

COLLEGE CATALOG 2023 - 2025

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LIBI
LONG ISLAND
BUSINESS INSTITUTE

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 BRANCH CAMPUS

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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

89 Washington Avenue
Albany, NY 12234

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

The Long Island Business Institute (LIBI) is a Candidate for Accreditation by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 428 J Street, Suite 400, Sacramento, CA 95814, 415-506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at:

www.accjc.org

Candidate for Accreditation is a status of preliminary affiliation with the Commission initially awarded for two years. Candidacy does not assure eventual accreditation.

All programs (including Distance Education Format) are registered by the New York State Education Department Office of College and University Evaluation Education

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

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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 – 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,



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 the LIBI NYC Extension Center) or 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 requirements 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.

NON-DISCRIMINATION 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, Campus Director-Commack, and the Director of Operations (*see [Appendix K for Office Locations](#)*) 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, 5th Floor, Flushing, NY 11354.

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

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DEFINITION OF KEY TERMS

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 post-secondary 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 coursework.

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. **“A.O.S.”** (*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 coursework. 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. **“A.S.”** (*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.

tion and chooses to continue his/her studies without eligibility for Financial Aid (also see Extended Enrollment). All credits earned by a nonmatriculated 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 U.S. 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.

SECTION I: GENERAL INFORMATION

MISSION & 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 Section VII, Student Services and Student Life.*](#)

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 Extension Center). As of 2021, LIBI Commack has 60 enrolled students; LIBI Flushing has approximately 400 students and the LIBI NYC Extension Center has approximately 300 students. LIBI Flushing and the LIBI NYC Extension Center 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 (hereinafter will be referred to as the Commack Campus) offers only the Court Reporting program. The College is also approved to offer an Associate in Science (A.S.) degree in Business Administration and Homeland Security and Security Management, as well as a standalone non-credit ESL Certificate program.

Students who enroll at the LIBI NYC Extension Center 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 the LIBI NYC Extension Center 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 the LIBI NYC Extension Center because it is classified as an extension center. Students who attend the LIBI NYC Extension Center 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 the LIBI NYC Extension Center 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,
5th Floor
Flushing, NY 11354

LIBI COMMACK

Branch Campus

6500 Jericho Turnpike
Suite 202
Commack, NY 11725

LIBI NYC

Extension Center

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

Flushing Campus

The Flushing Main Campus is located at 136-18 39th Avenue with a second building located across the street at 136-17 and is accessible by the Long Island Railroad, the #7 Subway line, and numerous local buses. (Refer to Appendix A for more detailed information.) Twenty-four classrooms include six computer rooms equipped with current Microsoft Windows and Office software. Several classrooms and the computers in the Academic Success Center are equipped with ESL language-learning software.

The Flushing Main Campus Library houses over 3,900 general interest and technical volumes, periodicals, videotapes, and DVD/CDs to support all academic programs. It also maintains an extensive collection of language-graded texts and periodicals for limited English-speaking adults. The campus 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 86,000 titles that can be accessed from computers on and off campus. The library also subscribes to the Credo Reference database that hosts more than 600 reference titles, Encyclopedia Britannica; Homeland Security Digital Library over 157,000 resources, EBSCO – Academic Search Elite includes over 2,300 full-text journals, and Novel NY databases. There are eight computer stations located in the Flushing campus library. Refer to <https://libi.edu/student-services/library/> or the librarian for current hours of operation.

Commack Campus

The LIBI campus in Commack, Long Island, is conveniently located at the intersection of Jericho Turnpike and Commack Road, two miles north of the Long Island Expressway (Exit 52 eastbound, Exit 53 westbound) and one mile north of the Northern State Parkway, Exit 43 on Commack Road. There is ample student parking and accessibility to the Suffolk Transit Buses and the Long Island Railroad. (Refer to Appendix A for more detailed information.) The facility houses well-lit, air-conditioned classrooms equipped with standard office computer technology. Current Stenograph Case Catalyst software, Microsoft Windows and Office software are available along with Internet access.

The Commack Campus Library houses over 2,500 general interest and technical volumes, periodicals, videotapes, audiocassettes, and DVD/CDs to support the court reporting programs. The library is a participant in the Long Island Library Resources Council (LILRC) consortium that provides inter-library lending and resource sharing among Long Island libraries and also subscribes to a variety of online databases.

A subscription to the Ebook Central online full-text service provides over 150,000 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 <https://libi.edu/student-services/library/> or the librarian for current hours of operation.

LIBI NYC Extension Center

The LIBI NYC Extension 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 LIBI NYC Extension 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 Ebook Central online full-text service provides over 150,000 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 <https://libi.edu/student-services/library/> 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 the LIBI NYC Extension 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 campuses' extensive English as a Second Language course offerings. Business and Office Technology degree programs are the most popular at the Flushing campus and the LIBI NYC Extension Center. Prior to the Covid-19 pandemic, approximately 40% of the enrolled student population attended courses in the evening. Most students taking courses in the evening would come directly from their places of employment.

AFFILIATIONS AND MEMBERSHIPS

- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- American Psychological Association (APA)
- ASIS International
- Association on Higher Education and Disability (AHEAD)
- Association for the Advancement of Computing in Education (AACE)
- Computer Science Teacher Association (CSTA)
- CPA Academy member
- Criminal Justice Educators Association of New York State. (CJEANYS)
- Firefighter Association of New York (FASNY)
- Harvard Business Publishing for Educators
- International Computer Science and Engineering Society (ICSES)
- International DB2 Group (IDUG)
- International Organization for Black Security Executives
- International Security Management Association
- International Technology and Engineering Educators Association (ITEEA)
- NAACP
- National Black MBA Association
- National Business Education Association (NBEA)
- National Court Reporters Association (NCRA)
- National Education Association (NEA)
- New York State Court Reporters Association
- New York State Financial Aid Administrators Association (NYSFAAA)
- New York State Society of CPA's
- NY Fire Safety Institute
- QuickBooks for Educators Program
- Society for Human Resource Management (SHRM)
- Texas Computer Education Association (TCEA)
- TESOL
- The Professional Accounting Society of America

LIBI IS APPROVED BY THE FOLLOWING AGENCIES

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

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 enabling the professors to provide students with an authentic professional/industry perspective.

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 Institutional Effectiveness Plan are as follows:

RETENTION RATE BY PROGRAM	FALL 2021	FALL 2022
Accounting A.O.S.	66%	64%
Business Management A.O.S.	58%	52%
Court Reporting A.O.S.	-	-
Court Reporting Certificate	-	-
Homeland Security and Security Management A.O.S.	100%	-
Hospitality Management A.O.S.	48%	64%
Office Technology A.O.S.	68%	71%
Office Technology A.O.S. - Medical Office	68%	64%

PLACEMENT RATE BY PROGRAM	2019-2020	2020-2021	2021-2022
Accounting A.O.S.	50.9%	86.7%	76.8%
Business Management A.O.S.	52.7%	80.0%	68.8%
Court Reporting A.O.S.	82%	100%	100%
Homeland Security and Security Management A.O.S.	36.4%	50.0%	72.7%
Hospitality Management A.O.S.	69.2%	77.3%	71.4%
Office Technology A.O.S.	56.4%	70.0%	67.7%
Court Reporting Certificate	100%	86%	70%

* 2019 - 2020 Placement Rate is greatly affected by the Covid-19 Pandemic.

GRADUATION RATES - COHORT FALL 2019 BY RACE				
RACE AND ETHNICITY	100%	150%	OVERALL GRADUATION RATE	GRAND TOTAL
Asian	32%	1%	34%	321
Black or African American	17%	18%	35%	67
Hispanic	23%	7%	30%	125
Race and Ethnicity Unknown	0%	100%	100%	1
Two or More Races	33%	0%	33%	3
White	25%	0%	25%	4
GRAND TOTAL	28%	5%	33%	521

GRADUATION RATES - COHORT FALL 2019 BY ACADEMIC PROGRAM				
PROGRAM	100%	150%	OVERALL GRADUATION RATE	GRAND TOTAL
Accounting A.O.S.	42%	2%	45%	85
Business Management A.O.S.	17%	5%	22%	173
Homeland Security and Security Management A.O.S.	33%	11%	44%	10
Hospitality Management A.O.S.	40%	3%	43%	73
Office Technology A.O.S.	27%	7%	33%	180
GRAND TOTAL	28%	5%	33%	521

Caveat: Student cohort that registered in the court reporting programs for the fall 2018 was comprised of students with some college education.

GRADUATE DEMOGRAPHICS

The following data reflects the demographics of the combined LIBI graduates from all locations within the academic year 2021-2022.

DEMOGRAPHIC DATA FOR LIBI GRADUATES ACADEMIC YEAR 2021-2022		
ETHNICITY	FEMALE	MALE
American Indian or Alaska Native	0%	0%
Asian	44.3%	14.0%
Black or African American	10.4%	1.1%
Hispanic	22.3%	2.9%
White	1.4%	0.7%
Two or More Races	0.4%	0.7%
Non-Resident	1.8%	0.0%
GRAND TOTAL	80.6%	19.4%

RESIDENCE	
Bronx	12.6%
Brooklyn	24.5%
New York	9.4%
Queens	43.5%
Staten Island	2.2%
Long Island	6.5%

PELL RECIPIENTS DEMOGRAPHICS

The following data reflects the demographics of the combined LIBI graduates from all locations that were enrolled in Fall 2020 and awarded PELL an time during within the academic year 2020-2021.

DEMOGRAPHIC DATA FOR PELL RECIPIENTS ENROLLED IN FALL 2020					
AGE		ETHNICITY		GENDER	
< 20	2.7%	Asian	56.31%	Female	81.66%
20 - 29	29.88%	Hispanic	29.19%	Male	16.67%
30 - 39	39.55%	Black or African American	12.23%		
40 - 49	21.4%	White	0.1%		
50 - 59	6.9%	Two or more Races	0.59%		
>= 60	0.2%	Race and Ethnicity Unknown	1.58%		

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 VII](#).

FINANCIAL AID & STUDENT DEBT

Percentage of students receiving federal loans:	14%
Total AVG Debt:	\$4,847

For more information please visit:

<https://libi.edu/students-should-know/summary-of-consumer-information/>

Caveat: Loan repayments and default rates are an important measurement for LIBI as such a small number of our student population borrows to go to school. Slight shifts have a very big impact on how we look to our stakeholders, and we must be much more vigilant than schools with a larger borrower base. We are questioning the 2019 data with the Department, and we will be reporting the outcome in next year's IEP.

SECTION II: STUDENT INFORMATION

GENERAL EDUCATION PHILOSOPHY

General education at LIBI provides students with opportunities to develop a broad range of professional and academic skills and perspectives required to succeed in today's complex and changing business environment. General education at LIBI is designed to be the basis for career development and the motivation for becoming a lifelong learner and a global citizen. General education aims to empower students to recognize and apply the values of intellectual inquiry, academic literacy, ethical behavior, personal responsibility, and physical well-being.

The holistic learning environment fostered by the general education curriculum affords students structured opportunities to engage with individuals and learn material from different cultures, ethnicities, faith traditions, and philosophical perspectives. The general education philosophy closely relates to the mission statement and core competencies. The four primary focus areas of general education at LIBI are cultural sensitivity, oral and written communication, and collaboration.

- **Cultural Sensitivity:** Awareness of differences and similarities without assigning value is the core of this focus area. We aim to have students express their perspectives and identify what influences them, examine their views and others, analyze, and synthesize causes and effects of societal issues, and be able to identify social constraints in a variety of settings.
- **Oral Communication:** We aim for students to speak with elocution and enunciation in conjunction with non-verbal communication strategies. Lead, actively listen, and contribute during group discussions, cohesively structure presentation material, and reinforce discussed concepts with supplementary visual or non-visual materials.
- **Written Communication:** Students will evaluate and cite primary and secondary research resources and synthesize informed opinions with scholarly sources. Utilize professional and diverse writing conventions and subject-specific vocabulary and respond to peers and others coherently and from multiple angles to avoid bias and reach different audiences.
- **Collaboration:** Students will negotiate differing opinions to reach a consensus that includes ideas, contributes to the group, identifies, and allocates priorities and tasks in realistic professional situations, and expands and improves collaborative efforts through self and peer evaluation.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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, including LIBI, 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 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."

FERPA provides eligible students with the right:

- to inspect and review their education records maintained by LIBI. Colleges are not required to provide copies of records unless, for reasons such as great distance, it is impossible for eligible students to review the records. Colleges may charge a fee for copies.
- to request that a college correct records which they believe to be inaccurate or misleading. If the college decides not to amend the record, the eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- not to have information from his/her education record released by the college without the eligible student's written permission. 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;
 - 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.
- to restrict access to their academic records, as well as reverse a restriction to their records.

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 parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify eligible students annually of their rights under FERPA. The actual means of notification is left to the discretion of each school.

LIBI strictly follows the privacy regulations outlined in the Federal Family Educational Rights and Privacy Act (FERPA) of 1974 which regulates a wide range of privacy related activities. For the full version of LIBI's FERPA policies and notification please visit: <https://libi.edu/students-should-know/summary-of-consumer-information/>

Students with questions about the FERPA policies outlined in LIBI's FERPA notifications should speak to the Registrar office staff.

INSTITUTIONAL REGISTRAR OFFICE – students from all 3 locations should contact the office of the institutional registrar.

Connie Zheng

Registrar

136-18 39th Avenue, 5th Floor

Flushing, NY 11354

Phone: 718-939-5100

COMPLAINTS ASSOCIATED WITH FERPA SHOULD BE MADE TO THE PROVOST.

Stacey Johnson

Provost

Annex Building

136-17 39th Avenue, 4th Floor

Flushing, NY 11354

Phone: 347-368-1193

Questions about LIBI's interpretation of the FERPA guidelines should be referred to the President of the college by emailing president@libi.edu.

Students who feel that the school has not adequately addressed their FERPA concerns and have followed the internal complaint procedures as written may contact the U.S. Department of Education Family Policy Compliance Office. For additional information, students may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

The complaint form may also be downloaded and either submitted to SPPO by e-mailing it to FERPA.Complaints@ed.gov or by printing out the form, signing and mailing it to the following address:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Ave, SW
Washington, DC 20202-8520

LIBI's full FERPA policy can be found in the following link: <https://libi.edu/students-should-know/summary-of-consumer-information/>.

Or click here to open the document: [LIBI's FERPA Policy](#).

TITLE IX AND SEX DISCRIMINATION

Title IX of the Education Amendments of 1972 states that “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

LIBI does not discriminate on the basis of sex in recruitment, admissions, or counseling; in providing financial assistance; in treatment of pregnant and parenting students; in disciplinary actions the college imposes on students; or in employment. LIBI does not in any way retaliate against any student or employee for opposing an unlawful educational practice or policy, or anyone who made charges, testified or participated in any complaint action under Title IX. **Please access LIBI's Title IX policy in the following link:** <https://libi.edu/students-should-know/title-ix-vawa/>

Under Title IX, discrimination on the basis of sex includes sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

For more information, please see the link to the Annual Safety Report and Enough is Enough Special Report: <https://libi.edu/students-should-know/>

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 exami-

nations 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.

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.

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.
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.

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

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.

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 212-226-7300 Ext. 2 or by e-mailing kchang@libi.edu / ada@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. For the full policy and directions on how to seek accommodations, please review the student handbook.

DRUG-FREE CAMPUS POLICY

The Long Island Business Institute (LIBI and the "college") is committed to creating and maintaining an environment for its students, staff, and faculty that is free of illicit drug and alcohol use. LIBI recognizes that the abuse of drugs and alcohol is a potentially strong threat to the college, to its educational mission and programs, and to the safety and well-being of the community. Although the college is prepared to assist individuals seeking corrective help for drug or alcohol-related problems, LIBI's policy that the unlawful manufacture, possession, use, or distribution of drugs and other controlled substances on or about the campus or any site of a LIBI-sponsored or sanctioned activity is strictly prohibited and will not be tolerated.

LIBI is committed to adopting and implementing programs, including awareness campaigns and counseling programs that may be needed to prevent the unlawful manufacture, possession, use or distribution of illicit drugs and alcohol by all students and employees on campus or as part of any LIBI activities.

Federal, state, and local laws address the unlawful manufacture, possession, use, or distribution of drugs and other controlled substances, determine when drug and alcohol use is illegal, and set the legal sanctions for such laws. LIBI and members of its community are subject to these laws as well as LIBI's disciplinary policies which also prohibit such illegal behavior.

The sale, service, possession, and consumption of alcoholic beverages at LIBI is governed by the New York State Alcoholic Beverage Control Law, by other New York State and New York City laws, and by College policy. For complete Alcohol and Other Drugs Policy please visit the following link: <https://libi.edu/alcohol-and-other-drugs/>.

HEALTH AND OTHER EFFECTS OF DRUGS AND ALCOHOL

Abuse of alcohol and drugs can have serious health effects on the individual abusing such substances, their families, friends, and communities. Some of these effects are listed below. Mindful of these risks, the college provides external referrals to counseling, treatment, and educational programs to help those who abuse alcohol and drugs and those who may be affected by this abuse. Please review the most recent AOD Annual Notifications for information about identified external assistance programs in the following link: <https://libi.edu/alcohol-and-other-drugs/>.

A. Alcohol Risks

The National Council on Alcoholism and Drug Dependence (NCADD) identifies “alcohol-related problems and impairments such as liver disease, gastritis, anemia, neurological disorders, impairments in cognition, [and] changes in mood or behavior.” Chronic and heavy drinking can cause serious health problems, including cancer, heart disease, liver damage, and brain and nervous system problems.

Alcohol consumption also presents serious health risks to pregnant women and can cause birth defects. For more information, please see: <https://oasas.ny.gov/alcohol> (Office of Addiction Services and Supports) or NYC Health <https://www1.nyc.gov/site/doh/health/health-topics/alcohol-and-drug-use-services.page>

LIBI’s AOD report is available here: <https://libi.edu/alcohol-and-other-drugs/>

Alcohol abuse, including excessive or "binge" drinking, can also seriously affect academic and work performance. Alcohol abuse can also lead to behaviors that are destructive, violent, or illegal. In some cases, excessive consumption of alcohol can directly or indirectly lead to death. LIBI’s AOD report is available on the college website and discusses risks, health complications, and legal ramifications associated with the use of drugs, controlled substances, and alcohol. LIBI releases an annual notification to the entire community to ensure a college-wide distribution. All students and employees are urged to review the document and to retain it as a reference in the event that resources within it become needed.

B. Risks of Drugs and Controlled Substances

According to Substance Abuse and Mental Health Services Administration (SAMHSA) nearly 500,000 residents of New York State use hard drugs like cocaine and heroin, and another one million have an alcohol use disorder. As a consequence, 14% of all deaths in the state of New York in the last 10 years were due to alcohol and drugs. <https://www.help.org/drug-and-alcohol-rehab-centers-in-new-york/>

There are an alarmingly large numbers of drugs and they vary greatly in their effects. Many drugs pose serious health risks, impair cognition, and change mood and behavior. Drug abuse can also directly or indirectly lead to death. LIBI strongly encourages all members of its community to review the National Institute on Drug Abuse (NIDA) list of Commonly Abused Drugs showing their common street names, their effects and possible treatment options – <https://www.drugabuse.gov/drug-topics/commonly-used-drugs-charts>. For more information please see AOD report: <https://libi.edu/alcohol-and-other-drugs/>.

ASSISTANCE PROGRAMS

LIBI is committed to the education of its students regarding the dangers of alcohol and drug abuse. While vigorously enforced policies and sanctions are essential to protect the safety and well-being of the community as a whole, we believe that the best way to achieve and maintain the objective of a drug-free campus and community is through preventive education. To achieve this, LIBI provides referrals to external services for those who may require help with alcohol and drug-related problems.

Any member of the LIBI community who may have developed an alcohol or drug-related problem, or who suspects that they are at risk of developing such a problem, or who simply seeks information about illegal or controlled substances, may seek the assistance of the advising team (students), the HR department (employees), or the Campus Safety and Security Committee (students and employees).

OFF-CAMPUS HOTLINE INFORMATION

- **Get the Facts and Get Help**
<https://oasas.ny.gov/>
- **Alcoholics Anonymous**
in NY: 212-647-1680
<http://www.nyintergroup.org>
- **National materials**
<http://www.aa.org/>
- **The Alcoholism Council of New York Help Line**
212-252-7022
- **Cocaine Anonymous**
1-877-958-8012
www.canewyork.org
- **LIFENET**
1-800-847-7831
- **Narcotics Anonymous**
212-929-6262
www.na.org
- **National Council on Alcoholism and Drug Dependence**
914-949-8500
<http://www.ncaddwestchester.org/>
- **National Institute on Alcohol Abuse and Alcoholism**
301-496-4000
www.niaaa.nih.gov
- **Crime Victims Center (CVC)**
631-689-2672
www.CrimeVictimsCenter.org
www.ParentsForMegansLaw.org
- **SAMHSA's National Helpline**
1-877-8HELPNY (435769) (also known as the Treatment Referral Routing Service) or
TTY: 1-800-487-4889 is a confidential, free, 24-hour-a-day, 365-day-a-year, information
service, in English and Spanish, for individuals and family members facing mental and/or
substance use disorders.
- **New York City Department of Mental Health, Bureau of Alcoholism and Substance
Abuse Services**
1-877-846-7369

COLLEGE SANCTIONS

LIBI's Student Code of Conduct outlines expected student behaviors and details possible sanctions that the college will impose for violations. Any student found in violation of the LIBI's policies regarding the unlawful manufacture, possession, use or distribution of illicit drugs, alcohol or other controlled substances on any of LIBI's premises or at any LIBI-sponsored trips or activities is subject to appropriate disciplinary action, including, but not limited to, warning, disciplinary probation, suspension, expulsion, or expulsion without recourse. **In addition to College sanctions, individuals who violate alcohol and drug laws may be subject to federal, state or local criminal prosecution and suspension of financial aid.**

Students are expected to read and abide by the Student Code of Conduct. The Student Code of Conduct is located on LIBI's website under Everything a Student Should Know/Enough is Enough. It is also available here: [Student Code of Conduct](#).

AMNESTY

The health and safety of every student at LIBI is of utmost importance. Anyone in the presence of a severely intoxicated or apparently impaired person is strongly encouraged to contact an appropriate LIBI administrator or to seek emergency medical assistance. LIBI recognizes that students who have been drinking and/or using drugs at the time that gender-based misconduct occurs may be reluctant to report such incidents due to fear of potential consequences for their own conduct. Gender-based misconduct includes, but is not limited to, sexual assault, dating violence, domestic violence and stalking. Any student acting in good faith, who discloses any incident of gender-based misconduct to a LIBI employee or law enforcement will not be subject to subsequent disciplinary action by the college for violations related to the possession and/or use of alcohol and/or drugs occurring at or near the time of the gender-based misconduct, whether use and/or possession is intentional or accidental. This does not apply to those who use alcohol or drugs as a weapon or to facilitate assault.

LAWS CONCERNING CONTROLLED SUBSTANCES

Federal, state and local laws determine when drug and alcohol manufacture, possession, use, or distribution is illegal and set the legal sanctions for violations. Under federal, state and local laws, drug and alcohol offenses can result not only in fines and lengthy criminal sentences but also in the forfeiture of personal and real property and the denial of federal benefits, such as student loans, grants, contracts, and professional and commercial licenses.

A. Penalties under Federal Law

- Federal law criminalizes possession of controlled substances as well as drug trafficking and related crimes. Information about federal criminal law and sanctions can be found at <https://www.justice.gov/usao-nh/frequently-used-federal-drug-statutes> (controlled substances act; see Part D for offenses and penalties) and <https://www.campusdrugprevention.gov/sites/default/files/2021-11/Drugs%20of%20Abuse%202020-Web%20Version-508%20compliant.pdf> (trafficking offenses).
- Drug offenses at or near educational institutions carry enhanced penalties. Anyone found to have manufactured, distributed, or dispensed, or possessed with intent to manufacture, distribute, or dispense, a controlled substance in or on, or within one thousand feet of, the real property comprising a public or private elementary, vocational, or secondary school or a public or private college, junior college, or university is subject to (1) twice the maximum punishment authorized; and (2) at least twice any term of supervised release for a first offense. A fine up to twice that authorized may be imposed in addition to any term of imprisonment authorized. For additional information please see: <https://www.govinfo.gov/app/details/USCODE-2015-title21/USCODE-2015-title21-chap13-subchapI-partD-sec860>.

B. Penalties under State and Local Law

New York State law also criminalizes possession of controlled substances and related crimes:

- New York Penal Law Article 220 (controlled substances)
<http://ypdcrime.com/penal.law/article220.htm>
- New York Penal Law Article 221 (marijuana)
<http://ypdcrime.com/penal.law/article221.htm>

- New York Penal Law Article 120 (vehicular assault)
<http://ypdcrime.com/penal.law/article120.htm>
- Driving Under the Influence and Driving While Intoxicated
<https://dmv.ny.gov/tickets/penalties-alcohol-or-drug-related-violations>

For the full discussion about penalties under State and Local Laws please review LIBI's Alcohol and Other Drugs (AOD) report: <https://libi.edu/alcohol-and-other-drugs/>

SUSPENSION OF FINANCIAL AID ELIGIBILITY FOR DRUG OFFENSES

Students who have been convicted of the sale or possession of illegal drugs while receiving federal student aid (PELL grant, student loans, Federal Work Study) can have their eligibility for federal student financial aid suspended for a period of time.

The Free Application for Federal Student Aid (FAFSA) asks a question about drug convictions to determine whether the student needs to complete a worksheet to determine whether their eligibility for federal student aid is affected.

The suspension of eligibility for federal student aid depends on the number of offenses and whether the conviction was for sale or possession.

- On a first offense, eligibility for federal student aid will be suspended for one year for possession and two years for sale.
- On a second offense, eligibility for federal student aid will be suspended for two years for possession and indefinitely for sale.
- On third and subsequent offenses, the suspension is for an indefinite period for both possession and sale.

The suspension starts from the date of conviction. **Students who had their eligibility suspended may have to repay all financial aid received since the date of conviction.**

There are two methods students can use to regain eligibility before the end of the ineligibility period:

- Students can regain eligibility by completing a qualified drug rehabilitation program.
- Students can regain eligibility by passing two unannounced drug tests given by a qualified drug rehabilitation program.

A conviction for multiple counts of possession or sale is considered a single conviction. Juvenile court convictions are not considered.

BIENNIAL REVIEW PROCEDURES

LIBI's Campus Safety and Security Committee reviews policies related to safety and alcohol and other drugs. The Committee is also responsible for producing, reviewing and evaluating the effectiveness of LIBI's drug prevention policies and programs and to ensure that any college disciplinary sanctions are applied in a fair and consistent manner. A written report of the biennial review is prepared and submitted to the President of the college and made available to others as required by law.

The Committee proposes changes to policies and programs and recommends action to correct any inconsistent application of sanctions for drug and alcohol offenses by LIBI. Those recommendations are reviewed for action by the President, and the Provost. LIBI remains committed to offering programs that prevent drug and alcohol abuse and comply with all regulatory requirements.

For the complete policy on Drug and Alcohol Amnesty please see the Enough is Enough Sexual Assault Special Section document.

** Note that these provisions only cover the student disciplinary process. This policy is intended both to implement Article 129-B of the Education Law (which mandates drug and alcohol amnesty for those who report violence) and to incorporate New York State's Good Samaritan Law, which is designed to encourage individuals to call 911 in the event of an alcohol or drug-related emergency. Generally, the Good Samaritan Law protects persons who witness or suffer from a medical emergency involving drugs or alcohol from being arrested or prosecuted for drug or underage alcohol possession after they call 911. It does not protect against arrest or prosecution for other offenses, such as the sale of drugs.*

Copies of the minutes of LIBI's Safety Meetings are kept by the Chair of the Campus Safety and Security Committee.

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 U.S. Copyright Office website at: <https://www.copyright.gov/fair-use/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.

CLASSROOM PROTOCOLS

Classroom protocols are discussed in the Student Handbook. Please review them carefully.

DISTANCE EDUCATION – COURSES OFFERED ONLINE

In accordance with the U.S. Department of Education (ED) regulations, LIBI requires that all on-line courses and programs for which students may use Title IV funds (federal financial aid) include regular and substantive interaction between students and their instructors. **This applies to both synchronous and asynchronous courses, with the primary focus being asynchronous courses.** Students **must** work with their academic advisors to ensure that they are not in violation of this policy.

Prospective and active students must understand that *regular and substantive interaction* (RSI) between students and instructors is the key element that distinguishes distance education from correspondence education. This distinction is very important because correspondence courses are not typically eligible for federal financial aid. To be eligible for financial aid, all distance education courses must be in compliance with the new definitions for RSI and academic engagement. Students who rely on federal financial aid (Pell or student loans) must be willing to attend classes synchronously in order to not jeopardize their ability to qualify for this aid.

What is “regular and substantive interaction”?

“Regular” interaction is defined as taking place on a “predictable and scheduled basis” throughout the course, and “substantive” means that students are engaged in a course through teaching, learning, and assessments as well as at least two of these five activities:

- I. **Attending a synchronous class**, lecture, recitation, or laboratory activity, physically or online, where there is an opportunity for **interaction between the instructor and students**.
- II. Submitting an academic assignment.
- III. Taking an assessment or an exam.
- IV. Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction.
- V. Participating in a study group, group project, or an online discussion that is assigned by the institution.
- VI. Interacting with an instructor about academic matters.
- VII. Required discussion forum activity.

Students **must communicate with their academic advisor** to avoid any potential problems qualifying for federal financial aid.

SECTION III: ADMISSIONS

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.

ADMISSIONS PROCEDURES

All applicants must visit the Office of Admissions (in-person and/or virtually) to meet with an admissions representative for an interview. The Office of Admissions also provides services virtually throughout digital platforms designed for admissions processes. To complete the enrollment process, the applicant must also complete an application, take all required admissions or placements tests, if necessary, 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. Although LIBI does not require applicants to disclose convictions on the college application, the college cautions applicants that these records may prevent graduates from obtaining certain jobs in fields of Court Reporting and Homeland Security. 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 Provost or the Campus Director-Commack before the end of the late registration period 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.

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.

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

ADMISSIONS DISCLAIMER

LIBI does not discriminate on the basis of race, religion, color, gender, disability, age, sexual orientation, national ancestry or ethnic origin, veteran status, status as a victim of domestic violence, or any other lawfully protected categories in administration of its educational policies, admission policies, scholarship and loan programs, and other school-administered programs; however, students are advised that admission is contingent upon the truthful representation of all information contained in the application. Should the college extend an acceptance and later discover that false information was presented to gain admission, the college reserves the right to immediately dismiss the student. Should the college dismiss the student, all charges paid, and credits earned will be forfeited by the student.

LIBI further reserves the right to deny (temporarily or permanently) or revoke admission to any applicant who has exhibited behavior that has severely disrupted, hindered, or obstructed regular operations of the college. LIBI also reserves the right to refuse admission or re-enrollment or to place conditions on admission or re-enrollment of applicants and former students who it determines represent a safety risk to the college community or property. Re-enrollment candidates may be denied admission based on their existing record at LIBI.

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
- Homeland Security And Security Management
- Hospitality Management
- Office Technology: Medical Office Track And Office Technology Track

All candidates must:

- Demonstrate, through an interview with an admissions representative, 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);
- Applicants take the Accuplacer;
- If taking the Accuplacer the following scores are necessary: Accuplacer Reading (Minimum 233), Accuplacer Writing (Minimum 235) and Accuplacer Arithmetic (Minimum 230);
- Foreign language speakers must meet requirements for CELSA exam placement standards (see ESL High-beginner, Intermediate or Advanced Admissions Requirements); pass Accuplacer Arithmetic section (Minimum 230).

Exceptions for applicants that have earned a local high school diploma or a high school equivalency diploma, or a post-secondary education credential:

- Applicants scoring below 235 on the ACCUPLACER Exam - Writing Placement, will be placed in ENG001 Developmental English. This exception will be reviewed in case-by-case basis, and the final determination will be made by the provost based on the results of the placement test. The provost may determine a specific course of action depending on the level of remediation that a student may need, in order to succeed in LIBI's curriculum.

- Applicants who hold a minimum of an associate degree from an accredited United States college or applicants who have taken college level English and Mathematics may be exempted from the placement exam for acceptance purposes. 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 United States college. Students wishing to apply for an exemption must ensure that official sealed transcripts are submitted to the Registrar for consideration of exemption.
 - Caveat: Although applicants may be exempted from the placement test for acceptance purposes, academics may utilize the placement test results to determine level of remediation in cases in which the applicants score out of the acceptable parameters for students in those specific levels of education attainment.
- Students with a local high school diploma or a high school equivalency diploma, may be exempted from the Accuplacer test (reading, writing, & arithmetic). These exemptions will be made only under special circumstances assessed and determined by the provost.
 - Caveat: Although applicants may be exempted from the placement test for acceptance purposes, academics may utilize the placement test results to determine level of remediation in cases in which the applicants score out of the acceptable parameters for students in those specific levels of education attainment.

A.S. DEGREE PROGRAMS IN:

- Business Administration
- Homeland Security And Security Management

All candidates must:

- Demonstrate, through an interview with an admissions representative, 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. Applicants take the Accuplacer test;
- If taking the Accuplacer the following scores are necessary: Accuplacer Reading (Minimum 233), Accuplacer Writing (Minimum 235) and Accuplacer Arithmetic (Minimum 230);
- Applicants without a high school diploma may request an exception to the Exceptions Committee (formerly known as the Committee for Academic Standard Exceptions) and/or the Provost to enroll in this program. Requests for exception must be based on the student's ability to fulfill the graduation requirements within these programs of study.

Exceptions for applicants that have earned a high school diploma or a high school equivalency diploma, or a post-secondary education credential:

- Applicants scoring below 235 on the ACCUPLACER Exam - Writing Placement, will be placed in ENG001 Developmental English. This exception will be reviewed in case by case basis, and the final determination will be made by the Provost based on the results of the placement test. The provost may determine a specific course of action depending on the level of remediation that a student may need, in order to succeed in LIBI's curriculum.
- Applicants who hold a minimum of an associate degree from an accredited United States college or applicants who have taken college level English and Mathematics may be exempted from the placement exam for acceptance purposes. 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 United States college. Students wishing to apply for an exemption must ensure that official sealed transcripts are submitted to the Registrar for consideration of exemption.
 - Caveat: Although applicants may be exempted from the placement test for acceptance purposes, academics may utilize the placement test to determine level of remediation in cases in which the applicants score out of the acceptable parameters for students in those specific levels of education attainment.

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.

Foreign Language Speaker Applicant Admission Exam Requirements

FOR APPLICANTS IN LEVEL 1 (high beginners)	PASSING SCORE RANGES
Accuplacer Arithmetic	Accuplacer: 230
CELSA	97 - 99
FOR APPLICANTS IN LEVEL 2 (intermediate learners)	PASSING SCORE RANGES
Accuplacer Arithmetic	Accuplacer: 230
CELSA	100 - 102
FOR APPLICANTS IN LEVEL 3 (advanced learners)	PASSING SCORE RANGES
Accuplacer Arithmetic	Accuplacer: 230
CELSA	103 and up

Students have until the end of late registration to adjust their ESL placement level. Students seeking re-evaluation of their placement level should contact their Admissions Representative to be scheduled for the necessary paperwork for an in person interview with ESL Faculty.

About Our Admission Exams

ACCUPLACER	
<i>Applies to all programs in Collegiate course</i>	
	Minimum Score
Arithmetic	230
Reading	233
Writing	235

*Exemptions may be granted to these exams if the applicant has an associates, baccalaureate or higher educational degree accredited by the U.S. higher education institution, or if applicable have diplomas, translated to English by formal translating agencies such as World Education Services (WES).

COURT REPORTING PROGRAM

CANDIDATES MUST:

- Demonstrate through an interview with an admissions representative, 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).

Effective February 13, 2019, the Next-Generation ACCUPLACER placement exam will be used for the Court Reporting Program. Achieve Next Generation ACCUPLACER Reading (Minimum 236), Writing (Minimum 236) and Arithmetic (Minimum 236); applicants scoring below a 236 on the Next Generation ACCUPLACER Writing Placement will be placed in ENG001 Developmental English.

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

- Applicants that graduated with a United States high school diploma may be exempted from the Next Generation 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. As of November 2020, SAT's critical reading section are named EBRW (Evidence-Based Reading and Writing) new applicants may be exempted if they scored a 310 on the EBRW section of the SAT.
- Applicants who hold a minimum of an associate degree from an accredited United States 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 United States 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 in a non-matriculated status.

REQUIREMENTS FOR STUDENTS WITHOUT A NON HIGH SCHOOL OR EQUIVALENT DIPLOMA/U.S./FOREIGN

- 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 230). If a student meets the requirements of Accuplacer Reading (Minimum 233), Accuplacer Writing (Minimum 235) and Accuplacer Arithmetic (Minimum 230), the student will be exempted from noncredit 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 minimum of an associate degree from an accredited United States 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 A.O.S. 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.

ESL HIGH-BEGINNER, INTERMEDIATE OR ADVANCED ADMISSIONS REQUIREMENTS

ESL High-beginner

- Version 1 or 2 – Score within the range 97-99 (scaled) score on CELSA Exam

ESL Intermediate

- Version 1 or 2 – Score within the range of 100-102 (scaled) score on CELSA Exam

ESL Advanced

- Version 1 or 2 – Score 103 or above (scaled) score on CELSA Exam

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 United States college, or applicants who have taken college level English and Mathematics and earned grades of B- or above from an accredited United States college, may be exempted from the CELSA Exam, Accuplacer Exam, and ESL coursework, subject to individual review of records by a Senior College Administrator. Although applicants may be exempted from the placement test for acceptance purposes, academ-

ics may utilize the placement test to determine level of remediation in cases in which the applicants score out of the acceptable parameters for students in those specific levels of education attainment.

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 (3) 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.

ESL CERTIFICATE ADMISSIONS REQUIREMENTS

The college reserves the right to offer this program based on demand and capacity need.

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.

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.

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.

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.

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 HOME-SCHOOL 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 the Court Reporting programs.)

They must complete an interview with an admissions representative 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 E for additional information.)

RETESTING GUIDELINES

An examinee may take no more than three CELSA exams in a 30-day period. Applicants who failed the initial CELSA Exam can arrange for retesting with an alternate form the next day. Same form retesting can only be administered on/after the 15th day from the last failed exam. Students who fail

any section(s) of the Accuplacer exam will be allowed to take the retest for the failed section(s) after fourteen days of the last failed exam.

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. 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). Online course description 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.

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 coursework to transfer.

Students must earn at least fifty percent (50%) of all required credits in their chosen program at LIBI 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	NOT ACCEPTED AS OFFICIAL
The PDF transcript was delivered from a verified/secured source	If document is NOT encrypted
The PDF transcript was encrypted/digitally certified	Delivered direct or forwarded from students via email
The issuing institution marked them as "Official"	Documents that have been opened or accessed first by another party
Secure email method for those pushed from originating institution or their provider, and the document has NOT already been opened/accessed	Delivered direct or forwarded among campuses within an institution via email

Any remedial and/or developmental coursework 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 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 coursework transferred from other institutions and to disallow credit in courses in which the student cannot demonstrate acceptable proficiency.

Distance Education and Correspondence Classes

Transfer credit is awarded using the guidelines established by LIBI's faculty and by the individual academic departments. As of 2020, transfer credit can be awarded for online courses assuming the course content is similar to courses offered at LIBI. To qualify for transfer, online courses must be taken at an institution whose accreditor is recognized by the U.S. Secretary of Education.

Please review **Section II – Student Information** for more information about policy for [*Distance Education – Courses Offered Online*](#).

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 earned, 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).

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 Registrar's Office before selecting courses in their first semester. For more information, see Prior Learning Assessment under the section Veterans Training Benefits – Section V.

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 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 New York 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 of all of the required immunization 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 thirty (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 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 forty five (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 forty-five (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

Procrastination is highly discouraged. Students who do not submit proof of immunity will not be permitted to attend classes or LIBI sponsored activities until such proof is submitted to the Registrar.

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.

DENY ADMISSIONS

The College is committed to the safety and well-being of all members of the college community. LIBI is not an open admissions college and reserves the right to deny admission to any student, if in its best judgment, the applicant/student poses an undue risk to the welfare of the college community, to specific individuals or to the public, or where admissions poses a potential risk to property.

The judgment to deny entry will be made on a case-by-case basis using all verifiable information the College has at its disposal.

SECTION IV: TUITION AND FINANCIAL AID

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.

	AMOUNT
Tuition per credit/equated credit for college and remedial courses	\$385.00
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)	\$4,900.00
Tuition for full-time students enrolling only in remedial courses	\$2,500.00
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)*	\$500.00
College Fee (less than 12 credits or equated credits)*	\$200.00
College Registration Fee (full-time students)	\$250.00
College Registration Fee (part-time students)	\$100.00
Technology/Software Licensing Fee (full-time students)	\$250.00
Technology/Software Licensing Fee (part-time students)	\$75.00
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 2nd 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	\$75.00
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.
Revised July 1, 2023.

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. There are a limited number of steno machines available each semester for students to rent through the college. Students who rent a steno machine from the college will be charged a rental fee per semester. The rental fee is \$325 per semester. Students who decide to return the rental machine after the first two weeks of the semester will be charged a prorated fee.

Should the student leave the college for any reason, e.g., withdrawal, leave of absence, dismissal, et cetera, 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 the rented steno machine is lost or stolen, the student will be 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 steno machine, new or used, the student will be referred to the Campus Director of the theory instructor who will 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 week	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 his/her 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.

RETURN OF TITLE IV (R2T4) POLICY

Students who receive Federal Financial Aid may be subjected to Return of Title IV Funds (R2T4) calculation if the student is determined to be officially or unofficially withdrawn for the semester during the payment period. The calculation is used to determine the percentage of Federal Financial Aid that a student has earned based on the amount of time the student has attended his or her courses(s). Students who are determined to have attended more than 60 percent of the term are considered to have earned their financial aid. For students who attend less than 60 percent of the semester, the college is required to determine the earned and unearned Title IV aid that the student has earned as of the date the student ceased academic engagement.

If the student withdraws from all his or her courses prior to completing 60 percent of the term, the student may be required to repay a portion of the Federal Financial Aid that he or she received for the term. A prorated schedule is used to determine the amount of Federal Student Aid the student will have earned, or not earned, at the time of withdrawal.

The return of Title IV funds calculation is based upon the portion of the amount of time in which the student is enrolled to the total calendar days of the term.

Withdrawal Date

Official withdraw date: The date the student first contact Registrar or Academic Advisor to drop, withdraws, or discontinues studies will be used for R2T4 calculation.

Unofficial withdraw date: If the student ceased to attend and did not complete his or her courses prior to completing 60 percent of the term, the mid-point date of the term will be used as withdrawal date.

Example of percentage of Title IV funds a student earned based on the student's withdrawal date

John Doe registered for fall term that contained a total of 110 days and was award with \$3,248 PELL grant. He later notified the Registrar on day 63 to withdraw from the term due to work related reasons. Based on the withdrawal date John Doe did not finish 60 percent of the term, and earned only 56% of Title IV award. As a result, he only earned \$1,818 of the PELL grant, and the remaining \$1,430 will be refunded based on the R2T4 calculation.

Order in which Title IV program funds must be returned

- Unsubsidized Federal Direct Loan
- Subsidized Federal Direct Loan
- Federal Direct Plus Loan
- Pell Grant
- Iraq-Afghanistan Service Grant

- Federal Supplemental Education Opportunity Grant The following situations when an R2T4 is not required:
- The student continues to attend at least one Title IV eligible course;
- The student graduates or completes all requirements for graduation;
- The student ceases academic engagement after successfully completing coursework equal to or greater than the coursework required for the institution's definition of a half-time;
- The student did not receive or was not eligible to receive any Title IV funds;
- The student is only eligible to receive Federal Work Study funds.

Post-Withdrawal Disbursements

When a school is completing a Return calculation for a student subject to verification the following rules apply:

- A school must offer any post-withdrawal disbursement of loan funds within 30 days of the date the school determined the student withdrew, allowing the student at least 14 days to respond. A school must always return any unearned Title IV funds it is responsible for returning within 45 days of the date the school determined the student withdrew.
- A school must disburse any Title IV grant funds a student is due as part of a post-withdrawal disbursement within 45 days of the date the school determined the student withdrew.
- All post-withdrawal disbursements are applied to the student account first.
- If the R2T4 calculation results in a credit balance on the student's account, credit balance will be disbursed as soon as possible and no later than 14 days after the calculation of R2T4.
- If the R2T4 calculation results in an amount to be returned that exceeds the school's portion, the student must repay the exceeding funds.
- Unless a student subject to verification has provided all required verification documents in time for the school to meet the Return deadlines, the school includes as Aid disbursed or Aid That Could Have Been Disbursed in the Return calculation only those Title IV funds not subject to verification.
- If a student who failed to provide all required verification documents in time for the school to meet the Return deadline later provides those documents prior to the applicable verification deadline, the school must perform a new Return calculation on all of the aid the student qualified for based on the completed verification documents and make the appropriate adjustments.

The post-withdrawal disbursement must be applied to outstanding institutional charges before being paid directly to the student.

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 prequalification 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 prequalification 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.
- Deadline for application is the last day of the Late Registration period 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.

LIBI EDUCATIONAL OPPORTUNITY IN AMERICA GRANT

Students who have been accepted into an A.O.S. 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.
- Deadline for application is the last day of the Late Registration period each semester.

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.
- 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 A.O.S. 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 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:

The award amount is 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.
- 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 an 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 A.O.S. 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 A.O.S. 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.
- Students who fail to 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:

The award amount is 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.
- 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 an 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 and Security Management 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.
- Submit your application and most recent transcript to the Director of the Homeland Security and Security Management 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 at time of application.
- 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 Campus Director's Office.
- 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 Campus Director-Commack, 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.

Eligible Criteria:

- Have either graduated from high school in the United States, or earned a high school equivalency diploma;
- be pursuing an A.S. or A.O.S. degree at LIBI;
- be enrolled in full-time study and matriculated each semester the EXCEL at LIBI Scholarship is awarded.

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 2 years ago (federal tax returns, W-2s, 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

THE SENATOR JOSE PERALTA NEW YORK STATE DREAM ACT

This act gives undocumented and other students access to New York State administered grants and scholarships that support their higher education costs. To determine eligibility, please visit the link: <https://www.hesc.ny.gov/dream/>.

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 <https://libi.edu/net-price-calculator/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 <https://studentaid.gov/h/apply-for-aid/fafsa> 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.

Loan fees are changed every year by the Department of Education according to government guidelines.

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 (1-800-557-7394) 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. be registered with Selective Service if applicable;
6. have a Social Security number;
7. demonstrate financial need;
8. not 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 maybe 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 following table 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 table 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 reminder will be mailed. Students also are to complete student loan entrance counseling at <https://studentaid.gov/entrance-counseling/> and student loan exit counseling at <https://studentaid.gov/exit-counseling/>.

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
Mail Stop 5144
Washington, DC 20202-5144
Phone: 1-877-557-2575
Fax: 202-275-0549

<https://studentaid.gov/feedback-ombudsman/disputes/prepare>

SECTION V: FEDERAL MILITARY, VETERANS, AND FAMILY MEMBER SERVICES

The Senior Student Success Advisor can be contacted at the following address:
veterans@libi.edu

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 Senior Student Success Advisor 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 Senior Student Success Advisor (veterans@libi.edu). 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 her 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

GRIEVANCES:

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FINANCIAL AID:

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Director of Financial Aid

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ACADEMIC ADVISING AND ADA:

Karin Chang

Senior Student Success Advisor

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REGISTRAR:

Connie Zheng

Registrar

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Go to <https://www.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 VA 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) can be found in the following URL address: <https://www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/Military-Guide-Online.aspx>

MILITARY TRANSCRIPTS

Information about military transcripts and how to request the transcripts is available from the following resource:

- Military One Source: <https://www.militaryonesource.mil/education-employment/for-service-members/the-joint-services-transcript-for-military-personnel/>

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 the 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 and abiding by LIBI's policy on Satisfactory Academic Progress (SAP) (see Section VI) Failure to return to good standing within 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.

COURSE SCHEDULE CHANGES AND WITHDRAWING FROM CLASSES

Students may change their class schedule only during the Late Registration period of the semester. Students receiving VA benefits may affect their eligibility for those benefits if they withdraw from courses after the late registration period. VA may reduce or stop benefits on the date of reduction or withdrawal. Withdrawing from a course after the end of the late registration period without "mitigating circumstances" may result in the student having to pay back some or all of the benefits received. **The VA defines "mitigating circumstances" as unavoidable and unexpected events that directly interfere with your pursuit of a course and are beyond the student's 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 childcare

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 to be furnished with evidence to support the student's reason for the change. If a serious injury or illness necessitated the change, students should obtain a statement from their doctor. If the change was necessary due to employment-related reasons, students should obtain a statement from their employer. For more information go to: https://www.gibill.va.gov/wave/wave_faq.jsp.

Additionally, students who take courses that do not count toward graduation may have to repay all benefits for that course. Students receiving VA benefits are urged to work closely with their assigned academic advisor to avoid any unintended errors in course scheduling.

PROCESSING CHANGES IN ENROLLMENT

Students who must make changes to their enrollment due to extenuating circumstances must immediately notify the Senior Student Success Advisor or the certifying official. The certifying official will notify the appropriate VA RPO (Regional Processing Office) of the change.

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 (not including weekends or holidays) (LIBI's policy on Incomplete Grades) or within one year from receipt of 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) on its LIBI transcript 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.

COURSE APPLICABILITY

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

To avoid VA certification problems, students are urged to check with their assigned academic advisor or the Registrar to ensure that all classes they are registered for each semester are applicable to their program and are 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 Mathematics 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.

VA PENDING PAYMENT COMPLIANCE

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent nor delay the student’s enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

NATIONAL TESTS

VA students can be reimbursed the fee charged for national admission tests and national tests for college credit.

Complete information and directions for applying for reimbursement is available at <https://www.va.gov/education/about-gi-bill-benefits/how-to-use-benefits/test-fees/>

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

OTHER RESOURCES

- **Veterans Crisis Line:**
1-800-273-8255 (Press 1)
<http://veteranscrisisline.net/>
- **VA NY Harbor Healthcare System:**
<https://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

Manhattan Campus

423 E. 23rd Street
New York, NY 10010
212-686-7500

St. Albans Community Living Center

179-00 Linden Boulevard
Jamaica, NY 11425
718-526-1000

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
GI BILL HOME	http://www.gibill.va.gov/
GI BILL TRAINING & TRAINING RESOURCES A valuable resource to help you increase your knowledge, skills, and abilities	http://www.gibill.va.gov/training
WEB AUTOMATED VERIFICATION OF ENROLLMENT (WAVE) This site allows students to submit their monthly verification of enrollment over the internet	https://www.gibill.va.gov/wave
VA FORMS VA Forms available on the internet	https://www.militaryonesource.mil/education-employment-for-service-members/5-steps-to-prepare-for-higher-education/

	OFFICIAL BENEFIT WEBSITE
WEB AUTOMATED REFERENCE MANAGEMENT SYSTEM (WARMS) 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	DMC Email Address: dmc.ops@va.gov
VA DEBT MANAGEMENT CENTER (DMC) DMC has collection jurisdiction for all education benefit debts	http://va.gov/debtman
E-Benefits eBenefits is a one-stop shop for online benefits-related info	http://www.ebenefits.va.gov
MILITARY ONE SOURCE Get a transcript translating army formal military education and job experience into civilian language also includes college equivalent credit	
AMERICAN COUNCIL ON EDUCATION MILITARY GUIDE Guide to evaluation of educational experiences in the Armed Services	https://www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/Military-Guide-Online.aspx
DOD TRANSFERABILITY DOD transferability documents, policies, and procedures	https://www.defense.gov/home/features/20%2009/0409_gibill/
VOW/VRAP VOW to Hire Heroes Act information, including the Veterans Retraining Assistance Program	http://benefits.va.gov/VOW/
COLLEGE NAVIGATOR A tool for students to aid in the selection of schools and training programs	https://nces.ed.gov/collegenavigator/

SECTION VI: ACADEMIC INFORMATION

DEFINITION OF LIBI CORE COMPETENCIES

Writing-Intensive Courses at LIBI

Definition of Writing-Intensive Courses:

Writing-intensive courses emphasize writing at all levels of instruction. They are designed to provide students with explicit opportunities through targeted instruction to practice their writing skills through various assignments to improve their writing skills. As academic freedom enables instructors to implement pedagogical strategies according to their instructional plan, defining rigid guidelines to classify a course as writing intensive is paramount. This method allows for pedagogical innovations and flexibility to encourage academic growth.

List of Writing-Intensive Courses:

- BUS100 Business Legal Concepts and Terminology
- BUS198 Business Communications
- BUS289 Organizational Behavior and Management
- BUS292 Principles of Marketing
- BUS294 Small Business Management
- ENG001 Developmental English
- ENG106 College English I
- ENG207 College English II
- ENG208 The Contemporary American Short Story
- ESL007 Writing II
- ESL0001 Fundamental Writing
- ESL001 Writing I

A course must meet at least three of the following criteria to be considered writing-intensive:

1. **Criteria #1:** Short Papers/Essays comprehensively integrated into the course. The assignments must be tied to the course objectives and course outcomes. The Course Outline must reflect the critical role that writing plays in the course. Writing assignments must be required every week and designed to achieve mastery of course content.
2. **Criteria #2:** Exam Writing, Essay Exams, tests, and quizzes must require students to complete a substantial amount of writing in these evaluations. A minimum standard of two hundred words must be required in each evaluation. The writing amount may vary among disciplines but must meet the minimum standard. Two hundred words of organizational behavior writing differ from two hundred words of business finance writing. Thereby, those proposing a course for Writing Intensive consideration must explain in their submission of the Course Outline how the amount and writing proposed would enable every student to complete a substantial amount of writing in these evaluations.
3. **Criteria #3:** Projects - Revision improves writing and knowledge in course content course projects that require drafts such as a business plan or a marketing plan may be a factor for a course to be classified as writing intensive. Instructors should provide substantial feedback on these writing assignments and allow revision in response to that feedback. Instructors must implement a process for group-authored documents where each student can benefit from the revision process. Those proposing a course for writing-intensive consideration must explain how the requirement of writing through revision would be met.

4. **Criteria #4:** Writing in response to reading assignments instructors may require their students to write essays in response to reading assignments. The written outcomes may be distributed over various assignments or a single major assignment.

CREDITS

One semester credit equals a minimum of fifteen (15) classroom hours of lecture, thirty (30) hours of laboratory, or forty-five (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 twelve (12) or more credits or equated credits are considered full-time. Students who wish to attempt more than eighteen (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. Students experiencing academic difficulties may be advised to register for no more than twelve (12) academic credits or equated credits.

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 before pre-registration to discuss any problems or concerns about course and graduation requirements, career goals, and other academic issues. In certain unavoidable instances, the College may be forced to change the day or time a class is offered. In such cases, the College will attempt to notify affected students as much in advance as feasible. Before dropping a course, students must see the Registrar or their assigned Academic Advisors. 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 a semester's first ten school days (not including weekends and holidays). 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.

CHANGE OF MAJOR/PROGRAM OF STUDY

Students may change their major/program of study after a discussion with their Academic Advisor about the ramifications of doing so. Students should be aware that changing majors will likely result in delayed graduation and will affect the students' financial aid status.

ESL/REMEDIAL COURSES

Foreign language speakers who are enrolled in the A.O.S. degree and non-ESL Certificate programs, based on their placement scores on the CELSA Exam (refer to Section III), may be required to complete E.S.L./remedial course requirements in addition to their academic programs.

Students placed into E.S.L. Low-beginner are required to complete the following E.S.L./remedial courses (not offered as of September 2020): ESL0001A Basic Writing, E.S.L. 0002A Basic Life Skills*. ESL0003A Basic Grammar, ESL005A Basic Reading, ESL0006A Basic Listening, and Speaking. After completing the low beginner E.S.L. level, students must take the CELSA exam before entering the High Beginner level. Students will also be required to complete ESL0001 Fundamental Writing, ESL0002 Life Skills, ESL0003 Fundamental Grammar, ESL0005 Fundamental Reading, ESL001 Writing I, ESL003 Grammar, ESL005 Reading I, ESL006 Conversation, ESL007 Writing II, ESL008 Reading II, and ENG001 Developmental English. Generally, this will add four (4) additional semesters to the student's length of study.

Students placed into E.S.L. High-beginner level are required to complete the following E.S.L./remedial courses: ESL0001 Fundamental Writing, ESL0002 Life Skills*, ESL0003 Fundamental Grammar, ESL0005 Fundamental Reading, ESL001 Writing I, ESL003 Grammar, ESL005 Reading I, ESL006 Conversation, ESL007 Writing II, ESL008 Reading II, ENG001 Developmental English. Generally, this will add three (3) additional semesters to the student's length of study.

**ESL0002A and ESL0002 may be offered for this sequence based on the decision of the Provost.*

Students placed into E.S.L. Intermediate level must complete the following E.S.L./remedial courses: ESL001 Writing I, ESL003 Grammar, ESL005 Reading I, ESL006 Conversation, ESL007 Writing II, ESL008 Reading II, ENG001 Developmental English. Students placed into E.S.L. Advanced level must complete the following E.S.L./remedial courses: ESL006 Conversation, ESL007 Writing II, ESL008 Reading II, ENG001 Developmental English. Developmental English, ENG001, is the only remedial course in the Court Reporting Program. This course does not affect credits attempted, G.P.A., or Cumulative G.P.A.; however, failing the course may affect satisfactory academic progress, exceeding the maximum time frame, and financial aid eligibility. The prerequisites of these courses are outlined in the course description section of the catalog. Please note that students are generally required to complete the E.S.L. sequence based on the initial placement. Any deviation from the sequence must be evaluated by a subject area expert and approved by the Provost. All E.S.L./Remedial courses do not affect 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 are required to submit a project or will receive a departmental exam that they must pass 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:

GRADE	PERCENTAGE	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	-

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). 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.

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. 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.

ESL CERTIFICATE PROGRAM ATTENDANCE REQUIREMENTS

For students enrolled in the ESL Certificate program (when offered), 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 STANDARD FOR ALL OTHER CERTIFICATE PROGRAMS:	
CREDITS ATTEMPTED	MINIMUM CUMULATIVE GPA REQUIRED
0 - 6	1
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. Failure to achieve the needed benchmark by the end of the next semester of study will result in loss of Federal Financial Aid.

For example:

If a non-remedial student attempted 35 credits and earned 35 credits with a GPA of 1.99 after third semester of study, he/she is making satisfactory academic progress. However, if the same were met after fourth semester, the student will be placed on Financial Aid warning due to not earning a minimum cumulative GPA of 2.0 after four semesters of study.

GRADE GRIEVANCE

For detailed information about grade grievance, please refer to the Student Handbook.

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 but are counted toward the maximum time frame. Withdrawal (W) grades are com-

puted 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.

Transfer credits are counted towards both attempt credits and earn credits.

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. Students who fail the same course two times will be placed on Academic Probation and Financial Aid Warning. Failed/where an F is given in a course may be repeated twice and will be placed on Academic Probation. Repeating the same course for the third time, with a grade of F will result in an academic dismissal and lose of Federal and State Financial Aid. Students who fail two out of the three classes from the Freshman cluster must take the First Year Seminar as of September 2019. No Federal and State Financial Aids will be awarded for repeating courses with passing grades.

FINANCIAL AID WARNING

Financial Aid status that the college assigns to a student who is failing to make satisfactory academic progress. The status is assigned without the need of appeal, during which the student may continue to receive Federal Financial Aid for the following semester. However, if the student fails to meet satisfactory academic progress at the end of the following semester, Federal Financial Aid will cease for future semesters unless the student reestablishes eligibility by meeting satisfactory academic progress during extended enrollment status (non-matric) semester(s) without Federal and State Financial Aid.

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+	(3.3) x 3 credits =	9.9 (weighting)
A	(4.0) x 3 credits =	12.0
C+	(2.3) x 2 credits =	4.6
B	(3.0) x 1 credits =	3.0
D	(1.0) x 3 credits =	3.0
TOTALS	12 credits =	32.5
32.5 divided by 12 = 2.70 GPA		

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.

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. 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 Max. 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 loss of Federal Financial Aid.

For example:

If a student was enrolled in 61-credit A.O.S. program, the maximum credit attempt based on 150% is 91 credits. After he/she reaches 22 credits (91*25%) attempted, the student needs to earn at least 11 credits (50% of 22 credits attempt) in order to meet satisfactory academic progress. If the student only earned 10 credits at that check mark, he/she will be placed on Financial Aid warning.

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 credits:	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

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 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 or withdraws from 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 readmission 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 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 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 coursework.

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.

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 transcripts from any post-secondary institution attended before LIBI, 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);
- Failure to complete a New York State high school equivalency diploma application prior to the last day of program completion for students that are without a high school diploma or a high school equivalency diploma;
- 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.

Note: "We do not withhold transcripts of students that do not satisfy all financial obligations to LIBI".

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. Students Should Change Their Schedules Within The Late Registration Period.

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, by phone, or virtually 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, when the student cannot 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 possible.
5. Not attending the class does not constitute official withdrawal. Student must notify the College in person, over the phone, or electronically for the withdrawal to be official.

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 their 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 a 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 forty-five (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 to re-enter the College. Re-entry students will be admitted under the current catalog, and not the version they were initially admitted to. 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 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 case-by-case, 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 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 leaves 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. If 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.

RE-ENTRY TO COURT REPORTING PROGRAMS

Court Reporting students who wish to reapply must be prepared to register for the speedbuilding course that follows the one in which they received the last passing grade. If the student wishes to re-apply 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.

As explained above, former students who cannot demonstrate proficiency in the speedbuilding course as explained 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 dismissed from the program and 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.

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 considered on a case-by-case basis.

RE-ENTRY FOR 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 Campus Director-Commack).

In general, if a student fails to achieve a sufficient score to be placed in the next level, his/her reentry application will be denied. However, with the permission of a designated Senior College Administrator, the student can register as a non-matriculated student. Upon completing 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 request the leave in writing. 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, a 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

In accordance with federal guidelines, Leave of Absence is not to exceed 180 days within a 12-month period. 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 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 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 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.

Ordinarily, the withdrawal date will be the date when the student initiates the formal medical withdrawal process.

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.

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** – plagiarism, unorthodox collaboration among others;
3. **Professionalism** – behavior outside of the Code of Conduct;
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 generally apply for re-entry into the college. Students who fall outside of this policy will be required to obtain written permission from the Provost or designee on a case-by-case basis. 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.

All appeals under this section should be formally addressed to the Provost. The case can be adjudicated by the Faculty Governance Council if necessary.

APPEAL OF ACADEMIC DISMISSAL

Students may appeal a dismissal decision by writing to the Exceptions Committee. The committee's decision 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

STUDENTS DISMISSED FOR CONDUCT RELATED TO SAFETY AND SECURITY TRANSCRIPT NOTATIONS

For crimes of violence, including, but not limited to sexual violence, are defined as crimes that meet the reporting requirements pursuant to the federal Clery Act[13] established in 20 U.S.C. 1092(f) (1) (F)(i)(I)- (VIII), LIBI will make a notation on the transcript of students found responsible after a conduct process that they were **"suspended after a finding of responsibility for a code of conduct violation"** or **"expelled after a finding of responsibility for a code of conduct violation."** For the respondent who withdraws from the College while such conduct charges are pending, and declines to complete the disciplinary process, LIBI will make a notation on the transcript of such students that they **"withdrew with conduct charges pending."** A student whose transcript states "Suspended after a finding of responsibility for a code of conduct violation" may appeal in writing to the Provost to have the notification removed.

Appeals may be granted provided that:

- One year has passed since the conclusion of the suspension;
- The terms of suspension were completed, and any conditions thereof were met;
- Upon the recommendation of the Title IX Coordinator and appropriate administrators, the student is determined once again to be "in good standing" with all applicable college policies and academic and non-academic standards.

LIBI will not remove notations for expulsion.

Violations equivalent to the Clery Act (as updated by the Violence Against Women Act Final Regulations) Part I crimes covered under the legislation that would require a transcript notation are murder; rape, fondling, incest and statutory rape; robbery; aggravated assault; burglary; motor vehicle theft; manslaughter; and arson. Institutions may, but are not required to, include transcript notations for additional violations.

LIBI will remove such notation from the student's transcript if a finding of responsibility is vacated for any reason.

Please see Policy on Transcript Notation for more information and visit LIBI's website: <https://libi.edu/wp-content/uploads/2018/06/policy-and-procedure-for-transcript-notation-2018.pdf>

VIOLATIONS UNDER §6444(6) THAT REQUIRE TRANSCRIPT NOTATION

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.** LIBI may include transcript notations for additional violations. The relevant definitions are defined in accordance with the Federal Bureau of Investigation's Uniform Crime Reporting and set forth as Appendix A to Subpart D of Part 668, the Final Regulations to implement the Violence Against Women Act Amendments to the Clery Act in the Federal Register, Vol. 79, No. 202, October 20, 2014, at pages 62,789-62,790 are:

- **Criminal Homicide:** Manslaughter by Negligence: The killing of another person through gross negligence.
- **Criminal Homicide:** Murder and Nonnegligent Manslaughter: The willful (nonnegligent) killing of one human being by another.
- **Rape:** The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the victim's consent.
- **Fondling:** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental incapacity.
- **Incest:** Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- **Statutory Rape:** Sexual intercourse with a person under the statutory age of consent.
- **Robbery:** The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.
- **Aggravated Assault:** An unlawful attack by one person upon another to inflict severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm. (It is not necessary that injury result from an aggravated assault when a gun, knife, or other weapon is used, which could and probably would result in serious personal injury if the crime were successfully completed.)
- **Burglary:** The unlawful entry of a structure to commit a felony or a theft. For reporting purposes this definition includes: unlawful entry with intent to commit a larceny or felony; breaking and entering with intent to commit a larceny; housebreaking; safecracking; and all attempts to commit any of the aforementioned.
- **Motor Vehicle Theft:** The theft or attempted theft of a motor vehicle.
- **Arson:** Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc. Note that these definitions are not completely consistent with New York State Penal Law.

APPEALS

Procedures for appealing Transcript Notations are listed below. Please note that Notations for expulsion shall not be removed.

APPEALS FOR SUSPENSIONS

A student whose transcript states "Suspended after a finding of responsibility for a code of conduct violation" may appeal in writing to the Provost to have the notification removed. The student may appeal for the removal of the transcript notation one year after the conclusion of the suspension.

Before submitting the appeal, students should make sure that:

- One year has passed since the conclusion of the suspension;
- The term of suspension has been completed, and any conditions thereof have been met; and
- The Title IX Coordinator has determined that the student is once again “in good standing” with all applicable standards.

A written appeal should be addressed to:

Provost Stacey Johnson

136-17 39th Avenue,

4th Floor

Flushing, NY 11354

Email: sjohnson@libi.edu

APPEAL FOR EXPULSIONS

A student whose transcript states “EXPELLED AFTER A FINDING OF RESPONSIBILITY FOR A CODE OF CONDUCT VIOLATION” may not appeal the notation. Appeals will not be granted for expulsions.

** “Crimes of violence,” including, but not limited to sexual violence, defined as crimes that meet the reporting requirements pursuant to the federal Clery Act established in 20 U.S.C. 1092(f)(1)(F)(i)(I)- (VIII), are: • Aggravated assault • Arson • Burglary • Manslaughter • Motor vehicle theft • Murder • Robbery • Sex offenses, forcible or non-forcible (Forcible: forcible rape, forcible sodomy, sexual assault with an object, forcible fondling. Non-forcible: incest, statutory rape per New York State Law)*

APPEAL OF ACADEMIC DISHONESTY

Academic integrity is expected of every LIBI student. Academic dishonesty is punishable by failure of the assignment/course and up to dismissal without recourse. The first offense will carry a failure, the second offense will result in probation and third offense will result in expulsion. Only the Provost can make the decision to permit a student dismissed for academic dishonesty to return to the college.

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.

REQUIREMENTS FOR GRADUATION

All candidates for graduation from Long Island Business Institute must meet all of the following requirements:

1. Fulfill the course requirements and any additional requirements of the program of study within the maximum time frame (refer to Section VI).
2. Attain a cumulative grade point average (GPA) of not less than 2.0 in the program of study.
3. Satisfactorily complete any developmental/remedial course or course sequences into which they were placed at the time of enrollment.

4. 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.
5. 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.

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 sixty (60) 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 Campus Director-Com-mack 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;
- Successfully completed 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 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 withheld until they have met all obligations. We do not withhold transcripts of students that do not satisfy all financial obligations to LIBI..

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 Career Services.
- Submit all required documentation pertaining to placement to Career Services.
- Complete 10 Adult Education Units (AEUs)*.
- 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, 45-hours interning and a two-page internship narrative.
- Complete an exit interview.

STUDENTS ENROLLED IN THE A.O.S. DEGREE PROGRAMS IN HOMELAND SECURITY AND SECURITY 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 Career Services.
- 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.

***ADULT EDUCATION UNITS (AEUs).**

- Students must complete ten (10) Adult Education Units (AEUs) to receive their LIBI diploma and official transcript. Students, who do not complete their ten (10) AEUs before the commencement ceremony they are slated to attend, will not be permitted to participate.
- AEUs consist of workshops and presentations on topics instrumental to professional and personal growth and development.
- A monthly calendar is published indicating when workshops are offered.
- One (1) AEU is equivalent to a 1-hour workshop/seminar/webinar.
- When on campus, information regarding upcoming AEU workshops is available in the Career Services Office and through postings on campus-wide bulletin boards. A monthly AEU calendar is posted on the college LMS, and a community email is sent to all active students.

PURSUING A SECOND DEGREE

Students who have graduated from LIBI and who are interested in pursuing another degree at LIBI should consult with the Admissions Department and fill out a new application. Students must complete 30 credits in the new program and can only transfer 30 credits towards the new degree.

SECTION VII: STUDENT SERVICES AND STUDENT LIFE

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.

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. It has been reported that during academic year 2023/2024 on campus FWS will be compensated at the pay rate of \$15 per hour. This pay rate may be subject to change based on NYS minimum wage – in case of modification to the pay rate, a catalog addendum will be issued. 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 fifteen 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 University
- Metropolitan College of New York
- Oswego/SUNY
- St. Francis College

- 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 all locations. 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 LIBI NYC Extension 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.

Students, Faculty, staff, student clubs, academic departments, administrative units, vendors, and individuals external to the College may file formal complaints with the Director of Operations. Please note: Academic Integrity violations should be reported to the office of the Provost. The following individuals may be contacted to do so: Provost Johnson: sjohnson@libi.edu, and Associate Dean Buncom: lbuncom@libi.edu.

ADA ACCOMMODATIONS AND COMPLAINTS

LIBI is committed to providing reasonable accommodations and academic adjustments to allow qualified individuals the opportunity to participate in programs, activities and employment. In most cases, it is necessary for LIBI’s accessibility coordinator and the individual requesting accommodations to meet formally to determine the best course of action. LIBI thoroughly reviews all requests on a case-by-case basis in accordance with applicable federal, state and New York City law.

As mentioned, LIBI will assess all accommodation requests on an individual basis to determine what reasonable accommodations, or modifications, can be made to remove workplace barriers to enable qualified individuals to perform their jobs. For qualifying students, reasonable accommodations are adjustments to policies or programs that when made provide equal access to LIBI’s academic and cocurricular or outside activities. Please note that, the College, in consultation with the individual requesting the accommodation, will determine based on each case what “reasonable accommodation” will be extended. The College is not obligated by law to use the most expensive or unduly extensive solution, the most substantial, or disruptive solution, or those that would fundamentally alter the nature or operation of the College. If a particular accommodation imposes an undue hardship, the College will consider whether an alternative accommodation is available that would not impose an undue hardship. Students and employees requesting accommodations or academic adjustments have the right to expect privacy and discretion. All documentation provided to the Accessibility Coordinator will be shared with other college officials on a need-to-know basis only. The Accessibility Coordinator will keep all of the student and student-applicant accommodation related documentation and medical forms used to evaluate the accommodation request in a separate file. Documentation for employees and applicants will be maintained by the Director of Operations in a separate file. Students, employees, and applicants who require accommodation or academic adjustments should make their requests without fear of retaliation or reprisal. LIBI categorically prohibits retaliation against individuals for requesting reasonable accommodations or academic adjustments, appealing decisions concerning such requests, or for making or participating in claims of discrimination.

ADA complaints should be filed with the designated Accessibility Coordinator. The coordinator, Ms. Karin Chang, can be reached by email at kchang@libi.edu / ada@libi.edu. Ms. Chang handles accessibility related concerns at all three LIBI locations. Ms. Chang is able to assist and advocate for both students and employees. If a mutually acceptable accommodation cannot be determined, the Accessibility Coordinator will refer the case to the Director of Operations. The Director of Operations will investigate the case and attempt to assist the student, employee, or applicant. If a mutually acceptable accommodation cannot be determined at that point, then the Accessibility Coordinator and the Director of Operations will make their recommendations to the President of the College, who will make the decision concerning the complaint.

SUMMARY OF STEPS

Students, employees, and applicants who believe that a decision to deny the request for a reasonable accommodation or academic adjustment was based on unlawful discrimination should contact the Director of Operations (see [Appendix K](#) for *Office Locations*). In the event that after communicating with the Director of Operations the student, employee, or applicant still believes that his/her request for accommodation is being unlawfully denied, the complainant should contact the President of the college at mfoote@libi.edu. Should the student, employee, or applicant believe after contacting the President of the college that a reasonable accommodation has been unlawfully denied, he/she may file a complaint, without fear of retaliation, with one or more of the outside agencies listed below.

- The U.S. Department of Education, Office for Civil Rights
<http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>
- The U.S. Equal Employment Opportunity Commission
https://www.eeoc.gov/federal/fed_employees/filing_complaint.cfm
- New York State Division of Human Rights
<https://dhr.ny.gov/complaint>
- New York City Commission on Human Rights
<https://www1.nyc.gov/site/cchr/enforcement/complaint-process.page>

FERPA COMPLAINTS

Students concerned about potential FERPA violations should file a written complaint by emailing lzhu@libi.edu. If the issue is not resolved, the student should contact the Director of Operations (by emailing doo@libi.edu). Students followed the internal grievance procedure and still wish to file a further complaint under FERPA should do so by completing the complaint form available electronically through the U.S. Department of Education. Complaints can also be manually emailed to FERPA. Complaints@ed.gov. Alternatively, students may print out the form, sign and mail it to the following address:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Ave, SW
Washington, DC 20202-8520

RELIGIOUS ACCOMMODATIONS

A student requesting accommodations under Education Law - EDN § 224-a, will not be expelled from or be refused admission as a student to LIBI for the reason that he/she is unable, because of his/her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.

A student who is requesting an accommodation under Education Law - EDN § 224-a, who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

Students requesting such a religious accommodation should contact the Academic Advising Office at the campus which they are enrolled. The student, the student's academic advisor, and the Provost will engage in an interactive process with the goal of finding an acceptable accommodation.

Please note that religious accommodation is based on a sincerely held belief. Those requesting religious accommodation should be prepared to provide some supporting documentation such as the individual's religious official or clergy member, who are aware of the religious practice or belief.

Employees and applicants requesting a religious accommodation should contact the Office of the Director of Operations (by emailing doo@libi.edu). The Director of Operations and the employee or applicant will engage in an interactive process with the goal of finding an acceptable accommodation. All individuals (students, employees, and applicants) requesting religious accommodations will be asked to fill out a form so that the interactive process may commence. Reasonable accommodations may include but are not limited to flexible arrival and/or departure times, permission to make up a test or graded assignment, or time and/or space to pray.

The Provost will send the student making a request a written letter granting or denying the request along with an explanation if the request is denied. The Director of Operations will produce such communication for employees and job applicants.

FILING WRITTEN COMPLAINTS

Faculty, staff, and students may file complaints using two methods.

Individuals wishing to submit an anonymous complaint can do so by filling out the online incident form located on the College website. The online form allows individuals to include or exclude their names and contact information; however, those opting to submit these forms anonymously should be as thorough as possible when providing details of the incident. Incomplete or very general forms make it difficult for the College to react as quickly as we may need to. LIBI is committed to addressing all complaints in the most expedient fashion and is grateful to members of the community who come forward with reports.

Please note, the online form allows individuals who are filing to include their contact information, so the form can be used for both, anonymous and non-anonymous, reporting. Every computer in LIBI's computer classrooms has access to this form. To quote the Department of Homeland Security and Security Management, "If You See Something, Say Something®". This applies to any safety related observations, as well as any complaints related to working or studying at LIBI.

Faculty, staff, and students may also file complaints by contacting the Office of the Director of Operations (by emailing doo@libi.edu). Individuals opting to file a complaint by email may request confidentiality, if they wish to do so. Please note that confidentiality will be maintained as much as feasible and practicable but cannot be guaranteed.

When emailing, please be sure to include:

- Complainant's name and contact phone number where you can best be reached.
- The best time to contact you if more information is required to address the complaint.
- The date and time of the incident or alleged behavior you are reporting.
- A description of the incident (the nature of alleged violation/behavior).
- If known the name of person(s)/department responsible for the alleged violation/behavior.
- A detailed statement of what occurred.

STUDENT COMPLAINTS ABOUT FACULTY CONDUCT

LIBI has a variety of policies and procedures in place to address student-related issues. These policies help to maintain courteous and productive relationships between members of the college community, including students and Faculty. From time to time, however, Faculty conduct in the classroom is reported to the Academic Administration. Generally, as a first step, students are encouraged to speak directly to the Faculty member whose conduct has bothered or disturbed the student. Frequently students find that the matter can be resolved quickly by going directly to the person involved. The College strongly encourages students to make this the first recourse. There are times, however, when a student may feel uncomfortable approaching the Faculty directly. LIBI has in place resources to assist students who may be bothered by how they were treated or by witnessing an unjust treatment of others.

LIBI's Academic Advising Office is generally a good place to start the conversation. The advisors are a resource and all students are encouraged to bring up their concerns to their assigned advisor. The advisors can be very effective in resolving misunderstandings and students are strongly encouraged to discuss their feelings and concerns openly with their advisor.

If the student finds that the academic advisor's assistance did not yield an acceptable resolution or if the student believes that a Faculty member's behavior was extreme, he or she may raise the matter with the Provost. If it has not already occurred, the Provost may ask the student to resolve the matter informally with the person involved, or the Provost may refer the matter to the Director of Operations.

Please note that LIBI strives to honor the academic freedom of its Faculty when it comes to the presentation of the material or the Faculty member's teaching style. The College does acknowledge that mutual respect in the classroom is of paramount importance in a well-functioning and academically effective classroom. The following policy has been established for addressing complaints about Faculty treatment of students that are not protected by academic freedom.

This policy encompasses a range of behaviors that can be classified into several categories (note, this is not an exhaustive list but rather examples):

1. Gross incompetence or neglect of duty. Failure to meet the responsibilities of instruction, including:
 - a. arbitrary denial of access to instruction;
 - b. significant intrusion of material unrelated to the course;
 - c. significant failure to adhere, without legitimate reason, to the expected rules and requirements of teaching and supervision;
 - d. evaluation of student work by criteria not directly reflective of course performance;
 - e. undue and unexcused delay in evaluating or the administrative processing of student work.
2. Physical or mental incapacity
3. Participating in or deliberately abetting disruption, interference, or intimidation in the classroom

FORMAL COMPLAINT

If the student attempted an informal resolution, but it did not yield a resolution, or if the student could not pursue an informal resolution, the student may file a written complaint with the Director of Operations (by emailing doo@libi.edu).

1. Formal complaints should be filed within forty five (45) calendar days of the alleged behavior/incident. If an attempt at an informal resolution made meeting the deadline impossible, an exception may be granted by the Director of Operations. Unless there is a conflict of interest, the Director of Operations will assist the investigator, or may conduct the investigation herself.
2. The written complaint must be as detailed as possible. The Director of Operations, or a designee, will begin the process of investigation. This will include meeting with the Faculty or staff member in question.
3. Filing a formal grievance does not automatically imply that there was wrongdoing. The accused will be made aware of complaint but will also be informed that an open investigation does not imply that any wrongdoing took place.
4. The accused will be informed that no retaliatory action can take place against the student.
5. Either party can object in writing to the individual who is conducting the investigation if they feel that the investigation process may be biased. The letter must provide detailed reasons why the request for a new investigator is being made. At that point, the Director of Operations will seek the counsel of the Provost and the President of the College. If the request is deemed a legitimate one, the Director of Operations will appoint a new investigator.

6. The investigator will meet with both the accused Faculty or staff member and the student. This meeting may take place with both parties present or separately. The investigator will use full discretion and professional judgment to protect the student from any adverse actions. The aim of this meeting will be to discuss the facts of the complaint and to come to a mutually acceptable resolution, if possible. If a mutually acceptable resolution is not feasible, the investigator may need to interview other persons familiar with the situation or behavior being investigated. These individuals can be other students in the course, other Faculty members, any other members of the College community with knowledge of the alleged incident/behavior. To the extent possible, the investigator will not reveal the identity of the student making the complaint while questioning relevant members of the community.
7. The investigator may at various points after the initial interview request to meet with the student or the Faculty member to clarify any points of their accounts.
8. The complaining student may request to have a support person present with them during the meetings with the investigator.
9. The investigator will need to determine if the conduct in question was protected by academic freedom. The investigator will then compile a written report outlining the findings of the investigation and recommendations.
10. The student and the Faculty member in question will receive a copy of the written report. The Provost will also be sent the report.
11. Unless well documented and substantiated extenuating circumstances occur, the final report should be completed within thirty (30) calendar days of the commencement of the investigation.

Appeal Process

If either party is dissatisfied with the findings of the report, that party (or both parties) may file a written appeal to the Provost within fourteen (14) calendar days of receiving the report. The Provost will call for an emergency meeting of the Faculty Governance Council (FGC) to review the report. If in the opinion of the Provost, there is a perceived conflict of interest, the Provost will ask the FGC to appoint a panel comprised of no fewer than five (5) members (three (3) Faculty members and two (2) staff members). Either the FGC or the appointed group will review the findings and recommendations of the report. The group will be charged with determining whether the conduct in question was protected by academic freedom. This group will not conduct its own investigation, rather they will weigh the facts in an effort to try to determine whether the conclusion was correct or if it ought to be overturned. If in the course of the review the factual findings are discovered to be in error, the group will direct the investigator to reconsider the case or may assign a new person to work with the investigator on correcting the facts surrounding the case. The group will issue a written decision within fourteen (14) calendar days after receiving the appeal. The written decision will be sent to the student, the Faculty member, and the Provost.

Finalizing the Process

Upon receiving the written reports, the Provost will decide the next steps. If the reports indicate that the Faculty member acted inappropriately and outside of the realm of academic freedom, the Provost may act to place the investigation report into the Faculty member's personnel file. The Provost may move to bring additional disciplinary charges against the Faculty member at the conclusion of the investigative process. In particularly egregious circumstances, the College may move to suspend the investigative process and may bring disciplinary proceedings against the Faculty member. The disciplinary process will follow the process outlined in the Faculty Handbook.

GENERAL STUDENT COMPLAINT POLICY

LIBI is committed to ensuring that every student is treated fairly, equitably, and with appropriate respect in accordance with the College's policies and procedures. Any student who feels that they have been treated in a manner not consistent with the policies and procedures set forth by the College, may seek redress of their grievance through various mechanisms the College has in place.

Complaints related to sexual harassment or intimate partner violence, discrimination, grade grievances, as well as complaints under the Americans with Disabilities Act (ADA), privacy violations under FERPA, and appealing dismissals, have their own policies and complaint mechanisms. Anyone wishing to file complaints in these areas should review those policies or seek the assistance of the Director of Operations (by emailing doos@libi.edu).

Students who wish to file a formal complaint regarding behavior or incidents not governed by any other complaint mechanism, should follow the steps outlined below. Participating in a complaint process is protected from retaliation. Students will not experience or be subject to any adverse action for filing a complaint with the College, if that complaint is filed in good faith. Should retaliation occur, LIBI will take prompt action to investigate any report of retaliation and will pursue disciplinary action as appropriate. Any student who in good faith reports potential misconduct or participates in the investigation of suspected wrongdoing under this policy is entitled to protection from any form of retaliation following the report, even if the reported misconduct is later not proven.

Purpose

This complaint procedure is available to all LIBI students who seek to resolve a problem that could not be addressed by any other compliant mechanism available at LIBI. This policy covers complaints against the College and the actions of its employees acting in their official capacity. Reportable actions are those that breach the written policies in place.

Exceptions

Students should not use this policy to file complaints related to Title IX (sexual discrimination and harassment on the basis of sex). These are complaints related to verbal or written harassment, sexual assault, including rape and other unwanted sexual touching, stalking, dating or domestic violence. There is a separate policy on reporting Title IX related complaints.

This policy also does not encompass complaints related to discrimination based on race or any other category protected by law, ADA reasonable accommodations complaints, grade grievances, dismissal appeals, financial aid appeals, or privacy violations under FERPA.

Complaints related to academic program decisions are under the jurisdiction of the Provost's office. The College catalog outlines how to appeal academic decisions and dismissals.

These questions should help you decide if this policy is the correct pathway to take to redress your grievance:

1. Is my complaint covered by any other policy or grievance mechanism?
Yes No
2. Does my complaint involve a member of the Faculty or staff acting in their official capacity?
Yes No
3. My rights as outlined in college publications have been violated.
Yes No

4. LIBI's policies have not been followed as written.

Yes No

5. I have attempted an informal resolution, but it has not yielded a solution to my complaint.

Yes No

If you answered NO to question 1 and YES to questions 2-5 then this is the correct mechanism to use.

COMPLAINT POLICY

LIBI encourages students to try to resolve issues informally before filing a formal complaint; however, if the student has unsuccessfully attempted an informal resolution, or extenuating circumstances exist that make an informal attempt not possible, then the student should follow the steps outlined in this policy.

Students who believe that their rights as LIBI students have been abridged, or they have been subject to behavior not consistent with the written policies of the college, are asked to file a formal written complaint with the Director of Operations (by emailing doo@libi.edu).

If the matter concerns the Director of Operations, the written complaint should be addressed to Li Zhu (lzhu@libi.edu).

The following information should be included with as much detail as possible.

1. Your (the complainant's) name and contact phone number where you can best be reached.
2. Include the best time to contact you if more information is required to address the complaint.
3. Provide the date and time of the incident or alleged behavior you are reporting.
4. Provide a detailed statement of what occurred.
5. Describe the incident (the nature of alleged violation/behavior) and the circumstances under which the alleged claim may have been committed.
6. If known, name of person(s)/department responsible for the alleged violation/behavior.
7. Provide names of witnesses, if any.

TIME LIMITATIONS

Formal complaints should be filed within forty five (45) calendar days of the alleged behavior/incident. If an attempt at an informal resolution made meeting the deadline impossible, an exception may be granted by the Director of Operations.

Process

It is the policy of the College to encourage students to engage in an informal resolution-seeking discussion with the individual alleged to be responsible for the violation or wrongdoing. The student submitting the formal complaint will be asked about this step by the Director of Operations. If an attempt at an informal resolution was not possible or there were extenuating circumstances around this step, the student will need to inform the Director of Operations.

If possible, the Director of Operations will meet with the student in person to ensure that all facts of the case are correctly represented in the letter the individual responsible for the alleged transgression (the respondent) will receive. The Director will produce and deliver the notice of the complaint to the respondent within ten (10) calendar days of receiving the claim. If there are extenuating circumstances that prevent the Director from meeting this deadline, the Director will advise the student of the delay and provide a new deadline ensuring no further undue delays.

Once the notification is made the Director of Operations will offer the student and the respondent an opportunity for mediation. If the parties agree, the Director will arrange for a meeting between the student and the respondent. The Director will attend the meeting(s) and will attempt to assist in the resolution of the complaint. Participating in the internal mediation will not preclude the student from making the decision to move forward with a formal complaint. Internal mediation is confidential, and if a resolution is reached the case will not be deemed a formal complaint.

At any point during the process students are encouraged to get clarification from the Director of Operations or the Internal Auditor (by emailing doo@libi.edu). If the matter is not resolved through internal mediation, the student must notify the Director of Operations within ten (10) calendar days that he/she wishes to proceed with the formal complaint. The student will then be asked to produce a written description of the redress that he/she seeks.

The Director of Operations and the Internal Auditor will then assign an investigator to the case. Absent any conflict of interest, the Director may serve as the investigator.

The investigator will review the written grievance and the allegedly violated policy. A time will be set for the student to meet with the investigator. If other individuals with knowledge of the incident or behavior are identified, the investigator will meet with those individuals. The investigator will also determine whether he/she should interview additional individuals who may help the investigator better understand the circumstances around the claim.

The investigator will draft a report of his/her investigation, findings, and recommendations within ten (10) calendar days after concluding the investigation. The report will be submitted to the Provost and to the Internal Auditor. Upon review of the findings the Provost will direct the Director of Operations to draft an official written decision to the student and to the respondent. The letters should be originated no later than five (5) calendar days.

Should the complaint involve the Provost or the Internal Auditor, the investigator will discuss his/her findings with the Provost. If the Provost is satisfied with the investigation process and findings, she will then direct the Director of Operations to draft an official written decision to the student and to the respondent.

LIBI is committed to conducting a fair and unbiased investigation into all student complaints. If at any point during the process either the student or the respondent feels that the investigator is not maintaining complete neutrality, the concerned party should immediately come forward. A new investigator will be selected if a conflict of interest exists.

Appeal Process

If either party is dissatisfied with the findings of the report and final decision, that party (or both parties) may file a written appeal to the Provost within fourteen (14) calendar days of receiving the decision. If the complaint is against a Faculty member, the Provost will call for an emergency meeting of the Faculty Governance Council (FGC) to review the report. If in the opinion of the Provost, there is a perceived conflict of interest, the Provost will ask the FGC to appoint a panel comprised of no fewer than five (5) members (three (3) Faculty members and two (2) staff members). Either the FGC or the appointed group will review the findings and recommendations of the report. The group will be charged with determining whether the interpretation of the policies was justly applied to the case. This group will not conduct its own investigation, rather they will weigh the facts in an effort to try to determine whether the conclusion was correct or if it ought to be overturned. If in the course of the review the factual findings are discovered to be in error, the group will direct the investigator to reconsider the case or may assign a new person to work with the investigator on correcting the facts surrounding the case. The group will issue a written decision within fourteen (14) calendar days after receiving the appeal. The written decision will be sent to the student, the respondent, and the Provost.

Finalizing the Process

Upon receiving the written reports, the Provost and the Director of Operations will decide the next steps. If the reports indicate that the respondent acted inappropriately and outside of LIBI's written policies, the Provost and the Director of Operations may act to place the investigation report into the respondent's personnel file. The Provost and the Director of Operations may move to bring additional disciplinary charges against the respondent at the conclusion of the investigative process. In particularly egregious circumstances, the College may move to suspend the investigative process and may bring disciplinary proceedings against the respondent.

If after the appeal process the student is still not satisfied that his/her grievance was not addressed, the student may write to the President of the College requesting a final review. The written request from the student should be sent to the President within seven (7) calendar days after receiving the decision of the appeals committee.

Special Notes

In unusual circumstances deviation from this policy may be necessary. If the college deems it necessary to alter or to omit the sequence of the proceedings, the college will do so in its sole discretion.

STUDENT STATE COMPLAINT PROCESS

If any student has a complaint relating to LIBI's Title IV eligibility, administration of the Title IV programs, the quality of education received at LIBI, or otherwise relating to the accreditation standards of the Accrediting Commission for Community and Junior Colleges (ACCJC) they can submit that complaint to the Office of the President of LIBI (LIBIpresident@libi.edu) or any of the following entities:

- For a complaint about state student financial aid matters, contact the Higher Education Services Corporation (HESC) Customer Communications Center at 1-888-NYS-HESC.
- A complaint of consumer fraud on the part of the institution should be directed to the Office of the New York State Attorney General, Justice Building, Empire State Plaza, Albany, NY 12223.
- Accrediting Commission for Community and Junior Colleges (ACCJC): students can submit a complaint directly with ACCJC by completing a complaint form in the following website: <https://accjc.org/complaint-process/>

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. 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 their Academic Advisor.

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. This is the official means of communication between the College and community. The failure to check emails does not constitute a defense in the event of an emergency.

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 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 Alpha Beta Kappa National Honor Society member. 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 3.75 with no grade lower than a B in any course, and have displayed exceptional character inside and outside 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 into 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 and 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 honor society's core values are ethics, excellence, knowledge, and peace. Students eligible for induction must:

- 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 3.75.
- 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 LIBI NYC Extension 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 Ebook Central, a 150,000-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 the LIBI NYC Extension 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. When on campus, students receive a library orientation. Librarians visit designated courses to inform students of 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 sessions by including them in the course syllabi and outline.

The Flushing Campus, the Commack Campus, and the LIBI NYC Extension 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 (by emailing doo@libi.edu).

Copies of the minutes of LIBI's Safety Meetings are kept by the Chair of the Campus Safety and Security Committee.

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 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 Commack Campus Registrar will provide upon request all campus crime statistics as reported to the United States Department of Education.** The United States Department of Education's website for accessing campus crime statistics is: <http://ope.ed.gov/security>. The College contact authorized to provide these statistics can be reached at: cmattar@libi.edu or 631-499-7100 ext. 11.

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 <https://libi.edu/libi-annual-campus-crime-report/>. The crime statistics are also available on the U.S. Department of Education website at www.ed.gov/admins/lead/safety/campus.html.

TITLE IX REQUIREMENTS RELATED TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

Every LIBI location has an employee who has been designated as the Title IX Coordinator. This employee is responsible for compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination, including Sexual Misconduct, in education programs, and with New York State Law Article 129B, commonly referred to as Enough is Enough, Combating Sexual Assault and Domestic Violence on College Campuses (hereafter "Enough is Enough"). The Title IX Coordinator has overall responsibility for implementing this policy, including overseeing the investigation of complaints at his/her college or unit and carrying out the other functions of that position set forth in this policy. All Title IX Coordinators shall receive annual training on Sexual Misconduct as required by Title IX, the Clery Act, Enough is Enough, and other civil rights law. The name and contact information for all Title IX Coordinators at LIBI can be found on LIBI's website, publications, bulletin boards, and are listed later on in the section.

TITLE IX AND SEX DISCRIMINATION

Title IX of the Education Amendments of 1972 states that “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

LIBI does not discriminate on the basis of sex in recruitment, admissions, or counseling; in providing financial assistance; in treatment of pregnant and parenting students; in disciplinary actions the College imposes on students; or in employment. LIBI does not in any way retaliate against any student or employee for opposing an unlawful educational practice or policy, or anyone who made charges, testified or participated in any complaint action under Title IX.

Under Title IX, discrimination on the basis of sex includes sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

LIBI’S RESPONSIBILITIES TO ADDRESS SEXUAL HARASSMENT AND SEXUAL VIOLENCE

LIBI has a responsibility to respond promptly and effectively to sexual harassment and sexual violence reports. If the College knows or reasonably should know about sexual harassment or sexual violence that creates a hostile environment, the College must take immediate action to eliminate the sexual harassment or sexual violence, prevent its recurrence, and address its effects. Even if a student does not want to file a complaint or does not request that the College take any action on the student’s behalf, if LIBI knows or reasonably should know about possible sexual harassment or sexual violence, it must investigate promptly to determine what occurred and then take appropriate steps to resolve the situation. A criminal investigation into allegations of sexual harassment or sexual violence does not relieve the College of its duty under Title IX to resolve complaints promptly and equitably. This means that LIBI will proceed with its judiciary process independent of law enforcement and any legal proceedings that maybe underway.

SEXUAL HARASSMENT POLICY STATEMENT

The Long Island Business Institute (LIBI or “the College”) is committed to fostering a diverse community of employees and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual’s race, color, national origin, religion, creed, age, disability, sex, gender identity, gender expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. Employees, students, applicants, or other members of the College community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law, treated adversely, or retaliated against based upon a protected characteristic. LIBI strongly condemns sexual harassment in any form. Such behavior is a violation of LIBI’s policies and of both federal and state laws. LIBI will take any and all action needed to discourage, prevent, correct, and discipline due to behavior that violates this policy. The College directs all incidents of sexual harassment to the Title IX Coordinators for examination and action regardless of who receives the complaint. All victims of such harassment should contact:

TITLE IX COORDINATORS ARE LOCATED AT EACH LIBI LOCATION

LIBI FLUSHING

Mariele Hall

Institutional Title IX Coordinator

232 West 40th Street

9th Floor

New York, NY 10018

718-939-5100

mhall@libi.edu

LIBI COMMACK

Audrey Sumner

6500 Jericho Turnpike

Suite 202, Office 4

Commack, NY 11725

631-499-7100 ext. 19

asumner@libi.edu

LIBI NYC EXTENSION CENTER

April Robinson

Intercampus Title IX Coordinator

232 West 40th Street

9th Floor

New York, NY 10018

212-226-7300 ext. 9

arobinson@libi.edu

Although students, Faculty and staff may seek help from a coordinator, 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.

DEFINITIONS

Sex discrimination includes, but is not limited to sexual harassment, sexual violence, sexual assault, domestic violence, dating violence, stalking, and cyber-stalking.

HARASSMENT ON THE BASIS OF PROTECTED CHARACTERISTIC(S) OTHER THAN SEX/GENDER

Harassment based on race, color, age, religion, national origin, disability, sexual orientation, gender expression, genetics, familial status, pregnancy, domestic violence victim status, criminal conviction, veteran status or other protected characteristics is **oral, written, graphic or physical conduct relating to an individual's protected characteristics that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the educational programs or activities offered by the College.**

CONFIDENTIALITY

The College is committed to protecting the confidentiality of all reporting individuals and will work closely with victims to obtain confidential assistance regarding any incident of sexual harassment.

RETALIATION

College policies and state law prohibit retaliation against any individual who opposes sexual harassment, files a complaint, or assists or participates in any manner in an investigation or proceeding conducted by the College or an external agency. Violation of this policy is subject to disciplinary action, up to and including dismissal. Sexual harassment, in any form, will not be tolerated; retaliation, in any form, also will not be tolerated.

REPORTING SEXUAL MISCONDUCT TO THE COLLEGE

In order for LIBI to address allegations of sexual misconduct, the College has to learn about them. Accordingly, LIBI strongly encourages individuals who have experienced sexual misconduct to file a complaint with a designated campus official, as outlined below. The designated officials are trained to accept complaints, to ensure they are investigated in accordance with this policy, and to help complainants get necessary assistance. Students, Faculty, staff and visitors are encouraged to report incidents of sexual misconduct to campus officials, even if they have reported the incident to outside law enforcement authorities, and regardless of whether the incident took place on or off-campus (including “study abroad” programs.) Such reporting will enable complainants to get the support they need and provide the College with the information it needs to take appropriate action.

COMPLAINANT'S RIGHTS

Individuals who have experienced sexual misconduct have the right to file a complaint with the College or to decide not to do so. (The decision on whether to bring disciplinary charges, however, rests with the College). Students who report sexual misconduct have all of the rights contained in the Students' Bill of Rights (copy of the document is available on the College website and in the Enough is Enough Special Section booklet).

Complainants also have these rights:

- To notify campus public safety, local law enforcement, and/or the state police; or to choose not to report.
- To have emergency access to a college official trained to interview victims of sexual assault and able to provide certain information, including reporting options and information about confidentiality and privacy. The official will, where appropriate, advise the reporting individual about the importance of preserving evidence and obtaining a sexual assault forensic examination ("SAFE") as soon as possible. The official will also explain that the criminal process uses different standards of proof, evidence, and that any questions about whether an incident violated criminal law should be addressed to a law enforcement official or a district attorney's office.
- To disclose the incident to a College representative who can offer confidentiality or privacy and assist in obtaining services for reporting individuals. .
- To describe the incident only to those campus officials who need the information in order to properly respond and to repeat the description as few times as practical.
- To have complaints investigated in accordance with LIBI policy.
- To have privacy preserved to the extent possible.
- To receive assistance and resources on campus, including confidential and free on-campus counseling, and to be notified of other services available on- and off-campus, including the New York State Office of Victim Services.
- To disclose the incident to the Director of Operations or designee (if the accused is a College employee) or request that a confidential or private resource assist in doing so.
- To disclose the incident confidentially and obtain services from state and local governments.
- To receive assistance from the campus or others in filing a criminal complaint, initiating legal proceedings in family court or civil court, and/or seeking an Order of Protection or the equivalent. In New York City, this assistance is provided by Family Justice Centers located in each borough: <https://www1.nyc.gov/site/ocdv/programs/family-justice-centers.page>.
- To receive assistance with effecting an arrest when an individual violates an Order of Protection, which may be provided by assisting local law enforcement in effecting such an arrest.
- To withdraw a complaint or involvement from the process at any time. Students can speak with confidential resources on a strictly confidential basis before determining whether to make a report to College authorities. Students also have the right to consult confidentially with state, local and private resources who can provide other assistance.

For the full policy on Sexual Misconduct, resources, and explanations please closely review the Enough is Enough Special Section and the Annual Security Report available on LIBI's website.

STUDENT CODE OF CONDUCT

For the full policy on Student Conduct please see the Student Handbook. For policies related to sexual misconduct please see the Enough is Enough Special Section located on LIBI's website under the "What Students Need to Know" header. Students are expected to adhere to the following:

- Students are expected not to obstruct or interfere with LIBI's educational processes or facilities;
- Students are prohibited from preventing others from exercising their rights to obtain an education or to participate in college activities;

- Failure to comply with lawful directions of College officials acting in the performance of their duties, including failure to comply with the reasonable directions of a member or agent of the College acting in the performance of his/her duty is a violation of the Student Code of Conduct and is explicitly prohibited;
- Any unauthorized occupancy of LIBI's facilities owned or controlled by the College or blockage of access to or from such facilities is prohibited;
- Theft, misappropriation, damage, or unauthorized sale of College property is prohibited;
- Intimidation or abuse of others is explicitly prohibited;
- Interference with the right of any member of the College or other authorized person to gain access to any activity, program, event or facilities sponsored or controlled by the institution is prohibited;
- Disorderly conduct is strictly prohibited. Any individual or group behavior which is abusive, obscene, lewd, indecent, violent, excessively noisy, disorderly, or which unreasonably disturbs College functions, operations, classrooms, other groups or individuals is explicitly prohibited;
- Firearms, ammunition and other dangerous weapons are categorically prohibited. Possession of or use of firearms, ammunition, dangerous weapons of any kind, as well as replica/toy weapons. (Examples of prohibited items include but are not limited to: toy knives, guns, explosive materials, paintball guns, water guns, cap guns, stun guns, tasers, or other items that simulate firearms or dangerous weapons);
- Recklessly or intentionally endangering the physical or mental health of others is prohibited. These behaviors include but are not limited to actions causing bodily harm to another person, or reckless disregard for the health, safety and welfare of any person is explicitly prohibited;
- Engaging in threatening/intimidating behavior, which is so persistent, pervasive, or severe as to deny a person's ability to participate in the activities of the College community is explicitly prohibited. Verbal threats and/or attempts to intimidate, including, but not limited to statements meant to provoke conflict with another person or which cause a reasonable fear for a person's safety will be considered a violation of the Student Code of Conduct and subject to disciplinary actions;
- The unlawful possession, use, or sale of any drug or controlled substance (including, but not limited to, any stimulant, depressant, narcotic, hallucinogenic drug, or marijuana) is explicitly prohibited. This offense includes the violation of any local ordinance, state, or federal law concerning drugs or controlled substances, on or off College owned or controlled property. For full policy and further information **see the Alcohol and Other Drugs publication, Student Handbook, and the Annual Safety Report;**
- The use and/or possession of alcoholic beverages on or off institution owned or controlled property is strictly prohibited. This offense includes the violation of any College policy, local ordinance, state, or federal law concerning alcoholic beverages, on or off College-owned or controlled property. For LIBI's complete Drug and Alcohol Policy **please see the Alcohol and Other Drugs publication** available on LIBI's website and in the Student Handbook;
- Any conduct that is classified as Sexual Harassment is explicitly prohibited. This includes unwelcome conduct of a sexual nature, such as unwelcome sexual advances, request for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct that is sufficiently serious to adversely affect an individual's participation in employment, education or other College activities. See LIBI's Sexual Harassment Policy and the Enough is Enough Special Section for more details.

For the entire policy, please review the Student Handbook.

For a full description of Sanctions associated with violations of the Student Code of Conduct please go to the What Students Should Know tab on the College website and click on Enough is Enough Special Section.

SECTION VIII: 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 LIBI NYC Extension 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
Business Administration Associate of Science	5001
Homeland Security and Security Management Associate of Science	5505
ESL Certificate Program <i>(when offered)</i>	

PROGRAM - COMMACK	HEGIS CODE
Court Reporting Associate in Occupational Studies	5005
Court Reporting Certificate	5005

PROGRAM - NYC EXTENSION CENTER	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
Business Administration Associate of Science	5001
Homeland Security and Security Management Associate of Science	5505
ESL Certificate Program <i>(when offered)</i>	

A.O.S. DEGREE PROGRAM IN ACCOUNTING

HEGIS Code 5002

This program is designed to provide the student with academic preparation in accounting, general business, and general education. Accounting involves the recording, classifying, and summarizing financial data; it includes preparing 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 and financial data. The field of accounting offers 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 a 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.

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 pursuant to I.R.S. regulations.
4. Use analytical skills to solve accounting problems.
5. Communicate clearly, effectively and appropriately in writing.
6. Present ideas effectively orally and visually.

General Education Requirements		Credits
ENG106	College English I	3
ENG207	College English II or	3
ENG208	The Contemporary American Short Story	
PSY104	Introduction to Psychology	3
SPE100	Speech Communication	3

Requirements for the Major		Credits
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
FYS100	First Year Seminar	3
PCD200*	Professional Career Development and Management	3

Elective Requirements		Credits
Elective(s) (to be selected from approved electives or courses in other programs provided prerequisites and corequisites are met)		3

Total Credits Required for the A.O.S. Degree Program in Accounting	60
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Suggested Sequence of Courses		Credits
Semester 1		
ACC100	Principles of Accounting I	3
BUS188	Introduction to Business	3
ENG106	College English I	3
FYS100	First Year Seminar	3
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
ACC209	Income Tax	3
Sub-total		15

Semester 4		
ACC203	Intermediate Accounting II	3
ENG207	College English II or	3
ENG208	The Contemporary American Short Story	
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
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* 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.

Program Goals: Upon completion of this program, students will be able to:

1. Analyze and frame problems.
2. Use business knowledge to solve real world problems.
3. Use technologies effectively.
4. Utilize interpersonal skills and teamwork;
5. Communicate clearly, effectively and appropriately in writing.
6. Present ideas effectively orally and visually.

General Education Requirements		Credits
ENG106	College English I	3
ENG207	College English II or	
ENG208	The Contemporary American Short Story	3
PSY104	Introduction to Psychology	3
SPE100	Speech Communication	3

Requirements for the Major		Credits
ACC100	Principles of Accounting I	3
ADM100	Administrative Management	3
BUS100	Business Legal Concepts and Terminology	3
BUS188	Introduction to Business	3
BUS197	Business Mathematics	3
BUS198	Business Communications	3
BUS289	Organizational Behavior and Management	3
BUS290	Human Resources Management	3
BUS291	Business Finance	3
BUS292	Principles of Marketing	3
BUS294*	Small Business Management	3
CAC205	Computerized Accounting	3
COM100	Introduction to Computers	3
FYS100	First Year Seminar	3
PCD200*	Professional Career Development and Management	3

Elective Requirements		Credits
Elective(s) (to be selected from approved electives or courses in other programs provided prerequisites and corequisites are met)		3

Total Credits Required for the A.O.S. Degree Program in Business Management	60
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Suggested Sequence of Courses		Credits
Semester 1		
ACC100	Principles of Accounting I	3
BUS188	Introduction to Business	3
ENG106	College English I	3
FYS100	First Year Seminar	3
COM100	Introduction to Computers	3
Sub-total		15

Semester 2		
BUS197	Business Mathematics	3
BUS289	Organizational Behavior and Management	3
BUS292	Principles of Marketing	3
ENG207	College English II or	
ENG208	The Contemporary American Short Story	3
SPE100	Speech Communication	3
Sub-total		15

Semester 3		
BUS100	Business Legal Concepts and Terminology	3
BUS198	Business Communications	3
BUS290	Human Resources Management	3
BUS291	Business Finance	3
ADM100	Administrative Management	3
Sub-total		15

Semester 4		
CAC205	Computerized Accounting	3
BUS294	Small Business Management	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 Business Management	60
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* 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.

Program Goals: Upon completion of this program, students will be able to:

1. Stenographically report proceedings using real-time technology.
2. Attain a writing speed of 225 wpm (words per minute) in Q&A; 200 wpm in Jury Charge; and 180 wpm in Literary.
3. Produce a 40-page salable transcript using computer-aided transcription (CAT) software.
4. Communicate clearly and effectively.
5. Demonstrate effective time management skills and organizational skills.
6. Comport oneself in a professional manner.

General Education Requirements	Credits
BUS191 Introduction to Business Communications	1
ENG106 College English I	3
ENG207 College English II	3
ILR101 Introduction to Information Literacy and Research Methods	1
PSY104 Introduction to Psychology	3

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
CRT107 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

Total Credits Required for the A.O.S. Degree Program in Court Reporting 65

* Capstone Course

Suggested Sequence of Courses	Credits
Semester 1	
CRT100 Court Reporting Theory	6
PSY104 Introduction to Psychology	3
TRP102 Transcription Production	3
Sub-total	12
Semester 2	
CRT101 Court Reporting I	6
ENG106 College English I	3
LPT102 Legal Procedures and Technology	3
Sub-total	12
Semester 3	
CRT102 Court Reporting II	6
ENG207 College English II	3
CRT107 Court Reporting Speedbuilding Lab	1
RTW117 Real-Time Writing I	2
Sub-total	12
Semester 4	
BUS191 Introduction to Business Communications	1
CRT106 Court Reporting Speedbuilding Lab	1
CRT203 Court Reporting III	6
ILR101 Introduction to Information Literacy and Research Methods	1
MET100 Medical Terminology	3
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	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 two-fold. 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 (D.H.S.) and the organizations within the D.H.S. 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 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. This degree program's second area of emphasis 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 the essential elements that threaten the security of organizations, people, and property. In addition, necessary 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 respond to crime and neutralize threats of terrorism.
2. Prepare emergency management strategies of mitigation, preparedness, response, and recovery.
3. Identify security threats and provide solutions that mitigate those risks.
4. Use strategies to reduce corporate information system risks.
5. Communicate clearly, effectively, and appropriately in writing.
6. Present ideas effectively orally and visually.

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
SOC203	Effective Leadership	3	ERM202	Disaster Response and Recovery Operations	3
Requirements for the Major		Credits	HSM101	Contingency and Emergency Planning	3
BUS188	Introduction to Business	3	FYS100	First Year Seminar	3
BUS198	Business Communications	3	HSM100	Introduction to Homeland Security	3
COM100	Introduction to Computers	3		Sub-total	15
CRJ100	Introduction to Criminal Justice	3	Semester 2		
CRJ201	Methods of Investigation	3	BUS188	Introduction to Business	3
ERM100	Basic Fire Safety/Basic CPR/and First Aid Training	3	CRJ100	Introduction to Criminal Justice	3
ERM101	Critical Incident Management and Command Systems	3	ENG106	College English I	3
ERM202	Disaster Response and Recovery Operations	3	LAW100	Law and Ethics for Security Professionals	3
FYS100	First Year Seminar	3	SEC100	Introduction to Security	3
HCD201	Homeland Career Development and Management	1		Sub-total	15
HSM100	Introduction to Homeland Security	3	Semester 3		
HSM101*	Contingency and Emergency Planning	3	ERM101	Critical Incident Management and Command Systems	3
HSM201	Understanding Terrorism	3	HCD201	Homeland Career Development and Management	1
HSM202	Introduction to Digital Crime and Digital Terrorism	3	HSM201	Understanding Terrorism	3
LAW100	Law and Ethics for Security Professionals	3	HSM202	Introduction to Digital Crime and Digital Terrorism	3
SEC100	Introduction to Security	3	SEC101	Security Technology	3
SEC101	Security Technology	3	SEC103	Personnel and Physical Property Security Management	3
SEC103	Personnel and Physical Property Security Management	3		Sub-total	16
Total Credits Required for the A.O.S. Degree Program in Homeland Security and Security Management		61	Semester 4		
			BUS198	Business Communications	3
			CRJ201	Methods of Investigation	3
			PSY104	Introduction to Psychology	3
			HSM101	Contingency and Emergency Planning	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

* Capstone Course

A.O.S. DEGREE PROGRAM IN HOSPITALITY MANAGEMENT

HEGIS Code 5010

The Hospitality Management Associate in Occupational Studies Degree that prepares 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, sales principles, 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 61 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. Apply basic principles of problem-solving when troubleshooting hospitality management and operational issues.
2. Effectively use the technical aspects of the hospitality industry.
3. Use various of data and information to make hospitality management decisions, including maximizing customer satisfaction.
4. Demonstrate professional demeanor, attitude, and leadership needed for the positions in the hospitality industry.
5. Communicate clearly, effectively, and appropriately in writing.
6. Present ideas effectively orally and visually.

General Education Requirements		Credits
ENG106	College English I	3
ENG207	College English II or	
ENG208	The Contemporary American Short Story	3
PSY104	Introduction to Psychology	3
Requirements for the Major		Credits
BUS101	The Hospitality Industry	3
BUS188	Introduction to Business	3
BUS198	Business Communications	3
FYS100	First Year Seminar	3
COM100	Introduction to Computers	3
BUS197	Business Mathematics	3
ACC100	Principles of Accounting I	3
BUS110	Hotel and Resort Management	3
BUS107	Casino Gaming Operations	3
BUS250*	Events and Convention Management	3
BUS102	Customer Service Management	3
BUS200	Food Safety	1
BUS201	Food and Beverage Operations	3
BUS205	Travel and Tourism	3
BUS210	Hospitality Marketing	3
BUS211	Revenue Management	3
PCD200*	Professional Career Development and Management	3
Elective Requirements		Credits
Elective(s) (to be selected from approved electives or courses in other programs provided prerequisites and corequisites are met)		3
Total Credits Required for the A.O.S. Degree Program in Hospitality Management		61

Suggested Sequence of Courses		Credits
Semester 1		
BUS101	The Hospitality Industry	3
BUS188	Introduction to Business	3
FYS100	First Year Seminar	3
ENG106	College English I	3
COM100	Introduction to Computers	3
Sub-total		15
Semester 2		
BUS197	Business Mathematics	3
ACC100	Principles of Accounting	3
PSY104	Introduction to Psychology	3
ENG207	College English II or	
ENG208	The Contemporary American Short Story	3
BUS110	Hotel and Resort Management	3
Sub-total		15
Semester 3		
BUS107	Casino Gaming Operations	3
BUS198	Business Communications	3
BUS102	Customer Service Management	3
BUS200	Food Safety	1
BUS201	Food and Beverage Operations	3
BUS205	Travel and Tourism	3
Sub-total		16
Semester 4		
BUS210	Hospitality Marketing	3
BUS211	Revenue Management	3
PCD200	Professional Career Development and Management	3
BUS250	Events and Convention Management	3
	Elective(s)	3
Sub-total		15
Total Credits Required for the A.O.S. Degree Program in Hospitality Management		61

* 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. Students will use various software applications, to 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. Resolve customer questions and problems satisfactorily.
4. Use spreadsheet software to maintain records.
5. Communicate clearly, effectively and appropriately in writing.
6. Present ideas effectively orally and visually.

General Education Requirements		Credits
ENG106	College English I	3
ENG207	College English II or	
ENG208	The Contemporary American Short Story	3
PSY104	Introduction to Psychology	3
SPE100	Speech Communication	3

Requirements for the Major		Credits
BUS197	Business Mathematics	3
BUS198	Business Communications	3
COM105	Records Management	3
HRW100	Human Relations in the Workplace	3
COM100	Introduction to Computers	3
COM200	Business Applications of Personal Computers	3
FYS100	First Year Seminar	3
PCD200*	Professional Career Development and Management	3

Office Technology Track		Credits
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 Requirements		Credits
Elective(s) (to be selected from approved electives or courses in other programs provided prerequisites and corequisites are met)		6

Total Credits Required for the A.O.S. Degree Program in Office Technology with Medical Office Option - Office Technology Track		60
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Suggested Sequence of Courses		Credits
Semester 1		
BUS188	Introduction to Business	3
COM100	Introduction to Computers	3
FYS100	First Year Seminar	3
ENG106	College English I	3
SPE100	Speech Communication	3
Sub-total		15

Semester 2		
ADM100	Administrative Management	3
BUS102	Customer Service Management	3
BUS197	Business Mathematics	3
COM105	Records Management	3
HRW100	Human Relations in the Workplace	3
Sub-total		15

Semester 3		
BUS198	Business Communications	3
COM200	Business Applications of Personal Computers	3
ENG207	College English II or	
ENG208	The Contemporary American Short Story	3
PSY104	Introduction to Psychology	3
WEB100	Introduction to Web Design	3
Sub-total		15

Semester 4		
OFP104	Office Procedures	3
NET101	Introduction to Networking	3
PCD200	Professional Career Development and Management	3
Elective(s)		6
Sub-total		15

Total Credits Required for the A.O.S. Degree Program in Office Technology with Medical Office Option - Office Technology Track		60
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* Capstone Course

A.O.S. DEGREE PROGRAM IN OFFICE TECHNOLOGY WITH 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. Students will use various software applications, to 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, and provides special preparation in medical terminology and coding for insurance processing and billing.

Graduation Requirements: Students must complete a minimum of 61 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. 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 medical records decisions responsibly, ethically, and legally.
4. Effectively use specialized medical software to organize and analyze medical records.
5. Communicate clearly, effectively and appropriately in writing.
6. Present ideas effectively orally and visually.

General Education Requirements		Credits	Suggested Sequence of Courses		Credits
ENG106	College English I	3	Semester 1		
ENG207	College English II or		MET202	Introduction to Human Anatomy and Physiology	3
ENG208	The Contemporary American Short Story	3	COM100	Introduction to Computers	3
PSY104	Introduction to Psychology	3	FYS100	First Year Seminar	3
SPE100	Speech Communication	3	ENG106	College English I	3
			BUS197	Business Mathematics	3
Requirements for the Major		Credits		Sub-total	15
BUS197	Business Mathematics	3	Semester 2		
BUS198	Business Communications	3	ENG207	College English II or	
COM105	Records Management	3	ENG208	The Contemporary American Short Story	3
HRW100	Human Relations in the Workplace	3	MET100	Medical Terminology	3
COM100	Introduction to Computers	3	MET135	Medical Ethics	3
COM200	Business Applications of Personal Computers	3	COM200	Business Applications of Personal Computers	3
FYS100	First Year Seminar	3	COM105	Records Management	3
PCD200*	Professional Career Development and Management	3		Sub-total	15
Medical Office Track		Credits	Semester 3		
MET100	Medical Terminology	3	PSY104	Introduction to Psychology	3
MET115	Basic ICD-CM Coding	3	MET119	Basic Procedural Coding	3
MET119	Basic Procedural Coding	3	BUS198	Business Communications	3
MET135	Medical Ethics	3	MET115	Basic ICD-CM Coding	3
MET170	Electronic Health Records	3	MET170	Electronic Health Records	3
MET200	Computerized Medical Billing	1		Sub-total	15
MET201*	Medical Office Procedures	3	Semester 4		
MET202	Introduction to Human Anatomy and Physiology	3	HRW100	Human Relations in the Workplace	3
MET218	Medical Insurance and Billing	3	MET218	Medical Insurance and Billing	3
			PCD200	Professional Career Development and Management	3
			MET200	Computerized Medical Billing	1
			MET201	Medical Office Procedures	3
			SPE100	Speech Communication	3
Total Credits Required for the A.O.S. Degree Program in Office Technology with Medical Office Option - Medical Office Track		61		Sub-total	16
			Total Credits Required for the A.O.S. Degree Program in Office Technology with Medical Office Option - Medical Office Track		
			61		

* Capstone Course

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.

Program Goals: Upon completion of this program, students will be able to:

1. Stenographically report proceedings using real-time technology.
2. Attain a writing speed of 225 wpm (words per minute) in Q&A; 200 wpm in Jury Charge; and 180 wpm in Literary.
3. Produce a 40-page salable transcript using computer-aided transcription (CAT) software.
4. Communicate clearly and effectively.
5. Demonstrate effective time management skills and organizational skills.
6. Comport oneself in a professional manner.

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
ILR101	Introduction to Information Literacy and Research Methods	1
INT203*	Internship	3
LPT102	Legal Procedures and Technology	3
MET100	Medical Terminology	3
RTW117	Real-Time Writing I	2
TRP102	Transcription Production	3
Total Credits Required for the Certificate Program in Court Reporting		54

* Capstone Course

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
MET100	Medical Terminology	2
LPT102	Legal Procedures and Technology	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

A.S. DEGREE PROGRAM IN BUSINESS ADMINISTRATION

HEGIS Code 5001

The A.S. degree in Business Administration prepares students for entry-level positions in a wide range of organizations across multiple industries. Graduates of this program acquire a framework in fundamental business, financial, and marketing concepts that prepare students to enter or advance in the ever-evolving business world. Core courses in this major provide an excellent overview of business-relevant content and include courses in general business concepts, management, marketing, accounting and finance, business law, and economics. Graduates will be familiar with the primary management theories and principles and will be able to apply their knowledge in organizational contexts.

Graduation Requirements: must complete a minimum of 60 credits of required and elective courses with a minimum GPA of 2.0.

Program Goals: Upon completion of this program, students will be able to:

1. Evaluate information critically to solve real-world business problems.
2. Apply major management theories and principles.
3. Use technologies to accomplish business objectives.
4. Interpersonal skills and teamwork; work effectively with others including people of diverse backgrounds.
5. Communicate clearly, effectively and appropriately in writing.
6. Present ideas effectively orally and visually.

General Education Requirements		Credits
ENG106	College English I	3
ENG207	College English II or	3
ENG208	The Contemporary American Short Story	
SCI100	Environmental Science or	3
GEO100	Physical Geography	
MAT110	Introduction to Statistics	3
PSY104	Introduction to Psychology or	3
SOC100	Introduction to Sociology	
SPE100	Speech Communication or	3
IPC100	Intro to Interpersonal Communication	
BUS120	Principles of Microeconomics	3
BUS121	Principles of Macroeconomics	3
	Social Sciences Electives	3
	Humanities Elective	3

Requirements for the Major		Credits
FYS100	First Year Seminar	0
MAT100	College Algebra	3
BUS188	Introduction to Business	3
ACC100	Principles of Accounting I	3
BUS130	Business Computing	3
BUS100	Business Legal Concepts and Terminology	3
BUS108	Introduction to Social Media Marketing	3
BUS291	Business Finance	3
BUS292	Principles of Marketing	3
BUS260*	Entrepreneurship	3
BUS270	Managerial Accounting	3

Total Credits Required for the A.S. Degree Program in Business Administration 60

* Capstone Course

Suggested Sequence of Courses		Credits
Semester 1		
FYS100	First-Year Seminar	0
BUS188	Introduction to Business	3
ENG106	College English I	3
MAT100	College Algebra	3
PSY104	Introduction to Psychology or	3
SOC100	Introduction to Sociology	
BUS100	Business Legal Concepts and Terminology	3
Sub-total		15
Semester 2		
ENG207	College English II or	3
ENG208	The Contemporary American Short Story	
SPE100	Speech Communication or	3
IPC100	Intro to Interpersonal Communication	
BUS292	Principles of Marketing	3
MAT110	Introduction to Statistics	3
BUS120	Principles of Microeconomics	3
Sub-total		15
Semester 3		
ACC100	Principles of Accounting I	3
BUS108	Introduction to Social Media Marketing	3
BUS121	Principles of Macroeconomics	3
	Humanities Elective	3
SCI100	Environmental Science or	3
GEO100	Physical Geography	
Sub-total		15
Semester 4		
BUS130	Business Computing	3
BUS270	Managerial Accounting	3
BUS291	Business Finance	3
BUS260	Entrepreneurship	3
	Social Sciences Elective	3
Sub-total		15
Total Credits Required for the A.S. Degree Program in Business Administration		60

A.S. DEGREE PROGRAM IN HOMELAND SECURITY AND SECURITY MANAGEMENT

HEGIS Code 5505

The A.S. Degree Homeland Security and Security Management provides students with the knowledge and skills necessary to perform a rational analysis of programs pertinent to security planning and preparation prior to significant events, and enables them to understand the process for dealing with a major disaster, and understand the process for meeting responsibilities in a manner consistent with the needs of society and the law, social well-being and individual rights. Students will acquire necessary analytical tools to ensure objectivity in maintaining a balance between the rights of the individuals and the need for safety and security in today's society.

Graduation Requirements: must complete a minimum of 60 credits of required and elective courses with a minimum GPA of 2.0.

Program Goals: Upon completion of this program, students will be able to:

1. Explain the mitigation, planning, response, and recovery phases of homeland security threats of human-made, technological, and natural origin.
2. Identify the ethical consequences of action (or inaction) in situations that impact the homeland security field.
3. Distinguish techniques such as analytics, indications, and warnings in the homeland security field.
4. Examine the effects of terrorism on social and political security concerns globally.
5. Communicate clearly, effectively and appropriately in writing.
6. Present ideas effectively orally and visually.

General Education Requirements		Credits
ENG106	College English I	3
ENG207	College English II or	
ENG208	The Contemporary American Short Story	3
SCI100	Environmental Science or	
GEO100	Physical Geography	3
MAT110	Introduction to Statistics or	
MAT105	Quantitative Reasoning	3
PSY104	Introduction to Psychology or	
SOC100	Introduction to Sociology	3
SPE100	Speech Communication or	
IPC100	Introduction to Interpersonal Communication	3
POL100	Introduction to Political Science or	
PSY201	Psychology of Terrorism	3
HIS100	American Government or	
HIS101	Introduction to 20th Century World History	3
REL101	World Religions	3
	Social Science Elective or	
	Humanities Elective	3

Requirements for the Major		Credits
FYS100	First-Year Seminar	0
HSM100	Introduction to Homeland Security	3
CRJ100	Introduction to Criminal Justice	3
HSM101	Contingency and Emergency Planning	3
LAW100	Law and Ethics for Security Professionals	3
HSM201	Understanding Terrorism	3
SEC101	Security Technology	3
SEC103	Personnel and Physical Property Security Management	3
CRJ201	Methods of Investigation	3
HSM202	Introduction to Digital Crime and Digital Terrorism	3
ERM202*	Disaster Response and Recovery Operations	3

Total Credits Required for the A.S. Degree Program in Homeland Security and Security Management **60**

* Capstone Course

Suggested Sequence of Courses		Credits
Semester 1		
FYS100	First-Year Seminar	0
HSM100	Introduction to Homeland Security	3
ENG106	College English I	3
MAT110	Introduction to Statistics or	
MAT105	Quantitative Reasoning	3
PSY104	Introduction to Psychology or	
SOC100	Introduction to Sociology	3
CRJ100	Introduction to Criminal Justice	3
Sub-total		15
Semester 2		
ENG207	College English II or	
ENG208	The Contemporary American Short Story	3
SPE100	Speech Communication or	
IPC100	Introduction to Interpersonal Communication	3
HSM101	Contingency and Emergency Planning	3
LAW100	Law and Ethics for Security for Professionals	3
HIS100	American Government or	
HIS101	Introduction to 20th Century World History	3
Sub-total		15
Semester 3		
SCI100	Environmental Science or	
GEO100	Physical Geography	3
SEC101	Security Technology	3
HSM201	Understanding Terrorism	3
SEC103	Personnel and Physical Property Security Management	3
	Humanities Elective	3
Sub-total		15
Semester 4		
CRJ201	Methods of Investigation	3
HSM202	Intro to Digital Crime and Digital Terrorism	3
ERM202	Disaster Response and Recovery Operations	3
POL100	Introduction to Political Science or	
PSY201	Psychology of Terrorism	3
	Social Science Elective	3
Sub-total		15

Total Credits Required for the A.S. Degree Program in Homeland Security and Security Management **60**

CERTIFICATE PROGRAM IN ENGLISH AS A SECOND LANGUAGE

Offered only at the Flushing Campus and the NYC Extension 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		Clock Hours
ESL100A	Beginner ESL/Survival Skills	120
ESL100A Lab	Beginner ESL/Survival Skills Lab	30
ESL101A	Workplace English	120
ESL101A Lab	Workplace English Lab	30
ESL111A	Integrated ESL with Laboratory I	180
ESL111A Lab	Integrated ESL Lab I	45
ESL112A	Integrated ESL with Laboratory II	180
ESL112A Lab	Integrated ESL Lab II	45
	Out-of-class Preparations	150
Total Clock Hours Required for the Certificate in English as a Second Language		900

Suggested Sequence of Courses		Clock Hours
Semester 1 (450 hours)		
ESL100A	Beginner ESL/Survival Skills	120
ESL100A Lab	Beginner ESL/Survival Skills Lab	30
ESL111A	Integrated ESL with Laboratory I	180
ESL111A Lab	Integrated ESL Lab I	45
	Out-of-class Preparations	75
		Sub-total 450
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

SECTION IX: COURSE DESCRIPTIONS

Courses numbered in the hundreds (e.g., ENG106 College English I, CRT100 Court Reporting Theory) generally represent introductory classes. However, OFP104 Office Procedures and HSM101 Contingency and Emergency Planning represent upper-level courses in their majors and require prerequisites. Courses numbered two hundred and above represent upper-level classes with 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 & 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 Conversation, ESL007 Writing II, and ESL008 Reading II
- Applicants scoring below a 60 in the ACCUPLACER Exam – Sentence Skills Placement will be placed in ENG001.
- Special permission by ESL/English department administrator

Court reporting applicants scoring below 236 in the Accuplacer Next Gen sentence skills section will be placed in ENG001

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. *(Not Offered as of September 2020)*

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.

Not Offered as of September 2020.

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.

Not Offered as of September 2020.

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 center around building understanding in culture and other high-interest topics. 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.

Not Offered as of September 2020.

* Writing Intensive Course (please refer to Section VI)

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 using basic pronunciation skills related to the listening and speaking content.

Not Offered as of September 2020.

ESL0001*
Fundamental Writing
0 Credit/3 Equated Credits

This course is designed to assist high-beginner ELLs 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.

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.

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.

ESL0005
Fundamental Reading
0 Credit/3 Equated Credits

This course is designed to strengthen beginner-level students' English reading skills. Students are introduced to critical thinking skills to better understand points of view and purposes of a text. Students' reading skills are supported by learning connected vocabulary and writing skills. Students practice these academic skills with a variety of reading topics, such as history, science, and culture.

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 to compose different types of paragraphs. The basic components of an essay will also be introduced.

Prerequisite:

- ESL0001 Fundamental Writing
- 100-102 Scaled CELSA score

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:

- ESL0003 Fundamental Grammar
- 100-102 Scaled CELSA score

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.

* Writing Intensive Course (please refer to Section VI)

* Writing Intensive Course (please refer to Section VI)

Prerequisite:

- ESL0005 Fundamental Reading
- 100-102 scaled CELSA score

**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 Grammar
- ESL005 Reading I

**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 Writing I
- ESL003 Grammar
- 102 or higher scaled CELSA score

**ESL008
ESL 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 Reading I
- 102 or higher scaled CELSA score

**ESL009
ESL Aspects of Communication**
0 Credit/3 Equated Credits

This course is designed to continue to develop 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.

Not Offered as of July 2020.

BUSINESS & COMPUTER**ACCOUNTING****ACC100
Principles of Accounting I****3 Credits**

This course covers basic accounting principles, concepts, terminology, and procedures. Topics include the accounting cycle, accounting systems, journals, ledgers, worksheets, financial statements and bank reconciliation. Students will also learn accounting procedures for both service and merchandising businesses.

**ACC101
Principles of Accounting II****3 Credits**

This course is designed to build on the principles, concepts, and procedures learned in Accounting I. Students will study and work with inventories, receivables, long-term assets, accounting for partnerships & corporations, long-term liabilities, investments & statement of cash flows.

Prerequisite:

- ACC100 Principles of Accounting I

* Writing Intensive Course (please refer to Section VI)

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 Income Statement, Balance Sheet, 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 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 (*as of (May 2021)*)
- CAC205 Computerized Accounting (*as of May 2021*)

ACC209
Income Tax
3 Credits

In this course, students will be given a basic, yet comprehensive understanding of the structure of income tax laws and their administration. Students will be provided with instruction and practice in the preparation of various income tax forms.

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: As of July 2019, BUS100 can be replaced with LAW100

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 also will learn to develop and sustain productive long-term customer re-

* Writing Intensive Course (please refer to Section VI)

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.

NOTE: As of July 2019, BUS102 can be replaced with ADM100 or SOC203

BUS107 **Casino Gaming Operations**

3 Credits

This course teaches students about the history of gaming and the role of the integrated resort and social impacts. The psychology of gambling and casino design, service quality, operations, and marketing.

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.

BUS188 **Introduction to Business**

3 Credits

This course is designed to give students a 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

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.

BUS200 **Food Safety**

1 Credit

This course will prepare students for the nationally recognized ServSafe Certification Exam. Basic principles in food safety and sanitation will be covered.

BUS201 **Food and Beverage Operations**

3 Credits

This course gives students a broad overview of food and beverage management. Topics included in this course are purchasing, receiving, menu planning, customer service, management development, pricing, quality standards, and production of food and beverages in the hospitality industry.

* Writing Intensive Course (please refer to Section VI)

Prerequisite:

- BUS101 The Hospitality Industry

BUS205**Travel and Tourism****3 Credits**

This course gives students a broad overview of the travel and tourism industry. Topics included in this course are hospitality marketing, tourism service suppliers, and the tourism environment.

Prerequisite:

- BUS101 The Hospitality Industry

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.

Not Offered as of March 2020.

BUS210**Hospitality Marketing****3 Credits**

This course gives students a broad overview of marketing in the hospitality management field. Topics included in this course are marketing strategies, marketing process, and the hospitality and tourism marketing mix.

Prerequisites:

- BUS101 The Hospitality Industry
- BUS188 Introduction to Business

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. Executive analysis of markets, consumers and businesses will be conducted. Enrollees are engaged in demand forecasting, dynamic value-based pricing, chan-

nel 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: Any of the following:

- BUS101 The Hospitality Industry
- 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.

Not Offered as of March 2020.

BUS250**Events and Convention Management****3 Credits**

This course provides a close look at the meetings, events, conventions and conference industry (MEEC/MICE) and the details of booking and servicing all segments of MEEC. Meeting planning requires a strong knowledge of venues, special events and meeting arrangements, marketing and sales, finance and budgeting, negotiations, and contracts, food & beverage, and operational controls. Students will plan an event to include contracting the room block, food & beverage, meeting space and AV requirements and all details of the above.

Prerequisites:

- BUS101 The Hospitality Industry
- BUS110 Hotel and Resort Management
- COM100 Introduction to Computers

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.

Prerequisites:

- 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 become successful small business owners and finance managers in a challenging business world.

Prerequisites:

- ACC100 Principles of Accounting I
- BUS188 Introduction to Business

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 the importance of customer value and engagement in a digital and social marketplace.

Prerequisite:

- BUS188 Introduction to Business

NOTE: As of July 2019, BUS292 can be replaced with BUS210

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.

Prerequisites:

- BUS188 Introduction to Business
- 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

* Writing Intensive Course (please refer to Section VI)

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.

Not Offered as of January 2020.

CAC205 Computerized Accounting

3 Credits

Computerized accounting systems enable businesses to manage revenue, expenses, and inventory effortlessly. These sophisticated programs also allow bookkeepers to manage bank accounts, pay bills, and prepare budgets. Students will learn in this course the integration of accounting systems and how microcomputers software support bookkeeping. Students will utilize the QuickBooks Online software to apply their knowledge in principles of accounting; ultimately, learning to manage revenue, expenses, and inventory in this accounting software.

Prerequisite:

- ACC100 Principles of Accounting I

COM100 Introduction to Computers

3 Credits

This course is an introduction to both Computer Concepts and Microsoft Office 2019 (Access, Excel, PowerPoint, and Word). The course is also designed to acquaint students with the touch control of alphabetic and numeric keys using proper keyboarding techniques.

COM105 Records Management

3 Credits

This course will prepare students to manage, store and retrieve physical and electronic records. Students will learn various filing methods. Microsoft Access, Excel, SharePoint and Word will be used in this course.

Co-requisite:

- COM100 Introduction to Computers

COM200 Business Applications of Personal Computers

3 Credits

This course is designed for students to integrate software skills in Access, Excel, PowerPoint, and Word 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. *(Not Offered as of September 2019)*

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 provide an 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.

NOTE: As of July 2019, ADM100 can be replaced with BUS102 or BUS290

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.

NOTE: As of July 2019, HRW100 can be replaced with BUS290

OFP104
Office Procedures
3 Credits

This course provides students with the knowledge and skills that are required in the workplace. Topics include invoices, tabulations, typing forms, business letters, records management, time management, filing, telecommunications, and financial statements.

Prerequisites:

- COM100 Introduction to Computers
- COM200 Business Applications of Personal Computers

COURT REPORTING

CAT116
Computer-Assisted Transcription I
2 Credits

This course is designed to provide students with a personal dictionary that accurately matches their writing style. Students will key dictated material into their steno machine and then through the use of the read, translate, and edit functions of their CAT software, the students will be able to define untranslates, words and phrases, and add them to their personal dictionary.

Students will also produce transcripts of various legal proceedings, including Examinations Before Trial, Examinations Under Oath, hearings, and trials. These transcripts will be inclusive of all the required elements in the body of the transcript and inclusive of the caption page through the certificate page.

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
2 Credits Students enrolled before October 2018
1 Credit Students enrolled after October 2018

This course is designed for students at all levels in the court reporting program who wish to increase their speed and accuracy in writing Q&A (multi-voice), jury charges, and straight matter as well as writing proper names and numbers. Use of brief forms and phrases commonly heard in the industry are also reviewed and included in dictation. Emphasis is also placed on vocabulary building.

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.

Prerequisite:

- CRT100 Court Reporting Theory

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.

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 and 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 will be examined.

ERM100**Basic Fire Safety/Basic CPR/and First Aid Training****3 Credits**

This course will encompass basic fire safety and preparedness within the workplace. It is designed to instill in students the basic functions and understanding of workplace fire suppression and the protection of life and property. Students will learn cardiopulmonary resuscitation (CPR) with regard to the American Heart Association guidelines 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 Systems****3 Credits**

This course introduces students to the roles and responsibilities of emergency services within the United States and how to properly assist and interact with these agencies utilizing the 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 in students the ability to coordinate a response to a disaster as the incident commander using disaster simulations, 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 federal and private industry resume's and thank you letter, dress for the interview, develop interviewing techniques, use social media for self-promotion 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 attacks and the response of the United States to include the creation of the Homeland Security Department. Students will examine post 9/11 issues such as: intelligence, the military's role in homeland security, communications assessments, counter-terrorism, 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 various emergency 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. Student will develop and implement a complete emergency plan within the workplace.

Prerequisites:

- ERM100 Basic Fire Safety/Basic CPR/and First Aid Training
- ERM101 Critical Incident Management and Command Systems

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 provides students with a comprehensive understanding of the types of crimes and terrorist acts committed using computer technology as well as theories addressing hackers and other types of digital criminals. Students will be introduced to the concepts and methodologies of the legal tactics and tactics targeting cyber-crimes and in-depth strategies of investigating and researching digital crime, digital terrorism, and information warfare. Students will explore both the technological and behavioral aspects and foundations of digital crimes and the necessary strategies to combat digital crimes and digital terrorism in the future.

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

The American Society for Industrial Security (ASIS), the International Association of Chiefs of Police and Private Security Management, and

the Security Employee Codes of Ethics will be explored. The legal powers and limitations of security personnel as “private police officers” will be examined. Such topics as arrest, search and seizure, and investigation will be included. An introduction to penal law, including terrorism, as it pertains to security professionals will be covered.

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.

SEC101 **Security Technology**

3 Credits

This course will introduce students to the best-practices and essential elements to physical security protection, security technologies and convergence. The origins and applications of environmental design, locks, lighting and surveillance systems will be discussed. Emphasis is on security convergence of physical security, security technology and information technology, and their impact on security departments, IT departments, vendors, and management.

SEC103 **Personnel and Physical Property Security Management**

3 Credits

This course provides 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. The students are introduced to the concepts and methodologies of workplace security used by small, medium, and large corporations. They will explore topics related to personnel security including preemployment screening, training, employee security awareness, internal investigations, workplace violence, security officer operations, and executive

protection. The 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 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.

Prerequisites:

- ENG001 Developmental English or passed or exempted from the Reading and Writing sections of the COMPASS Exam for students enrolled before January 2015
- No pre-requisite required for Court Reporting students.

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.

Not Offered as of September 2019.

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 rules of ICD-10-CM coding and classification systems, sequencing of codes and impact on reimbursement. Basic medical terminology, anatomy and physiology and disease processes related to diagnostic coding used in standard health insurance industries and in billing procedures for doctor's offices, clinics, and hospitals will be emphasized.

Prerequisites: All of the following

- MET100 Medical Terminology
- MET202 Introduction to Human Anatomy & Physiology

MET119
Basic Procedural Coding

3 Credits

This course will provide students with the basic principles of CPT (Current Procedural Terminology), HCPCS (Healthcare Common Procedure Coding System) and ICD-10-PCS (Inpatient Procedural Coding) coding systems and the impact correct coding has on third-party reimbursement. Coding guidelines, sequencing, and applied medical terminology will be emphasized.

Co-requisite:

- MET115 Basic ICD-CM Coding

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.

Not Offered as of September 2019.

MET135
Medical Ethics

3 Credits

This course will cover legal and ethical issues in health care. The ethical and legal responsibilities of healthcare professionals will be emphasized throughout the course. Rules and regulations pertaining to the Health Insurance Portability and Accountability Act (HIPPA) and the Patient Protection and Affordability Act (PPACA) will be covered.

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 the student to the basics of EHR records management. The course will provide the student with the opportunity to put administrative skills learned in previous coursework into practice in a simulated medical setting using an online EHR program that is currently being used in various medical facilities. Computer proficiency will be emphasized and developed. Students will become skilled at utilizing specialized medical practice management software used in medical offices.

Prerequisites:

- COM100 Introduction to Computers

MET200
Computerized Medical Billing

1 Credit

In all healthcare facilities, the efficient processing of insurance claim forms is vital to the financial success of the facility. This course focuses on using Practice Fusion, an online comprehensive practice management software that includes charting, scheduling, and billing. The program allows students to gain practical skills such as building patient files, entering transactions, and managing 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 medical services.

Co-requisite: For students that enrolled on or after September 2019

- MET218 Medical Insurance Billing

MET201
Medical Office Procedures

3 Credits

Medical Office Procedures is a course that covers the daily functions and processes of a medical office. Topics include the following: job responsibilities, medical practice facilities and settings, professionalism, interpersonal communication, administrative procedures, 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, processing mail, and utilizing specialized medical office software.

Prerequisites:

- COM100 Introduction to Computers
- MET115 Basic ICD-CM Coding
- MET119 Basic Procedural Coding

MET202
Introduction to Human Anatomy and Physiology

3 Credits

This course introduces and familiarizes students with the aspects of the medical assistant profession. Topics to be covered include the chemistry of living things, a review of cell processing. An overview of the 12 body systems, diseases and disorders of the human body.

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. The course also reviews inpatient and outpatient cases to identify issues of fraud and abuse.

Prerequisite:

- MET115 Basic ICD-CM 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.

Prerequisites:

- MET202 Introduction to Human Anatomy and Physiology
- 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

The course provides students with an overview of the relationship between humans and their environment. Specifically, the course will introduce students to environmental problems we face including human population growth, air pollution, water pollution, loss of biological diversity and energy usage, and discuss potential solutions to these problems. Local environmental issues also will 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.

Not Offered as of September 2019.

ENG106* **College English I** 3 Credits

Our major emphasis will be placed on the thinking, writing, and researching aspects of College English Composition. How to think about what you want to write, how to outline, draft, and further refine your compositions through a time-tested writing process are central to this course. Also, understanding the different essay patterns and importance of grammar, spelling, punctuation, and vocabulary will help improve and ensure cogent writing. Finally, solid research methodologies will help make individual student's argumentative writing both persuasive and impactful.

* Writing Intensive Course (please refer to Section VI)

Prerequisite: Any of the following:

- Must pass Accuplacer Reading Comprehension and Accuplacer Sentence Skills (Minimum 60);
- ENG001 Developmental English
- Special permission by ESL/English department administrator
- Court reporting applicants scoring below 236 in the Accuplacer Next Gen sentence skills section will be placed in ENG001

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, * Writing Intensive Course (Please refer to Section VI) 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 coursework by going through time management, learning styles, critical thinking, reading, note-taking and test-taking techniques, communicating in school, and identifying career goals.

Not Offered as of September 2019.

FYS100
First Year Seminar
3 Credits

This course introduces students to the concepts of communication, critical thinking, information literacy, and research while students become familiar with LIBI's resources and policies in order to become successful members of the academic community.

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: Students enrolled before Fall 2013, FRS100 Freshman Seminar (1 credit) plus ILR101 (1 credit) is equivalent to FRS100 Freshman Seminar (2 credits).
- Commack students effective Fall 2018

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, think-

ing, 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.

tening 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.

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 students' awareness of the difference between organizational leadership and management. Students will explore the characteristics of effective leadership through the writings of three exceptional leadership theorists. The students will have opportunity to consider various leadership styles and determine their own leadership style.

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 preparing and delivering 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 lis-

SECTION X: ESL CERTIFICATE PROGRAM COURSE DESCRIPTIONS

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 tech-

niques. 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 text-

books, 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 1I

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.

SECTION XI: ACADEMIC CALENDAR

FLUSHING CAMPUS AND LIBI NYC EXTENSION CENTER - SCHEDULE A

Fall 2023 Semester

August	21	Pre-registration begins
September	27	Classes begin
November	23 – 24	Thanksgiving recess – <i>school closed</i>
December	18 –	Winter recess – <i>no classes</i>
January	01, 2024	
January	02	Classes resume
January	15	Martin Luther King, Jr. Day – <i>school closed</i>
January	27	Last day of semester

Spring 2024 Semester

January	03	Pre-registration begins
January	31	Classes begin
February	19	President's Day – <i>school closed</i>
March	29	Good Friday – <i>school closed</i>
May	18	Last day of semester

Summer 2024 Semester

May	03	Pre-registration begins
May	22	Classes begin
May	27	Memorial Day – <i>school closed</i>
June	19	Juneteenth – <i>school closed</i>
July	04	Independence Day (observed) – <i>school closed</i>
July	20	LIBI Commencement Ceremony – <i>Evening classes cancelled</i>
September	02	Labor Day – <i>school closed</i>
September	20	Last day of semester

Fall 2024 Semester

August	21	Pre-registration begins
September	25	Classes begin
November	28 - 20	Thanksgiving recess – <i>school closed</i>
December	18 –	Winter recess – <i>no classes</i>
January	01, 2025	
January	02	Classes resume
January	20	Martin Luther King, Jr. Day – <i>school closed</i>
January	25	Last day of semester

Spring 2025 Semester

January	06	Pre-registration begins
January	29	Lunar New Year – <i>school closed</i>
January	31	Classes begin
February	17	President's Day – <i>school closed</i>
April	18	Good Friday – <i>school closed</i>
May	17	Last day of semester

<hr/>		
Summer 2025 Semester		
May	05	Pre-registration begins
May	22	Classes begin
May	26	Memorial Day – <i>school closed</i>
June	19	Juneteenth – <i>school closed</i>
July	04	Independence Day (observed) – <i>school closed</i>
July	18	LIBI Commencement Ceremony – <i>Evening classes cancelled</i>
August	04 - 16	Summer recess
September	01	Labor Day – <i>school closed</i>
September	19	Last day of semester
<hr/>		
Fall 2025 Semester		
August	25	Pre-registration begins
September	25	Classes begin
November	27 – 29	Thanksgiving recess – <i>school closed</i>
December	19 –	Winter recess – <i>no classes</i>
January	01, 2026	
January	02	Classes resume
January	19	Martin Luther King, Jr. Day – <i>school closed</i>
January	24	Last day of semester

FLUSHING CAMPUS AND LIBI NYC EXTENSION CENTER - SCHEDULE B

Fall 2023 Semester

November	06	Pre-registration begins
November	20	Classes begin
November	23 – 24	Thanksgiving recess – <i>school closed</i>
December	18 –	Winter recess – <i>no classes</i>
January	01, 2024	
January	02	Classes resume
January	15	Martin Luther King, Jr. Day – <i>school closed</i>
February	09	Lunar New Year – <i>school closed</i>
February	19	President's Day – <i>school closed</i>
March	23	Last day of semester

Spring 2024 Semester

March	04	Pre-registration begins
March	28	Classes begin
March	29	Good Friday – <i>school closed</i>
May	27	Memorial Day – <i>school closed</i>
June	19	Juneteenth – <i>school closed</i>
July	04	Independence Day (observed) – <i>school closed</i>
July	15	Last day of semester

Summer 2024 Semester

June	17	Pre-registration begins
June	19	Juneteenth – <i>school closed</i>
July	20	LIBI Commencement Ceremony – <i>Evening classes cancelled</i>
July	22	Classes begin
August	05 – 17	Summer recess – <i>no classes</i>
August	19	Classes resume
September	02	Labor Day – <i>school closed</i>
November	18	Last day of semester

Fall 2024 Semester

November	04	Pre-registration begins
November	21	Classes begin
November	28 – 29	Thanksgiving recess – <i>school closed</i>
December	19 –	Winter recess – <i>no classes</i>
January	01, 2025	
January	02	Classes resume
January	20	Martin Luther King, Jr. Day – <i>school closed</i>
January	29	Lunar New Year – <i>school closed</i>
February	17	President's Day – <i>school closed</i>
March	26	Last day of semester

Spring 2025 Semester

March	03	Pre-registration begins
March	31	Classes begin
April	18	Good Friday – <i>school closed</i>
May	26	Memorial Day – <i>school closed</i>
June	19	Juneteenth – <i>school closed</i>
July	04	Independence Day (observed) – <i>school closed</i>
July	16	Last day of semester

Summer 2025 Semester		
June	30	Pre-registration begins
July	04	Independence Day (observed) – <i>school closed</i>
July	18	LIBI Commencement Ceremony – <i>Evening classes cancelled</i>
July	21	Classes begin
August	04 – 16	Summer recess – <i>no classes</i>
August	18	Classes resume
September	01	Labor Day – <i>school closed</i>
September	17	Last day of semester

Fall 2025 Semester		
November	03	Pre-registration begins
November	20	Classes begin
November	27 – 28	Thanksgiving recess – <i>school closed</i>
December	19 –	Winter recess – <i>no classes</i>
January	01, 2026	
January	02	Classes resume
January	19	Martin Luther King, Jr. Day – <i>school closed</i>
February	16	President's Day – <i>school closed</i>
February	17	Lunar New Year – <i>school closed</i>
March	24	Last day of semester

COMMACK CAMPUS

Fall 2023 Semester

October	18	Pre-registration begins
November	29	Classes begin
December	19 –	Winter recess – no classes
January	02, 2025	
January	02	Classes resume
January	15	Martin Luther King, Jr. Day– school closed
February	19	President's Day– school closed
April	01	Last day of semester

Spring 2024 Semester

March	26	Pre-registration begins
April	08	Classes begin
May	27	Memorial Day– school closed
June	19	Juneteenth– school closed
July	04	Independence Day (observed) – school closed
July	19	LIBI Commencement Ceremony
July	24	Last day of semester

Summer 2024 Semester

July	27	Pre-registration begins
August	01	Classes begin
September	02	Labor Day – school closed
November	25	Last day of semester

SECTION XII-A: BOARD OF DIRECTORS

Vivian Qian
Board Chair

Shang Lee
Secretary

Pauline Chu
Board Member

Qin Lin
Board Member

Bertrand Liang
Board Member

SECTION XII-B: ADMINISTRATORS

Monica Foote
President
Ed.M. and MA in Education
Columbia University, Teachers College

Stacey Johnson
Provost
M.A. in Psychology, John Jay college
B.S. in Psychology, Virginia State University

Houston, Michelle
Campus Director, Programs Director
A.O.S., Long Island Business Institute, Court
Reporting
Diploma, Verbatim School of Court Reporting,
Inc., Court Reporting
Diploma, Briarcliffe Secretarial School,
Secretarial Science

Buncom, Linda
Associate Dean of Instruction
M.S. Candidate, Southern New Hampshire
University, Information Technology
B.S.Ed, Baruch College/CUNY, Business
Education

Venturino, Anna
Institutional Liaison and Director of Student Services
B.A in Psychology, University at Albany
M.S in School Counseling, Long Island University

Aybar, Jhonatan
Director of Operations
AOS in Business Management, LIBI
B.S in Industrial Engineering, UCE
M.S in Operations & Project Management, SNHU
(Aug 2023)

Kiregian, Nazaret
Director of Financial Aid
B.S in Business Administration, Buchorest, Romania

Wang, David
Director of Admissions
B.S in Business Administration, SUNY Buffalo

Zhu, Li
Associate Director of Admin.
B.S in Business Management, SUNY Buffalo

Zeng, Connie
Registrar
AOS in Office Technology, LIBI

SECTION XIII: ADMINISTRATIVE STAFF

FLUSHING CAMPUS

GENERAL ADMINISTRATION

Foote, Monica W.

President

Aybar, Jhonatan

Director of Operations

ACADEMIC ADMINISTRATION

Chen, Leyi (Jenny)

Administrative Assistant to the Registrar

Johnson, Stacey

Provost

Yao, Amy

Student Record Coordinator

Zheng, Connie

Registrar

STUDENT SUCCESS CENTER

Chang, Karin

Student Success Advisor and Accessibility Coordinator

Mei, Jinqiao (Wendy)

Student Success Advisor

ADMISSIONS OFFICE

Chen, Ya (Lydia)

Admissions Representative

Liang, Qi Ting

Admissions Representative

Tan, Zizi (Gina)

Director of Admissions

Wang, Wei (Victoria)

Admissions Representative

Yang, Lily

Admissions Representative

ACCOUNTING OFFICE

Aoki, Hikaru (Gina)

Fiscal Manager

Cordero, Beatriz

Assistant Bursar

FINANCIAL AID OFFICE

Liu, Yun Lin (Cynthia)

Financial Aid Specialist

Ng, Dong

Financial Aid Specialist

Ren, Aimei

Financial Aid Specialist

Zhai, Jiajia (Zoe)

Financial Aid Specialist

Zhu, Li

*Associate Director of Administration and
Financial Aid Systems/Designated School
Official for International Students*

CAREER SERVICES OFFICE

Guo, Hong Li (Ashley)

Career Services Coordinator

LIBRARY

Vieira, Lisa (MLS)

Faculty Librarian

INFORMATION TECHNOLOGY

Guan, Alan

Program Coordinator for Institutional Technologies

Shen, Andy

IT Specialist

Torres, Joe-Wilson

IT Manager/Database Administrator

LIBI NYC EXTENSION CENTER

GENERAL ADMINISTRATION

Foote, Monica W.
President

Aybar, Jhonatan
Director of Operations

ACADEMIC ADMINISTRATION

Buncom, Linda
Associate Dean of Instruction

Chiu, Helen
Administrative Assistant

Hui, Mandy
Student Record Coordinator

Johnson, Stacey
Provost

Lee, Bonnie
Coordinator of Testing

STUDENT SUCCESS CENTER

Chang, Karin
Senior Student Success Advisor

Bejarano, Tiffany
Student Success Advisor

ADMISSIONS OFFICE

Conde, Maria
Admissions Representative

Salvador, Ariela
Admissions Representative

Reyes, Daisy
Admissions Representative

Villavicencio, Jenny
Admissions Representative

Wang, David
Director of Admissions

FINANCIAL AID OFFICE

Almodovar, Aleczandra
Financial Aid Specialist

Huan, Wenyi
Financial Aid Specialist

Zhu, Li
*Associate Director of Administration and
Financial Aid Systems/Designated School
Official for International Students*

ACCOUNTING OFFICE

Aoki, Hikaru (Gina)
Fiscal Manager

LIBRARY

Vieira, Lisa (MLS)
Faculty Librarian

INFORMATION TECHNOLOGY

Guan, Alan
Program Coordinator for Institutional Technologies

Shen, Andy
IT Specialist

FACILITY AND SUPPLY

Qian, Yue
Facilities Manager

CAREER SERVICES OFFICE

Guo, Hong Li (Ashley)
Career Services Coordinator

COMMACK CAMPUS

GENERAL ADMINISTRATION

Foote, Monica W.
President

CAREER SERVICES OFFICE

Houston, Michelle
Acting Career Services Coordinator

ACADEMIC ADMINISTRATION

Houston, Michelle
Campus Director/Intercampus Programs Director

Zheng, Connie
Institutional Registrar

LIBRARY

Vieira, Lisa (MLS)
Faculty Librarian

INFORMATION TECHNOLOGY

Torres, Joe-Wilson
IT Manager/Database Administrator

ADMISSIONS OFFICE

Sumner, Audrey
Assistant Programs Director & Admissions Counselor

FINANCIAL AID OFFICE

Kiregian, Nazaret
Director of Financial Aid

SECTION XIV: FACULTY CREDENTIALS

FLUSHING MAIN CAMPUS

ACCOUNTING & BUSINESS DEPARTMENT

Borja, Jairo, *Adjunct Instructor*

Ph.D., Walden University, Business Administration
M.B.A., Long Island University, Business Administration

B.B.A., Berkeley College of New York, Business Administration

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

Oster, Bryan, *Adjunct Instructor*

M.B.A., Fordham University, Finance

B.B.A., Baruch College/CUNY, Finance

Pantaleon, Anthony, *Adjunct Instructor*

M.B.A., Baruch College/CUNY, International Business

Rollins, Erica, *Adjunct Instructor*

M.B.A., Long Island University, Business Management

B.A., Farmingdale State College, Business Administration

Runcie, Winston, L., *Full-time Instructor*

M.B.A., Long Island University, Business Administration

B.S., St. Francis College, Business Management

ENGLISH & ESL DEPARTMENT

Alhumaidi, Eman, *Adjunct Instructor*

M.A., C.W. Post College, Long Island University, TESOL

Basile, Bruce, *Adjunct Instructor*

M.A., Adelphi University, TESOL
B.A., C.W. Post College, Long Island University, Music Education

Guo, Lingjie, *Adjunct Instructor*

M.A., New York University, TESOL

Jo, Se-Hee, *Adjunct Instructor*

M.A., New York University, TESOL

B.A., Pace University, English Language and Literature

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., University of California, Berkeley, Political Science

Tutlane, Zachary, *Adjunct Instructor*

M.S., Hunter College/CUNY, Education

Wang, Ying, *Adjunct Instructor*

M.S., The City College of New York/CUNY, TESOL

GENERAL EDUCATION

Arguelles, Adriana, *Senior Librarian, Instructor-Information Literacy*

M.S., Long Island University, Library Information Science

B.A., La Salle University-Colombia, Library Information Science

Hudson, Jeffrey, *Adjunct Instructor*

M.A., Queens College/CUNY, Psychology

B.A., Brandeis University, Psychology

HOSPITALITY MANAGEMENT DEPARTMENT

Baldwin, Leroy, *Adjunct Instructor*

B.A., New York University, Elementary Education

Joyner, Tanya, *Adjunct Instructor*

BTech, City Tech/CUNY, Hospitality Management

A.A.S., City Tech/CUNY, Hospitality Management

Lewis, Deborah, Adjunct Instructor

B.A., Boston College, Psychology
A.S., Johnson & Wales University, Hotel and Restaurant Management

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

Leary, Stacey, Adjunct Instructor

M.A., John Jay College of Criminal Justice, Criminal Justice, Sub-Plan on Criminal Law & Procedures

Sherman, Monte, Adjunct Instructor

B.S., Empire State College/SUNY, Communication and Human Services
FAcEM, Emergency Management Academy, Fellow of the Academy of Emergency Management

Strong, Yvette, Adjunct Instructor

M.A., Brooklyn College/CUNY, Political Science
B.A., John Jay College/CUNY, Criminal Justice

MEDICAL OFFICE TECHNOLOGY DEPARTMENT

Dotson, Denyse, Adjunct Instructor

M.H.S., Lincoln University, Human Services Certificate, Queens Educational Opportunity Center/SUNY, Medical Coding and Billing Certification, Certified Professional Coder

Kothari, Ajay, Adjunct Instructor

M.D., Kanpur University, India, Medicine
AAPC-Certified Professional Coder-Apprentice
AAPC ICD-10 CM Proficiency

Leon, Javier, Adjunct Instructor

B.S., Long Island University, Health Science

Mohammed, Shobha, Adjunct Instructor

M.P.H., Grand Canyon University, Public Health
B.S., Medgar Evers College, Biology
A.S., Medgar Evers College, Biology

Noel, Christine, Adjunct Instructor

Medical Assistant, Sanford-Brown Institute
Registered Medical Assistant, American Medical Technologists Certification, National Healthcare Association, Billing and Coding Specialist

Pastor, Isabel, Adjunct Instructor

M.B.A., Monroe Graduate School of Business, Healthcare
B.S., Monroe College, Public Health
A.S., Monroe College, Medical Administration

Potts, Tamica, Adjunct Instructor

EdD., Grand Canyon University, Organizational Leadership
M.B.A., American Intercontinental University, Healthcare Management
B.B.A., Berkeley College, Healthcare Administration

Singh, Angelica, Adjunct Instructor

M.S., Florida International University, Health Service Administration
B.S., Florida International University, Health Service Administration

OFFICE TECHNOLOGY DEPARTMENT

Brown, Cheryl Ann, Adjunct Instructor

A.S., Nassau Community College/SUNY, Computer Science

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.

LIBI NYC EXTENSION CENTER

ACCOUNTING & BUSINESS DEPARTMENT

Alvarado, Luis, *Full-time Instructor*
B.S., National University of Trujillo, Peru, Accounting

Orderson, Diane, *Full-time 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

Robinson, April, *Full-time 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

Veliz-Mugan, Nadia, *Full-time Instructor*
M.S., DeVry University, Accounting/Financial
Management
B.S., St. Francis College, Management

ENGLISH & ESL DEPARTMENT

Behan, Michael, *Adjunct Instructor*
M.A, St. Michael's College, TESL (Applied
Linguistics)
B.A., University of Scranton, English

Hossain, Afreen, *Adjunct Instructor*
M.A., King's College, London, English Language
Teaching and Applied Linguistics Certificate, Uni-
versity of Cambridge, English Language Teaching to
Adults

Kim, Robert, *Adjunct Instructor*
B.A., Stony Brook University, History; Teacher
Preparation in Social Studies
M.A., Stony Brook University/SUNY, Liberal Studies,
M.A., Hofstra University, TESOL

Lavrenishyna, Ievgeniia, *Adjunct Instructor*
M.S., Duquesne University, Education Teaching ESL

Lee, Bonnie, *Adjunct Instructor*
B.A., College of Staten Island/CUNY, English
Linguistics
CELTA Certificate, St. John's Manhattan Campus, ESL

Nester, Robert, *Full-time Instructor*
B.A., Hofstra University, History

Ritchie, Eugene, *Adjunct Instructor*
M.A., Manhattanville College, Writing
B.A., Fordham University, Communications

Sanjida, Yasmin, *Adjunct Instructor*
M.F.A., City College/CUNY, Creative Writing
B.A, City College/CUNY, English

Tang, Daichun, *Adjunct Instructor*
M.A., West Virginia University, TESOL/ESL &
American Linguistics

GENERAL EDUCATION

Mickel, Darrel, *Adjunct Instructor*
M.A., Excelsior College, Global Strategies
B.A., Excelsior College, Psychology

Pappas, Monique, *Adjunct Instructor*
B.A., Dillard University, Theatre Arts
M.A., Brooklyn College/CUNY, Theatre

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

HOSPITALITY MANAGEMENT DEPARTMENT

Joyner, Tanya, *Adjunct Instructor*
BTech, City Tech/CUNY, Hospitality Management
A.A.S., City Tech/CUNY, Hospitality Management

Lewis, Deborah, *Adjunct Instructor*
B.A., Boston University, Psychology
A.S., Johnson & Wales University, Hotel & Restaurant
Management

Roychoudhury, Abir, *Adjunct Instructor*
M.S., Florida international University, Hotel and Food
Service Management
B.A., University of North Florida, Political Science
Certification: ServSafe

MEDICAL OFFICE TECHNOLOGY DEPARTMENT

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

OFFICE TECHNOLOGY DEPARTMENT

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

B.S.Ed, Baruch College/CUNY, Business Education

Cottingham, Patrick *Adjunct Instructor*

M.M., University of South Dakota, Music

M.A., University of South Dakota, Theatre and English,

B.A., Yankton College, Music

Garcia, Maria *Full-time Instructor*

M.S. Candidate, EDP University, PR, Information Systems

B.S., Interamerican University, PR, Computer Science

Scalia, Julia *Adjunct Instructor*

M.S., Metropolitan College of New York, Administration

B.A., Excelsior College, Liberal Arts

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

Houston, Michelle *Campus Director, Programs Director*

A.O.S., Long Island Business Institute, Court Reporting

Diploma, Verbatim School of Court Reporting, Inc., Court Reporting

Diploma, Briarcliffe Secretarial School, Secretarial Science

Magarelli, Frances *Adjunct Instructor*

A.O.S., Long Island Business Institute, Court Reporting

Sumner, Audrey *Assistant Programs Director, Full-time Instructor*

A.O.S., Long Island Business Institute, Court Reporting

GENERAL EDUCATION

Prodromos, Imprixis J., (Mike) *Adjunct Instructor*

M.S., Dowling College, Adolescence Education

M.B.A., Dowling College, Management & Leadership

B.A., Stony Brook University/SUNY, English

Stanco, Christina *Adjunct Instructor*

M.A., Adelphi University, Mental Health Counseling

M.A., Adelphi University, General Psychology

B.A., Adelphi University, General Psychology

Credentialed Alcohol and Substance Abuse Counselor

Certified Crisis Intervention Counselor

MEDICAL DEPARTMENT

Sumner-Horning, Bethany *Adjunct Instructor*

B.S., Stony Brook University/SUNY, Physician Assistant

A.S., Farmingdale State College, Dental Hygiene

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APPENDIX A: TRANSPORTATION TO ALL CAMPUSES

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	Q17	Q28	Q65
Q13	Q20A/B	Q34	Q66
Q14	Q25	Q44	QBX1
Q15	Q26	Q48 (to LaGuardia Airport)	N20
Q16	Q27	Q58	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 stops on the east and on the west side of Jericho Turnpike (25) at the corner of Commack Road. The following Suffolk County Transit buses service Commack Corners:

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 **LIRR 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.

LIBI NYC EXTENSION CENTER

The LIBI NYC Extension Center is conveniently located in Times Square. The campus is well-served by public transportation including multiple **MTA bus and subway lines**, including the **A, C, E, N, Q, R, S, 1,2,3, and 7 subways**. It is adjacent to the Port Authority Bus terminal and a quick walk to New York Penn Station and Grand Central Terminal.

APPENDIX B: CLEP EXAMINATIONS

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
Natural Sciences	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: IP GRADE, EXTENDED ENROLLMENT, AND SAP

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	<p>Student does not meet speed class requirements.</p> <p>Student receives the grade of IP.</p>	<p>Student goes on Academic Warning for Semester 2.</p> <p>Student registers for the same speed class in Semester 2.</p> <p>Student is eligible for Financial Aid in Semester 2.</p>
SEMESTER 2	<p>Student does not meet speed class requirements.</p> <p>Student receives the grade of F.</p>	<p>Student goes on Probation for Semester 3</p> <p>Student registers for the same speed class in Semester 3</p> <p>Student is not eligible for Financial Aid in Semester 3</p>
SEMESTER 3	<p>Student does not meet speed class requirements.</p> <p>Student receives the grade of F.</p>	<p>Student is dismissed.</p> <p>Student may apply for extended enrollment for Semester 4.</p> <p>Student is not eligible for Financial Aid in Semester 4.</p>

APPENDIX D: COURSES WITH LABORATORY FEES

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

APPENDIX E: 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 (\$350) and obtain a receipt.

To complete the Form I-901 and to pay the SEVIS I-901 fee students must go to the Bursar's Office.

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 thirty (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 U.S. 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 thirty (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 register for 12 credits/equated credits each term. The DSO only under certain circumstances may approve a reduced course load. 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 an F-1 student to register for a 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 United States.

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.

APPENDIX F: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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;
- 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

<https://studentprivacy.aem-tx.com/about-us>

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 forty five (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 forty five (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 NYC).

LIBI FLUSHING

Main Campus

136-18 39th Avenue,
5th Floor
Flushing, NY 11354
718-939-5100

LIBI COMMACK

Branch Campus

6500 Jericho Turnpike
Suite 202
Commack, NY 11725
631-499-7100

LIBI NYC

Extension Center

232 West 40th Street
9th and 10th Floor
New York, NY 10018
212-226-7300

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

APPENDIX G: STUDENT COMPLAINT PROCEDURES

Students, Faculty, staff, student clubs, academic departments, administrative units, vendors, and individuals external to the College may file formal complaints with the Director of Operations. Please note: Academic Integrity violations should be reported to the office of the Provost. The following individuals may be contacted to do so: Provost Johnson: sjohnson@libi.edu, and Associate Dean Buncom: lbuncom@libi.edu.

ADA ACCOMMODATIONS AND COMPLAINTS

LIBI is committed to providing reasonable accommodations and academic adjustments to allow qualified individuals the opportunity to participate in programs, activities and employment. In most cases, it is necessary for LIBI's accessibility coordinator and the individual requesting accommodations to meet formally to determine the best course of action. LIBI thoroughly reviews all requests on a case-by-case basis in accordance with applicable federal, state and New York City law.

As mentioned, LIBI will assess all accommodation requests on an individual basis to determine what reasonable accommodations, or modifications, can be made to remove workplace barriers to enable qualified individuals to perform their jobs. For qualifying students, reasonable accommodations are adjustments to policies or programs that when made provide equal access to LIBI's academic and cocurricular or outside activities. Please note that, the College, in consultation with the individual requesting the accommodation, will determine based on each case what "reasonable accommodation" will be extended. The College is not obligated by law to use the most expensive or unduly extensive solution, the most substantial, or disruptive solution, or those that would fundamentally alter the nature or operation of the College. If a particular accommodation imposes an undue hardship, the College will consider whether an alternative accommodation is available that would not impose an undue hardship. Students and employees requesting accommodations or academic adjustments have the right to expect privacy and discretion. All documentation provided to the Accessibility Coordinator will be shared with other college officials on a need-to-know basis only. The Accessibility Coordinator will keep all of the student and student-applicant accommodation related documentation and medical forms used to evaluate the accommodation request in a separate file. Documentation for employees and applicants will be maintained by the Director of Operations in a separate file. Students, employees, and applicants who require accommodation or academic adjustments should make their requests without fear of retaliation or reprisal. LIBI categorically prohibits retaliation against individuals for requesting reasonable accommodations or academic adjustments, appealing decisions concerning such requests, or for making or participating in claims of discrimination.

ADA complaints should be filed with the designated Accessibility Coordinator. The coordinator, Ms. Karin Chang, can be reached by email at kchang@libi.edu. Ms. Chang handles accessibility related concerns at all three LIBI locations. Ms. Chang is able to assist and advocate for both students and employees. If a mutually acceptable accommodation cannot be determined, the Accessibility Coordinator will refer the case to the Director of Operations. The Director of Operations will investigate the case and attempt to assist the student, employee, or applicant. If a mutually acceptable accommodation cannot be determined at that point, then the Accessibility Coordinator and the Director of Operations will make their recommendations to the President of the College, who will make the decision concerning the complaint.

SUMMARY OF STEPS

Students, employees, and applicants who believe that a decision to deny the request for a reasonable accommodation or academic adjustment was based on unlawful discrimination should contact the Director of Operations. In the event that after communicating with the Director of Operations the student, employee, or applicant still believes that his/her request for accommodation is being unlawfully denied, the complainant should contact the President of the college at mfoote@libi.edu. Should the student, employee, or applicant believe after contacting the President of the college that a reasonable accommodation has been unlawfully denied, he/she may file a complaint, without fear of retaliation, with one or more of the outside agencies listed below.

- The U.S. Department of Education, Office for Civil Rights
<http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>

- The U.S. Equal Employment Opportunity Commission
https://www.eeoc.gov/federal/fed_employees/filing_complaint.cfm
- New York State Division of Human Rights
<https://dhr.ny.gov/complaint>
- New York City Commission on Human Rights
<https://www1.nyc.gov/site/cchr/enforcement/complaint-process.page>

FERPA COMPLAINTS

Students concerned about potential FERPA violations should file a written complaint by emailing lzhu@libi.edu. If the issue is not resolved, the student should contact the Director of Operations (see [Appendix K for Office Locations](#)). Students followed the internal grievance procedure and still wish to file a further complaint under FERPA should do so by completing the complaint form available electronically through the U.S. Department of Education. Complaints can also be manually emailed to FERPA.Complaints@ed.gov. Alternatively, students may print out the form, sign and mail it to the following address:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Ave, SW
Washington, DC 20202-8520

RELIGIOUS ACCOMMODATIONS

A student requesting accommodations under Education Law - EDN § 224-a, will not be expelled from or be refused admission as a student to LIBI for the reason that he/she is unable, because of his/her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.

A student who is requesting an accommodation under Education Law - EDN § 224-a, who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

Students requesting such a religious accommodation should contact the Academic Advising Office at the campus which they are enrolled. The student, the student's academic advisor, and the Provost will engage in an interactive process with the goal of finding an acceptable accommodation.

Please note that religious accommodation is based on a sincerely held belief. Those requesting religious accommodation should be prepared to provide some supporting documentation such as the individual's religious official or clergy member, who are aware of the religious practice or belief.

Employees and applicants requesting a religious accommodation should contact the Office of the Director of Operations (see [Appendix K for Office Locations](#)). The Director of Operations and the employee or applicant will engage in an interactive process with the goal of finding an acceptable accommodation. All individuals (students, employees, and applicants) requesting religious accommodations will be asked to fill out a form so that the interactive process may commence. Reasonable accommodations may include but are not limited to flexible arrival and/or departure times, permission to make up a test or graded assignment, or time and/or space to pray.

The Provost will send the student making a request a written letter granting or denying the request along with an explanation if the request is denied. The Director of Operations will produce such communication for employees and job applicants.

FILING WRITTEN COMPLAINTS

Faculty, staff, and students may file complaints using two methods.

Individuals wishing to submit an anonymous complaint can do so by filling out the online incident form located on the College website. The online form allows individuals to include or exclude their names and contact information; however, those opting to submit these forms anonymously should be as thorough as

possible when providing details of the incident. Incomplete or very general forms make it difficult for the College to react as quickly as we may need to. LIBI is committed to addressing all complaints in the most expedient fashion and is grateful to members of the community who come forward with reports.

Please note, the online form allows individuals who are filing to include their contact information, so the form can be used for both, anonymous and non-anonymous, reporting. Every computer in LIBI's computer classrooms has access to this form. To quote the Department of Homeland Security and Security Management, "If You See Something, Say Something®". This applies to any safety related observations, as well as any complaints related to working or studying at LIBI.

Faculty, staff, and students may also file complaints by contacting the Office of the Director of Operations directly. Individuals opting to file a complaint by email may request confidentiality, if they wish to do so. Please note that confidentiality will be maintained as much as feasible and practicable but cannot be guaranteed.

When emailing, please be sure to include:

- Complainant's name and contact phone number where you can best be reached.
- The best time to contact you if more information is required to address the complaint.
- The date and time of the incident or alleged behavior you are reporting.
- A description of the incident (the nature of alleged violation/behavior).
- If known the name of person(s)/department responsible for the alleged violation/behavior.
- A detailed statement of what occurred.

STUDENT COMPLAINTS ABOUT FACULTY CONDUCT

LIBI has a variety of policies and procedures in place to address student-related issues. These policies help to maintain courteous and productive relationships between members of the college community, including students and Faculty. From time to time, however, Faculty conduct in the classroom is reported to the Academic Administration. Generally, as a first step, students are encouraged to speak directly to the Faculty member whose conduct has bothered or disturbed the student. Frequently students find that the matter can be resolved quickly by going directly to the person involved. The College strongly encourages students to make this the first recourse. There are times, however, when a student may feel uncomfortable approaching the Faculty directly. LIBI has in place resources to assist students who may be bothered by how they were treated or by witnessing an unjust treatment of others. LIBI's Academic Advising Office is generally a good place to start the conversation. The advisors are a resource and all students are encouraged to bring up their concerns to their assigned advisor. The advisors can be very effective in resolving misunderstandings and students are strongly encouraged to discuss their feelings and concerns openly with their advisor.

If the student finds that the academic advisor's assistance did not yield an acceptable resolution or if the student believes that a Faculty member's behavior was extreme, he or she may raise the matter with the Provost. If it has not already occurred, the Provost may ask the student to resolve the manner informally with the person involved, or the Provost may refer the matter to the Director of Operations.

Please note that LIBI strives to honor the academic freedom of its Faculty when it comes to the presentation of the material or the Faculty member's teaching style. The College does acknowledge that mutual respect in the classroom is of paramount importance in a well-functioning and academically effective classroom. The following policy has been established for addressing complaints about Faculty treatment of students that are not protected by academic freedom.

This policy encompasses a range of behaviors that can be classified into several categories (note, this is not an exhaustive list but rather examples):

1. Gross incompetence or neglect of duty. Failure to meet the responsibilities of instruction, including:
 - a. arbitrary denial of access to instruction;
 - b. significant intrusion of material unrelated to the course;
 - c. significant failure to adhere, without legitimate reason, to the expected rules and requirements of teaching and supervision;

- d. evaluation of student work by criteria not directly reflective of course performance;
 - e. undue and unexcused delay in evaluating or the administrative processing of student work.
2. Physical or mental incapacity
 3. Participating in or deliberately abetting disruption, interference, or intimidation in the classroom

FORMAL COMPLAINT

If the student attempted an informal resolution, but it did not yield a resolution, or if the student could not pursue an informal resolution, the student may file a written complaint with the Director of Operations (*see [Appendix K](#) for Office Locations*).

1. Formal complaints should be filed within forty five (45) calendar days of the alleged behavior/incident. If an attempt at an informal resolution made meeting the deadline impossible, an exception may be granted by the Director of Operations. Unless there is a conflict of interest, the Director of Operations will assist the investigator, or may conduct the investigation herself.
2. The written complaint must be as detailed as possible. The Director of Operations, or a designee, will begin the process of investigation. This will include meeting with the Faculty or staff member in question.
3. Filing a formal grievance does not automatically imply that there was wrongdoing. The accused will be made aware of complaint but will also be informed that an open investigation does not imply that any wrongdoing took place.
4. The accused will be informed that no retaliatory action can take place against the student.
5. Either party can object in writing to the individual who is conducting the investigation if they feel that the investigation process may be biased. The letter must provide detailed reasons why the request for a new investigator is being made. At that point, the Director of Operations will seek the counsel of the Provost and the President of the College. If the request is deemed a legitimate one, the Director of Operations will appoint a new investigator.
6. The investigator will meet with both the accused Faculty or staff member and the student. This meeting may take place with both parties present or separately. The investigator will use full discretion and professional judgment to protect the student from any adverse actions. The aim of this meeting will be to discuss the facts of the complaint and to come to a mutually acceptable resolution, if possible. If a mutually acceptable resolution is not feasible, the investigator may need to interview other persons familiar with the situation or behavior being investigated. These individuals can be other students in the course, other Faculty members, any other members of the College community with knowledge of the alleged incident/behavior. To the extent possible, the investigator will not reveal the identity of the student making the complaint while questioning relevant members of the community.
7. The investigator may at various points after the initial interview request to meet with the student or the Faculty member to clarify any points of their accounts.
8. The complaining student may request to have a support person present with them during the meetings with the investigator.
9. The investigator will need to determine if the conduct in question was protected by academic freedom. The investigator will then compile a written report outlining the findings of the investigation and recommendations.
10. The student and the Faculty member in question will receive a copy of the written report. The Provost will also be sent the report.
11. Unless well documented and substantiated extenuating circumstances occur, the final report should be completed within thirty (30) calendar days of the commencement of the investigation.

Appeal Process

If either party is dissatisfied with the findings of the report, that party (or both parties) may file a written appeal to the Provost within fourteen (14) calendar days of receiving the report. The Provost will call for an emergency meeting of the Faculty Governance Council (FGC) to review the report. If in the opinion of

the Provost, there is a perceived conflict of interest, the Provost will ask the FGC to appoint a panel comprised of no fewer than five (5) members (three (3) Faculty members and two (2) staff members). Either the FGC or the appointed group will review the findings and recommendations of the report. The group will be charged with determining whether the conduct in question was protected by academic freedom. This group will not conduct its own investigation, rather they will weigh the facts in an effort to try to determine whether the conclusion was correct or if it ought to be overturned. If in the course of the review the factual findings are discovered to be in error, the group will direct the investigator to reconsider the case or may assign a new person to work with the investigator on correcting the facts surrounding the case. The group will issue a written decision within fourteen (14) calendar days after receiving the appeal. The written decision will be sent to the student, the Faculty member, and the Provost.

Finalizing the Process

Upon receiving the written reports, the Provost will decide the next steps. If the reports indicate that the Faculty member acted inappropriately and outside of the realm of academic freedom, the Provost may act to place the investigation report into the Faculty member's personnel file. The Provost may move to bring additional disciplinary charges against the Faculty member at the conclusion of the investigative process. In particularly egregious circumstances, the College may move to suspend the investigative process and may bring disciplinary proceedings against the Faculty member. The disciplinary process will follow the process outlined in the Faculty handbook.

General Student Complaint Policy

LIBI is committed to ensuring that every student is treated fairly, equitably, and with appropriate respect in accordance with the College's policies and procedures. Any student who feels that they have been treated in a manner not consistent with the policies and procedures set forth by the College, may seek redress of their grievance through various mechanisms the College has in place.

Complaints related to sexual harassment or intimate partner violence, discrimination, grade grievances, as well as complaints under the Americans with Disabilities Act (ADA), privacy violations under FERPA, and appealing dismissals, have their own policies and complaint mechanisms. Anyone wishing to file complaints in these areas should review those policies or seek the assistance of the Director of Operations (*see [Appendix K for Office Locations](#)*).

Students who wish to file a formal complaint regarding behavior or incidents not governed by any other complaint mechanism, should follow the steps outlined below. Participating in a complaint process is protected from retaliation. Students will not experience or be subject to any adverse action for filing a complaint with the College, if that complaint is filed in good faith. Should retaliation occur, LIBI will take prompt action to investigate any report of retaliation and will pursue disciplinary action as appropriate. Any student who in good faith reports potential misconduct or participates in the investigation of suspected wrongdoing under this policy is entitled to protection from any form of retaliation following the report, even if the reported misconduct is later not proven.

Purpose

This complaint procedure is available to all LIBI students who seek to resolve a problem that could not be addressed by any other compliant mechanism available at LIBI. This policy covers complaints against the College and the actions of its employees acting in their official capacity. Reportable actions are those that breach the written policies in place.

Exceptions

Students should not use this policy to file complaints related to Title IX (sexual discrimination and harassment on the basis of sex). These are complaints related to verbal or written harassment, sexual assault, including rape and other unwanted sexual touching, stalking, dating or domestic violence. There is a separate policy on reporting Title IX related complaints.

This policy also does not encompass complaints related to discrimination based on race or any other category protected by law, ADA reasonable accommodations complaints, grade grievances, dismissal appeals, financial aid appeals, or privacy violations under FERPA.

Complaints related to academic program decisions are under the jurisdiction of the Provost's office. The College catalog outlines how to appeal academic decisions and dismissals.

These questions should help you decide if this policy is the correct pathway to take to redress your grievance:

1. Is my complaint covered by any other policy or grievance mechanism?
Yes No
2. Does my complaint involve a member of the Faculty or staff acting in their official capacity?
Yes No
3. My rights as outlined in college publications have been violated.
Yes No
4. LIBI's policies have not been followed as written.
Yes No
5. I have attempted an informal resolution, but it has not yielded a solution to my complaint.
Yes No

If you answered NO to question 1 and YES to questions 2-5 then this is the correct mechanism to use.

Complaint Policy

LIBI encourages students to try to resolve issues informally before filing a formal complaint; however, if the student has unsuccessfully attempted an informal resolution, or extenuating circumstances exist that make an informal attempt not possible, then the student should follow the steps outlined in this policy.

Students who believe that their rights as LIBI students have been abridged, or they have been subject to behavior not consistent with the written policies of the college, are asked to file a formal written complaint with the Director of Operations (*see [Appendix K](#) for Office Locations*). If the matter concerns the Director of Operations, the written complaint should be addressed to the Internal Auditor.

The following information should be included with as much detail as possible.

1. Your (the complainant's) name and contact phone number where you can best be reached.
2. Include the best time to contact you if more information is required to address the complaint.
3. Provide the date and time of the incident or alleged behavior you are reporting.
4. Provide a detailed statement of what occurred.
5. Describe the incident (the nature of alleged violation/behavior) and the circumstances under which the alleged claim may have been committed.
6. If known, name of person(s)/department responsible for the alleged violation/behavior.
7. Provide names of witnesses, if any.

TIME LIMITATIONS

Formal complaints should be filed within forty five (45) calendar days of the alleged behavior/incident. If an attempt at an informal resolution made meeting the deadline impossible, an exception may be granted by the Director of Operations.

Process

It is the policy of the College to encourage students to engage in an informal resolution-seeking discussion with the individual alleged to be responsible for the violation or wrongdoing. The student submitting the formal complaint will be asked about this step by the Director of Operations. If an attempt at an informal resolution was not possible or there were extenuating circumstances around this step, the student will need to inform the Director of Operations.

If possible, the Director of Operations will meet with the student in person to ensure that all facts of the case are correctly represented in the letter the individual responsible for the alleged transgression (the respondent) will receive. The Director will produce and deliver the notice of the complaint to the respondent within ten (10) calendar days of receiving the claim. If there are extenuating circumstances that prevent the Director from meeting this deadline, the Director will advise the student of the delay and provide a new deadline ensuring no further undue delays.

Once the notification is made the Director of Operations will offer the student and the respondent an opportunity for mediation. If the parties agree, the Director will arrange for a meeting between the student and the respondent. The Director will attend the meeting(s) and will attempt to assist in the resolution of the complaint. Participating in the internal mediation will not preclude the student from making the decision to move forward with a formal complaint. Internal mediation is confidential, and if a resolution is reached the case will not be deemed a formal complaint.

At any point during the process students are encouraged to get clarification from the Director of Operations or the Internal Auditor. If the matter is not resolved through internal mediation, the student must notify the Director of Operations within ten (10) calendar days that he/she wishes to proceed with the formal complaint. The student will then be asked to produce a written description of the redress that he/she seeks.

The Director of Operations and the Internal Auditor will then assign an investigator to the case. Absent any conflict of interest, the Director may serve as the investigator.

The investigator will review the written grievance and the allegedly violated policy. A time will be set for the student to meet with the investigator. If other individuals with knowledge of the incident or behavior are identified, the investigator will meet with those individuals. The investigator will also determine whether he/she should interview additional individuals who may help the investigator better understand the circumstances around the claim.

The investigator will draft a report of his/her investigation, findings, and recommendations within ten (10) calendar days after concluding the investigation. The report will be submitted to the Provost and to the Internal Auditor. Upon review of the findings the Provost will direct the Director of Operations to draft an official written decision to the student and to the respondent. The letters should be originated no later than 5 (five) calendar days.

Should the complaint involve the Provost or the Internal Auditor, the investigator will discuss his/her findings with the Provost. If the Provost is satisfied with the investigation process and findings, she will then direct the Director of Operations to draft an official written decision to the student and to the respondent.

LIBI is committed to conducting a fair and unbiased investigation into all student complaints. If at any point during the process either the student or the respondent feels that the investigator is not maintaining complete neutrality, the concerned party should immediately come forward. A new investigator will be selected if a conflict of interest exists.

Appeal Process

If either party is dissatisfied with the findings of the report and final decision, that party (or both parties) may file a written appeal to the Provost within fourteen (14) calendar days of receiving the decision. If the complaint is against a Faculty member, the Provost will call for an emergency meeting of the Faculty Governance Council (FGC) to review the report. If in the opinion of the Provost, there is a perceived conflict of interest, the Provost will ask the FGC to appoint a panel comprised of no fewer than five (5) members (three (3) Faculty members and two (2) staff members). Either the FGC or the appointed group will review the findings and recommendations of the report. The group will be charged with determining whether the interpretation of the policies was justly applied to the case. This group will not conduct its own investigation, rather they will weigh the facts in an effort to try to determine whether the conclusion was correct or if it ought to be overturned. If in the course of the review the factual findings are discovered to be in error, the group will direct the investigator to reconsider the case or may assign a new person to work with the investigator on correcting the facts surrounding the case. The group will issue a written decision within fourteen (14) calendar days after receiving the appeal. The written decision will be sent to the student, the respondent, and the Provost.

Finalizing the Process

Upon receiving the written reports, the Provost and the Director of Operations will decide the next steps. If the reports indicate that the respondent acted inappropriately and outside of LIBI's written policies, the Provost and the Director of Operations may act to place the investigation report into the respondent's Human Resources file. The Provost and the Director of Operations may move to bring additional disciplinary charges against the respondent at the conclusion of the investigative process. In particularly egregious circumstances, the College may move to suspend the investigative process and may bring disciplinary proceedings against the respondent.

APPENDIX H: 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 at <https://vote.nyc/>)

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 thirty (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 twenty five (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: <https://vote.nyc/page/contact-us>

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:** [Complete English Form On-line](#)
 - **Chinese:** Call 1-800-367-8683
 - **Spanish:** Call 1-800-367-8683
 - Call the phone bank for a postage-paid registration form in the mail. Phone numbers can be found at: <https://vote.nyc/page/contact-us>
 - Call the phone bank for a postage-paid registration form in the mail. 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

APPENDIX I: VOTER REGISTRATION INFORMATION - LONG ISLAND

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 at: www.elections.ny.gov/VotingDeadlines.html

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 thirty (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 statefunded 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)

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

APPENDIX J: CREDIT CARD SOLICITATION

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 Campus Director-Commack before setting up tables.

Table set ups (tabling) will be restricted to specific sites and times designated by the Provost or the Campus Director-Commack 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.

APPENDIX K: OFFICE LOCATIONS

FLUSHING CAMPUS

MAIN BUILDING

136-18 39th Avenue,
3rd, 4th and 5th Floors,
Flushing, NY 11354

ANNEX BUILDING

136-17 39th Avenue,
4th Floor,
Flushing, NY 11354

DEPARTMENT	LOCATION	CONTACT INFO
ADMISSIONS	Main Building, 5th Floor	info@libi.edu
ACADEMIC DEPARTMENT	Annex Building, 4th Floor Front Desk, Room A129	347-368-1193
COLLEGE OFFICIALS	Monica W. Foote, <i>President</i> Stacey Johnson, <i>Provost</i> Linda Buncom, <i>Associate Dean of Instruction</i>	mfoote@libi.edu sjohnson@libi.edu lbuncom@libi.edu
BURSAR OFFICE	Main Building, 5th Floor	718-939-5100 bursarFL@libi.edu
CAREER SERVICES	Main Building, 4th Floor	718-939-5100 careerservicesfl@libi.edu
FINANCIAL AID	Main Building, 5th Floor	faid@libi.edu
REGISTRAR	Main Building, 5th Floor Connie Zheng, <i>Registrar</i>	registrarfl@libi.edu szheng@libi.edu
STUDENT CONDUCT	Main Building, 5th Floor	conduct@libi.edu
STUDENT SUCCESS CENTER ADVISING	Main Building, 5th Floor	advising@libi.edu

LIBI NYC EXTENSION CENTER

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

DEPARTMENT	LOCATION	CONTACT INFO
ADMISSIONS	9th Floor, Room 902	info@libi.edu
ACADEMIC DEPARTMENT	9th Floor, Room 909 Front Desk	212-226-7300
COLLEGE OFFICIALS	Monica W. Foote, <i>President</i> Stacey Johnson, <i>Provost</i> Linda Buncom, <i>Associate Dean of Instruction</i>	mfoote@libi.edu sjohnson@libi.edu lbuncom@libi.edu
BURSAR OFFICE	9th Floor, Room 904	bursarnyc@libi.edu
CAREER SERVICES	10th Floor, Room 1010	212-226-7300 careerservicesnyc@libi.edu
FINANCIAL AID	9th Floor, Room 902	faid@libi.edu
REGISTRAR	Mandy Hui, <i>Student Record Coordinator</i>	mhui@libi.edu
STUDENT CONDUCT	9th Floor, Room 904	conduct@libi.edu
STUDENT SUCCESS CENTER ADVISING	9th Floor, Room 912	advising@libi.edu

COMMACK CAMPUS

6500 Jericho Turnpike,
Suite 202,
Commack, New York 11725

DEPARTMENT	LOCATION	CONTACT INFO
ADMISSIONS	2nd Floor	cmattar@libi.edu
CAMPUS DIRECTOR	2nd Floor	mhouston@libi.edu
ASSISTANT PROGRAMS DIRECTOR	2nd Floor	asumner@libi.edu
CAREER SERVICES	2nd Floor	mhouston@libi.edu
FINANCIAL AID	2nd Floor	nkiregian@libi.edu
REGISTRAR	2nd Floor	cmattar@libi.edu

APPENDIX L: STUDENT ACADEMIC FREEDOM

LIBI is committed to the ideals of academic freedom and acknowledges it to be a cornerstone of the American educational system. 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 AAUP's 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 American Association of University Professors (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."

Faculty members may not refuse to teach a student because of the student's beliefs or the possible uses to which that student may put the knowledge to be gained in a course.

Students will be graded solely based on their reasoned answers and appropriate knowledge of the subjects they study, not based on their political or religious beliefs. The basis of the final evaluation in any course will be available to the student on request.

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 materials.

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.

ACADEMIC FREEDOM DOES NOT EXCUSE DISRUPTIVE BEHAVIOR

Students are expected to exercise their academic freedom with maturity and responsibility. Differences of opinion and dissent are expected in any learning community; however, the expression of dissent must not interfere with normal operations of the College. It is a violation of the Student Code of Conduct for anyone to disrupt or to prevent the regular and essential operations and activities of the College, including class sessions, meetings, events (such as admissions-related activities, student-services events, or job interviews), ceremonies, or other necessary business and community functions.

To ensure that normal college activities LIBI conducts can continue as scheduled, protests are not permitted in the classrooms, offices, libraries, or student lounges. Students who disrupt the functions of the College, including violating the rights of community members or invited speakers, will be subject to LIBI's judicial process.

Any group wishing to draw attention to a social cause or to obtain a public forum must speak to the Provost to request that time be earmarked during the College's common hour.

APPENDIX M: ACADEMIC FREEDOM

LIBI'S STATEMENT OF ACADEMIC AND EXPRESSIVE FREEDOM

LIBI subscribes fully to the AAUP statements of principles on academic freedom published in 1940, and assumes that faculty members know their rights and their responsibilities as members of the academic profession.

ACADEMIC FREEDOM AND PROFESSIONAL INTEGRITY

The administrative staff and faculty of Long Island Business Institute recognize the importance and need for academic freedom in the fulfillment of our educational mission.

The LIBI Faculty has a role in maintaining an environment respectful of diversity and free from discrimination and harassment. Freedom in teaching is fundamental for the protection of the rights of the teacher and the student.

Faculty members are protected against personal malice. The individual faculty and instructional staff are responsible for selection of instructional material, the design and approval of the curriculum, and creation of the methods of evaluation for student performance in the classroom. They must ensure coherence and consistency of the curriculum, as subject to the academic standards set forth within the academic community.

The faculty and instructional staff are entitled to full freedom to discuss the subject matter and to exercise professional judgment in the presentation of material relevant to their subjects and methods of teaching. "Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the institution."¹

Faculty members are obliged to report to the Registrar, at the appointed times, grades in accordance with the grading system and with the grading regulations which the faculty shall from time to time adopt. Inherent in this obligation is the understanding that all such reported grades shall have been determined, in the final analysis, on the basis of the faculty member's own professional evaluation of each individual student's work.

The individual faculty and instructional staff teaching at LIBI have the main objectives to:

- contribute to the design of the curriculum and course syllabi, and to participate in the approval process through the Curriculum Standards Committee.
- select and present instructional material while exercising professional judgment.
- ensure consistency in the delivery of the approved curriculum through the course outline.
- assess students' academic performance fairly and equitably based on established curriculum standards.

The faculty and instructional staff are entitled to full freedom to discuss the subject matter and to exercise professional judgment in the presentation of material relevant to their subjects and teaching methods while showing respect and objectivity to the students.

College or 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."²

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

2 American Association of University Professors, AAUP Policy Documents and Reports, Tenth Edition, Johns Hopkins University Press, Baltimore, 2006, Pages 3-4.

AMERICAN COUNCIL ON EDUCATION

STATEMENT ON ACADEMIC RIGHTS AND RESPONSIBILITIES

Intellectual pluralism and academic freedom are central principles of American higher education. Recently, these issues have captured the attention of the media, political leaders, and those in the academy. This is not the first time in the nation's history that these issues have become public controversies, but the current interest in intellectual discourse on campus suggests that the meaning of these terms, and the rights and responsibilities of individual members of the campus community, should be reiterated.

Without question, academic freedom and intellectual pluralism are complex, multi-dimensional topics that affect both students and faculty. Moreover, the enormous variation of America's colleges and universities hampers the creation of a single definition or set of standards that works equally well for all academic fields and institutions in all circumstances. Individual campuses must give meaning and definition to these concepts within the context of disciplinary standards and institutional mission.

Despite the difficulty of prescribing a universal definition, we believe that there are some central, overarching principles that are widely shared within the academic community and deserve to be stated affirmatively as a basis for discussion of these issues on campuses and elsewhere.

- American higher education is characterized by a great diversity of institutions, each with its own mission and purpose. This diversity is a central feature and strength of these institutions and must be valued and protected. The particular purpose of each school, as defined by the institution itself, should set the tone for the academic activities undertaken on campus.
- Colleges and universities should welcome intellectual pluralism and the free exchange of ideas. Such a commitment inevitably encourages debate over complex, difficult issues and areas of disagreement. Such discussions should be held in an environment characterized by openness, tolerance, and civility.
- Academic decisions, including grades, should be based solely on considerations intellectually relevant to the subject matter under consideration. Neither students nor faculty should be disadvantaged or evaluated on the basis of political opinions. Any member of the campus community who believes he or she has been treated unfairly in academic matters must have access to a clear institutional process by which the grievance is addressed.
- The validity of academic ideas, theories, arguments, and views should be measured against the intellectual standards of relevant academic and professional disciplines. Application of these intellectual standards does not mean that all ideas have equal merit. The responsibility to judge the merits of competing academic ideas rests with colleges and universities and is determined by reference to the standards of the academic profession as established by the community of scholars at each institution.
- Government's recognition and respect for the independence of colleges and universities is essential for academic and intellectual excellence. Because colleges and universities have great discretion and autonomy over academic affairs, they have a particular obligation to ensure that academic freedom is protected for all members of the campus community and that academic decisions are based on intellectual standards consistent with the mission of each institution.

Addendum:

As a private institution, LIBI expects that those invited to membership will respect the principles by which the college is governed.

LIBI is dedicated to creating a community in which all its members work free from intolerance, disrespect, and discriminatory harassment. All members of the college community are expected to use speech responsibly and to respect the rights of others. The college defends free speech but wholeheartedly embraces all principles of civil discourse among all members of the community. All LIBI employees are expected to accept constraints against the use of inflammatory language. LIBI may properly restrict speech that, in the opinion of the college, is defamatory, harassing, invasive of a protected right to privacy or confidentiality, provocative of violence, or otherwise violatory of the law. LIBI may place reasonable limitations on the time, place, and manner of expression, but may only actively restrict speech that directly interferes with core instructional and administrative functions of the college. Approved by the Faculty Governance Council in September 2017.

See Academic Freedom and Professional Integrity for further elaboration of LIBI's Academic Freedom Policies.

www.libi.edu

LIBI Flushing Main Campus

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