



***Long Island
Business Institute***

INSTITUTIONAL CATALOG

2018-2019

**Fall
2018**

LONG ISLAND BUSINESS INSTITUTE

– THE COLLEGE FOR CAREER EDUCATION –

Established 1968

FLUSHING MAIN CAMPUS

136-18 39th Avenue, 5th Floor
Flushing, NY 11354
718.939.5100

COMMACK CAMPUS

6500 Jericho Turnpike, Suite 202
Commack, NY 11725
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232 West 40th Street, 9th Floor
New York, NY 10018
212.226.7300

www.libi.edu

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LIBI is authorized by the

New York State Board of Regents to award the Associate in Occupational Studies (A.O.S.) Degree in Accounting; Business Management; Court Reporting; Homeland Security and Security Management; Hospitality Management; and Office Technology;
and the Associate in Science (A.S.) Degree in Business Administration;
and Homeland Security and Security Management

**Long Island Business Institute is a
proprietary college accredited by the
New York State Board of Regents &
Commissioner of Education**

to award Certificates and Associate Degrees
89 Washington Avenue
Albany, NY 12234

<http://www.regents.nysed.gov/>

All programs are registered by the New York State Education Department
Office of College and University Evaluation Education Building Annex
5 EB, North Mezzanine Albany, New York 12234
518.474.2593, Fax 518.486.2779

www.nysed.gov

LIBI's Court Reporting Programs are approved by the National Court Reporters Association

12030 Sunrise Valley Drive, Suite 400
Reston, Virginia 20191
800.272.6272, Fax 703.391.0629

www.ncraonline.org

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PRESIDENT'S MESSAGE

Welcome to LIBI! I applaud your choice. You have a world of first-rate opportunities here, and I encourage you to make every minute count.

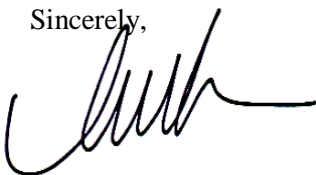
College life is exciting, but it also sometimes can be very challenging. This catalog is designed to provide you with direction, guidance, and practical information through your time at LIBI. Please consider this catalog part of your “tool kit for success” and take time to become familiar with the policies contained herein.

Whether your goals include earning your associate degree, and then transferring to a four-year college; obtaining a certificate in one of our career-oriented programs; improving your English; or completing your New York State High School Equivalency, you will be taught by excellent, qualified faculty dedicated to your academic success. LIBI’s staff is ready to assist you in finding solutions and helping you remove any roadblocks that may prevent you from completing your academic goals. Everyone here works toward the goal of making your educational experience relevant and life-changing! We take this responsibility very seriously, and I believe you quickly will discover how committed each and every LIBI employee is to your success.

LIBI’s programs are designed to provide you with both professional skills and a strong educational foundation. The academic work will be challenging. You will be stretched, and even stressed in ways that are perhaps new to you. Please remember that our purpose is to give you the best education possible—so that you, in turn, can achieve your highest potential. Your success is our mission -- but we cannot achieve it without your full commitment. Make a pact to dedicate yourself to attending class, participating in class discussions, asking questions, turning in your assignments on time, and getting help when you feel yourself beginning to struggle with any course you may be taking. Be sure to get- and stay- connected to the LIBI community by joining clubs, participating in on-campus events, signing up for school-sponsored trips, volunteering or doing service-learning. See your Academic Success Advisor and get ready to make these connections!

Take charge of your education and get as much as you can out of each day while you are at LIBI. I wish you a very successful year and best wishes for your continued success.

Sincerely,

A handwritten signature in black ink, appearing to read 'Monica W. Foote', with a stylized, flowing script.

Monica W. Foote
President

DISCLAIMER

The catalog is the official reference document containing approved curricula, programs, and courses which may be offered. All information is current as of the date of publication. It supersedes any other document with regard to rules and regulations. The College reserves the right to limit registration for courses, to discontinue courses for which there is insufficient enrollment, and to change times and/or instructor assignments. The College also reserves the right at any time to make appropriate changes in the policies and procedures contained in this publication including admission requirements, tuition, fees, academic standards, and certificate or degree conferral requirements, and to add, change, or cancel courses or programs, revise subject matter content, change requirements, modify, amend or revoke any rules or regulations, or make any changes it deems necessary. All students will be informed of changes by available catalog addendum. If a student chooses to discontinue enrollment by withdrawing or requesting a leave of absence, all required forms must be completed and signed with the Registrar.

CATALOG POLICY ON YEAR ASSIGNMENT

All students are assigned to a specific academic-year catalog at matriculation. The catalog provides students with a complete set of requirements for graduation. In the event that curriculum is updated while the students are in school, these students will be given the opportunity to change to the more recent catalog year assignment if they prefer to graduate under a newer set of curriculum requirements. Students may not change their catalog year assignment to an earlier catalog. Students are highly encouraged to meet with the Provost (Flushing campus and Manhattan center) or Assistant Campus Director (Commack campus) to discuss the applicability of their original catalog year assignment to the new curriculum before making the switch. Students who fail a course under the old curriculum will be assigned an appropriate equivalent in the new curriculum if the failed course is no longer offered. The grade of the new course will not replace the failed grade on the student's transcript. However, for the purposes of Satisfactory Academic Progress and cumulative GPA requirement for graduation, the grade of the substitute course will be utilized.

GENERAL NON-DISCRIMINATION POLICY

The Long Island Business Institute is committed to the goal of achieving equal opportunity for all and, accordingly, does not discriminate on the basis of race, color, sex, gender (including gender identity and expression), pregnancy, religion, creed, national origin, age, alienage and citizenship, status as a perceived or actual victim of domestic violence, disability, marital status, sexual orientation, military status, partnership status, genetic predisposition or carrier status, arrest record, or any other legally protected status.

NONDISCRIMINATION IN EDUCATION PROGRAMS AND ACTIVITIES

Educational institutions receiving federal financial assistance are required to comply with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title VI of the Civil Rights Act of 1964. These federal laws prohibit discrimination on the basis of gender, including sexual harassment and sexual violence; sexual orientation; genetic information; race; color; religion; national origin; age; veteran status; and disability in the educational programs and activities that they operate. The Long Island Business Institute is subject to these laws and complies fully with them in the enrollment of students, the hiring of faculty and staff, and in all other activities of the college. The President, the Provost, Assistant Campus Director-Commack, and the Director of Operations may all be contacted to report any incidents of discrimination or harassment. Contact information for these individuals can be found throughout this catalog or on the college website. Questions regarding Title IX may be

referred to the Title IX coordinators, see **TITLE IX COORDINATORS** or to the U. S. Department of Education Office for Civil Rights. All members of the LIBI community (students, faculty, and staff) are encouraged to bring any complaints or reports of discrimination to the attention of the coordinators. The matter will be investigated promptly, and each party involved will be notified in writing about the outcome of the complaint. Appropriate follow-up will be implemented to assure that no person associated with LIBI is subjected to unlawful discrimination. Individuals who report any incidents of discrimination will not be subjected to any retaliation for doing so.

TRANSGENDER STUDENTS

Under the New York Human Rights Law, discrimination on the basis of sexual orientation is also prohibited. In New York City, the New York City Human Rights Law prohibits discrimination on the basis of gender identity.

“Gender” is defined in the City’s Human Rights Law to include:

- actual or perceived sex;
- gender identity;
- self-image;
- appearance; and,
- behavior or expression, whether or not that gender identity, self-image, appearance, behavior or expression is different from that traditionally associated with the legal sex assigned to an individual at birth.

LIBI’S DRESS CODE AND GENDER IDENTITY

It is LIBI’s policy to permit transgender individuals to comply with the gender-specific provisions in the published dress code in an appropriate manner that is consistent with their gender identity and gender expression.

ANTI-HARASSMENT POLICY TRANSGENDER INDIVIDUALS

LIBI has an explicit expectation that all members of the LIBI community will treat transgender individuals with respect and professionalism. Transgender individuals should be addressed with names, titles, pronouns, and other terms appropriate to their gender identity. The refusal to address individuals in a manner appropriate to their gender identity is a factor that the College will consider when determining if any transgression of this policy took place.

In general, individuals in New York may change their names without having to go through a formal legal process, as long as the new name is used consistently and without intent to defraud others. Prefixes such as “Ms.” and “Mr.” and suffixes such as “Jr.” and “Sr.” do not have legal significance.

The College complies with federal and state legislation and regulations regarding non-discrimination. This policy applies to Faculty and staff, applicants for Faculty and staff positions, students, and applicants for educational programs and activities. Inquiries concerning this policy should be addressed to the Office of the President, 136-18 39th Avenue, Flushing, NY 11354.

The following persons have been designated to handle inquiries regarding the non-discrimination policies and grievance procedures:

Monica Foote
President
136-18 39th Ave., 5th floor
Flushing, NY 11354
mfoote@libi.edu

Stacey Johnson
Provost
136-17 39th Ave., 4th floor
Flushing, NY 11354
sjohnson@libi.edu

Michelle Houston
Programs Director/Assistant Campus
6500 Jericho Turnpike
Suite 202
Commack, NY 11725
631.499.7100 ext. 15
mhouston@libi.edu

TITLE IX COORDINATORS

Adriana Arguelles
Flushing Campus
Main Building
136-18 39th Avenue, 4th Floor
Flushing, NY 11354
718.939.5100 ext. 114
aarguelles@libi.edu

Audrey Sumner
Commack Campus
6500 Jericho Turnpike
Suite 202, OFC 4
Commack, NY 11725
631.499.7100 ext. 13
asumner@libi.edu

Ronald Murray
Manhattan Center
232 West 40th Street
9th Floor
New York, NY 10018
212.226.7300 ext. 347
ronaldmurray@libi.edu

1. “Ability-to-Benefit” student refers to a student who has sufficient competency to benefit from post-secondary education but does not have a high school diploma or the Certificate of High School Equivalency. Students may become eligible for Title IV aid through the ATB alternatives in one of two ways. If a student first enrolled in an eligible postsecondary program prior to July 1, 2012, the student may enroll in any eligible program and can become eligible through one of the ATB alternatives. However, if a student first enrolled in an eligible postsecondary program on or after July 1, 2012, the student may only become eligible through one of the ATB alternatives if the student is enrolled in an “eligible career pathway program.”

The ATB alternatives include:

- ✚ Passing an independently administered Department of Education approved ATB test.
- ✚ Completing at least 6 credit hours or 225 clock hours that are applicable toward a Title IV-eligible degree or certificate offered by the postsecondary institution (neither remedial nor developmental coursework count toward this requirement. The coursework must demonstrate that the student has the ability to benefit from the postsecondary program in which the student is enrolled or intends to enroll but need not be applicable to the specific degree or program in which the student is enrolled).

2. “Academically related activity” refers to the eligibility requirements for purposes of federal, Title IV, student financial assistance as prescribed by the U.S. Department of Education (US DOE). US DOE requires institutions to be able to demonstrate that federal aid recipients established eligibility for federal aid by participating in “academic related activities” for all enrolled course work.

Academically related activities include, but are not limited to:

Physically attending a class where there is an opportunity for direct interaction between the instructor and students; submitting an academic assignment; taking an exam, an interactive tutorial, or computer-assisted instruction; attending a study group that is assigned by the school; participating in an online discussion about academic matters, and initiating contact with a Faculty member to ask a question about the academic subject studied in the course.

3. “Accredited” refers to the status of public recognition that a nationally or regionally recognized accrediting agency grants to an institution or educational program that meets the agency’s established requirements.

4. “Accreditation” refers to a process of peer review that the educational community has adopted for self-regulation since early in the 20th century. It is a voluntary process intended to strengthen and sustain the quality and integrity of higher education, making it worthy of public confidence. Institutions choose to apply for accredited status; and once accredited, they agree to abide by the standards of their accrediting organization and to regulate themselves by taking responsibility for their own improvement. LIBI is accredited by the New York State Board of Regents and Commissioner of Education.

5. “Articulation agreement” is an official agreement in which one collegiate institution agrees to accept specific courses or groups of courses from another collegiate institution in place of its own courses.

6. “AOS” (Associate of Occupational Studies) refers to the credential granted upon successful completion of an educational program of at least two academic years or equivalent of college-level

work which includes an emphasis on occupational and technical course work. It is a concise, comprehensive, and intensive 16 to 24-month degree program that typically leads to a career track in the area of focus. Faculty teaching in these programs bring practical professional experience and expertise reflecting the highest standards in their fields.

7. “AS” (Associate in Science) degree refers to the credential granted upon successful completion of at least 60 college credits with the minimum of 30 liberal arts credits required. The required liberal arts core in this credential is not directed toward specific occupational or professional objectives. This degree is a good option for students who want to go on to obtain a Bachelor's degree. Most students in the AS programs select a major, and then later can transfer that major to a four-year college in the same field.

8. “College” refers to the Long Island Business Institute, or LIBI, and includes the main campus and all other LIBI locations, academic and non-academic departments, and academic programs.

9. “Eligible student” means a student who has reached 18 years of age or is attending an institution of postsecondary education.

10. “Extended enrollment” refers to a status assigned to a student after loss of matriculation status due to a failure to meet Satisfactory Academic Progress (SAP) after the academic Probation period. Students in extended enrollment status will not be eligible for Financial Aid. Students can be re-matriculated only upon successfully meeting SAP standards. All credits attempted, and GPA earned during the extended enrollment period count toward the maximum time frame for graduation and pursuit of program.

11. “Faculty member” is used throughout this catalog to describe any person hired by LIBI to conduct classroom activities. This term does not differentiate between full-time and adjunct status.

12. “Financial aid” may take the form of grants, scholarships, or loans from federal, state, local, college, and private sources.

13. “Financial aid probation” is a status the college assigns to a student who is failing to make satisfactory academic progress and who successfully appeals. Eligibility for aid may be reinstated for one payment period.

14. “Financial aid warning” is a status the college assigns to a student who is failing to make satisfactory academic progress. The college reinstates eligibility for aid for one payment period and may do so without a student appeal.

15. “Matriculated” refers to a student officially enrolled in a specific program of study working toward a degree or certificate. To become matriculated, students must select a program and agree to take all courses required for the Associate Degree.

16. “Member of the LIBI community” includes all students, faculty members, LIBI administrators, staff, or any other person employed by the college or affiliated with it, such as vendors and contractors.

17. “Nationally recognized accrediting agency” refers to an agency or association that the Secretary of the Department of Education recognizes as a reliable authority to determine the quality of education or training offered by an institution or a program offered by an institution. The Secretary recognizes these agencies and associations under the provisions of 34 CFR Part 602 and publishes a list of the recognized agencies in the Federal Register.

18. “Non-matriculated student” refers to a student who does not intend to pursue a program of study at the time of registration, or a student that fails to meet Satisfactory Academic Progress (SAP) after being placed on Academic Probation and chooses to continue his/her studies without eligibility for Financial Aid (also see Extended Enrollment). All credits earned by a non-matriculated student can be considered for transfer into a program of study at a later date, if these credits are deemed applicable.

19. “On campus” refers to any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution’s educational purposes, including any building or property that is within or reasonably contiguous to the area identified in paragraph (1) of this definition, that is owned by the institution, but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or other retail vendor).

20. “Policy” means the written regulations of the College as found in, but not limited to, the Student Code of Conduct, Student Handbook, the College catalog, and the College website.

21. “Recognized equivalents of a high school diploma” refers to the several equivalents to a high school diploma recognized by the US Department of Education:

- ✚ a GED certificate;
- ✚ a certificate or other official completion documentation demonstrating that the student has passed a state-authorized examination (such as the Test Assessing Secondary Completion (TASC);
- ✚ an associate’s degree.
- ✚ successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate’s degree, but that is acceptable for full credit toward a bachelor’s degree at any institution.

22. “Senior college administrator” refers to employees who hold senior managerial titles performing assigned professional responsibilities in the student services area.

23. “Student” refers to an individual enrolled in a credit-bearing course, auditing a credit-bearing course, or taking a non-credit course at LIBI, on either a full-time or part-time basis, and those who have been notified of their acceptance for admission and have confirmed their future attendance at the college.

STUDENT CONSUMER INFORMATION

SECTION II

The Higher Education Act of 1965, as amended, requires colleges to give all students and prospective students information about the academic programs and standards that must be met, as well as accreditation information. Costs and refund policies must be listed. Detailed information about financial aid must be provided, including information on how to contact the college's financial aid specialists. To comply with these and other consumer information requirements, please refer to LIBI's website* or to the corresponding sections in this catalog. Paper copies of all the information listed on LIBI's Consumer Information link can be obtained from the Director of Operations.

*LIBI centralizes this information on the college website under "Everything Students Should Know" <https://libi.edu/students-should-know/>. This page acts as a central resource for information that can be found in other LIBI publications, brochures, and handbooks.

	Academic Year	2014-2015			2013 - 2014			2012 - 2013			*Current Cost of Program Completion	
Additional information regarding the Standard Occupational Classification code may be found at http://www.onetonline.org/help/online/search#code		Job Placement Rate **	On-time Graduation Rate ***	Median Loan Debt	Job Placement Rate **	On-time Graduation Rate ***	Median Loan Debt	Job Placement Rate **	On-time Graduation Rate ***	Median Loan Debt	Tuition and Fees	Costs of Books & Supplies
Academic Program	Credential											
A.O.S. Degree Program in Accounting	Associate Degree	68%	82%	\$0	80%	66%	\$0	77%	69%	\$0	\$ 19,767	\$ 2,400
A.O.S. Degree Program in Business Management	Associate Degree	69%	85%	\$0	73%	70%	\$0	72%	78%	\$0	\$ 19,767	\$ 2,400
A.O.S. Degree Program in Court Reporting	Associate Degree	n.r.	n.r.	n.r.	62%	23%	\$25,250	100%	72%	\$22,485	\$ 26,482	\$ 1,200
A.O.S. Degree Program in Homeland Security and Security Management	Associate Degree	62%	81%	\$0	61%	86%	\$0	46%	77%	\$0	\$ 19,767	\$ 2,400
A.O.S. Degree Program in Hospitality Management	Associate Degree	50%	65%	\$0	83%	83%	\$0	New Program introduced in 2012.			\$ 19,767	\$ 2,400
A.O.S. Degree Program in Office Technology with Medical Office Option	Associate Degree	83%	66%	\$0	72%	72%	\$0	65%	71%	\$0	\$ 19,767	\$ 2,400
Certificate Program in Court Reporting	Certificate	n.r.	n.r.	n.r.	100%	55%	\$23,000	75%	63%	\$23,746	\$ 21,598	\$ 1,400
Certificate Program in Elder Care Administration	Certificate	n.r.	n.r.	n.r.	33%	86%	\$0	New Program introduced in 2012.			\$ 9,921	\$ 1,200
Certificate Program in Hospitality Management	Certificate	n.r.	n.r.	n.r.	100%	100%	\$0				\$ 9,921	\$ 1,200
Certificate Program in English as a Second Language	Certificate	n/a	96%	\$0	n/a	97%	\$0	n/a	99%	\$0	\$ 3,836	\$ 627
A.O.S. Degree Program in Emergency Care Management	Associate Degree	n.r.	n.r.	n.r.	n.g.	n.g.	n.g.	New Program introduced in 2013. No graduate as of October 1, 2014.			\$ 19,767	\$ 2,400

* Based on the cost of full-time enrollment for a dependent student with no remedial courses required.

Long Island Business Institute
Associate in Occupational Studies degree in Accounting
Program Length: 2 years

Students graduating on time

27% of Title IV students complete the program within 2 years

Program Costs*

\$20,007 for tuition and fees

\$2,400 for books and supplies

Other Costs

Visit website for more program cost information

*The amounts shown above include costs for the entire program, assuming normal time to completion.

Note that this information is subject to change.

Students Borrowing Money

The typical graduate leaves with

\$0 in debt

The typical monthly loan payment

\$0 per month in student loans with an interest rate of **4.45%**.

Graduates who got jobs

58% of program graduates got jobs according to the ACICS job placement rate

Program graduates are employed in the following fields:

Accountants

Auditors

Budget Analysts

Credit Analysts

Financial Examiners

Licensure Requirements

The following do not have licensure requirements for this profession:

Alabama, Alaska, American Samoa, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Federated States of Micronesia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Marshall Islands, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Northern Marianas, Ohio, Oklahoma, Oregon, Palau, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virgin Islands, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Additional Information

Date Created 4/6/2018

These disclosures are required by the U.S. Department of Education

Long Island Business Institute
Associate in Occupational Studies degree in Business Management
Program Length: 2 years

Students graduating on time

21% of Title IV students complete the program within 2 years

Program Costs*

\$20,007 for tuition and fees

\$2,400 for books and supplies

Other Costs

Visit website for more program cost information

*The amounts shown above include costs for the entire program, assuming normal time to completion.

Note that this information is subject to change.

Students Borrowing Money

The typical graduate leaves with

\$0 in debt

The typical monthly loan payment

\$0 per month in student loans with an interest rate of **4.45%**.

Graduates who got jobs

50% of program graduates got jobs according to the ACICS job placement rate

Program graduates are employed in the following fields:

General and Operations Managers

Sales Managers

Administrative Services Managers

Supply Chain Managers

Management Analysts

Licensure Requirements

The following do not have licensure requirements for this profession:

Alabama, Alaska, American Samoa, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Federated States of Micronesia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Marshall Islands, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Northern Marianas, Ohio, Oklahoma, Oregon, Palau, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virgin Islands, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Additional Information

Date Created 4/6/2018

These disclosures are required by the U.S. Department of Education

Long Island Business Institute
Associate in Occupational Studies degree in
Court Reporting
Program Length: 2 years

Students graduating on time

6% of Title IV students complete the program within 2 years

Program Costs*

\$26,722 for tuition and fees

\$2,400 for books and supplies

Other Costs

Visit website for more program cost information

*The amounts shown above include costs for the entire program, assuming normal time to completion.
Note that this information is subject to change.

Students Borrowing Money

The typical graduate leaves with

N/A* in debt

*Fewer than 10 students completed this program within normal time. This number has been withheld to preserve the confidentiality of the students.

The typical monthly loan payment

N/A* per month in student loans with an interest rate of **N/A***.

*Fewer than 10 students completed this program within normal time. This number has been withheld to preserve the confidentiality of the students.

Graduates who got jobs

100% of program graduates got jobs according to the ACICS job placement rate

Program graduates are employed in the following fields:

Court Reporters

Licensure Requirements

The following do not have licensure requirements for this profession:

Alabama, Alaska, American Samoa, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Federated States of Micronesia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Marshall Islands, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Northern Marianas, Ohio, Oklahoma, Oregon, Palau, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virgin Islands, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Long Island Business Institute
Associate in Occupational Studies degree in
Homeland Security and Security Management
Program Length: 2 years

Students graduating on time

67% of Title IV students complete the program within 2 years

Program Costs*

\$20,007 for tuition and fees

\$2,400 for books and supplies

Other Costs

Visit website for more program cost information

*The amounts shown above include costs for the entire program, assuming normal time to completion.
Note that this information is subject to change.

Students Borrowing Money

The typical graduate leaves with

\$0 in debt

The typical monthly loan payment

\$0 per month in student loans with an interest rate of **4.45%**.

Graduates who got jobs

80% of program graduates got jobs according to the ACICS job placement rate

Program graduates are employed in the following fields:

Regulatory Affairs Managers

Compliance Managers

Investment Fund Managers

Security Managers

Loss Prevention Managers

First-Line Supervisors of Police and Detectives

Licensure Requirements

The following do not have licensure requirements for this profession:

Alabama, Alaska, American Samoa, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Federated States of Micronesia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Marshall Islands, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Northern Marianas, Ohio, Oklahoma, Oregon, Palau, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virgin Islands, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Additional Information

Date Created 4/6/2018

These disclosures are required by the U.S. Department of Education

Additional Information

Date Created 4/6/2018

These disclosures are required by the U.S. Department of Education

Long Island Business Institute Associate in Occupational Studies degree in Hospitality Management Program Length: 2 years

Students graduating on time

27% of Title IV students complete the program within 2 years

Program Costs*

\$20,007 for tuition and fees

\$2,400 for books and supplies

Other Costs

Visit website for more program cost information

*The amounts shown above include costs for the entire program, assuming normal time to completion.

Note that this information is subject to change.

Students Borrowing Money

The typical graduate leaves with

\$0 in debt

The typical monthly loan payment

\$0 per month in student loans with an interest rate of **4.45%**.

Graduates who got jobs

67% of program graduates got jobs according to the ACICS job placement rate

Program graduates are employed in the following fields:

Regulatory Affairs Managers

Compliance Managers

Supply Chain Managers

Security Managers

Licensure Requirements

The following do not have licensure requirements for this profession:

Alabama, Alaska, American Samoa, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Federated States of Micronesia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Marshall Islands, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Northern Marianas, Ohio, Oklahoma, Oregon, Palau, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virgin Islands, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Additional Information

Date Created 4/6/2018

These disclosures are required by the U.S. Department of Education

Long Island Business Institute Associate of Occupational Studies in Office Technology with Medical Office Option Program Length: 2 years

Students graduating on time

27% of Title IV students complete the program within 2 years

Program Costs*

\$20,007 for tuition and fees

\$2,400 for books and supplies

Other Costs

Visit website for more program cost information

*The amounts shown above include costs for the entire program, assuming normal time to completion.

Note that this information is subject to change.

Students Borrowing Money

The typical graduate leaves with

\$0 in debt

The typical monthly loan payment

\$0 per month in student loans with an interest rate of **4.45%**.

Graduates who got jobs

58% of program graduates got jobs according to the ACICS job placement rate

Program graduates are employed in the following fields:

Secretaries and Administrative Assistants, Except Legal,

Medical, and Executive

Licensure Requirements

The following do not have licensure requirements for this profession:

Alabama, Alaska, American Samoa, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Federated States of Micronesia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Marshall Islands, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Northern Marianas, Ohio, Oklahoma, Oregon, Palau, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virgin Islands, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Additional Information

RIGHTS OF LIBI STUDENTS

All students, as members of the LIBI community, are entitled to certain rights, some of the most basic include, but are not limited to:

1. Freedom of expression and assembly subject to the limitations of the Student Code of Conduct and other College regulations and policies as outlined in this catalog, the Student Handbook, and LIBI's website.
2. Academic freedom in the classroom. Academic freedom belongs to the Faculty and the students so long as the discussions are applicable to the subject matter studied in the course. Academic freedom gives both students and Faculty the right to express their views — in speech, writing, and through electronic communication, without fear of sanction, unless the manner of expression substantially impairs the rights of others or does not belong to the content of the course.
3. Freedom to pursue educational goals in an inclusive environment free of any form of harassment and discrimination.
4. The right to notification by the instructor during the first week of class and in the form of a written syllabus, of all course requirements. Such notification should include, but not be limited to, course subject matter for each class meeting, all assignments and due dates, types of examinations and examination dates, instructor's office hours, required textbooks and procedures for determination of final grades (including the use of plus/minus grades). Additionally, all students have the right to adequate notice of substantive changes in course content.
5. The right to receive timely feedback from the instructor.
6. The right to have access to instructors outside of class, through office hours, appointment, and electronic communication, for extra assistance.
7. The right to be evaluated fairly in all academic endeavors and to challenge an academic evaluation in accordance with the Grade Grievance Policy.
8. The right to appeal academic evaluation and discipline.
9. The right to Student Conduct Hearing procedures as defined in the Student Code of Conduct.
10. The right to privacy and confidentiality of student records according to the Family Educational Rights and Privacy Act (FERPA).
11. The right to receive current information about employment in the field of study and placement assistance.
12. The right to have access to information about available government funded student financial assistance.

RESPONSIBILITIES OF LIBI STUDENTS

Students, as members of the LIBI community, have certain non-transferable responsibilities. This list should not be construed to exclude other responsibilities which students are bound by as members of the student body or as members of the community at large.

1. Students are responsible for reading, understanding, and following the syllabi and course outlines in each course they are registered for.
2. Students are expected to attend all class sessions, to be in class at the published start time, and remain for the entire class.
3. Students upon returning to class, after an unplanned absence, are expected to meet with their Faculty member to discuss any missed work or assignments.
4. Students are expected to complete all assigned readings, projects and papers in accordance with the due dates published in the syllabi or as announced by the instructor.

LIBI students are responsible for reading and understanding the Student Code of Conduct. Students seeking clarification of the code, must contact their academic advisors, or the Conduct Officer.

5. Students are expected to take notes during class and to ask questions for clarification.
6. **Students are expected to follow the Student Code of Conduct and to avoid collaborations with other students. Plagiarism and cheating are strictly prohibited. Cheating - as generally defined, "is the use of fraud or deception to enhance one's academic performance stands at the boundary of academic and disciplinary realms."**
7. Students must complete and annotate their work properly to avoid any possibility of plagiarism.
8. Students are expected to purport themselves professionally at all times, showing due respect to all Faculty, staff, and each other.
9. Students are expected to actively participate in each class while exhibiting proper respect for differing opinions.
10. Students are expected to seek extra help from their instructors or other available school-sponsored tutoring assistance.
11. Students are highly encouraged to support various activities both in and outside of the college community by participating and volunteering to help organize such activities.
12. Students are expected to balance their work and academic responsibilities. All courses require that two hours of homework/study time/practice time be devoted outside of the classroom for each hour spent in the classroom.
13. Students are expected to maintain academic integrity and abide by other standards of academic performance as established by LIBI's policies and regulations.
14. Students are expected to respect and comply with LIBI's Mission Statement, as well as the rules, regulations, and procedures set up by the College.
15. Students are expected to not allow their beliefs, behaviors, or actions to limit the ability of others to enjoy the rights affirmed to them under the Student Code of Conduct and this catalog.
16. Students are expected to behave and act in a manner which furthers an inclusive atmosphere of learning, free expression, and respect for the rights, dignity and worth of every individual in the LIBI community.
17. Students are expected to promptly report any instances of discrimination, harassment, violence, or sexual assault to the Title IX Coordinator.

LIBI students that commit violations to the Code of Conduct may be suspended or dismissed from the college, depending the severity of the violation.

CLASSROOM PROTOCOLS

1. Faculty are responsible for maintaining orderly discussions in their classrooms. Students are free to express their views relevant to the subject matter but must heed to the Faculty member's requests to allow other students time to speak or to move on to other topics in the interest of time.
2. Students are expected to come to class prepared to learn.
3. Students are responsible for completing all stated course requirements as outlined in the syllabus of that course.
4. Each Faculty member determines their students' mastery of the subject matter; however, academic evaluation of student performance should be fair and unbiased. In the event that a student feels that their work was evaluated in a prejudicial or capricious manner, the student must first address their concerns with the Faculty member. Should the Faculty member be unwilling to consider the student's request for re-evaluation or does not grant the student time to go over the work in question, the student should discuss the matter with the Provost (Flushing campus and Manhattan center) or Assistant Campus Director (Commack campus).
5. Students have a reasonable basis to believe that any information about the student's views, beliefs, or associations they share with their Faculty member will not influence the grade the student receives in the course. Should the student feel that their grade was lowered because of any information the student may have shared with the Faculty member, the student is encouraged to discuss their concern with the Dean of Faculty or the Provost (Flushing campus and Manhattan center) or Assistant Campus Director (Commack campus).
6. Students are not permitted to access any electronic devices including, cell phones, tablets, notebooks, smart watches, etc. during any graded testing activity. Any student using an electronic device without

permission of the instructor will be in violation of LIBI's Academic Integrity policy and subject to disciplinary sanctions.

STUDENTS AFFILIATIONS

Students are free to discuss and express their views and beliefs as long as those views do not incite disorderly conduct or lead to emotional or physical harm of others. Students are expected to comply with all cease and desist requests from Faculty and staff.

Support of any cause by orderly means that does not disrupt the operation of the College is permitted as long as the activities are approved by the Provost or by the Director of Operations in advance.

Student groups, clubs, and organizations may invite persons to speak on campus only if permission from the Provost or Director of Operations is obtained at least two weeks prior.

Sponsorship of guest speakers and/or programs does not imply approval or endorsement of the views expressed by LIBI or its employees.

DISABILITY SUPPORT SERVICES

LIBI is committed to providing equal access to the college's programs and services to qualified individuals with disabilities through reasonable accommodations. Applicants and students who require an accommodation should contact LIBI's designated **Section 504 Accessibility Coordinator, Karin Chang, by calling 718.939.5100 ext. 140 or by e-mailing kchang@libi.edu**. When contacting the coordinator, students should be prepared to provide a current comprehensive evaluation of the specific disability from an appropriately credentialed evaluator that identifies the type of disability and lists recommended accommodations. The coordinator will review the documentation as soon as feasible and the student will be scheduled for a conference to discuss the accommodation. See the ADA section for more information.

POLICY FOR ALCOHOL AND/OR DRUG USE AMNESTY (SECTION 6442)

The health and safety of every student at LIBI is of utmost importance. LIBI 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. LIBI strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to institution officials. A bystander acting in good faith or a reporting individual acting in good faith who discloses any incident of domestic violence, dating violence, stalking, or sexual assault to LIBI's officials or law enforcement will not be subject to LIBI'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. Nothing in this section shall be construed to limit LIBI's ability to provide amnesty in additional circumstances.

Amnesty from internal institutional violations for drug or alcohol use is provided to students reporting incidents under this provision. Drug dealers or those who use drugs or alcohol as a weapon or to facilitate assault will not receive amnesty under this provision. This policy covers only personal drug use and possession whether intentional or accidental. The point of this policy is to remove the fear of those who have, legally or illegally, been using or in the presence of drugs or alcohol at or near the time of the commission of the domestic violence, dating violence, stalking,

or sexual assault, that the college would take conduct action related to the use of drugs or alcohol rather than action on the sexual or interpersonal violence.

*Note that this provision only covers the student disciplinary process. The legislation does not cover the criminal justice process (but see New York State Good Samaritan Law, Penal Law §220.78), does not cover areas outside of conduct, and does not apply to employees of the institution. This policy does not limit the college from seeking assistance for a student who is struggling with drug or alcohol.

E-MAIL POLICY

LIBI has established email as an official means of communication with students.

An official LIBI email address is required for all students. The college sends important official communications to the LIBI email account assigned to each student and the college explicitly expects that students will read their emails on a frequent and consistent basis. A student's failure to receive and read college communications in a timely manner does not absolve that student from knowing and complying with the content of such communications.

Students are permitted to auto-forward (redirect) email sent to their college email address; however, students who redirect email from their official LIBI email address to another address do so at their own risk. If email is lost as a result of forwarding, it does not absolve the student from the responsibilities associated with communications sent to their official college email address.

COPYRIGHT LAW

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be “used for any purpose other than private study, scholarship, or research.” If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of “fair use,” that user may be liable for copyright infringement. LIBI urges Faculty and students to familiarize themselves with “fair use” guidelines and reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law. For further information, please refer to the US Copyright Office website at <http://copyright.gov/fairuse/more-info.html>

SUMMARY OF CIVIL AND CRIMINAL PENALTIES FOR VIOLATION OF FEDERAL COPYRIGHT LAWS

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at (www.copyright.gov).

All students, faculty, and staff are expected to read, understand, and abide by all applicable copyright laws and to sign an acknowledgment that indicates the understanding of the legal ramifications of violating copyright law, the penalties associated with it, and LIBI’s specific policies with regard to copyrights.

COPYRIGHT INFORMATION

Intellectual honesty is the foundation of our society. Original thought and proper credit for others' work is central to learning and teaching. Like plagiarism, violation of copyright is a serious breach of the commitment to intellectual integrity expected of all members of the college community.

LIBI students have access to the Internet and computer labs which the college hopes will be properly utilized to complete classwork, homework, and to help with securing employment. Students who use LIBI's IT resources are responsible for what they do on the school's computers, including complying with copyright law. Students using the Web to read, share files, or publish pages must ensure that they take appropriate steps to prevent any copyright violations. File-sharing programs automatically distribute files. Please be aware that certain programs automatically turn on sharing when installed. If you use such programs, please ensure that you are not violating copyright by default (by sharing music or other media files or software you have loaded on your computer). Even unintentional infringement violates the law.

All LIBI network users must comply with federal copyright law. Violations of copyright law are also violations of college policy.

For more information on copyright law see the sites listed below:

- ✚ [U S Copyright Office](#)
- ✚ [Brad Templeton's 10 Copyright Myths \(Clarinet News Publisher\)](#)

The Digital Millennium Act of 1998 stipulates that the college must take appropriate action if it receives notice of copyright infringement. If the college is notified that an infringement has occurred, the college is obligated by law to ensure that the infringing activity ceases. LIBI will act accordingly to sanction all involved in the infringement. Actions may include disconnecting a network port, shutting down an e-mail account, and a report to the Provost and Conduct Officer for disciplinary action. In the event of second or repeat infringement, LIBI is required under the law to take away the individual's computer account and terminate all access to the college network. In addition to any college action, the copyright owner may also take further legal action against the individual involved.

GENERAL INFORMATION

SECTION III

MISSION AND OBJECTIVES

LIBI'S MISSION

The mission of the Long Island Business Institute is to provide a culturally diverse student body with current and relevant career and technical training that leads to new employment opportunities. LIBI provides a well-rounded educational experience for the development of a broader range of skill sets required to succeed in today's complex and challenging business environment. LIBI strives to create a positive and empowering learning environment that supports the immediate efforts of our students and lays the foundation for life-long learning.

OUR VISION

The vision for LIBI is to be the pathway that connects our graduates to their professional goals. Reaching out to a diverse student population, LIBI will strive to provide support services that help students successfully meet their academic and professional growth goals.

The college will integrate general education courses into a career-focused education.

Students will receive training that is experientially based and focused on the real world, as well as industry-related training that will meet the needs of employers.

Graduates will be ready and motivated to become assets to employers and contributing members of the community.

THE ADMINISTRATION, FACULTY, AND STAFF ARE COMMITTED TO MEETING THE FOLLOWING CHALLENGES:

- ✚ Educate students from diverse backgrounds.
- ✚ Strive to maintain a respectful, responsive, supportive, and inclusive working environment for our faculty and staff.
- ✚ Strive to maintain a professional, helpful, and supportive environment for our students.
- ✚ Meet the needs of our students in a friendly, timely, and caring manner.
- ✚ Foster participation of the students and employees in culturally enriching activities.
- ✚ Continue to seek the guidance of the individuals who employ our students to update our curriculum in ways that better meet the demands of the marketplace.
- ✚ Develop and implement programs that allow students to become proficient in a specific area.
- ✚ Hold employees accountable for competently performing their job functions.
- ✚ Create an environment that fosters the spirit of cooperation, innovation, and respect for each other.
- ✚ Provide the resources necessary to meet the needs of faculty and staff.
- ✚ Strive to instill in our graduates the desire for life-long learning.

Although the primary mission of the Long Island Business Institute is to prepare students to enter their chosen career upon graduation, a portion of our graduates who wish to continue their education transfer to senior colleges. For more information on LIBI's articulation agreements with senior colleges, see page 57.

HISTORY AND FACILITIES

The Long Island Business Institute (LIBI) began in 1968 as a business school in Commack, Long Island, and was certified as an occupational College in 1995 by the New York State Board of Regents. The Regents authorized LIBI to award the Associate in Occupational Studies (A.O.S.) degree in Court Reporting under the guidance of the Office of Higher Education of the New York State Education Department (NYSED). Since then, degree programs in Accounting, Business Management, Homeland Security and Security Management, Hospitality Management, and Office Technology with Medical Office Option have been registered with NYSED, along with certificate programs in Court Reporting, Hospitality Management, and English as a Second Language. Long Island Business Institute is a proprietary college accredited by The New York State Board of Regents and the Commissioner of Education.

In 2001, LIBI opened a branch campus in Flushing, New York; and in 2008, it was re-designated as the Main Campus. In 2014, LIBI received New York State Education Department's approval to expand its operations to Manhattan by establishing an Extension Center (LIBI NYC). As of 2018, LIBI Commack has 100 enrolled students; LIBI Flushing has approximately 600 students and LIBI NYC also has approximately 600 students. LIBI Flushing and LIBI NYC offer Associate in Occupational Studies programs in Accounting, Business Management, Homeland Security and Security Management, Hospitality Management, Office Technology, and Office Technology with Medical Office Option. The Commack branch campus offers only the Court Reporting program. The college is also approved to offer an Associate in Science (AS) degree in Business and Homeland Security, as well as a standalone non-credit ESL Certificate program.

Students who enroll at LIBI NYC will receive the same student services that LIBI offers to its students at the Main Campus in Flushing. These services include academic advising, course registration, financial aid assistance, on-site library and access to ebrary, Academic Success Center (tutoring), and career services assistance.

Students enrolling at LIBI NYC must, as part of their graduation requirement, complete a portion of their curriculum at the Main Campus in Flushing, Queens. No complete program is offered at LIBI NYC because it is classified as an Extension Center. Students who attend LIBI NYC will need to complete a minimum of one course at the Main Campus. Students who transfer to a program that is not currently offered at LIBI NYC will need to complete additional credits at the Main Campus. The college offers convenient and flexible day and evening schedules at all three locations to meet the needs of adults with family and work obligations.

LOCATIONS

LIBI Flushing (Main Campus)

136-18 39th Avenue
Flushing, NY 11354

LIBI Commack

(Branch Campus)
6500 Jericho Turnpike
Commack, NY 11725

LIBI NYC (Manhattan Extension Center)

232 West 40th Street
9th and 10th Floors
New York, NY 10018

A subscription to the ebrary online full-text service provides over 134,000 additional texts that can be accessed from computers on and off campus. The library also subscribes to the Credo Reference, EBSCO-Search Elite and NOVEL databases and Encyclopedia Britannica. Refer to <http://www.libi.edu/academics/library.html> or the librarian for current hours of operation.

Manhattan Extension Center (LIBI NYC): The Manhattan Center is located at 232 West 40th Street and is accessible by subway lines and local buses. (Refer to Appendix A for more detailed information.) seventeen classrooms include four computer rooms equipped with current Microsoft Windows and Office software and ten rooms with LED TV. Several classrooms and the computers in the Academic Success Center are equipped with ESL language-learning software. The Manhattan Center Library houses over 4,000 general interest and technical volumes, periodicals, and DVDs to support all academic programs. It also maintains a collection of language-graded texts for limited English-speaking adults. The center also participates in METRO, a consortium of college libraries in New York City that provides inter-library lending and resource sharing and subscribes to a variety of online databases. A subscription to the ebrary online full-text service provides over 134,000 titles that can be accessed from computers on and off campus. The library also subscribes to Credo Reference database that hosts more than 600 reference titles, EBSCO-Search Elite Databases, Encyclopedia Britannica, and Novel NY databases. Refer to <http://www.libi.edu/academics/library.html> or the librarian for current hours of operation.

LIBI has a diverse student body, serving graduates of local high schools, as well as older adults returning to school to gain the skills needed for the modern business and legal workplace. LIBI's court reporting program is offered only at our Commack campus. Our Flushing campus and Manhattan Center reflect the great diversity of the Queens and downtown New York communities they serve, including a large number of recent immigrants from East Asia, the Caribbean, South America, and elsewhere, who take advantage of the campus's extensive English as a Second Language course offerings. Business and Office Technology degree programs are the most popular at the Flushing campus and Manhattan Center. About 28% of students attend school at night, and many come directly from their places of employment.

FACULTY

Instructors at LIBI are highly trained and experienced. Most have master's degrees in their fields or have achieved advanced certification. Many have worked, or are currently working, in business and industry. They can provide students with a professional/industry perspective on the career field in which they teach.

RETENTION, PLACEMENT, AND GRADUATION RATES

The rates are set as the percentage of students who were enrolled during the reporting year and who were still in school at the end of that year. The rates for the Campus Effectiveness Report are as follows:

OVERALL RETENTION

	2014-2015	2015-2016	2016-2017
FLUSHING	67.0%	65.0%	65.0%
COMMACK	80.0%	80.0%	78.0%

RETENTION RATES BY PROGRAM ARE

	2015	2016	2017
Accounting A.O.S. (Flushing)	73.0%	73.0%	68.0%
Business Management A.O.S. (Flushing)	60.0%	60.0%	63.0%
Court Reporting A.O.S. (Commack)	80.0%	80.0%	72.0%
Emergency Care Management A.O.S. (Flushing)*	33%.	33.0%	N/A
Homeland Security and Security Management A.O.S. (Flushing)	87.0%	87.0%	72.0%
Hospitality Management A.O.S. (Flushing)	65.0%	65.0%	63.0%
Office Technology A.O.S. with Medical Option (Flushing)	67.0%	67.0%	66.0%
Court Reporting Certificate (Commack)	81.0%	81.0%	93.0%
Elder Care Administration Certificate (Flushing)*	N/A	N/A	N/A
Hospitality Management Certificate (Flushing)	N/A	N/A	N/A
English as a Second Language Certificate (Flushing)	68.0%	68.0%	93.0%

* This program is currently not offered.

PLACEMENT RATES BY PROGRAM ARE:

	2015	2016	2017
Accounting A.O.S. (Flushing)	63.0%	63.0%	68.0%
Business Management A.O.S. (Flushing)	61.0%	61.0%	51.0%
Court Reporting A.O.S. (Commack)	100%	100%	91.0%
Emergency Care Management A.O.S. (Flushing)*	N.A.	N/A	0.0%
Homeland Security and Security Management A.O.S. (Flushing)	64.0%	64.0%	67.0%
Hospitality Management A.O.S. (Flushing)	71.0%	71.0%	40.0%
Office Technology A.O.S. with Medical Option (Flushing)	66.0%	66.0%	68.0%
Court Reporting Certificate (Commack)	100.0%	100%	100%
Elder Care Administration Certificate (Flushing)*	0.00%	N/A	N/A
Hospitality Management Certificate (Flushing)	0.0%	N/A	N/A
English as a Second Language Certificate (Flushing)**	N/A	N/A	N/A

* This program is currently not offered. There were no graduates in October 2015.

**Job placement is not required by the program

GRADUATE RATES

COHORT FALL 2015 – 2017

ACADEMIC PROGRAMS	100% GRAD RATE	150% GRAD RATE
Accounting	25.0%	0.0%
Business Management	17.0%	0.0%
Court Reporting	0.0%	0.0%
Court Reporting Certificate	25.0%	0.0%
Homeland Security and Security Management	80.0%	0.0%
Hospitality Management	13.3%	0.0%
Office Technology	23.4%	2.1%
OVERALL GRADUATION RATES	26.25%	0.30%

GRADUATE DEMOGRAPHICS

The following data reflects the demographics of the combined LIBI graduates from the Flushing campus, the Commack campus and the Manhattan center within the academic year 2016-2017.

DEMOGRAPHIC DATA FOR LIBI GRADUATES ACADEMIC YEAR 2017-2018

ETHNICITY	FEMALE	MALE	GRAND TOTAL
Asian	41.2%	15.10%	56.3%
Black or African American	15.5%	1.63%	17.1%
Hispanic	11.4%	5.31%	16.7%
Race and Ethnicity Unknown	2.0%	1.22%	3.3%
White	5.3%	1.22%	6.5%
GRAND TOTAL	75.51%	24.49%	100%

RESIDENCE			
Bronx	13.9%	New Rochelle	0.4%
Brooklyn	21.4%	Staten Island	12.8%
Manhattan	10.7%	Yonkers	0.4%
Long Island	6.8%		
Queens	43.7%		

DEMOGRAPHIC DATA FOR PELL RECIPIENT'S ACADEMIC YEAR 2016-2017

AGE		ETHNICITY		GENDER	
Under 20	2.4%	Asian	51.4%	Female	73.9%
20-29	47.1%	Black	18.7%	Male	26.1%
30-39	31.1%	Hispanic	26.1%		
40-49	14.3%	White	2.0%		
50-59	4.2%	Two or more races	0.3%		
60 +	0.9%	Unknown	1.3%		

ALTHOUGH THE PRIMARY MISSION OF THE LONG ISLAND BUSINESS INSTITUTE IS TO PREPARE STUDENTS TO ENTER THEIR CHOSEN CAREER UPON GRADUATION, A PORTION OF OUR GRADUATES WHO WISH TO CONTINUE THEIR EDUCATION TRANSFER TO SENIOR COLLEGES. **FOR MORE INFORMATION ON LIBI'S ARTICULATION AGREEMENTS WITH SENIOR COLLEGES, SEE CAREER SERVICES – SECTION XI.**

SECTION IV

STATEMENT OF GOVERNANCE AND CONTROL

LONG ISLAND BUSINESS INSTITUTE, INC. IS A PROPRIETARY COLLEGE
OWNED AND OPERATED BY LIBI CORPORATION

LONG ISLAND BUSINESS INSTITUTE, INC.

Long Island Business Institute, Inc. is a subsidiary of LIBI Corporation

President: Monica Foote
Vice President: Robert J. Ladd
Treasurer: Howard Lee
Secretary: Shang Lee

LONG ISLAND BUSINESS INSTITUTE (LIBI)
is a proprietary college accredited by the
New York State Board of Regents & Commissioner of Education
to award Certificates and Associate Degrees
89 Washington Ave., Albany, NY 12234
<http://www.regents.nysed.gov/>

LIBI IS APPROVED BY THE FOLLOWING AGENCIES:

U.S. Citizenship and Immigration Services
U.S. Department of Veterans Affairs

LIBI MAINTAINS MEMBERSHIP IN THE FOLLOWING ORGANIZATIONS:

Alpha Beta Kappa Honor Society
American Association of Collegiate Registrars and Admissions Officers American Bar Association
American Library Association American Society for Industrial Security
American Society of Administrative Professionals American Marketing Association
Association for Student Conduct Administration Association for Supervision and Curriculum Development Association of College and Research Libraries Association on Higher Education and Disability
Better Business Bureau
Council for Higher Education Accreditation Fair Media Council
IEEE Computer Society
Long Island Library Resources Council
Middle States Association of Collegiate Registrars and Officers of Admission Nassau Counselors' Association
National Academic Advising Association National Alliance on Mental Illness
National Association of Colleges and Employers
National Association of Student Personnel Administrators National Business Education Association
National Career Development Association National Clearinghouse for Commuter Programs National Council on Student Development National Court Reporters Association
New York City Chamber of Commerce
New York Metropolitan Reference and Research Library Agency New York State Association for Women in Administration
New York State Court Reporters Association
New York State Financial Aid Administrators Association
Northeastern Association of Two-Year Colleges, Inc.
Queens Chamber of Commerce
Student Affairs Administrators in Higher Education
Teachers of English to Speakers of Other Languages
Western Suffolk Counselors' Association

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

SECTION V

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools who receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- ✚ Students have the right to inspect and review their education records maintained by LIBI. LIBI is not required to provide copies of records unless, for reasons such as great distance, it is impossible for students to review the records. LIBI is permitted to charge a fee for copies (see fee schedule in this catalog).
- ✚ Students have the right to request that LIBI correct records which they believe to be inaccurate or misleading. If LIBI decides not to amend the record, the eligible student then has the right to a formal hearing. After the hearing, if LIBI still decides not to amend the record, student has the right to place a statement with the record setting forth his or her view about the contested information.
- ✚ Generally, schools must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell eligible students about directory information and allow students a reasonable amount of time to request that the school not disclose directory information about them. LIBI is required by law to notify students annually of their rights under FERPA.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

www.ed.gov/fpc

<http://www2.ed.gov/policy/gen/guid/fpc/index.html>

THE FERPA RIGHTS OF STUDENTS ARE:

1. The right to inspect and review your educational records.

The Registrar is the official at the college who is responsible for student records. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. If the particular records requested are not maintained by the Registrar, the student will be advised of the correct official to whom the request should be addressed. All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, the student will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, the student may appeal to the Provost. Additional information regarding the appeal procedures will be provided to the student if a request is denied. Students may ask the college to amend a record that they believe is inaccurate or misleading.

2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.

Students may ask the college to amend a record that they believe is inaccurate or misleading. Students should write to the Registrar and clearly identify the part of the record they wish to have changed and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested, the college will notify the student of the decision and advise him/her of his/her right to a hearing before the college's FERPA appeals board regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when the student is notified of his/her right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in your educational records, except to the extent the FERPA authorizes disclosure without consent.

One exception that permits disclosure *without consent* is when that disclosure involves college officials with *legitimate educational interest*. A college official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the college has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as disciplinary or grievance committee or assisting another college official in performing his or her task. A college official has a legitimate educational interest if access is reasonably necessary in order to perform his/her instructional, research, administrative, or other duties and responsibilities. Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

4. You may appeal any alleged denial of FERPA rights to the:

Office of the President
136-18 39th Avenue
5th floor
Flushing, NY 11354
Email: LIBIpresident@libi.edu

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.

The office that administers FERPA is:
U.S. Department of Education
Family Policy Compliance Office
600 Independence Avenue, SW
Washington, DC 20202-4605

The college will make the following "Directory Information" concerning current and former students available to those parties having a legitimate interest in the information:

- ✚ Name
- ✚ Attendance dates (**periods of enrollment**)
- ✚ Address
- ✚ Telephone number
- ✚ Date and place of birth
- ✚ Photograph
- ✚ E-mail address
- ✚ Full or part-term status
- ✚ Enrollment status (undergraduate, etc.)
- ✚ Level of education (credits) completed
- ✚ Program (major)
- ✚ Degree enrolled for
- ✚ Participation in officially recognized activities
- ✚ Previous school attended
- ✚ Degrees, honors, and awards received

LOCATION OF STUDENT RECORDS

All educational records are kept by the Registrar at each location (Flushing, Commack, and Manhattan).

Flushing Main Campus	Commack Campus 6500	Manhattan Center 232
136-18 39th Avenue	Jericho Turnpike	West 40th Street, 9th
5th Floor	Suite 202	Floor
Flushing, NY 11354	Commack, NY 11725	New York, NY 10018
718.939.5100	631.499.7100	212.226.7300

Former students of Professional Business College can request their official transcripts from the Registrar's Office of the Manhattan Center. Long Island Business Institute serves as the custodian of educational records for Professional Business College.

FOR THE FULL POLICY AND PROCEDURES PLEASE REVIEW APPENDIX J.

STUDENT COMPLAINT PROCEDURES

LIBI strives to provide a safe environment for all students, faculty, administrators, and staff. Consistent implementation and adherence to LIBI's policies help achieve this goal. It is everyone's responsibility to know and abide by these policies. In the event that college policies are broken, or procedures are not followed, the college asks and strongly encourages students to file an incident report to alert the college of the situation. Any student with a complaint who feels he/she has been treated unfairly will have the right to be heard fairly and promptly. The college recognizes that disputes may sometimes arise and requires the parties involved to resolve the conflict informally whenever possible. If resolution cannot be reached, a formal complaint process will be provided in order to assure impartial and equitable resolution for those conflicts.

The following outlines a process for students to follow to communicate complaints they may have regarding a specific course, instructor, or decision. For complaints involving allegations of discrimination or harassment, including sexual misconduct, please refer to the Enough is Enough Special Section available electronically on LIBI's website (<https://libi.edu/students-should-know/enough-is-enough/>).

A student or potential student who has a complaint that a policy or procedure has been incorrectly or unfairly applied in his/her particular case, or a complaint about the behavior of

SECTION VI

It is everyone's responsibility to know and abide by these policies. In the event that college policies are broken, or procedures are not followed, the college asks and strongly encourages students to file an incident report to alert the college of the situation.

faculty or a College staff member that does not fall within any of the categories listed above, the complaint will be handled as follows:

A. INFORMAL RESOLUTION:

Students are encouraged to speak directly with a Senior Staff Member or visit the Campus Information and Visitor Services Department (Front Desk) to receive the contact information of the supervisor in charge of the department involved in the complaint. If this communication does not lead to a resolution, or such a discussion is not deemed appropriate, the student may file a formal written complaint with the Office of the Director of Operations.

B. INFORMAL COMPLAINT:

A student may submit an informal complaint within thirty (30) days of the event that triggered the complaint. The earlier the communication is made, the more likely it is to resolve the matter satisfactorily. Complaints involving academic matters should be made to the Provost. Other types of complaints should be made to the head of the appropriate College Department. Informal complaints may be made by telephone or email. Appropriate College staff will review the matter presented by the student and determine whether any action is required. The student will be notified of the College's response within 10 business days of the informal complaint. If the student is not satisfied with the decision, he/she may file a formal complaint.

C. FORMAL COMPLAINT:

A formal complaint must be submitted in writing to the Director of Operations & Institutional Effectiveness. To submit a formal complaint, please complete the following form: [Student Complaint Form](#)

Formal complaints must be filed within sixty (60) days of the event that triggered the complaint and state the nature of the grievance and the remedy being sought. Any previous attempts to resolve the issue should also be described. Receipt of the complaint will be acknowledged within five (5) business days. A final written determination, including any proposed resolution, will be sent to the student within ten (10) business days of the receipt of the complaint. A complete record of formal complaints will be kept by the Director of Operations & Institutional Effectiveness. Records of the final outcome of all formal complaints will also be stored in a centralized database for 10 years.

If you have questions or would like assistance with this process, please contact the Director of Operations at jaybar@libi.edu.

If the supervisor, or the Director of Operations, or the Provost cannot resolve the issue adequately, the student should submit a formal complaint in the form of a written statement to the President of LIBI. The written statement should outline the circumstances of the complaint, identify the parties involved, and indicate the location and date of the incident. Upon receipt of the written statement, the President will gather any other information and facts needed to facilitate a fair decision. The investigation should be completed within 10 business days, and the President will provide written notice of the outcome to all parties involved.

If the student continues to have concerns that the issue has not been resolved, the student may contact the New York State Education Department, Office of College and University Evaluation at:

New York State Education Department
Office of College and University Evaluation
89 Washington Avenue
EBA Room 960
Albany, New York 12234

NO ADVERSE ACTION WILL BE TAKEN AGAINST A STUDENT FOR FILING A COMPLAINT.

ADMISSIONS POLICY

It is the policy of the Long Island Business Institute to accept all qualified applicants for admission. Candidates must demonstrate that they have the interest, ability, and potential to successfully complete the requirements for the course of study in which they wish to enroll. LIBI does not discriminate in its recruitment and admission of students on the basis of race, color, sex, gender (including gender identity and expression), pregnancy, religion, creed, national origin, age, alienage and citizenship, status as a perceived or actual victim of domestic violence, dating violence, disability, marital status, sexual orientation, military status, partnership status, genetic predisposition or carrier status, arrest record, or any other legally protected status.

LIBI is not an open admissions college. Acceptance into the college is gained throughout an admissions application process and interview.

INFORMATION FOR PROSPECTIVE STUDENTS

All programs that receive federal funds under Title IV of the Higher Education Act of 1965 that are designed to train students directly in skills related to specific job functions in which they will be “gainfully employed,” must provide prospective students with the following information:

- ✚ Occupations (by name and SOC code) that the College’s programs prepare the student to enter.
- ✚ The on-time graduation rate of the school’s students who complete the program.
- ✚ The tuition and fees the school charges a student for completing the program within the normal time for program completion, and the costs of books and supplies and, if applicable, room and board.
- ✚ The placement rate for school’s students who completed the program.
- ✚ The median loan debt for the school’s students who completed the program. This information must separately identify the median loan debt from the Title IV loan debt and the private loan and institutional financing debt.

The following chart reflects the Job Placement Rate, On-time Completion Rate, Median Loan Debt, Tuition and Fees, and Cost of Books and Supplies for the academic year 2015-2016.

Academic Program	Job Placement Rate**	Normal Time	On-Time Completion Rate	Median Loan Debt	Tuition and Fees	Cost of Books and Supplies
A.O.S. Degree Program in Accounting	63%	2 yrs	89%	\$0	\$20,007	\$2,400
A.O.S. Degree Program in Business Management	61%	2 yrs	92%	\$0	\$20,007	\$2,400
A.O.S. Degree Program in Court Reporting	n.r.	3 yrs	n.r.	\$25,250	\$25,395	\$3,600
A.O.S. Degree Program in Homeland Security and Security Management	64%	2 yrs	77%	\$0	\$20,007	\$2,400
A.O.S. Degree Program in Hospitality Management	71%	2 yrs	86%	\$0	\$20,007	\$2,400
A.O.S. Degree Program in Office Technology with Medical Office Option	66%	2 yrs	87%	\$0	\$20,007	\$2,400
Certificate Program in Court Reporting	n.r.	3 yrs	n.r.	\$18,950	\$21,270	\$3,600
Certificate Program in English as a Second Language	n/a	1 yr		\$0	\$5,336	\$627

*Based on the cost of full-time enrollment for a dependent student with no remedial courses required.

**Based on Placement Rate reported annually to Accrediting Council for Independent Colleges and Schools.

n/a Job Placement is not required for reporting to Accrediting Council for Independent Colleges and Schools.

n.r. There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates. The number who finished within the normal time has been withheld to preserve the confidentiality of the

students. We are required to calculate this information; however, due to privacy concerns, we are unable to provide this data.

Time period - July 1, previous year to June 30, current year – Placement Rate = (Graduates/Completers found jobs in or related fields) / (Total Current Year Graduates/Completers MINUS Exceptions: Exceptions: not eligible for placement due to Health/Medical/Death situations, Continuing Education, Active Military Duty, International Student Status, Completers/Graduates from ESL stand-alone programs)

Typical occupations and SOC codes by completers, and data for the previous two years may be found at:

<http://www.libi.edu/footer/Consumer-InformationThree-Year-Comparison-20142015.pdf>

Additional information regarding the Standard Occupational Classification code may be found at <http://www.onetonline.org/>

ADMISSIONS PROCEDURES

All applicants must visit the Office of Admissions to meet with an admissions representative for an interview. To complete the enrollment process the applicant must also complete an application, take all required admissions or placement tests, and see a financial aid specialist to determine the ability to meet tuition and other obligations. Falsification of information on admissions application or failure to disclose information may be grounds for denial of admission or, if found later, disciplinary action or expulsion. Prior felony conviction may disqualify students/graduates from employment in certain career fields related to their programs of study. It is the responsibility of the applicant to inform the Admissions Representative prior to completing the enrollment process of any potential issues that may disqualify the applicant from working in their selected fields. Applicants to the Court Reporting and Homeland Security and Security Management programs should discuss any concerns that may hinder the applicant from successfully gaining employment in the field of study with the Academic Director or the Assistant Campus Director within the first ten days (not including weekends or holidays) of the initial semester.

ADMISSIONS DOCUMENTS

The Long Island Business Institute strives to admit students who meet the college requirements. In order to enroll at LIBI, prospective students are required to submit various documents. Submission of fraudulent documents during the admission process; i.e., anything forged or altered from the original or obtained under false pretenses, will automatically disqualify the prospective student from enrollment into the college. Fraudulent documents may be but are not limited to: transcripts, diplomas, test scores, taxes, bank statements, medical records, criminal records, or any documents that support a student's identity.

LIBI students must submit all documentation required within the allowed time for submissions of admissions documents.

Should a prospective student be found guilty of submitting fraudulent documents, or omitting critical information, he/she will not be permitted to reapply to the college for admission. Any exceptions to this rule can only be made by the Provost.

If it is determined that a student who is currently enrolled in the college has submitted fraudulent documents, or has omitted critical information establishing the student's identity, he/she will be expelled. If LIBI discovers that fraudulence of documentation was submitted in obtaining admission or applying for financial aid the student will automatically be permanently dismissed and not be eligible to reapply to the College.

ADMISSIONS REQUIREMENTS TO THE COLLEGE

To be accepted for admission and matriculation into a certificate or degree program, the applicant must meet the following standards:

GENERAL ADMISSIONS REQUIREMENTS

A.O.S. DEGREE PROGRAMS IN:

- ✚ ACCOUNTING
- ✚ BUSINESS MANAGEMENT

- ✚ **HOMELAND SECURITY AND SECURITY MANAGEMENT**
- ✚ **HOSPITALITY MANAGEMENT**
- ✚ **OFFICE TECHNOLOGY: MEDICAL OFFICE TRACK AND OFFICE TECHNOLOGY TRACK**

Candidates must:

- ✚ Demonstrate, through an interview with an admissions officer, an understanding of and interest in a program of study through an admissions interview;
- ✚ Have earned a high school diploma or a high school equivalency diploma (see Students without High School Diploma or High School Equivalency Diploma and Foreign High School Graduates Requirements);
- ✚ Achieve a passing score in Accuplacer Reading Comprehension (Minimum 55), Accuplacer Sentence Skills (Minimum 60) and Accuplacer Arithmetic (Minimum 34); foreign language speakers must meet requirements for CELSA exam placement standards (see ESL Low-beginner, High-beginner, Intermediate or Advanced Admissions Requirements);
- ✚ Pass Accuplacer Arithmetic section (Minimum 34) (for foreign students only, as of December 2016).

SATs are not required to gain admission to the College; however, applicants who have taken the SAT should submit their scores to the admissions office staff for consideration of exemption from ESL and English coursework;

A.S. DEGREE PROGRAMS IN BUSINESS ADMINISTRATION AND HOMELAND SECURITY AND SECURITY MANAGEMENT

Candidates must:

- ✚ Demonstrate, through an interview with an admissions officer, an understanding of and interest in a program of study through an admissions interview;
- ✚ Have earned a high school diploma or a high school equivalency diploma
- ✚ Achieve a passing score in Accuplacer Reading Comprehension (Minimum 55), Accuplacer Sentence Skills (Minimum 60) and Accuplacer Arithmetic (Minimum 34);
- ✚ Pass Accuplacer Arithmetic section (Minimum 34) (for foreign students only, as of December 2016).
- ✚ Students without a High School Diploma may request an exception to the Exceptions Committee and/or the Provost to enroll in this program. Exceptions requests must be based on the student's ability to fulfill the graduation requirements within these programs of study.

SATs are not required to gain admission to the College; however, applicants who have taken the SAT should submit their scores to the admissions office staff for consideration of exemption from ESL and English coursework;

COURT REPORTING PROGRAM

CANDIDATES MUST:

- ✚ Demonstrate through an interview with an admissions officer, an understanding of and interest in a program of study;
- ✚ Have earned a high school diploma or a high school equivalency diploma (applicants without a high school diploma or high school equivalency diploma are not accepted into the Court Reporting Program).

In order for an applicant to be placed into the Court Reporting Program, they must satisfy the following:

AS OF DECEMBER 1, 2016:

- ✚ Achieve an ACCUPLACER Exam Reading Comprehension Placement (Minimum 55), Sentence Skills Placement (Minimum 60) and Arithmetic (Minimum 34);
- ✚ Applicants scoring below a 60 on the ACCUPLACER Exam Sentence Skills Placement will be placed in ENG001 Developmental English;
- ✚ Applicants that graduated with a United States high school diploma may be exempted from the ACCUPLACER Exam if: they scored 4 on the SAT Essay section prior to the exam format change or 500 on the reading section of the SAT.
- ✚ Applicants who hold a minimum of an associate degree from an accredited US college, or applicants who have taken college level English and Mathematics may be exempted from the placement exam. Official college transcripts of prior coursework must be submitted prior to the beginning of the first semester showing earned grades of B- or above from an accredited U.S. college. Students wishing to apply for an exemption must ensure that official sealed transcripts are submitted to the Registrar for consideration of exemption.

COMMACK ADMISSIONS COMMITTEE

The Commack Admissions Committee is comprised of court reporting Faculty members who are seasoned court reporters. The Committee will meet with select candidates for the program and assure that there are no obstacles preventing them from successfully completing the program. They will further explain the discipline needed to complete the academic courses as well as the amount of time that must be dedicated to the practice of machine shorthand. The Committee is charged with identifying future academic course of actions, advisement, or retesting if necessary. The Committee also handles appeals from students that have exceeded maximum time frame and wish to continue in the program.

Requirements for Students without United States High School Diploma or High School Equivalency Diploma, including foreign high school graduates

- ✚ Students entering LIBI without a United States high school diploma or a high school equivalency diploma must meet the minimum requirements of the Accuplacer Exam and CELSA Exam. Foreign language students must meet the minimum requirement of the CELSA Exam (97, scaled) and Accuplacer Arithmetic section (Minimum 34). If a student meets the requirements of Accuplacer Reading Comprehension (Minimum 55), Accuplacer Sentence Skills (Minimum 60) and Accuplacer Arithmetic (Minimum 34), the student will be exempted from non-credit remedial coursework.
- ✚ Students without a United States high school diploma or a high school equivalency diploma are tested by an independent proctor.
- ✚ International applicants with an IBT score of 61 (or equivalent) on the TOEFL Exam or 5.5 on the IELTS may be exempted from the Accuplacer Exam.
- ✚ Students who apply to enroll in the Commack campus and do not have a United States high school diploma or a high school equivalency diploma and do not hold a minimum of an associate degree from an accredited U.S. college, must take the Accuplacer Exam at the Flushing campus in Queens.
- ✚ LIBI limits seats for students who have not completed high school but who demonstrate the "ability to benefit" from the education programs. Applicants competing for these enrollment openings and meeting all other "Ability-to-Benefit" (ATB) requirements must submit an admissions essay for assessing motivation and interest. Students without high school diplomas or a high school equivalency diploma are admitted in all academic programs except Court Reporting AOS and Certificate.

✚ As of December 16, 2014, students who did not receive a high school diploma (or its recognized equivalent), or who did not complete a secondary school education in a home-school setting, became eligible for Title IV financial aid through a combination of ATB alternatives and enrollment in eligible career pathway programs. To qualify, students without a high school diploma or its equivalent must pass an approved Ability-to-Benefit test. At LIBI this test is the ACCUPLACER. In addition, students must enroll in an approved career pathway program consisting of a post-secondary career program eligible for federal student aid as well as a contextualized adult education component. Courses and activities offered through LIBI's adult education units provide contextualized learning that supports students in both secondary and post-secondary credential attainment.

✚ Students without high school diplomas or a high school equivalency diploma must complete a special course distribution requirement to qualify for a college degree. This distribution requirement enables the student to receive both a New York State high school equivalency diploma and a college degree. Additional courses may be required in some programs. Students without high school diplomas or a high school equivalency diploma are responsible for the associated costs of these courses.

✚ New York State High School Equivalency Diploma special course distribution based on earned college credits:

- Mathematics (3 credits)
- Language arts (6 credits)
- Humanities (3 credits)
- Natural science (3 credits)
- Social science (3 credits)
- Business/technical (6 credits)

Students are expected to consult their assigned Academic Advisor or the Registrar to confirm that they have been scheduled for the courses to meet these requirements. Taking courses to satisfy the requirements of the New York State high school equivalency diploma program may postpone the student's expected graduation date.

PLACEMENT GUIDELINES FOR FOREIGN LANGUAGE SPEAKERS

A.O.S. DEGREE PROGRAMS IN

- ✚ **ACCOUNTING**
- ✚ **BUSINESS MANAGEMENT**
- ✚ **HOSPITALITY MANAGEMENT**
- ✚ **OFFICE TECHNOLOGY: MEDICAL OFFICE TRACK AND OFFICE TECHNOLOGY TRACK.**

ESL HIGH-BEGINNER, INTERMEDIATE OR ADVANCED ADMISSIONS REQUIREMENTS

✚ ESL Low-beginner Remedial

- Students who score between 90 and 96 (scaled in the CELSA Exam) scores can select a major and enroll into the low-beginner remedial track. Students permitted to enroll in remedial English as Second Language courses, may exhaust their eligibility for Pell grants before they complete their academic program, because the ESL courses do not apply to any eligible degree.
 - Version 1 or 2 – Score below 97 (scaled) score and at least 90 (scaled) score on CELSA Exam.

✚ ESL High-beginner


- Version 1 or 2 – Score minimum 97 (scaled) score on CELSA Exam and score
 - 5 - 8 on Essay Exam

ESL Intermediate

- Version 1 or 2 – Score within the range of 97-101 (scaled) score on CELSA Exam and score of 9-11 on Essay Exam

ESL Advanced

- Version 1 or 2 – Score 102 or above (scaled) score on CELSA Exam and score 12 or above on Essay Exam
- Verbal Exam – must score 31 or above

 As of December 1, 2016 foreign language speaking applicants must pass Accuplacer Arithmetic section (Minimum 34).

ADDITIONAL INFORMATION

ESL applicants who meet the Advanced level requirements may request to take the full Accuplacer Exam. Students should speak to their Admissions Representative to arrange for testing.

Applicants who hold a minimum of an associate degree from any accredited U.S. college, or applicants who have taken college level English and Mathematics and earned grades of B- or above from an accredited U.S. college, may be exempted from the CELSA Exam, Accuplacer Exam, and ESL coursework, subject to individual review of records by a Senior College Administrator.

ESL, remedial, and developmental English courses are non-credit bearing. Grades are not computed into the Grade Point Average. Hours for these courses are considered equated credit hours and can count towards full-time status.




ESL students enrolled in a degree program can expect that their program of study may take up to three additional semesters to complete in order to accommodate ESL coursework. (For specific ESL course descriptions, please refer to the section of the catalog under the heading, Course Descriptions.)

Non-credit equated hours refers to the hours assigned to a course where college credit is not earned. Non-credit equated hours do not earn college credit or letter grades but are reflected on the student transcript as a P+ (equivalent to an A), PS (equivalent to a B, C, or D) or R (equivalent to failing with the need to repeat).

In order to fulfill the course distribution to earn their New York State high school equivalency diploma, students without high school diplomas or a high school equivalency diploma may be required to complete additional courses as well as program requirements. Students are responsible for the associated costs of these courses.

English as a Second Language is a continuing education program leading to a certificate. The program is intended for recent immigrants with employable skills and whose English language deficiency is the primary reason for not being able to be hired for work in the field. A graded series of courses takes the student from a basic beginner level to an advanced intermediate level, with an emphasis on survival skills and workplace language capabilities. The program is both intensive and extensive (covering all skill areas: speaking, listening, reading, and writing) taking advantage of integration of multiple modalities.

ESL CERTIFICATE ADMISSIONS REQUIREMENTS

-  High school diploma or high school equivalency diploma
-  Prior work experience or verifiable job skills
-  CELSA Exam
 - ESL Certificate LEVEL 1
 - CELSA Exam

- Version 1 or 2 – Score within the range of 90-95 (scaled) score
- ESL Certificate LEVEL 2
 - CELSA Exam
 - Version 1 or 2 – Score within the range of 96-101 (scaled) score

NON-HIGH SCHOOL GRADUATES

- ✚ Prior work experience or verifiable job skills
- CELSA Exam
 - Version 1 or 2 – Score within the range of 96-101 (scaled) score

NOTE: Students without proof of a high school diploma must pass the CELSA Exam with a score within the range of 96-101 and can only be admitted to the ESL Certificate Level 2.

Students who possess a high school diploma from a foreign country, but wish to seek a New York State high school equivalency diploma to qualify for civil service or government positions, are required to complete 24 college credits and fulfill the high school equivalency diploma special course distribution based on earned college credits. Upon completion of program requirements and the extra coursework, the student will be qualified to receive both a college degree and a New York State high school equivalency diploma. The additional courses may not be offered every semester, are based on availability and may not be covered by financial aid. Foreign high school students interested in this option should discuss this with their assigned Academic Advisor early in their coursework.

*Foreign High
School Graduates
Seeking a New
York State High
School
Equivalency
Diploma*

APPLICANTS CAN SEEK ADMISSION TO LONG ISLAND BUSINESS INSTITUTE UNDER ANY OF THE FOLLOWING CONDITIONS:

1. PROOF OF HIGH SCHOOL GRADUATION OR ITS EQUIVALENT:

Students seeking admission to one of the programs at LIBI must present proof of high school graduation or its equivalent. Applicants may satisfy this requirement by presenting the original or copies of a high school diploma or transcript.

*Previous
Education
Requirements
for Admission*

LIBI will also accept an official college transcript which indicates that the basis of admission was high school graduation. Applicants who hold a high school equivalency diploma must submit a copy of the high school equivalency diploma and/or transcript of the high school equivalency diploma test scores.

2. APPLICANTS WHO COMPLETED A SECONDARY SCHOOL EDUCATION IN A HOMESCHOOL SETTING:

Students that have completed a secondary school education in a homeschool setting that is treated as a homeschool or private school under State law and have obtained a homeschool completion credential, or, if State law does not require a homeschool student to obtain a homeschool credential, the student has completed a secondary school education in a homeschool setting that qualifies as an exemption from compulsory school attendance requirements under State law.

3. APPLICANTS WHO DID NOT GRADUATE FROM HIGH SCHOOL OR EARN A HIGH SCHOOL EQUIVALENCY DIPLOMA:

Applicants who have not yet earned a high school diploma or its equivalent may be eligible to enroll under the “Ability-to-Benefit” (ATB) determination. (Applicants without high school diplomas or a high school equivalency diploma are not accepted into Court Reporting programs.)

They must complete an interview with admissions personnel to ascertain their maturity, self-

motivation, and ability to think and express ideas clearly. They must also pass the required ATB tests proctored by an independent test administrator and must achieve the minimum score approved by the New York State Board of Education.

INTERNATIONAL STUDENTS

LIBI is approved and authorized by the U.S. Citizenship and Immigration Services and Student and Exchange Visitor Program (SEVP) to enroll F-1 visa nonimmigrant students. (See Appendix H for additional information.)

RETESTING GUIDELINES

An examinee may take no more than three CELSA exams in a 30-day period. Applicants who failed the CELSA Exam can arrange for retesting with an alternate form the next day. Same form retesting can only be administered on/after the 16th day after the last failed exam.

Students who fail the initial Accuplacer exam will be allowed to take the retest in 2 weeks. Students who fail the initial test and retest will need to wait 3 months after the initial test to take the exam again.

Applicants who failed the Verbal Exam can arrange for retesting with alternate versions the next day. An examinee may take no more than three verbal placement exams in a 30-day period. Applicants may also take the LIBI writing placement test up to three times in a 30-day period.

DEFERRED ADMISSION

Long Island Business Institute is not an open admissions college. Students who have been accepted to one of LIBI's programs but are unable to begin their studies for valid reasons may request to defer their admission. An application can only be deferred once. Admission can be deferred for one year.

ADMISSION WITH ADVANCED STANDING

Transfer Credit: LIBI may award transfer credits for courses taken at other postsecondary institutions recognized by the United States Department of Education. The transfer credits must be equal or greater than the credit hours awarded for the LIBI equivalent courses. Transfer credits may only be applied for before the end of the late registration period of the student's first semester of study at LIBI. These transfer credits must be earned before the student enrolls at LIBI. Students who are enrolled in courses at another college while applying for admission to LIBI and wish to transfer credits from that institution to LIBI are responsible for submitting an official transcript to the Registrar before receiving their final first-semester schedule of classes. If a student provides a transcript where they were granted transfer credits from a previous college, the official transcript from the original college must also be obtained. Certain courses in most programs are designated as Capstone Courses vital to the successful completion of the program and, thus, will not be awarded transfer credits. Proficiency exams may not be used to satisfy the requirements of Capstone Courses. Capstone courses will not be accepted in transfer and are marked with an asterisk (*) on the curriculum pages. Other courses may not be accepted in transfer and are subject to evaluation by a Senior College Administrator. Students are expected to discuss their intent to seek transfer credit with the Registrar as soon as the student is admitted to LIBI. Students must complete the transfer credit evaluation process at the point of entry to ensure appropriate course placement. Transfer credit applications may not be considered, or feasible, after students complete their first semester at LIBI.

Once the student notifies the Registrar of his/her intent to seek transfer credit, the student must submit an official transcript with official course description(s) from each institution the student is seeking an evaluation of credit. Transcripts must be sent to the Registrar directly and must arrive sealed directly from the institution. Official Electronic Transcripts will be accepted only if LIBI's Registrar receives them directly from the transfer institution using a secure transcript exchange company or certified PDF document. A student copy, even if it contains a seal, will

not be accepted. All official transcripts received by the Registrar or the Admissions department become part of LIBI's records and will not be returned to the student. If there are any credits on this transcript that are granted as transfer credits from other school(s), the student must also submit the official transcript(s) from those original school(s). On-line course description(s) printouts will be accepted only if they can be verified by LIBI. Transfer credits will be considered only if the issuing institution is accredited or approved by an accrediting body recognized by the U.S. Department of Education. For international colleges or universities, the international equivalent of regional/national accreditation or Ministry of Education recognition will be considered. If the institution is outside the United States, the student must obtain a course-by-course equivalency evaluation through one of the member agencies of the National Association of Credential Evaluation Services (NACES). The list of member agencies is available at the Registrar's Office.

No transfer credit evaluation will be approved or conducted if the student completes (pass or fail) an equivalent or similar course at LIBI. It is the student's sole responsibility to alert LIBI within the first ten days of the student's first semester at LIBI that he/she may have applicable course work to transfer. Students must earn at least fifty percent (50%) of all required credits in their chosen program at LIBI in order for a graduation credential to be awarded by LIBI.

The principle of LIBI's evaluation of transfer credits is based on the appropriateness of course content and the assurance of college-level learning. The credits earned at other institutions must be deemed comparable and relevant to LIBI's programs and curriculum. Students who seek to transfer academic credits should be able to discuss how their previous coursework rendered them the knowledge, the proficiency, and the understanding required in the college curriculum. To help minimize transfer credit related problems, students who have attended ANY post-secondary institution after high school are encouraged to list these institutions on their admissions application (including those completed outside of the country) regardless if the education is related or not to the major the student is choosing at LIBI.

ACCEPTED AS OFFICIAL:

- ✚ • The PDF transcript was delivered from a verified/secured source
- ✚ • The PDF transcript was encrypted/digitally certified
- ✚ • The issuing institution marked them as "official"
- ✚ • Secure email method for those pushed from originating institution or their provider, and the document has NOT already been opened/accessed

NOT ACCEPTED AS OFFICIAL:

- ✚ If document is NOT encrypted
- ✚ Delivered direct or forwarded from students via email
- ✚ Documents that have been opened or accessed first by another party
- ✚ Delivered direct or forwarded among campuses within an institution via email

Any remedial and/or developmental course work taken at prior institutions is not transferable and cannot be applied to satisfy remedial and/or developmental course requirements at LIBI. Applicants' admissions/placement exam results at the time of enrollment are used by LIBI to determine the students' level of academic preparedness and if there is a need for remedial courses.

Effective as of the February 2017 semester only a grade of C or better from other institutions will be eligible for transfer. If there is a sequence of related courses (such as Accounting I and Accounting II) taken at other institutions, the first sequential course must be completed with a grade of C or better in order for the second, and other advanced sequential courses, to be evaluated for transfer credit. In these instances, the Provost or a qualified designee may permit the student to take a LIBI Proficiency Exam for the first level sequential course to validate the passing scores in upper level courses. Students who seek to transfer upper level courses without a passing grade in the prerequisite course in accordance with LIBI's transfer credit criteria must demonstrate college-level learning and mastery of the subject by passing LIBI's Proficiency Exam with a grade of "C" or better. Proficiency Examination fees will apply.

Although generally unlikely, some exceptions to LIBI's transfer policy may be possible for courses taken in certain content areas if approved by the appropriate academic department head or the Provost. Applicants may petition the Provost for an exception only in the first semester of study at LIBI, and only if the student is not enrolled in the course he/she is seeking a transfer exception for. The Provost will approve exceptions only if the appropriate academic department deems the result of the appeal academically sound. In making the decision to grant an exception, the Provost in consultation with the academic subject area expert(s) will consider such factors as the degree to which the course content or field of study has changed substantively in recent years as well as the applicant's level of mastery of LIBI's course objectives. In addition, individual students can seek an interview with representatives of the individual academic departments to demonstrate mastery of content in order to secure transfer credit exception.

LIBI will use the framework of faculty rules and standards to determine the transferability of courses and programs in technology.

If the student seeks to transfer credits to satisfy a major requirement, the objective and the content must be equivalent to the course offered at LIBI. The College reserves the right to reject certain courses taken at other institutions that may seem similar in description to those offered at LIBI because that may be deemed a capstone course vital to a successful completion of the program. Subject experts may be involved in the evaluation of equivalency. Modes of instructional delivery may also be considered.

College credits earned more than ten years ago, unless in the case of courses involving rapidly changing technology, must first meet all other transfer credit requirements and will be subject to the approval of the appropriate subject area expert. Other courses required for the programs of study taken ten years ago may not be accepted. However, students may take proficiency exams or CLEP exams if available. Students wishing to take a proficiency exam or a CLEP exam should speak to the Registrar prior to registering for courses in their first semester at LIBI.

If the student seeks to transfer credits to satisfy a general education requirement, the course(s) taken at other institutions must be in the same area (e.g., composition, mathematics), of a general education course being offered at LIBI. Subject experts may be involved in evaluation of equivalency.

If the student seeks to transfer credits to satisfy an elective requirement, the courses taken at other institutions must represent the equivalent or greater rigor than LIBI's lower level courses. In addition, the course must be either in the same area of a course offered at LIBI, or deemed to be supplementary to the objective of the program that the student pursues at LIBI. Subject experts may be involved in evaluation of equivalency.

LIBI reserves the right to test the proficiency of any student in course work transferred from other institutions and to disallow credit in courses in which the student cannot demonstrate acceptable proficiency.

Distance Education and Correspondence Classes: LIBI does not offer distance education or correspondence courses; however, the college will evaluate such courses from regionally accredited institutions on a case-by-case basis for transfer.

Life Achievement/experience: No credit will be granted for internships, field experiences, or externships. However, students can apply to take proficiency exams to seek exemption from LIBI coursework.

Courses from other accredited colleges that are deemed to be pedagogically out of sequence based on LIBI's program curriculum will not be acceptable in transfer or negate prerequisite requirements.

Transfer credits will be considered as attempted credits and will be applied to the determination of Satisfactory Academic Progress (SAP).

Students who seek to transfer credits should direct all inquiries regarding that process to the Registrar's Office. In order to determine the compatibility of courses, a course-by-course evaluation will be completed by the Programs Director, the Provost, or appropriately qualified designee.

Proficiency Examination: Students who believe they have knowledge comparable to what would be gained by successful completion of a LIBI course may elect to receive credit by demonstrating this knowledge. A proficiency examination and/or other assessments may be administered within the first ten school days (not including weekends and holidays) of a semester, and must be passed with a grade of C or better in order for the proficiency to be successfully demonstrated. A fee will be charged for this service (see Tuition and Fees). The purpose of the proficiency examination is for a student to demonstrate expertise at the time of admission or early in the program of study prior to taking the corresponding coursework. A student who has attempted a course and failed it is not eligible to take the proficiency examination as a means of avoiding having to retake the course. Proficiency examinations are not considered in the calculation of GPA and credits attempted.

Advanced Placement Examination Programs: Advanced standing credit can be achieved through the College Level Examination Program (CLEP), the Regents College Exam, or Advanced Placement exams offered through the Educational Testing Service (ETS). Please see the Registrar's Office for details. (Refer to Appendix B for more information.)

- ✚ LIBI students can earn no more than 15 credits by taking CLEP exams.
- ✚ LIBI students must earn at least 50% of credits in the program by enrolling in LIBI classes.
- ✚ Minimum acceptable CLEP grade for LIBI credits is 50 (equivalent to a C).
- ✚ LIBI students cannot earn credits by taking a CLEP exam for a class they previously failed, nor can they earn credits by taking a CLEP exam for an upper-level course if they failed a previous course that is required as a prerequisite.

College Credit for Military Experience: LIBI uses American Council on Education (ACE) recommendations to determine the applicability of military service experience to the courses offered at LIBI. All transfer credit for military service will be based on specific equivalencies, as determined by the head of the appropriate academic department (or designee) at LIBI. Students with military service experience should speak to the Registrar's Office before selecting courses in their first semester. For more information, see Prior Learning Assessment under the section Veterans Training Benefits - Section IX.

IMMUNIZATION REQUIREMENTS

As of August 1, 1991, all part-time (6 credits or credit equivalent), full-time, undergraduate and graduate students born on or after January 1, 1957, are required to submit proof of immunity to measles, mumps and rubella (MMRs). The immunization requirements apply to all students who are registered to attend post-secondary institutions in New York State regardless of the duration of their stay or their area of origin.

Proof of immunity can be satisfied by providing documentation from your doctor indicating:

- ✚ two doses of measles vaccine and one dose each of mumps and rubella vaccine; **or**
- ✚ blood test results showing immunity to each disease.

LIBI will accept a certificate of immunization prepared by a physician, physician's assistant or nurse practitioner, as long as they specify the vaccines and dates of administration. LIBI will also consider a student in compliance with the NY State immunization requirements if the student submits a physician-verified history of disease, laboratory evidence of immunity or medical exemption. This includes documents such as a certificate from a physician, a copy of the immunization portion of the cumulative health record from a prior school, a migrant health record, a union health record, a community health plan record, a signed immunization transfer card, a military dependent's "shot" record, the immunization portion of a passport, an

immunization record card signed by a physician, physician assistant or nurse practitioner, or an immunization registry record.

EXCEPTIONS TO IMMUNIZATION REQUIREMENTS

- ✚ a student may be permanently or temporarily exempted from specific required immunizations for medical reasons.
- ✚ a student may be exempt from any or all of the required immunizations for religious reasons.
- ✚ students who were born prior to January 1, 1957, are exempt from the MMR requirements;
- ✚ the law does not apply to students enrolled for fewer than six semester hours or credit equivalent.

Exemptions from New York State immunization requirements may be granted on the basis of age, religious beliefs, or medical condition. However, students seeking such exemptions must meet with the Provost within the first 30 days of their first semester at LIBI. All students seeking exemptions must provide appropriate documentation. LIBI will not permit any student to attend classes in excess of 30 days without submitting acceptable evidence of compliance with NY State's immunization laws (PHL Sections 2165 and 2167).

MENINGOCOCCAL MENINGITIS

As per New York State Law 2167, Long Island Business Institute distributes information regarding meningococcal meningitis (also called meningococcal disease) and vaccination to all students registering for at least six (6) semester hours or the equivalent per semester. A response to receipt of this meningococcal disease and vaccine information signed by the student or student's parent must provide a record of meningococcal meningitis immunization within the past ten years or an acknowledgement of meningococcal disease risks and declination of the meningitis immunization.

All students, including those granted exemptions, must submit a completed meningococcal meningitis response form.

RELIGIOUS EXEMPTION

A student may be exempt from vaccination if, in LIBI's opinion, that student or student's parent(s) or guardian of those less than 18 years old holds genuine and sincere religious beliefs which are contrary to the practice of immunization. Requests for exemptions must be written and signed by the student if 18 years of age or older, or parent(s), or guardian if under the age of 18. LIBI may require supporting documents and may require that the religious exemption statement be notarized. In the event of an outbreak, religious-exempt individuals will be excluded from classes or campus.

MEDICAL EXEMPTION

If a licensed physician, physician's assistant, or nurse practitioner, or licensed midwife caring for a pregnant student certifies in writing that the student has a health condition which is a valid contraindication to receiving a specific vaccine, then a permanent or temporary (for resolvable conditions such as pregnancy) exemption may be granted. Students seeking exemption under this provision must provide LIBI with a written statement from a licensed health professional specifying those immunizations which may be detrimental, and the length of time they may be detrimental to the student. Students who receive exemptions under the temporary exemption provisions will have to periodically provide LIBI with proof that the medical reasons for which

the student should not be immunized still exist. In the event of an outbreak, medically exempt individuals will be excluded from classes or campus.

FOREIGN STUDENTS AND NON-NEW YORK STATE RESIDENTS

Immunization requirements for foreign students are the same as for other students. Under PHL Section 2165, students transferring from out of state or country are given an extended grace period of 45 days. When not in English, student health records should be submitted by the student with a translation. This translation should be submitted at enrollment, but no later than the allowed grace period (45 days). For information regarding translating immunization records, contact the National Center for Immunization and Respiratory Diseases at 1-800-232-4636.

CONSEQUENCES OF NON-COMPLIANCE

Please note that this is NOT something you want to procrastinate. If you do not provide LIBI with proof of immunity thirty days after the first day of classes, you will not be permitted to attend classes or any on or off-campus activities sponsored by the college, your tuition will not be refunded, and your financial aid standing may be jeopardized.

Should an outbreak of measles, mumps, or rubella occur at the college, students with a religious or medical exemption will be excluded from class (without tuition refund) for at least two weeks or until proof of immunity is provided.

If you have any questions about immunizations, LIBI's regulations regarding immunizations or compliance requirements, see the Registrar office personnel or your Academic Advisor.

Failure to provide acceptable documentation within the first thirty (30) calendar days of the first semester will result in immediate suspension from LIBI and eventual expulsion from the College.

AUXILIARY AIDS AND SERVICES FOR POSTSECONDARY STUDENTS WITH DISABILITIES

AMERICANS WITH DISABILITIES ACT (ADA)

A postsecondary student with a disability who is in need of auxiliary aids is obligated to provide notice of the nature of the disabling condition to the College and to assist it in identifying appropriate and effective auxiliary aids. In elementary and secondary schools, teachers and school specialists may have arranged support services for students with disabilities. However, in postsecondary schools, the students themselves must identify the need for an auxiliary aid and give adequate notice of the need. The student's notification should be provided to the appropriate representative of the College who, depending upon the nature and scope of the request could be the school's Section 504 or ADA coordinator or Senior College Administrator. Unlike elementary or secondary schools, colleges may ask the student, in response to a request for auxiliary aids, to provide supporting diagnostic test results and professional prescriptions for auxiliary aids. A college also may obtain its own professional determination of whether specific requested auxiliary aids are necessary.

REASONABLE ACCOMMODATIONS FOR ADA STUDENTS

An institution of higher education must provide a student academic adjustments to ensure that the student receives an equal opportunity to participate. Exams will be proctored as prescribed for ADA students.

EXAMPLES OF ACADEMIC ADJUSTMENTS MAY INCLUDE:

1. additional time to complete tests, coursework, or graduation;
2. substitution of nonessential courses for degree requirements;
3. adaptation of course instruction;

4. tape recording of classes; and
5. modification of test taking/performance evaluations so as not to discriminate against students with sensory, manual, or speaking impairments (unless such skills are the factors the test purports to measure).

An institution of higher education must also provide auxiliary aids and services to persons with disabilities such as:

1. qualified interpreters, note takers, computer aided transcription services, written materials, assistive listening systems, closed caption decoders, open and closed captioning, TDDs;
2. readers, taped texts, audio recordings, large print and Braille materials;
3. acquisition or modification of equipment.

An institution is not required to provide attendants, individually prescribed devices, readers for personal use or study or other devices of a personal nature. A college or university is only obligated to provide tutorial services to students with disabilities in the same manner it provides such services to nondisabled students. The institution may choose the methods by which the auxiliary aids will be supplied so long as the methods offered provide the student an equal opportunity. The institution may not charge the student for necessary accommodations.

Public institutions must give primary consideration to the communication preferences of the student with a disability. Moreover, both public and private institutions have the responsibility to provide effective accommodations. Nonetheless, a college or university is not required to provide academic adjustments or auxiliary aids and services if such provision would fundamentally alter the nature of the program or when the academic requirements are essential to a program of study or to meet licensing prerequisites. An auxiliary aid may also be denied when the provision of such would place an "undue burden" on the institution. An undue burden is defined as "significant difficulty or expense."

ACADEMIC ADJUSTMENTS FOR ADA STUDENTS

In order for LIBI to accommodate a student with disabilities, the student may submit an application with proper documentation to the Exceptions Committee (formerly known as the Committee for Academic Standard Exceptions) for academic adjustments to the program requirements. If this is approved by the committee after they consult with the subject expert(s), student will be allowed to take other course(s) as substitution to the course(s) originally required by the student's program of study provided that the substitution will not alter the core essence of the program.

INSTRUCTORS AND USE OF AUXILIARY OR PERSONAL AIDS

Most often, questions arise when a student uses a tape recorder. College instructors may believe recording lectures is an infringement upon their own or other students' academic freedom, or constitutes copyright violation.

The instructor may not forbid a student's use of an aid if that prohibition limits the student's participation in the school program. The Section 504 regulation states:

A recipient may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings, which have the effect of limiting the participation of handicapped students in the recipient's education program or activity.

In order to allow a student with a disability the use of an effective aid and at the same time protect the instructor, the institution may require the student to sign an agreement so as not to infringe on a potential copyright or to limit freedom of speech.

USE OF AUXILIARY AIDS DURING AN EXAMINATION

A student may need an auxiliary aid or service in order to successfully complete a course exam. This may mean that a student be allowed to give oral rather than written answers. It also may be possible for a student to present a tape containing the oral examination response. A test should ultimately measure a student's achievements and not the extent of the disability.

FOREIGN STUDENTS WITH DISABILITIES VS. AMERICAN STUDENTS WITH DISABILITIES

An institution may not treat a foreign student who needs auxiliary aids differently than an American student. A postsecondary institution must provide to a foreign student with a disability the same type of auxiliary aids and services it would provide to an American student with a disability. Section 504 and the ADA require that the provision of services be based on a student's disability and not on such other criteria as nationality.

DISCRIMINATION AGAINST PEOPLE WITH HIV/AIDS

The Americans with Disabilities Act (ADA) gives Federal civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion.

An individual is considered to have a "disability" if he or she has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment. Persons with HIV disease, either symptomatic or asymptomatic, have physical impairments that substantially limit one or more major life activities and thus are protected by the ADA.

Persons who are discriminated against because they are regarded as being HIV-positive are also protected. For example, the ADA would protect a person who is denied an occupational license or admission to a school on the basis of a rumor or assumption that he/she has HIV or AIDS, even if he/she does not. You can file an Americans with Disabilities Act complaint alleging disability discrimination, including any complaint alleging violations against people with HIV/AIDS, by mail or e-mail. To learn more about filing an ADA complaint, visit www.ada.gov/fact_on_complaint.htm.

TO FILE AN ADA COMPLAINT, PROVIDE THE DETAILS OF THE DISCRIMINATION AND MAIL, FAX, OR E-MAIL THE INFORMATION TO:

U.S. Department of Justice
950 Pennsylvania Avenue, N.W.
Civil Rights Division
Disability Rights Section – 1425 NYAV
Washington, D.C. 20530
Fax: 202.307.1197
ADA.complaint@usdoj.gov

If you have questions about filing an ADA complaint, please call: ADA Information Line: 800.514.0301 (voice) or 800.514.0383 (TTY).

FOR ADDITIONAL INFORMATION ON ADA

For more information on Section 504 and the ADA and their application to auxiliary aids and services for disabled students in postsecondary schools, or to obtain additional assistance regarding American Students with Disabilities call 1.800.514.0301, 1.800.514.0383 (TTY) or visit www.hhs.gov/ocr/office/about/rgn-hqaddresses.html.

TUITION DEPOSIT

Upon acceptance, a deposit is required applicable toward tuition. Pending financial aid may serve in lieu of a deposit.

TUITION PAYMENTS AND EXPENSES

Tuition for all courses is payable in advance. Payment plans can be arranged. Books and supplies may be purchased at the college and payment is required upon receipt. A book list with prices and ISBNs will be available each semester for students interested in purchasing their books outside the College.

TUITION AND FEES

Tuition per credit/equated credit for college and remedial courses	\$375.00
Tuition for (ESL Certificate program) for ESL100A or ESL101A with Lab	\$727.20
Tuition for (ESL Certificate program) for ESL111A or ESL112A with Lab	\$1,090.80
Tuition for students enrolling for 12-18 credits/equated credits of college	
and/or remedial courses (charges for more than 18 credits will be a per	
credit fee and requires administrative approval)	\$4,433.00
Tuition for full-time students enrolling for equated credits in ESL Certificate	
program courses	\$1,818.00
Program courses	
Audit Fee (per equivalent credit)	\$225.00
Late registration Fee (Fee applies from the first day of each semester.	
Students enrolling for the first time at LIBI are exempt.)	\$50.00
Late payment fee	\$25.00
College Fee (12 or more credits or equated credits)*	\$400.00
College Fee (less than 12 credits or equated credits)*	\$150.00
ESL Laboratory Fee (per ESL Certificate program course)	\$50.00
Technology/Software Licensing Fee (full-time students)	\$150.00
Technology/Software Licensing Fee (part-time students)	\$50.00
Campus Activities Fee (per semester)—applicable to all full-time students	\$100.00
Campus Activities Fee (per semester)—applicable to all part-time students	\$50.00
Tuition deposit by due date on acceptance letter	\$250.00
Proficiency Examination Fee, per credit attempted (non-refundable)	\$100.00
Program or Course schedule change (fees apply after the 2 nd change)	\$25.00
Official Transcript (per copy)	\$10.00
New York State High School Equivalency Application Processing Fee	\$5.00
Photocopies per page of Educational Records (please consult Registrar)	\$1.00
Graduation Regalia Fee	\$50.00
Graduation Application Fee	\$75.00
Returned Check Fee	\$30.00
Student ID Card Replacement	\$5.00
Official Degree/Certificate Replacement	\$50.00
CLEP Examination Fee: College Board Exam cost:	varies
Plus LIBI Administration fee for LIBI students	\$15.00
Plus LIBI Administration fee for non-LIBI students	\$27.00

*College Fees include Academic Success Center, Career Services, Library, Supplies, and Supplemental Materials.

COURT REPORTING STENO EQUIPMENT

All students enrolled in the Court Reporting Program must come to class each day with a steno machine.

Students can procure a steno machine at the Commack campus in the following ways:

1. Renting a steno machine:

- ✚ Students may rent a steno machine from the College. They will be charged a rental fee per semester. Effective as of the Spring 2013 semester, the fee will be \$325 per semester. Students that return LIBI's rental machine after the first two weeks of the semester will be charged the rental fee for the entire semester.
- ✚ Should the student leave the college for any reason, e.g., withdrawal, leave of absence, dismissal, etc., the rented steno machine must be returned to the Financial Aid Office to avoid incurring additional fees. If the machine is not returned, the student will be charged the price of replacement of the machine.
- ✚ In the event a rental machine is lost or stolen, the student is responsible for the total cost of the replacement of the steno machine.

2. Purchasing a used machine

If a student is interested in purchasing a used steno machine, they will be referred to the Senior College Administrator who will try to assist them in this endeavor.

REFUND POLICY AND CANCELLATION POLICY

New students will be allowed to cancel their registration during the Late Registration period (first ten days of semester not including weekends and holidays) or after attending their first day of class. A student may make a written request to withdraw from one or more classes before the end of the semester. The withdrawal is without financial penalty if it occurs before the beginning of an academic semester. After this date, the financial obligation is determined by the refund chart below. Certain fees are not refundable. These include fees for services used before withdrawal or for materials and equipment purchased.

During the	Percentage of Tuition Refunded
1st week	90%
2nd week	75%
3rd week	50%
4th week	25%
After the 4th	No Refund

In addition to the above calculation, if a student receives Title IV financial aid grant or loan funds and withdraws from the College after beginning attendance, the amount of Title IV funds actually earned by the student for the calendar days of attendance prior to withdrawal is calculated. The earned Title IV percentage is calculated by dividing the number of calendar days the student attended by the number of calendar days in the school's term of study. If this percentage is greater than 60%, the student earns 100% of the Title IV funds for that term of study. This calculation may result in the student owing money to the school based on the College refund policy listed above.

A student who is dismissed for academic or disciplinary reasons prior to the end of an academic term will be liable for all tuition and fees due for that term.

In extenuating circumstances, when a student has withdrawn through circumstances beyond the

student's control, under conditions in which the denial of refund would cause undue hardship, the president, provost, or campus designee may, in her/his discretion, determine that no liability for tuition has been incurred by the student, provided the student has not completed more than fifty percent (50%) of the term and has not received or will not receive academic credit for the term, and that the request for refund is made at the end term in question. Such action, including the reason therefore, shall be in writing and signed by the president or designee and retained by the campus.

LIBI ASSISTANCE GRANT

The LIBI Assistance Grant was created to assist qualifying students with tuition and other educational costs. The grant is for the sole purpose of supplementing tuition, books, and other required materials and is applied directly to the student account.

ELIGIBLE CRITERIA:

- ✚ Students must be registered for a minimum of 12 credits per semester.
- ✚ To be considered, a student must complete a grant application and will be required to submit proof of income in the form of W-2s and completed tax returns, residency status, and other documentation as required.
- ✚ Interested students should inquire within the Financial Aid Department for pre-qualification and to obtain and submit a grant application.

PRE-QUALIFICATION REQUIREMENTS INCLUDE, BUT ARE NOT LIMITED TO:

1. non-residents of New York State or
2. non-residents of the United States or
3. students classified as financial independent with no dependents. Pre-qualification should not be confused with pre-approval, and does not guarantee a grant will be offered.

AWARD AMOUNT:

- ✚ The maximum award per student, per semester is \$600.

APPLICATION PROCEDURE:

- ✚ Interested students should inquire within the Financial Aid Department for pre-qualification and to obtain and submit a grant application.
- ✚ Applications are accepted on a rolling basis.
- ✚ Applications and procedures on how to apply are available at the Financial Aid Office at each LIBI location or online at <http://www.libi.edu/admissions/financial-aid/libi-scholarships.html>.
- ✚ Deadline for application is the last day of Late Registration each semester.

Students should ask a Financial Aid Specialist for more information. Awards are credited to student accounts at the end of the completed semester. A budgeted amount is set aside each fiscal year for disbursement of the grant; however, there is no maximum or minimum number of awards per semester. At any time, and at the discretion of the LIBI Corporation, a cap may be placed on the LIBI Assistance Grant funds. Regulation mandates that the institutional grant must be awarded to a small number of the student population. Through individualized counseling, the Financial Aid Office considers the specific needs of each student and prepares a personalized financial guide. This guide identifies financial options available through federal and state programs.

Through individualized counseling, the Financial Aid Office considers the specific needs of each student and prepares a personalized financial guide. This guide identifies financial options available through federal and state programs.

LIBI EDUCATIONAL OPPORTUNITY IN AMERICA GRANT

Students who have been accepted into an AOS program but are ineligible for state grant funding due to the one-year residency requirement may apply for LIBI's Educational Opportunity in America Grant.

ELIGIBLE CRITERIA:

- ✚ To qualify, students must prove recent immigration to the United States.
- ✚ In order to continuously receive this grant, the student must maintain Satisfactory Academic Progress (SAP) as outlined in this catalog.
- ✚ Students receiving this grant must maintain a full-time status.

AWARD AMOUNT:

- ✚ The maximum award per semester is \$1500.

APPLICATION PROCEDURE:

- ✚ Applications and procedures on how to apply are available at the Financial Aid Office at each LIBI location or online at <http://www.libi.edu/admissions/financial-aid/libi-scholarships.html>.
- ✚ Deadline for application is the last day of the Late Registration period each semester.

SCHOLARSHIPS

LIBI INTERNATIONAL STUDENT MERIT SCHOLARSHIP

LIBI offers merit-based scholarships to qualified international (F-1 status) students who are enrolled full-time in one of LIBI's programs.

ELIGIBLE CRITERIA:

- ✚ Be an international student (F-1 status).
- ✚ Enrolled full-time in one of LIBI's programs.
- ✚ Earned a GPA of 3.0 or be in good academic and disciplinary standing.
- ✚ Must maintain a GPA of 3.0 and remain in good standing in order to qualify for subsequent semester awards.
- ✚ Complete an interview with the Designated International Student Officer.
- ✚ Demonstrate successful progress in their chosen program.

AWARD AMOUNT:

- ✚ Award up to fifty percent of tuition costs and hundred percent of college fees after their first semester of study.

APPLICATION PROCEDURE:

- ✚ Applications and procedures on how to apply are available at the Financial Aid Office at each LIBI location or online at <http://www.libi.edu/admissions/financial-aid/libi-scholarships.html>.
- ✚ Deadline: Applications for the LIBI International Student Merit Scholarship will be accepted from the first day of the semester through the last day of the Late Registration period.

International students will be automatically considered for the scholarship if they meet the appropriate eligibility criteria, pending availability of funds. The student is responsible for any tuition cost in excess of that amount, as well as any fees associated with enrollment.

LIBI ALUMNI SCHOLARSHIP

All alumni who have completed an associate degree at LIBI and wish to enroll into another AOS program at LIBI are eligible to apply.

ELIGIBLE CRITERIA

- ✚ Have completed an associate degree at LIBI.
- ✚ Be enrolled full-time in one of LIBI's programs.
- ✚ Have earned a GPA of 2.5 or better.
- ✚ Be in good academic standing and disciplinary standing.
- ✚ Maintain a minimum cumulative GPA of 2.5 in order to maintain eligibility for any subsequent disbursements of the scholarship. Nominees will be chosen on the basis of academics, personal interview, and demonstration of possession of all of the qualities exemplified of a successful LIBI graduate, i.e., attitude, motivation, and progress.

AWARD AMOUNT

- ✚ Award amount: up to \$1,500 per semester, pending availability of funds. The student is responsible for any tuition cost in excess of that amount, as well as any fees associated with enrollment

APPLICATION PROCEDURE

- ✚ Applications and procedures on how to apply are available at the Financial Aid Office at each LIBI location or online at <http://www.libi.edu/admissions/financial-aid/libi-scholarships.html>.
- ✚ Submit your application and most recent transcript to the Career Services Office, which will be forwarded to the Scholarship Award Committee.
- ✚ The Scholarship Award Committee will review the documents and request and interview with all candidates.
- ✚ Deadline for application is the last day of the Late Registration period each semester.

LIBI ALUMNI ACADEMIC ADVANCEMENT SCHOLARSHIP

All alumni who have completed a college-level certificate program at LIBI and wish to enroll into an AOS program at LIBI are eligible to apply.

ELIGIBLE CRITERIA:

- ✚ Students must have successfully completed one of LIBI's college-level certificate programs and wish to enroll into an AOS program at LIBI.
- ✚ Have a GPA of 3.0 or better to qualify.
- ✚ Maintain a minimum cumulative GPA of 2.0 in order to maintain eligibility.
- ✚ Finish the first or any subsequent semesters of their new program will forfeit the scholarship award for that semester.
- ✚ Demonstrate successful completion of their certificate program.
- ✚ Complete an interview with the Career Services Office.

AWARD AMOUNT:

- ✚ Up to \$750 per semester, pending availability of funds.
- ✚ The award will be posted to the student's account upon successful completion of each semester. The student is responsible for any tuition cost in excess of that amount, as well as any fees associated with enrollment.

APPLICATION PROCEDURE:

- ✚ Applications and procedures on how to apply are available at the Financial Aid Office at each LIBI location or online at <http://www.libi.edu/admissions/financial-aid/libi-scholarships.html>.
- ✚ Submit your application and most recent transcript to the Career Services Office, which will be forwarded to the Scholarship Award Committee.
- ✚ The Scholarship Award Committee will review the documents and request and interview with all candidates.
- ✚ Deadline for application is the last day of the Late Registration period each semester.

MAJOR GENERAL RICHARD S. COLT PUBLIC SERVICE SCHOLARSHIP

Major General Richard S. Colt is the designer of Long Island Business Institute's Homeland Security and Security Management Program. He is the former Commanding General of the 77th Regional Support Command and retired from the US Army after 38 years of service. Major General Colt's military awards include the Distinguished Service Medal, Legion of Merit with one Oak Leaf Cluster, the Bronze Star Medal, the Meritorious Service Medal with two Oak Leaf Clusters, the Army Commendation Medal with two Oak Leaf Clusters, the Army Achievement Medal, Vietnam Service Medal with two service stars, the Republic of Vietnam Honor Medal First Class, the Vietnam Campaign Medal, the Republic of Vietnam Gallantry Cross with Palm Unit Citation Badge, a Meritorious Unit Commendation Medal, and the Combat Infantryman Badge. The Long Island Business Institute realizes the significance of public servants and volunteers. The hard work these dedicated individuals do to serve their communities is praiseworthy and deserving of appreciation. The Long Island Business Institute developed the Major General Richard S. Colt Public Service Scholarship with that goal in mind. LIBI supports their efforts to proceed forward with their careers by sponsoring this scholarship.

ELIGIBLE CRITERIA

- ✚ Submit a current identification from their respective agency.
- ✚ Submit an essay describing their volunteer and work assignments and an explanation of what they plan to accomplish with the degree upon completion.
- ✚ Submit one letter of recommendation from an administrative supervisor certifying the service.
- ✚ Have served as an active volunteer for their organization for a minimum of six consecutive months with one agency prior to application.
- ✚ Submit a letter and update it annually for the scholarship benefits to continue.
- ✚ Have a form signed by the volunteer supervisor and notarized.
- ✚ Maintain a minimum cumulative GPA of 3.0 in order to maintain eligibility.
- ✚ Qualifying family members who utilize the scholarship must submit the required documentation required by the public servants and volunteers. Family members of the qualifying applicants include spouses, parents, stepparents, children, and stepchildren.
- ✚ Family members applying for the scholarship will be evaluated on an individual basis by the Scholarship Award Committee.
- ✚ Priority will be given to those in public service or volunteer positions.
- ✚ Complete an interview with the Director of the Homeland Security Program. Nominees will be chosen on the basis of academics, personal interview, and demonstration of possession of all of the qualities exemplified of a successful LIBI graduate, i.e., attitude, motivation, and progress.

AWARD AMOUNT

- ✚ A \$500 scholarship will be awarded to the recipients per semester contingent on satisfactory academic progress at the end of each semester.

APPLICATION PROCEDURE

- ✚ Applications and procedures on how to apply are available at the Financial Aid Office at each LIBI location or online at <http://www.libi.edu/admissions/financial-aid/libi-scholarships.html>.
- ✚ Submit your application and most recent transcript to the Director of the Homeland Security Program, who will forward to the Scholarship Award Committee.
- ✚ The Scholarship Award Committee will review the documents and request an interview with the candidates.
- ✚ Deadline for application is the last day of the Late Registration period each semester.

LUCIA BRAATEN SCHOLARSHIP

A grant has been established in the name of Lucia Braaten for her outstanding commitment to the success of our students and alumni. A Faculty member must nominate a candidate.

Eligible Criteria

- ✚ Be enrolled in Court Reporting III, CRT203, or above.
- ✚ Have a cumulative GPA of 3.75 or higher.
- ✚ Have maintained all grades at B+ or above.
- ✚ Have not repeated any classes.
- ✚ Be a civic-minded individual.
- ✚ Demonstrated proficiency in Court Reporting III, CRT203.
- ✚ Demonstrated potential for making a significant contribution to the field of Court Reporting.

Nominees will be chosen on the basis of academics, personal interview, and demonstration of possession of all of the qualities exemplified of a successful LIBI graduate, i.e., attitude, motivation, and progress.

AWARD AMOUNT

- ✚ The maximum award will be \$1,000 per candidate.
- ✚ The minimum award will be \$500, pending availability of funds.
- ✚ The student is responsible for any tuition cost in excess of that amount, as well as any fees associated with enrollment
- ✚ No more than three scholarships will be awarded each year.

APPLICATION PROCEDURE

- ✚ Applications and procedures on how to apply are available at the Financial Aid Office at each LIBI location or online at <http://www.libi.edu/admissions/financial-aid/libi-scholarships.html>.
- ✚ Student must obtain a letter of recommendation from a faculty member who has been their instructor within the last two semesters.
- ✚ Faculty members who nominate candidates must submit a letter to the Scholarship Award Committee outlining and documenting the reasons for this award.
- ✚ Submit your application, letter of recommendation, and a recent transcript to the Assistant Campus Director, who will forward to the Scholarship Award Committee.
- ✚ Deadline for application is the last day of the Late Registration period each semester.

EXCEL AT LIBI SCHOLARSHIP

LIBI will award scholarships aimed at helping qualified students who have a financial need to complete college while limiting student loan debt. The EXCEL at LIBI Scholarship is a tuition credit that will cover any remaining tuition expenses not already covered by other forms of financial aid. The maximum scholarship, up to \$2,000, will be reduced by the amount of student financial aid awards which an applicant has or will receive for the academic year; this includes NYS Tuition Assistance Program (TAP) award and/or federal Pell grant.

TO QUALIFY FOR THE EXCEL AT LIBI SCHOLARSHIP STUDENTS MUST:

- ✚ be U.S. citizens or eligible non-citizens;
- ✚ have either graduated from high school in the United States, or earned a high school equivalency diploma;
- ✚ have a documented financial need;
- ✚ be pursuing an AS or AOS degree at LIBI;
- ✚ be enrolled in full-time study each semester the EXCEL at LIBI Scholarship is awarded;
- ✚ not be in default status on a student loan made under any NYS or federal education loan program or on the repayment of any NYS or federal award;
- ✚ execute an agreement indicating that the student will enroll in full-time study, making satisfactory academic progress each semester in order to qualify for the scholarship the following semester;
- ✚ must not lose eligibility for NYS Tuition Assistance Program (TAP) award and/or federal Pell grant in order to qualify for the EXCEL at LIBI scholarship for ongoing semesters.
- ✚ execute an agreement indicating that the scholarship must be renewed by the student each semester by applying for it through the financial aid office;
- ✚ execute a written acknowledgment that any award payment received may have tax implications for the student. The student must acknowledge that any questions regarding this should be directed to a tax professional, the Internal Revenue Service, or the NYS Department of Taxation and Finance and not to LIBI.

There is a five-semester cap of eligibility for the EXCEL at LIBI Scholarship. Additional eligibility will be reviewed on a case-by-case basis by the Provost.

LIBI SCHOLARS GRANT

(LIBI Scholars Grant will no longer be applicable starting August 1, 2017)

The LIBI Scholars Grant is an institutionally sponsored grant that is awarded to college-bound high school graduates based on demonstrated financial need, and an expressed interest in pursuing a four-year degree upon graduation from LIBI.

ELIGIBILITY CRITERIA

- ✚ Students must be High School graduates.
- ✚ Students must satisfactorily demonstrate through a personal interview with the Provost that they intend to continue their education at a four-year college or university upon completing their program at LIBI.
- ✚ Students must demonstrate financial need.
- ✚ Preference will be given to NY State residents, but non-residents of New York may be considered if grant funds are available.

AWARD AMOUNT

- ✚ The maximum award per student, per semester is \$500.
- ✚ The grant is disbursed at the end of each semester after verification that the student has satisfactorily completed that semester. Students must maintain a GPA of 2.5 in order to maintain eligibility for the following semester. No new application is required to continue eligibility.

APPLICATION PROCEDURE

- ✚ Students who wish to pursue this grant should speak to a Financial Aid Specialist for more information. Students should also fill out an application form for a personal interview with the Provost.
- ✚ • **Deadline** for application is the last day of the Late Registration period each semester.

Awards are credited to accounts at the end of the completed semester. A budgeted amount is set aside each fiscal year for disbursement of the grant; however, there is no maximum or minimum number of awards per semester. At any time, and at the discretion of the LIBI Corporation, a cap may be placed on the LIBI Scholars Grant funds.

FEDERAL FINANCIAL AID

The amount of financial aid available is based in part upon the financial need of the student. This need is determined by deducting the amount of his or her family's contribution for college expenses from the estimated cost of attending college. Cost of Attendance (COA) factors include estimated costs for books and supplies, transportation, and living expenses. Eligibility for all financial aid programs is determined by the filing of a comprehensive financial statement called a Free Application for Federal Student Aid (FAFSA).

DOCUMENTS NEEDED FOR FINANCIAL AID APPLICATION

- ✚ Documentation of income from previous year (federal tax returns, W2s, untaxed income information such as SSI, welfare, child support, etc.)
- ✚ If not a U.S. citizen, proof of eligible non-citizen such as Permanent Resident Card (Green Card)
- ✚ Social Security Card

NET PRICE CALCULATOR

In accordance with the Higher Education Opportunity Act of 2008 (HEOA) each postsecondary institution that participates in Title IV federal student aid programs must post a net price calculator on its website that uses institutional data to provide estimated net price information to current and prospective students and their families based on a student's individual circumstances.

For further information about estimated cost of attendance at Long Island Business Institute, go to <http://www.libi.edu/footer/NetPriceCalculator/npcalc.htm>.

FEDERAL FINANCIAL AID PROGRAMS

The following descriptions are based on current statutes and regulations and are subject to change by the passage of new legislation or the issuance of new regulations.

FEDERAL PELL GRANT PROGRAM

The Federal Pell Grant Program is an entitlement program. Eligibility and award amounts are based on need rather than academic achievement. The applicants must demonstrate need and must make satisfactory progress in their classes. Financial need is determined by a formula applied to all applicants annually by Congress. The Expected Family Contribution (EFC) is calculated by this formula.

WHAT IS THE EFC?

The Expected Family Contribution (EFC) is a number that is used to determine a student's eligibility for federal student aid. This number results from the financial information the student provides on his/her Free Application for Federal Student Aid (FAFSA). The EFC is reported on the Student Aid Report (SAR). Financial aid administrators (FAAs) determine an applicant's need for federal student aid from the U.S. Department of Education (the Department) and other sources of assistance by subtracting the EFC from the student's cost of attendance (COA).

The amount of the award a student receives is affected by costs of attendance and full- or part-time enrollment status. The Pell grant is disbursed in installments over the academic year to meet student costs for each term of study.

The Federal Pell award does not duplicate state awards. Students must continue to make satisfactory academic progress in the degree program in which they are enrolled. Students must not owe any refunds on Federal Pell grants or other awards paid or be in default on any Federal student loan.

THE APPLICANT MUST:

1. be a U.S. citizen or an eligible non-citizen;
2. be an undergraduate matriculated student at an eligible institution;
3. not be in default or refund status for any federal Title IV aid at any institution;
4. if applicable, be registered with Selective Service;
5. be enrolled half-time or more unless certain conditions are met so that less than half-time attendance is acceptable;
6. not be in excess of lifetime eligibility;
7. not to have a bachelor's or a professional degree.

Applications are available at the LIBI Financial Aid Office. Students must reapply for the Pell Grant each year. Students are highly encouraged to apply as soon as the new FAFSA applications are published or complete the FAFSA online at (www.fafsa.gov) to assure timely processing for the next award year.

FEDERAL DIRECT LOAN PROGRAM

Students who apply for the Federal Direct Loans need to complete a Free Application for Federal Student Aid (FAFSA) and a Master Promissory Note (MPN). Long Island Business Institute determines the borrower's eligibility and loan amount.

Direct Loan charges a loan fee (also called an origination fee) on Direct Subsidized, Direct Unsubsidized Loans, and Direct Plus Loans. The loan fee is an expense of borrowing one of these loans. The loan fee is a percentage of the amount of each loan the borrower receives and is subtracted proportionately from each loan disbursement.

- A. Direct Subsidized Loans and Direct Unsubsidized Loans with a first disbursement date from October 1, 2015 to September 30, 2016, have a loan fee of 1.068%. Loans with a first disbursement date from October 1, 2016, to September 30, 2017, will have a loan rate of 1.069%.

- B.** The loan fee for Direct Plus Loans from October 1, 2015, to September 30, 2016, is 4.272%. The loan fee for Direct Plus Loans from October 1, 2016, to September 30, 2017, is 4.276%.

MASTER PROMISSORY NOTE (MPN) PROCESSING

The Direct Loan Electronic MPN Website (studentloans.gov) performs edits during the MPN completion process, which eliminates most errors and the need for follow-up. Paper MPNs submitted with errors is returned to the school/borrower for correction. As such, Long Island Business Institute generally interacts with the borrower. However, Common Origination and Disbursement (COD) Applicant Services (800.557.7394) is available to assist borrowers with Direct Loan MPNs and related documents. Completed paper MPNs are submitted to COD for processing.

DIRECT SUBSIDIZED LOANS

The Direct Loan Program is an entitlement program through which all eligible applicants can obtain a loan. To be eligible for a loan, a student must:

1. be a U.S. citizen or eligible non-citizen;
2. be enrolled at least half time or accepted for enrollment in an approved program;
3. not be in default or owe a refund for any Title IV program at any institution;
4. have submitted FAFSA and be processed with a valid EFC (Expected Family Contribution);
5. if applicable be registered with Selective Service;
6. have a Social Security number;
7. demonstrate financial need;
8. not to exceed the aggregate loan limits.

Loans are disbursed directly to the student's account through an Electronic Fund Transfer (EFT) in two equal payments. A loan fee will be deducted from the gross amount of each disbursement. An undergraduate may borrow up to \$3,500 per academic year for the first year of study and up to \$4,500 for the second year of study. Loans are typically disbursed in two equal payments at the beginning of each semester of the academic year.

A student receiving a Direct Subsidized Loan is eligible for a full interest subsidy during the time that he/she is in school at least half time.

DIRECT UNSUBSIDIZED LOANS

A loan program is available for students who do not qualify, in whole or in part, for a subsidized loan. An undergraduate may borrow up to \$6,000 per academic year. The terms for an unsubsidized loan are the same as for subsidized loans except for interest accrual. The government does not pay interest on the student's unsubsidized loan. Interest accrues on this loan during the time that the student is enrolled in school, during the grace period, and during periods of authorized deferment and forbearance. Accrued interest must either be paid or capitalized.

After ceasing to be at least a half time student, the borrower must make formal arrangements with his/her loan servicer(s) to begin repayment. The following regulations apply:

1. depending on the amount of the loan, the minimum monthly payment must be \$50 plus interest. Under unusual and extenuating circumstances, the lender, on request, may permit reduced payments;
2. repayment period is usually ten years;
3. prepayment may be made any time without penalty.

DIRECT PLUS LOANS FOR STUDENTS (DIRECT PLUS)

Application forms (MPNs) are available at the Financial Aid Office at LIBI. A borrower must be the parent of a financially dependent undergraduate student. Student eligibility criteria are comparable to those for Direct Loans, except that Direct Plus Loans require no financial needs test and the amount the applicant (parent of a dependent student) could apply for may be up to the cost of attendance per loan period. Direct Plus loan borrowers are subject to credit checks.

MAXIMUM ELIGIBILITY PERIOD TO RECEIVE DIRECT SUBSIDIZED LOANS

There is a limit on the maximum period of time (measured in academic years) that a student can receive Direct Subsidized Loans. In general, a student may not receive Direct Subsidized Loans for more than 150% of the published length of the academic program. This is called “maximum eligibility period”. Students can find the published length of any program of study in this catalog.

Time Limitation on
Direct Subsidized
Loan Eligibility for
First-Time
Borrowers on or
after July 1, 2013

For example, if a student is enrolled in a 2-year associate degree program, the maximum period for which he/she can receive Direct Subsidized Loans is 3 years (150% of 2 years = 3 years).

The maximum eligibility period is based on the published length of the student’s current program. This means that the maximum eligibility period can change if the student changes programs. Also, if a student receives Direct Subsidized Loans for one program and then changes to another program, the Direct Subsidized Loans the student received for the earlier program will generally count against his/her new maximum eligibility period.

PERIODS THAT COUNT AGAINST A STUDENT’S MAXIMUM ELIGIBILITY PERIOD

The periods of time that count against a student’s maximum eligibility period are periods of enrollment (also known as “loan periods”) for which the student received Direct Subsidized Loans.

For example, if the student enrolls as a full-time student and receives a Direct Subsidized Loan that covers the fall and spring semesters (a full academic year), this will count as one year against the student’s maximum eligibility period.

If a student receives a Direct Subsidized Loan for a period of enrollment that is shorter than a full academic year, the period that counts against the student’s maximum usage period will generally be reduced accordingly.

For example, if the student enrolls as a full-time student and receives a Direct Subsidized Loan that covers the fall semester but not the spring semester, this will count as one-half of a year against the student’s maximum eligibility period.

With one exception, the amount of a Direct Subsidized Loan a student receives for a period of enrollment does not affect how much of the student’s maximum eligibility period the student has used. That is, even if a student receives a Direct Subsidized Loan in an amount that is less than the full annual loan limit, that lesser amount does not reduce the amount of the student’s maximum eligibility period the student has used. The one exception applies if the student receives the full annual loan limit for a loan period that does not cover the whole academic year. In that case, the loan will count as one year against the student’s maximum eligibility period regardless of the student’s enrollment status (half-time, three-quarter time, or full-time).

EFFECT OF BORROWING WHILE ENROLLED PART-TIME

If a student receives a Direct Subsidized Loan when he/she is enrolled less than full-time, the period that is counted against the student's maximum eligibility period will be reduced.

For example, if the student is enrolled half-time and receives a Direct Subsidized Loan for a period of enrollment that covers a full academic year, this will count as only one-half of a year against the student's maximum eligibility period.

LOSS OF ELIGIBILITY FOR ADDITIONAL DIRECT SUBSIDIZED LOANS AND BECOMING RESPONSIBLE FOR PAYING INTEREST ON DIRECT SUBSIDIZED LOANS

After a student received Direct Subsidized Loans for his/her maximum eligibility period, the student is no longer eligible to receive additional Direct Subsidized Loans. However, the student may continue to receive Direct Unsubsidized Loans.

Do I become responsible for paying the interest that accrues on my Direct Subsidized Loans because . . .	Yes	No
I am no longer eligible for Direct Subsidized Loans and I stay enrolled in my current program?	X	
I am no longer eligible for Direct Subsidized Loans, did not graduate from my prior program, and am enrolled in an undergraduate program that is the same length or shorter than my prior program?	X	
I transferred into the shorter program and lost eligibility for Direct Subsidized Loans because I have received Direct Subsidized Loans for a period that equals or exceeds my new, lower maximum eligibility period, which is based on the length of the new program?	X	
I was no longer eligible for Direct Subsidized Loans, did not graduate from my prior program, and am enrolled in an undergraduate program that is longer than my prior program?		X
I lose eligibility for Direct Subsidized Loans and immediately withdraw from my program?		X
I graduated from my prior program prior to or upon meeting the 150% limit, and enroll in an undergraduate program that is the same length or shorter than my prior program?		X
I enroll in a graduate or professional program?		X
I enroll in preparatory coursework that I am required to complete to enroll in a graduate or professional program?		X
I enroll in a teacher certification program (where my school does not award an academic credential)?		X

In addition, if a student continues to be enrolled in any undergraduate program after he/she has received Direct Subsidized Loans for his/her maximum eligibility period, the federal government will no longer (with certain exceptions) pay the interest that accrues on the student's Direct Subsidized Loans for periods when we would normally have done so. The chart below provides examples of these circumstances.

Remember, a student's maximum eligibility can change if he/she enrolls in a different program. So, if a student received Direct Subsidized Loans for his/her maximum eligibility period for one program and then enrolls in a longer program, the student will not become responsible for interest that accrues on his/her Direct Subsidized Loans.

If a student meets any of the conditions on the prior page, the student will become responsible

for the interest that accrues on his/her Direct Subsidized Loans, from the date of the student's enrollment after meeting the 150% limit, during periods when the federal government would have normally paid the interest for the student. Below is a chart that summarizes the periods when the federal government normally pays the interest on the student's Direct Subsidized Loans, and an explanation and what happens after the student becomes responsible for the interest.

During what period am I responsible for paying the interest on my Direct Subsidized Loans . . .	Before meeting the 150% Limit	After meeting the 150% Limit
While enrolled in school at least half-time	No	Yes
During my grace period on loans first disbursed (paid out) July 1, 2013 through June 30, 2014	Yes	Yes
During my grace period on loans first disbursed (paid out) July 1, 2014 or after	No	Yes
During deferment periods	No	Yes
During certain periods of repayment under the Income-Based Repayment or Pay As You Earn Plan	No	Yes
During forbearance periods	Yes	Yes
During all other periods of repayment	Yes	Yes

If a student becomes responsible for the interest that accrues on his/her Direct Subsidized Loans, any interest that the student does not pay will be capitalized (added to his/her loan principal balance) at the end of the grace, deferment, or other periods. Capitalized interest increases a student's loan principal, increases a student's monthly payment amount under most Direct Loan repayment plans, and causes the student to pay more interest over the life of his/her loan.

The student's federal loan servicer will notify the student if he/she becomes responsible for paying the interest on his/her Direct Subsidized Loans.

REGAINING ELIGIBILITY FOR DIRECT SUBSIDIZED LOANS

If a student becomes ineligible for Direct Subsidized Loans because he/she has received Direct Subsidized Loans for his/her maximum eligibility period, the student may again become eligible to receive Direct Subsidized Loans if he/she enrolls in a new program that is longer than his/her previous program.

If a student regains eligibility to receive additional Direct Subsidized Loans because he/she enrolled in a program that is longer than his/her prior program and the student previously became responsible for paying all of the interest that accrues on his/her Direct Subsidized Loans, the federal government will pay the interest that accrues on the student's new loans during the periods described in the chart above.

FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANTS (FSEOG)

These grants are for students of exceptional financial need who, otherwise, would be unable to continue their education. Priority is given to Federal Pell Grant recipients. The grants range from \$100 to \$4,000 per year. All applicants are reviewed for FSEOG eligibility. Funds provided by the government for this program are limited.

FEDERAL WORK-STUDY PROGRAM (FWS)

Federal Work-Study (FWS) is a campus-based federal aid program. This program allows students to earn money to pay education expenses.

The FWS program helps students fulfill the American tradition of working one's way through school. Pay is based on federal minimum wage standards but varies with job requirements, skill, and experience levels. Funding for the FWS program is limited, and positions are filled on a first-come, first-served basis. Students are encouraged to apply early if they are interested in this program and must be in good academic standing. (Refer to the Career Services Section for more information.)

INFORMATION REGARDING SATISFACTORY ACADEMIC PROGRESS AND HOW IT AFFECTS FEDERAL FINANCIAL AID ELIGIBILITY CAN BE FOUND UNDER THE ACADEMIC INFORMATION SECTION.

NEW YORK STATE TUITION ASSISTANCE PROGRAM (TAP)

This is an entitlement program. There is neither a qualifying examination nor a limited number of awards. The applicant must:

1. be a United States citizen or eligible non-citizen;
2. be a legal resident of New York State;
3. study at an approved postsecondary institution in New York State;
4. have graduated from high school in the United States, earned a high school equivalency diploma, or passed a federally approved "Ability-to-Benefit" test as defined by the commissioner of the State Education Department;
5. be enrolled as a full-time student taking 12 or more credits/equated credits (applicable toward student's program of study) each semester;
6. meet Satisfactory Academic Progress standards;
7. be charged tuition of at least \$200 per year;
8. not be in default on any of the State or Federal student loans or on any repayment of state awards;
9. meet income eligibility;
10. have enough TAP points towards a 2 year degree program (maximum allowed points – 36).

The Higher Education Services Corporation (HESC) determines an applicant's eligibility, the amount of the grant awarded, and issues to the applicant an Award Certificate, which should be presented to the school. The school certifies to HESC the student's attendance and eligibility for an award. The certification process usually begins after the tuition refund period ends.

Effective April 1, 2007, students must have completed 24 credits in the prior two semesters to receive payment for accelerated study. However, the equivalent of three credits per semester may be remedial courses. Therefore, a student that has successfully completed three equivalent credits of remedial work in each of the prior two semesters would be eligible for an accelerated payment after having earned a total of 18 credits in the preceding two semesters. The statute allows substituting only three equivalent credits of remedial study per semester. As such, a student who successfully completes six equivalent credits of remedial work in one semester and no remedial courses in the next semester would need to earn 21 credits in the prior two semesters to be eligible for an accelerated payment.

Information regarding Satisfactory Academic Progress and how it affects New York State Tuition Assistance Program eligibility can be found under the Standard of Satisfactory Academic Progress for All New York TAP Grant Recipients section.

ENTRANCE AND EXIT INTERVIEW/FINANCIAL COUNSELING

Any student receiving Federal Direct Loans must be counseled concerning their loans. LIBI counsels each student regarding loan indebtedness and gives each student an entrance interview regarding loan programs available to ensure the student's understanding of the amount borrowed and the student's rights and responsibilities regarding repayment.

The student must report to the Financial Aid Office before graduation or withdrawal for loan exit counseling - the purpose of the counseling is to inform the student of the total loans received while enrolled at LIBI and any refunds that have been made, as well as to provide the student with an estimated payment schedule. At that point, student is also provided with an estimated payment schedule. If the student is unable to meet with the financial aid specialist, an exit interview will be mailed.

OMBUDSMAN

The Federal Student Aid Ombudsman of the Department of Education helps resolve disputes and solve other problems with federal student loans.

The Ombudsman is not an advocate or someone who will automatically take your side in a complaint. All sides will be considered in an impartial and objective way. It is the Ombudsman's job to help develop fair solutions to complex and difficult problems.

Complaints about Direct Loans, FFEL Loans, Guaranteed Student Loans, and Perkins Loans (collectively referred to as Title IV Loans and authorized under the Higher Education Act of 1965, as amended) will be accepted.

If you are unable to secure appropriate assistance or resolution for your individual needs at the College, you may contact:

U.S. Department of Education
FSA Ombudsman
830 First Street, NE
Fourth Floor
Washington, DC 20202-5144
Phone: 1.877.557.2575 Fax: 202.275.0549

<https://studentaid.ed.gov/repay-loans/disputes/prepare/contact-ombudsman>

FEDERAL MILITARY, VETERANS, AND FAMILY MEMBER SERVICES

SECTION IX

The Veterans Administration requires veterans to have a Student Education Plan (SEP) that lists required coursework for their program of study.

Since this plan is an important component of your VA benefits and your academic success in college, you are required to see the Senior Student Success Advisor to discuss your specific program of study prior to registering for any classes at LIBI. The Dean will gauge your interests and aspirations through a personal discussion with you to make sure you are aware of the coursework associated with the program you have selected. The purpose of this meeting is also to answer any questions you may have about LIBI and to ensure that you are clear about the requirements you will have to fulfill in order to graduate.

Before an SEP can be developed, all official transcripts must be received by the College in order to have your prior credits evaluated.

Please be sure to schedule a meeting with the Senior Student Success Advisor at least once per term and anytime you add, drop or withdraw from a course. Failure to do so may result in processing delays or termination of your benefits; thus delays in payments to you. Further, you can be liable for an overpayment of VA benefits if you drop a course without notifying the Director. To ensure accurate processing of military paperwork, it is YOUR responsibility to inform the Director of your enrollment and/or any changes to your enrollment each semester.

If needed, the Senior Student Success Advisor has housing, employment, medical, educational, and mental health resources that are available to better assist you.

The Senior Student Success Advisor advises all students who are active-duty service members, reservists, members of the National Guard, veterans, and military families. Upon successfully gaining admission to LIBI, students who are SERVICE MEMBERS, VETERANS, SPOUSES, and OTHER FAMILY MEMBERS, and are also receiving funding from Federal military and veterans educational benefits programs, including benefits programs provided by the Post-9/11 GI Bill and the Tuition Assistance Program, must meet with the Senior Student Success Advisor. The Senior Student Success Advisor provides information regarding all of the benefits available to this group of students and continues to assist them with any other problems encountered while attending LIBI.

Active-duty service members, reservists, members of the National Guard, veterans, and military families' members who receive funding under Federal military and veterans' educational benefits will be scheduled for one-on-one meetings with the Senior Student Success Advisor in addition to the individual meetings with the representatives of the Admissions and Financial Aid departments.

THE SENIOR STUDENT SUCCESS ADVISOR WILL:

- ✚ clarify the total cost of the educational program, including tuition and fees the prospective student is considering
- ✚ clarify the amount of tuition costs that will be covered by Federal educational benefits (initially provided to the prospective student by LIBI's Financial Aid office)
- ✚ clarify the type and amount of financial aid the prospective student may qualify for
- ✚ ensure that the prospective student understands the estimated student loan debt upon graduation, if any
- ✚ provide the prospective students with information about student outcomes (including graduation rates and placement information)

- ✚ provide the prospective student with any other information to facilitate comparison of LIBI to other relevant educational institutions
- ✚ provide educational plans for all individuals using Federal military and veterans educational benefits that detail how they will fulfill all the requirements necessary to graduate and the expected timeline of completion.

Support Services – Contact

Karin Chang
 Senior Student Success Advisor
 136-18 39th Avenue, 5th Floor, Room 506
 Flushing, NY 11354
 718.939.5100 Ext. 140
kchang@libi.edu

Go to Acenet.edu for a complete guide to the Evaluation of Educational Experiences in the Armed Services.

To further assist service members, veteran students, and their families with the successful completion of their studies, once the student enrolls, the Director will designate and identify all staff members who will be the student's points of contact for academic advising, financial aid inquiries, disability services, tutoring and job placement. Although the Registrar is the point of contact for access to disability services, those requiring or requesting disability accommodations should also alert the Director. For more information, please see AMERICANS WITH DISABILITIES ACT (ADA) INFORMATION section of this catalog.

Once enrolled, LIBI will provide assistance with the V.A. application process and requirements for entering students eligible for VA education benefits including veterans, reservists, National Guard and dependents. Whenever feasible, LIBI will assist with the resolution of pay/benefit issues with the VA Regional Office. Students using VA education benefits are eligible for bill deferment based on expected VA education benefits.

Additionally, veterans and service members will be part of an e-mail list used to notify students of veteran-related news and events.

COLLEGE CREDIT FOR MILITARY EXPERIENCE

LIBI uses American Council on Education (ACE) recommendations to determine the applicability of military service experience to the courses offered at LIBI. All transfer credit for military service will be based on specific equivalencies, as determined by the head of the appropriate academic department (or designee) at LIBI. Students who are active-duty service members, reservists, members of the National Guard, and veterans can:

- ✚ take the College Level Examination Program (CLEP) to prove proficiency in a subject area
- ✚ submit Excelsior College exams, DSST DANTES Subject Standardized Tests, or
- ✚ provide evidence of evaluated non-college programs, (e.g., American Council of Education (ACE) evaluations of military training.

Students wishing to apply for advanced standing or college credit by proving relevant military service experience must alert the Registrar and the Senior Student Success Advisor prior to registering for courses in their first semester of study at LIBI.

THE ACE MILITARY GUIDE

The ACE (American Council on Education) Military Guide (Guide to Evaluation of Educational Experiences in the Armed Services) is on the web at: <http://militaryguides.acenet.edu/>.

MILITARY TRANSCRIPTS

Information about military transcripts and how to request the transcripts is available from the Army and Navy as shown below:

Army (AARTS transcript): <http://aarts.army.mil>

Navy & Marine Corps (SMART Transcript): <https://smart.navy.mil/smart/welcome.do>

SPECIAL NOTE:

Service members and reservists are allowed to be readmitted to a program at LIBI if they are temporarily unable to attend class or have to suspend their studies due to service requirements. Students who must suspend their studies because of service obligations must first speak to Senior Student Success Advisor so that appropriate steps can be taken to accommodate them. The Senior Student Success Advisor will verify that Satisfactory Academic Progress is being made by the service members and reservists prior to suspending their studies. All students enrolled at LIBI are required to make satisfactory progress toward graduation.

WHILE WE ARE DEDICATED TO SERVING THE EDUCATIONAL NEEDS OF LIBI'S ACTIVE DUTY VETERANS, GUARD MEMBERS, RESERVISTS, AND DEPENDENTS OF VETERANS, SERVICE MEMBERS MUST KEEP IN MIND THAT ACADEMIC POLICIES ARE APPLICABLE TO ALL ENROLLED STUDENTS.

All students receiving VA benefits are responsible for knowing LIBI's policy on Satisfactory Academic Progress (SAP) (**see Section IX**). Failure to return to good standing within a semester will make the student ineligible for VA educational benefits.

The student may regain his/her eligibility for VA benefits for future terms under one of two conditions: (1) a return to good standing in the college, or (2) a request for resumption of VA educational benefits is submitted to the VA claiming mitigating circumstances and the VA reinstates benefits based on evidence supporting the student's claim.

WHAT HAPPENS IF I CHANGE MY ENROLLMENT?

You may change your class schedule only during the drop/add period of the semester. If you withdraw from one or more of your courses after the end of the drop/add period, VA may reduce or stop your benefits on the date of reduction or withdrawal. If you withdraw from a course after the end of the drop/add period, you may have to repay all benefits for the course unless you can show that the change was due to mitigating circumstances. VA defines "mitigating circumstances" as unavoidable and unexpected events that directly interfere with your pursuit of a course and are beyond your control.

EXAMPLES OF REASONS VA MAY ACCEPT ARE:

- ✚ Extended illness
- ✚ Severe illness or death in your immediate family
- ✚ Unscheduled changes in your employment
- ✚ Immediate family or financial obligations, which require a change in terms, hours or place of employment which preclude pursuit of a course
- ✚ Lack of child care

EXAMPLES OF REASONS VA MAY NOT ACCEPT ARE:

- ✚ Withdrawal to avoid a failing grade
- ✚ Dislike of the instructor
- ✚ Too many courses attempted

The VA may ask you to furnish evidence to support your reason for a change.

If a serious injury or illness caused the change, obtain a statement from your doctor.

If a change in employment caused the change, obtain a statement from your employer.

For more information go to: https://www.gibill.va.gov/wave/wave_faq.jsp

If you receive a grade that does not count toward graduation, you may have to repay all benefits for the course.

NON-PUNITIVE GRADES

For the purposes of benefits, the VA defines "non-punitive grades" as those not used to compute graduation requirements.

COMMON EXAMPLES ARE:

- ✚ An "I" grade for an incomplete which is not made up during the first 10 days of the next semester (LIBI's policy on Incomplete Grades) or within one year from receipt
- ✚ A "W" grade for withdrawing from a course after the Late Registration period
- ✚ An "AU" (Audit) grade for auditing a course

Any grade LIBI does not use to compute the GPA (grade point average) or its LIBI must notify the VA if you receive a non-punitive grade. Please note that upon receipt of the notice, the VA may reduce or stop your benefits. To ensure that your benefits are not jeopardized, please stay in close contact with the Senior Student Success Advisor.

WHAT SHOULD I DO IF I NEED TO MAKE A CHANGE IN MY ENROLLMENT?

If you need to change your enrollment, immediately tell the Senior Student Success Advisor or the certifying official. Request that the Senior Advisor or the certifying official notify the appropriate VA RPO of the change.

COURSE APPLICABILITY

Only courses that satisfy requirements outlined in your Degree Audit can be certified for VA purposes.

To avoid VA certification problems, check that all classes you are registering for each semester are applicable to your program and required for graduation. If a student takes a course that does not fulfill a program requirement, it cannot be certified for VA purposes. Excessive free electives, for example, cannot be certified.

REPEATING COURSES

Courses that are failed or for which the grade does not meet minimum requirements for graduation may be certified for VA purposes if they are repeated.

Courses that are successfully completed may not be certified for VA purposes if they are repeated. If a program requires a higher grade than achieved, that course may be repeated.

For example, if a specific class requires a "C" or better to fulfill the graduation requirement, then that course may be repeated if a "C" or better was not earned.

REMEDIAL COURSES

Remedial courses in English and Math can be certified for VA benefits as part of an approved college program; however, the student's test scores on LIBI's placement test must indicate the need for remediation. Students, who do not place into remedial courses but wish to take them, will not be certified for those courses.

ROUNDING OUT

A VA student can round out a schedule with non-required courses to bring his/her course load up to a full-time schedule in his/her last term only. This allows students to continue to receive VA benefits at the full-time rate in their last term of enrollment, even though fewer credits are required to complete the program.

This exception can be done only once per program.

In rounding out a full-time schedule, VA students may use any credit hour unit subject.

COURSE SUBSTITUTIONS

The VA will accept course substitutions for program requirements for the purposes of benefits certification only if those substitutions are approved by LIBI and documented in the student's records.

NATIONAL TESTS

VA students can be reimbursed the fee charged for national admission tests and national tests for college credit. Currently the only approved tests are:

- ✚ SAT (Scholastic Assessment Test)
- ✚ LSAT (Law School Admission Test)
- ✚ GRE (Graduate Record Exam)
- ✚ GMAT (Graduate Management Admission Test)
- ✚ AP (Advanced Placement Exam)
- ✚ CLEP (College-Level Examination Program)
- ✚ ACT (American College Testing Program)
- ✚ DAT (Dental Admissions Test)
- ✚ MAT (Miller Analogies Test)
- ✚ MCAT (Medical College Admissions Test)
- ✚ OAT (Optometry Admissions Testing)
- ✚ PCAT (Pharmacy College Admissions Test)
- ✚ TOEFL (Test of English as a Foreign Language)
- ✚ DSST (DANTES Subject Standardized Tests)
- ✚ ECE (Excelsior College Examinations)
- ✚ TECEP (Thomas Edison College Examination Program)

Complete information and directions for applying for reimbursement is available at http://gibill.va.gov/resources/education_resources/programs/national_testing_program.html.

A list of all approved national tests and approved charges can be found through the following link: <http://inquiry.vba.va.gov/weamspub/buildSearchNE.do>.

OTHER RESOURCES

- ✚ Veterans Crisis Line: 1-800-273-8255 (Press 1) <http://veteranscrisisline.net/>
- ✚ VA NY Harbor Healthcare System <http://www.nyharbor.va.gov/>

BELOW ARE THE CAMPUS LOCATIONS FOR VA NY HARBOR HEALTHCARE SYSTEM:

Brooklyn Campus
800 Poly Place
Brooklyn, NY 11209
718-836-6600

St. Albans Community Living Center
179-00 Linden Blvd
Jamaica, NY 11425
718-526-1000

Manhattan Campus
423 E 23 Street
New York, NY 10010
212-686-7500

Women Warriors
For general information on Women's health care and benefits, call the Women Veterans Call Center at 1-855-VA-WOMEN (1-855-829-6636).

INTERNET RESOURCES FOR VETERANS

Official benefit website

- **GIBILL Home** <http://www.gibill.va.gov/>

A valuable resource to help you increase your knowledge, skills, and abilities.

- **GI Bill Training & Training Resources** <http://www.gibill.va.gov/training>

Everything you want to know about electronic enrollment certification

- **VA-ONCE** http://www.gibill.va.gov/school_info/once

This site allows students to submit their monthly verification of enrollment over the Internet

- **Web Automated Verification of Enrollment (WAVE)** <https://www.gibill.va.gov/wave>

VA Forms available on the internet

- **VA Forms** <http://www.va.gov/vaforms>

On-line access to VBA Manuals, Directives, Circulars, Letters, Title 38 Code of Federal Regulations, and other materials necessary to support our nation's Veterans

- **Web Automated Reference Management System (WARMS)** <http://www.warms.vba.va.gov/>

DMC has collection jurisdiction for all education benefit debts. DMC e-mail address:

- **VA Debt Management Center (DMC)** dmc.ops@va.gov
<http://www.va.gov/debtman>

eBenefits is a one-stop shop for online benefits-related info.

- **E-Benefits** <http://www.ebenefits.va.gov/>

Get a transcript translating army formal military education and job experience into civilian language; also includes college equivalent credit

- **Army Transcript Service (AARTS)** <http://aartstranscript.army.mil/>

Get transcripts translating Navy and Marine formal military education and job experience into civilian language; also includes college equivalent credit recommendations

- **Sailor/Marine American Council on Education Registry Transcript (SMART)** <https://smart.navy.mil/smart>

Guide to evaluation of educational experiences in the Armed Services

- **American Council on Education Military Guide** <http://militaryguides.acenet.edu/>

DOD transferability documents, policies, and procedures

- **DOD Transferability** http://www.defense.gov/home/features/2009/0409_gibill/

VOW to Hire Heroes Act information, including the Veterans Retraining Assistance Program

- **VOW/VRAP** <http://www.benefits.va.gov/VOW/>

A tool for students to aid in the selection of schools and training programs

- **College Navigator** <http://nces.ed.gov/collegenavigator/>

CREDITS

One semester credit equals at a minimum of 15 classroom hours of lecture, or 30 hours of laboratory, or 45 hours of externship based on a 15-week semester. A class hour is sixty minutes including ten minutes of break.

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in (1) of this definition for other academic activities as established by the institution including laboratory work, internships, externship, studio work and other academic work leading to the award of credit hours.

STUDENT STATUS

Students attempting 12 or more credits or equated credits are considered full-time. Students who wish to attempt more than 18 credits will need to be approved by the designated Senior College Administrator. GPA, extenuating circumstances, and other factors will be considered in the approval.

CLASS SCHEDULES

Class schedules are made on a pre-registration basis several weeks before the new term begins. All currently enrolled students may pick up their course schedules from the Academic Advisor or the Registrar once the pre-registration period is open. Every student is strongly urged to meet with their assigned Academic Advisor prior to pre-registration to discuss any problems or concerns about course and graduation requirements, career goals, and any other academic issues. In certain unavoidable instances, the College may be forced to change the day or time a class is offered. In such instances, the College will attempt to notify affected students as much in advance as feasible. Students must see the Registrar or their assigned Academic Advisors before dropping a course. All questions regarding the course schedule should be addressed with the academic advisement office or the Registrar.

LATE REGISTRATION

The late registration period is defined as the first ten school days (not including weekends and holidays) of a semester. Students can request to register for classes, adjust class schedules, or transfer to a different program within this period. No change will be allowed after the late registration period ends unless upon the recommendation of a Faculty member or the approval of the designated Senior College Administrator.

INDEPENDENT STUDY

A student may be allowed to pursue a course in an independent study format with permission of the designated Senior College Administrator. The independent study course covers the same course content and follows the method of evaluation and grading as it appears on the course syllabus. It carries the same tuition liability, credits, and it has the same effect on GPA and attempted credits. A contract will be established between the student and instructor specifying work to be completed and regular meeting times to review progress.

ESL/REMEDIAL COURSES

Foreign language speakers who are enrolled in the A.O.S. degree and non-ESL Certificate programs, based on their admission test scores on the CELSA Exam and Essay Exam (**refer to**

Section VII), may be required to complete ESL/remedial course requirements in addition to their academic programs.

Students placed into ESL High-beginner level are required to complete the following ESL/remedial courses: ESL0001 Fundamental Writing, ESL0002 Life Skills, ESL0003 Fundamental Grammar, ESL0005 Fundamental Reading, ESL001 Writing I, ESL003 Grammar, ESL009 Aspects of Communication, ESL005 Reading I, ESL006 Conversation, ESL007 Writing II, ESL008 Reading II, ENG001 Developmental English. Generally, this will add three additional semesters to the student's length of study.

Students who were placed into ESL Intermediate level before February 2012 are required to complete the following ESL/remedial courses: ESL001 Writing I, ESL003 Grammar, ESL004 Aspects of Business, ESL005 Reading I, ESL006 Conversation, ESL007 Writing II, ESL008 Reading II, ENG001 Developmental English. Students who were placed into ESL Intermediate level in or after February 2012 will need to complete ESL009 Aspects of Communication in lieu of ESL004 Aspects of Business. Generally, this will add two additional semesters to the student's length of study.

Students placed into ESL Advanced level are required to complete the following ESL/remedial courses: ESL004 Aspects of Business, ESL006 Conversation, ESL007 Writing II, ESL008 Reading II, ENG001 Developmental English. Students who were placed into ESL Intermediate level in or after February 2012 will need to complete ESL009 Aspects of Communication in lieu of ESL004 Aspects of Business. Generally, this will add one additional semester to the student's length of study.

Developmental English, ENG001, is the only remedial course in the Court Reporting Program. This course has no effect on credits attempted, GPA, or Cumulative GPA; however, failing the course may affect satisfactory academic progress, exceeding maximum time frame, and financial aid eligibility.

The prerequisites of these courses are outlined in the course description section of the catalog.

All ESL/Remedial courses have no effect on credits attempted, Grade Point Average and Cumulative Grade Point Average. However, failing any of these courses may lead to loss of financial aid eligibility or exceeding the 150% maximum time frame.

GRADING SYSTEM

LIBI supports the efforts of its students to succeed in the classroom and in the modern workplace by setting rigorously appropriate measures of academic progress and requirements for subject area mastery. Each academic department determines the standards students must meet in order to proceed to more advanced course content. All students are expected to familiarize themselves with the requirements of the major they have selected.

LIBI's Faculty have identified and designated certain courses as capstone courses. When enrolled in these courses, students receive a departmental exam that they must pass in order to proceed forward in that subject area. All students are expected to abide by LIBI's academic policies, complete all assignments and examinations as outlined by their instructors, and participate dynamically and constructively in classroom discussions and activities.

 **The chart below outlines LIBI's grading system:**
AS OF JULY 2017, THE GRADING SCALE HAS BEEN CHANGED

Grade	Percentage Equivalency	Grade Point
A	93.0-100.0%	4.0
A-	90.0-92.9%	3.7
B+	87.1-89.9%	3.3
B	83.0-87.0%	3.0
B-	80.0-82.9%	2.7
C+	77.1-79.9%	2.3
C	73.0-77.0%	2.0
C-	70.0-72.9%	1.7
D+	67.1-69.9%	1.3
D	60.0-67.0%	1.0
F	Below 60%	0.0

Pass (P)	Assigned to Lab	4.0
Incomplete (I)* (Temporary Grade)	Assigned to Academics	
In Progress (IP)**	Assigned to Speedbuilding	0.0
Withdraw (W)***	Assigned to Official Withdrawn classes	--
Unofficial Withdraw (UW)****	Assigned to Unofficial Withdrawn classes	0.0
Audit (AU)*****	Assigned to Court Reporting classes only at the Commack campus	--
No Show (NS)*****	Assigned to students who did not begin attendance in a course	0.0
PC	Proficiency Examination	--
TR	Transfer Credit	--

GRADING SYSTEM FOR NON-CREDIT BEARING ESL/REMEDIAL COURSES IN A.O.S. DEGREE AND NON-ESL CERTIFICATE PROGRAMS

P+	High Pass
PS	Pass
R	Repeat

*An incomplete (I) grade is awarded only when the student is able to pass the course by completing work or taking a missed examination. It is the student's responsibility to make arrangements with their instructors to complete any missed work. The (I) grade must convert to a passing grade within the first ten school days (not including weekends and holidays) of the following semester; otherwise, it will automatically become an F, computed as 0.0 in the Grade Point Average and will be reflected on the student's transcript.

**For Court Reporting speedbuilding courses, the grade of IP (In Progress) will be assigned at the end of the semester if a student has not achieved the course required exit speed or met other exit criteria of a Court Reporting Program. The IP grade will stay on the student transcript permanently and be computed as 0.0 in the Grade Point Average. The student will be placed on Academic Warning. The student must enroll in the same speedbuilding course in the next registered semester. Students on Academic Warning will be required to meet with their Faculty Advisors regularly throughout the semester to ensure satisfactory academic progress. If the student fails to achieve a passing grade while on Academic Warning, the student will be placed on Probation and receive a grade of F and will be ineligible to receive financial aid. The terms of Probation will be discussed with each student individually by the designated Senior College Administrator. Additional academic assignments may be required to ensure the student's return to satisfactory academic progress. Students who do not successfully complete the course while on Probation will be dismissed, will lose matriculated status, and receive an F in the course. For more information, refer to Appendix C of the College catalog. Students who are placed on Academic Warning or Probation more than once, must be counseled by their Programs Director/Faculty Advisor and the Financial Aid Director/Specialist regarding the possibility of exceeding the 150% maximum time frame.

***The grade of W (Withdraw) is assigned if a student takes a Leave of Absence, withdraws from the institution, or drops a class prior to the beginning of the 12th week of classes in a semester. The W grade is computed as credits attempted but is not averaged into the GPA. From the 12th week onward, regular grades will be assigned by the student's instructors. A student may request consideration for W grades after the 12th week by writing to the Exceptions Committee (formerly known as the Committee for Academic Standard Exceptions). The request should be based on extenuating circumstances.

****The grade of UW (Unofficial Withdraw) is assigned to students who began attendance but ceased participation in academic related activities after the 60% point of the semester. This grade is computed as credits attempted, and has the same effect as an F (Failure) grade on GPA.

*****A former or current student can request to audit a Court Reporting course with the Registrar if the student has previously completed and passed the same course or an equivalent course. Audited courses do not qualify for financial aid. The student will earn a grade of AU upon completion of the course. The AU grade has no effect on attempted credits, GPA, and satisfactory academic progress.

*****The grade of NS (No Show) is assigned when an enrolled student did not begin attendance in a class. This grade is computed as credits attempted and they have the same effect as an F (Failure) grade on GPA. It may also change the enrollment status of a student and may have an impact on student visa status.

Any required course with an F, R, IP, W, UW and NS grade must be repeated. The new grade replaces the old in the Grade Point Average calculation and the F will remain on the transcript.

GRADE GRIEVANCE

Withdrawn or dismissed students who are applying for readmission may file a grade grievance for their last semester of attendance before re-enrollment if they can provide documentation to prove that the grade(s) of F received was a result of mitigating circumstances. The grievance will be reviewed by the Exceptions Committee (formerly known as the Committee for Academic Standard Exceptions) headed by the Senior Campus Administrator. Grade grievances should not be extended beyond one calendar year for withdrawn or dismissed students.

If a student believes that his/her final grade in a course is a result of, or is being adversely affected by, a violation of a policy or procedures published in the Long Island Business Institute catalog, course syllabus, or instructor's teaching outline of the course, the student can initiate a grade grievance within the first ten school days (not including weekends and holidays) of the following semester. The instructor may officially submit a grade change at any point in the procedure.

If no satisfactory grade is achieved for a course that serves as a prerequisite to another course then a student is required to submit the grievance at least five school days before the end of late registration.

Step 1: Student should gather all documentation related to grievance and meet with the instructor to attempt to resolve the grievance before a grievance form is filed. Assigned Academic Advisors or a Senior Campus Administrator can assist in arranging the meeting with the instructor. If the meeting does not yield a resolution, or if the instructor is on a leave of absence or inactive status, student should proceed to Step 2.

Step 2: Student must complete a grade grievance form, submit a detailed written argument explaining the basis of his/her grade grievance, along with any documentation related to the grievance or the instructor's violation of written policy or procedures. Students can obtain the form from the Registrar's Office (Flushing campus and Manhattan center) or Assistant Campus Director (Commack campus). The form will be submitted Associate Director of the department/Chairperson (Flushing campus and Manhattan center) or Assistant Campus

Director (Commack campus). No further documentation or evidence will be considered after the day of filing.

Step 3: The Associate Director of the department/Chairperson (Flushing campus and Manhattan center) or Assistant Campus Director (Commack campus) will review the grievance and instructor's grade book and course attendance records, if available. Other faculty members teaching in the content area may also be consulted and asked to assess the work in question. If it is concluded that there is no evidence of a possible violation of a published policy or procedure, the grievance will be dismissed. If the violation of policy or procedure is substantiated, a grade change will be initiated. Student will be informed of the decision within ten school days.

Step 4: If the student's concerns remain unresolved after the discussion with the Associate Director of the department/Chairperson (Flushing campus and Manhattan center) or the Assistant Campus Director (Commack campus), the student may submit a written request to meet with the Provost. If the student believes the decision rendered by the Provost (Flushing campus and Manhattan center) or the Assistant Campus Director (Commack campus) is unjust, he/she can request a hearing with the Faculty Governance Committee within three school days (not including weekends and holidays) after he/she receives the decision via email. The Faculty Governance Committee will assemble an "ad hoc" committee consisting of one member from the Faculty Governance Committee (Chairperson of the ad hoc committee), one member from the Exceptions Committee (formerly known as the Committee for Academic Standard Exceptions), and three other Faculty members (two from the concerned discipline if available, and additional Faculty from other disciplines). The student must appear in front of the ad hoc committee and present his/her case with all supporting documentation. After the hearing, the ad hoc committee will deliberate and vote on the student's grade grievance. A student's grade grievance will be upheld if three or more ad hoc committee members find in favor of the student. The ad hoc committee will not re-evaluate a student's work in deciding a grade grievance. The student will receive a final decision of the committee via mail and email within five school days (not including weekends and holidays) after the hearing.

Step 5: If the student is not satisfied with the decision of the ad hoc committee, the student must submit a grievance within three school days (not including weekends and holidays) after he/she receives the decision via email. The student should submit a grievance letter to the College President and explain in detail why the student believes the decision should be overruled. The College President will review the case and make a decision within three school days (not including weekends and holidays). Student will receive the President's decision via email. The President's decision will be binding.

GRADE POINT AVERAGE

At the end of each semester, Grade Point Averages (GPAs) are computed for all students. The GPA is a numerical record that is used to evaluate Satisfactory Academic Progress (SAP) and determine eligibility for courses in the following semester. Additionally, the GPA is used to determine graduation eligibility, graduation honors, inclusion in the Alpha Beta Kappa, Sword and Shield and The National Technical Honor Societies, Probation, and suspension. The GPA is also used to determine continued eligibility for various financial aid programs. Students will receive a transcript with grades and GPA computed. GPA computation is weighted based upon credits. If you multiply the grade in a course by the number of credits in a course, you arrive at the weighting (also referred to as quality points). Add all the weightings together and divide by the number of credits to get the GPA. For example:

List all the courses taken at LIBI and the grade earned in each one. Using the chart below, write the numerical value for each grade. Next, figure out the number of credits assigned to each course. Multiply the value by the number credits for each course. This calculation gives the "weighting" or the "quality points" column. Take the total number of credits and divide them into the total number of quality points to reach your correct GPA.

B+	(3.5) x 3 credits =	10.5 (weighting)
A	(4.0) x 3 credits =	12.0
C+	(2.5) x 2 credits =	5.0
B	(3.0) x 1 credit =	3.0
D	(1.0) x 3 credits =	3.0
Totals	12 credits =	33.5
	33.5 divided by 12 = 2.79 GPA	

HONORS AND AWARDS

LATIN HONORS

Students earn “Latin Honors” based on their cumulative grade point average. Required indices for honors are as follows:

Summa Cum Laude (With Highest Honor)	3.80 – 4.00
Magna Cum Laude (With High Honor)	3.60 – 3.79
Cum Laude (With Honor)	3.40 – 3.59

Transfer credits are not included in the calculation for graduation honors.

LEADERSHIP AWARD

The LIBI Leadership Award recognizes a graduating student who has played a leadership role and through that role has made significant contributions to the LIBI community.

CRITERIA:

- ✚ Good academic performance and standing - 3.0 “B” or better
- ✚ Demonstrates humanitarian qualities and characteristics, shows concern for fellow students and their well-being, and offers assistance
- ✚ Mentors students (mentoring confirmed by Faculty or staff member/mentoring should be on a consistent basis)
- ✚ Respects others and works well on teams (confirmed by Faculty or staff)
- ✚ Contributes to the Campus community (volunteers, no compensation)
- ✚ Shows a commitment to personal growth and the growth of fellow students
- ✚ Enhances learning inside and outside of the classroom
- ✚ The candidate must have demonstrated the following traits:
 - Integrity
 - Independent thinking
 - Collaboration
 - Ability to motivate others
 - Leadership
 - Good communication skills

Faculty will nominate graduating students every spring by the nomination deadline; one vote per Faculty member. The student who receives the most votes from Faculty will receive award at graduation commencement.

ABK HONOR SOCIETY

Long Island Business Institute is a proud member of the Alpha Beta Kappa National Honor Society. Our chapter, “The Gamma of New York,” was established in the fall of 2009 and recognizes superior student academic achievement, character, and leadership. Students eligible for induction must have completed at least 30 credits at LIBI, have achieved a grade point average of at least 3.75 with no grade lower than a B in any course and have displayed exceptional character within the classroom. The Society may also elect a limited number of

Faculty, staff, and alumni as honorary members. Induction ceremonies take place in the spring of each calendar year. Upon induction, candidates will receive a personalized Certificate of Membership from Alpha Beta Kappa. Students who uphold the criteria throughout their remaining semesters will be awarded the Alpha Beta Kappa Gold Key of Distinction at the LIBI commencement ceremony.

NATIONAL TECHNICAL HONOR SOCIETY

The National Technical Honor Society established in the spring of 2015 recognizes students of outstanding student academic achievement, character, and leadership in career and technical education. Students inducted in this honor society should embody seven attributes: **leadership, scholarship, skills, honesty, citizenship, service and responsibility**. Students eligible for induction must have completed at least 30 credits at LIBI have achieved a grade point average of 3.4 to 3.74. The Society may also elect a limited number of Faculty, staff, and alumni as honorary members. Induction ceremonies take place in the spring of each calendar year. Upon induction, candidates will receive a personalized Certificate of Achievement, membership card and pin from NTHS.

ORDER OF THE SWORD AND SHIELD NATIONAL HONOR SOCIETY

Order of the Sword and Shield National Honor Society established in the spring of 2014 recognizes the scholastic and professional achievements of students in the fields of homeland security, intelligence, emergency management and protective security. The core values of the Society are **ethics, excellence, knowledge, and peace**. Students eligible for induction must have completed at least 30 credits at LIBI, be a current homeland security, intelligence, emergency management or protective security major program student, provide one academic recommendation letter, have achieved a grade point average of at least a 3.25 and agree to uphold the core values. Induction ceremonies will take place in the spring of each calendar year. Upon induction, candidates will receive a personalized Certificate of Achievement, membership card and pin.

VALEDICTORIAN AND SALUTATORIAN

Valedictorians are students selected to address the graduating class at the College Commencement Ceremony. One valedictorian and one salutatorian is selected from the eligible candidates that graduated from programs of fifty (50) credits or more. Students are selected for this honor based on sustained academic excellence and other outstanding accomplishments that contribute to life at the Long Island Business Institute. The candidates must demonstrate exemplary commitment to professional behavior, respect for all members of the LIBI community and humility, and an unwavering commitment to respect for others in decorum.

The salutatorian is the student in the graduating class whose academic record and accomplishments are the next highest in achievement after the valedictorian. The Provost and the Assistant Campus Director coordinate the selection process for both the valedictorian and salutatorian.

These students must have:

- ✚ The highest cumulative grade point average with no grade lower than a B in the graduating class of any of the degree programs offered at the College. The GPA is computed on all courses taken at LIBI;
- ✚ A record of consistent commitment to the LIBI curriculum;
- ✚ A record of college and community service that extends beyond service-learning opportunities in the curriculum;
- ✚ A strong recommendation from the College Faculty;
- ✚ No more than 15 transfer credits or a combination of transfer credits, proficiency challenge credits, or CLEP credits;
- ✚ Candidate must successfully complete a personal interview with noted Faculty

members and designated Senior College Administrators in order to be considered for selection;

- ✚ Never withdrawn from a course;
- ✚ Proof of exemplary classroom conduct.

REQUIREMENTS FOR GRADUATION

1. All candidates for graduation from Long Island Business Institute must meet all of the following requirements:
2. Fulfill the course requirements and any additional requirements of the program of study within the maximum time frame (**refer to Section X**).
3. Attain a cumulative grade point average (GPA) of not less than 2.0 in the program of study. (Some programs require a higher GPA to graduate.)
4. Satisfactorily complete any developmental/remedial course or course sequences into which they were placed at the time of enrollment.
5. Students without a high school diploma or a high school equivalency diploma admitted to LIBI must complete 24 credits of college coursework with a GPA of 2.0, distributed in accordance with requirements set forth by the New York State Department of Education to obtain a New York State high school equivalency diploma based on earned college credits.
6. Complete a minimum of 50% of credits required by the program of study at Long Island Business Institute by enrolling in and completing LIBI courses and completing all Capstone courses as indicated in the program curriculum pages.

Students without High School diplomas or equivalent must complete 10 Adult Education Units (AEU's) prior to being able to receive their physical diplomas from LIBI.

REQUIREMENTS FOR CONFERRAL OF DEGREE/CERTIFICATE

STUDENT MUST SATISFY ALL GRADUATION REQUIREMENTS ALONG WITH THE FOLLOWING:

1. All required documentation must be on file.
2. Any pending disciplinary issues must be resolved.
3. All financial obligations to the College must be satisfied.
4. Any items borrowed from LIBI must be returned (e.g., court reporting equipment, library books, etc.).

Note: Students that do not satisfy all financial obligations to LIBI will have their diploma and transcript withheld until they have met all obligations.

STUDENTS ENROLLED IN THE A.O.S. DEGREE PROGRAMS IN ACCOUNTING, BUSINESS MANAGEMENT, HOSPITALITY MANAGEMENT, OFFICE TECHNOLOGY WITH MEDICAL OFFICE OPTION MUST:

- ✚ Complete a mock interview as a final for PCD200.
- ✚ Submit a current resume to the Career Services Coordinator.
- ✚ Submit all required documentation pertaining to placement to a Career Services Coordinator.
- ✚ Complete 10 Adult Education Units (AEUs)*.
- ✚ Complete an exit interview.

STUDENTS ENROLLED IN THE A.O.S. DEGREE PROGRAM IN EMERGENCY CARE MANAGEMENT (CURRENTLY NOT OFFERED) MUST:

- ✚ Complete a mock interview as a final for PCD200.
- ✚ Submit a current resume to the Career Services Office.
- ✚ Complete 10 Adult Education Units (AEUs)*.
- ✚ Complete a LIBI affiliated and Department of Health (DOH) approved EMT program.
- ✚ Complete an exit interview.

STUDENTS ENROLLED IN THE A.O.S. DEGREE AND CERTIFICATE PROGRAMS IN COURT REPORTING MUST:

- ✚ Complete a mock interview with the Career Services Office, separate from those being held in INT203.
- ✚ Submit a current resume to Career Services Office.
- ✚ Complete 10 Adult Education Units (AEUs)*. (Students enrolled on or after Spring 2015.)
- ✚ Submit a 40-page salable transcript.
- ✚ Complete an exit interview.

STUDENTS ENROLLED IN THE A.O.S. DEGREE PROGRAMS IN HOMELAND SECURITY AND SECURITY MANAGEMENT AND CERTIFICATE PROGRAMS IN ELDER CARE ADMINISTRATION AND HOSPITALITY MANAGEMENT MUST:

- ✚ Complete a mock interview with the Career Services Office.
- ✚ Submit a current resume to the Career Services Office.
- ✚ Submit all required documentation pertaining to placement to the Career Services Coordinator.
- ✚ Complete 10 Adult Education Units (AEUs)*.
- ✚ Complete an exit interview.

At the end of each semester, students receive a copy of their grades for that semester. The transcript includes the term GPA and the cumulative GPA. Upon graduation, students receive a final transcript of their grade record. Official transcripts may be requested from the Registrar for a fee of \$10.00 each. A transcript request form with verifiable ID must be completed for the request to be processed. Transcripts will be mailed directly to another educational institution or employer, if desired. If a student or graduate is on financial hold or any other administrative hold, transcript requests will not be processed.

***ADULT EDUCATION UNITS (AEUS).**

- ✚ Students must complete a total of ten (10) Adult Education Units (AEUs) in order to receive their LIBI diploma and official transcript. Students, who do not complete their ten (10) AEUs prior to the commencement ceremony they are slated to attend, will not be permitted to participate.
- ✚ AEUs consist of workshops and presentations on topics that are instrumental for professional and personal growth and development.
- ✚ They will be conducted two or three times per month and facilitated by a combination of Career Services staff, Long Island Business Institute Faculty, and appropriate credentialed invited guests.
- ✚ One (1) AEU is equivalent to 1-hour workshop/seminar/webinar.
- ✚ Information regarding upcoming AEU workshops is available in the Career Services Office, through postings on campus-wide bulletin boards, and on the LIBI Events Calendar which can be found on the website.

HOLDS ON STUDENT RECORDS

LIBI will place a hold on student records when students fail to meet certain obligations. A hold prevents students from registering, graduating, or receiving unofficial and/or official transcripts. Depending on the type of hold or the duration of certain holds, student may be withdrawn from the College. A hold may be placed on records for a variety of reasons, including:

- ✚ Missing required documentation (MMR, high school diploma or high school equivalency diploma, high school transcript, official college transcripts, if transferring from another college, income tax returns, proof of legal status, proof of New York State residency, proof of dependency if under 24 years of age, or proof of emancipation, completion of all required admissions testing);
- ✚ Enrollment under false pretenses;
- ✚ Improper acceptance of financial aid;
- ✚ Failure to meet with your assigned Academic Advisor when on Academic Warning, or Probation;
- ✚ Non-compliance with academic course requirements and prerequisites;
- ✚ Failure to pay a debt to the College by due date;
- ✚ Disciplinary misconduct;
- ✚ Failure to return items to the library, bookstore, or pay fines;
- ✚ Failure to return leased court reporting equipment (applicable to students in the court reporting program);
- ✚ Failure to pay for damaged College property;
- ✚ Incorrect address (mail returned);
- ✚ For students without a high school diploma or a high school equivalency diploma, failure to complete a New York State high school equivalency diploma application prior to the last day of program completion;
- ✚ Failure to complete exit interview, submit required documentation, and an updated resume to the Career Services Office prior to the last day of program completion (official transcript hold only);
- ✚ Failure to complete a student loan interview with financial aid.

SATISFACTORY ACADEMIC PROGRESS

LIBI has established basic standards to define satisfactory academic progress for all students and the terms of academic Probation, academic dismissal, extended enrollment status, academic warning, and graduation. These are expectations of academic performance that increase gradually as the student approaches completion. Graduation requires a minimum cumulative Grade Point Average (GPA) of 2.0 (C). Some programs require a higher cumulative GPA for graduation. Additional requirements exist for students using federal and state financial aid. These will be further explained in later sections. Please note that Satisfactory Academic Progress is reviewed to determine student academic status (such as academic warning, academic Probation, and academic dismissal), Federal Financial Aid and New York State Tuition Assistance Program (TAP) eligibility.

CREDITS ATTEMPTED

Credits attempted are computed for all courses applicable to student's current program of study for which the student has received a final grade or has withdrawn with tuition liability or has been granted credits for study outside of LIBI. Credits earned by CLEP and Proficiency Exams are not considered attempted credits. They do not have an effect on Satisfactory Academic Progress. Withdrawal (W) grades are computed as attempted but they have no effect on GPA. No Show (NS) grades and Unofficial Withdraw grades (UW) are computed as attempted, and they have the same effect as an F (Failure) grade on GPA. Incomplete (I) courses are not computed as attempted until a final grade is achieved, but the grade must be secured within the first ten school days (not including weekends and holidays) of a semester or it converts to an F. Courses in which the In Progress (IP) is assigned are computed as attempted. Any student who receives an IP grade is automatically placed on Academic Warning. The student must retake the

course and earn a passing letter grade in the next registered semester to meet the terms of satisfactory academic standing.

REPEATING COURSES

All withdrawals and grades of F in required courses must be repeated, and the new grade replaces the F in the calculation of the Grade Point Average. The additional attempted credits are used in calculating Satisfactory Academic Progress. The original F grade will appear on the transcript.

ACADEMIC GRADE POINT AVERAGE (GPA) PROBATION

To remain in good standing, a student must demonstrate academic achievement on a semester-to-semester basis for the current program of study. The standards for the Associate of Occupational Studies Degree Program and Court Reporting Certificate Program are as follows:

FOR NON-REMEDIAL STUDENTS WHO ENROLL IN A.O.S. DEGREE AND COURT REPORTING CERTIFICATE PROGRAMS:

Credits Attempted	Minimum Cumulative GPA Required
0-6	1.0
7-12	1.3
13-24	1.5
25-36	1.8
37-48	2.0
49-Graduation	2.0

For remedial students who enroll in A.O.S. degree and Court Reporting Certificate programs:

Credits Attempted	Minimum Cumulative GPA Required
0-6	0.5
7-18	0.75
19-30	1.3
31-42	2.0
43-Graduation	2.0

THE STANDARDS FOR ALL OTHER CERTIFICATE PROGRAMS:

Credits Attempted	Minimum Cumulative GPA Required
0-6	1.0
7-12	1.5
13-18	1.7
19-24	2.0
25-Graduation	2.0

At the end of each semester, students falling below the standards listed above are placed on Academic Probation and must receive advisement by an assigned Academic Advisor or the designated Senior College Administrator. Tutoring or a reduced credit load may be recommended.

In addition, students need to achieve a minimum cumulative GPA of 2.0 after four semesters of study. If students cannot achieve the required GPA, they will be placed on Academic Probation.

Students are placed on Probation for one semester and must return to good academic standing as defined in the Minimum Cumulative GPA Required chart above or face Academic Dismissal.

PURSUIT OF PROGRAM (POP) PROBATION

LIBI has established policies concerning the pace at which the program is pursued. Following accreditation regulations, LIBI has established a maximum time frame for graduation, set at 150% of the credits needed for the credential. This represents the maximum number of credits that can be attempted to receive the credential. Students will be evaluated at the 25% mark toward this maximum time frame to determine if progress toward the goal is adequate. At this point a student must have completed at least 50% of all credits attempted. Failure to achieve this percentage will result in Probation, and the student will be allowed one semester to return to good standing or face Academic Dismissal. A second evaluation will occur at the 50% point where 60% of credits attempted must be completed, and a third evaluation at the 75% point where 65% of the program must be completed. After the third evaluation, students who do not meet the terms of Probation will be subject to Academic Dismissal. Once a student has exceeded the maximum time frame for graduation, they cannot be issued a certificate or degree. If the student is able to complete the program requirements in over 150% of the maximum time frame as a non-matriculated student, they will be issued an Official Record of Completion.

Pursuit of Program Check Points	
% of Program Attempted	Minimum % Achieved
25%	50%
50%	60%
75%	65%
100%	68%

REPEATED ATTEMPTS (RA) PROBATION

If a student is not placed on GPA or POP probation, but fails one or more courses, the student will be placed on Academic Warning. Students will be placed on probation when they attempt the course the third time after they fail to secure a passing grade in the first two attempts. Students are strongly advised to repeat the class they failed as soon as the course is offered to improve GPA. If students fail to pass the course in the third attempt, or withdraw from the course, students will face Academic Dismissal. Students can repeat the course in an extended enrollment period as a non-matriculated student. If students pass the course at the end of the term, and also meet all the other SAP guidelines, students can apply for re-admission and be matriculated into the original program of study. Students are not entitled to any financial aid during the extended enrollment period. Students can appeal the dismissal based on LIBI's Appeal process stated in our catalog. Students are also urged to speak to their assigned Academic Advisor or the Registrar to find out how this may impact their expected graduation dates and financial aid eligibility.

ACADEMIC DISMISSAL

Students placed on gpa/pop/ra probation that fail to return to good standing according to the specific probation guidelines will face academic dismissal. The action may be appealed in writing to the exceptions committee (formerly known as the committee for academic standard exceptions) and must be accompanied by documentation of any extenuating circumstances (health, death in the family, etc.) That may support the appeal. If the appeal is successful, the student may continue on probation for one additional term.

PROGRAM COMPLETION WITHOUT GRADUATION CREDENTIAL

A GRADUATION CREDENTIAL CANNOT BE AWARDED TO:

- 🚩 students whose credits attempted are more than 150% of the length

of the program;

✚ students who do not meet the minimum GPA requirement for graduation.

Students who do not qualify for the graduation credential and have completed all program requirements will receive an Official Record of Completion and a transcript record of courses and grades. Only graduates are eligible to participate in the LIBI commencement ceremony.

EXTENDED ENROLLMENT STATUS

Students who have been dismissed as unable to meet SAP by the end of a Probationary period may be permitted to retake previously failed courses and/or additional courses in future semester(s) to meet SAP as a non-matriculated student. This status would exempt the student from receiving financial aid during this period. Once the student has successfully completed the coursework and satisfied SAP standards, he/she may apply to the College for re-entry and must be approved by the designated Senior College Administrator. If approved, the students will meet with a Financial Aid Specialist to determine if they qualify for financial aid. All credits attempted in the extended enrollment period count toward the 150% of the normal program length.

EFFECT OF PROGRAM CHANGE/PURSUIT OF ADDITIONAL DEGREE

Students may change from one program to another or they can pursue an additional degree at LIBI. To apply for a change of program or to pursue an additional degree, the student should schedule a counseling session with their assigned Academic Advisor. Change of program or pursuit of an additional degree may involve a change of credits attempted, GPA, and could affect Satisfactory Academic Progress and financial aid eligibility. Changes are not permitted after the first ten school days (not including weekends and holidays) of a semester. It is recommended that students plan for a change before the new semester starts to avoid disruption. All program changes require final approval by the designated Senior College Administrator.

STUDENT ATTENDANCE

Employers expect perfect or nearly perfect attendance and our instructors require the same.

Students are expected to adhere to the requirements of all the classes they are registered for. All courses are evaluated based on class assignments, participation, and examinations. The specific percentage breakdown varies by course; instructors will provide their students with a syllabus detailing the final evaluation method for each class at the beginning of the semester.

Absences in courses may result in failing grades and ineligibility of future financial aid. Faculty will clearly state their classroom policy at the beginning of the semester. Faculty may refer cases of excessive absences to Academic Advisors for intervention.

Permission to submit missed work may be granted at the instructor's discretion. In cases where the absences are chronic and unavoidable, students should seek the help of their assigned Academic Advisor.

1. All required documentation (doctor's notes, bereavements, or other proof of extenuating circumstances) must be presented to the instructor immediately upon returning to class.
2. Non-emergency medical visits should be scheduled after class hours.
3. If a Faculty member determines that absences hinder the student's academic performance in their class, the Faculty member may require that student to report to their assigned Academic Advisor to determine the appropriate course of action.
4. Lateness and leaving class early are unprofessional and disruptive to the instructor and the other students. Students should inform Faculty of any circumstances that will cause them to be late or have the need to leave early.

5. In the event that a student must miss class, it is the student's responsibility to keep current with all course work.

In most cases, excessive absenteeism results in a student's inability to maintain the academic standard set by LIBI.

PUNCTUALITY

Instructors differ in the way they handle students who are late. Late students cause a disruption. Your instructor will clearly state their classroom policy regarding tardiness. Please respect their guidelines.

COURSE WITHDRAWAL

WITHDRAWING FROM A COURSE CAN HAVE AN IMPACT ON YOUR FUTURE SCHEDULE, GRADUATION DATE (MAY PROLONG YOUR STAY AT LIBI), OR HAVE FINANCIAL AID CONSEQUENCES.

1. To withdraw from a course, you will need to fill out the Course Withdrawal form available at the Registrar's Office.

2. All students must meet with a member of the academic advising team, a financial aid specialist, and the bursar prior to course withdrawal. Students must obtain signatures from the advising and financial aid offices before the Registrar is able to officially process the Course Withdrawal form.

3. All withdrawn courses are counted toward attempted credits and 150 maximum time frame for graduation.

4. In general, LIBI requires course withdrawals to be processed in person in order for students to be properly advised regarding the impact of the withdrawal on program completion and any financial obligation that may result by the action. However, in circumstances when the student is unable to appear in person, a designee must contact LIBI and notify the Registrar or the Academic Advisor of the student's intent to withdraw. Students are asked to provide complete information to the College as soon as they are able to.

WITHDRAWAL FROM THE INSTITUTION AND ITS IMPACTS

OFFICIAL WITHDRAWALS

Students who have the intent to withdraw from LIBI need to meet with their assigned Academic Advisor or the Registrar of the campus.

When a student comes to withdraw in person, the student must fill out the appropriate form indicating the intent to withdraw.

When a student cannot come in person to withdraw, due to circumstances beyond the student's control, the student can verbally, electronically, or by mail, notify their assigned Academic Advisor or the Registrar of the campus or location his/her intent to withdraw.

These students will be considered an Official Withdrawal.

ADMINISTRATIVE WITHDRAWALS

When the College does not receive official notification of the intent to withdraw from student, but otherwise determines the student will cease attendance, the College will administratively withdraw the student.

Students who do not register for any classes before a semester begins or within the first ten school days (excluding weekends and holidays), and who do not notify the school of the intent to withdraw from the College, will be considered administratively withdrawn. Accounts will be reconciled within forty-five (45) days of the determination date.

Students experiencing a medical or family emergency can avoid being administratively withdrawn by applying for a Leave of Absence (LOA). A designated Senior College Administrator must approve all Leave of Absence requests. A student that does not register for the semester following a LOA will be administratively withdrawn. Once administratively withdrawn, a student must go through re-entry application process when the student decides to return to school.

Students who receive NS (No Show) and/or UW (Unofficial Withdraw) grades from all the courses they register for the semester will be administratively withdrawn. Financial Aid office will complete any necessary financial aid refund computation and processing within 45 days from the date of determination.

RE-ENTRY FOR WITHDRAWALS

Students who withdrew or were administratively withdrawn from LIBI must seek the approval of a designated Senior College Administrator in order to re-enter the College. A written explanation for the withdrawal along with any documentation, if applicable, should accompany the request for re-entry. A designated Senior College Administrator will interview students that are seeking re-entry into the College. In general, students may seek re-entry to the College only one time. Students who fall outside of this policy must be granted an exception by a designated Senior College Administrator. Since re-entry applications are processed on a case-by-case basis, students may be required to complete and pass current admissions exams. LIBI reserves the right to decline any re-entry request. LIBI will consider the following factors when considering re-entry applications: Determining factors include, but are not limited to, previous academic performance, previous attendance, intent to complete program of studies, etc. Re-entry students are subject to the policies and the curriculum published in the most updated College catalog. Students who previously attended a program that the College no longer offers may seek re-entry and have their earned credits evaluated for transferring into a different program of study. If a student attends other higher education institutions after he/she left LIBI and before he/she applies for re-entry, the Administration may award transfer credits for applicable courses. Please refer to Admission with Advanced Standing section of the College catalog for Advanced Standing policy.

REPEATING FAILED CLASSES UPON APPROVED RE-ENTRY

Students who withdraw from LIBI and are approved for re-entry into the college will resume their program from the point at which they left off. In the event that the program version has been updated or new course requirements have been added, the student will be required to complete the new course requirements of the major they are re-entering. Courses that were failed but are no longer offered will be given an equivalent with the approval of the Provost. The failing grade will remain on the transcript but will be replaced in the GPA by the new course.

WAIVER

Any request for a waiver of any admission, transfer credit, or academic policy outlined above must be made in writing to the Provost and will be considered on a case-by-case basis.

RE-ENTRY TO COURT REPORTING PROGRAMS

Court Reporting students who wish to reapply must be prepared to register in the speedbuilding course that follows the one in which they received the last passing grade. If the student wishes to reapply for a speedbuilding course in which the grade of IP was earned, that student must demonstrate proficiency in the speedbuilding course that was the prerequisite for this course.

Former students who are unable to demonstrate proficiency in the speedbuilding course as explained above will be denied re-entry into the program. At this point, the student will be given the opportunity to register as a non-matriculated student taking the appropriate

speedbuilding course as determined by the Programs Director. The student is only permitted to enroll in that specific speedbuilding course for two semesters. Following completion of the course, the student will be assessed by a proficiency examination for consideration for re-entry.

Students who were dismissed from the program and are seeking re-entry must enroll in the course(s) in which a failing grade was received and earn a passing grade before being considered for re-entry into the program. The student will be enrolled as a non-matriculated student during this period of time.

If a student demonstrates the ability to successfully complete a speedbuilding course at a higher level than the speedbuilding course following the one in which a passing grade was earned, it will be necessary to demonstrate the ability to pass the required speed tests through a proficiency examination.

STUDENTS WHO WERE PREVIOUSLY REQUIRED TO TAKE REMEDIAL COURSES

A student who was required to take remedial courses in his/her original enrollment, at the discretion of a designated Senior College Administrator, may need to re-take all required admissions exams listed in the current catalog when he/she applies for re-entry.

If a student passed all the remedial courses he/she took previously, the student must score high enough to be placed into the next level of remedial courses according to the cut scores published in the current catalog. Exceptions to this policy must be approved by the Provost or a designee (Senior Student Success Advisor or the Assistant Campus Director).

In general, if a student who fails to achieve a sufficient score to be placed in the next level, his/her re-entry application will be denied. However, with the permission of a designated Senior College Administrator, the student can register as a non-matriculated student. Upon the completion of the remedial course(s), the student can retake all required admissions examinations for consideration for re-entry.

Non-matriculated students are not eligible for financial aid.

LEAVE OF ABSENCE

Circumstances may occur that require a student to take a Leave of Absence (LOA) from studies. In cases where the LOA occurs upon completion of a semester, the student should notify their assigned Academic Advisor/Registrar and the Financial Aid Office and put in writing the request for the leave. Students will be required to provide documentation to support the request. The LOA period expires after one semester. LOAs are subject to approval by the designated Senior College Administrator on an individual basis. In general, an LOA would not be granted for students who have not completed more than one academic term or who do not meet minimum Satisfactory Academic Progress standards. Exceptions may be granted based on extenuating circumstances at the discretion of the designated Senior College Administrator. Leaves of one semester are permitted during any 12-month period without affecting academic standing or financial aid eligibility. International students should contact the Registrar to schedule an appointment with the designated school official for additional restrictions. Students are responsible for contacting the Financial Aid and Registrar's offices prior to the start of the next semester to arrange for an academic schedule and to activate financial aid accounts. Failure to return from an approved leave constitutes administrative withdrawal. The withdrawal date is established as the end of the last term attended, and the student loan grace period is dated back to the first day of the Leave of Absence term.

In the event that a family emergency occurs that prevents the student from completing the semester, an official Leave of Absence may be granted. To maintain good academic standing and financial aid eligibility, the student must provide documentation of the mitigating circumstances that have prevented completion of the semester.

STUDENT MEDICAL LEAVE

During a semester where a student becomes unable to continue in classes for medical or mental health reasons, a Leave of Absence may be granted.

Students requesting a medical Leave of Absence must complete the student Leave of Absence Request Form and attach the necessary documentation from an appropriate medical or mental health professional.

The request form and physician documentation indicating the student's medical or mental health condition must be submitted to the assigned Academic Advisor. The Registrar should also receive a copy of the documentation. Upon notification of approval or denial of the request, the designated Senior College Administrator will notify the appropriate offices and the student's instructors to ensure that proper procedures are followed. These individuals will provide necessary information directly to the student, where applicable.

If the leave is granted, grades will be assigned as appropriate. The Exceptions Committee (formerly known as the Committee for Academic Standard Exceptions) will make a determination on the best course of action in cases where medical leave must be taken mid-semester. LIBI will observe confidentiality and privacy laws and regulations to the extent possible when addressing student leave requests.

Students returning to LIBI after a medical Leave of Absence must provide the Registrar with a written recommendation from the attending physician or appropriate mental health professional indicating the student's readiness and ability to return to educational pursuits.

Upon return from medical leave, students enrolled in the Court Reporting program must meet with the Programs Director to determine class scheduling. Students enrolled in all other academic programs must meet with their assigned Academic Advisor to ensure registration in the correct course sequence.

INVOLUNTARY HEALTH SUSPENSION AND WITHDRAWAL

In the rare and extraordinary circumstances, a student's suspension or withdrawal from the College may be necessary to protect the safety of that student and/or others. If the student in question is unable or unwilling to request a voluntary withdrawal or does not agree to comply with LIBI's suspension sanction, the following actions will take place:

The Provost or an appropriately ranking designee will:

- ✚ Consult, as may be appropriate and feasible, with the student's instructors and other individuals or departments relevant to the student's situation;
- ✚ Seek, if appropriate and feasible, the cooperation and involvement of parents or guardians of the student. The decision to notify a student's family members will be weighed carefully against the student's privacy rights. The student's parents or guardians may be contacted without the expressed consent of the student if it is perceived necessary to protect the welfare of the student or other individuals;
- ✚ Review, if appropriate and feasible with the student, the reasons why an involuntary health withdrawal is being considered and provide an opportunity for the student to respond to the reasoning and assert his/her reasons as to why withdrawing is not necessary and/or appropriate.

During this process, the student will be placed on an emergency health suspension. The Provost, or an appropriate ranking designee will consider all of the information available to him/her at the time and render a written notice to the student. The student will receive written notice of the final decision, including the conditions for re-enrollment, if any, if the student is withdrawn. The student may appeal the decision to the President of the College within the first three business days of receipt of the written notice.

In the event that the student is incapable of responding on his/her own behalf due to his/her condition, or if the student is choosing not to cooperate with the inquires or directives of the College, LIBI reserves the right to withdraw the student without the voluntary consent of the student or the parent or guardian. The terms of the withdrawal may include denying the student permission to be on property owned or controlled by LIBI for a specified period of time or permanently.

If the student is involuntarily withdrawn, the student will not have the opportunity to finish the requirements of the courses for which he/she is registered. In those circumstances, the student may be granted grades of "W" (Withdrawn) in all enrolled classes, even if the normal deadline for a "W" has passed. Tuition will be calculated in accordance with the tuition refund table published in the catalog.

If the student is granted the opportunity to seek re-enrollment contingent upon meeting certain conditions, such as obtaining medical clearance from an appropriate health care provider, the student must give a signed consent for the healthcare professional and the President of LIBI or the Senior Student Success Advisor to communicate about the nature of the problem that lead to this action by the College. The President or the Senior Student Success Advisor will provide the healthcare professional with a complete description of the College's concerns. This communication should occur prior to the beginning of the student's treatment to ensure that there is clarity regarding the medical and/or psychological problems that need to be addressed. The student must meet, and provide proof of, all of the stipulations and requirements included in the written notification from the College before seeking re-enrollment.

APPEAL OF INVOLUNTARY HEALTH WITHDRAWAL

A student who has been involuntarily withdrawn from the College may seek to appeal the withdrawal by writing to the Provost. The student must submit the appeal and the reason(s) why the appeal should be granted within three business days of the receipt of the official notice of the involuntary withdrawal.

The student will remain on an emergency health suspension during the appeal process. The President may request to communicate with the student's health care provider as part of the appeal procedures. Upon due consideration, the President will uphold the decision if there is sufficient evidence that the student's health condition substantially threatens the welfare of self or others, or the students behavior significantly disrupts the integrity of LIBI's learning environment or normal College operations. The decision on the appeal will be communicated to the student in writing within three business days of the day the appeal was submitted to the President.

If the student does not submit an appeal, the involuntary health withdrawal will be implemented at the conclusion of the three business day period to submit an appeal.

RE-ENROLLMENT PROCEDURE

A student who is involuntary withdrawn from the College for reasons pertaining to a health condition or behavior that poses an immediate and direct threat to self or others, or that disrupts the normal operations of the College, will not be permitted to attend classes, participate in extracurricular activities sponsored by the College, or be on property owned or controlled by LIBI. The decision and subsequent process of making the final determination regarding the student's enrollment status will be based upon a review of all available information at that time.

The key standard for making the decision is whether the student's health condition substantially threatens the welfare of self or others or the student's behavior significantly disrupts the integrity of the College's learning environment.

DISMISSAL

A student may be dismissed by the College for any of the following reasons:

1. Academic – inability to maintain Satisfactory Academic Progress (SAP) and/or program requirements;
2. Academic Dishonesty
3. Attendance – lack of attendance (ESL Certificate program);
4. Misconduct – noncompliance with the LIBI Student Code of Conduct;
5. Financial – failure to meet financial obligations;
6. Required documents for enrollment – failure to submit required documents.

Students dismissed for academic reasons may apply for re-entry into the College only once. When a student is approved for re-entry, the student will be enrolled as non-matriculated. This extended enrollment status exempts the student from receiving any form of financial aid during this period. A student must meet minimum academic progress standards and comply with all school policies in order to be considered for re-entry into a matriculated program. Students dismissed for misconduct will not be considered for re-entry or re-admission.

APPEAL OF ACADEMIC DISMISSAL

Students may appeal a dismissal decision by writing to the Exceptions Committee. The decision of the committee may only be appealed to the President of the College. Students wishing to appeal the President's decision may also submit a request to the New York State Department of Education at the following contact information:

New York State Education Department

Office of College and University Evaluation Education Building Annex
5 EB, North Mezzanine Albany, New York 12234
518.474.2593, Fax 518.486.2779
www.nysed.gov

For students dismissed for misconduct that is deemed by the hearing panel committee to be threatening to the safety of the college community, LIBI reserves the right to indicate that on the student transcripts. For more information about non-academic dismissal, please see Disciplinary Action section.

APPEALS

LIBI students have the right to appeal decisions which they believe have negatively impacted their educational experiences. A student may appeal a decision which affects his/her progression through the program if the student believes that his/her rights or freedoms have been violated, or if the student believes that policies of the college have been incorrectly interpreted or applied. The appeals procedure is fully outlined in the Student Handbook.

ACADEMIC FREEDOM AND PROFESSIONAL INTEGRITY

The Faculty and staff of Long Island Business Institute recognize the importance and necessity of academic freedom to the fulfillment of the College's educational mission.

Faculty members have a role in helping the College meet its commitment in maintaining an environment that respects diversity and is free from discrimination and harassment.

Freedom in teaching is fundamental for the protection of the rights of the Faculty who is teaching and the student who is learning. Faculty members are protected against personal malice.

LIBI is committed to the ideals of academic freedom and acknowledges it to be a cornerstone of the American educational system. Consistent with the historic 1967 decision in *Keyishian v. Board of Regents of the University of the State of New York*, the Supreme Court of the United States overturned a New York State loyalty provision for teachers with these words: "Our Nation is deeply committed to safeguarding academic freedom, [a] transcendent value to

all of us and not merely to the teachers concerned,” LIBI strives to secure the intellectual independence of its Faculty and its students.

In daily practice, academic freedom protects the intellectual independence of the Faculty and students in the pursuit of knowledge and the expression of ideas from interference by administrative authorities within the College. This means that no political, ideological, or religious orthodoxy will be imposed on instructors through the hiring or termination process or through any other administrative means by the College.

This protection includes students. LIBI recognizes that intellectual independence means the protection of students, as well as Faculty, from the imposition of any orthodoxy of a political, religious, or ideological nature. LIBI’s stance is drawn on American Association of University Professors’ (AAUP) Joint Statement on Rights and Freedoms of Students, which reinforces and emphasizes the inseparability of “the freedom to teach and freedom to learn. “In the words of the AAUP, students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion.”

Students will be graded solely on the basis of their reasoned answers and appropriate knowledge of the subjects they study not on the basis of their political or religious beliefs.

Curricula and reading lists should provide students with dissenting sources and viewpoints where appropriate. While Faculty are and should be free to pursue presenting their views, they should consider and make their students aware of other viewpoints. Academia should welcome diverse approaches in the presentation of classroom material at all times.

Allowing students to reflect on a wide spectrum of scholarly viewpoints on the subjects covered in their courses is a major responsibility of the Faculty. Faculty will not use their courses for the purpose of political, ideological, religious, or anti-religious indoctrination.

Students must be free in the classroom to express a wide range of viewpoints in accordance with standards of academic inquiry and relevance to the topic being discussed. No student can abridge the rights of other students when exercising their right to differ. A cornerstone of academic freedom as interpreted by LIBI is respect. Respect for each other and for differing viewpoints is essential in fostering open discourse and promoting freedom of inquiry.

LIBI is dedicated to promoting Intellectual Pluralism in all its forms - LIBI believes that multiplicity is a virtue and should be encouraged in all aspects of society and culture.

“College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinion of others, and should make every effort to indicate that they are not speaking for the institution.”¹

Any student who feels that they have not been afforded protections under the Student Academic Freedom policy should discuss the matter with the Provost or the Assistant Campus Director as soon as possible.

SATISFACTORY ACADEMIC PROGRESS FOR PURPOSES OF FEDERAL FINANCIAL AID GPA REQUIREMENTS

Students not meeting the GPA benchmarks listed below will be placed on Financial Aid Warning for one semester. Federal financial aid can be used for the next enrollment term to assist students in their effort to return to good standing.

¹ American Association of University Professors, AAUP Policy Documents and Reports, Tenth Edition, Johns Hopkins University Press, Baltimore, 2006, Page 3 – 4.

ESL CERTIFICATE PROGRAM ATTENDANCE REQUIREMENTS

For students enrolled in the ESL Certificate program, they need to attend 90% of classes based on a 360-hour semester in order to be eligible for Federal financial aid in the following term of enrollment.

For non-remedial students who enroll in A.O.S. degree and Court Reporting Certificate programs:

Credits Attempted	Minimum Cumulative GPA Required
0-6	1.0
7-12	1.3
13-24	1.5
25-36	1.8
37-48	2.0
49-Graduation	2.0

For remedial students who enroll in A.O.S. degree and Court Reporting Certificate programs:

Credits Attempted	Minimum Cumulative GPA Required
0-6	0.5
7-18	0.75
19-30	1.3
31-42	2.0
43-Graduation	2.0

The standards for all other certificate programs:

Credits Attempted	Minimum Cumulative GPA Required
0-6	1.0
7-12	1.5
13-18	1.7
19-24	2.0
25-Graduation	2.0

In addition, students need to achieve a minimum cumulative GPA. of 2.0 after four semesters of study. If students cannot achieve the required GPA, they will be placed on Financial Aid Warning.

PURSUIT OF PROGRAM REQUIREMENTS

In addition to achieving academic progress in terms of grades, students must be pursuing graduation at an acceptable pace in order to qualify for federal financial aid. Students must progress with sufficient pace to complete the program within 150% of the normal length of the program. (As indicated on **Section X**, certificate or degree graduation credentials cannot be awarded after this time, and students will receive only an Official Record of Completion and a transcript of courses taken and grades received.)

To make adequate progress towards this 150% requirement, a student will have to pursue the program according to the following benchmarks, with credits attempted defined as in the previous section:

Pursuit of Program Check Points	
% of Program Attempted	Minimum % Achieved
25%	50%
50%	60%
75%	65%
100%	68%

Pursuit of program progress is computed at the conclusion of each academic term. Failure to attain the minimum pursuit of program percentage places the student on Financial Aid Warning for one semester, federal financial aid eligibility continues. Failure to achieve the needed benchmark by the end of the next term of study will result in Academic Dismissal and loss of federal financial aid. Dismissal may be appealed as described in the previous section, and Extended Enrollment Status may also ensue as previously described.

SATISFACTORY ACADEMIC PROGRESS FOR ALL NEW YORK STATE TAP GRANT RECIPIENTS

In addition to meeting the requirements for Title IV satisfactory progress, students must also meet standards of satisfactory academic progress and pursuit for state aid programs. There are three elements of satisfactory academic progress that all financial aid recipients must meet in order to be eligible for financial aid from the New York State sponsored Tuition Assistance Program (TAP).

1. Students must accrue a specific number of credits based upon the total number of TAP payments received.
2. Students must achieve a minimum grade point average based on the total number of TAP payments received.
3. The regulations define pursuit of program as receiving a passing or failing grade in a certain percentage of a full-time course load. The percentage increases from 50% of the minimum full-time load in each term of study in the first year for which an award is made, to 75% of the minimum full-time load in each term of study in the second year for which an award is made, to 100% of the minimum full-time load in each term of study in the third and each succeeding year for which an award is made. Accepted grades of passing or failing are A through F. A grade of PS, indicating that a student has successfully completed a developmental non-credit course, would be acceptable. Grades of IP (In Progress) would only be acceptable if automatically changed to a standard passing or failing grade before the completion of the next term of study. Grades of W (Withdrawal) do not constitute grades which indicate that the student passed, failed, or completed all work in a course and cannot be counted toward meeting the pursuit of program requirement.

STANDARD OF SATISFACTORY ACADEMIC PROGRESS FOR PURPOSES OF DETERMINING ELIGIBILITY FOR NEW YORK STATE STUDENT AID

**PROGRAM: ASSOCIATE DEGREES AND COURT REPORTING CERTIFICATE
TRIMESTER BASED PROGRAM CHART - APPLIES TO NON-REMEDIAL
STUDENTS FIRST RECEIVING AID IN 2010-11 AND THEREAFTER.**

Semester	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
Before being certified for this payment, a student must have accrued at least this many credit:	0	2	6	14	22	30	38	46	54
With at least this Grade Point Average:	0.0	1.0	1.3	1.5	1.5	1.8	2.0	2.0	2.0

PROGRAM: ASSOCIATE DEGREES AND NON-ESL CERTIFICATE SEMESTER BASED PROGRAM CHART - APPLIES TO NON-REMEDIAL STUDENTS FIRST RECEIVING AID IN 2010-11 AND THEREAFTER.

Semester	1st	2nd	3rd	4th	5th	6th
Before being certified for this payment, a student must have accrued at least this many credits:	0	6	15	27	39	51
With at least this Grade Point Average:	0.0	1.3	1.5	1.8	2.0	2.0

For the 2010-11 academic year only, a student who first received an award prior to the 2010-2011 academic year and does not meet the eligibility requirements to be certified for TAP under the 2010-2011 SAP shall be deemed to be in an approved program of remedial study for the 2010-11 academic year solely for the purpose of defining which standards of academic progress apply for the 2010-11 academic year. This includes students who become ineligible for TAP in the Spring 2011 term because they have insufficient time to adjust their schedule in the Fall term to carry the required number of credits under the new standards of academic progress due to courses becoming unavailable, full or because the late registration period has ended.

PROGRAM: ASSOCIATE DEGREES AND COURT REPORTING CERTIFICATE TRIMESTER BASED PROGRAM CHART (2006 STANDARDS) - APPLIES TO STUDENTS FIRST RECEIVING AID IN 2007-08 THROUGH AND INCLUDING 2009-10 AND REMEDIAL STUDENTS FIRST RECEIVING AID IN 2007-08 AND THEREAFTER.

Semester	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
Before being certified for this payment, a student must have accrued at least this many credits:	0	2	4	9	15	21	30	37	45
With at least this Grade Point Average:	0.0	0.5	0.5	0.75	0.75	1.3	2.0	2.0	2.0

PROGRAM: ASSOCIATE DEGREES AND NON-ESL CERTIFICATE SEMESTER BASED PROGRAM CHART (2006 STANDARDS) - APPLIES TO STUDENTS FIRST RECEIVING AID IN 2007-08 THROUGH AND INCLUDING 2009-10 AND REMEDIAL STUDENTS FIRST RECEIVING AID IN 2007-08 AND THEREAFTER.

Semester	1st	2nd	3rd	4th	5th	6th
Before being certified for this payment, a student must have accrued at least this many credits:	0	3	9	18	30	45
With at least this Grade Point Average:	0.0	0.5	0.75	1.3	2.0	2.0

NOTE: STUDENTS ENROLLED IN A TWO-YEAR PROGRAM CANNOT RECEIVE MORE THAN THREE (3) YEARS OF TAP (6 AWARDS).

Students transferring credit, whether from another school or as a result of change of program, will have their SAP determined by the number of credits completed in pursuit of the certificate or degree at the time of admission. If a student who is in good academic standing changes programs, only the credits applicable to the new program requirements are counted in determining whether the student meets the credit accrual and cumulative grade point average requirements for satisfactory academic progress for financial aid purposes.

ONE-TIME WAIVER

A one-time waiver may be granted to a TAP recipient who fails to meet pursuit of program or satisfactory academic progress requirements. Students must initiate the request for a TAP waiver and must be able to document there are extraordinary or unusual circumstances beyond the control of the student. The approval of the waiver request is not automatic. After a careful review of the documentation provided by the student, the student will be notified in writing if the one-time waiver will be granted.

C AVERAGE WAIVER

The C average requirement may be waived for undue hardship based on:

- ✚ Death of a relative of the student;
- ✚ Personal injury or illness of the student; or
- ✚ Other extenuating circumstances.

If warranted, a C average waiver may be granted more than once with proper documentation.

ACADEMIC, FINANCIAL, AND PERSONAL DEVELOPMENT ADVISEMENT

LIBI is a student-centered institution. We are committed to the success of every student and provide a range of services to help students overcome academic and personal obstacles and to encourage individual personal development, as well as a sense of community among students, Faculty, and staff.

Student services, financial aid, and assigned Academic Advisors are available to assist students with academic decision-making, scheduling changes, issues that are affecting their academic performance, and strategies to meet tuition and other expense obligations. Scheduling is flexible and designed to accommodate students who must shift sessions due to job schedules, babysitting changes, and other external circumstances. Most programs are offered in convenient day and evening sessions.

Faculty members and Academic Advisors provide referrals for tutoring and make-up examinations and help students plan their program of study. Student services advisors and other administrators provide assistance with community and social services and with problems that may prevent successful completion of student's course of study. At the Flushing Campus, advising is available in Mandarin, Cantonese, Spanish, and English. At the Manhattan Center advising is available in Mandarin, Cantonese, Spanish, and English.

Financial aid specialists help students prepare budgets and payment plans and apply for various forms of financial aid, including grants and loans. They are dedicated to making the financing of higher education as smooth and stress free as possible.

CAREER SERVICES

The Career Services Office offers career counseling to all matriculated LIBI students. Career Services staff is available at locations in Flushing, Commack, and Manhattan to assist students with their career planning, as well as their pursuit of employment. Listings of full-time and part-time positions are posted on the Career Services bulletin boards located outside and inside of the Career Services Office. While assistance is provided, LIBI does not guarantee employment. Throughout the year, workshops are presented to LIBI students to help better prepare them for employment.

The following workshops are available:

-  Resume and Cover Letter Writing
-  Interview Preparation
-  Job Search Strategies
-  Professional Seminars and Conferences

Senior college fairs and information sessions, as well as job fairs, are sponsored by the Career Services Office on a regular basis.

The Career Services Office also assists students who are interested in working part time on campus. Qualified students may apply for Federal Work-Study (FWS). In order to be considered, students must have a GPA of 2.5 or higher and must have unmet financial need under the Cost of Attendance projections. Students may work a maximum of 20 hours per week at a rate of \$8.75 per hour. There are a limited number of work-study positions available on campus. Interested students should consult the Career Services staff for vacancies. Work-Study is an excellent way to gain knowledge and experience in office work while completing classroom work.

Qualified students may apply for Federal Work-Study (FWS). In order to be considered, students must have a GPA of 2.5 or higher.

The Career Services Office is always in contact with local and non-local business representatives who are recruiting students for employment. The staff is trained to assist students in locating part-time as well as full-time employment opportunities. Students are encouraged to come into the Career Services Office to conduct job searches throughout the year. The Career Services staff is available to review resumes, cover letters, and portfolios during posted office hours.

LIBI has working relationships with surrounding businesses and helps to connect students wishing to supplement their classroom learning with practical experiences in the workplace with internship or service-learning opportunities. Students interested in pursuing service learning and volunteering opportunities should check the Career Services bulletin board regularly or speak to the Career Services staff.

Sample resumes, templates, and resume writing literature is available through the Career Services Office to help students who have not yet taken the Professional Career Development course. Students are encouraged to work with the Career Services staff to personalize and improve their resumes before embarking on job search.

Additionally, the Career Services Office provides mock interview opportunities for all current students as well as graduates. Mock interviews simulate a variety of interview settings to ensure students have the opportunity to practice their skills in a coaching environment prior to seeking employment.

Students entering their last semester are required to register with the Career Services Office and provide the staff with an electronic copy of their current resume. If a resume is not submitted to the Career Services Office, a transcript hold will be put on the student's account until one is received. Graduates who wish to be a part of the Alumni Association will receive updates about job opportunities, as well as upcoming job fairs, and refresher workshops.

LIBI graduates are expected to assume the primary responsibility for actively seeking employment on their own. LIBI does not promise or guarantee employment to any student or graduate nor does LIBI guarantee that students will obtain jobs as a result of completing a degree or certificate program. Promise of employment cannot be inferred by LIBI employees. LIBI does not guarantee positions listed by the Career Services Office. Articulation agreements are officially approved partnerships between the Long Island Business Institute and certain four-year colleges to facilitate transfer of credits earned at LIBI into specific programs at those colleges. Articulation agreements match coursework between schools so that LIBI graduates are ensured the maximum transfer credits for courses taken at LIBI. These arrangements typically reduce the number of credits LIBI graduates will have to complete to obtain the baccalaureate degree at our partner colleges.

LIBI currently maintains articulation agreements with sixteen senior colleges and universities. Under these articulation agreements, LIBI degree recipients meeting the grade and course requirements of designated four-year institutions are granted transfer credits to fulfill major or elective requirements. Transferability of certain LIBI courses may vary by programs offered by the receiving institutions. LIBI students who apply to transfer must also go through the school's transfer admissions process and, therefore must meet all applicable requirements and deadlines pertaining to admissions, orientation, registration, and payment of tuition and fees. Students should consult the admissions department of the receiving institutions in advance to determine the number of LIBI credits that will be transferred and applicable to student's intended program of study.

LIBI HAS ARTICULATION AGREEMENTS WITH THE FOLLOWING COLLEGES:

-  Alfred University/SUNY
-  Dominican College
-  Empire State College/SUNY
-  Excelsior College
-  Farmingdale College/SUNY
-  Hofstra University
-  Manhattanville College

- ✚ Mercy College
- ✚ Metropolitan College of New York
- ✚ St. Francis College
- ✚ Oswego/SUNY
- ✚ St. John's University
- ✚ St. Joseph's College New York
- ✚ Southern New Hampshire University
- ✚ University of Hartford

CREDIT TRANSFER TO ANOTHER POST-SECONDARY INSTITUTION

The acceptance of credits is always at the discretion of the institution to which a student is attempting to transfer credits. LIBI students must understand that there may be articulation agreements in place at the time the student enters that may not be in place when the student graduates or desires to attend a particular school. The nature of LIBI's courses are intended for career preparation, students must assume that credits for courses taken at LIBI may not be transferable to other institutions with a non-vocational or occupational emphasis, or with an accrediting body different from LIBI's. No LIBI employee can represent that another institution will accept any courses for credit outside of the articulation agreements in place at the time of the inquiry. Students interested in attempting to transfer credits to another institution should contact the Senior Student Success Advisor or Career Services.

ALUMNI ASSOCIATION

The Career Services Office coordinates the activities of the Alumni Association. The Alumni Association promotes career, as well as academic success of LIBI alumni. Members of the Alumni Association are given the opportunity to network with the surrounding business community through job fairs and senior college fairs. The Career Services Office offers seminars and workshops throughout the year to assist in the professional development of LIBI alumni. Once registered with the Alumni Association, all members will receive campus event updates on a regular basis. For more information, please e-mail alumni@libi.edu.

ACADEMIC ADVISING SERVICES

Academic advising services are available at both campuses. The following services are offered: academic counseling, course schedule planning, long-term academic planning, and referrals to appropriate help services available at the College. The Academic Advisors also link students with help and social service agencies.

ACADEMIC SUCCESS AND TUTORING PROGRAM

The LIBI Flushing Campus and the Manhattan Center serve a rapidly growing and dynamic immigrant community in the borough of Queens, Manhattan, Brooklyn, and surrounding areas. Over 60% of students require some coursework in English in advance of, or alongside, the college-level courses.

LIBI has developed a well-articulated and comprehensive ESL program covering all communication skills including grammar, writing, listening, reading, and speaking. Audio-visual, computer-assisted, and web-based learning resources are available for group or self-study at the Academic Success Center and the library.

Additionally, the library maintains an extensive collection of vocabulary-level specific books, magazines, audiotapes, and DVDs/CDs for the ESL student use. LIBI ESL instructors, most holding master's degree credentials in TESOL, provide tutoring through the Academic Success Center at no additional costs to the students. Writing Labs are available to assist students in preparation for college level writing.

A weekly conversation club conducted by the Academic Success Center allows ESL students to practice their English in an instructor-led, organized, but informal setting. Students should speak to their assigned Academic Advisor or visit the Academic Success Center to participate in or to obtain more information about the conversation club.

The Academic Success Center also provides extensive tutorial and “extra-help” workshops to all students enrolled at LIBI. One-on-one tutoring sessions with faculty in all course-related subjects are available by appointment. “Walk-in” group tutoring with faculty is also available at the Center. An updated weekly schedule of tutoring sessions is available at the academic advising office and the Campus Information and Visitor Services Department desk.

GRIEVANCE PROCEDURES

If a student has a complaint regarding a specific course, instructor, or decision, the student should first appeal to the instructor or the staff member involved. For additional information, see Grade Grievance – Section X.

1. If the problem is still not considered resolved, the student may appeal in writing to the Office of the President, LIBI, 136-18 39th Avenue, 5th Floor, Flushing, NY 11354.
2. Students may also contact the school’s state registration body by mail or phone: New York State Education Department, Office of College and University Evaluation, Education Building Annex, 5 EB, North Mezzanine, Albany, New York 12234, 518.474.2593, Fax 518.486.2779, www.nysed.gov.
3. Court Reporting students may contact the National Court Reporters Association, 12030 Sunrise Valley Drive, Suite 400, Reston, Virginia, 20191, 800.272.6272, Fax 703.391.0629 www.ncraonline.org.

All complaints must demonstrate an effort to use the appropriate procedures and must observe the following guidelines:

1. The complaint should be written and legible;
2. It should include as much detail as possible;
3. It should include appropriate supporting documentation, if available; and
4. It should include the Complainant’s name and contact information. Anonymous complaints may be investigated only at the discretion of the accrediting body’s staff and only if the allegations are serious in nature.

Students should also seek to discuss their concerns with their assigned Academic Advisors as soon as the issue occurs so that a solution can be found through early intervention.

STUDENT LIFE

College should be a place where personal growth, friendships, and social life occur alongside academic achievement; and LIBI is committed to making the college experience as fulfilling as possible. LIBI provides access to cultural events, guest-speakers, art exhibits, and out-of-state trips to all students at all LIBI locations.

The Long Island Business Institute publishes a quarterly newsletter, The LIBI Log, which provides news and notes about LIBI including a calendar of school and community activities. A wide range of clubs and organizations are available at all locations. Students interested in participating or joining a campus club or organization should speak to their assigned Academic Advisor or the Campus Information and Visitor Services Department staff.

LIBI sponsors annual trips to Philadelphia, Washington, D.C., and to Lancaster, Pennsylvania organized by Student Services. Students wishing to participate should contact the Student Success Center at the Flushing campus.

STUDENT CONTACT INFORMATION

LIBI expects students to provide accurate contact information to the Registrar office and to update the College as soon as the student's information changes. Students must complete a Timely Warning Notification Form and submit it to the Registrar in order to receive emergency alert texts from LIBI in the event that an ongoing situation may threaten the safety and the security of the College. This form needs to be updated with the Registrar whenever students change or obtain new cell phone numbers. All students will receive a LIBI e-mail account. It is the student's responsibility to check their LIBI e-mail on a daily basis to ensure timely exchange of information between LIBI and its students.

INJURY OR ILLNESS ON CAMPUS

Students who are hurt or feeling ill should immediately alert College personnel. If possible, students are asked to alert the front desk reception of the Campus Information and Visitor Services Department so that appropriate help can be provided to the student. Students are responsible for informing the Registrar of any medical condition the student may have that requires the College to take special action outside of the normal College protocols. If the condition becomes apparent after the student has begun attendance, it is the student's responsibility to alert the Registrar as soon as possible. The student should provide LIBI with instructions furnished by the medical health provider indicating how LIBI is to accommodate the student's condition.

HONOR SOCIETY

ALPHA BETA KAPPA NATIONAL HONOR SOCIETY

Long Island Business Institute is a proud member of the Alpha Beta Kappa National Honor Society. Our chapter, "The Gamma of New York," was established in the fall of 2009 and recognizes superior student academic achievement, character, and leadership. Students eligible for induction must have completed at least 30 credits at LIBI, have achieved a grade point average of at least 3.75 with no grade lower than a B in any course and have displayed exceptional character inside and outside of the classroom throughout their studies at LIBI. The society may also elect a limited number of Faculty, staff, and alumni as honorary members. Induction ceremonies take place in the spring of each calendar year.

NATIONAL TECHNICAL HONOR SOCIETY

The National Technical Honor Society established in the spring of 2015 recognizes students of outstanding student academic achievement, character, and leadership in career and technical education. Students inducted in this honor society should embody seven attributes: **leadership, scholarship, skills, honesty, citizenship, service and responsibility**. Students eligible for induction must have completed at least 30 credits at LIBI have achieved a grade point average of 3.4 to 3.74. The Society may also elect a limited number of Faculty, staff, and alumni as honorary members. Induction ceremonies take place in the spring of each calendar year. Upon induction, candidates will receive a personalized Certificate of Achievement, membership card and pin from NTHS.

ORDER OF THE SWORD AND SHIELD NATIONAL HONOR SOCIETY

Order of the Sword and Shield National Honor Society established in the spring of 2014 recognizes the scholastic and professional achievements of students in the fields of homeland security, intelligence, emergency management and protective security. The core values of the Society are ethics, excellence, knowledge, and peace. Students eligible for induction must have completed at least 30 credits at LIBI, be a current homeland security, intelligence, emergency management or protective security major program student, provide one academic recommendation letter, have achieved a grade point average of at least a 3.25 and agree to uphold the core values. Induction ceremonies will take place in the spring of each calendar

year. Upon induction, candidates will receive a personalized Certificate of Achievement, membership card and pin.

LIBRARY SERVICES

The Flushing Main Campus Library, the Commack Campus Library, and the Manhattan Center Library provide print reference resources, general interest books and periodicals, business and technical publications, and relevant trade journals. In addition to the print resources, all locations subscribe to and provide student access to electronic library resources on and off campus. The LIBI Virtual Library resources include e-brary, an 134,000 plus full-text electronic library; Credo Reference; Homeland Security Digital Library; EBSCO-Search Elite; NOVEL NY databases; and Encyclopedia Britannica. The Flushing Main Campus and Manhattan Center are members of the Metropolitan New York Library Council (METRO) where over 300 libraries share resources. The Commack Campus is a member of the Long Island Library Resources Council (LILRC) and participates in the Research Loan Program (RLP) giving students access to library resources beyond LIBI.

An Information Literacy course is offered to all students in the associate degree programs at the Flushing campus. All Flushing students are given a library orientation in the first term of study. Librarians at all locations conduct Information Literacy classes by going into classes of specifically designated courses and show the students the available print materials, electronic databases, and reliable online resources related to that class. Faculty also schedule special literary sessions in the library. Instructors will notify the students of these requirements by including them in the course syllabi and course outline.

The Flushing Campus, the Commack Campus, and the Manhattan Center librarians produce regular newsletters for students and faculty describing library and internet resources, recent acquisitions, and other relevant information pertaining to the courses of study on campus.

CAMPUS CRIME REPORTING AND POLICIES

THE ADVISORY COMMITTEE FOR CAMPUS SECURITY

In compliance with the legal requirements of Article 129 A of NYS Education Law §6430 (General Provisions) the President of LIBI has established the Advisory Committee for Campus Security. The committee is responsible for the gathering of information regarding safety needs, discussion of potential solutions, and creation of appropriate responses and initiatives aimed at addressing the College community's safety concerns. This committee reviews existing safety and security policies and works with the President of the College to amend them as necessary. It is also the responsibility of this committee to help perform identified requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Additionally, this committee is charged with helping to plan and organize LIBI's Annual Timely Warning drill. Select members of this committee analyze the results of the drill and write a self-assessment of the simulation for publication and distribution to the rest of the LIBI community.

Pursuant to §6432 of Article 129-A of NYS Education Law members of this committee plan and organize programs aimed at educating the LIBI community about sexual assault, personal safety, and crime prevention. Sexual assault, domestic violence, and stalking prevention measures are presented to the College community through programs such as workshops, seminars, discussion groups, and film presentations. All of these initiatives aim to disseminate information, promote discussion, encourage reporting, and facilitate prevention of sexual assault, domestic violence, and stalking. The members of this committee also help shape policies relating to the reporting of sexual assaults, domestic violence, and stalking incidents, and assisting victims during investigations.

The committee is comprised of members of the Faculty, staff, students, and individuals appointed by the President of the College. The composition of the committee complies with

the requirements of Article 129-A of NYS Education Law §6431 (i.e., half of the committee members are female; students comprise one-third of the committee, one-third are Faculty, and one-third are appointed to serve on the committee by the President of the College). For a listing of committee members, please see the Director of Operations.

Copies of the minutes of LIBI's Safety Meetings are kept by the Office of the President.

The Annual Campus Security Report may be accessed under LIBI Campus Security on LIBI's website at <https://libi.edu/libi-college-safety-plan/>.

CAMPUS SAFETY AND SECURITY

In accordance with Title IX and the Enough is Enough legislation, LIBI is committed to providing an environment free of discrimination and provides protection of the rights and dignity of each student and employee. Comments, actions, words, or jokes based on an individual's race, sex, sexual orientation, national origin, age, religion, sex, disability, citizenship status, or any other legally-protected characteristic will not be tolerated. To this end the college publishes its policy, provides information on applicable laws and sanctions and procedures in effect at the college, provides educational programs which focus on awareness and prevention of offenses and provides information about how the college maintains, informs and implements adequate security procedures. Student rights and responsibilities, as updated in 2017 by the Violence Against Women Reauthorization Act, and Title IX Article 129-B are delineated in in the Enough is Enough Special Section Handbook and on LIBI's website.

In compliance with Title 20 of the U.S. Code Section 1092: **The Director of Operations will provide upon request all campus crime statistics as reported to the United States Department of Education.** The United States Department of Education's web site for accessing campus crime statistics is: <http://ope.ed.gov/security>. The college contact authorized to provide these statistics can be reached at: jaybar@libi.edu or 718.939.5100 ext. 112.

Anyone wishing to access the campus crime statistics which LIBI reports annually to the United States Department of Education can do so by going to LIBI's website and clicking on the LIBI Campus Security, or by going directly to <http://www.libi.edu/footer/campus-crime-report.html>. The crime statistics are also available on the U.S. Department of Education website at www.ed.gov/admins/lead/safety/campus.html.

HARASSING CONDUCT AND GENDER-BASED DISCRIMINATION

Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including on the basis of sex stereotypes, in education programs and activities. All colleges and universities that receive federal funds must comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681 et seq. and its implementing regulations, 34 C.F.R. Part 106.

Because harassment, including sexual harassment, is prohibited by federal and state laws, LIBI strictly forbids harassment of any kind, and will swiftly take appropriate action to address any violations of this policy. Harassment is any verbal (can include verbal taunting, including racial and ethnic slurs) or physical conduct designed to threaten, intimidate or coerce that, in the victim's opinion, impairs his/her access to LIBI's programs or activities.

Harassing conduct may take many forms, including verbal acts and name calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by LIBI. When such harassment is based on race, color, national origin, sex, or disability, it violates the civil rights laws that the Office for Civil Rights (OCR) enforces.

Further examples of harassment include:

- Verbal: Comments that can be perceived as offensive or are unwelcomed regarding a person's nationality, origin, race, color, religion, gender, sexual orientation, age, body disability or appearance. Epithets, slurs, negative stereotyping.
- Nonverbal: Distribution, display or discussion of any written or graphic material that ridicules, demeans, insults, belittles, or shows hostility or aversion toward an individual or group because of national origin, race color, religion, age, gender, sexual orientation, pregnancy, disability, gender identity, marital or other protected status.

Members of the LIBI community who are found to be engaging in any behaviors that can be classified as harassing will face disciplinary actions commensurate with the severity of their actions. LIBI will address harassment incidents about which it knows or reasonably should have knowledge of (e.g., when the harassment is in plain sight, widespread, or well known to students and staff, such as harassment occurring in hallways, during scheduled class sessions, during extracurricular activities supervised by LIBI staff, or through graffiti on LIBI's premises). In cases where the obvious signs of the harassment are sufficient to take disciplinary action against an individual, the College will do so in accordance with its written policies. If through its investigation or conduct hearing process LIBI becomes aware of misconduct or discovers additional incidents that, taken together, may constitute a hostile environment, the individual(s) involved in creating such hostile conditions or environments will be subject to separate investigations or hearings. In all cases, without exception, LIBI staff, faculty and students are expected to familiarize themselves with all of LIBI's policies prohibiting harassment and procedures for reporting and resolving complaints that will alert the College to incidents of harassment.

JURISDICTION

The Long Island Business Institute must have the authority over the person or people committing the violent or harassing behavior and/or over the environment where the behavior is happening in order to respond properly and promptly.

When responding to harassment, LIBI will take immediate and appropriate action to investigate or otherwise determine what may have occurred. The specific steps in an investigation will vary depending upon the nature of the allegations, the source of the complaint, the age of the student or students involved and other similar factors. In all cases, however, the inquiry will be prompt, thorough, and impartial.

If the investigation reveals that discriminatory harassment has occurred, LIBI will take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment and its effects, and prevent the harassment from recurring. LIBI will take steps to stop further harassment and prevent any retaliation against the person who made the complaint (or was the subject of the harassment) or against those who provided information as witnesses. LIBI will ensure that the harassed students and their families know how to report any subsequent problems, conducting follow-up inquiries to see if there have been any new incidents or any instances of retaliation, and responding promptly and appropriately to address continuing or new problems.

When responding to incidents of misconduct, LIBI will not be guided by the label used to describe the incident (e.g., bullying, sexually harassing, etc.). Rather, the nature of the conduct itself will be assessed for violation of College policies or processes, state and federal guideline violations, and civil rights implications. For instance, if the abusive behavior is on the basis of race, color, national origin, sex, or disability, and creates a hostile environment, LIBI will respond to the complaint in accordance with the applicable federal civil rights statutes and regulations enforced by OCR.

It is the explicit expectation of LIBI's administration that all staff, Faculty, and students will become familiar with all policies and procedures published by LIBI on stalking, harassment and gender-based violence. Students with questions regarding any of the published materials on these topics are highly encouraged to speak to their Academic Advisor or to seek clarification from the Registrar.

Colleges and universities receiving Title IV funding are required to provide additional services to the student who is reporting being harassed in order to end the harassment. Some acceptable approaches on behalf of the institution include separating the accused harasser and the target, providing counseling for the target and/or harasser, and/or taking disciplinary action against the harasser. Unless no other feasible alternatives exist, or the safety and security of the student is a concern, LIBI will attempt to minimize the burden on the target's educational program (e.g., avoiding requiring the target to change his/her class schedule).

TITLE IX REQUIREMENTS RELATED TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

New York State's Sexual Assault Prevention and Security Act requires colleges to provide students with information relating to sexual assault prevention. The Long Island Business Institute is committed to maintaining a safe learning and work environment for all members of the LIBI community. Any behavior on the part of a member of the college community, its guests, or its visitors that constitutes a sexual offense is in violation of LIBI's regulations. All reports of sexual assault will be treated with appropriate gravity and promptly investigated.

"SEXUAL HARASSMENT is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Thus, sexual harassment prohibited by Title IX can include conduct such as touching of a sexual nature; making sexual comments, jokes, or gestures; writing graffiti or displaying or distributing sexually explicit drawings, pictures, or written materials; calling students sexually charged names; spreading sexual rumors; rating students on sexual activity or performance; or circulating, showing, or creating e-mails or websites of a sexual nature."2

"SEXUAL VIOLENCE refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, and sexual coercion. All such acts of sexual violence are forms of sexual harassment covered under Title IX."3

Students or employees who believe that they are, or have been, subject to any behaviors or conduct that can be classified as gender-based violence, harassment, stalking or any of the broad range of behaviors directed at the victim such as actions that harass, frighten, seriously alarm, threaten, terrorize, torment, and/or force another into the life of the victim, should immediately contact the Provost or one of the Title IX Coordinators.

Provost

Stacey Johnson
Flushing Campus
Annex Building
136-17 39th Avenue, 4th floor
Room A107
Flushing, NY 11354
347.368.1193 ext. 103

2 Title IX also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature. The Title IX obligations discussed in this letter also apply to gender-based harassment. Gender-based harassment is discussed in more detail in the 2001 Guidance, and in the 2010 Dear Colleague letter on Harassment and Bullying, which is available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>.

3 <http://www2.ed.gov/print/about/offices/list/ocr/letters/colleague-201104.html>

TITLE IX COORDINATORS ARE LOCATED AT EACH LIBI LOCATION

Adriana Arguelles

FLUSHING CAMPUS

Main Building
136-17 39th Avenue
4th Floor, Room 412
Flushing, NY 11354
718.939.5100 ext. 114
aarguelles@libi.edu

Audrey Sumner

COMMACK CAMPUS

6500 Jericho Turnpike
Suite 202
OFC 4
Commack, NY 11725
631.499.7100 ext. 13
asumner@libi.edu

Ronald Murray

MANHATTAN CENTER

232 W 40th Street
10th Floor
New York, NY 10018
212.226.7300 ext. 350
Ronaldmurray@libi.edu

Although students, faculty and staff may seek help from a coordinator or the Directors, everyone is initially encouraged to seek help from the Title IX Coordinator assigned to the location where they work or attend the majority of their classes.

FOR DEFINITION OF KEY TERMS AND FURTHER INFORMATION AND INSTRUCTIONS ON HOW TO REPORT INCIDENTS UNDER THIS POLICY, GRIEVANCE PROCEDURES, INVESTIGATION PROCESS, HEARING PROCEDURES, RESOLUTION AND APPEAL PLEASE SEE ENOUGH IS ENOUGH SPECIAL SECTION HANDBOOK (<https://libi.edu/students-should-know/enough-is-enough/>).

INCIDENT REPORT SYSTEM

If you need to report an incident regarding the following issues, please use this electronic form: [Incident Report \(found in the foot of LIBI's website\)](#). Students, faculty, and staff can also use this electronic form to report incidents anonymously.

- ✚ Student Conduct Issues.
- ✚ Title IX: Sexual Harassment, Domestic Violence, Hostile Academic/Work Environment, etc.
- ✚ Discrimination/Hate.
- ✚ Security / Safety: Assault, Robbery, Burglary, Violation to Alcohol & Other Drugs Policy, etc.
- ✚ Accidents: within/outside of the Campus Geography Area.
- ✚ And for any other unforeseen event that possesses a threat to the integrity of any member of the community or the regular operations of the college.

INVESTIGATION OF FELONY OFFENSES

The Advisory Committee for Campus Security is charged with the responsibility for adopting and implementing a plan for the investigation of any violent felony offense occurring at, or on the grounds of each campus. The plan provides for the coordination of the investigation of such crimes and reports with the local law enforcement agencies.

Violent felony offense means a violent felony offense as defined in subdivision one of Section 70.02 of the Penal Law.

A TOBACCO FREE CAMPUS

The school maintains a 100% tobacco-free campus. No tobacco use of any kind is allowed anywhere on school property or within 25 feet of the school's entrance.

MINORS ON CAMPUS

Students are responsible for arranging appropriate child care in order to attend their scheduled classes. LIBI does not provide child care services or facilities and children may not accompany students to the campus nor sit in classes or public areas while classes are in session.

STUDENT CODE OF CONDUCT

PRODUCTIVE LEARNING ENVIRONMENT

LIBI is committed to providing a school environment that is free of harassment and which protects the rights and dignity of all. Conduct that has the effect of harassing, disrupting or interfering with a student's performance or creates an intimidating, offensive or hostile environment will not be tolerated. The college prohibits harassment on any legally protected basis including, but not limited to: age, race, color, disability, national origin, religion, sex, gender.

Code of Conduct regulations governing activities and conduct on LIBI's campuses and at college-sponsored activities exist to maintain an environment which supports academic and personal growth for all students in the college. LIBI requires students, visitors, and guests to adhere to the standards of conduct set forth in this catalog and in the Student Handbook. Violation is grounds for sanction. Notification of all policies in effect is accomplished through mailings, registration information, the Student Handbook publication and the college website.

PLEASE SEE APPENDIX K (STUDENT CODE OF CONDUCT) ON THIS DOCUMENT FOR FULL POLICY.

SECTION XII

PROGRAMS OF STUDY

The following is a list of approved certificate and degree programs offered at LIBI. LIBI offers three 15-week semesters per year; Fall, Spring, and Summer, with two class starts per semester at the Flushing Campus and the Manhattan Center. Enrollment in other than registered or otherwise approved programs (by the State Education Department) may jeopardize a student's eligibility for certain student aid awards.

PROGRAM – FLUSHING	HEGIS CODE
Accounting Associate in Occupational Studies.....	5002
Business Management Associate in Occupational Studies.....	5004
Homeland Security and Security Management Associate in Occupational Studies	5505
Hospitality Management Associate in Occupational Studies	5010
Office Technology with Medical Office Option Associate in Occupational Studies	5005
ESL Certificate Program	

PROGRAM – COMMACK	HEGIS CODE
Court Reporting Associate in Occupational Studies	5005
Court Reporting Certificate.....	5005

PROGRAM – MANHATTAN	HEGIS CODE
Accounting Associate in Occupational Studies.....	5002
Business Management Associate in Occupational Studies.....	5004
Homeland Security and Security Management Associate in Occupational Studies	5505
Hospitality Management Associate in Occupational Studies	5010
Office Technology with Medical Office Option Associate in Occupational Studies	5005
ESL Certificate Program	

A.O.S. DEGREE PROGRAM IN ACCOUNTING

HEGIS CODE 5002

This program is designed to provide the student with strong academic preparation in accounting, general business, and general education. Accounting involves the recording, classifying, and summarizing of financial data; it includes the preparation of financial statements, returns, budgets, and cost reports. The accountant becomes involved with functions in various capacities: as a preparer of financial data (private accounting), as an auditor of financial data (public accounting), or as a member of various government agencies (governmental accounting). The accountant is also called upon to provide managerial recommendations in addition to providing financial data. The field of accounting provides a broad range of employment opportunities. Holders of the A.O.S. Degree in Accounting are prepared to take such positions as junior accountant, accounting clerk, or office manager in private industry or government, and also as tax examiner.

Graduation Requirements: Students must complete a minimum of 60 credits of required and elective courses with a minimum cumulative GPA of 2.0. (As of July 2018). (61 credits prior July 2018 – NET100 Graduation requirement).

Program Goals

Upon completion of this program students will be able to:

1. Use accounting principles to perform the steps of the accounting cycle under Generally Accepted Accounting Principles.
2. Use QuickBooks to journalize business transactions and generate financial statements.
3. Prepare individual tax returns using accounting standards and procedures.
4. Use analytical skills to solve accounting problems.
5. Communicate clearly, effectively and appropriately in writing.
6. Present ideas effectively orally and visually.

REQUIREMENTS FOR THE A.O.S. DEGREE PROGRAM IN ACCOUNTING

GENERAL EDUCATION REQUIREMENTS

	CREDITS
CTC101 Critical Thinking	1
ENG106 College English I	3
ENG207 College English II or	
ENG208 The Contemporary American Short Story	3
ILR101 Introduction to Information Literacy and Research Methods	1
PSY104 Introduction to Psychology	3
SPE100 Speech Communication	3

REQUIREMENTS FOR THE MAJOR

ACC100 Principles of Accounting I	3
ACC101 Principles of Accounting II	3
ACC202 Intermediate Accounting I	3
*ACC203 Intermediate Accounting II	3
ACC209 Income Tax	3
ADM100 Administrative Management	3
BUS100 Business Legal Concepts and Terminology	3
BUS102 Customer Service Management	3
BUS188 Introduction to Business	3
BUS197 Business Mathematics	3
BUS198 Business Communications	3
CAC205 Computerized Accounting	3
COM100 Introduction to Computers	3
FRS100 Freshman Seminar	1
*PCD200 Professional Career Development and Management	3

ELECTIVE REQUIREMENTS

Elective(s) (to be selected from approved electives or courses in other programs provided prerequisites and corequisites are met)

TOTAL CREDITS REQUIRED FOR THE A.O.S. DEGREE PROGRAM IN ACCOUNTING 60

SUGGESTED SEQUENCE OF COURSES

Semester 1	Credits
ACC100 Principles of Accounting I	3
BUS188 Introduction to Business	3
CTC101 Critical Thinking	1
ENG106 College English I	3
FRS100 Freshman Seminar	1
ILR101 Introduction to Information Literacy and Research Methods	1
COM100 Introduction to Computers	3
SUB-TOTAL	15

Semester 2

ACC101 Principles of Accounting II	3
BUS100 Business Legal Concepts and Terminology	3
BUS197 Business Mathematics	3
SPE100 Speech Communication	3
ADM100 Administrative Management	3
SUB-TOTAL	15

Semester 3

ACC202 Intermediate Accounting I	3
BUS102 Customer Service Management	3
BUS198 Business Communications	3
CAC205 Computerized Accounting	3
ENG207 College English II or	
ENG208 The Contemporary American Short Story	3
SUB-TOTAL	15

Semester 4

*ACC203 Intermediate Accounting II	3
ACC209 Income Tax	3
*PCD200 Professional Career Development and Management	3
PSY104 Introduction to Psychology	3
Elective(s)	3
SUB-TOTAL	15

TOTAL CREDITS REQUIRED FOR THE A.O.S. DEGREE PROGRAM IN ACCOUNTING 60

*Capstone Course

A.O.S. DEGREE PROGRAM IN BUSINESS MANAGEMENT

HEGIS CODE 5004

The Business Management program covers a broad array of management-related studies including human resources, marketing, finance, small business management, and organizational behavior. It also provides the graduate with key business software applications including word processing, spreadsheets, and e-mail. Students are prepared for a wide range of entry-level business management positions.

Graduation Requirements: Students must complete a minimum of 60 credits of required and elective courses with a minimum cumulative GPA of 2.0. (As of July 2018). (61 credits prior July 2018 – NET100 Graduation requirement).

Program Goals

Upon completion of this program students will be able to:

1. Identify an organization's structure and leadership.
2. Make business decisions that are responsible, ethical and legal.
3. Apply general accounting principles to record financial transactions.
4. Use computer software and hardware effectively.
5. Present ideas in writing.
6. Present ideas effectively orally and visually.

REQUIREMENTS FOR THE A.O.S. DEGREE PROGRAM IN BUSINESS MANAGEMENT

GENERAL EDUCATION REQUIREMENTS		CREDITS	SUGGESTED SEQUENCE OF COURSES		CREDITS
CTC101	Critical Thinking	1	Semester 1		
ENG106	College English I	3	ACC100	Principles of Accounting I	3
ENG207	College English II or		BUS188	Introduction to Business	3
ENG208	The Contemporary American		CTC101	Critical Thinking	1
	Short Story	3	ENG106	College English I	3
ILR101	Introduction to Information		FRS100	Freshman Seminar	1
	Literacy and Research Methods	1	ILR101	Introduction to Information	
PSY104	Introduction to Psychology	3		Literacy and Research Methods	1
SPE100	Speech Communication	3	COM100	Introduction to Computers	3
			SUB-TOTAL		15
REQUIREMENTS FOR THE MAJOR			Semester 2		
ACC100	Principles of Accounting I	3	BUS197	Business Mathematics	3
ADM100	Administrative Management	3	BUS289	Organizational Behavior and	
BUS100	Business Legal Concepts and			Management	3
	Terminology	3	BUS292	Principles of Marketing	3
BUS188	Introduction to Business	3	ENG207	College English II or	
BUS197	Business Mathematics	3	ENG208	The Contemporary American	
BUS198	Business Communications	3		Short Story	3
BUS289	Organizational Behavior and		SPE100	Speech Communication	3
	Management	3	SUB-TOTAL		15
BUS290	Human Resources Management	3	Semester 3		
BUS291	Business Finance	3	BUS100	Business Legal Concepts and	
BUS292	Principles of Marketing	3		Terminology	3
*BUS294	Small Business Management	3	BUS198	Business Communications	3
COM100	Introduction to Computers	3	BUS290	Human Resources Management	3
CAC205	Computerized Accounting	3	CAC205	Computerized Accounting	3
FRS100	Freshman Seminar	1	ADM100	Administrative Management	3
*PCD200	Professional Career Development		SUB-TOTAL		15
	and Management	3	Semester 4		
ELECTIVE REQUIREMENTS		3	BUS291	Business Finance	3
ELECTIVE(S)			BUS294	Small Business Management	3
(to be selected from approved electives or courses in other			PCD200	Professional Career Development	
programs provided prerequisites and corequisites are met)				and Management	3
			PSY104	Introduction to Psychology	3
				Elective(s)	3
			SUB-TOTAL		15
TOTAL CREDITS REQUIRED FOR THE A.O.S. DEGREE PROGRAM			TOTAL CREDITS REQUIRED FOR THE A.O.S. DEGREE PROGRAM		
IN BUSINESS MANAGEMENT		60	IN BUSINESS MANAGEMENT		60

*Capstone Course

A.O.S. DEGREE PROGRAM IN COURT REPORTING

HEGIS CODE 5005

This program is designed to provide students with the instruction, technology, and skill-building training essential to become employed in the field of court reporting and to instill in them the integrity and ethical behavior pertinent to the field.

Graduation Requirements: Students must complete a minimum of 65 credits of required courses with a minimum cumulative GPA of 2.0; pass three testimony tests at 225 wpm; pass three jury charge tests at 200 wpm; pass three straight matter tests at 180 wpm with 95 percent accuracy, all tests are five minutes on unfamiliar material; transcribe ten pages of testimony in a two-hour period; satisfactorily complete an internship program which will include 45 hours of participation under the supervision of an official court reporter or a freelance court reporter using machine steno. These hours will be verified by the supervising reporters. Students will also complete 30 hours of class lecture. A 40-page salable transcript will be produced and graded. A narrative report which summarizes their internship experiences will be given.

Note: The average student may require additional time beyond the published program length to achieve the exit speed of 225 words per minute.

REQUIREMENTS FOR THE A.O.S. DEGREE PROGRAM IN COURT REPORTING

GENERAL EDUCATION REQUIREMENTS		CREDITS	SUGGESTED SEQUENCE OF COURSES		CREDITS
BUS191	Introduction to Business Communications	1	Semester 1		
ENG106	College English I	3	CRT100	Court Reporting Theory	6
ENG207	College English II	3	PSY104	Introduction to Psychology	3
PSY104	Introduction to Psychology	3	TRP102	Transcription Production	3
ILR101	Introduction to Information Literacy and Research Methods	1		SUB-TOTAL	12
REQUIREMENTS FOR THE MAJOR			Semester 2		
*CAT116	Computer-Assisted Transcription I	2	CRT101	Court Reporting I	6
CRT100	Court Reporting Theory	6	ENG106	College English I	3
CRT101	Court Reporting I	6	LPT102	Legal Procedures and Technology	3
CRT102	Court Reporting II	6		SUB-TOTAL	12
CRT106	Court Reporting Speedbuilding Lab	1	Semester 3		
CRT107	Court Reporting Speedbuilding Lab	1	CRT102	Court Reporting II	6
CRT203	Court Reporting III	6	ENG207	College English II	3
CRT204	Court Reporting IV	6	CRT107	Court Reporting Speedbuilding Lab	1
*CRT205	Court Reporting V	6	RTW117	Real-Time Writing I	2
*INT203	Internship	3		SUB-TOTAL	12
LPT102	Legal Procedures and Technology	3	Semester 4		
MET100	Medical Terminology	3	BUS191	Introduction to Business Communications	1
RTW117	Real-Time Writing I	2	CRT106	Court Reporting Speedbuilding Lab	1
TRP102	Transcription Production	3	CRT203	Court Reporting III	6
			MET100	Medical Terminology	3
			ILR101	Introduction to Information Literacy and Research Methods	1
				SUB-TOTAL	12
			Semester 5		
			CAT116	Computer-Assisted Transcription I	2
			CRT204	Court Reporting IV	6
			INT203	Internship	3
				SUB-TOTAL	11
			Semester 6		
			CRT205	Court Reporting V	6
				SUB-TOTAL	6
TOTAL CREDITS REQUIRED FOR THE A.O.S. DEGREE PROGRAM IN COURT REPORTING			TOTAL CREDITS REQUIRED FOR THE A.O.S. DEGREE PROGRAM IN COURT REPORTING		
*CAPSTONE COURSE			65		

TOTAL CREDITS REQUIRED FOR THE A.O.S. DEGREE PROGRAM IN COURT REPORTING
65

A.O.S. DEGREE PROGRAM IN HOMELAND SECURITY AND SECURITY MANAGEMENT

HEGIS CODE 5505

The Homeland Security and Security Management Associate in Occupational Studies Degree is twofold. The first area of emphasis is on the organizations, processes, and procedures utilized to protect this country, its people, and its infrastructure. The student will learn the organization, roles and responsibilities of the Department of Homeland Security (DHS) and the organizations within the DHS. The student will learn the major components of the National Response Framework, the National Response Plan, the National Infrastructure Protection Plan, and the National Incident Management System. The student will also learn the steps needed to plan for, prepare for, respond to, mitigate, and recover from a natural or man-made disaster. The laws affecting individual rights and the threats caused by various types of terrorism will also be covered. The second area of emphasis within this degree program is on the corporate security or private security firm's organization, processes, and procedures. The student will also be exposed to various methods of investigation and technological tools used by security firms. It also addresses basic legal issues affecting the private security world and addresses the basic elements which threaten the security of organizations, people, and property. In addition, basic leadership and business communication skills will be taught.

Graduation Requirements: Students must complete a minimum of 61 credits of required courses with a minimum cumulative GPA of 2.0.

Program Goals

Upon completion of this program students will be able to:

1. Identify tactics to reduce crime and neutralize threats of terrorism.
2. Prepare strategies of mitigation, preparedness, response and recovery.
3. Identify security threats and risks and provide security solutions that mitigate that risk.
4. Use strategies to reduce corporate information system risks.
5. Communicate clearly, effectively and appropriately in writing.
6. Present ideas effectively orally and visually.

REQUIREMENTS FOR THE A.O.S. DEGREE PROGRAM IN HOMELAND SECURITY AND SECURITY MANAGEMENT

GENERAL EDUCATION REQUIREMENTS		CREDITS	SUGGESTED SEQUENCE OF COURSES		CREDITS
ENG106	College English I	3	Semester 1		
PSY104	Introduction to Psychology	3	COM100	Introduction to Computers	3
CTC101	Critical Thinking	1	CTC101	Critical Thinking	1
ILR101	Introduction to Information Literacy and Research Methods	1	ERM100	Basic Fire Safety/Basic CPR/and First Aid Training	3
SOC203	Effective Leadership	3	ERM202	Disaster Response and Recovery Operations	3
			FRS100	Freshman Seminar	1
			HSM100	Introduction to Homeland Security	3
			ILR101	Introduction to Information Literacy and Research Methods	1
				SUB-TOTAL	15
REQUIREMENTS FOR THE MAJOR			Semester 2		
BUS188	Introduction to Business	3	BUS188	Introduction to Business	3
BUS198	Business Communications	3	CRJ100	Introduction to Criminal Justice	3
COM100	Introduction to Computers	3	ENG106	College English I	3
CRJ100	Introduction to Criminal Justice	3	HSM101	Contingency and Emergency Planning	3
CRJ201	Methods of Investigation	3	SEC100	Introduction to Security	3
ERM100	Basic Fire Safety/Basic CPR/and First Aid Training	3		SUB-TOTAL	15
*ERM101	Critical Incident Management and Command Systems	3	Semester 3		
ERM202	Disaster Response and Recovery Operations	3	ERM101	Critical Incident Management and Command Systems	3
FRS100	Freshman Seminar	1	HCD201	Homeland Career Development and Mgmt.	1
HCD201	Homeland Career Development and Management	1	HSM201	Understanding Terrorism	3
HSM100	Introduction to Homeland Security	3	LAW100	Law and Ethics for Security Professionals	3
HSM101	Contingency and Emergency Planning	3	SEC101	Security Technology	3
HSM201	Understanding Terrorism	3	SEC103	Personnel and Physical Property Security Management	3
HSM202	Introduction to Digital Crime and Digital Terrorism	3		SUB-TOTAL	16
LAW100	Law and Ethics for Security Professionals	3	Semester 4		
SEC100	Introduction to Security	3	BUS198	Business Communications	3
SEC101	Security Technology	3	CRJ201	Methods of Investigation	3
SEC103	Personnel and Physical Property Security Management	3	PSY104	Introduction to Psychology	3
			HSM202	Intro. to Digital Crime and Digital Terrorism	3
			SOC203	Effective Leadership	3
				SUB-TOTAL	15
TOTAL CREDITS REQUIRED FOR THE A.O.S. DEGREE PROGRAM IN HOMELAND SECURITY AND SECURITY MANAGEMENT		61	TOTAL CREDITS REQUIRED FOR THE A.O.S. DEGREE PROGRAM IN HOMELAND SECURITY AND SECURITY MANAGEMENT		61

*Capstone Course

The Hospitality Management Associate in Occupational Studies Degree is a two-year program that prepares prospective students for entry-level employment in the hospitality industry as client ambassadors, hosts/hostesses, floor supervisors, receptionists, sales and marketing agents, casino dealers, booth cashiers, concierge agents, and other hospitality service workers. The program engages students in comprehensive business and hospitality fundamentals such as customer service management, principles of sales, business mathematics, business communications, and salesmanship. Students also learn the intricacies of casino gaming and support operations, lodging management, event planning, food and beverage, revenue management, and scheduling.

Graduation Requirements: Students must complete a minimum of 60 credits of required and elective courses with a minimum cumulative GPA of 2.0.

Program Goals

Upon completion of this program students will be able to:

1. Troubleshoot hospitality management and operational issues.
2. Effectively use hospitality industry reservation systems.
3. Use a variety of data and information to make hospitality management decisions, including maximizing customer satisfaction.
4. Communicate clearly, effectively and appropriately in writing.
5. Present ideas effectively orally and visually.

REQUIREMENTS FOR THE A.O.S. DEGREE PROGRAM IN HOSPITALITY MANAGEMENT

GENERAL EDUCATION REQUIREMENTS		CREDITS	SUGGESTED SEQUENCE OF COURSES		CREDITS
PSY104	Introduction to Psychology	3	Semester 1		
CTC101	Critical Thinking	1	BUS101	The Hospitality Industry	3
ILR101	Introduction to Information Literacy and Research Methods	1	BUS188	Introduction to Business	3
ENG106	College English I	3	CTC101	Critical Thinking	1
ENG207	College English II or		FRS100	Freshman Seminar	1
ENG208	The Contemporary American Short Story	3	ILR101	Introduction to Information Literacy and Research Methods	1
SPE100	Speech Communication	3	COM100	Introduction to Computers	3
			ENG106	College English I	3
			SUB-TOTAL		15
REQUIREMENTS FOR THE MAJOR			Semester 2		
BUS101	The Hospitality Industry	3	BUS197	Business Mathematics	3
BUS188	Introduction to Business	3	ENG207	College English II or	
BUS198	Business Communications	3	ENG208	The Contemporary American Short Story	3
FRS100	Freshman Seminar	1	ACC100	Principles of Accounting I	3
COM100	Introduction to Computers	3	SPE100	Speech Communication	3
BUS197	Business Mathematics	3	PSY104	Introduction to Psychology	3
ACC100	Principles of Accounting I	3	SUB-TOTAL		15
BUS110	Hotel and Resort Management	3	Semester 3		
BUS107	Casino Gaming Operations	3	BUS110	Hotel and Resort Management	3
*BUS250	Events and Convention Management	3	BUS107	Casino Gaming Operations	3
BUS102	Customer Service Management	3	BUS198	Business Communications	3
BUS208	Casino Ancillary Operations	3	BUS102	Customer Service Management	3
BUS211	Revenue Management	3		Elective(s)	3
BUS215	Salesmanship and Management	3	SUB-TOTAL		15
*PCD200	Professional Career Development and Management	3	Semester 4		
ELECTIVE REQUIREMENTS		3	BUS208	Casino Ancillary Operations	3
Elective(s)			BUS211	Revenue Management	3
(to be selected from approved electives or courses in other programs provided prerequisites and corequisites are met)			BUS215	Salesmanship and Management	3
			PCD200	Professional Career Development and Management	3
			BUS250	Events and Convention Management	3
			SUB-TOTAL		15
TOTAL CREDITS REQUIRED FOR THE A.O.S. DEGREE PROGRAM IN HOSPITALITY MANAGEMENT		60	TOTAL CREDITS REQUIRED FOR THE A.O.S. DEGREE PROGRAM IN HOSPITALITY MANAGEMENT		60

*Capstone Course

A.O.S. DEGREE PROGRAM IN OFFICE TECHNOLOGY WITH MEDICAL OFFICE OPTION

HEGIS CODE 5005 – OFFICE TECHNOLOGY TRACK

The Office Technology program is centered on supporting business operations. Students will acquire skills and competencies necessary to obtain entry-level employment in a business or medical office environment. Utilizing various software applications, students will develop proficiency in word processing, spreadsheets, presentation software, webpage formatting, basic networking, e-mail, office systems and procedures. Emphasis is placed on administrative support technology, business and medical office administration.

Graduation Requirements: Students must complete a minimum of 60 credits of required and elective courses with a minimum cumulative GPA of 2.0.

Program Goals

Upon completion of this program students will be able to:

1. Use Microsoft Office applications to assemble reports and publications.
2. Apply administrative skills to solve problems.
3. Demonstrate customer service standards.
4. Use spreadsheet software to maintain records.

REQUIREMENTS FOR THE A.O.S. DEGREE IN OFFICE TECHNOLOGY - OFFICE TECHNOLOGY TRACK

GENERAL EDUCATION REQUIREMENTS CREDITS

CTC101	Critical Thinking	1
ENG106	College English I	3
ENG207	College English II or	
ENG208	The Contemporary American Short Story	3
ILR101	Introduction to Information Literacy and Research Methods	1
PSY104	Introduction to Psychology	3
SPE100	Speech Communication	3

REQUIREMENTS FOR THE MAJOR

BUS197	Business Mathematics	3
BUS198	Business Communications	3
CAC104	Recordkeeping	3
HRW100	Human Relations in the Workplace	3
COM100	Introduction to Computers	3
COM200	Business Applications of Personal Computers	3
FRS100	Freshman Seminar	1
*PCD200	Professional Career Development/Management	3

OFFICE TECHNOLOGY TRACK

ADM100	Administrative Management	3
BUS102	Customer Service Management	3
BUS188	Introduction to Business	3
*OFP104	Office Procedures	3
WEB100	Introduction to Web Design	3
NET101	Introduction to Networking	3
	Elective(s)	6

60 credits

Elective(s): (to be selected from approved electives or courses in other programs provided prerequisites and corequisites are met)

*Capstone Course

SUGGESTED SEQUENCE OF COURSES

Semester 1

BUS188	Introduction to Business	3
COM100	Introduction to Computer	3
CTC101	Critical Thinking	1
ENG106	College English I	3
FRS100	Freshman Seminar	1
ILR101	Introduction to Information Literacy and Research Methods	1
SPE100	Speech Communication	3
	SUB-TOTAL	15

Semester 2

ADM100	Administrative Management	3
BUS102	Customer Service Management	3
BUS197	Business Mathematics	3
COM200	Business Applications of Personal Computers	3
OFP104	Office Procedures	3
	SUB-TOTAL	16

Semester 3

BUS198	Business Communications	3
CAC104	Recordkeeping	3
ENG207	College English II or	
ENG208	The Contemporary American Short Story	3
HRW100	Human Relations in the Workplace	3
WEB100	Introduction to Web Design	3
	SUB-TOTAL	15

Semester 4

PCD200	Professional Career Development and Management	3
PSY104	Introduction to Psychology	3
NET101	Introduction to Networking	3
	Elective(s)	6
	SUB-TOTAL	15

TOTAL CREDITS REQUIRED FOR THE A.O.S. DEGREE IN OFFICE TECHNOLOGY WITH MED OFFICE OPTION –OFFICE TECHNOLOGY TRACK– 60 CREDIT

A.O.S. DEGREE PROGRAM IN OFFICE TECHNOLOGY MEDICAL OFFICE OPTION

HEGIS CODE 5005- MEDICAL OFFICE TRACK

The Office Technology program is centered on supporting business operations. Students will acquire skills and competencies necessary to obtain entry-level employment in a business or medical office environment. Utilizing various software applications, students will develop proficiency in word processing, spreadsheets, presentation software, webpage formatting, basic networking, e-mail, office systems and procedures. Emphasis is placed on administrative support technology, business and medical office administration.

The Medical Office track curriculum aims to familiarize students with the procedures and document production of the modern doctor's office, clinic, or hospital office, and provide special preparation in medical terminology and codes for insurance processing and billing.

Program Goals

Upon completion of this program students will be able to:

1. Organize and analyze various types of patient medical records.
2. Bill patients and insurance carriers for visits and procedures using standard coding guidelines.
3. Make responsible ethical and legal decisions.
4. Effectively use specialized medical software.
5. Communicate clearly, effectively and appropriately in writing.
6. Present ideas effectively orally and visually.

REQUIREMENTS FOR THE A.O.S. DEGREE IN OFFICE TECHNOLOGY – MEDICAL OFFICE TRACK

GENERAL EDUCATION REQUIREMENTS			CREDITS		
			Semester 1		
CTC101	Critical Thinking	1	CTC101	Critical Thinking	1
ENG106	College English I	3	ENG106	College English I	3
ENG207	College English II or		FRS100	Freshman Seminar	1
ENG208	The Contemporary		ILR101	Introduction to Information	
	American Short Story	3		Literacy and Research Methods	1
ILR101	Introduction to Information		COM100	Introduction to Computers	3
	Literacy and Research Methods	1	MET202	Introduction to Human	
PSY104	Introduction to Psychology	3		Anatomy & Physiology	3
SPE100	Speech Communication	3	PSY104	Introduction to Psychology	3
				SUB-TOTAL	15
REQUIREMENTS FOR THE MAJOR			Semester 2		
BUS197	Business Mathematics	3	ENG207	College English II or	
BUS198	Business Communications	3	ENG208	The Contemporary	
CAC104	Recordkeeping	3		American Short Story	3
HRW100	Human Relations in		COM200	Business Applications of	
	the Workplace	3		Personal Computers	3
COM100	Introduction to Computers	3	MET100	Medical Terminology	3
COM200	Business Applications of		BUS197	Business Mathematics	3
	Personal Computers	3	SPE100	Speech Communication	3
FRS100	Freshman Seminar	1		SUB-TOTAL	15
*PCD200	Professional Career		Semester 3		
	Development/Management	3	MET201	Medical Office Procedures	3
MEDICAL OFFICE TRACK			CAC104	Recordkeeping	3
MET100	Medical Terminology	3	BUS198	Business Communications	3
MET101A	Medical Records Analysis	2	MET115	Basic ICD-CM Coding	3
MET115	Basic ICD-CM Coding	3	MET101A	Medical Records Analysis	2
MET119	Basic Procedural Coding	3	MET130	Healthcare Safety and Ethics	1
MET130	Healthcare Safety and Ethics	1		SUB-TOTAL	15
MET170	Electronic Health Records	3	Semester 4		
MET200	Computerized Medical Billing	1	HRW100	Human Relations in the	
*MET201	Medical Office Procedures	3		Workplace	3
MET202	Introduction to Human		MET218	Medical Insurance and Billing	3
	Anatomy & Physiology	3	MET200	Computerized Medical Billing	1
MET218	Medical Insurance and Billing	3	MET119	Basic Procedural Coding	3
			MET170	Electronic Health Records	3
			PCD200	Professional Career	
				Development and	
				Management	3
				SUB-TOTAL	16
Elective(s): (to be selected from approved electives or courses in other programs provided prerequisites and corequisites are met)			TOTAL CREDITS REQUIRED FOR THE A.O.S. DEGREE IN OFFICE TECHNOLOGY WITH MED OFFICE OPTION – MEDICAL OFFICE TRACK: 61		

SUGGESTED SEQUENCE OF COURSES

CERTIFICATE PROGRAM IN COURT REPORTING

HEGIS CODE 5005

This Certificate program is designed to provide students with the instruction and skill-building training essential for them to become employed in the field of court reporting.

Graduation Requirements: Students must complete a minimum of 54 credits of required courses with a minimum cumulative GPA of 2.0; pass three testimony tests at 225 wpm; pass three jury charge tests at 200 wpm; pass three straight matter tests at 180 wpm with 95 percent accuracy; all tests are five minutes on unfamiliar material; transcribe ten pages of testimony in a two-hour period; satisfactorily complete an internship program which will include 45 hours of participation under the supervision of an official court reporter or a freelance court reporter using machine steno. These hours will be verified by the supervising reporters. Students will also complete 30 hours of class lecture. A 40-page salable transcript will be produced and graded. A narrative report which summarizes their internship experiences will be given.

Note: The average student may require additional time beyond the published program length to achieve the exit speed of 225 words per minute.

REQUIREMENTS FOR THE CERTIFICATE PROGRAM IN COURT REPORTING

REQUIREMENTS FOR THE MAJOR

CREDITS

*CAT116	Computer-Assisted Transcription I	2
CRT100	Court Reporting Theory	6
CRT101	Court Reporting I	6
CRT102	Court Reporting II	6
CRT106	Court Reporting Speedbuilding Lab	1
CRT203	Court Reporting III	6
CRT204	Court Reporting IV	6
*CRT205	Court Reporting V	6
*INT203	Internship	3
LPT102	Legal Procedures and Technology	3
MET100	Medical Terminology	3
RTW117	Real-Time Writing I	2
TRP102	Transcription Production	3
ILR101	Introduction to Information Literacy and Research Methods	1
Total Credits Required for the Certificate Program in Court Reporting		54

SUGGESTED SEQUENCE OF COURSES

CREDITS

Semester 1		
CRT100	Court Reporting Theory	6
TRP102	Transcription Production	3
SUB-TOTAL		9
Semester 2		
CRT101	Court Reporting I	6
LPT102	Legal Procedures and Technology	3
MET100	Medical Terminology	3
SUB-TOTAL		12
Semester 3		
CRT102	Court Reporting II	6
RTW117	Real-Time Writing I	2
SUB-TOTAL		8
Semester 4		
CRT106	Court Reporting Speedbuilding Lab	1
CRT203	Court Reporting III	6
ILR101	Introduction to Information Literacy and Research Methods	1
SUB-TOTAL		8
Semester 5		
CAT116	Computer-Assisted Transcription I	2
CRT204	Court Reporting IV	6
SUB-TOTAL		8
Semester 6		
CRT205	Court Reporting V	6
INT203	Internship	3
SUB-TOTAL		9

Total Credits Required for the Certificate Program in Court Reporting 54

*Capstone Course

CERTIFICATE PROGRAM IN ENGLISH AS A SECOND LANGUAGE

OFFERED ONLY AT THE FLUSHING CAMPUS AND THE MANHATTAN CENTER

English as a Second Language is a continuing education program leading to a certificate. The program is intended for recent immigrants with employable skills and whose English language deficiency is the primary reason for not being able to be hired for work in the field. A graded series of courses takes the student from a basic beginner level to an advanced intermediate level, with an emphasis on survival skills and workplace language capabilities. The program will be both intensive and extensive (covering all skill areas: speaking, listening, reading, writing) taking advantage of integration of multiple modalities. Effective Fall 2011, this program will be delivered in 2 (two) continuous modules spanning a total of 30-31 weeks. It will not follow the semester break calendar of college-level academic programs. Enrollees who score within the acceptance range of Level II in the admissions exam will begin their study from Module II.

Equated credits GPA computation:

ESL100A Beginner ESL/Survival Skills (4.8 credits)

ESL101A Workplace English (4.8 credits)

ESL111A Integrated ESL with Laboratory I (7.2 credits)

ESL112A Integrated ESL with Laboratory II (7.2 credits)

Graduation Requirements: Students must complete a minimum of 900 hours of required courses with a minimum cumulative GPA of 2.0.

REQUIREMENTS FOR THE CERTIFICATE PROGRAM IN ENGLISH AS A SECOND LANGUAGE

REQUIREMENTS FOR THE CERTIFICATE		CLOCK HOURS	SUGGESTED SEQUENCE OF COURSES		CLOCK HOURS
ESL100A	Beginner ESL/Survival Skills	120	Semester 1 (450 hours)		
ESL100A Lab	Beginner ESL/Survival Skills Lab	30			
ESL101A	Workplace English	120	ESL100A	Beginner ESL/Survival Skills	120
ESL101A Lab	Workplace English Lab	30	ESL100A Lab	Beginner ESL/Survival Skills Lab	30
ESL111A	Integrated ESL with Laboratory I	180	ESL111A	Integrated ESL with Laboratory I	180
ESL111A Lab	Integrated ESL Lab I	45	ESL111A Lab	Integrated ESL Lab I	45
ESL112A	Integrated ESL with Laboratory II	180	Out-of-class Preparations		75
ESL112A Lab	Integrated ESL Lab II	45		SUB-TOTAL	450
Out-of-class Preparations		150			
			Semester 2 (450 hours)		
			ESL101A	Workplace English	120
			ESL101A Lab	Workplace English Lab	30
			ESL112A	Integrated ESL with Laboratory II	180
			ESL112A Lab	Integrated ESL Lab II	45
			Out-of-class Preparations		75
				SUB-TOTAL	450
TOTAL CLOCK HOURS REQUIRED FOR THE CERTIFICATE IN ENGLISH AS A SECOND LANGUAGE (900 HOURS)			TOTAL CLOCK HOURS REQUIRED FOR THE CERTIFICATE IN ENGLISH AS A SECOND LANGUAGE (900 HOURS)		

COURSE DESCRIPTIONS

SECTION XIII

Courses numbered in the hundreds (e.g., ENG106 College English I, CRT100 Court Reporting Theory) represent introductory level classes. Courses numbered two hundred and above represent upper level classes for which there are appropriate prerequisites. (The three letter prefixes that precede the course numbers are defined by category, subject, and course description. For example, the prefix ENG is used for English courses; BUS is the prefix for Business courses, and ACC for Accounting courses.)

REMEDIAL and ESL

Remedial

ENG001 Developmental English **0 Credit/3 Equated Credits**

This course is designed for students who have not yet mastered the basic writing skills necessary for success in college and careers. Grammar in a writing context will present ideas and style to kindle student interest while illustrating grammar and sentence skills. Exercises will be writing-based practices with high-interest practice material. Collaborative efforts will be encouraged.

Prerequisite: Any of the following:

- ESL006 ESL Conversation, ESL007 ESL Writing II, and ESL008 ESL Reading II
- Special permission from the Associate Director of the department/Chairperson
- Applicants scoring below 60 in the ACCUPLACER Exam – Sentence Skills Placement will be placed in ENG001 (Court Reporting Students only).

ESL

ESL0001A Basic Writing **0 Credit/3 Equated Credits**

This course is designed to assist English Language Learners in the introduction to foundational structures of sentences and phrases. It provides spelling- and vocabulary-building opportunities through writing.

ESL0002A Basic Life Skills **0 Credit/3 Equated Credits**

This integrated skills ESL course is designed to provide students with real-life language opportunities in reading, listening, writing, and speaking. Critical thinking is achieved in student-centered cooperative learning as well as independent situations. The language features are presented in authentic audio, video, and texts in order to give students added motivation to purposefully learn the material.

ESL0003A Basic Grammar **0 Credit/3 Equated Credits**

This course is an introduction to Basic English grammar. Its objective is to engage students in level-appropriate activities in which they apply foundational English grammar for everyday usage. Students will develop familiarity and confidence in using simple grammatical vocabulary and structures in writing, speaking, and listening contexts.

ESL0005A Basic Reading **0 Credit/3 Equated Credits**

This course is designed to introduce English Language Learners to basic reading strategies for before, during, and after reading a text. The reading texts within the units are thematic, and the types include blogs, articles, interviews, personal narratives, and others. In this course, students will learn the skills to develop a more independent reading style, which is necessary in higher-level ESL reading courses

as well as college-level reading.

ESL0006A Basic Listening and Speaking **0 Credit/3 Equated Credits**

This course is designed to introduce English Language Learners to basic listening and speaking strategies in real-life situations. Students' confidence will grow through listening to audio of narratives, conversations, interviews, and announcements about jobs, interests, daily activities, and problems. Students will also be introduced to and given opportunity to use basic pronunciation skills related to the listening and speaking content.

ESL0001 Fundamental Writing **0 Credit/3 Equated Credits**

This course is designed to assist high-beginner English Language Learners in the development of the basics of writing correct sentences and simple paragraphs. It provides vocabulary-building activities, knowledge of grammatical structures, and application of the writing process stages.

Prerequisite: CELSA Exam minimum score 97 (scaled)

ESL0002 Life Skills **0 Credit/3 Equated Credits**

This course will develop English language skills in a context defined by life skills including personal information about the student and his/her family, responsibilities at home, parent - school communication, finding and retaining employment, civics, routine and emergency medical treatment, social behavior, and being a responsible tenant in an apartment building.

Prerequisite: CELSA Exam minimum score 97 (scaled)

ESL0003 Fundamental Grammar **0 Credit/3 Equated Credits**

This course is designed to enable ESL students to smoothly transition from a beginner level or the ESL Certificate program to an advanced intermediate level. Students will be provided adequate opportunity to strengthen their writing, listening and speaking skills.

Prerequisite: CELSA Exam minimum score 97 (scaled)

ESL0005 Fundamental Reading **0 Credit/3 Equated Credits**

This is a reading course that provides lower-level ESL students with the fundamentals for college-level reading courses. This course is designed to assist ESL students in developing effective reading comprehension and in expanding vocabulary skills while fostering cultural awareness, understanding, and interaction with each other.

Prerequisite: CELSA Exam minimum score 97 (scaled)

ESL001 Writing I
0 Credit/3 Equated Credits

This course is designed to enable ELLs to develop simple and effective writing skills. It emphasizes grammar, sentence structure, vocabulary and paragraph writing. Students will learn to generate and organize ideas in order to compose different types of paragraphs. The basic components of an essay will also be introduced.

Prerequisite: Any of the following:

- ESL0001 Fundamental Writing
- Score 12 or above on Essay Exam

ESL003 Grammar
0 Credit/3 Equated Credits

This course is designed to provide ESL students with a basic knowledge of grammar in order to develop their writing skills. Students will be provided with ample opportunity to strengthen oral, listening and speaking skills.

Prerequisite: Any of the following:

- ESL0003 Fundamental Grammar
- Score 12 or above on Essay Exam

ESL005 Reading I
0 Credit/3 Equated Credits

This course is designed to develop ELLs' abilities in reading comprehension, vocabulary building, grammar, and the application of this knowledge in various writing contexts.

Prerequisite: Any of the following:

- ESL0005 Fundamental Reading
- Score 12 or above on Essay Exam

ESL006 Conversation
0 Credit/3 Equated Credits

This course is designed to provide ELLs with the opportunity to improve listening and speaking skills, and expand vocabulary necessary for academic success. Students will also learn how to prepare and deliver mini-presentations.

Prerequisite: Any of the following:

- ESL003 ESL Grammar and ESL005 ESL Reading I
- 102 or higher scaled CELSA score

ESL007 Writing II
0 Credit/3 Equated Credits

This course is designed to equip ELLs with academic writing conventions. Reading comprehension, acquisition of new vocabulary, and grammar activities will be emphasized to help transition students from paragraph to essay writing.

Prerequisite: Any of the following:

- ESL001 ESL Writing I and ESL003 ESL Grammar
- 102 or higher scaled CELSA score

ESL008 Reading II
0 Credit/3 Equated Credits

This course is designed to assist ELLs in developing effective reading comprehension, writing, and vocabulary skills while fostering cultural awareness, understanding, and interaction with each other.

Prerequisite:

- ESL005 ESL Reading I
- 102 or higher scaled CELSA score

ESL009 Aspects of Communication
0 Credit/3 Equated Credits

This course is designed to develop and continue students'

pronunciation and working knowledge/application of grammar to enable them to communicate in a more complex and coherent manner. Students will be exposed to a wide range of vocabulary within an ESL framework and will be expected to hone grammatical techniques to improve both their written and verbal communication skills. This intensive grammar and pronunciation course is designed to present students with tools that are crucial for progress in communication in any forum.

This course can be substituted by ESL004 Aspects of Business.

BUSINESS AND COMPUTER

Accounting

ACC100 Principles of Accounting I
3 Credits

In this course students will learn basic accounting principles, concepts, terminology and procedures. Topics include the accounting cycle, financial statements, journals, ledgers, worksheet, and bank reconciliation. Students will also study Proprietorship Accounting for both a Service and Merchandising Business.

ACC101 Principles of Accounting II
3 Credits

This course is designed to elaborate on the principles, concepts, and procedures learned in Accounting I. The students will study and work with payroll procedures, special journals, bad debts and depreciation, notes receivable and payable, accrued revenue and expenses, vouchers, partnerships and corporations.

Prerequisite: ACC100 Principles of Accounting I

ACC202 Intermediate Accounting I
3 Credits

This course emphasizes accounting theory and practice as prescribed by the Financial Accounting Standards Board; the American Institute of Certified Public Accountants; the American Accounting Association and the Securities Exchange Commission. The course is designed to develop an understanding of accounting concepts and principles and their application to the presentation and interpretation of financial data including The Income Statement, The Balance Sheet, The Retained Earnings Statement and Statement of Cash Flows. The course also covers the topics of accounting for cash, plant and equipment accounting, inventory cost, operational and intangible assets and investments.

Prerequisite: ACC101 Principles of Accounting II

ACC203 Intermediate Accounting II
3 Credits

This course is a continuation of Intermediate Accounting I and will continue to emphasize accounting theory and practice as prescribed by the Financial Accounting Standards Board; the American Institute of Certified Public Accountants; the American Accounting Association and the Securities Exchange Commission. The course develops a further understanding of accounting concepts and principles and their application with a detailed study of financial data, including the examination of Intangible Assets, Long-term Investments, Income Tax Accounting, Pensions, Stockholders Equity, Paid-in-Capital, Accounting Changes, Correction of Errors and Incomplete Records.

Prerequisite: ACC202 Intermediate Accounting I

ACC209 Income Tax
3 Credits

In this course the student will be given a basic, yet comprehensive understanding of the structure of income tax laws and their administration. The student will be provided with instruction and practice in the preparation of various income tax forms. This instruction can be used in a practical manner when it comes to preparing their own taxes and relating further, towards a possible career goal in the occupations of an Accountant and/or Tax Preparer.

Prerequisite: ACC101 Principles of Accounting II

Business

BUS100 Business Legal Concepts and Terminology
3 Credits

This course will develop a student's understanding of the fundamental legal and business principles that apply to common business transactions. The main emphasis will be on contracts. Topics include: Nature and Classes, Offer and Acceptance, Defective Agreements, Capacity to Contract, Consideration, Illegal Agreements, Form of Contracts, and Termination of Contracts. Other topics will include the legal system, the legal environment, and personal property (bailments).

Note: This course has been identified as writing intensive. It is preferable, but not necessary to complete ENG106 prior to enrolling in this course. Please speak to an academic advisor for further information.

BUS101 The Hospitality Industry
3 Credits

This course is designed to enhance fundamental understanding and knowledge of the hospitality industry and its principal commercial sectors. Topics will include food and beverage, tourism, lodging, cruising, gaming, entertainment, and social and business events.

BUS102 Customer Service Management
3 Credits

This course is designed to teach students superior customer service strategies and tactics in all types of organizations in today's customer-driven economy. Students will also learn to develop and sustain productive long-term customer relationships in order to enhance the competitive advantage of a business. This course emphasizes a wide range of customer-focused techniques, practical customer service strategies, and tools.

BUS107 Casino Gaming Operations
3 Credits

This class trains students on casino management and gaming operations. Topics of focus include economic and social impact, casino management and politics, legal issues, consumer behavior, casino games, gaming technology, methods and statistics, etc. Students are also educated in popular casino games, such as bingo, keno, baccarat, roulette, blackjack, poker, and craps.

BUS110 Hotel and Resort Management
3 Credits

This course examines key aspects of hotel and resort operations. Students gain knowledge of both frontline and support functions of the hotel and resort industry. Areas of discussion include, but are not limited to, housekeeping, sales and marketing, front office administration, and food and beverage operations.

BUS188 Introduction to Business
3 Credits

This course is designed to give students a basic foundation on the functions and operations of business organizations. Emphasis is

placed on the study of business management and the various elements of both the social and economic environments which continuously change the business world. Business Ownership, Marketing, Finance, Human Resources and Information Systems will be covered.

BUS197 Business Mathematics
3 Credits

In this course the fundamentals of mathematics are reviewed with a special emphasis placed on their application to practical business situations, problems and forms. Topics covered will be percentage, payroll, marketing, inventory and depreciation, finance, investment and the mathematics of business management.

BUS198 Business Communications
3 Credits

This course is designed to provide students with effective verbal and nonverbal communication skills necessary for workplace productivity. The course focuses on writing and revising business messages to achieve clarity, conciseness, and correctness.

Prerequisite: ENG106 College English I for students enrolled in or after December 2011

BUS199 International Business
3 Credits

This course is dedicated to providing students a comprehensive study of the concepts, theories, and practices behind international business. Topics include the nature of international business, foreign direct investment, international institutions and conventions, intellectual property rights, international monetary system, and global marketing, production, logistics, and finance. In addition, emphasis is placed on the learning of export and import practices.

BUS208 Casino Ancillary Operations
3 Credits

The goal of this course is to expose students to all major casino support departments and the roles they play. Students will examine key functional divisions. Additional focus will be placed on backend operations.

BUS211 Revenue Management
3 Credits

Students will learn the fundamental and practical teachings of revenue management, an applied business science that analyzes consumer demand and behavior to optimize business product and pricing tactics. Extensive analyses of markets, consumers, and businesses will be conducted. Enrollees are engaged in demand forecasting, dynamic value-based pricing, channel and inventory management, team operation, strategic management, as well as effective utilization of revenue management tools, tactics, and resources. Students are also educated in critical legal and ethical issues involved in revenue management.

Prerequisites: BUS101 The Hospitality Industry or BUS188 Introduction to Business

BUS215 Salesmanship and Management
3 Credits

Students will be engaged in practical lessons on effective salesmanship and management obligations in a sales team. Primary focus will revolve around the intricacies of the personal selling process and sales ethics. Additional topics of discussion include recruitment, training, leadership, motivation, compensation, sales projections, and financial issues.

BUS250 Events and Convention Management
3 Credits

This course provides a closer look at the strategies of marketing to large groups and the business of booking meetings and conventions. Meeting planning requires a strong knowledge of venues, special events and meeting arrangements, marketing and sales, foods and beverages, menu development, and operational controls. Administrative tools for the planning and actual operation of events will be reviewed. Students will also use the Delphi system and learn the daily operations of hotel and systems management. Upon successfully completing the Delphi program, student will receive certification.

Prerequisite: COM100 Introduction to Computers (as of July 2018)

BUS101 The Hospitality Industry
BUS110 Hotel and Resort Management

BUS289 Organizational Behavior and Management
3 Credits

This course is designed to introduce the students to the process of managing and working effectively with people within an organization. Emphasis is given to the classic organizational theory and the seven core managerial competencies—managing self, ethics, diversity, communication, across cultures, teams and change.

Prerequisite: BUS188 Introduction to Business

BUS290 Human Resources Management
3 Credits

This course is designed to introduce students to the area of Human Resources and the realm of the Human Resource Manager. Emphasis is placed on practical and interrelated Human Resource Management activities, including strategic planning and analysis, equal employment opportunity compliance, staffing, training, compensation, benefits, management, and labor relations. Contemporary issues related to Human Resources, including ethics, safety laws and regulations, affirmative action, collective bargaining, change, diversity, teamwork, and globalization are also discussed.

Prerequisite: BUS188 Introduction to Business

BUS291 Business Finance
3 Credits

This course will introduce the basic principles of financial management such as accounting fundamentals to include analyzing and forecasting financial statements, working capital management, short-term and long-term financing, and capital budgeting. This course is designed to prepare students to be successful small business owners as well as finance managers in a challenging business world. **Prerequisites:** BUS188 Introduction to Business and ACC100 Principles of Accounting I

BUS292 Principles of Marketing
3 Credits

This course is designed to introduce students to marketing concepts, the role of marketing in business and society, and importance of customer value and engagement in a digital and social market place. **Prerequisite:** BUS188 Introduction to Business

BUS294 Small Business Management
3 Credits

This course is designed to focus on the opportunities and challenges of creating and running a small business. Topics studied will include identifying and capitalizing on entrepreneurial opportunities, developing effective business strategies to align a company with its environment, building organizational structures to implement strategies as well as financing and marketing the new business venture.

Prerequisite: BUS188 Introduction to Business (only required for students that enrolled in or before June 2018)

Only required to students that enrolled in or after July 2018:

- BUS291 Business Finance
- BUS292 Principles of Marketing

PCD200 Professional Career Development and Management
3 Credits

In this course students are introduced to the modern workplace, such as office protocol, personnel policies, and office culture. Students will be prepared to make the transition from college to the workforce through learning how to conduct a job search, prepare for an interview, create a resume, cover letter and thank-you letter, dress for and conduct themselves in an interview. Students will also learn how to analyze their own unique talents and job skills and how to present them to prospective employers. The course will also help develop student confidence through the practice of mock interviews, stress management, and time management techniques.

Prerequisites: COM100 Introduction to Computers and BUS198 Business Communications (Only required to students enrolled in or after July 2018)

Computer

CAC104 Recordkeeping
3 Credits

The objective of this course is to introduce students to the microcomputer, its operating system, and applications software for inputting, processing, and maintaining accounting records. activities on the microcomputer include bank reconciliations, sales invoices, purchases, journals, general ledger, financial statements, and payroll.

CAC205 Computerized Accounting
3 Credits

This course continues with more advanced computer software. Students will learn how integrated accounting systems function on the microcomputer and the difference between manual and computerized accounting. The computer program consists of six integrated accounting systems so that as students enter transactions into one system. Other systems affected by it will be automatically updated.

Prerequisite: ACC100 Principles of Accounting I

COM100 Introduction to Computers
3 Credits

This course is an introduction to both computer concepts and Microsoft Office 2013 (Word, Excel, and PowerPoint). The course is also designed to acquaint the student with the touch control of alphabetic and numeric keys using proper keyboarding techniques.

COM200 Business Applications of Personal Computers
3 Credits

This course is designed for students to integrate software skills in Word, Excel, Access, and PowerPoint using business-oriented projects.

Prerequisite: COM100 Introduction to Computers

NET100 Internet
1 Credit

This course introduces a history and exploration of the capabilities of the Internet including the functions, features, protocols and uses

through various tools and services of the Internet.
(Graduation requirement only for students that enrolled on or before June 2018)

NET101 Introduction to Networking
3 Credits

This course introduces terminology and applications of communication and networking as essential elements of computer and business information systems. Additionally, the course will also provide the overview of the technologies that will form the basic digital communication in private corporate networks and the global Internet. Students will gain experience with communication hardware, software, media, LAN, and WAN systems.

Prerequisite: COM100 Introduction to Computers

WEB100 Introduction to Web Design
3 Credits

This course is designed to teach the essential concepts of HTML, XHTML, XML, and CSS, which are the foundation of Web pages.

Office Technology

ADM100 Administrative Management
3 Credits

This course is designed to study the role and responsibilities of the administrative office manager. It also includes the study of the functions of the administrative office manager, leadership styles, the problem solving process, managing human resources, training and promotion, compensation, labor-management relations, and managing administrative services.

HRW100 Human Relations in the Workplace
3 Credits

This course provides a conceptual and practical guide to the human relations skill utilized in the workplace. Emphasis is placed on the human relations aspects of teamwork, diversity, communication, motivation, leadership, problem solving, stress management, customer relations, and conflict management, along with ethical issues that arise in business workplace situations.

OFP104 Office Procedures
3 Credits

This course provide students with the knowledge and skills that will be required in the work place. Topics will include invoices, tabulations, typing forms, business letters, records management, time management, filing, and telecommunications. In addition, this course will cover the principles and applications of basic business math.

Prerequisite: COM100 Introduction to Computers
COM200 Business Applications of Personal Computers (Only required to students enrolled in or after July 2018)

COURT REPORTING

CAT116 Computer-Assisted Transcription I
2 Credits

This is a course designed to provide students with a personal dictionary that accurately matches their writing style. Students will key material into the steno machine; and then through the use of the read, translate and edit processes of the computer assisted translation software, students will be able to define untranslates and add them to their dictionary.

CRT100 Court Reporting Theory
6 Credits

This course provides the student with knowledge of basic machine shorthand theory. The basic principles of writing words and a study of phonetic sounds are stressed. The computer compatible system is used.

CRT101 Court Reporting I
6 Credits

This course provides the student with knowledge of advanced machine shorthand theory. Emphasis is placed on correct techniques for taking dictation and reading back notes. This segment of the curriculum gradually builds speed in taking dictation from 50 words per minute to 70 words per minute. Dictation is given in the following areas: Q&A (two-voice testimony) and Literary. The objective is the development of transcription skills of the verbatim dictation matter in a designated amount of time, using proper format, being punctuated properly, and containing at least 95 percent accuracy.

Prerequisite: CRT100 Court Reporting Theory

CRT102 Court Reporting II
6 Credits

This segment of the curriculum gradually builds speed in taking dictation from 90 words per minute to 110 words per minute. Emphasis is placed on correct techniques for taking dictation and reading back notes. Dictation is given in the following areas: Q&A (two-voice testimony), Literary, and Jury Charge. The objective is the development of transcription skills of the verbatim dictation matter in a designated amount of time, using proper format, being punctuated properly and containing at least 95 percent accuracy.

Prerequisite: CRT101 Court Reporting I

CRT106 Court Reporting Speedbuilding Laboratory
1 Credit

This course is designed for students at all levels in the court reporting program who wish to increase their speeds in Q&A (multi-voice), Jury Charge, and straight matter and who wish to increase their knowledge through practice in mock depositions and mock trials.

CRT107 Court Reporting Speedbuilding Laboratory
1 Credit

This course is designed for students who have completed CRT100 Court Reporting Theory to increase their knowledge and accuracy in the area of medical words, phrases, and terminology as well as through practice of medical testimony dictation.

Prerequisites: CRT100 Court Reporting Theory and MET100 Medical Terminology

CRT203 Court Reporting III
6 Credits

This segment of the curriculum gradually builds speed in taking dictation from 130 words per minute to 150 words per minute. Emphasis is placed on correct techniques for taking dictation and reading back notes. Dictation is given in the following areas: Q&A (two-, three-, and four-voice testimony), Literary, and Jury Charge. The objective is the development of transcription skills of the verbatim dictation matter in a designated amount of time, using proper format, being punctuated properly and containing at least 95 percent accuracy.

Prerequisite: CRT102 Court Reporting II

CRT204 Court Reporting IV
6 Credits

This segment of the curriculum gradually builds speed in taking dictation from 170 words per minute to 190 words per minute. Emphasis is placed on correct techniques for taking dictation and reading back notes. Dictation is given in the following areas: Q&A (two-, three-, and four-voice testimony), Literary, and Jury Charge. The objective is the development of transcription skills of the verbatim dictation matter in a designated amount of time, using proper format, being punctuated properly and containing at least 95 percent accuracy.

Prerequisite: CRT203 Court Reporting III

CRT205 Court Reporting V
6 Credits

This segment of the curriculum gradually builds speed in taking dictation from 200 words per minute to 230 words per minute. Emphasis is placed on correct techniques for taking dictation and reading back notes. Dictation is given in the following areas: Q&A (two-, three-, and four-voice testimony), Literary, and Jury Charge. The objective is the development of transcription skills of the verbatim dictation matter in a designated amount of time, using proper format, being punctuated properly and containing at least 95 percent accuracy.

Prerequisite: CRT204 Court Reporting IV

INT203 Internship (court reporting)
3 Credits

After the student reaches a competency level of 180 words per minute, he/she must complete an on-the-job training internship program. This involves spending at least 45 verified hours outside the classroom at court, hearings, or reporting agencies with acceptable transcripts submitted to the instructor on actual reporting sessions. The student will learn major aspects of the reporting field through practical observations of courtroom and administrative procedures, jury and non-jury trials, pre-trial examinations, and actual reporter duties. The classroom component consists of 30 hours of lecture and oral reports by students of their experiences during the internship. Assignments of outside readings on matters of professional and topical importance will be assigned, and students will be required to report on these during the classroom sessions.

Prerequisite: Successfully passing testimony dictation (Q&A two-voice) at 180 words per minute with 95 percent accuracy.

LPT102 Legal Procedures and Technology
3 Credits

This course consists of classroom discussions on legal procedures and practices with reference to freelance and official reporting positions to help students bridge the gap between the classroom and actual reporting work. Students are introduced to Computer-Assisted Transcription (CAT), use of videotaping, the Computer-Integrated Courtroom (CIC), and other technological innovations.

RTW117 Real-Time Writing I
2 Credits

This course is designed to help students attain competence in real-time writing for those who want to prepare for working in the areas of real-time in the court reporting field.

TRP102 Transcription Production
3 Credits

This course is designed specifically for the court reporter. The focus will be on developing student proficiency in grammar, punctuation, capitalization, and style particularly as they apply to the challenge of court reporting. Students will be required to punctuate and correct transcripts, courtroom testimony, jury charges, and Congressional records.

HOMELAND SECURITY AND SECURITY MANAGEMENT

CRJ100 Introduction to Criminal Justice
3 Credits

This course provides an introduction to the American criminal justice system. The definition of crime, the nature and measurement of crime, theories of crime, and criminal law will be discussed. In addition, changes in the criminal justice system, due process, and

police discretion and indiscretion, the police department's role, courts, prosecuting and defense attorneys, corrections, parole, probation and the juvenile justice system will be examined. Police agencies, state-specific criminal justice guidelines within New York State, and how they interact in criminal investigations will be discussed.

CRJ201 Methods of Investigation
3 Credits

Security professionals in the field of investigative services need to understand the nature and purpose of criminal investigations. Various methods of interview and interrogation of witnesses and suspects will be discussed. Use of informants and special investigations will be examined as well as constraints on private security personnel in this area.

ERM100 Basic Fire Safety/Basic CPR/and First Aid
3 Credits Training

This course will encompass basic fire safety and preparedness within the workplace. This course is designed to instill the basic functions and understanding of workplace fire suppression and the protection of life and property. The student will learn cardiopulmonary resuscitation (CPR) with regard to the American Heart Association Guidelines for 2009 including the use of an automated external defibrillator (AED). Basic incident management processes used to recognize how to operate and manage minor to moderate incidents in cooperation with federal, local, and international agencies will be addressed. The development and preparation of a workplace evacuation plan will be covered.

ERM101 Critical Incident Management and Command
3 Credits Systems

This course will introduce the student to the roles and responsibilities of emergency services within the United States and how to properly assist and interact with these agencies utilizing Incident Command System (ICS), National Incident Management System (NIMS), and the current technology associated with disaster management. An overview of the National Response Plan (NRP) is also provided. This course is intended to instill the ability to coordinate a response to a disaster as the incident commander using simulation, information retrieval systems, and analysis of past disasters natural and man-made.

ERM202 Disaster Response and Recovery Operations
3 Credits

This course will introduce students to what is a disaster. Basic operations applicable to the disaster environment will be discussed. Students will examine the responsibilities of local, state, and federal emergency management teams in addition to problem solving aspects of disaster operations and the importance of interagency cooperation.

HCD201 Homeland Career Development and Management
1 Credit

In this course, students are introduced to the modern workplace. Students will be prepared to make the transition from college student to employee through learning how to conduct a job search, prepare a professional resume and thank you letter, dress for the interview, develop interviewing techniques, and meet and exceed employer expectations. The course will also help develop student confidence through the practice of interviewing and time management techniques.

HSM100 Introduction to Homeland Security
3 Credits

This course provides students with the historical facts of the 9/11/01 attacks and the response of the United States to those attacks to include the creation of the Homeland Security Department. Students will be introduced to the Homeland Security Department and its

roles. Students will also examine the issues post 9/11 such as: intelligence, the military's role in Homeland Security, communications assessments, counter-terrorism, and weapons of mass destruction and natural disasters. The current role of Homeland Security in domestic and international issues will be discussed.

HSM101 Contingency and Emergency Planning
3 Credits

This course introduces the student to the various pre-planning methods within the non-profit and municipal workplaces as well as communities in general. The topics of emergency and disaster management, contingency planning, damage assessment, as well as development and implementation of an effective disaster plan will be discussed. Students will develop, as well as implement, a complete emergency plan within the workplace.

HSM201 Understanding Terrorism
3 Credits

This course will explore the criminology and controversy of terrorism. A historical overview and perspective on terrorism including its origins, types, strategies, targets and the limits on military and civil authorities will be discussed. The students will also be exposed to key issues in international terrorism and domestic terrorism, and also explore issues affecting homeland security.

HSM202 Introduction to Digital Crime and Digital Terrorism
3 Credits

This course focuses on the technical aspects of digital crime as well as behavioral aspects of computer hackers, virus writers, terrorists and other cybercrimes. The student will participate in cyber security case studies and examine the history and evolution of cyber security threats in the modern world, and their impact on modern society. The student will examine the history, development, extent and types of digital crime and digital terrorism as well as the training and resources required to investigate and prosecute these crimes.

HSM204 Natural and Man-Made Disasters
3 Credits

The current world climate requires heightened awareness of types of security issues not previously imagined. At the beginning of the 21st century, employment of weapons of mass destruction (WMD) against the U.S. homeland has become a reality. This course will discuss the various types of WMDs, their origins, and proliferation. Attempts at controlling WMD production and strategies for defending against and responding to WMD attacks will be discussed.

LAW100 Law and Ethics for Security Professionals
3 Credits

This course will examine the American Society for Industrial Security (ASIS), the International Association of Chiefs of Police and Private Security Management, and Security Employee Codes of Ethics. This course will also examine the legal powers and limitations of security personnel as "private police officers" including such topics as arrest, search and seizure, and investigation. There is also an introduction to penal law pertaining to security professionals, including terrorism.

SEC100 Introduction to Security
3 Credits

Students will examine detailed methods of security and techniques to prevent losses due to theft and fraud. This course will include an in-depth review of training, security programs, surveillance systems, and supervision. Public and private building procedures including visitor and employee access control, emergencies, and unusual incidents will be discussed. This course provides the necessary preparation for the 8-hour security guard license certificate.

SEC101 Security Technology
3 Credits

This course will introduce the student to the basic systems in surveillance technology. The origins and applications of surveillance systems will be discussed as a foundation for exploring more advanced technologies such as radar, sonar, ultrasound, and computerized surveillance. The use of surveillance systems in conjunction with various barrier and access/egress systems will be discussed.

SEC103 Personnel and Physical Property Security Management
3 Credits

This course will provide students with a comprehensive understanding of the organizational, interpersonal and administrative aspects of various security work environments, as well as with the theoretical and practical knowledge of both traditional and innovative controls/methods/practices of physical asset security. Introduces the concepts and methodologies of workplace security used by small, medium, and large corporations. Topics related to personnel security include: pre-employment screening, training, employee security awareness, internal investigations, workplace violence, security officer operations, and executive protection. Physical property security topics include: perimeter integrity, facility protection, access control, and countermeasures technology.

MEDICAL

MET100 Medical Terminology
3 Credits

The purpose of this course is to provide the student with a medical vocabulary applicable to all specialties of medicine. The student will first master the art of building a medical vocabulary and then learn to apply it to the basic anatomy and physiology of the systems of the body.

MET101A Medical Records Analysis
2 Credits

The purpose of this course is to provide students with skills to examine and evaluate medical documentation. The language used in all aspects of medicine will be developed including the understanding of documentation. Students will become familiar with the organization of the record, including the various forms and reports used to document patient progress. Identification of such items as the face sheet, discharge summary and other source documents will be stressed. Procedures in filing, numbering, retention of patient records, release of patient information, quantitative and qualitative analysis for the organization, as well as regulatory and accrediting agencies will be emphasized. Standards of the Department of Health and the Joint Commission on the Accreditation of Healthcare Organizations are discussed.

MET103 Medical Mathematics
4 Credits

This course teaches the basic mathematical concepts and skills to be applied in the medical setting. Such topics include fractions, decimals, ratios and proportions, percentages, order of operations, and dilution and concentration. Emphasis is placed on applying mathematical principles and equations to medical situations.

MET106 Introduction to Health Administration and Technology
3 Credits

This course introduces undergraduates to fundamental concepts and principles in health administration and technology. Students are given a comprehensive view of the following subject areas: (1) the health administration and informatics field and profession; (2) legalities and ethics; (3) IT aspects of healthcare; (4) decision support; and (5) future technological trends and opportunities in healthcare. A course project, centered on vendor research and a student led demonstration, is assigned in order to engage students in

active learning.

MET115 Basic ICD-CM Coding
3 Credits

This course provides the student with the basic principles of ICD-10-CM coding and classification systems, sequencing of codes and the impact correct coding has on reimbursement. Basic medical terminology, anatomy and physiology and disease processes related to diagnostic codes, ICD-10-CM, used in standard health insurance industries and in billing procedures for doctor's offices, clinics, and hospitals will be emphasized.

Prerequisite: MET202 Introduction to Human Anatomy and Physiology, MET100 Medical Terminology

MET119 Basic Procedural Coding
3 Credits

This course teaches fundamental terminologies and concepts related to procedural coding systems used in standard health insurance industries and in billing procedures for doctor's offices, clinics and hospitals. Basic medical terminology related to procedural coding will be applied. Current Procedural Coding (CPT), Healthcare Common Procedure Coding System (HCPCS), and Inpatient Procedural Coding (ICD-CM-PCS) will be emphasized.

Prerequisite –For students that enrolled in or before June 2018:

- MET202 Introduction to Human Anatomy and Physiology.
- MET100 Medical Terminology
- MET115 Basic ICD-CM Coding

CO-REQ: MET218 Medical Insurance Billing and MET200 Computerized Medical Billing

For students that enrolled in or after July 2018:

- MET115 Basic ICD-CM Coding
- CO-REQ: MET218 Medical Insurance Billing and MET200 Computerized Medical Billing

MET120 Health and Nutrition
3 Credits

This course provides students with fundamental knowledge of health and nutrition. Topics of discussion include basic nutritional guidelines, basic pharmacology, exercise, and dieting. Particular focus is given to the changes in wellness needs as people age.

MET130 Healthcare Safety and Ethics
1 Credit

The course focuses on the legal and ethical issues faced by healthcare administrators. Key concepts of administrative and medical record liability are addressed. Topics specifically concentrate on the basic legal principles, ethical issues, and common areas of liability and litigation as they pertain to healthcare settings. The course provides students with a foundation for addressing common challenges that may occur within a healthcare setting.

MET140 Health Data Literacy and Statistics
3 Credits

This class teaches literacy in data and statistics under a healthcare context. Instruction is given on the practical use and interpretation of key health statistics, as well as fundamental database theories and concepts. Knowledge of health documents and information quality is didactically enforced. Students gain an understanding of the compilation and usage of various types of vital statistics in patient care and medical research.

MET170 Electronic Health Records
3 Credits

Electronic Health Records (EHR) is an introductory course designed to introduce students to the basics of electronic health records management. Students obtain skills utilizing specialized software used in a variety of medical facilities. The course provides an understanding of electronic health records and the related daily tasks.

Prerequisite: COM100 Introduction to Computers, MET101A Medical Records Analysis

MET200 Computerized Medical Billing
1 Credit

This course focuses on using Practice Fusion, an online comprehensive practice management software platform that includes charting, scheduling, and billing. The program allows students to build patient files, enter transactions, and manage claims. This major nationwide practice management program and computer based billing program are used to simplify the process of billing and filing insurance claims. Medical terms and codes are put to practical use in the processing and billing for services.

Prerequisite: MET115 Basic ICD-CM-PCS Coding
Co-requisite: MET218 Medical Insurance Billing

MET201 Medical Office Procedures
3 Credits

Medical Office Procedures is an introductory course to the daily functions and processes of a medical office. Emphasis is placed on job responsibilities, medical practice facilities and settings, professionalism, interpersonal communication, administrative procedures and the law, confidentiality/privacy issues, patient reception, general office equipment and supplies, written and electronic documents, telephone techniques, patient education, scheduling and managing appointments, patient registration, patient files, and processing mail. Computer proficiency will be emphasized and developed. Students will become skilled at managing specialized software used in medical offices.

Prerequisites: MET100 Medical Terminology and COM100 Introduction to Computers

MET202 Introduction to Human Anatomy and Physiology
3 Credits

This course introduces and familiarizes students with basic structures and functions of the human body. The structural units of the human body, the chemistry of living things, review of cell processing, review of individual body systems and functions of its parts, and an introduction to diseases and disorders of the human body will be emphasized.

Prerequisite: MET100 Medical Terminology

MET204 Patient Care and Well-being
3 Credits

This course will introduce the fundamental and practical teachings of proper patient care and wellness promotion. Emphasis is placed on the management and delivery of care. Topics of discussion include effective care of the elderly, the mentally ill, and individuals with developmental and/or physical disabilities. Personal care skills and comprehensive wellness education are also emphasized. This course identifies economic, social, and environmental factors that influence health.

MET218 Medical Insurance Billing
3 Credits

The purpose of this course is to introduce students to major nationwide medical insurance programs used to simplify the process of billing and filing insurance claim forms. Study of the principles and practice of insurance and reimbursement for outpatient, emergency department, physician office encounters, and inpatient settings are strongly emphasized. Medical terms and codes are put to use as related to the insurance systems. Detailed information on Health Maintenance Organizations (HMOs) and government programs and how they relate to medical billing activities are reviewed. Inpatient and outpatient cases are reviewed in order to identify issues of fraud and abuse.

Prerequisite: MET115 Medical Coding

PHA150 General Pharmacology
3 Credits

This course is designed to give the students basic pharmaceutical knowledge. Major emphasis is on major drug classification, mechanism of action, uses, side effects and client education. Students are highly recommended to complete MET100 Medical Terminology prior to enrolling in this class.

PSY199 Death, Dying, and Grieving
2 Credits

This course educates enrolled students in the psychological, social and emotional aspects of death and dying. Topics of discussion include living with the dying, suicide, death rituals, coping with loss, and grieving. Critical professional themes, such as euthanasia, biomedical issues, related healthcare services, and legal matters are also taught.

NATURAL AND SOCIAL SCIENCES

AST100 Introduction to Astronomy
3 Credits

Students learn the basics of astronomy and its history with an emphasis on how scientific methods and concepts are applied to understanding the evolution and organization of our solar system and galaxy, and the universe in general.

BIO260 Pathophysiology
3 Credits

This course educates students in the etiology, medical significance, and treatment of human diseases. Primary emphasis of this class will be on the physiological factors that underlie various disease states of the major organ systems. Students inspect cases that produce alterations in human physiologic functions and their clinical consequences.

Prerequisite: MET202 Introduction to Human Anatomy and Disease, MET100 Medical Terminology

BOT100 Introduction to Botany
3 Credits

This course provides students an introduction to the basic principles of botany. Specifically, the course will introduce students to the biology of plants including plant anatomy, physiology, genetics, evolution, classification, ecology, field identification, and the role of plants in civilization.

SCI100 Environmental Science
3 Credits

This course provides students with an overview of the relationship between humans and their environment. Specifically, the course will introduce students to the environmental problems that we face including human population growth, air pollution, water pollution, loss of biological diversity and energy usage, and discusses potential solutions to these problems. Local environmental issues will also be investigated.

GENERAL EDUCATION

BUS191 Introduction to Business Communications
1 Credit

This course emphasizes the importance of communication in business, and gives special attention to proofreading and mechanics of grammar for use by court reporters. Students will learn to improve communication through various written documents, learn to improve verbal communication and improve interpersonal communication.

CTC101 Critical Thinking
1 Credit

This introductory course will expose students to basic concepts of logic which are to be applied to the process of critical thinking. Students will learn how to apply reasoning skills to correctly identify, categorize, and process oral and written information. In addition, they will gain the ability to logically organize and express their own thoughts, ideas, and opinions. Ultimately, students will effectively formulate coherent arguments as well as analyze and solve outlying issues and problems.

ENG106 College English I
3 Credits

Major emphasis will be placed on the grammatical, mechanical, and rhetorical conventions of college writing. The development of reading, writing, vocabulary, and critical thinking skills will be emphasized through a variety of reading selections, writing assignments, and related activities.

Prerequisite: Any of the following:

- Must pass Accuplacer Reading Comprehension and Accuplacer Sentence Skills (Minimum 60); Court Reporting

program students must score 35 or above in COMPASS Writing section and pass Reading Comprehension section

- ENG001 Developmental English
- Special permission from the Associate Director of the department/Chairperson

ENG207 College English II
3 Credits

The course is divided into five segments: Part One explores active reading, prewriting strategies, developing a thesis, drafting, and revising. Part Two explores key rhetorical modes: description, narration, example, process, comparison and contrast, classification or division, cause and effect, definition, and argumentation. Part Three deals with literary analysis and writing essay exams. Part Four gives considerable attention to the essential research process. Part Five explores effective sentence construction and practical writing advice.

Prerequisite: ENG106 College English I

ENG208 The Contemporary American Short Story
3 Credits

This literature course focuses on reading and analyzing selected short stories of well-known American writers. The instructor will provide the historical and cultural context that influenced the authors and students will engage in class discussions and write short papers that express individual interpretation and demonstrate an understanding of themes and genres. Where available, films will be used to enhance understanding.

Prerequisite: ENG106 College English I

FRS100 Freshman Seminar
2 Credits Students enrolled before August 2013
1 Credit Students enrolled after August 2013

This course is designed to introduce students to the college's procedures, resources and services. It also provides students with the opportunity to cultivate the skills, values, and attitudes necessary to become confident and capable students. Students will learn to adopt methods to be successful in college and learn to cope with the challenges of college-level course work by going through time management, learning styles, critical thinking, reading, note-taking and test-taking techniques, communicating in school, and identifying career goals.

ILR101 Introduction to Information Literacy and Research Methods
1 Credit

This course introduces students to basic information literacy skills necessary to locate, evaluate, and use information resources effectively. This competency promotes critical thinking and life-long learning.

Special note: For students who first enrolled at LIBI before Fall 2013, FRS100 Freshman Seminar (1 credit) plus ILR101 (1 credit) is considered equivalent to FRS100 Freshman Seminar (2 credits).

PSY104 Introduction to Psychology
3 Credits

In this course, major facts and principles of human behavior will be reviewed, with special reference to perception, learning, memory, thinking, emotional life, and individual differences in intelligence, aptitude, and personality. Emphasis will be placed on the scientific nature of psychological investigations. Psychological research findings will be related to daily life and everyday problems.

SOC100 Introduction to Sociology
3 Credits

Sociology is the systematic study of the relationship between society and people. This course provides a broad overview of sociology and how it applies to everyday life. It will focus on the influence of social relationships upon people's attitudes and behavior. Major sociological principles, concepts and theories are presented,

including sociological imagination, human culture, the socialization process, and various types of stratification (class, global, racial/ethnic, gender), deviance, inequality, social change, and social structure. Students explore and compare the various historic, cultural, and social frameworks of the world, which result in an appreciation for unique cultural identities.

SOC203 Effective Leadership (formerly BUS203)
3 Credits

This course develops a student's awareness of the difference between organizational leadership and management. The student will explore the characteristics of effective leadership through the writings of three exceptional leadership theorists. The student will have opportunities to determine his/her own leadership style and consider various leadership styles.

SPE100 Speech Communication
3 Credits

This performance-based course is designed as an introduction to public speaking and interpersonal communication. This course will provide training and practice in the preparation and delivery of original speeches, promote critical thinking, and increase self-awareness and confidence while speaking in public situations. Students will learn how to research, prepare, outline, and deliver various speeches while developing good listening and debating skills. This course aims to enhance students' public speaking skills and improve communication and pronunciation in the English language through a variety of impromptu, informative, and persuasive presentations.

ESL CERTIFICATE PROGRAM COURSE DESCRIPTIONS

SECTION XIV

ESL100A Beginner ESL/Survival Skills **0 Credit/4 Equated Credits/120 Hours**

This course is intended for recent immigrants with deficits in basic survival skills, limited vocabulary, or poor listening comprehension. The dynamic four-skills multimedia course offers a comprehensive and integrated program which is focused on students' future aspirations. Through inspiring stories of adults working and mastering life's challenges, the video vignettes illustrate the skills and competencies adult English Language Learners need to fully participate and progress in their roles at home, work, school, and in the community. Concentrating primarily on speaking and listening contexts and simple reading exercises, the course aims to build confidence, demonstrate the basic patterns of English sentence structure, and prepare the student for more structured grammar, reading, and writing studies in the next level. The context for teaching and learning is the workplace environment, including vocabulary, conversational settings, and reading passages associated with the modern workplace, both small business and corporate. Extensive role play will be used, along with documents such as employment applications, tax forms and instructions. Prior English study not required.

ESL101A Workplace English **0 Credit/4 Equated Credits/120 Hours**

This course is designed for English Language Learners with basic survival skills to develop practical skills for job-seeking techniques and workplace communication skills. The dynamic four-skills multimedia course offers a comprehensive and integrated program which is focused on students' future aspirations. Through inspiring stories of adults working and mastering life's challenges, the video vignettes illustrate the skills and competencies adult English Language Learners need to fully participate and progress in their roles at home, work, school, and in the community. English language skills will be developed in a context defined by the job search process, including reading employment advertising, résumé development, and interviewing techniques. Extensive role play will be used along with consideration of issues related to job search, terms and conditions of employment, benefits, teamwork, employer/employee relations, client relations, marketing, advertising, cross-cultural communication, workplace human relations, legal issues, and workplace ethics.

Prerequisite: Any of the following:

- ESL100A Beginner ESL/Survival Skills
- 96-101 scaled CELSA score

ESL100A Lab Beginner ESL/Survival Skills Lab **0 Credit/0.8 Equated Credits/30 Hours**

This Lab must be registered along with ESL100A.

ESL101A Lab Workplace English Lab **0 Credit/0.8 Equated Credits/30 Hours**

This Lab must be registered along with ESL101A.

ESL111A Integrated ESL with Laboratory I **0 Credit/6 Equated Credits/180 Hours**

This course is designed to introduce students to basic grammatical structures through listening, reading, writing, and speaking. In order to advance students' communication abilities, pronunciation and conversation skills are developed through CDs, lecture, eLab and group work, all of which aim to expand students' vocabulary skills.

ESL112A Integrated ESL with Laboratory II **0 Credit/6 Equated Credits/180 Hours**

This integrated course is designed for ELLs to provide practice in grammar, writing, reading, listening, and speaking. The lecture component emphasizes grammar and structure rules within the context of developing practical speaking and listening skills. Students will have an opportunity to develop their language skills through textbooks, CDs, videos, and eLab activities.

Prerequisite: Any of the following:

- ESL111A Integrated ESL with Laboratory I
- 96-101 scaled CELSA score

ESL111A Lab Integrated ESL Lab 1 **0 Credit/1.2 Equated Credits/45 Hours**

This Lab must be registered along with ESL111A.

ESL112A Lab Integrated ESL Lab 11 **0 Credit/1.2 Equated Credits/45 Hours**

This Lab must be registered along with ESL112A.

75 Out-of-class Preparation Hours are required for each term.

ACADEMIC CALENDAR

FLUSHING CAMPUS & LIBI NYC EXTENSION CENTER

Schedule A

Fall 2018 Semester

November	1	Pre-registration begins
November	19	Classes begin
November	22 – 23	Thanksgiving recess – school closed
December	19 – January 1, 2019	Winter recess – no classes
January	2	Classes resume
January	21	Martin Luther King, Jr. Day – school closed
February	05	Asian Lunar New Year (observed) – school closed
February	18	President's Day – school closed
March	20	Last day of semester

Spring 2019 Semester

January	5	Pre-registration begins
January	28	Classes begin
February	18	President's Day – school closed
April	19	Good Friday – school closed
May	15	Last day of semester

Summer 2019 Semester

May	05	Pre-registration begins
May	22	Classes begin
May	27	Memorial Day
June	14	LIBI Commencement Ceremony – Evening classes cancelled
July	04	Independence Day
September	2	Labor Day – school closed
September	19	Last day of semester

ACADEMIC CALENDAR

FLUSHING CAMPUS & LIBI NYC EXTENSION CENTER

Schedule B

Spring 2019 Semester

March	05	Pre-registration begins
March	27	Classes begin
April	19	Good Friday – school closed
May	27	Memorial Day
June	14	LIBI Commencement Ceremony – Evening classes cancelled
July	4	Independence Day
July	12	Last day of semester

Summer 2019 Semester

June	29	Pre-registration begins
July	17	Classes begin
September	2	Labor Day – school closed
November	13	Last day of semester

ACADEMIC CALENDAR

COMMACK CAMPUS

FALL 2018 SEMESTER

September 12	Pre-registration begins
October 25	Classes begin
November 22-23	Thanksgiving recess -- school closed
December 19 – January 1, 2019	Winter recess – no classes
January 2	Classes resume
January 21	Martin Luther King, Jr., Day – school closed
February 18	Presidents’ Day -- school closed
February 27	Last day of semester

SPRING 2019 SEMESTER

January 31	Pre-registration begins
March 7	Classes begin
April 19	Good Friday – school closed
May 27	Memorial Day – school closed
June 24	Last day of semester

SUMMER 2019 SEMESTER

May 20	Pre-registration begins
July 1	Classes begin
July 4	Independence Day – school closed
July 19	LIBI Commencement Ceremony
September 2	Labor Day – school closed
October 22	Last day of semester

FLUSHING CAMPUS

GENERAL ADMINISTRATION

Foote, Monica W.
President

Aybar, Jhonatan
Director of Operations & Institutional Effectiveness

ACADEMIC ADMINISTRATION

Agcaian, Peter
Director of Academic Affairs

Derici, Jenny
Admissions Test Administrator

Johnson, Stacey
Provost

Lopez, Victor
Director of ESL & General Education

Yao, Amy
Student Record Coordinator

Zheng, Connie
Registrar

STUDENT SUCCESS CENTER

Chang, Karin
Senior Student Success Advisor & Accessibility Coordinator

Rampersaud, Trishana
Student Success Advisor

ADMISSIONS OFFICE

Brotherson, Keith
Director of Admissions

Nandalal, Sabrina
Admissions Representative

Placencia, Madelyn
Telemarketer

Yan, Candice
Assistant Director of Admissions & International Admissions Counselor

FINANCIAL AID OFFICE

Liu, Yun Lin (Cynthia)
Financial Aid Specialist

Ng, Dong Peng
Financial Aid Specialist

Zhu, Li
Associate Director of Administration and Financial Aid Systems//Designated School Official for International Students

ACCOUNTING OFFICE

Aoki, Hikaru (Gina)
Assistant Bursar

Cordero, Beatriz
Assistant Bursar

Lee, Vivian
Bursar

Yuan, Su Hsia
Accounting Assistant

CAREER SERVICES OFFICE

Cohen, Marsha
Career Services Advisor

Guo, Hong Li (Ashley)
Career Services Advisor

Ortiz, Tishely
Director of Career Services

LIBRARY

Arguelles, Adriana
Senior Librarian

INFORMATION TECHNOLOGY

Franco, Filpo (Tony)
Senior Database Administrator

Hu, LinFeng
Coordinator of Academic IT

Torres, Joe-Wilson
IT Manager/Database Administrator

ADMINISTRATIVE STAFF

Dacueil, Coata
Administrative Assistant

FACILITY AND SUPPLY

Dantiva, William
Facilities Manager

COMMACK CAMPUS

GENERAL ADMINISTRATION

Foote, Monica W.
President/Commack Campus Director

ACADEMIC ADMINISTRATION

Houston, Michelle
Programs Director/Assistant Campus
Director/Intercampus Faculty Liaison

Mattar, Christine
Registrar

ADMISSIONS OFFICE

Canavan, Terry
Director of Enrollment

FINANCIAL AID OFFICE

Kiregian, Nazaret
Director of Financial Aid/Title IX Coordinator

CAREER SERVICES

Houston, Michelle
Acting Career Services Coordinator

LIBRARY

Canavan, Terry
Librarian

INFORMATION TECHNOLOGY

Torres, Joe-Wilson
IT Manager/Database Administrator

MANHATTAN CENTER

ACCOUNTING OFFICE

Aoki, Hikaru (Gina)
Assistant Bursar

Huang, Cathy
Assistant Bursar

GENERAL ADMINISTRATION

Foote, Monica W.
President

Aybar, Jhonatan
Director of Operations & Institutional Effectiveness

ACADEMIC ADMINISTRATION

Agcaian, Peter
Director of Academic Affairs

Hui, Mandi
Student Record Coordinator

Johnson, Stacey
Provost

Lopez, Victor
Director of ESL & General Education

STUDENT SUCCESS CENTER

Chang, Karin
Senior Student Success Advisor

Phillips, Elois
Student Success Advisor

ADMISSIONS OFFICE

Brotherson, Keith
Director of Admissions

Conde, Maria
Admissions Representative

Fontanillas, Yasmin
Admissions Representative

Lin, Jane
Associate Director of Admissions

FINANCIAL AID OFFICE

Zhu, Li
Associate Director of Administration and Financial
Aid Systems//Designated School Official for
International Students

CAREER SERVICES OFFICE

Ortiz, Tishely

Director of Career Services

Sterling-Smith, Elise

Career Services Advisor

LIBRARY

Arguelles, Adriana

Senior Librarian

INFORMATION TECHNOLOGY

Franco, Filpo (Tony)

Senior Database Administrator

Hu, Lin Feng

Coordinator of Academic IT

ADMINISTRATIVE STAFF

Martinez, Josue

Administrative Assistant

Chiu, Helen

Administrative Assistant to the Provost

FACILITY AND SUPPLY

Qian, Yue

Facilities Manager

FACULTY CREDENTIALS

SECTION XVII

FLUSHING MAIN CAMPUS

ACCOUNTING AND BUSINESS DEPARTMENT

Chatson, Valerie, *Adjunct Instructor*
D.B.A. Candidate, Walden University, Business Administration
M.B.A., University of Phoenix, Healthcare Management
B.A., Marymount Manhattan College, Psychology

Davy, Desmond, *Full-time Instructor*
M.B.A., Nova Southeastern University, Business Administration
M.A., New York University, Business Education in Higher Education
B.S., Nova Southeastern University, Professional Management

Dyal, Gyanand, CPA, *Adjunct Instructor*
M.S., Queens College/CUNY, Accounting
B.S., St. Francis College, Accounting

Lei, Wang Fang, *Adjunct Instructor*
M.S., Queens College/CUNY, Accounting
B.A., Queens College/CUNY, Accounting

Lesmond, Genevra, *Adjunct Instructor*
B.B.A., Baruch College/CUNY, Business Administration/Accounting
A.A.S., Borough of Manhattan Community College/CUNY, Secretarial Science

Oster, Bryan, *Adjunct Instructor*
M.B.A., Fordham University, Finance
B.B.A., Baruch College/CUNY, Finance

Runcie, Winston, L., *Full-time Instructor*
M.B.A., Long Island University, Business Administration
B.S., St. Francis College, Business Management

Towles, Frederick, *Adjunct Instructor*
MDIV, Nyack College, Theology and Missions
M.B.A., University of Phoenix, Business Administration
B.S., York College/CUNY, Accounting

Wu, Jia Sheng, *Adjunct Instructor*
M.S., St. John's University, Accounting
B.A., Anhui University, Chinese Language and Literature

ENGLISH AND ESL DEPARTMENT

Basile, Bruce, *Adjunct Instructor*
M.A., Adelphi University, TESOL
B.A., C.W. Post College, Long Island University, Music Education

Chan, Jesus, *Full-time Instructor*
M.A.T., Georgetown University, TESOL

B.A., Columbia College, Psychology
B.A., University of San Carlos, English

Grant, Margaret, *Adjunct Instructor*
M.A., Boston University, Education/TESOL
B.A., Emmanuel College, French

Gustek, Dorota, *Adjunct Instructor*
M.A., University of Wroclaw, Poland, English Language and Literature

Jo, Se Hee, *Adjunct Instructor*
M.A., New York University, TESOL
B.A., Pace University, English Language and Literature

Leone, Frank, *Full-time Instructor*
M.A., Queens College/CUNY, Applied Linguistics
B.A., Hofstra University, Spanish and English

Lewis, Gezel, *Adjunct Instructor*
M.S., St. John's University, TESOL: PK-12
B.S., International School of Physical Education and Sports, Cuba, Physical Education and Sports

Li, Chun, *Adjunct Instructor*
M.S., University of Illinois at Urbana-Champaign, Library and Information Science
M.A., Saint Mary's University, Education

Lin, Jacob, *Adjunct Instructor*
M.A. Candidate, Hunter College/CUNY, TESOL
M.A., St. John's University, East Asian Studies
B.A., Political Science, University of California, Berkeley

Lopez, Victor, *Director of ESL and General Education*
M.A., University of Arizona, English as a Second language
B.A., Arizona State University, Secondary Education (English)

Shin, Euikyung, *Adjunct Instructor*
M.S., California State University, Fullerton, Education (TESOL)
B.A., University of California, Riverside, Linguistics
TESOL Certificate, California State University, Fullerton

GENERAL EDUCATION

Arguelles, Adriana, *Full-time Librarian, Instructor, Information Literacy*
M.S., Long Island University, Library Information Science
B.A., La Salle University-Colombia, Library Information Science

Grant, Zakhia, *Adjunct Instructor*
M.S., Bowling Green State University, Geology
B.A., The George Washington University, Geology

Hudson, Jeffrey, *Adjunct Instructor*
M.A., Queens College/CUNY, Psychology
B.A., Brandeis University, Psychology

Kessomkiat, Wittaya, *Adjunct Instructor*
M.S., San Jose State University, Meteorology
M.S., San Jose State University, Civil Engineering

Robinson, Lizel, *Adjunct Instructor*
M.A., Queens College/CUNY, Childhood Education
B.A., Queens College/CUNY, Psychology

HOSPITALITY MANAGEMENT DEPARTMENT

Joyner, Tanya, *Adjunct Instructor*
B.Tech, New York City of Technology/CUNY, Hospitality
Management
A.A.S., New York City of Technology /CUNY, Hospitality
Management

Lewis, Deborah, *Adjunct Instructor*
B.A. - Psychology, Boston College
A.S. - Hotel Restaurant Management, Johnson & Wales
University

Roychoudhury, Abir, *Adjunct Instructor*
M.S., Florida International University, Hotel and Food
Service Management
B.A., University of North Florida, Political Science
Certification: ServSafe

HOMELAND SECURITY DEPARTMENT

Jestic, Robert, *Adjunct Instructor*
B.S., St. John's University, Homeland Security

Pucillo, Ernest, *Adjunct Instructor*
M.P.A., Marist College, Ethical Leadership
B.A., Hofstra University, Political Science
A.A., Nassau Community College, Liberal Arts

Loeffel, Henry, *Adjunct Instructor*
B.S., Aspen University, Criminal Justice

Schwab, Craig, *Adjunct Instructor*
M.B.A., Baruch College/CUNY, Executive MBA
M.A., John Jay College/CUNY, Criminal Justice
B.S., Bowling Green State University, Criminal Justice

Strong, Yvette, *Adjunct Instructor*
M.A., Brooklyn College/CUNY, Political Science
B.A., John Jay College/CUNY, Criminal Justice

MEDICAL OFFICE TECHNOLOGY DEPARTMENT

Albert, Rutch, *Adjunct Instructor*
Doctoral Candidate, University of Phoenix, Health
Administration
M.P.H., Hunter College/CUNY, Community Health

Dotson, Denise, *Adjunct Instructor*
M.H.S., Lincoln University
Certificate in Medical Coding and Billing, SUNY Queens
Educational Opportunity Center
Certification: Certified Professional Coder

Levinson, Bruce, *Adjunct Instructor*
M.D. Medicine, University of Guadalajara, Mexico
B.S., University of Hartford, Biology.

Mohammed, Shobha, *Adjunct Instructor*
M.P.H., Grand Canyon University, Public Health
B.S., Medgar Evers College, Biology
A.S., Medgar Evers College, Biology

OFFICE TECHNOLOGY DEPARTMENT

Le, Rong Sheng, *Full-time Instructor*
M.S., University of Bridgeport, Computer Science
B.S., Shanghai Science and Technology University,
Semiconductor Physics

Marcellus, Thierry, *Adjunct Instructor*
M.S., Queens College/CUNY, Adolescence Education:
Mathematics 7-12
B.A., Notre Dame College, General Science
A.S., Nassau Community College/SUNY, Computer Science

Tavera, Daisy, *Adjunct Instructor*
M.A., Queens College/CUNY, Urban Affairs
B.S., St. John's University, Computer Science
A.A.S., Queensborough Community College/CUNY,
Computer Information Systems.

COMMACK CAMPUS

COURT REPORTING DEPARTMENT

Corso, Peggy, *Adjunct Instructor*
A.O.S., Adelphi Business School, Court Reporting

Devlin, Darlene, *Adjunct Instructor*
A.O.S., Long Island Business Institute, Court Reporting

Donovan, Jessica, *Adjunct Instructor*
B.S., University of Maryland, Agricultural and Resource
Economics
A.O.S., Long Island Business Institute, Court Reporting

Houston, Michelle, CRI, CPE, *Programs Director/Campus
Assistant Director, Intercampus Faculty Liaison*
A.O.S., Long Island Business Institute, Court Reporting
Diploma, Verbatim School of Court Reporting, Inc., Court
Reporting
Diploma, Briarcliffe Secretarial School, Secretarial Science

Limoncelli, Nicole, *Adjunct Instructor*
B.A.S., Stony Brook/SUNY, Women's Studies
A.A.S., SCCC/SUNY, Liberal Arts
A.O.S., Long Island Business Institute, Court Reporting

Magarelli, Frances, CRI, *Adjunct Instructor*
A.O.S., Long Island Business Institute, Court Reporting

Pulchin, Paula I., *Adjunct Instructor*
Certificate, Stenotype Academy, Court Reporting

Sumner, Audrey, CRI, *Assistant Programs Director, Instructor*
A.O.S., Long Island Business Institute, Court
Reporting

GENERAL EDUCATION

Canavan, Terry, *Librarian, Adjunct Instructor, Information
Literacy*
M.L.S., Long Island University, Library Science
B.B.A., Dowling College, Marketing
A.A.S., Suffolk Community College, Accounting

Prodromos, Imprixis J., (Mike), *Adjunct Instructor*
M.B.A., Dowling College, Management & Leadership
B.A., Stony Brook/SUNY, English

Werblin-Zakarin, Dava J., *Adjunct Instructor*
M.S.W., Adelphi University, Social Work
B.S.W., Adelphi University, Social Welfare

MEDICAL DEPARTMENT

Groelinger, Milton, *Adjunct Instructor*
B.S., C.W. Post, Long Island University, Business
DC, NY Chiropractic

Sumner-Horning, Bethany, *Adjunct Instructor*
B.S., Stony Brook/SUNY, Physician Assistant
A.S., Farmingdale State College, Dental Hygiene

MANHATTAN CENTER

ACCOUNTING AND BUSINESS DEPARTMENT

Alvarado, Luis, *Full-time Instructor*
B.S., National University of Trujillo, Peru, Accounting

Blitzer, Glenn, *Adjunct Instructor*
M.S., Pace University, Investment Management
B.S., Long Island University, Finance

Johnson, Tanya, *Adjunct Instructor*
M.S., University of Phoenix, Management
B.S., University of Phoenix, Management

Morgan, John, *Full-time Instructor*
M.S. Ed, Hofstra University, Secondary Education
B.B.A., Pace University, Public Accounting

Orderson, Diane, *Adjunct Instructor*
M.S., Mercy College, Public Accounting
B.S., York College/CUNY, Accounting
A.A.S., Borough of Manhattan Community College/CUNY, Accounting

Patrikios, Peter, *Adjunct Instructor*
M.S., New England College, Accounting

Pittman, Joy, *Adjunct Instructor*
M.S., The City College of New York/CUNY, TESOL
B.S., Capella University, Human Resources Management

Robinson, April, *Adjunct Instructor*
M.B.A., Long Island University, Business Administration
M.S., Long Island University, Human Resource Management

Siniscalchi, Dawn, *Adjunct Instructor*
B.A., Empire State College/SUNY, Labor Studies
B.A., Queens College/CUNY, Business/Construction/Literature and Writing

Scimeca, Michael, *Adjunct Instructor*
M.B.A., Baruch College/CUNY, Marketing Management
B.B.A., PACE University, Marketing

Siniscalchi, Dawn, *Adjunct Instructor*
B.A., Empire State College/SUNY, Labor Studies
B.A., Queens College/CUNY, Business & Construction/Literature & Writing

Veliz-Mugan, Nadia, *Adjunct Instructor*
M.S., DeVry University, Accounting/Financial Management
B.S., St. Francis College, Management

Wong, Yuet, *Adjunct Instructor*
J.D., Cleveland State University, Law
B.S., Cornell University, Consumer Economics and

Housing

ENGLISH AND ESL DEPARTMENT

Bukeeva, Alexandra, *Adjunct Instructor*
M.A., Namangan State University, Uzbekistan,
English and German languages and Literature
TEFL Certificate, ESL Certified

Hossain, Afreen, *Adjunct Instructor*
M.A., King's College, London, English Language Teaching and Applied Linguistics
Certificate in English Language Teaching to Adults, University of Cambridge

Jean Francois, Joan, *Full-time Instructor*
M.A., Brooklyn College/CUNY, English
B.A., York College/CUNY, English

Jenkins, David, *Adjunct Instructor*
M.A., Hunter College/CUNY, TESOL

Lam, Victoria, *Adjunct Instructor*
M.S. Mercy College, School Administration and Supervision
TEFL Certificate, i-to-i TEFL

Laycock, Paige, *Adjunct Instructor*
M.A., University of North Texas, English as a Second Language
B.S., Texas Christian University, Psychology

Lee, Bonnie, *Adjunct Instructor*
B.A., College of Staten Island/CUNY, English Linguistics
CELTA Certificate., St. John's Manhattan Campus, ESL

Leyva, Alcy, *Adjunct Instructor*
M.F.A., The New School, Creative Writing

Martinez, Edwin, *Adjunct Instructor*
M.A., City College of New York/CUNY, TESOL
B.F.A., Hunter College/CUNY, Film/English

Moore, Ivan, *Adjunct Instructor*
M.F.A., Adelphi University, Education/TESOL
B.F.A., City University of New York/CUNY, Theater/Acting
N.Y.S. Certified in ESL, Speech

Nester, Robert, *Adjunct Instructor*
B.A., Hofstra University, History

Wong, Judy, *Adjunct Instructor*
M.A., The New School, TESOL
B.S., The New School, Liberal Arts

Xia, Xue Zhen, *Adjunct Instructor*
M.A., University of Delaware, TESOL

B.A., University of Delaware, Foreign Languages and Literatures

GENERAL EDUCATION DEPARTMENT

Kavanagh, Patrick, *Adjunct Instructor*

M.A., Iona College, History

B.A., Iona College, History

Mickel, Darrel, *Adjunct Instructor*

M.A., Excelsior College, Global Strategies

B.A. Excelsior College, Psychology

Miller, Barbie, *Adjunct Instructor*

M.A., University of Hartford, Communication

B.A., Bowling Green State University, Communication

Rennie-Mambu Hall, Mariele, *Full-time Instructor*

D.P.H. Candidate, The Graduate Center/CUNY, Environmental and Occupational Health Sciences
M.P.H., Hunter College/CUNY, Urban Public Health
B.A., Brooklyn College/CUNY, Environmental Studies

Simon, John, *Adjunct Instructor*

M.A., Brooklyn College/CUNY, Industrial and Organizational Psychology

B.S., Eulogio “Amang” Rodriguez Institute of Science and Technology, Philippines, Industrial Psychology

HOSPITALITY MANAGEMENT DEPARTMENT

Lewis, Deborah, *Adjunct Instructor*

B.A., Boston University, Psychology

A.S., Johnson & Wales University, Hotel & Restaurant Management

Moore, Glenroy, *Adjunct Instructor*

BTech, New York City College of Technology/CUNY, Hospitality Management

A.A.S., New York City College of

Technology/CUNY, Hospitality Management

Sebiskveradze, Koba, *Adjunct Instructor*

M.S., New York University, Tourism and Travel Management

MEDICAL OFFICE TECHNOLOGY DEPARTMENT

Lewis-Albert, Ruth, *Adjunct Instructor*

Doctoral Candidate, University of Phoenix, Health Administration

M.P.H., Hunter College/CUNY, Community Health

March, Kadria, *Adjunct Instructor*

A.A.S., Gibbs College, Office E-Ministration/Business

Certification: Certified Professional Coder

Rapisaldo, Denise *Adjunct Instructor*

B.A., Empire State College/SUNY, Healthcare Delivery Systems

A.A.S., Fashion Institute of Technology/SUNY, Buying and Marketing

Certification: Certified Billing and Coding Specialist, Certified Medical Administrative Assistant, Certified Electronic Health Records Specialist

Umanah, Aniekan *Adjunct Instructor*

MD, Vinnytsia Medical Institute, Ukraine

M.B.A., California Intercontinental University, Project and Quality Management

Certifications: Certified Associate in Project Management, Certified Professional Medical Auditor, Certified Professional Coder

OFFICE TECHNOLOGY DEPARTMENT

Alevriadis, Konstadinos, *Adjunct Instructor*

M.S., New York Institute of Technology, Instructional Technology

B.A., Queens College/CUNY, Mathematics

Antonyan, Gohar, *Full-time Instructor*

M.A., Brooklyn College/CUNY, Mathematics Teacher

Combined B.S. and M.A., Yerevan State University, Armenia, Applied Mathematics

Buncom, Linda, *Full-time Instructor*

M.S. Candidate, Southern New Hampshire University, Information Technology

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Appendix A

Flushing Main Campus

The Flushing Main Campus is located on 39th Street between Main Street and Union Street. The following buses service the campus:

Q12, Q13, Q14, Q15, Q16, Q17, Q20A/B, Q25, Q34, Q26, Q27, Q28, Q44, Q48 (to LaGuardia Airport), Q58, Q65, Q66, QBX1, N20, and N21

The Main Street – Flushing Station is located one block from the Flushing Campus and is serviced by the IRT Flushing Line 7 train. MTA New York City Bus and Subway information may be reached by calling 718.330.1234.

You can also get train schedule times on the web or by calling the L.I.R.R. Travel Information Center at 718.217.LIRR, 516.822.LIRR or 631.231.LIRR.

Students that wish to drive their own car may park in the Flushing #1 Municipal Parking Field located at 138th Street and 39th Street. Hours of operation are 8:00 a.m. to 12 a.m. Parking fees are in force.

An individualized trip planner is also available at <http://www.511ny.org/>. This New York State website will allow you to plan your “Point A to Point B” trip from your home or place of employment straight to any of our locations.

Commack Campus

The Commack Campus is located on Jericho Turnpike in the Commack Corners Shopping Center. The bus station is located at the west end of the Macy’s Plaza, which is adjacent to the Commack Corners Shopping Center. The following Suffolk County Transit buses service the Macy’s Plaza:

S54, S56, H-6, and S41

Bus schedules of connecting buses may be found at <http://www.sct-bus.org/schedules.html>. Additional bus information is available by calling Suffolk Transit Information Service at 631.852.5200 Monday to Friday 8:00 a.m. to 4:30 p.m. Current College Student IDs will allow you to receive a discount on all Suffolk Transit buses.

The Commack Campus is also accessible by the M.T.A. L.I.R.R. Port Jefferson Line (North Shore) and the Ronkonkoma Line (South Shore). Special intra-Island timetables that highlight train and bus connections are available at key stations.

Manhattan Center

The Manhattan Center is located on Broadway between Canal Street and Walker Street. The following buses service the center:

5

The Canal Street Station is located close to the Manhattan Center and is serviced by the following lines:

J, N, Q, R, Z, 6

MTA New York City Bus and Subway information may be reached by calling 718.330.1234 or online at mta.info.

Appendix B

Equivalency chart for CLEP Examinations and Courses offered at LIBI		
CLEP Examination	Equivalent LIBI Course Codes and Names	
American Literature	ENG208	The Contemporary American Short Story
Analyzing and Interpreting Literature	ENG208	The Contemporary American Short Story
College Composition	ENG106	College English I
English Literature	ENG208	The Contemporary American Short Story
Human Growth and Development	PSY104	Introduction to Psychology
Introduction to Educational Psychology	PSY104	Introduction to Psychology
Introductory Psychology	PSY104	Introduction to Psychology
	SCI100	Environmental Science
Financial Accounting	ACC100	Principles of Accounting I
Introductory Business Law	BUS100	Business Legal Concepts and Terminology
Information Systems and Computer Applications	COM100	Introduction to Computers
Principles of Management	BUS188	Introduction to Business
Principles of Marketing	BUS292	Principles of Marketing

Appendix C

The following chart explains what happens when a student does not meet the speed requirements in any Court Reporting speed class and receives an IP (In Progress) grade:

	This has occurred at the end of the semester.	This is how it will affect your Academic Standing and Financial Aid eligibility.
Semester 1	Student does not meet speed class requirements Student receives the grade of IP	Student goes on Academic Warning for Semester 2 Student registers for the same speed class in Semester 2 Student is eligible for Financial Aid in Semester 2
Semester 2	Student does not meet speed class requirements Student receives the grade of F	Student goes on Probation for Semester 3 Student registers for the same speed class in Semester 3 Student is not eligible for Financial Aid in Semester 3
Semester 3	Student does not meet speed class requirements Student receives the grade of F	Student is dismissed Student may apply for extended enrollment for Semester 4 Student is not eligible for Financial Aid in Semester 4

Appendix D

COURSES WITH LABORATORY FEES	
Course Code	Course Name
ESL100A	Beginner ESL/Survival Skills Lab
ESL101A	Workplace English Lab
ESL111A	Integrated ESL Lab I
ESL112A	Integrated ESL Lab II

FREQUENTLY ASKED QUESTIONS	
THE ANSWERS TO THE FOLLOWING QUESTIONS MAY BE FOUND IN THE CATALOG BY PAGE NUMBER	PAGE NUMBER
What will happen if I stop attending a course but do not officially drop or withdraw from it?	21, 38
How can I add or drop a course to/from my schedule?	55
If I withdrew, how can I re-enter the college?	56
I am a returning student. What do I need to do?	57-62
If I leave school and my program is discontinued, what are my options to graduate upon my return?	64
What kinds of scholarships are offered at Long Island Business Institute?	23
What jobs are available on campus for students?	66
I don't have a computer, are there computer labs on campus available for student use?	4
Is there a campus career center that will help me find work, prepare a resume, etc.?	66 - 73
What assistance is available to me if I have a physical challenge/disability?	15, 17
If I am injured or ill on campus, what should I do?	75
If I have received a student loan, can I work part-time to supplement my financial aid?	73
How do I get information about getting a paid job on campus?	73
Can a part-time student apply for financial assistance?	73-74
How do I get my grades?	55, 58
If the semester has already begun, can I still register?	51
What must I do? I have (just married, changed name, address, phone number, etc.)	76
I had some problems in high school and quit. Can I still go to college?	19-20
Are there student clubs or student organizations available that I can join?	76
When do I get my class schedule?	51
Can I make changes to my class schedule?	51
How can I get a transcript?	58
How do I transfer into a different program?	62
How will transferring into a new program affect my credits?	62
What is the maximum number of credits that can transfer?	23

THE ANSWERS TO THE FOLLOWING QUESTIONS MAY BE FOUND IN THE CATALOG BY PAGE NUMBER	PAGE NUMBER
How do I get help with my course material?	73
Who can I speak to about transferring credits to other schools?	74
Where can I find out about tuition and other fees?	29
What credentials does LIBI offer?	1
Is Long Island Business Institute accredited?	1
What immunizations are required before attending LIBI?	24-25
What financial documents should I bring with me to apply for financial aid?	36
What mode of transportation is available near the college?	4-5, 137
When do the semesters start or begin?	118-122
How do I register for new classes each semester?	51
How do I take time off from school?	62, 64-65
What are some reasons for dismissal?	67-68
I have been placed on academic Probation; do I lose my financial aid at the same time?	59-61

F-1 INTERNATIONAL STUDENT FACT SHEET

Welcome to LIBI!

We are a New York State Board of Education approved and nationally accredited two-year college specializing in business programs. LIBI is approved and authorized by Student and Exchange Visitor Program (SEVP) to enroll F visa nonimmigrant students.

INTERNATIONAL STUDENT ADMISSIONS

Step 1: In order to enroll at LIBI as an I-20 Student, all applicants must first ensure that:

- ☐ Applicant has met our school's requirements for admission.
- ☐ Applicant has completed an official application for admissions.
- ☐ Applicant has met English Proficiency Requirements defined by LIBI.
- ☐ Applicant has submitted a sufficient portfolio of financial documentation.

Step 2: Once the applicant has been accepted by LIBI as a student, LIBI will certify the I-20 form created in SEVIS. This I-20 form is proof that the student has been accepted into a full course of study at an approved institution in the United States.

Step 3: The student should proceed to this step only after LIBI has officially issued the I-20 documentation to the student.

Once issued, the I-20, the student needs to pay the SEVIS I-901 fee (\$200) and obtain a receipt.

Go to: <https://www.fmjfee.com/i901fee/students/formSelection.htm> to complete the Form I-901 online and to pay the SEVIS I-901 fee.

You must be able to print the Form I-901 payment coupon or payment receipt when you complete the form online. Ensure a printer is connected and working before continuing. You cannot return to the page and print the coupon or payment receipt at a later time.

Step 4: Students must apply for an F-1 visa at their local U.S. Embassy or Consulate's office to gain entry to the U.S. with the intention of attending the school on their I-20.

- F-1 is a travel stamp that allows a holder to apply at a port of entry for admission to the United States.

Step 5: Students must make an appointment before going to the U.S. Embassy.

- Students must bring copies of everything they have obtained to this point (including financial documents, I-20, passport, acceptance letter, and TOEFL scores, if the student took the test).

Step 6: If approved by the U.S. Embassy, the student will be issued the F-1 visa.

- Students can enter the United States up to 30 days prior to the start of their classes.
- Student will present passport at port of entry with F-1 Visa stamp and I-20.

- I-20 will be stamped with the current date.
- I-94 card is issued with D/S notation (duration of status).

INTERNATIONAL STUDENT ADMISSIONS - TRANSFER STUDENTS

Students who wish to transfer to LIBI from another accredited and SEVP approved US institution will be subject to the same requirements of I-20 issuance in Step 1 as any international student.

Students should speak to the International Student Office of the institution which they are transferring from regarding their change of status. This must be done before the new I-20 can be issued.

MAINTAINING YOUR STATUS

While studying in the United States, it is important to maintain your F student status. Your visa says that you are coming to the United States to study. You should not consider any action that detracts from that purpose.

Upon Arrival

- Enter the United States no more than 30 days before your program of study begins.
- Immediately contact your Designated School Official (DSO) when you enter the United States. When you arrive at school, you need to contact your DSO again, no later than the program start date listed on your [Form I-20, "Certificate of Eligibility for Nonimmigrant Status"](#)

Education

- Attend and pass all your classes. If school is too difficult, speak with your assigned Academic Advisor immediately.
- If you believe that you will be unable to complete your program by the end date listed on your Form I-20, talk with your DSO about requesting a possible program extension.
- You must take a full course of study each term; if you cannot study full-time, contact your DSO immediately.
- Do not drop a class without first speaking with your DSO.

Full Course of Study

An F-1 student at LIBI must at least registered for 12 credits/equated credits each term. Reduced course load may be approved by the DSO only under the certain circumstances. Except as otherwise noted, a reduced course load must consist of at least six semester or quarter hours, or half the clock hours required for a full course of study. A student who drops below a full course of study without the prior approval of the DSO will be considered out of status. The circumstances that may allow a F-1 student registers for reduced load include:

1. Academic Difficulties. The DSO may authorize a reduced course load on account of a student's initial difficulty with the English language or reading requirements, unfamiliarity with U.S. teaching methods, or improper course level placement. The student must resume a

full course of study at the next available semester in order to maintain student status. A student previously authorized to drop below a full course of study due to academic difficulties is not eligible for a second authorization by the DSO due to academic difficulties while pursuing a course of study at that program level. A student authorized to drop below a full course of study for academic difficulties while pursuing a course of study at a particular program level may still be authorized for a reduced course load due to certain illness or medical conditions.

2. **Medical Conditions.** The DSO may authorize a reduced course load (or, if necessary, no course load) due to a student's temporary illness or medical condition for a period of time not to exceed an aggregate of 12 months while the student is pursuing a course of study at a particular program level. In order to authorize a reduced course load based upon a medical condition, the student must provide medical documentation from a licensed medical doctor, doctor of osteopathy, or licensed clinical psychologist, to the DSO to substantiate the illness or medical condition. The student must provide current medical documentation and the DSO must reauthorize the drop below full course of study each new semester. A student previously authorized to drop below a full course of study due to illness or medical condition for an aggregate of 12 months may not be authorized by a DSO to reduce his or her course load on subsequent occasions while pursuing a course of study at the same program level. A student may be authorized to reduce his/her course load for a reason of illness or medical condition on more than one occasion while pursuing a course of study, so long as the aggregate period of that authorization does not exceed 12 months.
3. **Completion of Course of Study.** The DSO may authorize a reduced course load in the student's final semester if fewer courses are needed to complete the course of study. If the student is not required to take any additional courses to satisfy the requirements for completion, but continues to be enrolled for administrative purposes, the student is considered to have completed the course of study and must take action to maintain status, such action may include application for change of status or departure from the U.S.

An F-1 student must consult with the DSO before withdrawing from a course. A reduced course load may jeopardize the student's legal status.

Leave of Absence

An F-1 student at an academic institution is considered to be in status during the annual (or summer) vacation if the student is eligible and intends to register for the next term. A student attending a school on a quarter or trimester calendar who takes only one vacation a year during any one of the quarters or trimesters instead of during the summer is considered to be in status during that vacation, if the student has completed the equivalent of an academic year prior to taking the vacation.

Curricular Practical Training

Curricular Practical Training (CPT) at either the undergraduate or the graduate level is only available if this employment is an integral part of an established curriculum and if the position directly relates to your major area of study. Your DSO can give you the school's policy on this option.

Work

Do not work without authorization. An F student may work only when authorized.

If you want to work in the United States, talk with your DSO about your options. Your DSO may authorize certain work; other employment may require your DSO's recommendation and authorization from [U.S. Citizenship and Immigration Services \(USCIS\)](#).

For more information, see [Working in the United States](#).

If you choose to work without authorization, you will be forced to leave the United States immediately. You may not be able to re-enter the United States at a later date.

UPON PROGRAM COMPLETION

Take action to maintain legal status after completing your program of study.

Once you complete your program of study and any authorized period of practical training, you may wish to learn about doing one of the following:

- Transfer to another school
- Change your education level (e.g., bachelor's to master's)
- Apply to change status to another visa status (e.g., H-1B-temporary worker; O-extraordinary ability in science, art or business; P-athlete)

You have 60 days after completion of your program (the program end date on your Form I-20) to leave the United States.

[Talk with your DSO first](#)

Your DSO should be the first person you talk with if you have any questions regarding the legal requirements of your stay in the United States.

Your DSO can assist in answering your questions or help you find someone who can help.

You may contact LIBI's Designated School Official by visiting:

Li Zhu
136-18 39th Ave., 5th Floor, M502
Flushing, NY 11354
or by e-mail: lzhu@libi.edu

Talk with your DSO if you are planning to do any of the following:

- Change your major, program, or degree level
- Change your education level
- Transfer to a new school or take a leave of absence
- Take a break from school
- Travel outside the United States
- Move to a new address
- Request a program extension

You may contact SEVP by e-mail at sevp@dhs.gov if your DSO is unable to assist you or if you would prefer to ask someone else.

In your e-mail, please describe your situation and include any questions you have. SEVP provides responses on a first-come, first-served basis. Answer times may vary depending on the current number of inquiries.

VOTER REGISTRATION INFORMATION - CITY OF NEW YORK

Living in the United States, we have the privilege of electing our political leaders. In order to vote in elections, you need to register first. If you have just moved to New York, or if you have been here for years but were too young to vote and are now turning 18, here are some guidelines.

(This information can be found by holding Ctrl and clicking:
www.vote.nyc.ny.us/html/voters/voters.shtml)

Qualifications: To register to vote in the City of New York, you must:

- be a citizen of the United States (Includes those persons born in Puerto Rico, Guam, and the U.S. Virgin Islands);
- be a New York City resident for at least 30 days;
- be 18 years of age before the next election;
- not be serving a jail sentence or be on parole for a felony conviction;
- not be adjudged mentally incompetent by a court;
- not claim the right to vote elsewhere (outside the City of New York).

Although you can register any time during the year, your form must be delivered or mailed at least 25 days before the next election for it to be effective for that election.

How to Register:

Register In Person - Visit one of the New York City Board of Elections offices.

Check for locations: www.vote.nyc.ny.us/html/contact/offices.shtml

OR

Register By Mail

- A Voter Registration form from the New York City Board of Elections may be obtained in the following ways:
 - Download the Voter Registration Application from the following links:

English Hold Ctrl and click the following link

<http://www.vote.nyc.ny.us/pdf/forms/boe/voterreg/voterregenglish.pdf>

Chinese Hold Ctrl and click the following link

<http://www.vote.nyc.ny.us/pdf/forms/boe/voterreg/voterregchinese.pdf>

Spanish Hold Ctrl and click the following link

<http://www.vote.nyc.ny.us/pdf/forms/boe/voterreg/voterregspanish.pdf>

Korean Hold Ctrl and click the following link

- <http://www.vote.nyc.ny.us/pdf/forms/boe/voterreg/voterregkorean.pdf>
 - Call the phone bank for a postage-paid registration form in the mail. Phone numbers can be found by holding Ctrl and clicking:
www.vote.nyc.ny.us/html/contact/bank.shtml
 - You may also obtain Registration Forms from libraries, post offices, and most New York City government agencies.
- Fill out a Voter Registration Application form using only a pen with **blue** or **black** ink
 - Be sure to sign the form.
 - **Mail** (DO NOT FAX) the Voter Registration Application Form to:

**Board of Elections in the City of New York
32 Broadway, 7 Fl
New York, NY 10004-1609**

Party Affiliation:

Party Affiliation in New York State

The application contains a section where you can indicate your choice for party affiliation. If you would like to register without designating a party, simply mark the space indicating, "I do not wish to enroll in a party."

The following parties are recognized in New York State:

- Democratic
- Republican
- Conservative
- Working Families
- Independence
- Green

VOTER REGISTRATION INFORMATION

Party Affiliation and the Primary System

In a Primary Election, only voters registered with one of the parties qualified to hold a primary in New York City may vote to nominate their party's candidate to run in the general election.

Candidates nominated by the parties for each office then appear on the general election ballot, along with any independent candidates who gain access to the general ballot without running in the party primaries.

Voting in Primary Elections

Because a primary is strictly a party election, only voters registered with one of the parties conducting a primary may participate in that party's election. Voters registered without party affiliation may vote only in General and Special Elections.

To Change Your Party Affiliation

You can change your party affiliation by obtaining a Voter Registration form indicating the change and sending it to the Board of Elections. We will process the information and send you a new voter card reflecting the change in party. You cannot CHANGE your enrollment and vote in the NEW PARTY of your choice in the same year.

Please Note: A change of enrollment will go into effect **one week** following the General Election. The last day to change your enrollment is the same as the last day to register for the General Election (25 days prior to the date of the General Election).

Keeping Your Registration Current:

What the Law Says

Your residence address determines the particular contests in which you are eligible to vote. Because of the role that one's address plays in the electoral system, New York State law requires voters to notify the Board of Elections within 25 days of an address change to preserve their voting rights.

To Make Changes to Your Registration

You must notify the Board of Elections, in writing, to make any change to your registration (change of address or name). You may send us the change on a Registration Application form.

Controls for Keeping a Registration Current

The Board has developed two programs:

- The Board of Elections compares its file of registered voters to a file received from the United States Postal Service (USPS) of people who have submitted a change of address. For voters that match, the Board of Elections sends a confirmation notice to indeed verify if the voter has moved.
- Reports received by city/state agencies (Mental Health, Corrections, Health Dept., Motor Vehicles, etc.) are used as mechanisms for keeping the voter registry current.

VOTER REGISTRATION DEADLINES

Information on Voter Registration deadline can be found by holding Ctrl and clicking:
www.elections.ny.gov/VotingDeadlines.html

VOTER REGISTRATION INFORMATION - Long Island

In order to register to vote on Long Island (and all other parts of New York State):

- You must be a citizen of the United States.
- To be eligible to register to vote, you must be at least 18 years of age by December 31st of the year that you file a form. You must be at least 18 years old by the date of the election that you want to vote in.
- You must have lived at your current address for at least 30 days before an election that you want to vote in.
- You may not vote if you are in prison or on parole for a felony conviction.
- You may not vote if a court finds you mentally incompetent.

Where to Register to Vote on Long Island

- Long Island, NY residents may register in person at the Nassau County or the Suffolk County Board of Elections. The Nassau County Board of Elections is located at 240 Old Country Road, 5th floor, Mineola, NY. Their phone number is (516) 571-2411.
- The Suffolk County Board of Elections is located at Yaphank Avenue, Yaphank, NY. Their phone number is (631) 852-4500.
- The “Motor Voter” bill, more formally known as the National Voter Registration Act, allows you to register at all Department of Motor Vehicle (DMV) offices when you go there to apply for or to renew your New York State driver’s license or ID card.
- You may also register to vote at a number of New York State agency offices including City Universities of New York (CUNY), State Universities of New York (SUNY), The Commission for the Blind and Visually Impaired, The Department of Health – WIC Program, The Department of Veterans’ Affairs, The Office for the Aging, The Office for People With Developmental Disabilities, Workers’ Compensation Board, and other agencies.
- In addition, you may call 1-800-FOR-VOTE or the Nassau County Board of Elections at (516) 571-2411 or the Suffolk County Board of Elections at (631) 852-4500 to ask for a voter registration application.
- In Nassau, you may also send your mailing address to info@boe.nassaucountyny.gov/agencies or pick up a form at any local post office, library or motor vehicle office.
- You may also download a PDF version of the New York State Voter Registration Form in English. Or download the New York State Voter Registration Form in Spanish (Formulario de registro de votantes del estado de Nueva York.) After downloading the form, print it out, fill it in and then sign it. Mail the form to your county. In Nassau, send it to The Nassau County Board of Elections, 240 Old Country Road, 5th floor, Mineola, NY 11501. In Suffolk County, send it to Suffolk County Board of Elections, Yaphank Avenue, P.O. Box 700, Yaphank, NY 11980.

FEDERAL LAWS PROTECTING THE RIGHTS OF VOTERS WITH DISABILITIES

The American with Disabilities Act (ADA) (See ADA section) is a federal civil rights law that provides protection to people with disabilities. Title II of the ADA requires state and local governments (“public entities”) to ensure that people with disabilities have a full and equal opportunity to vote with provisions in all aspects of voting.

The National Voter Registration Act of 1993 (NVRA) was passed to increase the historically low registration rates of persons with disabilities. It required all offices that provide public assistance or state-funded programs that primarily serve persons with disabilities to also provide the opportunity to register to vote in federal elections.

The Help America Vote Act of 2002 (HAVA) requires that at least one accessible voting system for persons with disabilities be available at each polling place in federal elections. It made it necessary to provide persons with disabilities the access and participation, including privacy and independence that other voters receive.

The first step in the voting process is registration. In communities large and small, people cast their ballots in a variety of facilities that temporarily serve as polling places, such as libraries, schools, fire stations, churches, stores, and other private buildings. The Justice Department provides guidance to election officials for determining whether a polling place provides basic accessibility features needed or by voters with disabilities or can be made accessible using temporary solutions.

Prior to Election Day or the beginning of early voting, election staff and volunteers receive training so they can appropriately interact with people with disabilities. Staff and volunteers are trained to understand the specific auxiliary aids and services such as service animals, assistance from a person of their choice, and other modifications that may be needed to accommodate voters with disabilities.

For more information about how the ADA applies to voting:

ADA Information Line
800.514.0301 (Voice)
800.514.0383 (TTY)
ADA website
www.ADA.gov

To report complaints of possible violations of the federal voting rights laws, contact the Voting Section:
www.justice.gov/crt/about/vot/misc/contact.php

CREDIT CARD SOLICITATION POLICY

LIBI prohibits credit card solicitation in any form by financial institutions or other companies, groups or individuals seeking to distribute credit card applications on any of LIBI's campuses. Such prohibited means include solicitation in person, solicitation by posting on college bulletin boards, or via LIBI's e-mail system.

In accordance with State Education Law (Article 129-a) and Policies and Regulations of the New York State Board of Trustees, the New York State Board of Regents, and the Office of the Chancellor of the State University of New York LIBI has instituted the following "credit card marketing policy":

No person, corporation, financial institution, or any other business entity shall market credit cards or credit accounts on the premises of the Long Island Business Institute.

BANKING SERVICES SOLICITATION ON CAMPUS

Banks wishing to offer student bank accounts on any of LIBI's campuses must obtain written permission from the President of the College. If approval is granted, all banks and other commercial entities (including their third-party representatives) will be required to register with the Provost or the Assistant Campus Director before setting up tables.

Table set ups (tabling) will be restricted to specific sites and times designated by the Provost or the Assistant Campus Director and must be strictly adhered to.

Banks are prohibited, while on campus, from collecting personal information from students specifically for credit card application purposes (including, but not limited to completed credit card application forms and similar materials), either at the time of solicitation or subsequently.

Banks and other commercial entities (including their third-party representatives) engaged in tabling activities that are found to be in material violation of any provision of this policy will be denied access to the campus for the purpose of engaging in such activities for a specified period, depending on the nature and extent of the violation(s).

LIBI may develop and implement additional regulations governing the time, place, and manner of the tabling activities of banks and other commercial entities (including their third-party representatives), as such, all entities interested in on-campus marketing must contact the President's Office prior to scheduling any on-campus events.

OFFICE LOCATIONS

FLUSHING CAMPUS

Main Building

136-18 39th Avenue,
3, 4, and 5 Floors,
Flushing, NY 11354

Annex Building

138-17 39th Avenue,
4th Floor,
Flushing, NY 11354

DEPARTMENT	LOCATION	CONTACT INFO
ADMISSIONS	Main Building, 5 th Floor	INFO@LIBI.EDU
ACADEMIC DEPARTMENT	Annex Building, 4 th Floor. Front Desk, Room A129	347-368-1193
COLLEGE OFFICIALS	NAME Stacey Johnson, Provost Professor Peter Agcaian, Director Professor Victor Lopez, Director	CONTACT INFO sjohnson@libi.edu pagcaian@libi.edu vlopez@libi.edu
BURSAR OFFICE	Main Building, 5 th Floor	718-939-5100 bursarFL@libi.edu
CAREER SERVICES	Main Building, 4 th floor	718-939-5100 careerservicesfl@libi.edu
FINANCIAL AID	Main Building, 5 th Floor	FAID@LIBI.EDU
REGISTRAR	Main Building, 5 th Floor REGISTRARFL@LIBI.EDU Connie Zheng, Registrar	szheng@libi.edu
STUDENT CONDUCT	Main Building, 5 th Floor Jhonatan Aybar, Student Conduct Officer	conduct@libi.edu jaybar@libi.edu
STUDENT SUCCESS CENTER ADVISING	Main Building, 5 th Floor	advising@libi.edu

NYC EXTENSION CENTER

232 W, 40TH Street,
9 and 10 Floors,
New York, NY 10018

DEPARTMENT	LOCATION	CONTACT INFO
ADMISSIONS	9 TH FLOOR, ROOM 902	INFO@LIBI.EDU
ACADEMIC DEPARTMENT	9 th Floor. Front Desk, Room 909	212-226-7300
COLLEGE OFFICIALS	NAME Stacey Johnson, Provost Professor Peter Agcaian, Director Professor Victor Lopez, Director	CONTACT INFO sjohnson@libi.edu pagcaian@libi.edu vlopez@libi.edu
BURSAR OFFICE	9 th Floor, Room 904	212-226-7300 bursarnyc@libi.edu
CAREER SERVICES	10 th Floor, Room 1010 Careerservicesnyc@libi.edu	212-226-7300
FINANCIAL AID	9 th Floor, Room 902	FAID@LIBI.EDU
REGISTRAR	9 th Floor, Room 902 REGISTRARNYC@LIBI.EDU Mandi Hui, Student Record Coordinator	mhui@libi.edu
STUDENT CONDUCT	9 th Floor, Room 904 Jhonatan Aybar, Student Conduct Officer	conduct@libi.edu jaybar@libi.edu
STUDENT SUCCESS CENTER ADVISING	9 th Floor, Room 912	advising@libi.edu

Appendix J

FERPA POLICY

***Family Educational
Rights and Privacy
Act (FERPA)***

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's educational records. However, these rights transfer to the student when the student reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Any matriculated student at Long Island Business Institute is an "eligible student," and information may not be shared with anyone other than the student without the express written consent of the student. Verbal consent is permitted when the student is present (i.e., in a meeting with a student and his/her parents).

Most disclosures under FERPA are permissive, rather than mandatory, meaning that institutions choose when to share education records, including medical records without consent under the exceptions set forth in 20 U.S.C. §§ 1232g(b)(1)(A)-(I), (K), and (L), (b)(5), (b)(6), and (i). When institutions choose to disclose PII from education record, including medical records, without consent, they should always take care to consider the impact of such sharing and only should disclose the minimum amount of PII necessary for the intended purpose.

FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- school officials with legitimate educational interest; a "school official" is any person employed by the College in an administrative, supervisory, academic, research, or support staff position (including student workers); a person or a company with whom the College has contracted (such as an attorney, auditor, or collection agent); or a person assisting another school official in performing his or her tasks. Access to student records is established based on "legitimate educational interest". The official will be granted access to student records if he/she needs to know and utilize specific information from those educational records in order to fulfill his or her professional responsibility. Only information relevant to that particular and expressed need will be disclosed to the educational official. Legitimate educational interest does not provide access to all of a student's records but only to those records for which the specific need to know exists.

For example, employees in a registrar's office may have a legitimate educational interest in accessing information about which students are entitled to reasonable accommodations for test-taking. Yet, those same employees would most likely not have a legitimate educational interest in accessing other medical records or counseling information for individual students.

Another example of the use of the school official exception to consent is related to disclosure of information to campus threat assessment teams. Assessment teams are composed of a wide variety of school officials, to gather information, evaluate facts, and determine whether a health of safety emergency exists. The members of the threat assessment team are typically considered school officials under FERPA, as they assist the institution in gathering information, evaluating facts, and how the institution should respond.

- other schools to which a student is transferring;
- specified officials for audit or evaluation purposes;
- appropriate parties in connection with financial aid to a student;
- organizations conducting certain studies for or on behalf of the school;
- accrediting organizations;
- to comply with a judicial order or lawfully issued subpoena;

- disclosure to a Court without Court Order or Subpoena - An institution that is involved in litigation with a student may want to disclose the student's education records, including medical records, to a court. The FERPA regulations generally do not require consent (or court order or subpoena) before an institution may disclose to a court those records that are "relevant for the education agency or institution to proceed with a legal action against the student or defend itself from a legal action by the student. 34 C.F.R. § 99.31 (a)(9)(iii).
- a victim of an alleged violent crime or a non-forcible sex offense, but limited to the final results of the postsecondary education disciplinary proceeding;
- a parent of a student under age 21 at an institution of postsecondary education when it concerns the student's violation of any law, rule, or policy of the institution governing the use or possession of alcohol or a controlled substance;
- officials maintaining the records of a sex offender and other offenders required to register under federal Violent Crime Control and Law Enforcement Act of 1994;
- schools are allowed to make necessary disclosures without obtaining prior written consent in order to address emergencies. Students' health and safety are of the utmost importance and must remain a high priority for institutions. FERPA does not require the student's consent before an institution may disclose the student's education records, including medical records, to appropriate parties if that student poses an articulable and significant threat to self or the health or safety of other individuals.

In applying this standard, a school official should be able to explain his or her reasonable belief, based on all the available information, as to why a given student poses an "articulable and significant threat." Under this exception to consent, the institution is responsible for determining whether to disclose PII from education records, including medical records on a case-by-case basis, taking into account the totality of the circumstances. School officials may disclose education records, including medical records, to any person whose knowledge of information from those records will assist in protecting the student or others from the threat.

School officials must take care to disclose only the information from education records, including medical records, that is necessary to protect the student or others. The information that may be disclosed is limited to that which is necessary to protect the health or safety of the student or other individuals. 34 C.F.R. § 99.36. In many cases, providing actual records, such as a counselor's session notes, is not necessary or critical in determining a health and safety emergency or to protect the student or others. In most cases, a counselor's summative statement of the relevant and necessary information from those records will suffice. and

- state and local authorities, within a juvenile justice system, pursuant to specific state law.

To comply with the Patriot Act, LIBI can disclose ~ without the consent or knowledge of the student or parent ~ personally identifiable information from the student's educational records to the Attorney General of the United States or to his designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in Sections 2332b (g) (5) (B) and 2331 of Title 18, U.S. Code. An ex parte order is an order issued by a court of competent jurisdiction without notice to an adverse party.

Student information may be shared among employees at Long Island Business Institute, as long as there is a legitimate need to do so. Information may not be shared with students' parents or family members; unless the student has given express written or verbal (only when the student is present) consent to do so. It is always preferable that the student be present when information is shared in order to ensure that consent is given voluntarily.

FERPA's health or safety emergency provision permits such disclosures, without the consent of the parent or eligible student, if necessary to protect the health or safety of the student or other individuals. See 34 CFR §§ 99.31(a)(10) and 99.36. This exception to FERPA's general consent requirement is limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from a student's educational records. Typically, law enforcement officials, public health officials, trained medical

personnel, and parents (including parents of an eligible student) are the types of appropriate parties to whom information may be disclosed under this FERPA exception.

In the case that a sexual offense occurs on campus, LIBI under 34 CFR § 668.46(b)(11)(vi)(B), will inform the accuser and the accused of the outcome of any disciplinary proceedings brought alleging a sex offense. For the purposes of this requirement, the outcome of a disciplinary proceeding means only the institution's final determination with respect to the alleged sex offense and any sanction that is imposed against the accused.

This requirement under the Higher Education Act (HEA) goes further than FERPA in not only permitting but requiring that the outcome of institutional disciplinary proceedings regarding an alleged sex offense must be disclosed to the accuser, regardless of whether the institution concluded that a violation was committed. Because postsecondary institutions under FERPA are permitted to disclose disciplinary records in certain circumstances such as these, compliance with this HEA requirement does not constitute a violation of FERPA.

Directory Information

LIBI may disclose, without consent, directory information such as a student's name, address, telephone number, date, and place of birth, honors and awards, and dates of attendance. Dates of attendance refers to the period of the enrollment not daily attendance. However, student may request in writing to the Registrar of the campus they are enrolled at that the school not disclose directory information. They may also waive any directory information restrictions in writing to the Registrar. The request must be renewed annually in order to remain in effect.

Students have the right to select a PIN through the Registrar's Office which will be utilized to verify their identity as an additional precaution to protect their rights under FERPA.

"Except as limited under §99.12 (limitations explained below), a parent or eligible student must be given the opportunity to inspect and review the student's educational records."

§99.12 What limitations exist on the right to inspect and review records?

(a) If the educational records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information about that student.

(b) A postsecondary institution does not have to permit a student to inspect and review educational records that are:

- (1) Financial records, including any information those records contain, of his/her parents;
- (2) Confidential letters and confidential statements of recommendation placed in the educational records of the student before January 1, 1975, as long as the statements are used only for the purposes for which they were specifically intended; and
- (3) Confidential letters and confidential statements of recommendation placed in the student's educational records after January 1, 1975, if:
 - (i) The student has waived his or her right to inspect and review those letters and statements; and
 - (ii) Those letters and statements are related to the student's:
 - (A) Admission to an educational institution;
 - (B) Application for employment; or
 - (C) Receipt of an honor or honorary recognition.

(c) (1) A waiver under paragraph (b)(3)(i) of this section is valid only if:

- (i) The educational agency or institution does not require the waiver as a condition for admission to or receipt of a service or benefit from the agency or institution; and
- (ii) The waiver is made in writing and signed by the student, regardless of age.

(2) If a student has waived his or her rights under paragraph (b)(3)(i) of this section, the educational institution shall:

- (i) Give the student, on request, the names of the individuals who provided the letters and statements of recommendation; and
- (ii) Use the letters and statements of recommendation only for the purpose for which they were intended.

- (3) (i) A waiver under paragraph (b)(3)(i) of this section may be revoked with respect to any actions occurring after the revocation.
- (ii) A revocation under paragraph (c)(3)(i) of this section must be in writing.

(Authority: 20 U.S.C. 1232g(a)(1) (A), (B), (C), and (D))

[53 FR 11943, Apr. 11, 1988, as amended at 61 FR 59296, Nov. 21, 1996]

Procedure for Inspecting Educational Records

These procedures, in compliance with the Family Educational Rights and Privacy Act (FERPA), govern access to student educational records and identify the procedures students may follow to obtain or restrict access to their educational records. These procedures are also designed to be in compliance with the Solomon Amendment which governs the rights of the military services to obtain student recruiting information. Individual academic departments and administrative areas may prepare their own policies and procedures consistent with these comprehensive College procedures.

The Registrar is responsible for the College's compliance with FERPA. FERPA applies to the records of students who are both admitted and enrolled or who have previously attended the college. The rights of the student are effective on the first day of the semester/term. They do not apply to applicants and prospective students who are not enrolled and have not begun attendance. They also do not apply to alumni records (records of a student after the date of graduation).

LIBI will make a reasonable effort to provide eligible students the rights granted by the Act. On presentation of appropriate identification and under circumstances that prevent alteration or mutilation of records, a student with proper identification will be permitted to inspect all educational records not restricted by a pledge of confidentiality or considered to be private records of College personnel.

1. Students wishing to inspect and review their educational records must submit a request in writing to the Registrar's Office.
2. The request will be reviewed by the Registrar and a letter will be sent (within 45 days) to the student informing him/her of the date when the educational records will be available for review.
3. All review of records will be done on school premises and in the presence of the Registrar or a Designated Senior College Administrator.
4. The student will not be allowed to take or change any existing documents. The student may request an amendment to their educational record through the Registrar's Office.
5. If the request is denied, the student may request a hearing.

Educational Records

These procedures apply to any educational record (in handwriting, print, tapes, film, electronic or other media) maintained by LIBI regardless of its date of origin which is directly related to a student. The following are NOT classified as educational records under FERPA:

- Records kept by Faculty, staff, administrative or auxiliary personnel for their own use as memory aids or reference tools if kept in the personal possession of the person who made them and the record has not been made available to any other person except the maker's temporary substitute. These personal notes are to be referred to in departmental and administrative records policies as "sole possession" records. Records that contain information taken directly from a student or that are used to make decisions about the student are not sole possession records.
- An employment-related record which does NOT result from student status.
- Parents' confidential financial statements, income tax records, and reports received by the College.
- Alumni records which contain only information about a student after he or she is no longer attending LIBI and do not relate to the person as a student.

Location of Student Records

All educational records are kept by the Registrar at each location (Flushing, Commack and Manhattan).

Flushing Main Campus 136-18 39 th Avenue 5 th Floor Flushing, NY 11354 718.939.5100	Commack Campus 6500 Jericho Turnpike Suite 202 Commack, NY 11725 631.499.7100	Manhattan Center 232 W 40 th street, 9 th Floor New York, NY 10018 212.226.7300
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Former students of Professional Business College can request their official transcripts from the Registrar's Office of the Manhattan Center. Long Island Business Institute serves as the custodian of educational records for Professional Business College.

Right of the College to Refuse Access

The following records are not available for review by students:

- The financial statements and tax returns of the student's parents.
- Letters and statements of recommendation to which the student has waived the right of access, or which were placed in the student's file before January 1, 1975.
- Records connected with an application to attend LIBI or a component unit of LIBI if that application was denied.
- Any records which are not educational records as defined by FERPA or these procedures and which are not otherwise accessible pursuant to law.

Conditions under which LIBI will not provide an Official Transcript

LIBI reserves the right to deny transcripts or copies of educational records if:

- the student has an unpaid financial obligation to the College;
- there is an unresolved disciplinary action against the student;
- there is unresolved litigation between the student and the College;
- other cases as determined by the College procedures on Registration and Academic holds exist; or
- as otherwise determined appropriate by the College.

Copies of Records

Long Island Business Institute is under no obligation to provide students, former students, and graduates with their educational records, although they can follow the procedures stated on the previous page to make a request to inspect their records with the presence of a LIBI staff member. LIBI will consider request of copies if a student can reasonably prove that due to student's place of residence or other mitigating circumstances, student cannot inspect or review his/her educational record in person. The student will be responsible for the handling fee for copies (\$1.00 per page) and any applicable postage fees. Students should submit requests in writing to the Registrar at the campus or location of attendance. All fees should be submitted before the copies will be mailed to the student.

Disclosure of Student's Educational Records

LIBI will disclose student educational records to a third party with written consent from the student. This written consent must:

- specify the records to be released;
- state the purpose of the disclosure;
- identify the party or class of parties to whom disclosure may be made; and
- be signed and dated by the student.

Record of Request for Disclosure

The Registrar will maintain a record of all requests for and disclosures of information from a student's educational records made by anyone other than a school official or the student. The record will indicate the name of the party making the request and the reason for the release. The record of the request for disclosure may be reviewed by an eligible student. Redislosure of educational records by a third party is prohibited.

Correction of Educational Records

Students have the right to ask to have educational records corrected that are inaccurate, misleading, or maintained in violation of their privacy or other rights. In cases of alleged academic dishonesty or of an unfair or mistaken evaluation, the students must pursue redress under the Grade Grievance Policy (page 54-55). In cases of other non-academic, extenuating circumstances or emergencies potentially affecting a student's educational records, students must pursue redress through LIBI's Exceptions Committee (formerly known as the Committee for Academic Standard Exceptions). In all other cases of challenge to the content of a student's educational records, not otherwise governed by established College policy, these procedures will apply. Under these procedures, the process must be initiated within one year from the semester or term in question. The following are the applicable procedures:

- A student must file a written request with the Registrar at the applicable LIBI campus or location to amend the record. The request should identify the part of the record requested to be changed and specify why the student believes it to be inaccurate, misleading or in violation of the student's privacy or other rights.
- A Designated Senior College Administrator of the College area maintaining the records shall promptly review the facts and seek to resolve the complaint by informal discussions with the student.
- If the Designated Senior College Administrator decides not to comply with the request, LIBI will notify the student in writing.
- A student who disagrees with the decision has a right to appeal the case believed to be inaccurate, misleading, or in violation of the student's rights. Upon written request to the Registrar, the student will be referred to the Exceptions Committee (formerly known as the Committee for Academic Standard Exceptions). The committee will prepare a written decision based on the evidence presented and/or considered at the hearing. The decision will include a summary of the evidence and the reasons for the decision. The committee will strive to ascertain the truth and to make determinations that are reasonably supported by the evidence. Note: this examination is an administrative proceeding and no attempt shall be made to apply the formal rules of evidence applicable in judicial proceedings. In general, any evidence, whether oral testimony or documentary, which is considered by the committee to be relevant should be received subject to the discretion of the committee to exclude frivolous, repetitive, or merely cumulative testimony.
- If the committee finds that the information is not inaccurate, misleading, or in violation of the student's right of privacy or other rights, the record will be maintained; but the student will be notified of the right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. The statement will be maintained as part of the student's educational records as long as the contested portion is maintained. If LIBI discloses the contested portion of the record, it will also disclose the statement. If the committee decides that the information is inaccurate, misleading, or in violation of the student's right of privacy or other rights, it will amend the record and notify the student in writing that the record has been amended.
- Generally, LIBI will follow the procedural guidelines as outlined above. However, the procedures set forth above are merely guidelines and are not intended to create any contractual obligations or expectations. LIBI has the right, at its reasonable discretion, to vary these procedures according to the circumstances of individual matters, provided that the student is not significantly prejudiced.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which student educational records and personally identifiable information (PII) contained in such records—including the student's Social Security Number, grades, or other private information—may be accessed without the student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to student records and PII without the student's consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to student educational records and PII without student's consent to researchers performing certain types of studies, in certain cases even when the College objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive the student's PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without the student's consent PII from your educational records, and they may track student's participation in education and other programs by linking such PII to student's other personal information that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Under certain conditions, the new FERPA regulations allows education agencies or institutions with student PII to designate an authorized representative to receive PII in order to audit or evaluate (1) publicly supported education programs or (2) the federal legal compliance of these programs. The authorized representative can be another government agency that is given access to PII that would not otherwise have access.

Another exception permits a school to disclose personally identifiable information from education records without consent when the disclosure is to the parents of a "dependent student" as that term is defined in Section 152 of the Internal Revenue Code. Generally, if either parent has claimed the student as a dependent on the parent's most recent year's income tax statement, the school may non-consensually disclose the eligible student's education records to both parents under this exception.

FERPA also permits a school to disclose personally identifiable information from education records without consent when the disclosure is to the parents of a student at a postsecondary institution regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance. The school may non-consensually disclose information under this exception if the school determines that the student has committed a disciplinary violation with respect to that use or possession and the student is under 21 years of age at the time of the disclosure to the parent.

For additional information about FERPA, please see the Registrar. If students allege that LIBI has failed to comply with requirements of FERPA, they may file a complaint with the office that administers FERPA by calling 202.260.3887 or writing to the:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5920
www.ed.gov/fpc

<http://www2.ed.gov/policy/gen/guid/fpc/index.html>

APPENDIX K
STUDENT CODE OF CONDUCT
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STUDENT CODE OF CONDUCT

STUDENT CONDUCT

INTRODUCTION

LIBI is deeply committed to the academic achievement, the growth and development of our students, and the safety and wellness of the members of our community. When students choose to accept admission to LIBI, they accept the rights and responsibilities of membership in LIBI's academic and social community. As members of the college community, students are expected to embrace our affirmed and articulated values by maintaining a high standard of conduct at all times. These values, principles, and policies are articulated and published in the Student Code of Conduct. Although no such document can be exhaustive, the Student Code of Conduct is designed to provide clear, fair, and consistent procedures and policies relevant to how all LIBI students are expected to comport themselves. The Student Code of Conduct supports community safety, student growth, and success by helping students reflect on their decisions, holds students accountable for their actions, and helps students make decisions that are congruent with the articulated community standards of conduct.

Each student will be held responsible for his/her conduct from the time the student is admitted to the college through the actual awarding of a degree or to the point of withdrawal. Students are responsible for their conduct regardless if it occurs before or after their class sessions, during their class sessions, during scheduled breaks between semesters of actual enrollment, or during a leave of absence.

It is the responsibility of every LIBI student to avoid conduct that limits, or may limit, the rights of any member of the college community to learn or work and thrive in a safe and respectful environment. No student or group of students will engage in conduct or assist another in conduct that adversely affects another member of the college community, curtails educational access for others, or creates a substantial risk to any other member of the LIBI community.

The Student Code of Conduct covers:

Student conduct that occurs on, or as it relates to, college property or at official functions and college sponsored programs conducted away from the campus. College property is defined as any premises, buildings, and facilities in possession of or owned, used, or controlled by the college, or funded by college budgets.

Student conduct that occurs off college property is subject to policies under the Student Code of Conduct if it:

- a. Adversely affects the health, safety, or security of any member of the college community or the mission of the college;
- b. Involves any misuse of records or documents of the college;
- c. Involves allegations of sexual assault, or any nonconsensual sexual contact, dating violence, domestic violence, or stalking.

DEFINITIONS

All policies in this document apply equally to all members of the LIBI community. The following selected terms are defined in an effort to facilitate a more thorough understanding of the institutional Code of Conduct and policies herein.

“Accused” refers to a person alleged to have violated the Student Code of Conduct who has not yet entered LIBI’s judicial/conduct process.

“Advisor” means a support person who accompanies a respondent or reporting individual for the limited purpose of providing support, advisement and guidance in cases involving sexual assault, domestic violence, dating violence, stalking, or any other sexual misconduct. A support person may not directly address the hearing panel, question witnesses, or otherwise actively participate in the student conduct process (refer to full policy in the [Enough is Enough Sexual Assault Special Section](#)).

“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 maybe 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 (refer to full policy in the [Enough is Enough Sexual Assault Special Section](#)).

“Amnesty” The health and safety of every student at LIBI is of utmost importance.

LIBI 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.

LIBI strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to institution officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to LIBI’s officials or law enforcement will not be subject to LIBI’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. (Refer to full policy in the [Enough is Enough Sexual Assault Special Section](#))

STUDENT CODE OF CONDUCT

Arrests and Referrals for Disciplinary Action for Weapons will occur when individuals are found responsible for carrying, possessing, selling drugs or alcohol, or weapons. Violations of law involving drug abuse, weapons, and liquor law violations will be referred to law enforcement.

“Assault” refers to intentionally inflicting bodily harm upon any person; taking reckless action that results in harm to any person; or threatening by any means of transmission the use of force to harm or injure any person.

“Bystander” shall mean a person who observes a crime, impending crime, conflict, potentially violent or violent behavior, or conduct that is in violation of rules or policies of LIBI (refer to full policy in the [Enough is Enough Sexual Assault Special Section](#)).

“Bystander intervention” are safe and positive actions to prevent harm or intervene when there is a risk posed to another person. Bystander intervention includes recognizing situations of potential harm, identifying safe and effective intervention options, and taking action to intervene (refer to full policy in the [Enough is Enough Sexual Assault Special Section](#)).

“Business day” means any day except any Saturday, any Sunday, any day which is a federal legal holiday in the United States or any day on which banking institutions in the State of New York are authorized or required by law or other governmental action to close. Typically, the day covers the period from 9 a.m. to 5 p.m.

“Code of conduct” shall mean the written policies adopted by an institution governing student behavior, rights, and responsibilities while such student is matriculated in LIBI.

“College” refers to the Long Island Business Institute, or LIBI, and includes the main campus and all other LIBI locations, academic and non-academic departments and academic programs.

“College official” refers to any person employed by LIBI to perform administrative or instructional duties.

“College premises” includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the College, either solely or in conjunction with another entity.

“College-sponsored activity” refers to any authorized activity on or off LIBI’s premises that is held, sponsored, or supervised by the college or by any student clubs or associations.

“Complainant” alternatively referred to as **“Reporting individual”** refers to any person who makes a complaint or reports a violation of the Student Code of Conduct or any other college policy.

“Confidentiality” means the condition of not wishing to have information passed on to anyone else. Confidentiality may be offered by an individual who is not required by law to report known incidents of sexual assault or other crimes to institution officials, in a manner consistent with state and federal law,

including but not limited to 20 U.S.C. 1092(f) and 20 U.S.C. 1681(a). Licensed mental health counselors, medical provider and pastoral counselors are examples of institution employees who may offer confidentiality.

“Consent” must be knowing, voluntary, and mutual. 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 (refer to full policy in the [Enough is Enough Sexual Assault Special Section](#)).

“Criminal Offenses” – Criminal Homicide, including Murder and Non-negligent Manslaughter, and Manslaughter by Negligence; Sexual Assault, 2 including Rape, Fondling, Incest and Statutory Rape; Robbery; Aggravated Assault; Burglary; Motor Vehicle Theft; and Arson.

“Dating violence” is defined as a felony or misdemeanor crime of violence committed: by a current or former spouse or intimate partner of the victim; by a person with whom the victim shares a child in common; by a person who is cohabitation with the victim as a spouse or intimate partner; by a person similarly situated to a spouse of victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; 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. Refer to full policy in the [Enough is Enough Sexual Assault Special Section](#).

“Designee” refers to a staff or faculty member selected to implement the Student Code of Conduct or to administer the Student Conduct system, in part or in whole.

“Disciplinary hearing” refers to the formal process conducted by a hearing panel comprised of LIBI employees. This formal process aims to collect and consider applicable information regarding an alleged violation of the Student Code of Conduct, and to determine whether sanctions are appropriate. The panel determines the sanctions once it establishes that a transgression of the Student Code of Conduct occurred.

“Disciplinary hearing panel” alternatively referred to as the **“hearing board”** refers to five employees chosen from a pool of trained individuals whose role at the hearing is to consider the evidence in relation to the allegations, and to give those involved an opportunity to state their case in response to the allegations and evidence presented.

“Distribution” refers to the sale, exchange, or transfer with or without personal profit.

“Disruptive behavior” alternatively referred to as “disorderly conduct” refers to any actions taken by students that interfere with the educational mission of the college and involve, but are not limited to: disruption or obstruction of teaching; interfering with administrative functions; interfering with disciplinary proceedings, and other college activities. Acts under this definition also include: defiance of college personnel and belligerence toward any member of the college community.

“Domestic violence” includes asserted violent misdemeanor and felony offenses committed by the victim’s current or former spouse, current or former cohabitant, person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence law (refer to full policy in the [Enough is Enough Sexual Assault Special Section](#)).

“Equitable Rights” refers to the rights afforded to both the respondent and the reporting individual as a “party” in conduct proceedings when the alleged accusation includes having engaged in any of the following prohibited conduct: Discriminatory harassment; Indecent exposure; Intimate partner violence; Retaliation; Sexual assault; Sexual exploitation; Sexual harassment.

Any rights or opportunities that the college makes available to one party during the investigation will be made available to the other party on equal terms (2001 Guidance at (X)). In every investigation conducted under the college’s grievance procedures, the burden is on the college—not on the parties—to gather sufficient evidence to reach a fair, impartial determination as to whether sexual misconduct has occurred and, if so, whether a hostile environment has been created that must be redressed. A person free of actual or reasonably perceived conflicts of interest and biases for or against any party will lead the investigation on behalf of the college.

“Hate Crimes” refers to Criminal Homicide, including Murder and Non-negligent Manslaughter, and Manslaughter by Negligence; Sexual Assault, 2 including Rape, Fondling, Incest and Statutory Rape; Robbery; Aggravated Assault; Burglary; Motor Vehicle Theft; and Arson, and any incidents of Larceny-Theft, Simple Assault, Intimidation, or Destruction/Damage/ Vandalism of Property that were motivated by bias.

“Indecent Conduct” refers to conduct or remarks, including noises and oral or written communications, marked by extreme disregard for the feelings and values of another by demonstrable lack of respect for acceptable community standards. This includes the public use of any profane, vulgar or obscene language or any lewd act. This also encompasses behavior that causes serious discomfort or embarrassment to any member of the college community.

“Institution” shall mean any college or university chartered by the regents or incorporated by special act of the legislature that maintains a campus in New York. In this document, “institution” refers to the Long Island Business Institute (LIBI).

“Knowing” refers to conduct one undertakes with reasonable awareness.

“Member of the College community” includes any individual who is a matriculated or non-matriculated student taking classes, student employee, faculty, staff; any other person working for the college, such as vendors or contractors.

“Off campus” shall be defined as any location not included in the definition of on campus.

“On campus” shall be defined as campus is defined in Higher Education Act (Cleryct), 20 U.S.C. section 1092(f)(6)(A)(ii).

“Preponderance of evidence” refers to the standard used by the conduct hearing panel whereby a respondent will be held liable if fact finders and members of the panel believe that the respondent has more likely than not engaged in the conduct giving rise to liability/responsibility. LIBI uses the “more likely than not” standard in cases where sexual or interpersonal violence is alleged. If the standard is met the respondent will be found responsible.

“Privacy” may be offered by an individual when such individual is unable to offer confidentiality under the law but shall still not disclose information learned from a reporting individual or bystander to a crime or incident more than necessary to comply with this and other applicable laws, including informing appropriate institution officials.

“Reckless” means conduct which is marked by utter thoughtlessness or disregard for oneself or others and provides a substantial risk to persons or property. It is behavior that one should reasonably be expected to know would create a substantial risk of harm to person or property, or which would otherwise be likely to result in interference with normal college operations.

“Relationship violence” alternatively also “Intimate partner violence” refers to interpersonal violence and includes domestic violence and dating violence (refer to full policy in the [Enough is Enough Sexual Assault Special Section](#)).

“Reporting Individual” also alternatively referred to as “complainant” encompasses the terms victim, survivor, complainant, claimant, witness with victim status, used by LIBI to reference an individual who brings forth a report of a violation of the Student Code of Conduct or other college policies.

“Respondent” shall mean a person accused of a violation who has entered an institution’s judicial or conduct process.

“Retaliation” means to do something in response to an action done to oneself or another member of the community, especially to harm or injure someone as a response to a hurtful or offensive action.

“Sexual act” – Contact between the penis and the vulva or the penis and the anus, and for purposes of this subparagraph contact involving the penis occurs upon penetration, however slight; contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus; or the penetration, however slight, of the anal or genital opening of another by a hand or finger or by any object, with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person. 18 USC

“Sexual activity” shall have the same meaning as “sexual act” and “sexual contact” as provided in 18 U.S.C. 2246(2) and 18 U.S.C. 2246(3).

In order to determine when affirmative consent is required prior to sexual activity, this legislation first defines **“sexual activity.”**

18 U.S.C. 2246(2)-(3) states that: “(2) the term “sexual act” means— A. contact between the penis and the vulva or the penis and the anus, and for purposes of this subparagraph contact involving the penis occurs upon penetration, however slight; B. contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus; C. the penetration, however slight, of the anal or genital opening of another by a hand or finger or by any object, with an intent

to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person; or D. the intentional touching, not through the clothing, of the genitalia of another person who has not attained the age of 16 years with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person; (3) the term “sexual contact” means 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.” Individuals must obtain affirmative consent prior to engaging in any of the activity referenced above.

Sexual Assault occurs when the act is intentional and is committed either by a) physical force, violence, threat, or intimidation; b) ignoring the objections of another person; c) causing another's intoxication or impairment through the use of drugs or alcohol; or d) taking advantage of another person's incapacitation, state of intimidation, helplessness, or other inability to provide consent.

“Sexual assault” – The term **“sexual assault”** means any non-consensual sexual act proscribed by Federal, or State law, including when the victim lacks capacity to consent. Falling under the definition of sexual assault are sexual activities as forced sexual intercourse, rape, sexual coercion, forcible sodomy, child molestation, incest, fondling, and attempted rape (refer to full policy in the [Enough is Enough Sexual Assault Special Section](#)).

“Sexual contact” means 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. Individuals must obtain affirmative consent prior to engaging in any of the activity referenced above.

“Sexual harassment” is unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.

“Sexual violence” refers to physical sexual acts performed against a person’s will or where a person is unable to give affirmative consent. Several different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Students, college employees, or third parties can carry out sexual violence against a member of the college community (refer to full policy in the [Enough is Enough Sexual Assault Special Section](#)).

“Stalking” means intentionally engaging in a course of conduct, directed at a specific person, which is likely to cause a reasonable person to fear for his or her safety or the safety of others or cause that person to suffer substantial emotional damage. Stalking may take many forms, waiting for, monitoring, and/or pursuing contact. Stalking may occur in person or through telephone calls, text messages, unwanted gifts, letters, e-mails, surveillance, or other types of observation and communication (refer to full policy in the [Enough is Enough Sexual Assault Special Section](#)).

“Student” means an individual enrolled in, a credit-bearing course, auditing a credit-bearing course, or taking a non-credit course at LIBI, on either a full-time or part-time basis and those who have been notified of their acceptance for admission and have confirmed their future attendance at the college.

“Student Code of Conduct” is a collection of student conduct standards, policies, and procedures that define community expectations for students at LIBI.

STUDENT CODE OF CONDUCT

Students are expected to maintain a certain standard of behavior and be responsible members of the community. The Student Conduct Code defines prohibited conduct and describes how LIBI holds students accountable as they pursue their academic goals. It is alternately referred to as the “Code of Conduct”.

“Student Conduct Officer” provides students with an overview of the conduct process and informs students of their rights and responsibilities as outlined in the Student Code of Conduct. Presents the accused with information concerning the alleged policy violation and is authorized to determine the appropriate resolution of an alleged violation of the Student Code of Conduct, and/or to impose sanctions or other remedies as appropriate. Upon investigating complaints of alleged violation of the Student Code of Conduct, the Student Conduct Officer may decline to pursue a complaint; may refer the parties involved to mediation or other appropriate resources; may move to conduct a hearing; may impose sanctions with/without a hearing; and may advise a disciplinary hearing panel as necessary or appropriate.

“Title IX Coordinator” shall mean the Title IX Coordinator and/or his or her designee or designees. Higher education institutions receiving federal funding are required to designate a coordinator who is responsible for ensuring the school complies with Title IX. Individuals serving in this role are the key to helping create a campus that is free from sexual violence and discrimination and that welcomes and supports all students. Title IX Coordinators oversee the prompt investigation of complaints alleging sexual harassment; review findings as to whether sexual harassment occurred; review proposed remedies (including interim measures) necessary to address the sexual harassment, eliminate any hostile environment, and prevent its reoccurrence; and serve as consultants to any disciplinary hearing panel where sexual harassment has been determined to have occurred to ensure LIBI’s compliance with Title IX.

“Weapons” refers to any object that can be used to inflict injury, incapacitate another, that is intended to inflict harm, or that could reasonably cause fear of infliction of harm, and any item that may be deemed as a weapon under applicable law. LIBI is a WEAPONS FREE COLLEGE. Possessing, using, or threatening others with knives, firearms, explosives, hazardous materials, pepper spray, or other weapons on college premises or at college-sponsored activities, is strictly forbidden.

The following list is not exhaustive and includes examples of what will be considered a weapon:

1. **“Machine-gun”** means a weapon of any description, irrespective of size, by whatever name known, loaded or unloaded, from which a number of shots or bullets may be rapidly or automatically discharged from a magazine with one continuous pull of the trigger and includes a sub-machine gun.
2. **“Firearm silencer”** means any instrument, attachment, weapon or appliance for causing the firing of any gun, revolver, pistol or other firearms to be silent, or intended to lessen or muffle the noise of the firing of any gun, revolver, pistol or other firearms.
3. **“Firearm”** means
 - a. any pistol or revolver; or
 - b. a shotgun; or

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- c. a rifle; or
 - d. any weapon made from a shotgun or rifle whether by alteration modification; or
 - e. an assault weapon.
4. **“Switchblade knife”** means any knife which has a blade which opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife.
5. **“Gravity knife”** means any knife which has a blade which is released from the handle or sheath thereof by the force of gravity or the application of centrifugal force which, when released, is locked in place by means of a button, spring, lever or other device.
- a. **“Pilum ballistic knife”** means any knife which has a blade which can be projected from the handle by hand pressure applied to a button, lever, spring or other device in the handle of the knife.
 - b. **“Metal knuckle knife”** means a weapon that, when closed, cannot function as a set of plastic knuckles or metal knuckles, nor as a knife and when open, can function as both a set of plastic knuckles or metal knuckles as well as a knife.
 - c. **“Automatic knife”** includes a stiletto, a switchblade knife, a gravity knife, a cane sword, a pilum ballistic knife, and a metal knuckle knife.

“Simulated weapons” refers to facsimiles of any category of weapon described above that resemble the actual weapon but are not capable of use as a weapon.

“VAWA Offenses” Violence Against Women Act refers to any incidents of Domestic Violence, Dating Violence and Stalking. (Note that Sexual Assault is also a VAWA Offense but is included in the Criminal Offenses category for Clery Act reporting purposes).

JURISDICTION OF THE STUDENT CODE OF CONDUCT

The term **student** includes all individuals taking courses at LIBI, either full-time or part-time, pursuing a degree, certificate or non-matriculating, or enrolled in a non-credit course or program.

It further includes individuals:

- who withdraw after allegedly violating the Student Code of Conduct;
- who are not officially enrolled for a specific term but who have a continuing relationship with LIBI (LOA, disciplinary suspension, academic dismissal, Military Leave, and someone admitted to the college, etc.);
- who have been accepted for admission (applicants who become students for offenses committed as part of the application process);
- former students for offenses committed while a student.

The Student Code of Conduct also covers certain behaviors that occur off-campus or in external online environments. When sexual assault, stalking, or intimate partner violence is alleged, the rights and responsibilities of the Code of Conduct apply based on identity of the reporting individual and/or accused/respondent, not based on the geographic location of the violation.

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LIBI's conduct process is independent of any legal proceedings and will be conducted as such (LIBI will proceed simultaneously with criminal investigations or proceedings off campus, except when temporary delays, generally no more than 10 days, are requested by law enforcement with proper jurisdiction). The filing of a complaint under LIBI's Student Code of Conduct does not trigger a criminal investigation or legal proceedings. Individuals, however, may be accountable to civil and/or criminal authorities and to the college for acts that constitute violations of LIBI's Code of Conduct that are also violations of the law. Disciplinary sanctions or actions taken by LIBI in response to a violation will be independent of any civil or criminal court determinations. LIBI's determinations should not be challenged because civil or criminal charges involving the incident/violation have been dismissed.

SECTION 1 - ORDERLY OPERATIONS OF THE COLLEGE

Violation of the orderly operations and functioning of LIBI includes, but is not limited to:

- Excessive noise, which interferes with classes, administrative college offices, or other campus and community activities.
- entry into a private work area or refusal to leave a private work area.
- Conduct that restricts or prevents faculty or staff members or student workers or volunteers from performing their duties, including interruption of meetings, classes, or events.
- Obstructing or blocking passage into or out of any college building, classroom, and/or work space.
- Failure to disperse when a building, office, or campus space is closed.
- Other conduct that disrupts or interferes with the normal operations of the college.

SECTION 2 - INTEGRITY

PERSONAL INTEGRITY

This section of the Student Code of Conduct pertains to Personal Integrity on the part of students. On the most basic level, adherence to the standards of Personal Integrity is necessary for any student **to remain a member in good standing of the college community**. It is the intent and hope of the college, however, that adhering to the Student Code of Conduct will encourage students to move beyond simple compliance with the standards to develop sound personal judgment, ethical decision-making, and habits that lead to life-long commitment to ethical behavior.

Every LIBI student is expected to:

CONDUCT STANDARD I:

Interact with other members of the college community with integrity, respect, and honesty.

CONDUCT STANDARD II:

Not harm anyone physically or psychologically, or cause them to fear being harmed.

This includes but is not limited to physical assault, sexual assault, physical, intimate partner violence, stalking, sexual exploitation, psychological or sexual harassment, hazing,

or any related activities aimed at any member of the college community. Conduct prohibited under this policy, includes racial, ethnic, or sexual discrimination, threatening remarks or gestures which are directly and specifically intended for another member or members of the college community. This type of behavior interferes with the opportunity of those who are targeted to attain their educational goals, and is strictly prohibited. Intentional actions or destructive behavior which undermines another individual's or group's, basic dignity or self-esteem are also contrary to LIBI's standards of Personal Integrity and are strictly prohibited.

Examples include but are not limited to:

- i. **Aggravated Assault** – An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury using firearm, knife or cutting instrument, or other dangerous weapons;
- ii. **Cyberstalking** – The use of technology to stalk victims. It involves the pursuit, harassment, or contact with others in an unsolicited fashion initially via the Internet and e-mail;
- iii. **Sexual assault** – Any nonconsensual sexual act proscribed by Federal and State law, including when the victim lacks capacity to consent;
- iv. **Destructive behavior** – Refers to any act that harms others, or has the potential to harm others;
- v. **Harassment** – Any act or actions taken or any situation created for the purposes of intentionally distressing, annoying, threatening, or alarming another person because of their perceived race, color, national origin, ancestry, gender, gender identity, sexual orientation, religion, age, or disability;
- vi. **Hazing** – Any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group, club, or organization, whether new or not, regardless of the person's willingness to participate.
- vii. **Identity Theft** – Also referred to as identity fraud, are terms used to refer to all types of crime in which someone wrongfully obtains and uses another person's personal data in some way that involves fraud or deception, typically for economic gain.
- viii. **Intimate Partner Violence** – Acts that encompass physical violence, sexual violence, stalking and psychological aggression (including coercive acts) by a current or former intimate partner (domestic violence, dating violence). In cases involving sexual assault, domestic violence, dating violence and stalking, a sanction of suspension or expulsion will result in a notation on the respondent student's transcript if the student is found responsible through LIBI's conduct process. Students may request the removal of a suspension notation no sooner than one year after the conclusion of the suspension, but notations for expulsions may not be removed. For college policies involving "Intimate Partner Violence" please refer to the [Enough is Enough Sexual Assault Special Section](#).
- ix. **Noncontact unwanted sexual experiences** – This behavior includes unwanted sexual attention that does not involve physical contact. Some examples are verbal sexual harassment (e.g., making sexual comments) or unwanted exposure to pornography. This occurs without a person's consent and sometimes, without the victim's knowledge. This type of sexual violence can occur in many different settings, such as school, the workplace, in public, or through technology. This type of conduct is unacceptable at LIBI and will be subject to LIBI's judicial process, including an investigation and a hearing.

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- x. **Physical Harm** – Any physical injury to the body, including an injury that caused, either temporarily or permanently, partial or total physical disability, incapacity or disfigurement. This includes when a person deliberately hurts someone else by punching, kicking, slapping, or shaking. Making aggressive physical contact with someone is known as assault and is maximally punishable under LIBI's Student Code of Conduct. It is also against the law to hurt someone intentionally and students may face legal action apart from Code of Conduct sanctions.
- xi. **Physical Violence** – Actions in this category, in any form, will not be tolerated at LIBI. Physical violence will never be an acceptable means to resolve problems, disputes, or interpersonal conflicts under LIBI's policies, and thus, the behavior is strictly prohibited. This category of misconduct encompasses any action where physical contact is made resulting in harm or with the intent to cause harm. Such actions include, but are not limited to, assault (simple and/or by means of a dangerous weapon), slapping, shoving, kicking, punching, shaking, fighting/tussling, or restraining.
- xii. **Sexual Exploitation** – Acts in this category are classified as Sexual Misconduct under LIBI's policies. This includes any act whereby one person takes sexual advantage of another who has not provided consent. Sexual exploitation occurs when the perpetrator acts for his or her own advantage or benefit, or for the benefit or advantage of anyone other than the person being exploited. Examples of sexual exploitation include, but are not limited to: photographing or recording someone involved in sexual activity or in a state of undress without that person's knowledge or consent; voyeurism; non-consensual streaming or transmitting of images or video of another person involved in sexual activity; offering an individual for sexual activity with another in exchange for payment; engaging in consensual activity with an individual while knowingly infected with any sexually transmitted disease without informing the other person of that infection.
- xiii. **Sexual Harassment** – Any unwanted sexual behavior is unlawful, including but not limited to touching, crude jokes, and lewd comments. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct interferes with an individual's work performance, or creates an intimidating, hostile, or offensive environment. If found responsible through LIBI's conduct process involving an investigation, the student will face disciplinary sanctions up to and including expulsion without recourse.
- xiv. **Sexual Violence** – Is an umbrella term that refers to a sexual act committed against someone without that person's freely given consent. For more information please refer to the [Enough is Enough Sexual Assault Special Section](#).
- xv. **Stalking** – A pattern of behavior directed toward an individual by another that results in the person to whom the behavior is directed fearing for themselves and/or others. The behaviors can involve overtly criminal behavior or seemingly non-criminal, innocent behavior, or both. Stalking can escalate and ultimately result in actual physical harm to its intended subject. In cases involving sexual assault, domestic violence, dating violence and stalking, a sanction of suspension or expulsion will result in a notation on the accused student's transcript if the student is found responsible through LIBI's conduct process. Students may request the removal of a suspension notation no sooner than one year after the conclusion of the suspension, but notations for expulsions may not be removed. For college policies involving stalking please refer to the [Enough is Enough Sexual Assault Special Section](#).
- xvi. **Theft** – The unauthorized use or possession of property belonging to another is prohibited. Theft is a serious offense which subjects a student to college as well as civil action. Attempted or actual theft of property belonging to LIBI, a student club, a member of the college community, or a campus visitor is a violation of college policy and subject to disciplinary sanctions ranging up to dismissal without recourse.

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Theft or other abuse of computer and network resources – acts include are but not limited to:

- A) Unauthorized entry into a file to use, read or change the contents, or for any other purpose.
 - B) Unauthorized transfer of a file.
 - C) Unauthorized use of another individual's identification and password.
 - D) Unauthorized use of phone and electronic devices.
 - E) Use of computing facilities to interfere with the work of another student, faculty member, or college administrator.
 - F) Use of computing facilities to send obscene or abusive messages.
 - G) Use of computing facilities to interfere with normal operations of LIBI's computing systems.
- xvii. Threat** – Any LIBI student making a threat against another member of the LIBI community should have no expectation of privacy. LIBI will treat behavior that manifests itself in words or actions including, but not limited to: repeated abusive or profane language, allusions to violence against self or others, fighting or assault, aggression, intimidation, or hostile behavior, persistent inappropriate anger or conflict, as threats. Additionally, any verbal threats that stigmatize, threaten, or endanger another individual's emotional or mental well-being or causes another to reasonably fear for his/her safety are prohibited by this policy. Any student established to be making threats against another member of the college community will be sanctioned, suspended, or permanently separated from the college.
- xviii. Vandalism** – Any action that involves willfully or maliciously destroying, damaging, defacing, or otherwise injuring real or personal property without the consent of the owner or the person having custody or control of the property. Vandalism is a Clery reportable crime and students will face sanctions if found responsible.
- xix. Destruction of college property** – Upon finding of responsibility, restitution will be charged to the appropriate student(s) for any destruction of college property. Destruction may also warrant disciplinary action under the Student Code of Conduct. Administrative fees will be added to the assessed restitution if students do not comply within the specified time frame by the end of the semester

This standard of Personal Integrity is consistent with LIBI's policies prohibiting Sexual Misconduct, Discrimination and Harassment. These policies can be found in their entirety in the Enough is Enough Sexual Assault Section and in the Annual Security Report. LIBI's sexual harassment standards adhere to the definitions of harassment and discrimination which are included in Title VII of the Civil Rights Act of 1964 and Title IX of the Education Act of 1972.

Legal Sanctions:

Article 130 - NY Penal Law

<http://ypdcrime.com/penal.law/article130.htm#p130.05>

Sex Crimes: Definitions and Penalties (New York)

<https://apps.rainn.org/policy/policy-crime-definitions.cfm?state=New%20>

[York&group=3](#)

Stalking Information:

http://www.opdv.ny.gov/professionals/criminal_justice/stalking/stalking-infoguide.pdf

<https://statelaws.findlaw.com/new-york-law/new-york-stalking-laws.htm>

Every LIBI student is expected to:

CONDUCT STANDARD III:

Not engage in activities that threaten the safety and security of the college community. This includes, but is not limited to destroying, damaging, misusing, or illegally possessing the property of the college, the property belonging to other students and employees, or to visitors. This standard of Personal Integrity encompasses:

- Fire safety equipment – (fire alarms, smoke detectors, fire extinguishers)
- Academic materials and instructional equipment (such as computer equipment, electronic classroom devices and library materials);
- Personal belongings of other members of the community;
- Copy copyrighted materials – The manipulation or alteration of information gained by unauthorized access to electronic equipment or other record-keeping systems, and use of software to illegally download materials that are copyrighted, such as music or movies that can expose the college and students to fines or legally imposed responsibilities are strictly prohibited and will result in disciplinary action up to, and including, expulsion without recourse.
- Furnishing false information to the college or its employees;
- Altering college identification cards;
- Failing to comply with directions of college officials and building personnel acting to maintain safety and security;
- Attempting to gain access to any college premises without authorization;
- Possessing, storing, or using a weapon (which can include but is not limited to firearms, pellet guns, explosives, fireworks, or chemicals such as tear gas);
- Any other conduct that interferes with LIBI's responsibility to protect the health and safety of its students and employees, to protect their property, or to provide them with services as a part of their college experience.

Examples under this standard include, but are not limited to:

- i. Altering Official Documents** – Forging, altering, falsely making, using, possessing, providing, or attempting to provide any document to a LIBI employee for the purpose of satisfying a requirement of the college or to obtain a benefit for oneself or another is strictly forbidden and subject to immediate expulsion and/or expulsion and legal action.
- ii. Disrespectful Behavior** – Student behavior or speech that disrupts the instructional setting, campus life, or is clearly disrespectful of the instructor, staff member, or other students, will not be tolerated. Disruptive conduct may include, but is not limited to:
 - A)** offensive or disrespectful behavior
 - B)** unwarranted interruptions (while class is in session)
 - C)** failure to follow or abide the instructor's or staff member's directions

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- D)** using vulgar or obscene language, slurs or other forms of intimidation
 - E)** physically or verbally abusive behavior
- iii. Failure to Comply** – To maintain a safe and organized campus environment, students must show respect for and follow the requests of their instructors and other college staff as they carry out their assigned duties. Students who are found in violation of this policy for repeat infractions will face enhanced sanctions, up to expulsion without recourse. Providing false information or failing to provide information to staff, interfering with staff while they are performing their duties, or being uncooperative, verbally or otherwise abusive to staff is unacceptable. Abusive behavior includes, but is not limited to, physically threatening conduct, verbal threats, use of profanity, name calling, or noncompliance with staff directions.
- iv. False Information** – Knowingly and intentionally providing false information to college staff, faculty members, any administrative office, or the conduct officer is strictly prohibited. The disciplinary actions will vary depending on the transgression or the area where the false information was provided.
- v.** Students found responsible for knowingly or intentionally fabricating information and providing it to the college (including advisors, registrar, faculty) for the purposes of obtaining special consideration, privileges, or accommodations (postponement of examinations, deadline extensions, etc.) that result in any undue academic advantage to the student, or any disadvantage to others, will result in a referral to the Provost's office for disciplinary action.
- vi. Fire Safety** – Tampering with fire safety equipment, including discharging fire extinguishers, pulling fire alarms when a fire emergency does not exist, or disabling fire detectors is strictly prohibited. Tampering with fire safety equipment may result in suspension from the college, plus cost of restoring equipment to its original condition. Failure to comply with this policy will result in disciplinary action.
- vii. Indecent Exposure** – Sexually inappropriate acts that include the intentional exposure of one's private or intimate parts of the body, or engaging in any sexual conduct in a place where the conduct involved may reasonably be expected to be viewed by and affront others. This unwelcome conduct may not rise to the level of sexual harassment or sexual exploitation, but is nevertheless sexual in nature and occurs without the permission of the person subjected to it. This behavior is characterized by an isolated occurrence of lewd or obscene gestures or comments or exposure of one self to another.
- viii. Misuse of Property** – Stealing, destroying, defacing, damaging or misusing college property or property belonging to other members of the community, and/or participating as an accessory in such activity is expressly not permitted and subject to disciplinary action up to and including expulsion.
- ix. Noise Violation** – LIBI aims to ensure that all students can fully participate in the learning process. Students and groups may not engage in excessive noise that obstructs academic classes. Students who repeatedly violate LIBI's noise policy will be referred to the Provost for disciplinary action.
- x. Trespassing** – Only currently registered students and those who have lawful business to pursue at the college are permitted on LIBI's premises. Student who have been suspended or expelled from LIBI are not permitted on any LIBI property for the duration of the suspension or expulsion. Students who bring visitors who act in a manner that disrupts or disturbs the normal and orderly educational operations of the college, will be held responsible under LIBI's Student Code of Conduct.
- xi. Unauthorized Use or Entry** – Unauthorized possession, duplication or use of LIBI's college ID or keys to gain access to any college premises carries serious sanc-

tion violations. Students found responsible for unauthorized use of college property, equipment or facilities, or property may face trespassing charges.

- xii. Weapon Possession** – LIBI expressly prohibits the carrying of firearms on college campuses (including those by concealed carry weapons permit holders). No person shall possess, discharge, transfer, transport, or otherwise use any weapon on any property owned, leased, or otherwise controlled by the college. This prohibition applies regardless of whether the individual has a concealed weapon permit or is otherwise authorized by law to possess, discharge, or use any such device. Any student violating this policy shall be subject to suspension or expulsion. Others may be subject to banning from campus and arrest for trespassing. LIBI and the local law enforcement agencies do not provide weapon storage of any kind to any member of the LIBI community.

Every LIBI student is expected to:

CONDUCT STANDARD IV:

Not possess, use, distribute, or sell illicit substances, or engage in activities with the intention of distributing any controlled substance or illegal drugs on college premises or at college-sponsored trips or activities.

It is the policy of the college that the unlawful use, possession, sale, distribution, or manufacture of controlled substances and alcohol on college property or at college sponsored programs and activities are prohibited. Even if possession or consumption of alcohol may otherwise be lawful, alcohol is not permitted on LIBI's campuses or at college sponsored programs and activities.

The college enforces all relevant local, state and federal laws regarding illicit substances. Specific prohibitions are outlined in LIBI's drug and alcohol policies printed in the college catalog, student handbook, and in the Annual Safety Report.

LIBI strives to empower all members of the college community to make positive choices that reflect attitudes and behaviors that result in healthy lifestyles and contribute to a positive campus learning environment.

LIBI strongly supports educational and treatment programs as the most effective means to help reduce and prevent alcohol and drug abuse. At the same time, the college expressly prohibits the unlawful possession, use, or distribution of drugs and alcohol by students, faculty, or staff members while on LIBI's premises or while participating in LIBI-sponsored activities or conducting college business off-premises (employees). Members of the LIBI community are responsible for complying with federal, state, and local laws on the possession, use, and sale of alcohol and illicit drugs.

Every member of the college community will be held accountable for their behavior, including their use of alcohol and other drugs. Possession, distribution, or illegal use of alcohol, and/or illegal use, possession, distribution, sale, or manufacture of controlled substances, drug paraphernalia, including intentional misuse or distribution of legally prescribed drugs, are prohibited on campus, on college grounds or LIBI's Clery geography, and at college sponsored events, trips, or activities.

In order to make informed choices about the use of drugs and alcohol, members of the LIBI community are asked to familiarize themselves with the information provided by the college about the psychological, social, and physiological consequences of substance abuse contained in the Annual Security Report (ASR) and the Alcohol and Other Drugs (AOD) publication (prepared

biannually). Extensive referral and help resources are available in these publications and all members of the college are expected to review these resources.

Use of Alcoholic Beverages and/or Drugs On and Off campus

- The **legal age of possession and purchase of alcohol in New York state is 21 years of age**. It is **against the law to sell or give away alcohol to anyone under the age of 21**.
- LIBI is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989. The New York State minimum drinking age (**21 years**) is observed at all campus functions in cases when alcohol may be present.
- The consumption, possession and distribution of alcohol **on campus and on campus facilities is prohibited**.
- Arriving on campus intoxicated, attempting to participate in college activities while intoxicated, or attempting to go to class while intoxicated is prohibited and grounds for disciplinary actions under LIBI's Student Code of Conduct and may be grounds for expulsion from the college.
- Any member of the community who is transported to the emergency room because of alcohol consumption or requires medical treatment for any injury related to alcohol consumption will be required to meet with the Disciplinary Hearing Panel to discuss their plans for seeking help and how that help will fit into the educational goals of the individual.
- Intoxicated individuals who are confrontational, argumentative or uncooperative with college personnel summoned to assist will be subject to college disciplinary action and/or arrest.
- Students and employees who violate LIBI's Drug and Alcohol policies are subject to sanctions under college policies and procedures. Employees and students should be aware that, in addition to college sanctions, LIBI will contact appropriate law enforcement agencies if the college believes that a violation of the policies should also be treated as a criminal matter.
- Any member of the college community found to have used on another, is in possession of, or is distributing date rape drugs, also commonly referred to as predatory drugs, used for the purpose of rendering a victim passive, submissive, unwilling or unable to resist unwanted sexual advances, or unable to make reasonable decisions regarding sexual contact, will face disciplinary charges. These drugs are strictly prohibited on any of LIBI's properties and premises, at LIBI-sponsored events, trips, or activities. Students found responsible for the sale, possession, distribution, or usage of these substances will be subject to disciplinary action. **Anyone who reports the presence of these drugs in good faith to an official of the college in relation to** domestic violence, dating violence, stalking, or sexual assault will not be subject to LIBI'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. *Please see the [Enough is Enough Sexual Assault Special Section](#) for detailed information on LIBI's Policy for Alcohol and/or Drug Use Amnesty in Sexual and Interpersonal Violence Cases.*

In compliance with New York State's Education Law 129-B, LIBI has established a Policy for Alcohol and/or Drug Use Amnesty in Sexual and Interpersonal Violence Cases that is intended to encourage students to seek medical assistance related to drug and/or alcohol use without fear of being disciplined for such use. The health and safety of every student at LIBI is of utmost importance. LIBI recognizes that students who have been drinking and/or using drugs (whether such use

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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. LIBI strongly encourages students to report incidents of domestic violence, dating violence, stalking, or sexual assault to institution officials. **A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to LIBI officials or law enforcement will not be subject to LIBI'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.** *Please see the [Enough is Enough Sexual Assault Special Section](#) for detailed information on LIBI's Policy for Alcohol and/or Drug Use Amnesty in Sexual and Interpersonal Violence Cases.*

Instances of drug usage or sale on campus, or possession of drugs or drug paraphernalia related to drug usage, other than in connection with the aforementioned *LIBI's Policy for Alcohol and/or Drug Use Amnesty in Sexual and Interpersonal Violence Cases*, will result in temporary suspension while a conduct process for a violation under LIBI's Drug and Alcohol policies is completed.

PLEASE NOTE:

Students are strongly urged to review the ASR and the Alcohol and Other Drugs publication to better understand the health risks posed by the consumption of controlled substances, alcohol, and prescription drugs. The use and abuse of these substances may lead to permanent health conditions and disorders that affect all major organ systems in the human body. Since drug and alcohol abuse affects each major organ system, when one or more of these organs are damaged, you risk serious chronic conditions and death. Alcohol interferes with the body's ability to absorb and utilize calcium, which results in weakened and fragile bones. This means you are more prone to injuries and more susceptible to osteoporosis. Alcohol and drugs can slow muscle movement and impair muscle coordination. Over time, substance abuse reduces muscle mass and puts you at risk for developing a condition in which the muscle fibers of the body breakdown and enter your bloodstream. This can result in severe kidney damage and, in some cases, kidney failure. Alcohol and drugs strain the heart considerably. This can cause several chronic heart conditions including high blood pressure, deteriorated heart muscle, and an irregular heartbeat. High blood pressure can cause hormonal irregularities and strokes. Deterioration of the heart muscle reduced blood flow, which can interfere with your daily life and puts you at higher risk for heart attacks. Drug and alcohol abuse also interferes with blood clotting, causes anemia, and contributes to cirrhosis of the liver.

In addition, drugs and alcohol affect your short and long term memory and recall, they also negatively affect how you process information, and how you perform at school. Drugs and alcohol impair your judgement, and can expose you to potentially dangerous situations you would have normally avoided without the influence of illicit substances.

Remember: all drugs, prescription or illegal, alter your body's chemicals. Misuse of these substances can lead to addiction, hospitalization, long term health problems, brain damage, and even death.

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If you are sharing needles, understand that people who inject drugs (also known as PWID) are among the groups most vulnerable to HIV infection. HIV prevalence among people who inject drugs is 28 times higher than among the rest of the population. ^[1]

Inappropriate use and abuse of alcohol is often associated with lower academic performance and failures. Alcohol blocks REM sleep, and as a result drinking can make you forget new information—even if the drinking happens days after the learning took place. ^[2]

Consuming alcohol also exposes individuals to sexually transmitted diseases and unplanned pregnancies. It increases aggressive behaviors, including sexual assault and rape, physical harm hallucinations, life-threatening convulsions, and death.

Even small amounts of alcohol may impair the ability to concentrate, as well as the judgment and coordination required to drive a car safely thus increasing the likelihood that the driver will be involved in an accident.

For more information please review the ASR and the AOD publication.

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- 1 Harm Reduction International (2016) '[The Case for a Harm Reduction Decade: Progress, potential and paradigm shifts](#)' [pdf]
 - 2 <https://www.theatlantic.com/health/archive/2017/12/even-small-amounts-of-alcohol-impair-memory/548474/>
- |||||

LEGAL SANCTIONS

Both Federal and New York State law make it a criminal offense to manufacture, distribute, dispense or possess with intent to manufacture, distribute, dispense or simply possess a controlled substance, including marijuana. See Title 21 US Code 801 et. seq.; New York State Penal Law 220-221; and New York State Public Health Law § 3306. The sanctions for violation of these laws depend upon the particular offense and depend on aggravating factors such as the type and quantity of drugs involved. Sanctions range from monetary fines and community service to imprisonment.

Applicable legal sanctions under federal, state, or local laws for the unlawful possession or distribution of illicit drugs and alcohol may be found at Title 21 US Code 801 et. seq.; New York State Penal Law 220- 221; and New York State Public Health Law § 3306. For the most recent and complete Federal Trafficking Penalties information, visit the website of the U.S. Drug Enforcement Administration at www.dea.gov/agency/penalties.htm.

Or see:

https://www.iecc.edu/files_user/CONS/Files/Federal_Trafficking_Penalties.pdf

Appearance in public under the influence of narcotics or a drug other than alcohol is a violation under New York State Penal Code § 240.40. A person is guilty of appearance in public under the influence of narcotics or a drug other than alcohol when he appears in a public place under the influence of narcotics or a drug other than alcohol to the degree that he may endanger himself or other persons or property, or annoy persons in his vicinity.

A **Violation** is an offense for which a sentence to a term of imprisonment of up to 15 days may be imposed (New York State Penal Law, Article 10). A person arrested for committing a violation may be taken into custody but will usually be issued an appearance ticket indicating the time and place that he/she must appear in court.

New York State law 260.20 (d) (4) make it a violation to give or sell an alcoholic beverage to a person less than twenty-one years old. This is class A misdemeanor punishable by a sentence of

imprisonment up to one year. It is illegal to use a false ID or to provide someone else with a false ID to buy alcohol. This is punishable by a \$100 and/or completion of an alcohol awareness program, and/or 30 hours of community service. If the false ID is a driver's license, your license may also be suspended for up to 90 days.

It is unlawful to drive while intoxicated, i.e., blood alcohol content of .08 and higher, or "in an intoxicated condition." It is also a criminal offense for anyone to operate a motor vehicle if the person's ability to operate the vehicle is impaired by alcohol or other drugs. Any person who operates a motor vehicle while intoxicated or while his/her ability to operate such vehicle is impaired by the consumption of alcohol or by drugs, is in violation of New York State Vehicle and Traffic Law 1192, and is subject to suspension or revocation of driving privileges in the state as well as a fine up to \$1,000 and possible imprisonment for up to one year. A detailed summary of this can be obtained from Governor's Traffic Safety Committee webpage: <http://www.safeny.ny.gov/alco-vt.htm>

COLLEGE SANCTIONS

Any violation of LIBI's Drug and Alcohol Policy may be disciplined in accordance with LIBI's disciplinary procedures for students and for employees. LIBI may refer the student or employee for criminal prosecution. Any sanction imposed by the college is independent of, and is in addition to, any penalty imposed in connection with legal sanctions.

The sanctions that may be imposed on a student include, but are not limited to, probation, suspension, dismissal and expulsion from the college.

The sanctions described below are illustrative of the range and severity of sanctions that may be imposed on a student, but they do not constitute a complete list of the possible sanctions. In determining a sanction, LIBI will consider the nature and severity of the violation, the impact of the transaction on the college community and the student's disciplinary history.

- **Controlled Substances:**

Violations of LIBI's Drug and Alcohol Policy relating to the unlawful possession, use, or distribution of controlled substances, even if a first offense, are considered to be extremely serious. Such violations may result in more severe disciplinary sanctions, even if there is no harm to the student, others, or property, than if the violation related to the use of alcohol. In addition to sanctions (probation, suspension, dismissal or expulsion), the student will be referred to a drug use assessment and required to comply with any recommendations.

- **Alcohol:**

Greater sanctions will be imposed for each successive violation.

- First infraction: Generally, a first violation and there is **no harm to the student, others, or property**, sanctions may include, but are not limited to a probationary period; participation in an alcohol awareness program, submitting to an alcohol use assessment and complying with any recommendations; or community service.
- Second infraction: Generally, a repeat violation **or** a first violation that caused harm to the student, others, or property. Sanctions include, but are not limited to, submitting to an alcohol use assessment and complying with any recommendations; a probationary period; suspension, or expulsion from the college, and community service, if not dismissed.
- Third infraction: Generally, a repeat violation indicative of a pattern of inappropriate behavior including disregarding previous admonitions, or a serious first or second

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violation involving harm to the student, others, or property will result in separation from the college (suspension) and mandated alcohol use assessment and proof of compliance with the assessment, or expulsion.

Every LIBI student is expected to:

CONDUCT STANDARD V:

Refrain from any interference with the procedures related to the enforcement of the Student Code of Conduct or any disciplinary decision, and will agree to fulfill any sanction properly imposed under the provisions of the Code of Conduct.

Any interference with the process outlined can erode students' access to a reasonable and fair disciplinary process. Students who interfere with this process by providing false information, or who withhold information necessary for the college to reach a fair and balanced decision, interfere with the proper functioning of the disciplinary process. Students who misrepresent information, withhold information, or otherwise distort facts surrounding an event being investigated will be held accountable for their decisions separately under this standard of LIBI's Code of Conduct. Failing to honor a commitment to complete a sanction, falls under this standard as well and renders the student responsible for an additional violation of the Code of Conduct.

Students are informed, upon enrollment at LIBI, about the requirements of the Student Code of Conduct. It is the responsibility of each student to read the Code carefully and to ask his/her academic advisor questions and to seek clarification. The Code of Conduct is available on the college website, in the Catalog, and on Engrade, and it explains processes and procedures and the options available to students charged with a violation, and other features of the Student Code of Conduct.

Every LIBI student is expected to:

CONDUCT STANDARD VI:

Abide by the No Solicitation Policy

- LIBI does not endorse any third-party products, services, tours, or memberships. Members of the college community may not use any part of the college premises, including bulletin boards and common areas, for soliciting or selling any merchandise or services without the written permission of the Director of Intercampus Activities.
- Personal integrity also encompasses not using LIBI's name or ID card to obtain charitable funds for personal gain through false representation.
- Knowingly misrepresenting items or services to deceive another, or to gain personal benefit from another's ignorance or inexperience is strictly prohibited on campus, and off-campus when using LIBI's name or one's association with LIBI.

Every LIBI student is expected to:

CONDUCT STANDARD VII:

Abide by the policies and rules outlined in the Academic Integrity section of the Student Code of Conduct.

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It is the responsibility of every student enrolled at LIBI to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to the following:

- i. Plagiarism is a serious academic offense and carries sanctions that range from failing the assignment or course to expulsion from the college.
 - Plagiarism includes, but is not limited to, the use of words or ideas written or created by someone other than the student, as if they were one's own without properly giving credit to the source when submitting academic work (whether graded or otherwise);
 - The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment;
 - The unacknowledged use of materials prepared by another person or acquired from an entity engaging in the selling of term papers or other academic materials.
 - Unauthorized collaboration.
 - Engaging in behavior specifically prohibited by an instructor during class instruction or in a course syllabus.
 - Taking deliberate action to destroy or damage another's academic work to gain an advantage for oneself or another.
 - The recording of instructional content without the express permission of the instructor(s), unless approved as an accessibility accommodation, and/or the dissemination or use of such unauthorized records.
 - Multiple submissions of the same work in separate courses without the express permission of the instructor(s).
 - Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.
 - Using online sources, such as solution manuals, without the permission of the instructor to complete assignments, exams, tests, or quizzes;
 - Any action taken or attempted by a student that gives the student an unfair advantage in his or her academic work over other students. Actions include but are not limited to: securing or gaining access to tests in advance (stealing, buying, etc.); copying (physically or electronically), retaining without permission (holding on to an examination that should have been returned at the end of the examination period), or disseminating unauthorized copies of testing materials.
- ii. Cheating is classified as the use of unauthorized assistance in taking quizzes, tests, or examinations, or completing assignments.
- iii. Cheating includes, but is not limited to, the use of unauthorized materials, information, or study aids in any academic exercise; the alteration of any answers on a graded document before submitting it for re-grading; or the failure to observe the expressed procedures or instructions of an academic testing exercise (e.g., examination instructions regarding alternate seating, conversation during an examination, the use of electronic devices when expressly forbidden to do so by the instructor or proctor, unauthorized collaboration).
- iv. Unauthorized use of electronic devices during any graded testing activity. A student is not permitted to access any electronic devices including, cell phones, tablets, notebooks, smart watches, etc. during any graded testing activity. Any student using an

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electronic device without permission of the instructor will be in violation of LIBI's Academic Integrity policy and subject to disciplinary sanctions.

- v. All other forms of academic misconduct, including but not limited to, requesting, hiring, or otherwise encouraging someone to take a course, exam, test, or complete assignments for a student. Copying answers from another, using study notes to aid in a testing exercise, and aiding or assisting another student in the commission of prohibited conduct.

All forms of academic dishonesty are unacceptable at LIBI and will not be tolerated. Students who violate LIBI's academic integrity policies will be subject to disciplinary sanctions.

A student accused of violating LIBI's academic integrity policies will be informed of his/her alleged violation(s) by his/her professor either verbally or in writing. The student will participate in a meeting arranged by the faculty member to discuss the evidence against the student. This meeting will provide the student an opportunity to respond to the charges.

If a student is found to be in violation of LIBI's academic integrity policies, a decision will be made by the faculty member as to an appropriate academic penalty. If the infraction is the first one for the student, the faculty member may reduce the student's final grade or award a grade of "zero" for the assessment in question. The academic directors serve as the initial point of contact for faculty when they report incidents of suspected academic dishonesty. When the accused student has been found to have committed an academic violation that affects the student's final grade causing course failure, the Provost will be notified. The Provost will verify whether this was the student's first infraction. If the academic dishonesty is not the student's first infraction, the Provost will place the student on academic integrity probation. If an additional infraction occurs while the student is on academic integrity probation, the student will face a conduct hearing that will determine whether the student should be suspended (for a minimum of one semester) or expelled, depending on the seriousness of the infractions committed in their entirety.

Every LIBI student is expected to:

CONDUCT STANDARD VIII:

Not violate published college regulations and policies, including, but not limited to those outlined above, and any other college policies published as an addendum, required for the safety and orderly operation of the college.

LIBI periodically reviews the Student Code of Conduct and may amend or add policies in response to new requirements, regulations or laws. LIBI may also change, add, or amend the Student Code of Conduct based on institutional need as perceived by the President, the Provost, or other members of the college community in order to maintain a safe, productive, and respectful learning environment. When the Student Code of Conduct is changed before a new College Catalog can be published, LIBI will release an addendum to the Catalog and will publish it on the College website. Students will be notified that an addendum has been produced and will be expected to read and abide by any changes therein.

Students may seek clarification about published policies from the following offices:

Examples:

- i. **Academic Honesty** – Provost's Office, Academic Directors, Faculty
- ii. **Alcohol and Drug Policy** – Director of Operations, Director of Intercampus Activi-

ties, Assistant Campus Director

- iii. Code of Conduct** – Director of Operations, Provost, Assistant Campus Director, Academic Advising Staff
- iv. Education Records Policy** – Registrar
- v. Facility Use Policy** – Provost, Assistant Campus Director, Director of Operations
- vi. Firearms/Weapons Policy** – Provost, Assistant Campus Director, Director of Operations
- vii. Campus Policy Prohibiting Sexual Misconduct** – Title IX Coordinators, Provost, Assistant Campus Director, Director of Operations
- viii. Campus Policy Prohibiting Discrimination and Harassment** – Title IX Coordinators, President, Provost, Assistant Campus Director, Director of Operations, Academic Advising Staff
- ix. Hazing Policy** – Director of Operations, Director of Intercampus Activities
- x. Information Use and Security Policy** – IT Department, Director of Operations
- xi. On-Campus Fundraising Policy** – Director of Intercampus Activities, Assistant Campus Director
- xii. Political Activity Policy** – Director of Intercampus Activities, Provost, Assistant Campus Director
- xiii. Privacy and Appropriate Use of Resources Policy** – Director of Operations, Registrar, IT department
- xiv. Engrade Policies** – Director of Academic Affairs, Provost
- xv. Smoking Policy** – Assistant Campus Director, Director of Operations
- xvi. Solicitation Policy** – Director of Intercampus Activities

SECTION 3 - IDENTIFICATION CARDS

LIBI ID cards are not transferable. The ID holder is responsible for the care and safekeeping of the ID card. Transferring or lending one's ID card to another person to obtain entry to LIBI premises or for any other reason is strictly prohibited. The ID card remains the property of the college and must be returned if the student's relationship with the college ceases. Students found to be in violation of this policy will face disciplinary action.

Any transfer, alteration, falsification, or forgery of an ID card constitutes a violation of the Student Code of Conduct and will result in disciplinary action.

College ID must be:

- carried at all times;
- presented to gain access to the campuses;
- presented when checking out library materials;
- returned to the Registrar upon termination of enrollment;
- reported to the Registrar or reception desk personnel if lost or stolen.

ID cards found by a non-owner should be returned to the Registrar or the reception desk personnel promptly.

PERSONAL MISREPRESENTATION AND REFUSAL TO PRODUCE IDENTIFICATION

Proper identification for LIBI students is defined as the LIBI ID card. Each member of the LIBI community is issued a college ID card. Everyone, without exception, is expected to wear their college ID in a visible manner and to produce it upon request of a college official or the building security staff. Refusal to show proper identification to authorized personnel in the performance of their duties, or the inability to show identification(s) as a result of failing to carry/possess identification, will result in being refused access to LIBI's premises (i.e. buildings, classrooms, library, etc.) as well as in disciplinary action.

SECTION 4 - REPORTING

The following procedures should be followed for filing reports of Student Code of Conduct Violations **that do not involve allegations of sexual assault, domestic violence, sexual violence, or stalking**. The full policy on handling and reporting allegations involving sexual assault, domestic violence, or stalking are published in the [Enough is Enough Sexual Assault Special Section](#).

REPORTING A VIOLATION OF THE STUDENT CODE OF CONDUCT

LIBI is committed to the holistic development of our students. Part of our commitment is instilling integrity, encouraging right decision-making, and fostering self-accountability in each student. Every student is expected to grow and develop during their time at LIBI.

The Student Code of Conduct contains policies and procedures to both promote the college mission and to protect the rights of students, faculty and staff. Students are obligated to be aware of and to comply with the college's rules, policies and procedures. Students are also individually responsible for understanding and exercising their rights, fulfilling their obligations and respecting the rights of others. The Student Code of Conduct articulates the types of actions that infringe upon the rights of others in the college community and that curtail the academic integrity efforts of the college. Any member of the college community with relevant information concerning a possible violation of the Student Code of Conduct may file a complaint. Students can make a formal complaint concerning an alleged violation of the Student Code of Conduct to any college staff or faculty member; however, the Conduct Officer will be notified upon the receipt of a formal complaint so that the complaint can be properly reviewed to determine appropriate next steps. Students can also file complaints on LIBI's website by submitting an incident report. The incident report is routed directly to the Conduct Officer. The incident report should be as detailed as possible, listing the party charged, witnesses, dates, times, locations and specific information about the behavior. The complaint will be reviewed by the Conduct Officer to determine the applicable procedure to address the conduct.

Students should understand that although the Student Conduct process operates parallel to criminal or civil justice processes, it is not the forum to rely on to recover money damages or otherwise seek a judgment in one's favor.

To submit report visit www.libi.edu and click on the "[Submit Incident Report](#)" button.

AFTER A CLAIM IS REPORTED

The Conduct Officer will review all reports received for possible investigation. An investigation may involve interviewing those involved in the incident, consulting with police or other college personnel who may be co-investigating, or collecting materials relevant to the situation. Students who are the subject of reports alleging misconduct will meet with the Conduct Officer in a preliminary conference. This is the student's opportunity to learn about the disciplinary process, make an

initial statement regarding his/her involvement in the reported incident, and to ask any questions of the Conduct Officer.

ROLE OF THE COMPLAINANT IN CASES NOT INVOLVING ALLEGATIONS OF SEXUAL ASSAULT, DOMESTIC VIOLENCE, SEXUAL VIOLENCE, OR STALKING.

No individual, also referred to as the reporting-individual or the complainant in LIBI's publications, who brings forward a complaint, is responsible for "prosecuting" or presenting the case. The reporting individual may be asked to meet with a Conduct Officer, or a designee assigned to investigate the allegations, to provide additional information, answer any questions the Conduct Officer or designee may have about the incident. The reporting individual may be asked to address the panel during the hearing. Reporting individuals who do not wish to be involved in the disciplinary process once they file a complaint or report, should understand that the process will continue if there is sufficient information for the process to proceed. The reporting individual will be notified by the Conduct Officer whether there is sufficient information to sustain charges.

The Conduct Officer or designee will be the primary contacts for the accused student, referred to as the respondent. Reporting individuals who feel uncomfortable participating in the conduct process should discuss their trepidation with the Conduct Officer since there are other mechanisms that will allow the reporting individual to participate. Alternatives include but are not limited to, allowing the reporting individual to provide a written statement or to testify separately at a different time. The college makes a great effort to keep the questioning from being done in an inappropriate manner and to make the environment feel as safe as possible.

ROLE OF THE RESPONDENT

The Conduct Officer or designee will be the primary contact for the responding party. The respondent will have the opportunity to offer evidence during the investigation and to present evidence and testimony at the hearing. The Conduct Officer or Chair of the Hearing Panel will determine how this will occur. If the respondent does not contest the complaint within 2 business days of the receipt of the written allegations, and the student has not requested an extension for a valid reason, the Conduct Officer will proceed with the sanctioning, as appropriate. The Conduct Officer will send all correspondence regarding the allegations to the address on file with the Registrar's Office. A good faith effort to deliver the notice or any subsequent correspondence to the address on file will constitute acceptable notice to the respondent.

If the respondent does not wish to participate in the proceedings, he/she must provide written notification of their desire not to participate further in the process.

Students who withdraw prior to the conclusion of the disciplinary proceedings will receive a notation on their transcripts (for more information please see transcript notation in the [Sanctions](#) section).

Students who admit responsibility to the allegation in question will not participate in a hearing, rather the hearing panel process will be moved to deliberation. Any applicable sanctions will be imposed.

CAN THE REPORTING INDIVIDUAL STOP THE PROCESS FROM HAPPENING?

Individuals who report a violation of the Student Code of Conduct and wish to stop the disciplinary process from happening, must speak to the Conduct Officer. The answer will depend on the nature of the allegations. In some cases, the reporting individual can choose to stop the process, while in some other instances, if there is an issue of safety for the reporting individual or for members of the LIBI community, the college may have to take action, even if the reporting individual does not want the college to do so. Reporting individuals are urged to openly discuss their concerns and preferences with the Conduct Officer handling the case.

SUBMITTING COMPLAINTS ANONYMOUSLY

Students may submit complaints of Student Code of Conduct violations anonymously, but LIBI's ability to start or complete an investigation may be limited without knowing the source of the complaint.

SECTION 5 - COMPLICITY

Attempts to commit acts prohibited by the Student Code of Conduct or encouraging others to commit acts prohibited by the Student Code of Conduct will be addressed to the same extent as completed violations. A student may be found complicit if he or she is cognizant that a violation of the Student Code of Conduct has occurred and has the ability to report it, but fails to do so, or fails to remove him/herself from the violation.

SECTION 6 - SANCTIONS

LIBI aims to make the conduct process educative first and punitive second; therefore, sanctions under the Student Code of Conduct are imposed for their educative, not punitive, effect. Students who enter LIBI's conduct process are asked to examine the motives for and consequences of their actions. At the conclusion of the process, it is the hope of the college that the student will understand the effect of his/her behavior on other members of the community.

It is also the hope of the college that by participating in the disciplinary process the student will:

- demonstrate ethical development;
- commit to complying with institutional policies;
- understand that committing further violations of policy will result in further sanctions, including potentially dismissal;
- demonstrate a fuller understanding of LIBI's values reflected in college policies;
- demonstrate a fuller understanding of the purpose of institutional policies;
- achieve a better understanding of the importance of personal integrity.
- gain a better understanding of the consequences and potential consequences of personal actions;
- demonstrate that he/she will employ more effective critical thinking and problem-solving skills if confronted with future potential conduct situations;
- ultimately obtain a degree.

With this in mind, sanctions are given with the intent to help the student accept accountability and to learn from the process. When the student is found responsible for violating the Student

STUDENT CODE OF CONDUCT

Code of Conduct, a formal sanction will be assigned. All the sanctions listed below may be imposed on groups and organizations as well as individuals.

Possible sanctions include, but are not limited to:

- i. Reprimand** – A formal admonition on behalf of the LIBI community. Transgressions warranting a Reprimand do not rise to the level of a formal warning, but are nevertheless unacceptable and can't be overlooked. It is intended to clearly document in a student's file that his/her behavior has been deemed unacceptable. No other specific action is taken unless further misconduct occurs.
- ii. Revocation of Privileges** – Privileges normally afforded to students may be revoked as an appropriate response to a student's behavior. This can include denial of the use of certain college facilities or the right to participate in certain activities, events, programs, or to exercise certain privileges for a designated period of time. A violation of the restriction will result in further sanctions.
- iii. Restitution** – A student may be required to make payment to an individual or to the college related to the misconduct for damage, destruction, defacement, theft, or unauthorized use of property.
- iv. Fines** – LIBI reserves the right to impose fines, as appropriate, in addition to requiring payment for costs resulting from or associated with the offenses.
- v. Contact Restrictions** – Directives to students issued by the college that restrict the contact and/or communication between or among designated parties. Contact Restrictions may be the result of a student conduct process, remedies based resolution, or put in place temporarily.

Contact Restrictions prohibit all forms of communication between designated parties, direct or indirect, including in person, social media, text messaging, email, mail, and through the use of friends, family, or acquaintances making requests on the individual's behalf. These restrictions are not legal protective orders as those are issued by a court of law.
- vi. Interim Suspension** – Temporary suspension of certain rights or privileges while a conduct case is pending. Interim suspension may be broad and all-inclusive, involving the student's removal from campus until the hearing, or may be restricted to a specific location and/or function and is based on the determination that the safety and well-being of the college community or specific persons are at risk.
- vii. Warning** – A conduct warning is the result of a Standards violation that calls into question the student's full understanding of the conduct expected of a student at the college. Students who receive a warning will be asked to examine the source of their behavior and ways to refocus themselves to return to good standing. Students who violate the Code of Conduct while on warning will face more serious sanctions. No other specific action is taken unless further misconduct occurs. A Conduct Warning will be maintained as part of a student's educational record until graduation.
- viii. Disciplinary Probation** – This action constitutes a change in status between good standing and suspension or expulsion from the college. The student is permitted to remain enrolled and to continue attending classes at the college under certain stated conditions depending upon the nature of the violation. If a student violates the Student Code of Conduct further while on conduct probation, the student may be subject to suspension or expulsion. Probation may extend beyond one semester, and may be imposed for the duration of the student's studies at LIBI.
- ix. Disciplinary Conduct Suspension** – Conduct suspension is a separation of the student from the college (including its premises and activities) for a specified period of time. This sanction is instituted when a period away from the college may be neces-

sary and sufficient in reconciling the student to the college community's values and goals. Depending on the timing of the suspension, all fees and academic credits for the semester during which the suspension occurs may be forfeited. Student who wish to return LIBI after their suspension period has concluded must make that request to the Provost or designee and will be asked to demonstrate willingness to abide by LIBI's Student Code of Conduct. Conduct Suspension is maintained as a part of a student's educational record indefinitely.

x. Educational Referrals – LIBI reserves the right to impose counseling or substance assessments or other required educational sanctions.

xi. Disciplinary Conduct Expulsion – Conduct expulsion is a permanent separation of the student from the college (including all college premises and activities). This sanction is given to students who have proven themselves incapable of following the Student Code of Conduct and are unable to demonstrate an understanding of the ethical values held by the institution. This sanction is usually given because of continued pattern of violations that directly threaten the safety or well-being of the members of the college community. Record of the expulsion will appear in the student's file maintained by the Registrar and will be kept indefinitely. Students who are dismissed may request a refund for tuition for the semester in which the dismissal is imposed only in accordance with the refund policy and schedule published in the College Catalog. All fees and academic credits for the semester during which the expulsion occurs are forfeited.

xii. Revocation of a Degree or Certificate – This sanction would be the result of the college discovering that the credential was awarded based, in whole or in part, upon the student's satisfying the academic requirements for the award of the credential by or through actions which constitute academic dishonesty;

The credential was awarded based, in whole or in part, upon the student's satisfying the academic requirements for the award of the degree, diploma and/or certificate by or through actions which involve falsification, misrepresentation, fabrication or other mischaracterization of the nature of or number of credit hours or degrees earned at other institutions of higher education for which LIBI had awarded transfer credit;

The credential was awarded based, in whole or in part, upon the student's obtaining a waiver of the academic requirements for the award of the credential by or through actions which involve falsification, misrepresentation, fabrication or other mischaracterization of the reasons for such waiver of the academic requirements for the award of the credential or the forgery, falsification, fabrication or mischaracterization of the necessary approval of such waiver of the academic requirements for the award of the credential;

The credential was awarded despite the student's failure to satisfy the academic requirements for the award of the degree, diploma and/or certificate in existence at the time the credential was awarded and without regard to whether or not the student's conduct contributed, in whole or in part, to the erroneous award of the credential.

xiii. Transcription Notation – Any time a student is found responsible for committing a violent act, including but not limited to sexual misconduct, Education Law Article 129-B requires a notation be made on the student's transcript. The notation may read, "suspended after finding of responsibility for a code of conduct violation" or "expelled after a finding of responsibility for a code of conduct violation." If a student withdraws from the institution while conduct charges are pending, and declines to complete the disciplinary process, as outlined above, a notation will be made on the transcript indicating the student "withdrew with conduct charges pending." Students suspended from the college for acts of violence, including but not limited to sexual

misconduct, have the right to request that disciplinary notation be removed from the transcript, one year from the date of their return to the college from suspension. This request needs to be made, in writing, to the Provost, and is not a guarantee the notation will be removed. If a finding of responsibility is vacated, for any reason, any such transcript notation shall be removed.

- xiv. Other Sanctions** – Educational Tasks: Examples of educational tasks include, but are not limited to, essays, assignments, community development initiatives, educational workshops provided by the college or outside entities, etc. The student will be required to submit proof of completion of the educational task from a source deemed appropriate by the college. Other sanctions may include programs related to the nature of the violation, including, but not limited to alcohol/substance education, including alcohol/substance assessment and treatment. Withholding or deferral of issuance of degree or revocation of alumni privileges (if the respondent graduates prior to the conclusion of the disciplinary process).
- xv. Non-Compliance with Sanctions** – Sanctions imposed through the Student Conduct process are official actions of LIBI. Failure to comply with sanctions that are imposed by hearing panels, or to comply with specific conditions related to the safety and security of any parties while a case is pending, will likely result in additional charges through the Student Conduct process. Students who are going through a conduct process are placed hold by the Office of the Registrar (i.e. affecting the student's ability to register for classes, ability to obtain transcripts, etc.). Non-compliance with sanctions may result in immediate suspension or dismissal from the college.

FACTORS CONSIDERED WHEN DETERMINING SANCTIONS

The following information pertains only to non-sexual assault cases, domestic violence, dating violence, or stalking. For information specific to those categories please see the Enough is Enough Sexual Assault Special Section.

Sanctions are commensurate with the nature and scope of the violation. Subsequent violations generally result in more serious disciplinary sanctions. The college considers previous violations, and other factors such as the ones listed below when determining appropriate sanctions:

- The nature of the violation;
- The student's scope of involvement;
- The severity of violation(s) and the actual harm caused by the respondent's conduct/behavior;
- The respondent's intentions;
- The impact on the individual(s) involved;
- The impact on the college community;
- The pervasiveness of the behavior;
- The respondent's demonstrated understanding of the transgression and how the behavior violates college policies and values;
- The respondent's acknowledgement of responsibility for improper conduct and sincere remorse;
- The respondent's disciplinary history;
- The respondent's level of cooperation and compliance with directives during the hearing process.

This list is not intended to be exhaustive and is only a partial enumeration of the factors considered when determining appropriate sanctions. LIBI evaluates each student's situation individually when considering other mitigating and aggravating factors.

DISCIPLINARY FILES AND RECORDS

Disciplinary files and records are maintained by the Student Conduct Officer for seven years after the student graduates or is inactive, in accordance with institutional record retention policies. In the event of suspension or expulsion, records are maintained as follows:

- **For cases where allegations do not involve sexual assault, domestic violence, dating violence, or stalking:**

If a student is suspended for a disciplinary infraction-- the suspension will be noted on the student's transcript and other files maintained by the Registrar. The suspension is noted on the transcript only during the suspension period; *for cases that do not involve sexual assault, domestic violence, dating violence, or stalking*, the notation will be removed from the transcript once the suspension is served and the student returns to good standing.

- **For cases involving sexual assault, domestic violence, dating violence, or stalking (applicable regardless of whether the violation occurs on campus, off campus, or while studying abroad):**

If the suspension occurs because a student is found responsible after a conduct process (or takes responsibility) for a Code of Conduct violation where allegations involved sexual assault, domestic violence, dating violence, stalking or Clery Act Part I Primary Crimes ^[1], the Registrar will make the following notation on the student's transcript: "suspended after a finding of responsibility for a code of conduct violation". These notations will appear on the actual transcript and students may not petition to have the notation issued on a separate, detachable paper. This notation will not be removed prior to one year after conclusion of the suspension.

If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed.

Expulsions are permanently noted and remain in the Registrar's files indefinitely regardless of the type of violation. Students expelled after being found responsible (or taking responsibility) for violation of the Code of Conduct where the allegations involved sexual assault, dating violence, domestic violence, or stalking will have the following notation placed on their transcript: "expelled after a finding of responsibility for a code of conduct violation." Notations for expulsion shall not be removed from the student's transcript.

Students who withdraw from the college while conduct charges are pending, and decline to complete the disciplinary process, LIBI will make a notation on the transcript of such students that they "withdrew with conduct charges pending." This notation will stay on the transcript permanently, or until the student returns and participates in the disciplinary process until its conclusion. Returning to participate in the disciplinary proceedings does not preclude the responding student from being found responsible for a conduct violation where a notation of suspension or expulsion is mandated.

¹ Violations equivalent to crimes of violence, as defined in the Clery Act (as updated by the Violence Against Women Act Final Regulations) Part I crimes, as set forth in 34 C.F.R. §668.46(c), that require a transcript notation under §6444(6) are: murder; manslaughter; rape, fondling, incest and statutory rape; robbery; aggravated assault; burglary; motor vehicle theft; and arson.

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Students must understand that actual Clery Act reportability of an incident is not relevant to the question of whether a transcript notation of a violation must be utilized. All students who take responsibility or are found responsible after a Code of Conduct process for a Student Code of Conduct violation whose definition is equivalent to a Clery Part I Primary Crime*, or who withdraw with conduct charges pending, must have such corresponding notation (described above) on their transcript regardless of where or when the violation occurred.

In all cases, if a finding of responsibility is vacated for any reason, transcript notations will be removed.

Written student appeals to lift transcript notations should be sent to the Provost of the college.

Provost Johnson
136-18 39th Avenue
Flushing, NY 11354
email: sjohnson@libi.edu

Notations involving **suspensions** for Code of Conduct violations related to sexual assault, dating violence, domestic violence, or stalking **may not be lifted until one year after the suspension ends**. A notation for expulsion related to sexual assault, dating violence, domestic violence, or stalking **may not be removed via an appeal to the college**.

A student's conduct record is considered a part of their educational record and may not be disclosed by the college without the written consent of the student(s) to whom the requested information pertains, unless otherwise permitted or required by the Family Educational Rights and Privacy Act of 1974, and Campus Security Act of 1990 or the Clery Act of 1998.

The reporting individual of a violent crime, sexual assault, domestic violence, dating, or stalking offense will be informed of the decision and any sanction resulting from a conduct process with the responding student.

TUITION AND FEES

Students who are suspended or dismissed may request a refund for tuition and fees for the semester on which the sanction is imposed in accordance with the refund policy and schedule published in the College Catalog. Depending on the timing of the suspension, all fees and academic credits for the semester during which the suspension occurs may be forfeited.

SECTION 7 - STUDENT HEARING PROCEDURES

Instances where the hearing does not involve Title IX allegations, or allegations of sexual assault, domestic violence, dating violence, or stalking, or in instances when possible sanctions would not include suspension or expulsion from the college if the student were found responsible, are addressed through the following hearing process:

- Hearings are recorded for purposes of review in the event of an appeal. LIBI will produce a single verbatim record, such as an audio recording or a transcript prepared by one of LIBI's Court Reporting faculty, for all panel hearings. **Deliberations will not be recorded.** The record is LIBI's property and will be maintained according to LIBI's record retention policies.
- Hearings are closed to the public.

In conduct cases where more than one respondent is involved, the allegations will generally be heard jointly; however, the college may opt to conduct the hearing pertinent to each responding party separately. In instances when hearings are conducted jointly, the panel will make separate determinations of responsibility for each responding party.

The respondent and complainant have the following rights:

LIBI uses the “more likely than not” standard in cases where sexual or interpersonal violence is alleged and in all other cases where violation of Student Code of Conduct is alleged.

- To receive advance notice of the alleged violation(s) and the date of the hearing;
- The opportunity to present their version of the events in question;
- To have witnesses present information on their behalf;
- To not participate in or answer any questions during a hearing;
- To question any statements presented against them by submitting written questions to the hearing panel;
- To challenge the objectivity of the hearing;
- Appeal the outcome of the hearing.

Advisors are not permitted during hearing procedures not involving allegations of sexual assault, domestic violence, dating violence or stalking.

STANDARD OF PROOF IN CONDUCT PROCEEDINGS

“**Preponderance of evidence**” refers to the standard used by the conduct hearing panel whereby a respondent will be held liable if fact finders and members of the panel believe that the respondent has more likely than not engaged in the conduct giving rise to liability/responsibility. LIBI uses the “more likely than not” standard in cases where sexual or interpersonal violence is alleged and in all other cases where violation of Student Code of Conduct is alleged. If the standard is met the respondent will be found responsible.

SECTION 8 - APPEAL PROCESS

The following policy outlines procedures for appealing cases **NOT involving** Sexual Assault, Dating or Domestic Violence, or Stalking. For procedures involving Sexual Assault, Dating or Domestic Violence, or Stalking please refer to the [Enough is Enough Sexual Assault Special Section](#).

An appeal is not a rehearing of the matter and will not be considered simply because the person submitting the appeal disagrees with the outcome.

GROUNDINGS FOR APPEAL

Upon receiving notification of the outcome of a student conduct hearing, a respondent and complainant may appeal in writing for any of the following reasons:

- a. Procedural error that likely impacted the hearing outcome.
- b. New information (applies when there is an acceptable reason to explain why the information could not be presented at the original hearing).
- c. Inappropriate sanctions that resulted in one or more of the following: suspension, and/or expulsion.

APPEAL PROCEDURES

The respondent and complainant must present a written request that specifically articulates one or more reason(s) for appeal from the grounds listed above to the Provost or designee (students will be informed at the time of the hearing if there is a designee) within seven (7) calendar days of notification of the hearing decision. The request must be received by the college no later than the 7th calendar day after the notification of the hearing decision.

The person submitting the appeal must include in the written appeal:

- a. the reason(s) for the appeal (simply disagreeing with the outcome is not a valid reason, appeals on fines will not be accepted);
- b. the supporting facts;
- c. copies of all supporting documents or evidence that was not available at the time of the hearing, but may have changed the outcome if they were;
- d. the requested solution;
- e. the appeal must include the signature of the person submitting the appeal.

Appeals cannot be submitted by a third party on behalf of the respondent or the complainant.

If the appeal process is permitted to move forward because sufficient information was presented to the Provost, or designee, to warrant the decision to assemble an appeal panel, the parties will be notified in writing. No sanctions will be lifted during the appeal process. If sanctions prohibit contacting another individual, that sanction will also not be lifted. The Provost or designee will assign a board to hear the appeal. Upon considering the appeal, the appeal board may sustain the sanction(s), reduce or increase the severity of the sanction(s), reopen the case with the original Student Conduct Panel, or require that the case be reheard by a new Student Conduct Panel. The record for appeal will be placed in the student conduct file maintained by the Conduct Officer. Decisions on all appeals will be rendered within seven (7) calendar days, absent extenuating circumstances. At the conclusion of any appeal process, the respondent and the complainant will be notified in writing of the outcome of the process. Appeals of expulsion must be submitted to the Office of the President. The College President, the Provost, and the Assistant Campus Director will convene to deliberate the appeal and will render a written decision to the respondent regarding the appeal of an expulsion decision within seven (7) calendar days from the receipt of the appeal. This decision will be final.

SECTION 9 - PROCESS FOR SEXUAL ASSAULT, DOMESTIC VIOLENCE, DATING VIOLENCE, AND STALKING

NOTIFICATION OF OUTCOME

For violations concerning alleged sexual assault, domestic violence, dating violence, and stalking both the reporting individual and the respondent will be notified in writing of the final outcome of the disciplinary hearing process, the rationale for the decision, the sanction and the rationale for the sanction. LIBI will provide the parties with simultaneous notice of the outcome. Both the reporting individual and the respondent will have the right to appeal the decision and sanctions. The allotted time to appeal is (seven) 7 calendar days from the receipt of the decision. If there is no appeal within the allotted time, LIBI will provide notice to the parties when the outcome becomes final because the time for an appeal has expired.

For all other conduct violations, not stemming from allegations of sexual misconduct, relationship violence, or stalking, the respondent will be notified in writing of the final outcome of the disciplinary hearing process as well as any sanctions.

APPEAL PROCESS

Both the respondent and the reporting individual may appeal the decision and/or the sanction(s) within 7 calendar days from the receipt of the letter outlining the finding and sanctions (if applicable). The appeal should be addressed to the college official whose contact information is on the decision letter.

Failure to notify the college of the request to appeal within the allotted time will render the original decision final. If there is no appeal, LIBI will provide notice to the parties when the outcome becomes final because the time for an appeal has expired.

Upon the receipt of the written request for appeal, LIBI will assemble an Appeals Panel. The college will generally hold the appeals hearing within five (5) days from the receipt of the written appeal. The Appeals Panel will be comprised of three (3) members other than individuals who made the initial decision. The Chair of the Faculty Governance Council, the Assistant Campus Director, and the Director of the Academic Success Center are the standing members of the Appeals Panel. In the event that a conflict of interest exists, or one of the members is unavailable, the Provost will appoint a replacement member from the faculty. The Appeals Panel will reach their decision by majority vote.

The procedure to file an appeal is as follows:

1. The appeal must be in writing.
2. The appeal must be filed with 7 calendar days from the receipt of the decision/sanction letter.
3. The party appealing must clearly and specifically provide the grounds for appeal. Disagreement with the finding or sanction is not, by itself, a ground for appeal.
4. The appealing party must also submit copies of any and all materials the party wishes to provide as evidence for his or her appeal.

Grounds for appeal are:

Appeals must be in writing. They must be made within seven (7) calendar days.

There are three grounds for appeal:

(i) Procedural error:

A procedural error occurred that significantly impacted the outcome of the determination. The party seeking an appeal must clearly and specifically demonstrate that the student was denied a fair review by identify and detailing each alleged error within the investigative and/or hearing process and how those error(s) substantially affected the decision of the Hearing Panel to the detriment of the appealing party.

(ii) New information:

New information that was unavailable and could not have been obtained at the time of the hearing has become available, and the consideration of this new information could impact the outcome.

(iii) Excessive or insufficient sanction:

The sanctions are not consistent with the severity of the alleged sexual misconduct.

Sanctions shall remain in effect pending the resolution of any timely appeal.

- a. No additional evidence is allowed and no witnesses will be heard during an appeal hearing, except for appeals brought under (ii) above. For grievance (i) and

- (iii) above, the Appeals Panel will consider only the individual's appeal and the record of the case.
- b.** The Appeals Panel will make a final determination on the appeal. A written determination will be rendered within 10 business days after the conclusion of the appeal hearing.
- c.** A written determination will be issued concurrently to the respondent and the complainant.