sanctions or directives may be imposed at the discretion of the Dean of Students or designee:

**Administrative Warning** is a formal notification to a student documenting that a violation of the Code of Conduct has occurred.

A. **Verbal Warning**
A Verbal Warning may be given to a student indicating that his or her action was in violation of a specific rule. The warning will include an explanation of the rule and possible punishments following a second violation of that rule. Such warnings will be noted in the student’s file.

B. **Written Warning**
A Written Warning is a written notification from a campus official to a student containing a warning that repeated infractions of rules and regulations may result in more severe disciplinary actions, such as suspension. A record of the action is kept by the official writing the letter and in the campus disciplinary files. Examples of violations that would warrant a Written Warning or a more serious sanction include but are not limited to: failure to cooperate, soliciting/commercial activities, ignoring courtesy hours. In most cases, a Written Warning may include restrictions and additional sanctions.

**Disciplinary Probation** is a formal notification that the activity in question is unacceptable and that if continued or other inappropriate behavior follows more severe action may be taken. Additional violations of the Code of Conduct while on Disciplinary Probation will likely result in higher level of inactive sanction. In most cases, Disciplinary Probation will not exceed one year but may include restrictions and additional sanctions.

Examples of possible restrictions or additional sanctions are listed in the LIU Brooklyn Code of Conduct. These would be determined in consultation with the Dean of Students or designee. The university also has higher levels of probation status, including the following:

A. **University Probation** is the highest level of probation status, which remains in place for a specified period of time. University Probation indicates that similar or more severe violations of the Code of Student Conduct while on this status will result in the mandatory imposition of a suspension or dismissal from the University, the length being a minimum of the balance of the semester or one full semester. University Probation is a serious matter. While on University Probation, certain privileges may not be available to the student based upon the discretion of the hearing officer.

B. **Delay in Awarding Degrees.** The University reserves the right to delay the awarding of any degree in instances where an allegation remains pending against a student.

C. **Revocation of Degree.** A student may have his/her degree revoked, and such revocation would be noted on the student’s academic transcript.

D. **Suspension (Held in Abeyance).** Suspension, Held in Abeyance, may be for a specific period of time up to a maximum of one year. A person who has been Suspended, Held in Abeyance, may be permitted to attend classes provided that there be no further violations of LIU’s policies. Further
violations of LIU’s policies will result in the immediate imposition of the sanction of Suspension without further disciplinary proceedings. Suspension, Held in Abeyance, may include Special Conditions or restrictions.

E. **University Suspension** requires that the student no longer be present on any LIU owned or leased property for the time specified at the hearing (minimum of one semester or the balance of the semester). While on suspension, a student may not take courses to advance his or her degree. Students cannot be readmitted until after the date their suspension ends, nor may they register or pre-register for the following semester's courses. The graduation date will be adjusted upon readmission according to the length of the suspension. Students should contact their academic dean’s office for additional information about the impact of a University suspension upon their graduation date.

   i. In addition, students who have been suspended from the university may have lost certain privileges upon their return to the University at the discretion of the hearing officer including, but not limited to study abroad and leadership position restrictions. Students returning from University Suspension will have a sanction of University Probation for at least one full semester upon their return to campus.

F. **Dismissal from the University** requires that the student completely and permanently sever any and all connection with LIU’s undergraduate, graduate and professional schools. A dismissal for conduct reasons will be indicated on the student’s transcript.

G. **Privilege Sanctions.** Privilege sanctions limit and/or restrict a student from being able to participate in and/or utilize specific programs, services, and/or processes.

H. **No Contact Order/Campus Ban.** Student is banned from being present on specified areas of the campus.

I. **Restrictions.** Denial of the use of certain facilities or the right to participate in certain activities or privileges for a specified period of time may be imposed.

J. **Fines.** Fines will be assessed for some policy violations, including but not limited to: solicitation, unauthorized entry/exit, alcohol and drugs, smoking and fire safety.

K. **Additional Sanctions.** Additional sanctions such as educational classes, mandatory referrals to the Center for Healthy Living, community service projects, negative service indicator or disciplinary block on the student’s account, payment of damages and campus restrictions may be imposed.

**Emergency Interim Administrative Action**

The Dean of Students or designee shall have the authority to immediately suspend a student from the campus or a residence hall, relocate an individual within the residence halls, and restrict activities of the individual on campus, pending disciplinary procedures, when it is believed that the presence of the student would seriously disrupt the campus or constitute a danger to the health, safety, or welfare of the campus, to property, to others, or to the student. Suspension is for a specified time period and is a complete removal from the campus premises and off premises events. The student will be notified in writing of the
emergency administrative action. Parents, academic deans, Public Safety, or other personnel may also be notified of the action. The student must then schedule a hearing and he/she will receive written notification of the charges. Unless otherwise approved, the emergency administrative action will remain in effect on an interim basis pending completion of the student conduct process.

Procedure
- Violation occurs and is reported as defined below.
- Investigation
- Hearing & Decision

Judicial Process
A. An Incident Occurs
   i. The staff/faculty who becomes aware of a violation reports the violation to the Center/Program Director or the Director may become aware of a violation from a report received from an outside party.
   ii. The Center/Program Director or designee completes a Disciplinary Action Report (D.A.R.) to document the incident. The D.A.R. is retained at the Center/Program until the investigation is completed.
   iii. Once the investigation has been completed, the Center/Program Director must submit the completed D.A.R. to the Director of Student Affairs and Administrative Services.
   iv. In cases where there is a disciplinary situation in which a student is the perpetrator that results in a fellow student being a victim, Center/Program Directors should also ensure that they follow the protocol for filing an incident report and supporting students who are victims in addition to filing the D.A.R. as outlined above.

B. Investigation
   i. The object of the investigation is to ascertain facts and determine whether or not charges should be filed against one or more students.
   ii. Center/Program Director discusses reported disciplinary violation with student and all relevant parties to determine the facts and if the incident merits disciplinary action. This determination should be done in consultation with the Director of Student Affairs and Administrative Services or the Assistant Dean/Costa Rica Center Director.
   iii. If the Director considers the incident to be a minor infraction of the policies, he/she should confirm this assessment in consultation with the Director of Student Affairs and Administrative Services and the Assistant Dean/Costa Rica Center Director. If confirmed to be a minor incident and if the student accepts the reported violation and does not contest the facts, then the Center/Program Director may apply either a verbal or written warning as the sanction without filing charges or holding a hearing (Skip Filing of Charges, Process/Timeline: Hearing & Decision sections, Phase I and Phase II below). The Director must document the verbal or written warning on the D.A.R. All D.A.R. are maintained in a central confidential location.

C. Filing of Charges
   i. Depending upon what is discovered in the investigation; a student may or may not be charged with a violation of the Code of Conduct. A charge does not automatically mean
responsibility; students who are charged will receive a letter electronically to their my.liu.edu email address which outlines the requirement of an administrative hearing.  

ii. If the student is not charged following the investigation, no further action is needed.  

iii. If the student is charged, s/he will receive a notice through their myliu account indicating there will be an administrative hearing. The Center/Program Director will send all documentation to the Director of Student Affairs and Administrative Services for review including a copy of the D.A.R. The DSAAS will notify the Dean in such cases.  

D. Process and Timeline for Hearing and Decision  

i. If a violation of the Code of Conduct is alleged, an administrative hearing is held with the Dean of Students or designee.

The judicial process occurs over a period of several days. To facilitate an expedient and consistent system, guidelines have been established according to a timeline of events as follows:

A. The student will receive a letter from the Dean of Students or designee notifying him/her of the alleged charges and requiring the scheduling of an administrative hearing. This Pre-Hearing Letter will be issued electronically to the student’s my.liu.edu email address. Failure to check or utilize their email account will not be the responsibility of the Dean of Students or designee serving as the adjudicator of the pending case/investigation.  

B. The student has three (3) business days from the electronic issuance of the letter to schedule an appointment with the Student Conduct officer specified in the letter.  

The administrative hearing is convened in two phases: The first phase of the administrative hearing will include a discussion of the process and a review of the student’s rights. During the second phase the Dean of Students or designee discusses the evidence with the student, and if possible, makes a determination of responsible or not responsible, and determines an appropriate sanction if necessary. Note: The student has a right to proceed immediately from the first to the second phase or to schedule the second phase at a later date.  

A. The outcome of the administrative hearing, in conjunction with other evidence, will be communicated, electronically to the student’s my.liu.edu email address, within three (3) to five (5) business days after the hearing in the form of a Decision Letter.  

B. If the student wishes to request an appeal to the outcome of his/her case, the student must complete and return the Appeal Request Form, available in the Office of Dean of Students, within three (3) days of the receipt of the outcome letter.  

C. The student will be notified, electronically to the student’s my.liu.edu email address, within three (3) business days as to whether or not an appeal hearing is granted.  

D. If an appeal hearing is granted, the student will be required to schedule an appointment with the appeal officer within three (3) business days.
E. The outcome of the appeal hearing will be communicated electronically to the student’s my.liu.edu email address, within five (5) to seven (7) days. (Refer to “Appeals Procedure,” below, for further details.)

Important Notes:
- The judicial process timeline is approximate and may require adjustment due to continuing investigations by the Department of Public Safety, the Dean of Students or designee and/or other campus officials. The timeline may also require adjustment because of the academic calendar; university holidays; availability of the student and/or hearing officer, faculty and staff.
- Every student has the right not to attend a hearing. If a student chooses to exercise this right, he or she must do so in writing. A hearing will still be conducted and evidence in support of the charge will still be presented and considered in his/her absence and a decision will be made based on the evidence and without the student’s input. The student will be notified of the decision by the Dean of Students or designee to the student’s my.liu.edu email address, following the completion of the investigation and subsequent hearing.
- The appeal hearing is not automatic. It must be requested on the basis of the criteria detailed in the section below, “Appeals Procedure.”

Sanctions
If the student is found responsible for the violation(s), a sanction will be determined by the Dean of Students or designee. The sanction is the action which will be taken against the student. A listing of sanctions utilized by the Dean of Students and/or designee is provided under the Code of Conduct – Disciplinary Actions and Sanctions for Violations section.

Notification of the decision and the sanction(s) will be sent to the student electronically to the student’s my.liu.edu email address following the hearing by the Dean of Students or designee.

Important Notes:
- Notification and all correspondences regarding the community standards process are issued electronically to the student’s my.liu.edu email address.
- The university reserves the right after 45 days to render a decision when deemed appropriate by the Dean of Students or designee if every reasonable effort has been made to contact the student involved in the community standards process.

The sanction(s) goes into effect immediately. If the student requests an appeal, the sanction(s) may be temporarily suspended or modified at the discretion of the Dean of Students or designee.

Appeals Procedure
If a student wishes to appeal the sanction of a discipline letter, s/he may request an appeal to the Dean of Students or designee. A request for an appeal must be made to the Dean of Students or designee in writing within three (3) business days of receipt of the decision. Requests for appeals will be granted only if they meet certain criteria. Grounds for an appeal include:

A. Significant procedural rules were not adhered to, to the detriment of the party requesting the appeal.
B. Sanction, only if found to be arbitrary or capricious and not in keeping with the gravity of the violation.
C. New and credible evidence with these stipulations:
   i. evidence was not knowable at the time of the hearing, and
   ii. evidence reasonably has a material effect on the decision.

Decisions as to whether at least one of the above criteria has been met and whether an appeal hearing will be held are made by the Dean of Students or designee.

The Appeal Request Form may be obtained from the Associate Dean of Students Office, Winnick House, Room 210 at LIU Post or from the Office of Campus Life and Housing at LIU Brooklyn.

The Appeal Request Form for cases which are adjudicated by a Campus Life Coordinator Community Standards Officer may be obtained at the Office of Campus Life.

The Dean of Students or designee hears the appeal and reviews all written materials or statements. A written decision will be sent to the student who made the appeal in a timely manner. The decision of the Dean of Students or designee is final, and no further appeals are permitted.

After a period of one semester has elapsed from the sanction date, a student may submit a written document to request an Administrative Review for possible modification of his/her sanction(s). This request shall be addressed to the Dean of Students or designee and will only be entertained if the student has not been involved in any disciplinary incidents and has demonstrated significant personal progress. The Dean of Students or designee shall consult with the appropriate Associate Dean or designee in all Administrative Review cases to determine the appropriateness of a student request for sanction modification.

**Student Conduct Records Retention Policy**

With the exception of those conduct records which have been successfully appealed by the student, and/or the student was otherwise exonerated of the charges, the existence of all student conduct records and the contents of such records are kept and maintained by the Dean of Students Office or designee in accordance with the Family Educational Rights and Privacy Act of 1974, as amended; and in accordance with the policies and procedures outlined by Long Island University. While most records will be retained for a period of seven years, at its discretion, the University reserves the right to retain student conduct files permanently in accordance with the policies and procedures outlined by the University; and pursuant to U.S. Department of Education, Office of Civil Rights.

Student conduct records are retained by the Dean of Students Office or designee in accordance with the policies and procedures outlined by Long Island University.

**Student Rights in the Conduct System**

Students have the following rights in the conduct system:
A. To request in writing prior to the Administrative Hearing that any person conducting an Administrative Hearing be disqualified on the grounds of conflict of interest.
B. To be considered innocent of the charges until proven responsible by a preponderance (51%) of evidence.
C. To have prior knowledge of the charges and have the charges explained clearly and fully at every level of the conduct process.
D. To be advised by a person of their choice. Advisors must be members of the campus community. Advisors may not speak during the proceedings and advisors may not be attorneys.
E. To hear testimony and/or see all written statements concerning the charges.
F. To refute oral and written statements made by witnesses.
G. Not to participate in their proceedings, understanding that in their absence, the case will be determined on the evidence presented.
H. To be advised of the appropriate appeal process.
I. If a student is determined to be the victim of violence or threat of violence as defined by the Family Educational Rights and Privacy Act, that student may request written notification of the final sanctions assessed to the student responsible for misconduct.

A Note About This Document

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

Appendix A: Application for Leave of Absence
Global Studies B.A. students are permitted to take a leave of absence up to one semester and return to their existing program. If students take a leave of absence longer than one semester, they must re-apply for admission to the currently offered academic program.

Students must review the policy and fill out the Leave of Absence form. The completed form must be emailed to carlett.thomas@liu.edu. Students on a leave of absence will be contacted to register for the semester they are due to return.

Appendix B: Application for Withdrawal
Students must complete the Withdrawal form and submit it to Brooklyn-EnrollmentServices@liu.edu with a cc to carlett.thomas@liu.edu.

Appendix C: Transient Student Form
Continuing students may gain approval to transfer in courses taken at another institution during a summer or winter session through the Dean’s Office by submitting the Transient Student Form. The form must be emailed to carlett.thomas@liu.edu. Prior to submitting this form, you must confirm that the institution is regionally accredited. You can do so by checking with the school’s Admissions and/or Registrar’s Office. Also see Examples of Regional Accreditation.

Appendix D: Incomplete Request Form
This form can be found on LIU Share in Documents/Forms_LIU Global.

Appendix E: Change of Grade Form
This form and a sample can be found on LIU Share in Documents/Forms_LIU Global.

Appendix F: Incident Report Template
This form can be found on LIU Share in Documents/Forms_LIU Global.

Appendix G: LIU Global Disciplinary Action Report
This form can be found on LIU Share in Documents/Forms_LIU Global.

Appendix H: Life Experience Credit Forms
These forms can be found on LIU Share in Documents/Forms_LIU Global.

Appendix I: List of Student Services Resources

<table>
<thead>
<tr>
<th>LIBRARY and ELECTRONIC DATABASE RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office/Program</strong></td>
</tr>
<tr>
<td><strong>Webpage</strong></td>
</tr>
<tr>
<td><strong>Services Offered</strong></td>
</tr>
</tbody>
</table>
### Over 200 Online Databases
- Annotated A-Z List of Databases
- Subject List of Databases

### Electronic Books
- ebrary: Over 120,000 electronic books
- Gale Virtual Reference Library: Electronic reference books

### Full-Text Journals by Title
Find out if the journal you need is available online. Find out if the e-journal carries the full-text article you are looking for.

### Contact Information
- **Chat:** Chat with a librarian whenever the library is open
- **Email:** bkln-libref@liu.edu. You should get a response within 24 hours.
- **Phone:** 718-780-4513 during Library Hours

### Contact for Online Resources:
Emily Drabinski
Emily.Drabinski@liu.edu
718-780-4067

### Scholarships
**Webpage Resources**
http://www.liu.edu/Global/~link.aspx?_id=48E5447FF7354C6C8F5D724419B03BFE&_z=z

### Office of Enrollment Services (Financial Aid, Bursar and Registrar)
**Webpage Resources**
http://www.liu.edu/Brooklyn/Enrollment-Services/

### Contact Information
- **Student Union Building, 3rd Floor (S310)**
- **Phone:** 718-488-1013
- **Email:** brooklyn-enrollmentservices@liu.edu

### Office Hours
- Monday, Thursday, Friday: 9:00 am – 5:00 pm
- Tuesday, Wednesday: 9:00 am – 7:00 pm
- Or call to schedule an appointment.

### Writing
**Office/Program**
LIU Brooklyn Writing Center

**Webpage**
http://liu.edu/Brooklyn/Academics/Centers/Writing-Center

**Services Offered**
Long-distance tutoring (using Skype and Google Docs).

**Contact Information**
- **Phone:** 718-488-1095 or email them at wcenter@brooklyn.liu.edu.
- **Room H-218 (Humanities Building)**
- **Office Hours:**
  - Monday – Thursday: 9:00 am – 8:00 pm
  - Friday: 9:00 am – 5:00 pm
  - Saturday: 10:00 am – 4:00 pm

**Helpful Links**
http://liu.edu/Brooklyn/Academics/Centers/Writing-Center/Student-Resources
### TUTORING

<table>
<thead>
<tr>
<th>Office/Program</th>
<th>Academic Reinforcement Center (ARC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webpage</td>
<td><a href="http://liu.edu/Brooklyn/Academics/Centers/ARC">http://liu.edu/Brooklyn/Academics/Centers/ARC</a></td>
</tr>
<tr>
<td>Services Offered</td>
<td>Quality one-on-one and small-group tutoring across the disciplines, including mathematics, business and the humanities, as well as the social, physical and health sciences. <a href="#">See list of subjects offered</a>.</td>
</tr>
</tbody>
</table>
| Contact Information     | Phone: 718-488-1040  
Pratt 110  
Office Hours:  
Monday – Thursday: 9:00 am – 8:00 pm  
Friday: 9:00 am – 5:00 pm  
Saturday: By appointment |

### CAREER SERVICES

<table>
<thead>
<tr>
<th>Office/Program</th>
<th>Handshake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webpage</td>
<td><a href="http://liu.edu/handshake">http://liu.edu/handshake</a></td>
</tr>
<tr>
<td>Services Offered</td>
<td>This website will help you to build your résumé, prepare for a job search, and secure internships and career-related work experiences.</td>
</tr>
</tbody>
</table>

### LEARNING DISABILITIES

<table>
<thead>
<tr>
<th>Office/Program</th>
<th>LIU Brooklyn Student Support Services Office – Services for Disabled or Academically At-Risk, Low Income, First Generation Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webpage</td>
<td><a href="http://www.liunet.edu/Brooklyn/StudentLife/SSS">http://www.liunet.edu/Brooklyn/StudentLife/SSS</a></td>
</tr>
<tr>
<td>Services Offered</td>
<td>This Federally Funded TRIO program provides students coordinated services to address individual needs related to their disabilities or academically at-risk factors that would otherwise not afford students the educational and future career opportunities available to them through a degree of higher education.</td>
</tr>
</tbody>
</table>
| Contact Information | Phone: 718-488-1044  
Fax: 718-488-1690  
Email: [bkln-studentssupportservices@liu.edu](mailto:bkln-studentssupportservices@liu.edu)  
Pratt Building, Room 410  
Office Hours:  
Monday – Thursday: 9:00 am – 7:00 pm  
Friday: 9:00 am – 5:00 pm |
| Additional Information | Students do need to apply for additional services and/or admission to the program. To find out about services please contact the Office of Student Support Services. |

### HEALTH ISSUES

<table>
<thead>
<tr>
<th>Office/Program</th>
<th>LIU Post Psychological Services Center</th>
</tr>
</thead>
</table>
| Services Offered | 1. Educational workshops  
a) Well-being and self-care |
2. Psychological first aid following distressing incidents

<table>
<thead>
<tr>
<th>How Services are Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Skype used for special topic workshops, group sessions, and individual consultations.</td>
</tr>
<tr>
<td>2. Feedback provided based on anonymous online surveys students complete about their concerns and needs.</td>
</tr>
<tr>
<td>3. Private Internet blog where students can submit their questions about mental health and wellness issues.</td>
</tr>
<tr>
<td>4. Calls scheduled during times when students are available on Mondays and Fridays.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Feindler, Ph.D., Director of the Clinical Psychology Doctoral Program</td>
</tr>
<tr>
<td>Phone: (516) 299-3212</td>
</tr>
<tr>
<td>Email: <a href="mailto:eva.feindler@liu.edu">eva.feindler@liu.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIU Brooklyn Psychological Services Center (for students on campus)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Webpage</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.liu.edu/Brooklyn/Academics/centers/psychological-services">http://www.liu.edu/Brooklyn/Academics/centers/psychological-services</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Services Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free and confidential personal counseling regarding issues such as:</td>
</tr>
<tr>
<td>● Personal issues getting in the way of school-work</td>
</tr>
<tr>
<td>● Stress over family, school, or social problems</td>
</tr>
<tr>
<td>● Loneliness or depressed moods</td>
</tr>
<tr>
<td>● Problems in relationships</td>
</tr>
<tr>
<td>● Disturbing memories of sexual or physical abuse</td>
</tr>
<tr>
<td>● Issues of adjusting to a new culture</td>
</tr>
<tr>
<td>● A variety of other personal issues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-campus: Pratt Building, Room 510</td>
</tr>
<tr>
<td>Office Hours: Monday &amp; Thursday: 9:00 am – 4:00 pm</td>
</tr>
<tr>
<td>Tuesday: 11:00 am – 4:00 pm</td>
</tr>
<tr>
<td>Friday: 10:00 am – 3:00 pm</td>
</tr>
<tr>
<td>To make an appointment, stop in or call 718-488-1266.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID Cards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Services Metcalfe Building, Room 413</td>
</tr>
<tr>
<td>Office Hours: Monday – Friday: 10:00 am – 12:00 pm; 3:00 pm – 4:45 pm</td>
</tr>
</tbody>
</table>
Appendix J: Emergency Action Plan (EAP) for Major Emergencies

Introduction
Political or civil unrest as well as major natural disasters, can occur at any time, anywhere in the world. As the international arena is currently exposed to both terrorist attacks and threats of terrorist attacks along with the rapid changes in climate and its negative impacts on communities, the purpose of this Emergency Action Plan (EAP) is to provide a general overview for LIU Global staff and students on how to minimize risks and how to proceed in case of a major incident.

Each Center/Program needs to develop an EAP according to the requirements established in this template and customized to the specific needs of the local site. The specialized details (local emergency contacts numbers, local meeting points, hospitals and help organizations, etc.) for the local EAPs need to be developed by each Center/Program Director and/or the Student Support staff.

This template, along with the local EAP from each center/program, should be saved on LIU Share. There should also be a hard copy of the local EAP in each local center/program facility. For traveling programs, the Center/Program Director and/or the Student Support staff should hold a copy of the plan, along with any other emergency contact numbers and documents.

Both the local EAPs and the EAP template should be reviewed each year before the beginning of the fall semester. The Center/Program Director should revise the Center/Program EAPs, and the LIU Global Health and Safety Coordinator, in cooperation with the LIU Global Health and Safety Committee, should revise the EAP template.

Prevention
It is very rare that severe political unrest, civil uprising, or even natural disasters simply occur out of nowhere. Therefore, it is important for Center/Program staff, especially the local Center/Program Director and the Student Support staff, to have knowledge of the location’s history, social, political, and economic issues as well as information on specific natural phenomena that might cause unrest (such as violent demonstrations, protests, political coups, threats of terror attacks, hazards of volcanic eruptions, earthquakes, landslides, etc.). Staff should also be aware of any possible travel alerts and warnings from the U.S. Embassy or State Department as a means of minimizing risk and using preventive measures.

Suggested points to minimize risks:

1) Do not visit places that have specifically received a recent threat, or recently had a major incident that could lead to further impacts, such as a major earthquake.

2) During field experiences in locations with a greater threat of any incident, students’ free time may be more restricted. This could, for example, mean that during a week-long field experience students will not be allowed to be on their own (at any time), or visit certain sites.

3) Restriction of recreational travel at the local site of a Center/Program where threats of incidents, political unrest, or civil unrest is considered to be an issue should be implemented.

---

8 This template has been developed with information from NAFSA (Association of International Educators), The Center for Global Education, and information from the U.S. State Department.
4) Staff should be able to contact all students, in case of an emergency.

5) Students should be provided with a local emergency card and procedures for communication during emergencies. Such cards should have the 24/7 emergency number for staff in charge, number for local police authorities, and number for the U.S Embassy on-site (24/7 emergency number).

6) Establish an emergency meeting point and make sure students and staff know where the emergency meeting points are. This information should be provided to students during the local orientations. It is advisable to have a few safe spots at all local center/program sites. The safety emergency points should be chosen based on:
   a. The proximity to students in general (e.g., a dorm if all students already stay in the dorm, a specific house if all students live in houses close to one another, a local center if it is close to all the students houses and where students spend a lot of time).
   b. The security of the emergency place (e.g., if the local center is in a large, public, well-known place, or located in a zone known for natural disasters, it might not be the best choice for a meeting point).

7) As per LIU Global Program-Wide Policy, all students and staff need to be enrolled in the U.S. State Department’s Smart Traveler Enrollment Program (STEP), or corresponding consular section at the respective Embassy if not a U.S. citizen. This gives the corresponding authorities knowledge of their citizens’ whereabouts and allow them to help in a crisis.

**Action Plan**

When an uprising or unrest of any kind occurs, there are three stages to take into consideration regarding the safety of the individual student and as a group:

**Stage I: Stand fast – impending emergency, remain at site**

**Stage II: Consolidation – go to prearranged assembly point, prepare for withdrawal**

**Stage III: Evacuation – leave as a group for safe haven**

**Stage I: STAND FAST**

Make sure you know that LIU Global staff and students are safe. It is up to the Center/Program Director and/or the Student Support staff to make sure students and staff are okay by contacting students by phone, SMS or Internet (if it is not down). In case of an emergency, students should contact staff and report their whereabouts.

- If appropriate, advice students, faculty, and staff to stay at the location, if they are in a safe place, until the situation on the ground is clarified.

- Monitor the media as well as the U.S. Embassy, local emergency entities and organizations such as the police, the Red Cross, National Emergency Committee, NGOs, and local partner institutions; to keep up-to-date with the situation and follow any instructions issued by the local authorities and/or the U.S. Embassy.
- It is important that staff on site is monitoring the situation and getting as much factual information as possible, so this can be passed on to the person in charge of communication with parents back home, as well as higher authorities at LIU.

**STAGE II: CONSOLIDATION**

The Center/Program Director will instruct students whether to go to their place of residence or to leave for the emergency safety point.

If students are told to go to the emergency point, it is important to inform them what to bring and what to leave behind. In some cases, students will not be able to go back to their place of residence and should therefore bring the following items:

- Passport
- Wallet
- Any important medications the student is taking
- Most necessary clothing items for a couple of days
- Personal medical kit
- A water bottle
- Snacks (granola bars, etc.), if possible
- Toiletries

**STAGE III: EVACUATION**

In case evacuation it is important to have information on travel methods and routes available.

- In case of an evacuation out of the country, the U.S. Embassy can help with U.S. citizens and will determine the location of the evacuation. The U.S. Embassy will generally issue a strong warning to U.S. citizens urging them to leave the country by commercial means before issuing an evacuation order. If the U.S. Embassy issues a strong warning to U.S. citizens to leave, Center/Program Director should consult with the Dean of LIU Global for guidance on how to proceed.

- The U.S. Embassy generally only helps U.S. citizens, even though they try not to separate groups. It is, however, important to know the procedures of other Embassies to which students and local staff would correspond in case of an emergency.

- The student study abroad insurance also covers evacuation (and repatriation) and the travel assistance company that provides 24/7 support will be able to help both financially and with logistical matters if needed. Center/Program Director and Student Support Person will follow up with the insurance company(ies) to request assistance.

- If the evacuation is performed without the help of the Embassy, it is desirable to use established contacts for the necessary arrangements (for example, service learning partners, sites, hotels, and transportation frequently used by LIU Global, both within the country and in third countries)

- Whether or not an evacuation is needed temporarily within the country, to a third country, or even back to the United States, information about travel methods and routes needs to be communicated to the Dean of LIU Global and Director of Student Affairs and Administrative Services.
**Lines of Communication**
In major emergencies, it is up to the local staff on site to be in regular communication with the students and deliver updates if new information is provided, along with recommendations and means of prevention.

Once an incident has occurred and the staff at the local site has an overview of the situation, these are the lines of communication to follow:

Contact the Dean of LIU Global (If not able to reach him or her, try any other LIU Global staff member at the New York office) and give a brief overview of:

- What has happened;
- What is the status of students and staff;
- What are the next steps to follow?

As it is important to keep in constant contact for updates and information, the New York office should check in with the designated person at the local site frequently.

1. It is the responsibility of the Dean of LIU Global to inform higher administration at LIU of the situation.
2. If the situation is classified as severe, the Dean of LIU Global, with higher administration at LIU, should make the decision on how to best proceed, taking into consideration the reports from LIU Global staff on site and the recommendation of the U.S. State Department.
3. If the incident is severe, it is important that the Dean of LIU Global, or the designee chosen by the Dean, communicates with the designated emergency contact of the students and provides updates as needed.
4. If the decision is to evacuate, the emergency contact of all students should be contacted. It is important to maintain regular contact with students’ emergency contacts throughout the crisis, apprising them of developments as they occur and providing appropriate support.
5. It may also be advisable to send out a note to the LIU Global Community members who might be concerned to update them insofar as it is appropriate to the situation. If the well-being of the community members is unclear, a simple email stating that “we are monitoring the situation and as soon as we know more, we will keep you posted” is sufficient, as it is important to show that our institution is aware of and monitoring the situation. If not everyone is fine, the parents and families of the affected person/people should be notified before the LIU Global Community becomes aware of the situation.

**When The Emergency Has Passed**

**Criteria for returning to the site**

Once a crisis event (evacuation, program suspension, etc.) has passed, a management team – composed of the Dean of LIU Global, the Center/Program Director on site and any other appropriate administrative official at LIU – will make a decision regarding the continuation of the program. The decision to return or not to return, and the reasoning that supports that decision, should be communicated to students and staff with ample opportunity to discuss concerns and possible consequences. If the academic program is unable to continue at the original site, the management team will define a backup plan with the goal that students may finish the semester, if feasible.
Checklist of documents that should be updated and in place at emergency points, easy to access for staff, and include a printed hardcopy for Center/Program Directors and student support staff:

- Rosters of all students and their local addresses and phone numbers.
- Emergency contact numbers of parents/legal guardians/family members in the United States, as indicated on the Medical Clearance Sheet.
- List of passport numbers, expiration dates (and any possible local residency number).
- Names of students with special medical needs.
- Relevant information on assembly point/s.
- Local communication networks (telephone numbers, radio locations, frequencies, operators, hours of operation, etc.).
- Emergency telephone numbers for local police, fire, hospital, Embassy, etc.
- List of other agencies, missionaries, government offices, and private citizens etc. who could be a resource during an emergency (including names, addresses and telephone numbers).
- Contact information for all staff (addresses, telephone numbers), including their emergency contacts.

Appendix K: Procedures for Major Mental Health Issues

Introduction
The purpose of the following is to provide guidance to LIU Global Staff on how to look out for symptoms of major depression and/or suicidal thoughts in students, and suggestions about how to help at-risk students. The information and recommendations are based upon NAFSA’s “Best Practices in Addressing Mental Health Issues Affecting Education Abroad Participants.”

Some of the challenges and experiences that accompany study abroad often lead to symptoms that are typical of depression. These feelings are normal and occur for short periods of time as students adjust to the stresses of studying abroad. But when these symptoms continue for a prolonged period of time – several weeks, for example – and begin to seriously interfere with a student’s ability to study or interact with others, the student may be dealing with a mental illness called “Major Depression.”

While major depression is common among college-age students, it frequently goes unrecognized. It affects a student’s mood, thoughts, behavior, and health. At its worst, it can lead to suicidal and aggressive actions. Major depression does not go away just because a student wants the negative mood to disappear or believes the depression to be a sign of personal weakness. They may be hesitant to seek out help on their own or to admit to the feelings with which they are struggling. Fortunately, major depression is highly treatable through both psychotherapy and/or psychiatric medications, and most students begin to feel better in just a few weeks after seeking help.

Suicide is the second leading cause of death among college-age students (accidents are the first). While not all depressed people are suicidal, most suicidal people are depressed.

Signs of depression/suicidal thoughts
If a student shows any of the signs as described below, or if a peer (or someone from the outside) expresses concern about a student, or if the student verbally expresses feelings of depression and/or suicidal thoughts, staff must act immediately to make sure that the student gets help.
**Signs of major depression**

- Sadness; empty feelings
- Feelings of hopelessness (feeling they have no future or change is not possible)
- Worthlessness, negative self-esteem and guilt
- Fatigue; decreased energy
- Loss of interest in usual activities or interests that have brought pleasure in the past
- Change in appetite and weight (either loss or gain)
- Sleep pattern change (either oversleeping or insomnia)
- Thoughts of suicide and self-harm
- Difficulty concentrating
- Irritability, anxious feelings, tearful
- Restlessness or appearing to move slowly
- Excessive crying
- Thoughts of death and suicide
- Indecisiveness, poor concentration.
- Poor problem-solving and decision making
- Isolation; loses interest in family, friends, and/or activities
- Loses interest in his or her personal appearance

Suicidal risk should be assessed in any student who you believe may be suffering from a major depression. The following are additional warning signs besides the presence of depression that should be considered in students.

**Common indicators of suicidal feelings include when the student:**

- Talks, writes or jokes about committing suicide.
- Engages in risky, impulsive or self-harming behavior (e.g., cutting, poor intimate relationship choices, substance abuse).
- Gives away prized possessions.
- Is preoccupied with death and dying.
- Suddenly increases alcohol or other drug use.
- Makes a will or other final arrangements.
- Verbal communications such as “I am tired of life,” “I mean to end it all,” “My family would be better off without me.”
- Feelings of hopelessness, helplessness, exhaustion, and failure are associated with the most serious suicidal potential.
- Rigidity – difficulty with adapting to life changes.
- Lack of a reason for living and/or inability to list anything that would keep the student from suicide.
- Severe anxiety, agitation and/or anger.
- Sudden change in their mood, from sadness to happiness.
- Expresses suicidal plan, method and intent.
- Availability and opportunity of method of self-harm (e.g., gun, nearby bridge).
- Secrecy including precautions against discovery of a suicidal plan.
- Indifference or dissatisfaction with prior involvement in psychotherapy.
- Belief they could carry out the necessary steps to insure suicide.
Learning certain background information about the student you are concerned about can help in the determination of the degree of risk of self-harm.

**Demographic & Historical Risk Factors**
- **Gender**: Males are more likely to complete the suicidal act whereas females are more likely to make suicidal attempts; however, females are beginning to use more lethal means.
- **Recent loss and/or loss of a loved person**: Death, separation, a break up or any other serious loss such as prestige, position, and money (victimization, shameful event, threat of criminal prosecution, unwanted pregnancy, discovery of severe illness).
- **Resources**: Availability of relatives or friends (social isolation), as well as a secure financial status – when these are low, risk is higher.
- **Medical symptoms**: A history of recent hospitalization or medical consultation or the presence of a medical disorder characterized by chronicity, poor prognosis, poor physical functioning or persistent pain.
- **Current or past history of major mental illness.**
- **Current or past difficulties with impulse control or antisocial behavior.**
- **History of suicide attempt by the student, friend or family member.**
- **Medications taken which are associated with causing suicidal thoughts.**
- **Current or past chemical dependency.**

**STEPS TO FOLLOW FOR LIU GLOBAL STAFF**

**Initial actions**
When staff receives an initial report that a student is suffering from major depression and/or suicidal thoughts, (information of such could be expressed by the student feeling depressed and/or having suicidal thoughts; from other student/s concerned for their peer; or by staffs own observation according to the signs as described above) a LIU Global staff member (Center or Program Director, or designee) should check up on the student. If showing signs of suicidal thoughts or verbally expressing suicidal thoughts, the student should not be left alone!!

In less severe cases of depression, that do not involve signs of major depression and/or suicidal thoughts; staff can consult with a mental health professional and try to convince the student to seek professional help. However, in a situation of a major depression and/or suicidal thoughts, staff must get an appointment with a (bilingual) psychologist for an evaluation. As this is requirement by LIU Global for a situation like this, the local Center or Program will pay for such an evaluation.

**How to proceed**
The results of the evaluation by the local psychologist of the student’s mental status will inform how to best proceed. If the evaluation states that the student is in fact an acute danger to themselves then the student should be brought to a psychiatric hospital or local emergency room of a general hospital. The local police and/or emergency services system may be contacted to assist in the transportation of the student. If the psychologist or psychiatrist finds that the student is not in immediate danger and recommends that it is in the best interest for the student to go home, the student’s parents (or the person/s indicated as an emergency contact on the Medical Clearance Form) must immediately be contacted and informed. The student and the student’s parents (or the person/s indicated as an emergency contact on the Medical Clearance Form), with the consultation of the local Center or Program Director and the Dean of LIU Global, will discuss how to best proceed in getting the student home safely.
If the evaluation of the psychologist or psychiatrist maintains that it is best for the student to stay and continue the semester, the student should do so. If the psychologist or psychiatrist recommends that therapy is needed, the student must take this seriously and follow up on appointments with the psychologist. In this case, it would be best for the students’ parents, or person/s indicated in the Medical Clearance Form, to make sure that the student has an insurance that covers mental health.

Global College staff should follow up with the student following the crisis period and ask about progress in psychotherapy and if the student has any needs that the Global College community can provide. This may include assistance with homework, tutoring for classes missed, peer group meetings where the student can ask for more support or the arrangement of opportunities for the student to engage in pleasant and rewarding activities.

NAFSA’s Best Practices on Mental Health Checklists for Depression and Suicidal Thoughts Checklist for Education Abroad Professionals

DEPRESSION:
• **Connect students to a mental health professional**
  The best thing you can do for a depressed student, whatever the severity of depression, is help the student find treatment and encourage the student to stay in treatment.
• **Offer emotional support**
  You can play a vital role in helping the student by offering your understanding, patience, and encouragement. This shows the student that you care and helps reduce the student’s isolation. Do not take on the sole responsibility of helping. Gently insist that professional help is also needed.
• **Encourage activity**
  Engage the student in conversations and social activities; encourage exercise and physical activity based on their capacity at the time. If you push the student too much, feelings of guilt and beliefs of worthlessness may result.
• **Take suicidal ideation seriously**
  If a student discusses or alludes to thoughts of suicide, take it seriously. (See the detailed discussion on suicide below.) Ask the student directly, “Are you thinking about killing yourself?” This can be a hard question to ask because it may seem far too personal. However, the stakes are high enough to warrant this level of seeming intrusiveness. People who are coping with depression often have thoughts of suicide. Even if they have no intent of harming themselves, they can feel a great sense of relief when someone is willing to listen to them discuss these thoughts. Most importantly, if the student admits to considering suicide, keep the student safe by immediately reporting this to others so that arrangements can be made for a mental health provider or police to intervene.
• **Follow up**
  Check back with the student from time to time to see how things are progressing. Offer to be available to listen, and encourage the student to practice skills he or she is learning in treatment.
• **Care for yourself**
  Helping a person who is depressed can be emotionally difficult for anyone. Make sure you have someone to talk with about how you are feeling. Consult others for help with resources and any questions you might have. And remember your own limits—offer support, but suggest other options when support is not enough. Do not become more involved than your time and skills permit.

SUICIDE:
• **Take it seriously**
Voice your concern by asking what is troubling the person. Be willing to listen. This helps reduce the student’s isolation and provides some immediate relief. If you are uncomfortable with entering such a direct discussion, arrange for someone else to do this.

• Be direct about the issue – ask
  Question directly if the student has considered killing him or herself and if he or she has a specific plan. Try not to act surprised or shocked by what the student might say. If the student is considering suicide, help him or her find professional assistance immediately.

• Remove the means for committing suicide
  If it will not put you in any danger, remove the means available to the student (knives, guns, or pills). Students most likely will feel relieved that you are helping them stay safe.

• Do not leave the student alone
  If the student is in imminent danger, call the police and wait with the student until others arrive to help.

• Do not be sworn to secrecy
  Never keep a suicide plan secret. Seek support by consulting with others. Do not assume the situation will take care of itself.

• Never call the student’s bluff
  Do not challenge or dare the student to act; do not challenge or debate moral issues.

Appendix L: Steps to follow for LIU Global Staff in case of a Title IX incident

What is Title IX?
Title IX protects students against any form of harassment and/or discrimination based upon color, religion, sexual orientation, sex, gender and/or gender identity or expression, marital or parental status, national origin, ethnicity, citizenship status, veteran or military status, age, disability or any other legally protected basis that is prohibited by law and undermines the character and purpose of the University. This includes sexual harassment. If a student is exposed to any kind of discrimination, harassment or sexual violence by another member of the LIU Global community, we have the OBLIGATION to report according to U.S. Federal Law. (Please note that mandatory reporting is not the same as reporting the incident to local authorities; this is entirely up to the victim.)

When to report?
• In case a staff member receives direct information from the victim.
• In case a staff member overhears that a possible Title IX incident might have occurred.
• In case a staff member hears from a third party that a possible Title IX incident might have been committed.

Who to report to?
• If you are an LIU Global Center/Program Director and you receive a Title IX report, you report to Carlett Thomas and Maria Sandberg, who are the Title IX Coordinators for LIU Global.
• If you are a teacher, other staff member, service learning partner, or host family, you can report to the Center/Program Director who will then communicate with either Carlett or Maria, or you can communicate directly with Carlett or Maria.
• A student may report to whomever the student feels most comfortable with (e.g., any LIU Global staff member, the Center/Program Director, Carlett or Maria). Either way the procedure would be as stated above.
How to report?
How you initially report is not so important as long as you report in some way, such as verbally or in writing either by email or completing the LIU Global incident report. Once all the details of the incident are in place, a full incident report must be filled out and sent to Carlett and Maria.

What happens after the report?
Carlett and Maria will be in communication with the LIU Title IX Coordinator and the office of legal counsel, who will indicate how to proceed, the Center/Program Director of the location where the incident occurred, and the Dean of LIU Global. An investigation will be carried out. In the meantime, the most important thing is to make sure that the victim gets the help and accommodations that the victim feels is needed. Please note that Carlett and Maria will both be involved in the process of all possible Title IX case of LIU Global.

Remember:
1. It is not important for us to analyze if the incident goes under Title IX, The Cleary Act, or any other U.S. Federal law; that is the job of the Legal Department in coordination with the LIU Title IX Coordinator. The most important thing is to make sure our students are getting the best possible help.
2. Any other incidents regarding health and safety (hospitalizations, crimes, etc.) should continue to be reported to Carlett Thomas and Maria Sandberg.

IMPORTANT
1. Once a student reports a Title IX matter, we have a duty to report it.
2. If a student requests confidentiality and anonymity, we will do our best to honor it, but cannot guarantee it.
   a. Reporting will be handled in a professional manner.
   b. We will report only to those who have a need to know.
3. We are obligated to report Title IX incidents to LIU’s Title IX Coordinator:
   Ronald Edwards
   Email: Ronald.Edwards@liu.edu
   Phone: (516) 299-4236 or (718) 780-4565