LONG ISLAND BUSINESS INSTITUTE

– THE COLLEGE FOR PROFESSIONAL BUSINESS CAREERS –
Established 1968

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

COMMACK CAMPUS
6500 Jericho Turnpike, Suite 202
Commack, NY 11725
631.499.7100

MANHATTAN CENTER
2nd and 3rd Floors
408 Broadway
New York, NY 10013
212.226.7300

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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,
Emergency Care Management,
Homeland Security and Security Management,
Hospitality Management and Office Technology

Long Island Business Institute is a proprietary college accredited by the
Accrediting Council for Independent Colleges and Schools (ACICS)
to award Certificates and Associate's Degrees
750 First Street, N.E., Suite 980, Washington, D.C. 20002-4241
202.336.6780, Fax 202.842.2593
www.acics.org

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

LIBI’s Court Reporting Programs are approved by the
National Court Reporters Association
8224 Old Courthouse Road
Vienna, Virginia, 22182-3808
703.556.6272, Fax 703.556.6291
www.ncraonline.org
PRESIDENT'S MESSAGE

Dear New Student:

Congratulations for making one of life's most important decisions -- continuing your education. Selecting the right college is not an easy endeavor, and I am very pleased that you have decided to entrust the Long Island Business Institute with your future. On behalf of the Faculty and staff, I welcome you to LIBI.

This catalog is your guide to the academic programs at LIBI. Inside you will find the requirements you must meet, and you can read about the many services LIBI offers to support you on your way to graduation. Please study this catalog carefully and refer to it often. If you have any questions, please meet with your academic advisor, the program director in your chosen field of study, or one of your Faculty members. We are all here to help you!

At Long Island Business Institute, we proudly make our students the college's top priority. You will receive individual, personalized attention from Faculty and staff who are committed to supporting both your academic and career aspirations.

You will be taught by Faculty who combine excellent teaching skills with real world practical experience in their fields of expertise, and you will have a full range of easily accessible support services. All our programs consist of carefully designed curriculum that will help our graduates remain competitive in a rapidly-changing global market place.

Long Island Business Institute is known for educational excellence and the delivery of unique training programs that help prepare students to enter the workforce. Very soon you too will join the ranks of our successful alumni.

Once again, welcome!

Sincerely,

Monica W. Foote
President
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, sexual orientation, gender identity, expression and characteristics, age, religion, national or ethnic origin, visible or invisible disability. The College complies with federal and state legislation and regulations regarding non-discrimination. This policy applies to Faculty and staff, applicants for Faculty and staff positions, students and applicants for educational programs and activities. Inquiries concerning this policy should be addressed to the Office of the President 136-18 39th Avenue, Flushing, NY 11354.

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

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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 Associate Director of the department/Chairperson (Flushing campus and Manhattan center) or Assistant Campus Director (Commack campus) to discuss the applicability of their original catalog year assignment to the new curriculum before making the switch. Students who fail a course under the old curriculum will be assigned an appropriate equivalent in the new curriculum if the failed course is no longer offered. The grade of the new course will not replace the failed grade on the student’s transcript. However, for the purposes of Satisfactory Academic Progress and cumulative GPA requirement for graduation, the grade of the substitute course will be utilized.
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Definition of Key Terms

1. The term “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.

2. The term “accredited” refers to the status of public recognition that a nationally recognized accrediting agency grants to an institution or educational program that meets the agency’s established requirements.

3. ACICS -- the Accrediting Council for Independent Colleges and Schools, the largest national accrediting organization of degree-granting institutions, is the agency that accredits The Long Island Business Institute. For more information about ACICS, please visit: http://www.acics.org/default.aspx.

4. An “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.

5. 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.

6. The term "College" means the Long Island Business Institute.

7. The term “Student” refers to an individual who is enrolled in or registered in any academic program offered by LIBI, has completed the immediately preceding term and is eligible for re-enrollment, or is on an approved educational leave or other approved leave status (LOA etc.). It also refers to applicants who become students for offenses committed as part of the application process, applicants who become students for offenses committed on campus and/or while participating in college related events or activities that take place following a student submittal of the application and official acceptance by LIBI or former students for offenses committed while a student.

8. The term "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.

9. The term “Senior College Administrator” refers to employees who hold senior managerial titles performing assigned professional responsibilities in the student services area.

10. The term "Member of the LIBI community" includes all students (as defined in No. 7), Faculty members (as defined in No. 8), LIBI administrators, staff, or any other person employed by the College.

11. The term "college premises" includes all buildings, facilities, and other property in the possession of or owned, used, or controlled by LIBI, including adjacent streets, sidewalks, and venues used for activities organized or sponsored by the college.

12. The term “AOS” refers to the credential granted upon successful completion of an educational program of at least two academic years or equivalent of college-level work which includes an emphasis on occupational and technical course work.

13. The term “Ability-to-Benefit” refers to a determination made by the institution that, in the absence of a high school diploma or high school equivalency diploma, the student will be able to benefit, with or without remediation, from the program(s) offered at the institution. The determination will be made before the person is financially obligated or enrolled in a program.
14. The term “Financial Aid Warning” refers to students who fail to maintain Satisfactory Academic Progress at the end of a term of study; students are still eligible for financial aid in the following term.

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

16. The term “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.

17. The term “campus” refers to school grounds and school property.

18. The term “financial aid” may take the form of grants, scholarships, or loans from federal, state, local, college, and private sources.

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

   Academically related activities include, but are not limited to:
   physically attending a class where there is an opportunity for direct interaction between the instructor and students; submitting an academic assignment; taking an exam, an interactive tutorial or computer-assisted instruction; attending a study group that is assigned by the school; participating in an online discussion about academic matters and initiating contact with a Faculty member to ask a question about the academic subject studied in the course.

20. The term “student conduct hearing panel” means any person or persons authorized by the President of LIBI or by the Dean of Administration to determine whether a student has committed a violation of the Student Code of Conduct and to recommend imposition of sanctions.

21. The term “student conduct proceeding” means any procedures and actions pertaining to a violation of LIBI’s Student Code of Conduct. This can include an initial questioning of all parties involved, a thorough investigation, a hearing conducted by the student conduct hearing panel, the deliberation, a decision on the charges against the student, disciplinary sanctions, an appeal by the student, and a final decision on the appeal rendered by the President of LIBI. The Dean of Administration or his designee is authorized by the President of Long Island Business Institute to assume the responsibility for the establishment and activities of all hearing bodies and for the imposition of sanctions upon students determined to have violated the Student Code of Conduct. In rare cases, the President of the College may authorize the Dean of Administration to serve simultaneously as the investigator of the case and sole member or one of the members of a hearing panel.

22. The term “Conduct Officer” means a LIBI official appointed by the President of the College and authorized to work with the investigator and the accused student(s) prior and during a Student Conduct Hearing case. The Conduct Officer is responsible for ensuring that the accused student receives written notice outlining the allegations the student is being charged with and understands the hearing process and the rights of the accused as outlined in the College catalog.

23. The term “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.

24. The term “complainant” means any person who submits a charge alleging that another student or member of the LIBI community violated LIBI’s Student Code of Conduct.
Rights of LIBI Students

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

1. Freedom of expression and assembly subject to the limitations of the Student Code of Conduct and other College regulations and policies as outlined in this catalog, the Student Handbook, and LIBI’s website.

2. Academic freedom in the classroom. Academic freedom belongs to the Faculty and the students so long as the discussions are applicable to the subject matter studied in the course. Academic freedom gives both students and Faculty the right to express their views — in speech, writing, and through electronic communication, without fear of sanction, unless the manner of expression substantially impairs the rights of others or does not belong to the content of the course.

3. Freedom to pursue educational goals in an inclusive environment free of any form of harassment and discrimination.

4. The right to notification by the instructor during the first week of class and in the form of a written syllabus, of all course requirements. Such notification should include, but not be limited to, course subject matter for each class meeting, all assignments and due dates, types of examinations and examination dates, instructor’s office hours, required textbooks and procedures for determination of final grades (including the use of plus/minus grades). Additionally, all students have the right to adequate notice of substantive changes in course content.

5. The right to receive timely feedback from the instructor.

6. The right to have access to instructors outside of class, through office hours, appointment, and electronic communication, for extra assistance.

7. The right to be evaluated fairly in all academic endeavors and to challenge an academic evaluation in accordance with the Grade Grievance Policy.

8. The right to appeal academic evaluation and discipline.

9. The right to Student Conduct Hearing procedures as defined in this catalog.

10. The right to privacy and confidentiality of student records according to the Family Educational Rights and Privacy Act (FERPA).

11. The right to receive current information about employment in the field of study and placement assistance.

12. The right to have access to information about available government funded student financial assistance.

Responsibilities of LIBI Students

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

1. Students are responsible for reading, understanding, and following the syllabi and course outlines in each course they are registered for.

2. Students are expected to attend all class sessions, to be in class at the published start time, and remain for the entire class.

3. Students upon returning to class, after an unplanned absence, are expected to meet with their Faculty member to discuss any missed work or assignments.

4. Students are expected to complete all assigned readings, projects and papers in accordance with the due dates published in the syllabi or as announced by the instructor.

5. Students are expected to take notes during class and to ask questions for clarification.

6. Students are expected to follow the Student Code of Conduct and to avoid collaborations with other students. Plagiarism and cheating are strictly prohibited. Cheating - as generally defined, “is the use of fraud or deception to enhance one’s academic performance stands at the boundary of academic and disciplinary realms.”

7. Students must complete and annotate their work properly to avoid any possibility of plagiarism.

8. Students are expected to purport themselves professionally at all times, showing due respect to all Faculty, staff, and each other.

9. Students are expected to actively participate in each class while exhibiting proper respect for differing opinions.

10. Students are expected to seek extra help from their instructors or other available school-sponsored tutoring assistance.

11. Students are highly encouraged to support various activities both in and outside of the college
community by participating and volunteering to help organize such activities.

12. Students are expected to balance their work and academic responsibilities. All courses require that two hours of homework/study time/practice time be devoted outside of the classroom for each hour spent in the classroom.

13. Students are expected to maintain academic integrity and abide by other standards of academic performance as established by LIBI’s policies and regulations.

14. Students are expected to respect and comply with LIBI’s Mission Statement, as well as the rules, regulations, and procedures set up by the College.

15. Students are expected to not allow their beliefs, behaviors, or actions to limit the ability of others to enjoy the rights affirmed to them under the Student Code of Conduct and this catalog.

16. Students are expected to behave and act in a manner which furthers an inclusive atmosphere of learning, free expression, and respect for the rights, dignity and worth of every individual in the LIBI community.

17. Students are expected to promptly report any instances of discrimination, harassment, violence, or sexual assault to the Title IX Coordinator (Jasmine Downer at the Flushing Campus, Nazaret Kiregian at the Commack Campus and Mariele Rennie-Mambu Hall at the Manhattan Center).

Classroom Protocols

1. Faculty are responsible for maintaining orderly discussions in their classrooms. Students are free to express their views relevant to the subject matter but must heed to the Faculty member’s requests to allow other students time to speak or to move on to other topics in the interest of time.

2. Students are expected to come to class prepared to learn.

3. Students are responsible for completing all stated course requirements as outlined in the syllabus of that course.

4. Each Faculty member determines their students’ mastery of the subject matter; however, academic evaluation of student performance should be fair and unbiased. In the event that a student feels that their work was evaluated in a prejudicial or capricious manner, the student must first address their concerns with the Faculty member. Should the Faculty member be unwilling to consider the student’s request for re-evaluation or does not grant the student time to go over the work in question, the student should discuss the matter with the Associate Director of the department/Chairperson (Flushing campus and Manhattan center) or Assistant Campus Director (Commack campus).

5. Students have a reasonable basis to believe that any information about the student’s views, beliefs, or associations they share with their Faculty member will not influence the grade the student receives in the course. Should the student feel that their grade was lowered because of any information the student may have shared with the Faculty member, the student is encouraged to discuss their concern with the Associate Director of the department/Chairperson (Flushing campus and Manhattan center) or Assistant Campus Director (Commack campus).

6. Students are not permitted to access any electronic devices including, cell phones, tablets, notebooks, smart watches, etc. during any graded testing activity. Any student using an electronic device without permission of the instructor will be in violation of LIBI’s Academic Integrity policy and subject to disciplinary sanctions.

Students Affiliations

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

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

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

Sponsorship of guest speakers and/or programs does not imply approval or endorsement of the views expressed by LIBI or its employees.
Medical Amnesty and Good Samaritan Policy
Student health and safety are primary concerns of the Long Island Business Institute. Because LIBI has a strict policy against alcohol and drug use on its campuses, students may be reluctant to seek medical help because of the disciplinary repercussions for themselves or the person in need of assistance. To encourage students to seek medical attention for a fellow student suffering an alcohol or other drug overdose on campus when the emergency is potentially life threatening, LIBI will treat that report under its Medical Amnesty and Good Samaritan Policy.

Students are expected to contact the Registrar, the Provost, or the Dean of Administration when they believe that medical assistance is urgently needed for an individual suffering an alcohol or other drug overdose. A Senior College Administrator will contact ambulance emergency crews to assist the student. If there is more than one student involved in alcohol and drug use on campus, and one of them attempts to help the other(s) by making a 9-1-1 phone call or notifying the school administration, this student will not be subject to LIBI’s disciplinary actions under the alcohol and drug policies if he/she completed the recommended alcohol/drug education activities, assessment, and/or treatment depending on the level of concern for student health and safety in a specified time frame.

Serious or repeated incidents will prompt a higher degree of medical concern. Failure to complete recommended follow-up will normally result in disciplinary action up to and including dismissal without recourse.
GENERAL INFORMATION

History

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, Emergency Care 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, Elder Care Administration, Hospitality Management, and English as a Second Language. Long Island Business Institute is a proprietary college accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award certificates and associate degrees.

In 2001, LIBI opened a branch campus in Flushing, New York; and in 2008, it was redesignated as the main campus. As of 2014, LIBI Commack has approximately 120 enrolled students and LIBI Flushing has over 758 students. In 2014, LIBI has received New York State Education Department’s approval to expand its operations to downtown Manhattan by establishing an Extension Center in Tribeca (LIBI Manhattan Center). LIBI Manhattan Center is located at 408 Broadway. As of May 2014, LIBI Manhattan Center offers Associate in Occupational Studies programs in Accounting, Business Management, and Office Technology, as well as a standalone non-credit ESL Certificate program.

Students who enroll at LIBI Manhattan will receive the same student services that LIBI offers to its students at the Main Campus. 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 at the LIBI Manhattan Center will be informed about the graduation requirements which include the need to complete a portion of the curriculum at the Main Campus in Flushing, Queens. Students who attend LIBI Manhattan Center will need to complete a minimum of one course or 3 credits at the Main Campus. Students who transfer to a program that is not currently offered at LIBI Manhattan Center will need to complete additional credits at the Main Campus.

Average class size is small, allowing for attention to the needs of individual students. Convenient and flexible day and evening schedules meet the needs of adults with family and work obligations.

Mission and Objectives

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.

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:

- We will educate students from diverse backgrounds.
- We will strive to maintain a respectful, responsive, supportive, and inclusive working environment for our Faculty and staff.
- We will strive to maintain a professional, helpful, and supportive environment for our students.
- We will meet the needs of our students in a friendly, timely, and caring manner.
- We will foster participation of the students and employees in culturally enriching activities.
- We will 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.
- We will develop and implement programs that allow students to become proficient in a specific area.
- We will hold employees accountable for competently performing their job functions.
- We will create an environment that fosters the spirit of cooperation, innovation, and respect for each other.
- We will provide the resources necessary to meet the needs of Faculty and staff.
- We will strive to instill in our graduates the desire for life-long learning.

**Students**

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. The acclaimed court reporting program is offered only at our Commack campus. Our Flushing campus and the newly established Manhattan Center reflect the great diversity of the Queens and downtown New York communities it serves, including a large number of recent immigrants from East Asia, the Caribbean, South America, and elsewhere, who take advantage of the campus’s extensive English as a Second Language course offerings. Business and office degree programs are the most popular at the Flushing campus and Manhattan Center. About 45% of students attend school at night, and many come directly from their places of employment.

**Faculty**

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

**Retention, Placement, and Graduation Rates**

Retention rates are measured by LIBI's Campus Accountability Report (CAR) submitted each year to its accrediting agency, the Accrediting Council for Independent Colleges and Schools (ACICS). The rate is 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 CAR reports are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Overall Retention</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flushing</td>
<td></td>
<td>63.4%</td>
<td>61.3%</td>
<td>61.2%</td>
</tr>
<tr>
<td>Commack</td>
<td></td>
<td>69.0%</td>
<td>65.0%</td>
<td>74.6%</td>
</tr>
</tbody>
</table>
Retention Rates by program are:

<table>
<thead>
<tr>
<th>Program</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting A.O.S. (Flushing)</td>
<td>69.4%</td>
<td>62.0%</td>
<td>58.4%</td>
</tr>
<tr>
<td>Business Management A.O.S. (Flushing)</td>
<td>59.8%</td>
<td>59.6%</td>
<td>57.6%</td>
</tr>
<tr>
<td>Court Reporting A.O.S. (Commack)</td>
<td>68.5%</td>
<td>70.0%</td>
<td>76.9%</td>
</tr>
<tr>
<td>Emergency Care Management A.O.S. (Flushing)**</td>
<td>n/a</td>
<td>n/a</td>
<td>65.5%</td>
</tr>
<tr>
<td>Homeland Security and Security Management A.O.S. (Flushing)</td>
<td>82.4%</td>
<td>70.3%</td>
<td>65.5%</td>
</tr>
<tr>
<td>Hospitality Management A.O.S. (Flushing)*</td>
<td>n/a</td>
<td>n/a</td>
<td>51.3%</td>
</tr>
<tr>
<td>Office Technology A.O.S. with Medical Option (Flushing)</td>
<td>61.5%</td>
<td>60.6%</td>
<td>67.7%</td>
</tr>
<tr>
<td>Court Reporting Certificate (Commack)</td>
<td>71.9%</td>
<td>62.0%</td>
<td>70.6%</td>
</tr>
<tr>
<td>Elder Care Administration Certificate (Flushing)*</td>
<td>n/a</td>
<td>n/a</td>
<td>50.0%</td>
</tr>
<tr>
<td>Hospitality Management Certificate (Flushing)*</td>
<td>n/a</td>
<td>50.0%</td>
<td>62.5%</td>
</tr>
<tr>
<td>English as a Second Language Certificate (Flushing)</td>
<td>71.3%</td>
<td>66.8%</td>
<td>58.9%</td>
</tr>
</tbody>
</table>

* These programs were launched in 2012/2013.
** This program was launched in 2013/2014.

Placement Rates by program are:

<table>
<thead>
<tr>
<th>Program</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting A.O.S. (Flushing)</td>
<td>82.0%</td>
<td>76.5%</td>
<td>79.5%</td>
</tr>
<tr>
<td>Business Management A.O.S. (Flushing)</td>
<td>79.4%</td>
<td>71.7%</td>
<td>72.9%</td>
</tr>
<tr>
<td>Court Reporting A.O.S. (Commack)</td>
<td>76.9%</td>
<td>75.0%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Emergency Care Management A.O.S. (Flushing)*</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Homeland Security and Security Management A.O.S. (Flushing)</td>
<td>26.7%</td>
<td>45.5%</td>
<td>60.5%</td>
</tr>
<tr>
<td>Hospitality Management A.O.S. (Flushing)</td>
<td>n/a</td>
<td>n/a</td>
<td>83.3%</td>
</tr>
<tr>
<td>Office Technology A.O.S. with Medical Option (Flushing)</td>
<td>74.0%</td>
<td>65.4%</td>
<td>71.9%</td>
</tr>
<tr>
<td>Court Reporting Certificate (Commack)</td>
<td>92.3%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Elder Care Administration Certificate (Flushing)*</td>
<td>n/a</td>
<td>n/a</td>
<td>33.3%</td>
</tr>
<tr>
<td>Hospitality Management Certificate (Flushing)</td>
<td>n/a</td>
<td>n/a</td>
<td>100.0%</td>
</tr>
<tr>
<td>English as a Second Language Certificate (Flushing)**</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*This program does not have graduates as of October 2014
**Job placement is not required by the program

The Homeland Security and Security Management A.O.S. program was introduced at the Flushing campus in April 2010. The Hospitality Management A.O.S. and Certificate programs were introduced at the Flushing campus in 2012. The Elder Care Administration Certificate program was introduced at the Flushing campus in 2013.

The following data reflects the demographics of the graduates of the Flushing campus within the academic year 2013-2014. Commack campus with a smaller number of graduates has not been included because a statistical analysis may make it possible to identify individuals.

Demographic Data for Flushing Graduates academic year 2013-2014

<table>
<thead>
<tr>
<th>Age</th>
<th>Ethnicity</th>
<th>Residence</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 20</td>
<td>Asian</td>
<td>Brooklyn</td>
</tr>
<tr>
<td>20-29</td>
<td>Black</td>
<td>Bronx</td>
</tr>
<tr>
<td>30-39</td>
<td>Hispanic</td>
<td>Manhattan</td>
</tr>
<tr>
<td>40-49</td>
<td>White</td>
<td>Queens</td>
</tr>
<tr>
<td>50-59</td>
<td>Non-resident</td>
<td>Long Island</td>
</tr>
<tr>
<td>&gt;= 60</td>
<td></td>
<td>New Jersey</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graduate Demographics
Demographic Data for Pell recipients academic year 2013-2014

<table>
<thead>
<tr>
<th>Age</th>
<th>Ethnicity</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 20</td>
<td>0.9%</td>
<td>Asian</td>
</tr>
<tr>
<td>20-29</td>
<td>47.5%</td>
<td>Black</td>
</tr>
<tr>
<td>30-39</td>
<td>25.8%</td>
<td>Hispanic</td>
</tr>
<tr>
<td>40-49</td>
<td>16.2%</td>
<td>White</td>
</tr>
<tr>
<td>50-59</td>
<td>7.8%</td>
<td>Unknown</td>
</tr>
<tr>
<td>&gt;= 60</td>
<td>1.8%</td>
<td></td>
</tr>
</tbody>
</table>

Graduation rates per program are listed in the section entitled Information for Prospective Students on page 13.

Although the primary mission of the Long Island Business Institute is to prepare students to enter their chosen career upon graduation, a portion of our graduates who wish to continue their education transfer to senior colleges. For more information on LIBI’s articulation agreements with senior colleges, see page 60.

Location and Facilities

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-seven classrooms include eight computer rooms with over 214 Internet-accessible stations 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. Five lecture rooms have ceiling mounted projectors.

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 80,000 titles that can be accessed from computers on and off campus. The library also subscribes to Credo Reference database that hosts more than 550 reference titles, Encyclopedia Britannica, Homeland Security Digital Library, and Novel NY databases. There are ten computer stations located in the Flushing campus library. Refer to http://www.libi.edu/?page_id=1373 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 Rail Road. (Refer to Appendix A for more detailed information.) The facility houses well-lit, air-conditioned classrooms equipped with standard office computer technology. Current 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 ebrary online full-text service provides over 80,000 additional texts that can be accessed from computers on and off campus. The library also subscribes to the NOVEL databases and Encyclopedia Britannica. Refer to http://www.libi.edu/?page_id=1373 or the librarian for current hours of operation.

Manhattan Center: The Manhattan Center is located at 408 Broadway and is accessible by subway lines and local buses. (Refer to Appendix A for more detailed information.) Twenty-four classrooms include five computer rooms with over 120 Internet-accessible stations equipped with current Microsoft Windows and Office software and ten rooms with LED TV.
Several classrooms and the computers in the Academic Success Center are equipped with ESL language-learning software.

The Manhattan Center Library houses over 3,700 general interest and technical volumes, periodicals, and DVDs to support all academic programs. It also maintains a collection of language-graded texts for limited English-speaking adults. The center also participates in METRO, a consortium of college libraries in New York City that provides inter-library lending and resource sharing, and subscribes to a variety of online databases. A subscription to the ebrary online full-text service provides over 80,000 titles that can be accessed from computers on and off campus. The library also subscribes to Credo Reference database that hosts more than 550 reference titles, EBSCO Host Databases, Encyclopedia Britannica, and Novel NY databases. Refer to the librarian for current hours of operation.

**Affiliations and Memberships**

LIBI maintains membership in the following organizations:

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

**Approvals**

LIBI is approved by the following agencies:

New York State Education Department for the Training of Veterans
U.S. Citizenship and Immigration Services

**Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children’s educational records. However, these rights transfer to the student when the student reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

Any matriculated student at Long Island Business Institute is an “eligible student,” and information may not be shared with anyone other than the student without the express written consent of the student. Verbal consent is permitted when the student is present (i.e., in a meeting with a student and his/her parents).

FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- school officials with legitimate educational interest; A "school official" is any person employed by the College in an administrative, supervisory, academic, research, or support staff position (including student workers); a person or a company with whom the College has contracted (such as an attorney, auditor, or collection agent); or a person assisting another school official in performing his or her tasks. Access to student records is established based on "legitimate educational interest". The official will be granted access to student records if he/she needs to know and utilize specific information from those educational records in order to fulfill his or her professional responsibility. Only information relevant to that particular and expressed need will be disclosed to the educational official. Legitimate educational interest does not provide access to all of a student’s records but only to those records for which the specific need to know exists.
- other schools to which a student is transferring;
- specified officials for audit or evaluation purposes;
- appropriate parties in connection with financial aid to a student;
- organizations conducting certain studies for or on behalf of the school;
- accrediting organizations;
- to comply with a judicial order or lawfully issued subpoena;
- a victim of an alleged violent crime or a non-forcible sex offense, but limited to the final results of the postsecondary education disciplinary proceeding;
- a parent of a student under age 21 at an institution of postsecondary education when it concerns the student's violation of any law, rule, or policy of the institution governing the use or possession of alcohol or a controlled substance;
- officials maintaining the records of a sex offender and other offenders required to register under federal Violent Crime Control and Law Enforcement Act of 1994;
- schools are allowed to make necessary disclosures without obtaining prior written consent in order to address emergencies, and
- state and local authorities, within a juvenile justice system, pursuant to specific state law.

To comply with the Patriot Act, LIBI can disclose ~ without the consent or knowledge of the student or parent ~ personally identifiable information from the student's educational records to the Attorney General of the United States or to his designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in Sections 2332b (g) (5) (B) and 2331 of Title 18, U.S.
An ex parte order is an order issued by a court of competent jurisdiction without notice to an adverse party.

Student information may be shared among employees at Long Island Business Institute, as long as there is a legitimate need to do so. Information may not be shared with students’ parents or family members; unless the student has given express written or verbal (only when the student is present) consent to do so. It is always preferable that the student be present when information is shared in order to ensure that consent is given voluntarily.

FERPA’s health or safety emergency provision permits such disclosures, without the consent of the parent or eligible student, if necessary to protect the health or safety of the student or other individuals. See 34 CFR §§ 99.31(a)(10) and 99.36. This exception to FERPA’s general consent requirement is limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from a student’s educational records. Typically, law enforcement officials, public health officials, trained medical personnel, and parents (including parents of an eligible student) are the types of appropriate parties to whom information may be disclosed under this FERPA exception.

In the case that a sexual offense occurs on campus, LIBI under 34 CFR § 668.46(b)(11)(vi)(B), will inform the accuser and the accused of the outcome of any disciplinary proceedings brought alleging a sex offense. For the purposes of this requirement, the outcome of a disciplinary proceeding means only the institution’s final determination with respect to the alleged sex offense and any sanction that is imposed against the accused.

This requirement under the Higher Education Act (HEA) goes further than FERPA in not only permitting but requiring that the outcome of institutional disciplinary proceedings regarding an alleged sex offense must be disclosed to the accuser, regardless of whether the institution concluded that a violation was committed. Because postsecondary institutions under FERPA are permitted to disclose disciplinary records in certain circumstances such as these, compliance with this HEA requirement does not constitute a violation of FERPA.

Directory Information
LIBI may disclose, without consent, directory information such as a student’s name, address, telephone number, date, and place of birth, honors and awards, and dates of attendance. Dates of attendance refers to the period of the enrollment not daily attendance. However, student may request in writing to the Registrar of the campus they are enrolled at that the school not disclose directory information. They may also waive any directory information restrictions in writing to the Registrar. The request must be renewed annually in order to remain in effect.

Students have the right to select a PIN through the Registrar’s Office which will be utilized to verify their identity as an additional precaution to protect their rights under FERPA.

“Except as limited under §99.12 (limitations explained below), a parent or eligible student must be given the opportunity to inspect and review the student's educational records.”

§99.12 What limitations exist on the right to inspect and review records?
(a) If the educational records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information about that student.
(b) A postsecondary institution does not have to permit a student to inspect and review educational records that are:
   (1) Financial records, including any information those records contain, of his/her parents;
   (2) Confidential letters and confidential statements of recommendation placed in the educational records of the student before January 1, 1975, as long as the statements are used only for the purposes for which they were specifically intended; and
   (3) Confidential letters and confidential statements of recommendation placed in the student's educational records after January 1, 1975, if:
(i) The student has waived his or her right to inspect and review those letters and statements; and
(ii) Those letters and statements are related to the student’s:
   (A) Admission to an educational institution;
   (B) Application for employment; or
   (C) Receipt of an honor or honorary recognition.

(c) (1) A waiver under paragraph (b)(3)(i) of this section is valid only if:
   (i) The educational agency or institution does not require the waiver as a condition for admission to or receipt of a service or benefit from the agency or institution; and
   (ii) The waiver is made in writing and signed by the student, regardless of age.

(2) If a student has waived his or her rights under paragraph (b)(3)(i) of this section, the educational institution shall:
   (i) Give the student, on request, the names of the individuals who provided the letters and statements of recommendation; and
   (ii) Use the letters and statements of recommendation only for the purpose for which they were intended.

(3) (i) A waiver under paragraph (b)(3)(i) of this section may be revoked with respect to any actions occurring after the revocation.
   (ii) A revocation under paragraph (c)(3)(i) of this section must be in writing.

(Authority: 20 U.S.C. 1232g(a)(1) (A), (B), (C), and (D))

[53 FR 11943, Apr. 11, 1988, as amended at 61 FR 59296, Nov. 21, 1996]

Procedure for Inspecting Educational Records

These procedures, in compliance with the Family Educational Rights and Privacy Act (FERPA), govern access to student educational records and identify the procedures students may follow to obtain or restrict access to their educational records. These procedures are also designed to be in compliance with the Solomon Amendment which governs the rights of the military services to obtain student recruiting information. Individual academic departments and administrative areas may prepare their own policies and procedures consistent with these comprehensive College procedures.

The Registrar is responsible for the College’s compliance with FERPA. FERPA applies to the records of students who are both admitted and enrolled or who have previously attended the college. The rights of the student are effective on the first day of the semester/term. They do not apply to applicants and prospective students who are not enrolled and have not begun attendance. They also do not apply to alumni records (records of a student after the date of graduation).

LIBI will make a reasonable effort to provide eligible students the rights granted by the Act. On presentation of appropriate identification and under circumstances that prevent alteration or mutilation of records, a student with proper identification will be permitted to inspect all educational records not restricted by a pledge of confidentiality or considered to be private records of College personnel.

1. Students wishing to inspect and review their educational records must submit a request in writing to the Registrar’s Office.
2. The request will be reviewed by the Registrar and a letter will be sent (within 45 days) to the student informing him/her of the date when the educational records will be available for review.
3. All review of records will be done on school premises and in the presence of the Registrar or a Senior College Administrator.
4. The student will not be allowed to take or change any existing documents. The student may request an amendment to their educational record through the Registrar’s Office.
5. If the request is denied, the student may request a hearing.
Educational Records
These procedures apply to any educational record (in handwriting, print, tapes, film, electronic or other media) maintained by LIBI regardless of its date of origin which is directly related to a student. The following are NOT classified as educational records under FERPA:

- Records kept by Faculty, staff, administrative or auxiliary personnel for their own use as memory aids or reference tools if kept in the personal possession of the person who made them and the record has not been made available to any other person except the maker's temporary substitute. These personal notes are to be referred to in departmental and administrative records policies as "sole possession" records. Records that contain information taken directly from a student or that are used to make decisions about the student are not sole possession records.
- An employment-related record which does NOT result from student status.
- Parents' confidential financial statements, income tax records, and reports received by the College.
- Alumni records which contain only information about a student after he or she is no longer attending LIBI and do not relate to the person as a student.

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

<table>
<thead>
<tr>
<th>Flushing Main Campus</th>
<th>Commack Campus</th>
<th>Manhattan Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>136-18 39th Avenue</td>
<td>6500 Jericho Turnpike</td>
<td>408 Broadway</td>
</tr>
<tr>
<td>5th Floor</td>
<td>Suite 202</td>
<td>2nd Floor</td>
</tr>
<tr>
<td>Flushing, NY 11354</td>
<td>Commack, NY 11725</td>
<td>New York, NY 10013</td>
</tr>
<tr>
<td>718.939.5100</td>
<td>631.499.7100</td>
<td>212.226.7300</td>
</tr>
</tbody>
</table>

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

Right of the College to Refuse Access
The following records are not available for review by students:

- The financial statements and tax returns of the student's parents.
- Letters and statements of recommendation to which the student has waived the right of access, or which were placed in the student's file before January 1, 1975.
- Records connected with an application to attend LIBI or a component unit of LIBI if that application was denied.
- Any records which are not educational records as defined by FERPA or these procedures and which are not otherwise accessible pursuant to law.

Conditions under which LIBI will not provide an Official Transcript
LIBI reserves the right to deny transcripts or copies of educational records if:

- the student has an unpaid financial obligation to the College;
- there is an unresolved disciplinary action against the student;
- there is unresolved litigation between the student and the College;
- other cases as determined by the College procedures on Registration and Academic holds exist; or
- as otherwise determined appropriate by the College.

Copies of Records
Long Island Business Institute is under no obligation to provide students, former students, and graduates with their educational records, although they can follow the procedures stated on the previous page to make a request to inspect their records with the presence of a LIBI staff member. LIBI will consider request of copies if a student can reasonably prove that due to
student’s place of residence or other mitigating circumstances, student cannot inspect or review his/her educational record in person. The student will be responsible for the handling fee for copies ($1.00 per page) and any applicable postage fees. Students should submit requests in writing to the Registrar at the campus or location of attendance. All fees should be submitted before the copies will be mailed to the student.

**Disclosure of Student's Educational Records**

LIBI will disclose student educational records to a third party with written consent from the student. This written consent must:

- specify the records to be released;
- state the purpose of the disclosure;
- identify the party or class of parties to whom disclosure may be made; and
- be signed and dated by the student.

**Record of Request for Disclosure**

The Registrar will maintain a record of all requests for and disclosures of information from a student's educational records made by anyone other than a school official or the student. The record will indicate the name of the party making the request and the reason for the release. The record of the request for disclosure may be reviewed by an eligible student. Redisclosure of educational records by a third party is prohibited.

**Correction of Educational Records**

Students have the right to ask to have educational records corrected that are inaccurate, misleading, or maintained in violation of their privacy or other rights. In cases of alleged academic dishonesty or of an unfair or mistaken evaluation, the students must pursue redress under the Grade Grievance Policy (page 41-42). In cases of other non-academic, extenuating circumstances or emergencies potentially affecting a student's educational records, students must pursue redress through LIBI's Exceptions Committee (formerly known as the Committee for Academic Standard Exceptions). In all other cases of challenge to the content of a student's educational records, not otherwise governed by established College policy, these procedures will apply. Under these procedures, the process must be initiated within one year from the semester or term in question. The following are the applicable procedures:

- A student must file a written request with the Registrar at the applicable LIBI campus or location to amend the record. The request should identify the part of the record requested to be changed and specify why the student believes it to be inaccurate, misleading or in violation of the student's privacy or other rights.
- A Senior College Administrator of the College area maintaining the records shall promptly review the facts and seek to resolve the complaint by informal discussions with the student.
- If the Senior College Administrator decides not to comply with the request, LIBI will notify the student in writing.
- A student who disagrees with the decision has a right to appeal the case believed to be inaccurate, misleading, or in violation of the student's rights. Upon written request to the Registrar, the student will be referred to the Exceptions Committee (formerly known as the Committee for Academic Standard Exceptions). The committee will prepare a written decision based on the evidence presented and/or considered at the hearing. The decision will include a summary of the evidence and the reasons for the decision. The committee will strive to ascertain the truth and to make determinations that are reasonably supported by the evidence. Note: this examination is an administrative proceeding and no attempt shall be made to apply the formal rules of evidence applicable in judicial proceedings. In general, any evidence, whether oral testimony or documentary, which is considered by the committee to be relevant should be received subject to the discretion of the committee to exclude frivolous, repetitive, or merely cumulative testimony.
- If the committee finds that the information is not inaccurate, misleading, or in violation of the student's right of privacy or other rights, the record will be
maintained; but the student will be notified of the right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. The statement will be maintained as part of the student's educational records as long as the contested portion is maintained. If LIBI discloses the contested portion of the record, it will also disclose the statement. If the committee decides that the information is inaccurate, misleading, or in violation of the student's right of privacy or other rights, it will amend the record and notify the student in writing that the record has been amended.

- Generally, LIBI will follow the procedural guidelines as outlined above. However, the procedures set forth above are merely guidelines and are not intended to create any contractual obligations or expectations. LIBI has the right, at its reasonable discretion, to vary these procedures according to the circumstances of individual matters, provided that the student is not significantly prejudiced.

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which student educational records and personally identifiable information (PII) contained in such records—including the student’s Social Security Number, grades, or other private information—may be accessed without the student’s consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to student records and PII without the student’s consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to student educational records and PII without student’s consent to researchers performing certain types of studies, in certain cases even when the College objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive the student’s PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without the student’s consent PII from your educational records, and they may track student’s participation in education and other programs by linking such PII to student’s other personal information that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Under certain conditions, the new FERPA regulations allows education agencies or institutions with student PII to designate an authorized representative to receive PII in order to audit or evaluate (1) publicly supported education programs or (2) the federal legal compliance of these programs. The authorized representative can be another government agency that is given access to PII that would not otherwise have access.

Another exception permits a school to disclose personally identifiable information from education records without consent when the disclosure is to the parents of a "dependent student" as that term is defined in Section 152 of the Internal Revenue Code. Generally, if either parent has claimed the student as a dependent on the parent's most recent year's income tax statement, the school may non-consensually disclose the eligible student's education records to both parents under this exception.

FERPA also permits a school to disclose personally identifiable information from education records without consent when the disclosure is to the parents of a student at a postsecondary institution regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance. The school may non-consensually disclose information under this exception if the school determines that the student has committed a disciplinary violation with respect to that use or possession and the student is under 21 years of age at the time of the disclosure to the parent.
For additional information about FERPA, please see the Registrar. If students allege that LIBI has failed to comply with requirements of FERPA, they may file a complaint with the office that administers FERPA by calling 202.260.3887 or writing to the:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5920
www.ed.gov/fpco

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, creed, color, gender, national origin, age, religion, sexual orientation, or disability status.

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

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

The following chart reflects the Job Placement Rate, On-time Completion Rate, Median Loan Debt, Tuition and Fees, and Cost of Books and Supplies for the academic year 2013-2014.

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>Job Placement Rate</th>
<th>Normal Time</th>
<th>On-Time Completion Rate</th>
<th>Median Loan Debt</th>
<th>Tuition and Fees</th>
<th>Cost of Books and Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.O.S. Degree Program in Accounting</td>
<td>80%</td>
<td>2 yrs</td>
<td>66%</td>
<td>$0</td>
<td>$19,767</td>
<td>$2,400</td>
</tr>
<tr>
<td>A.O.S. Degree Program in Business Management</td>
<td>73%</td>
<td>2 yrs</td>
<td>70%</td>
<td>$0</td>
<td>$19,767</td>
<td>$2,400</td>
</tr>
<tr>
<td>A.O.S. Degree Program in Court Reporting</td>
<td>62%</td>
<td>3 yrs</td>
<td>24%</td>
<td>$25,250</td>
<td>$26,482</td>
<td>$1,200</td>
</tr>
<tr>
<td>A.O.S. Degree Program in Emergency Care Management</td>
<td>No graduates as of October 2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.O.S. Degree Program in Homeland Security and Security Management</td>
<td>61%</td>
<td>2 yrs</td>
<td>86%</td>
<td>$0</td>
<td>$19,767</td>
<td>$2,400</td>
</tr>
<tr>
<td>A.O.S. Degree Program in Hospitality Management</td>
<td>83%</td>
<td>2 yrs</td>
<td>83%</td>
<td>$0</td>
<td>$19,767</td>
<td>$2,400</td>
</tr>
<tr>
<td>A.O.S. Degree Program in Office Technology with Medical Office Option</td>
<td>72%</td>
<td>2 yrs</td>
<td>72%</td>
<td>$0</td>
<td>$19,767</td>
<td>$2,400</td>
</tr>
<tr>
<td>Certificate Program in Court Reporting</td>
<td>100%</td>
<td>3 yrs</td>
<td>55%</td>
<td>$23,746</td>
<td>$21,598</td>
<td>$1,200</td>
</tr>
<tr>
<td>Certificate in Elder Care Administration</td>
<td>33%</td>
<td>1 yr</td>
<td>86%</td>
<td>$0</td>
<td>$9,921</td>
<td>$1,200</td>
</tr>
<tr>
<td>Certificate in Hospitality Management</td>
<td>100%</td>
<td>1 yr</td>
<td>100%</td>
<td>$0</td>
<td>$9,921</td>
<td>$1,200</td>
</tr>
<tr>
<td>Certificate Program in English as a Second Language</td>
<td>n/a</td>
<td>1 yr</td>
<td>97%</td>
<td>$0</td>
<td>$3,836</td>
<td>$627</td>
</tr>
</tbody>
</table>

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

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

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

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

Typical occupations and SOC codes by completers, and data for the previous two years may be found at [http://www.libi.edu/?page_id=1240](http://www.libi.edu/?page_id=1240).

Additional information regarding the Standard Occupational Classification code may be found at [http://www.onetonline.org/](http://www.onetonline.org/).
Admissions Procedures

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

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

General Admissions Requirements

A.O.S. Degree Programs in Accounting, Business Management, Emergency Care Management, Homeland Security and Security Management, Hospitality Management, and Office Technology with Medical Office; Certificate Programs in Elder Care Administration and Hospitality Management.

- Demonstrate an understanding 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);
- The SATs are not required to gain admission to the College, however, applicants who have taken the SAT Tests should submit their scores to the admissions office staff for consideration of exemption from ESL and English coursework;
- Achieved a COMPASS Exam Reading Placement (Minimum 62), Writing Placement (Minimum 32) and Pre-algebra/Numerical (Minimum 25); foreign language speakers must meet requirements for CELSA exam placement standards and pass COMPASS Pre-algebra/Numerical (see ESL High-beginner, Intermediate or Advanced Admissions Requirements);
- If COMPASS exam cannot be administered due to technical difficulties, students with United States high school diploma can take ASSET Writing Skills, Reading Skills and Numerical Skills as an alternative exam.

Court Reporting Program

- Demonstrate an understanding and interest in the program of study through an admissions interview;
- 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);
- Achieved a COMPASS Exam Reading Placement (Minimum 72), Writing Placement (Minimum 35) and Pre-algebra/Numerical (Minimum 25);
- Applicants scoring between 32 and 34 on the COMPASS Exam Writing Placement will be placed in ENG001 Developmental English;
- If COMPASS exam cannot be administered due to technical difficulties, applicants with United States high school diploma or high school equivalency diploma must pass ASSET Exam Writing Skills (35), Reading Skills (35), and Numerical Skills (33) with a combined score of 112 or above.

Individuals who score between 103 and 111 on the ASSET Exam and wish to enroll in the Court Reporting Program have two options: Retest ASSET Exam and score 112 or...
above or meet with the Admissions Committee for an on-campus interview and enroll in ENG001 Developmental English, during the first semester of study.

- Applicants that graduated with a United States high school diploma may be exempted from the COMPASS Exam, if they score 4 on the SAT Essay section or 500 on the reading section of the SAT.
- Applicants who hold a minimum of an associate degree from an accredited U.S. college, or applicants who have taken college level English and Mathematics and earned grades of B- or above from an accredited U.S. college, may be exempted from the COMPASS Exam. Official college transcripts of prior coursework must be submitted to the Registrar’s Office for consideration of exemption.

Commack Admissions Committee

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

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

- Students entering LIBI without a United States high school diploma or a high school equivalency diploma must meet the minimum requirements of the COMPASS Exam and/or CELSA Exam. Foreign language students must meet the minimum requirement of the CELSA Exam (97, scaled) and the Pre-algebra/Numerical section of the COMPASS Exam (25). If a student meets the requirements of the COMPASS Exam in the sections of Reading Placement (62), Writing Placement (32), and Pre-algebra/Numerical (25), the student will be exempted from non-credit remedial coursework.
- Students without a United States high school diploma or a high school equivalency diploma are tested by an independent proctor.
- International applicants with a score of 450 (or equivalent) on the TOEFL Exam or 4.0 on the IELTS may be exempted from the COMPASS Exam.
- Students who apply to enroll in the Commack campus and do not have a United States high school diploma or a high school equivalency diploma and do not hold a minimum of an associate degree from an accredited U.S. college, must take the COMPASS 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 only admitted at the Flushing campus and the Manhattan center.
- 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 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.
- 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 high school equivalency diploma program may postpone the student’s expected graduation date.

Placement Guidelines for Foreign Language Speakers

A.O.S. Degree Programs in Accounting, Business Management, Hospitality Management, and Office Technology with Medical Office, Certificate Programs in Elder Care Administration (only Advanced level accepted) and Hospitality Management (only Advanced level accepted).

ESL High-beginner, Intermediate or Advanced Admissions Requirements

• ESL High-beginner
  Version 1 or 2 – Score minimum 97 (scaled) score on CELSA Exam and score 5 - 11 on Essay Exam
• ESL Intermediate
  Version 1 or 2 – Score within the range of 97-101 (scaled) score on CELSA Exam and score of 12 or above on Essay Exam
• ESL Advanced
  Version 1 or 2 – Score 102 or above (scaled) score on CELSA Exam and score 12 or above on Essay Exam
• Verbal Exam – must score 31 or above

NOTES

• ESL applicants who meet the Advanced level requirements may request to take the full COMPASS Exam. Students should speak to their Admissions Representative to arrange for testing.
• Applicants who hold a minimum of an associate degree from any accredited U.S. college, or applicants who have taken college level English and Mathematics and earned grades of B- or above from an accredited U.S. college, may be exempted from the CELSA Exam, Pre-algebra/Numerical section of the COMPASS Exam, and ESL coursework, subject to individual review of records by a Senior College Administrator.
• ESL, remedial, and developmental English courses are non-credit bearing. Grades are not computed into the Grade Point Average. Hours for these courses are considered equated credit hours and can count towards full-time status.
• ESL students enrolled in a degree program can expect that their program of study may take up to three additional semesters to complete in order to accommodate ESL coursework. (For specific ESL course descriptions, please refer to the section of the catalog under the heading, Course Descriptions.)
• Non-credit equated hours refers to the hours assigned to a course where college credit is not earned. Non-credit equated hours do not earn college credit or letter grades but are reflected on the student transcript as a P+ (equivalent to an A), PS (equivalent to a B, C, or D) or R (equivalent to failing with the need to repeat).
• In order to fulfill the course distribution to earn their 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.
**Admission to the ESL Certificate Program**

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

**ESL Certificate Admissions Requirements**

- High school diploma or high school equivalency diploma
- Prior work experience or verifiable job skills
- CELSA Exam
  - **ESL Certificate LEVEL 1**
    - CELSA Exam
      - Version 1 or 2 – Score within the range of 90-95 (scaled) score
  - **ESL Certificate LEVEL 2**
    - CELSA Exam
      - Version 1 or 2 – Score within the range of 96-101 (scaled) score

**Non-High School Graduates**

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

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

**Foreign High School Graduates Seeking a High School Equivalency Diploma**

Students who possess a high school diploma from a foreign country, but wish to seek a United States 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 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.

**Previous Education Requirements for Admission**

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 homeschool setting:**
   Students that have completed a secondary school education in a homeschool setting that is treated as a homeschool or private school under State law and have obtained a homeschool completion credential, or, if State law does not require a homeschool student to obtain a homeschool credential, the student has completed a secondary school education in a homeschool setting that qualifies as an exemption from compulsory school attendance requirements under State law.
3. Applicants who did not graduate from high school or earn a high school equivalency diploma:

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

They must complete an interview with admissions personnel to ascertain their maturity, self-motivation, and ability to think and express ideas clearly. They must also pass the required ATB tests proctored by an independent test administrator and must achieve the minimum score approved by the New York State Board of Education.

4. Applicants who hold a foreign high school diploma but are unable to produce a copy of it due to extenuating circumstances:

Applicants who are 20 years old or older and have received their high school credential outside of the United States but are unable to provide LIBI with an official copy of a translated diploma or transcript, can seek admission to Long Island Business Institute if they sign an attestation of their high school graduation.

International Students

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

Retesting Guidelines

An examinee may take no more than three COMPASS/ESL placement test experiences in a 30-day period.

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

Deferred Admission

Students who have been accepted to one of LIBI’s programs but are unable to begin their studies for valid reasons may request to defer their admission. An application can only be deferred once. Admission can be deferred for one year.

Admission with Advanced Standing

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

Once the student notifies the Registrar of his/her intent to seek transfer credit, the student must submit an official transcript with official course description(s) from each institution the student is seeking an evaluation of credit. Transcripts must be sent to the Registrar directly and must...
arrive sealed directly from the institution. Official Electronic Transcripts will be accepted only if LIBI’s Registrar receives them directly from the transfer institution using a secure transcript exchange company or certified PDF document. A student copy, even if it contains a seal, will not be accepted. All official transcripts received by the Registrar or the Admissions department become part of LIBI’s records and will not be returned to the student. If there are any credits on this transcript that are granted as transfer credits from other school(s), the student must also submit the official transcript(s) from those original school(s). On-line course description(s) printouts will be accepted only if they can be verified by LIBI. Transfer credits will be considered only if the issuing institution is accredited or approved by an accrediting body recognized by the U.S. Department of Education. For international colleges or universities, the international equivalent of regional/national accreditation or Ministry of Education recognition will be considered. If the institution is outside the United States, the student must obtain a course-by-course equivalency evaluation through one of the member agencies of the National Association of Credential Evaluation Services (NACES). The list of member agencies is available at the Registrar’s Office.

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

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

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

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.

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.

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

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

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

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

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

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

- LIBI students can earn no more than 15 credits by taking CLEP exams.
- LIBI students must earn at least 50% of credits in the program by enrolling in LIBI classes.
- Minimum acceptable CLEP grade for LIBI credits is 50 (equivalent to a C).
- LIBI students cannot earn credits by taking a CLEP exam for a class they previously failed, nor can they earn credits by taking a CLEP exam for an upper-level course if they failed a previous course that is required as a prerequisite.
College Credit for Military Experience: LIBI uses American Council on Education (ACE) recommendations to determine the applicability of military service experience to the courses offered at LIBI. All transfer credit for military service will be based on specific equivalencies, as determined by the head of the appropriate academic department (or designee) at LIBI. Students with military service experience should speak to the Registrar’s Office before selecting courses in their first semester. For more information, see Prior Learning Assessment under the section Veterans Training Benefits page 35.

Special Notation for Professional Business College teach-out - Only with the explicit written permission of the Provost, credit may be accepted where a D grade was received if a next-higher course in a sequence has been completed, with a grade of B or better.

Immunization Requirements

New York State law requires college students to be immunized against measles, mumps, and rubella. The law applies to all students born on or after January 1, 1957.

Measles: Two doses of live measles vaccine administered after 12 months of age, physician documentation of measles disease, or a blood test showing immunity.

Mumps: Two doses of live mumps vaccine administered after 12 months of age, physician documentation of mumps disease, or a blood test showing immunity.

Rubella: Two doses of live rubella vaccine administered after 12 months of age or a blood test showing immunity.

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.

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

Auxiliary Aids and Services for Postsecondary Students with Disabilities

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

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

1. additional time to complete tests, coursework, or graduation;
2. substitution of nonessential courses for degree requirements;
3. adaptation of course instruction;
4. tape recording of classes; and
5. modification of test taking/performance evaluations so as not to discriminate against students with sensory, manual, or speaking impairments (unless such skills are the factors the test purports to measure).

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

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

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

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

Academic Adjustments for ADA Students

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

Instructors and Use of Auxiliary or Personal Aids

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

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

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

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

Use of Auxiliary Aids During an Examination

A student may need an auxiliary aid or service in order to successfully complete a course exam. This may mean that a student be allowed to give oral rather than written answers. It also may be possible for a student to present a tape containing the oral examination response. A test should ultimately measure a student's achievements and not the extent of the disability.
Foreign Students with Disabilities vs. American Students with Disabilities
An institution may not treat a foreign student who needs auxiliary aids differently than an American student. A postsecondary institution must provide to a foreign student with a disability the same type of auxiliary aids and services it would provide to an American student with a disability. Section 504 and the ADA require that the provision of services be based on a student's disability and not on such other criteria as nationality.

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

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

Persons who are discriminated against because they are regarded as being HIV-positive are also protected. For example, the ADA would protect a person who is denied an occupational license or admission to a school on the basis of a rumor or assumption that he/she has HIV or AIDS, even if he/she does not.

You can file an Americans with Disabilities Act complaint alleging disability discrimination, including any complaint alleging violations against people with HIV/AIDS, by mail or e-mail. To learn more about filing an ADA complaint, visit www.ada.gov/fact_on_complaint.htm.

To file an ADA complaint, provide the details of the discrimination and mail, fax, or e-mail the information to:

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

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

For Additional Information on ADA
For more information on Section 504 and the ADA and their application to auxiliary aids and services for disabled students in postsecondary schools, or to obtain additional assistance regarding American Students with Disabilities call 1.800.514.0301, 1.800.514.0383 (TTY) or visit www.hhs.gov/ocr/office/about/rgn-hqaddresses.html.
TUITION 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. Books and supplies can also be purchased elsewhere. A book list with prices and ISBNs will be available each semester for students interested in purchasing their books outside the College.

Tuition and Fees
Tuition per credit/equated credit for college and remedial courses $375.00
Tuition for (ESL Certificate program) for ESL100A or ESL101A with Lab $727.20
Tuition for (ESL Certificate program) for ESL111A or ESL112A with Lab $1,090.80
Tuition for students enrolling for 12-18 credits/equated credits of college and/or remedial courses (charges for more than 18 credits will be a per credit fee and requires administrative approval) $4,433.00
Tuition for full-time students enrolling for equated credits in ESL Certificate program courses $1,818.00
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)* $300.00
College Fee (less than 12 credits or equated credits)* $100.00
ESL Laboratory Fee (per ESL Certificate program course) $50.00
Technology/Software Licensing Fee (full-time students) $150.00
Technology/Software Licensing Fee (part-time students) $50.00
Campus Activities Fee (per semester)–applicable to all full-time students $40.00
Campus Activities Fee (per semester)–applicable to all part-time students $20.00
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
High School Equivalency Application Processing Fee $5.00
Photocopies per page of Educational Records (please consult Registrar) $1.00
Graduation Regalia Fee $50.00
Graduation Application Fee $75.00
Returned Check Fee $30.00
Student ID Card Replacement $5.00
Official Degree/Certificate Replacement $50.00
CLEP Examination Fee: College Board Exam cost: varies
 Plus LIBI Administration fee for LIBI students $15.00
 Plus LIBI Administration fee for non-LIBI students $27.00

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

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

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

1. Renting a steno machine:
   - Students may rent a steno machine from the College. They will be charged a rental fee per semester. Effective as of the Spring 2013 semester, the fee will be $325 per semester. Information regarding the fees for renting a steno machine can be obtained from the Director of Financial Aid.
   - Should the student leave the college for any reason, e.g., withdrawal, leave of
absence, dismissal, etc., the rented steno machine must be returned to the Career Services Office to avoid incurring additional fees. If the machine is not returned, the student will be charged the price of replacement of the machine.

- In the event a rental machine is lost or stolen, the student is responsible for the total cost of the replacement of the steno machine.

2. Purchasing a used machine

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

Refund Policy

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.

<table>
<thead>
<tr>
<th>During the</th>
<th>Percentage of Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week</td>
<td>90%</td>
</tr>
<tr>
<td>2nd week</td>
<td>75%</td>
</tr>
<tr>
<td>3rd week</td>
<td>50%</td>
</tr>
<tr>
<td>4th week</td>
<td>25%</td>
</tr>
<tr>
<td>After the 4th week</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

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.

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.

LIBI Assistance Grant Eligibility

Students must be registered for a minimum of 12 credits per semester. Interested students should inquire within the Financial Aid Department for prequalification and to obtain and submit a grant application.

Prequalification 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. Prequalification should not be confused with preapproval, and does not guarantee a grant will be offered.

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.

Award Determination and Distribution

The maximum award per student, per semester is $600. Applications are accepted on a rolling basis. 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 Pursuit of Higher Education Grant**

Effective June 2013 matriculated students who are ineligible for Title IV funding due to the lack of a high school diploma or a high school equivalency diploma can qualify to receive the LIBI Pursuit of Higher Education Grant. In order to qualify, students must complete a full-time course load of one semester and also successfully progress toward the attainment of a high school equivalency diploma based on earned college credit. For students who are not required to complete remedial coursework, the grant amount will be $2,363 each term. For students who need to complete remedial course work, the grant will be $2,643 each term. This amount is disbursed at the end of each semester. Once a student obtains the high school equivalency diploma, he/she will no longer be qualified for the LIBI Pursuit of Higher Education Grant.

**Educational Opportunity in America Grant**

Students who have been accepted into an AOS program but are ineligible for state grant funding due to the one-year residency requirement may apply for LIBI’s Educational Opportunity in America Grant. To qualify, students must prove recent immigration to the United States. The maximum award per semester is $1500. 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.

**Scholarships**

**LIBI International Student Merit Scholarship**

Requirements and Eligibility Criteria: LIBI offers merit based scholarships to qualified international (F-1 status) students who are enrolled full-time in one of LIBI’s programs. Scholarships of up to fifty percent of tuition costs can be awarded to international students entering their second semester of studies. In order to qualify for this scholarship, students must have earned a GPA of 3.0 or better and be in good academic and disciplinary standing. Students must maintain a GPA of 3.0 and remain in good standing in order to qualify for subsequent semester awards. 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**

Requirements and Eligibility Criteria: All alumni who have completed an associate degree at LIBI and wish to enroll into another AOS program at LIBI are eligible to apply. Award amount: up to $1,500 per semester, pending availability of funds. The student is responsible for any tuition cost in excess of that amount, as well as any fees associated with enrollment. To be eligible for this scholarship, students must have successfully completed one of LIBI’s degree programs with a GPA of 2.0 or better. The award will be posted to the student’s account upon successful completion of each semester. Students who do not finish the first or any subsequent semesters of their new program will forfeit the scholarship award for that semester. Students must maintain a minimum cumulative GPA of 2.0 in order to maintain eligibility for any subsequent disbursements of the scholarship.

**LIBI Alumni Academic Advancement Scholarship**

Requirements and Eligibility Criteria: All alumni who have completed a college-level certificate program at LIBI and wish to enroll into an AOS program at LIBI are eligible to apply. Award amount: up to $750 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. To be eligible for this scholarship, students must have successfully completed one of LIBI’s college-level certificate programs with a GPA of 3.0 or better. The award will be posted to the student’s account upon successful completion of each semester. Students who do not finish the first or any subsequent semesters of their new program will forfeit the scholarship award for that semester. Students must maintain a minimum cumulative GPA of 2.0 in order to maintain eligibility for any subsequent disbursements of the scholarship.
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.

The purpose of this scholarship is to recognize the contributions of public servants and volunteers who serve their community. Priority will be given to those in public service or volunteer positions. However, family members of public service and volunteers may also apply for this scholarship. A $500 scholarship will be awarded to the recipients per semester contingent on satisfactory academic progress at the end of each semester.

The volunteer must serve as an active volunteer for their organization for a minimum of six months prior to application. The service must be consecutive, and it must have been with ONE agency. The applicant must submit one letter of recommendation from an administrative supervisor certifying the service. In addition, the potential student must submit a form attesting to the active duty status, and the letter must be submitted and updated annually for the scholarship benefits to continue. The form must be signed by the volunteer supervisor and notarized.

1. The public servant who wishes to utilize the scholarship program must submit a current identification from their respective agency to qualify for the scholarship.
2. All applicants for the scholarship must submit an essay describing their volunteer and work assignments and an explanation of what they plan to accomplish with the degree upon completion.
3. The scholarship recipient must maintain a 3.0 Grade Point Average.
4. 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.
5. Family members applying for the scholarship will be evaluated on an individual basis by the Scholarship Award Committee.

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. In order for a student to be nominated for this merit-based scholarship, he or she must have a cumulative GPA of 3.75 or higher, all grades must be B+ or above, the student must not have repeated any classes, and must be a civic-minded individual. The student must be enrolled in CRT203, Court Reporting III, or above.

Scholarship nominations will be on a rolling basis. Faculty members who nominate candidates must submit a letter to the Scholarship Award Committee outlining and documenting the reasons for this award. The Scholarship Award Committee will request a personal interview with all candidates. The maximum award will be $1,000 per candidate.
and 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.

**Federal Financial Aid**

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

**Documents Needed for Financial Aid Application**

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

**Net Price Calculator**

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


**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.

The methodology for determining the EFC is found in Part F of Title IV of the Higher Education Act of 1965, as amended (HEA). Updated tables used in the computation of the EFC for the 2014-2015 Award Year were published in the DCL ID: GEN-14-01. [http://ifap.ed.gov](http://ifap.ed.gov)

**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.

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

**Federal Direct Loan Programs**

**Direct Loan Program**

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

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

A. Direct Subsidized Loans and Direct Unsubsidized Loans with a first disbursement date from July 1, 2013, to November 30, 2013, have a loan fee of 1.051%. Loans with a first disbursement date from December 1, 2013, to September 30, 2014, will have a loan rate of 1.072%.

B. The loan fee for Direct Plus Loans from July 1, 2013, to November 30, 2013, is 4.204%. The loan fee for Direct Plus Loans from December 1, 2013, to September 30, 2014, is 4.289%.

**Master Promissory Note (MPN) Processing**

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

**Direct Subsidized Loans**

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

1. be a U.S. citizen or eligible non-citizen;
2. be enrolled at least half time or accepted for enrollment in an approved program;
3. not be in default or owe a refund for any Title IV program at any institution;
4. have submitted FAFSA and be processed with a valid EFC (Expected Family Contribution);
5. if applicable be registered with Selective Service;
6. have a Social Security number;
7. demonstrate financial need.
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. Students who apply ONLY for Direct Unsubsidized Loans do not have to complete a verification process if selected by CPS and do not have to complete a financial aid need test.

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

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

**Direct Plus Loans for Students (Direct PLUS)**

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

**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.**

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.

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

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.

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.

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

<table>
<thead>
<tr>
<th>Do I become responsible for paying the interest that accrues on my Direct Subsidized Loans because . . .</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am no longer eligible for Direct Subsidized Loans and I stay enrolled in my current program?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>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?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
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?  

I lose eligibility for Direct Subsidized Loans and immediately withdraw from my program?  

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?  

I enroll in a graduate or professional program?  

I enroll in preparatory coursework that I am required to complete to enroll in a graduate or professional program?  

I enroll in a teacher certification program (where my school does not award an academic credential)?

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.

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

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

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

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

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

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

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

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

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

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

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

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

Phone: 1.877.557.2575 Fax: 202.275.0549  
https://studentaid.ed.gov/repay-loans/disputes/prepare/contact-ombudsman
FEDERAL MILITARY, VETERANS, AND FAMILY MEMBER EDUCATIONAL BENEFITS

The Associate Dean of Student Services 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 Associate Dean of Student Services. The Associate Dean provides information regarding all of the benefits available to this group of students and continues to assist these students with any other problems encountered while attending LIBI.

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

- help 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);
- help clarify the type and amount of financial aid the prospective student may qualify for;
- ensure that the prospective student understands the estimated student loan debt upon graduation, if any;
- provide the prospective students with information about student outcomes (including graduation rates and placement information);
- provide the prospective student with any other information to facilitate comparison of LIBI to other relevant educational institutions;
- provide educational plans for all individuals using Federal military and veterans educational benefits that detail how they will fulfill all the requirements necessary to graduate and the expected timeline of completion.

To further assist service member and veteran students and their families with the successful completion of their studies, once the student enrolls, the Associate Dean of Student Services will designate and identify all staff members who will be the student’s point of contact for academic advising, financial aid inquiries, disability services, tutoring, and job placement.

Important Notice Regarding Monthly Verifications
Students attending an Institution of Higher Learning (IHL), this includes programs offered at LIBI, must verify their attendance with the United States Department of Veterans Affairs every month before payment is issued if they are receiving one of the following:

- Montgomery GI Bill - Active Duty
- Montgomery GI Bill - Selected Reserve
- Reserve Educational Assistance Program - REAP
- Veterans Retraining Assistance Program - VRAP

Students must communicate with the counselors at the VA by calling 1-888-GI BILL-1 (1-888-442-4551) if they do not wish to continue receiving verifications in the mail each month. Monthly enrollment verification, however, remains necessary in order to receive
payment. Verification can be done online using the Web Automated Verification of Enrollment (WAVE) or by calling 1-877 VA-ECERT (1-877-823-2378) to verify by telephone. Students whose enrollment has changed during the month, must verify their enrollment through the WAVE program.

Students who attend LIBI and are receiving the Post-9/11 GI Bill do not need to verify their attendance with the United States Department of Veterans Affairs.

Montgomery GI Bill Active Duty (MGIB-AD)
The MGIB program provides up to 36 months of education benefits. This benefit may be used for degree and certificate programs, flight training, apprenticeship/on-the-job training and correspondence courses. Remedial, deficiency, and refresher courses may be approved under certain circumstances. Generally, benefits are payable for 10 years following your release from active duty. This program is also commonly known as Chapter 30.

For more information, including the Active Duty Pamphlet and Current Payment Rates go to: http://www.gibill.va.gov/apply-for-benefits/application/

Montgomery GI Bill - Selected Reserve (MGIB-SR/Chapter 1606)
The Montgomery GI Bill SR (Chapter 1606) is available to members of the Army, Navy, Air Force, Marine Corps, and Coast Guard Reserves, as well as the National Guard.

Beside the MGIB SR, activated Reserve and Guard service members have two other GI Bill options. The first gives those who serve continuously for 24 or more months on active duty, the option to pay into the GI Bill for active duty (Chapter 30). The second program, called the Reserve Education Assistance Program (Chapter 1607). REAP allows activated reserve and guard members up to 80 percent of the GI Bill for active duty (Chapter 30). This program is further explained on the REAP fact sheet (see below).

REAP (Chapter 1607) is a Department of Defense/VA education benefit program designed to provide educational assistance to members of the Reserve components called or ordered to active duty in response to a war or national emergency (contingency operation)* as declared by the President or Congress.

The Department of Veterans Affairs will administer the program and pay benefits from funds contributed by Department of Defense (DOD). However, the DOD and Department of Homeland Security will determine eligibility.

REAP benefits are potentially payable from December 9, 2001 (90 days after September 11, 2001) for persons who were serving on a contingency operation on September 11, 2001 and who were in school on December 9, 2001. The Department of Defense may provide further guidance as to the retroactive nature of this program.

*Note: "Contingency operations" as defined in Title 10 U.S. Code means "Military operations that are designated by the Secretary of Defense as an operation in which members of the armed forces are or may become involved in military actions, operations or hostilities against an enemy of the United States or against opposing military force; or results in the call or order to, or retention on active duty of members of the uniformed services..."

The Benefit Amount
The payment amount for REAP is determined by the number of days you were activated. Each year in October REAP payment rates increase to meet the growing cost of education. Chapter 1607 benefits cannot be used with other VA educational benefits. You must make an irrevocable election choosing which program you want your military service to count toward.
The Post-9/11 GI-Bill
The Post-9/11 GI Bill provides financial support for education and housing to individuals with at least 90 days of aggregate service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post-9/11 GI Bill.

Veterans may apply for Education Benefits by filling out VA Form 22-1990, available on http://www.gibill.va.gov/benefits/montgomery_gibill/active_duty.html or by calling 1-888-GI BILL-1 (1.888.442.4551) to have a form mailed to you.

The U.S. Department of Veterans Affairs, military.com, and DANTES (Defense Activity for Non-Traditional Education Support) provide additional online resources about financial aid, careers and other benefits for veterans and current members of the military, including grants and scholarships for the severely injured and their families.

Recognition for Life and Military Experience
Prior Learning Assessment (PLA)
Prior learning assessment is the term used to describe the process by which LIBI assesses students’ experiential learning for the purposes of granting college credit or advanced standing for military veterans and service members.

In general, LIBI does not grant “life experience credits” or credits for prior learning due to the nature of the programs we provide. However, 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 on 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 Associate Dean of Student Services prior to registering for courses in their first semester of study at LIBI.

Service Obligations
LIBI allows service members and reservists to be readmitted to any of its program if they are temporarily unable to attend class or have to suspend their studies due to service requirements. Students who must respond to a service obligation must immediately notify the Registrar and the Associate Dean of Student Services. LIBI will take additional steps to accommodate short absences due to service obligations, provided that satisfactory academic progress is being made by the service members and reservists prior to suspending their studies.
ACADEMIC INFORMATION

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

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

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

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

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

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

ESL/Remedial Courses
Foreign language speakers who are enrolled in the A.O.S. degree and non-ESL Certificate programs, based on their admission test scores on the CELSA Exam and Essay Exam (refer to pages 14-17), may be required to complete ESL/remedial course requirements in addition to their academic programs.

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

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

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

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

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

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

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

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

The chart below outlines LIBI’s grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>85-89%</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>80-84%</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>75-79%</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>70-74%</td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td>65-69%</td>
<td>1.5</td>
</tr>
<tr>
<td>D</td>
<td>60-64%</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>0.0</td>
</tr>
<tr>
<td>Pass (P)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incomplete (I)* (Temporary Grade)</td>
<td>Assigned to Lab</td>
<td>4.0</td>
</tr>
<tr>
<td>In Progress (IP)**</td>
<td>Assigned to Speedbuilding</td>
<td>0.0</td>
</tr>
<tr>
<td>Withdraw (W)***</td>
<td>Assigned to Official Withdrawn classes</td>
<td>--</td>
</tr>
<tr>
<td>Unofficial Withdraw (UW)****</td>
<td>Assigned to Unofficial Withdrawn classes</td>
<td>0.0</td>
</tr>
<tr>
<td>Audit (AU)*****</td>
<td>Assigned to Court Reporting classes only at the Commack campus</td>
<td>--</td>
</tr>
<tr>
<td>No Show (NS)******</td>
<td>Assigned to students who did not begin attendance in a course</td>
<td>0.0</td>
</tr>
<tr>
<td>PC</td>
<td></td>
<td>Proficiency Examination</td>
</tr>
<tr>
<td>TR</td>
<td></td>
<td>Transfer Credit</td>
</tr>
</tbody>
</table>

Grading System
Grading System for Non-Credit Bearing ESL/Remedial Courses in A.O.S. degree and non-ESL Certificate Programs

P+ High Pass
PS Pass
R Repeat

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

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

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

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

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

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

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

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

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

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

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

**Step 2:** Student must complete a grade grievance form, submit a detailed written argument explaining the basis of his/her grade grievance, along with any documentation related to the grievance or the instructor’s violation of written policy or procedures. Students can obtain the form from the Registrar’s Office (Flushing campus and Manhattan center) or Assistant Campus Director (Commack campus). The form will be submitted to the Associate Director of the department/Chairperson (Flushing campus and Manhattan center) or Assistant Campus Director (Commack campus). No further documentation or evidence will be considered after the day of filing.

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

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

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

**Grade Point Average**

At the end of each semester, Grade Point Averages (GPAs) are computed for all students. The GPA is a numerical record that is used to evaluate Satisfactory Academic Progress (SAP) and determine eligibility for courses in the following semester. Additionally, the GPA is used to determine graduation eligibility, graduation honors, inclusion in the Alpha Beta Kappa Honor Society, 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Weighting</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>(3.5) x 3</td>
<td>10.5</td>
</tr>
<tr>
<td>A</td>
<td>(4.0) x 3</td>
<td>12.0</td>
</tr>
<tr>
<td>C+</td>
<td>(2.5) x 2</td>
<td>5.0</td>
</tr>
<tr>
<td>B</td>
<td>(3.0) x 1</td>
<td>3.0</td>
</tr>
<tr>
<td>D</td>
<td>(1.0) x 3</td>
<td>3.0</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>33.5</td>
</tr>
<tr>
<td></td>
<td>12 credits</td>
<td></td>
</tr>
</tbody>
</table>

33.5 divided by 12 = 2.79 GPA

**Honors and Awards**

**Distinction in the Major**
Graduating students who have completed the requirements for a non-ESL certificate or degree who have earned no grade other than an A or B+ in 75% of their program at LIBI.

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

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

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

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

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

**ABK Honor Society Graduates**
Long Island Business Institute is a proud member of the Alpha Beta Kappa National Honor Society. Our chapter, “The Gamma of New York,” was established in the fall of 2009 and recognizes superior student academic achievement, character, and leadership. Students eligible for induction must have completed at least 30 credits at LIBI, have achieved a grade point average of at least 3.75 with no grade lower than a B in any course and have displayed exceptional character within the classroom. The Society may also elect a limited number of Faculty, staff, and alumni as honorary members. Induction ceremonies take place in the spring of each calendar year. Upon induction, candidates will receive a personalized Certificate of Membership from Alpha Beta Kappa. Students who uphold the criteria throughout their remaining semesters will be awarded the Alpha Beta Kappa Gold Key of Distinction at the LIBI commencement ceremony.

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

The salutatorian is the student in the graduating class whose academic record and accomplishments are the next highest in achievement after the valedictorian. The Provost and the Assistant Campus Director coordinate the selection process for both the valedictorian and salutatorian. These students must have:
- The highest cumulative grade point average with no grade lower than a B in the graduating class of any of the degree programs offered at the College. The GPA is computed on all courses taken at LIBI;
- A record of consistent commitment to the LIBI curriculum;
- A record of college and community service that extends beyond service-learning opportunities in the curriculum;
- A strong recommendation from the College Faculty;
- No more than 15 transfer credits or a combination of transfer credits, proficiency challenge credits, or CLEP credits;
- Candidate must successfully complete a personal interview with noted Faculty members and Senior College Administrators in order to be considered for selection;
- Never withdrawn from a course;
- Proof of exemplary classroom conduct.
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 pages 44-45).

2. Attain a cumulative grade point average (GPA) of not less than 2.0 in the program of study. (Some programs require a higher GPA to graduate.)

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 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.

Student must satisfy all graduation requirements along with the following:

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

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

Students enrolled in the A.O.S. degree programs in Accounting, Business Management, Hospitality Management, Office Technology with Medical Office Option must:

- Complete a mock interview with a member of the Career Services Office, separate from the one required in PCD200.
- Submit a current resume to the Career Services Coordinator.
- Complete 10 Career Service Units (CSUs)*.
- Complete an exit interview.

Students enrolled in the A.O.S. degree program in Emergency Care Management must:

- Complete a mock interview with a member of the Career Services Office, separate from the one required in PCD200.
- Submit a current resume to the Career Services Coordinator.
- Complete 10 Career Service Units (CSUs)*.
- Complete a LIBI affiliated and Department of Health (DOH) approved EMT program.
- Complete an exit interview.

Students enrolled in the A.O.S. degree and certificate programs in Court Reporting must:

- Complete a mock interview with the Career Services Office, separate from those being held in INT203.
- Submit a current resume to Career Services Coordinator.
- Complete 10 Career Service Units (CSUs)*. (Students enrolled on or after Spring 2015.)
- Submit a 40-page salable transcript.
- Complete an exit interview.
Students enrolled in the A.O.S. degree programs in Homeland Security and Security Management and certificate programs in Elder Care Administration and Hospitality Management must:

- Complete a mock interview with the Associate Director of the department or a subject expert.
- Submit a current resume to the Career Services Coordinator.
- Complete 10 Career Service Units (CSUs)*.
- Complete an exit interview.

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

*Career Service Units (CSUs)

- Students must complete a total of 10 Career Service Units (CSUs) in order to graduate.
- CSUs are career-focused workshops and seminars designed to help students prepare to enter the job market by improving their understanding of the interview process, business etiquette, and resume writing.
- They will be conducted two or three times per month and facilitated by a combination of Career Services staff, Long Island Business Institute Faculty, and appropriate credentialed invited guests.
- One (1) CSU is equivalent to 1-hour workshop/seminar/webinar.
- Information regarding upcoming CSU workshops will be available in the Career Services Office, through postings on campus-wide bulletin boards, and on the LIBI Events Calendar which can be found on the website.

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

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

**Satisfactory Academic Progress**

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

**Credits Attempted**

Credits attempted are computed for all courses applicable to student’s current program of study for which the student has received a final grade or has withdrawn with tuition liability or has been granted credits for study outside of LIBI. Credits earned by CLEP and Proficiency Exams are not considered attempted credits. They do not have an effect on Satisfactory Academic Progress. Withdrawal (W) grades are computed as attempted but they have no effect on GPA. No Show (NS) grades and Unofficial Withdraw grades (UW) are computed as attempted, and they have the same effect as an F (Failure) grade on GPA. Incomplete (I) courses are not computed as attempted until a final grade is achieved, but the grade must be secured within the first ten school days (not including weekends and holidays) of a semester or it converts to an F. Courses in which the In Progress (IP) is assigned are computed as attempted. Any student who receives an IP grade is automatically placed on Academic Warning. The student must retake the course and earn a passing letter grade in the next registered semester to meet the terms of satisfactory academic standing. The IP grade is explained on page 40.

**Repeating Courses**

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

**Academic Grade Point Average (GPA) Probation**

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

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

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Cumulative GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6</td>
<td>1.0</td>
</tr>
<tr>
<td>7-12</td>
<td>1.3</td>
</tr>
<tr>
<td>13-24</td>
<td>1.5</td>
</tr>
<tr>
<td>25-36</td>
<td>1.8</td>
</tr>
<tr>
<td>37-48</td>
<td>2.0</td>
</tr>
<tr>
<td>49-Graduation</td>
<td>2.0</td>
</tr>
</tbody>
</table>
For remedial students who enroll in A.O.S. degree and Court Reporting Certificate programs:

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Cumulative GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6</td>
<td>0.5</td>
</tr>
<tr>
<td>7-18</td>
<td>0.75</td>
</tr>
<tr>
<td>19-30</td>
<td>1.3</td>
</tr>
<tr>
<td>31-42</td>
<td>2.0</td>
</tr>
<tr>
<td>43-Graduation</td>
<td>2.0</td>
</tr>
</tbody>
</table>

The standards for all other certificate programs:

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Cumulative GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6</td>
<td>1.0</td>
</tr>
<tr>
<td>7-12</td>
<td>1.5</td>
</tr>
<tr>
<td>13-18</td>
<td>1.7</td>
</tr>
<tr>
<td>19-24</td>
<td>2.0</td>
</tr>
<tr>
<td>25-Graduation</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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 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.

<table>
<thead>
<tr>
<th>Pursuit of Program Check Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Program Attempted</td>
</tr>
<tr>
<td>25%</td>
</tr>
<tr>
<td>50%</td>
</tr>
<tr>
<td>75%</td>
</tr>
<tr>
<td>100%</td>
</tr>
</tbody>
</table>

**Repeated Attempts (RA) Probation**

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

Academic Dismissal
Students placed on GPA/POP/RA Probation that fail to return to good standing according to the specific Probation guidelines will face Academic Dismissal. The action may be appealed in writing to the Exceptions Committee (formerly known as the Committee for Academic Standard Exceptions) and must be accompanied by documentation of any extenuating circumstances (health, death in the family, etc.) that may support the appeal. If the appeal is successful, the student may continue on Probation for one additional term.

Program Completion without Graduation Credential
A graduation credential cannot be awarded to:
- students whose credits attempted are more than 150% of the length of the program;
- students who do not meet the minimum GPA requirement for graduation.

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

Extended Enrollment Status
Students who have been dismissed as unable to meet SAP by the end of a Probationary period may be permitted to retake previously failed courses and/or additional courses in future semester(s) to meet SAP as a non-matriculated student. This status would exempt the student from receiving financial aid during this period. Once the student has successfully completed the coursework and satisfied SAP standards, he/she may apply to the College for re-entry and must be approved by the 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 Senior College Administrator.

Student Attendance

Employers expect perfect or nearly perfect attendance and our instructors require the same. Students are expected to adhere to the requirements of all the classes they are registered for. All courses are evaluated based on class assignments, participation, and examinations. The specific percentage breakdown varies by course; instructors will provide their students with a syllabus detailing the final evaluation method for each class at the beginning of the semester.
Absences in courses may result in failing grades and ineligibility of future financial aid. Faculty will clearly state their classroom policy at the beginning of the semester. Faculty may refer cases of excessive absences to Academic Advisors for intervention.

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

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

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

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

Course Withdrawal
Withdrawning from a course can have an impact on your future schedule, graduation date (may prolong your stay at LIBI), or have financial aid consequences.

1. To withdraw from a course, you will need to fill out the Course Withdrawal form available at the Registrar’s Office.
2. All students must meet with a member of the academic advising team, a financial aid specialist, and the bursar prior to course withdrawal. Students must obtain signatures from the advising and financial aid offices before the Registrar is able to officially process the Course Withdrawal form.
3. All withdrawn courses are counted toward attempted credits and 150 maximum time frame for graduation.
4. In general, LIBI requires course withdrawals to be processed in person in order for students to be properly advised regarding the impact of the withdrawal on program completion and any financial obligation that may result by the action. However, in circumstances when the student is unable to appear in person, a designee must contact LIBI and notify the Registrar or the Academic Advisor of the student’s intent to withdraw. Students are asked to provide complete information to the College as soon as they are able to.

Withdrawal from the Institution and its Impacts
Official Withdrawals
Students who have the intent to withdraw from LIBI need to meet with their assigned Academic Advisor or the Registrar of the campus.

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

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

These students will be considered an Official Withdrawal.
**Administrative Withdrawals**

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

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

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

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

**Re-entry for Withdrawals**

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

**Re-entry to Court Reporting Programs**

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

Former students who are unable to demonstrate proficiency in the speedbuilding course as explained above will be denied re-entry into the program. At this point, the student will be given the opportunity to register as a non-matriculated student auditing the appropriate speedbuilding course as determined by the Programs Director. The student is only permitted to audit a specific speedbuilding course for two semesters. Following completion of the audited course, the student will be assessed by a proficiency examination for consideration for re-entry.

Students who were dismissed from the program and are seeking re-entry must enroll in the course(s) in which a failing grade was received and earn a passing grade before being considered for re-entry into the program. The student will be enrolled as a non-matriculated student during this period of time.
If a student demonstrates the ability to successfully complete a speedbuilding course at a higher level than the speedbuilding course following the one in which a passing grade was earned, it will be necessary to demonstrate the ability to pass the required speed tests through a proficiency examination.

Please refer to the Tuition and Financial Aid section published in this catalog for audit and proficiency examination fees. Non-matriculated students are not eligible for financial aid. Audited courses are non-credit bearing and have no effect on Satisfactory Academic Progress.

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 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 (Dean of Administration or the Assistant Campus Director).

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

Non-matriculated students are not eligible for financial aid.

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

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

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

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

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

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

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

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

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

The Provost, the Dean of Administration, or an appropriately ranking designee will:

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

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

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

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

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

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

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

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

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

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

**Dismissal**
A student may be dismissed by the College for any of the following reasons:
1. Academic – inability to maintain Satisfactory Academic Progress (SAP) and/or program requirements;
2. Attendance – lack of attendance (ESL Certificate program);
3. Misconduct – noncompliance with the LIBI Student Code of Conduct;
4. Financial – failure to meet financial obligations;
5. Required documents for enrollment – failure to submit required documents.

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

**Appeal of Academic Dismissal**
Students may appeal a dismissal decision by writing to the Exceptions Committee (formerly known as the Committee for Academic Standard Exceptions). The decision of the committee may only be appealed to the President of the College. For students dismissed for misconduct
Academic Freedom and Professional Integrity

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

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

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

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

LIBI is committed to the ideals of academic freedom and acknowledges it to be a cornerstone of the American educational system. Consistent with the historic 1967 decision in Keyishian v. Board of Regents of the University of the State of New York, the Supreme Court of the United States overturned a New York State loyalty provision for teachers with these words: "Our Nation is deeply committed to safeguarding academic freedom, [a] transcendent value to all of us and not merely to the teachers concerned,” LIBI strives to secure the intellectual independence of its Faculty and its students.

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

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

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

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

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

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

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

“College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from
Satisfactory Academic Progress for Purposes of Federal Financial Aid

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."

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

**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.

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

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Cumulative GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6</td>
<td>1.0</td>
</tr>
<tr>
<td>7-12</td>
<td>1.3</td>
</tr>
<tr>
<td>13-24</td>
<td>1.5</td>
</tr>
<tr>
<td>25-36</td>
<td>1.8</td>
</tr>
<tr>
<td>37-48</td>
<td>2.0</td>
</tr>
<tr>
<td>49-Graduation</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Cumulative GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6</td>
<td>0.5</td>
</tr>
<tr>
<td>7-18</td>
<td>0.75</td>
</tr>
<tr>
<td>19-30</td>
<td>1.3</td>
</tr>
<tr>
<td>31-42</td>
<td>2.0</td>
</tr>
<tr>
<td>43-Graduation</td>
<td>2.0</td>
</tr>
</tbody>
</table>

The standards for all other certificate programs:

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Cumulative GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6</td>
<td>1.0</td>
</tr>
<tr>
<td>7-12</td>
<td>1.5</td>
</tr>
<tr>
<td>13-18</td>
<td>1.7</td>
</tr>
<tr>
<td>19-24</td>
<td>2.0</td>
</tr>
<tr>
<td>25-Graduation</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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

**Pursuit of Program Requirements**

In addition to achieving academic progress in terms of grades, students must be pursuing graduation at an acceptable pace in order to qualify for federal financial aid. Students must progress with sufficient pace to complete the program within 150% of the normal length of the

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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**

<table>
<thead>
<tr>
<th>% of Program Attempted</th>
<th>Minimum % Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>50%</td>
</tr>
<tr>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>75%</td>
<td>65%</td>
</tr>
<tr>
<td>100%</td>
<td>68%</td>
</tr>
</tbody>
</table>

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

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.

**Satisfactory Academic Progress for All New York State TAP Grant Recipients**

**Standard of Satisfactory Academic Progress for Purposes of Determining Eligibility for New York State Student Aid**

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

**Program: Associate Degrees and Court Reporting Certificate Trimester Based Program Chart** - applies to non-remedial students first receiving aid in 2010-11 and thereafter.
Program: Associate Degrees and non-ESL Certificate Semester Based Program Chart - applies to non-remedial students first receiving aid in 2010-11 and thereafter.

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

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

Program: Associate Degrees and Court Reporting Certificate Trimester Based Program Chart (2006 Standards) - applies to students first receiving aid in 2007-08 through and including 2009-10 and remedial students first receiving aid in 2007-08 and thereafter.

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

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.

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

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.
STUDENT SERVICES AND STUDENT LIFE

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

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

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

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

Career Services

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

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

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

The Career Services Office also assists students who are interested in working part time on campus. Qualified students may apply for Federal Work-Study (FWS). In order to be considered, students must have a GPA or 2.5 or higher and must have unmet financial need under the Cost of Attendance projections. Students may work a maximum of 20 hours per week at a rate of $8.00 per hour. There are a limited number of work-study positions available on campus. Interested students should consult the Career Services staff for vacancies. Work-Study is an excellent way to gain knowledge and experience in office work while completing classroom work.

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 ten 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:

Berkeley College
SUNY/Empire State College
Excelsior College
Mercy College
Metropolitan College of New York
Monroe College
St. Francis College
St. John’s University
St. Joseph’s College New York
Southern New Hampshire University

Alumni Association

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

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

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

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

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

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

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

Grievance Procedures
If a student has a complaint regarding a specific course, instructor, or decision, the student should first appeal to the instructor or the staff member involved. For additional information, see Grade Grievance pages 41-42.

1. If the problem is still not considered resolved, the student may appeal in writing to the Office of the President, LIBI, 136-18 39th Avenue, 5th Floor, Flushing, NY 11354.
2. If the student is unsatisfied with the response by the College president, the student may write to the Accrediting Council for Independent Colleges and Schools, 750 First Street, N.E., Suite 980, Washington, D.C. 20002-4241, 202.336.6780, Fax 202.842.2593, or e-mail to: complaints@acics.org.
3. Students may also contact the school’s state registration body by mail or phone: New York State Education Department, Office of College and University Evaluation, Education Building Annex, 5 EB, North Mezzanine, Albany, New York 12234, 518.474.2593, Fax 518.486.2779, www.nysed.gov.
4. Court Reporting students may contact the National Court Reporters Association, 8224 Old Courthouse Road, Vienna, Virginia 22182-3808, 703.556.6272, Fax 703.556.6291, www.ncraonline.org.
All complaints must demonstrate an effort to use the appropriate procedures and must observe the following guidelines:

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

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

**Student Life**

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

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

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

**Student Contact Information**

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

**Injury or Illness on Campus**

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

**Honor Society**

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

**Library Services**

The Flushing Main Campus Library, the Commack Campus Library, and the Manhattan Center Library provide print reference resources, general interest books and periodicals, business and technical publications, and relevant trade journals. In addition to the print resources, all
locations subscribe to and provide student access to electronic library resources on and off campus. The LIBI Virtual Library resources include ebrary, an 80,000 plus full-text electronic library; Credo Reference; Homeland Security Digital Library; NOVEL NY databases; and Encyclopedia Britannica. The Flushing Main Campus and Manhattan Center are members of the Metropolitan New York Library Council (METRO) where over 300 libraries share resources. The Commack Campus is a member of the Long Island Library Resources Council (LILRC) and participates in the Research Loan Program (RLP) giving students access to library resources beyond LIBI.

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

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

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 President’s Executive Assistant.

Copies of the minutes of LIBI’s Safety Meetings are kept by the Office of the President. The Annual Campus Security Report may be accessed under LIBI Campus Security on LIBI’s website at http://www.libi.edu/?page_id=528.

Harassing Conduct and Gender-Based Discrimination
Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including on the basis of sex stereotypes, in education programs and activities. All colleges and

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

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

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

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

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

When responding to harassment, LIBI will take immediate and appropriate action to investigate or otherwise determine what may have occurred. The specific steps in an investigation will vary depending upon the nature of the allegations, the source of the complaint, the age of the student or students involved and other similar factors. In all cases, however, the inquiry will be prompt, thorough, and impartial.

If the investigation reveals that discriminatory harassment has occurred, LIBI will take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment and its effects, and prevent the harassment from recurring. LIBI will take steps to
stop further harassment and prevent any retaliation against the person who made the complaint (or was the subject of the harassment) or against those who provided information as witnesses. LIBI will ensure that the harassed students and their families know how to report any subsequent problems, conducting follow-up inquiries to see if there have been any new incidents or any instances of retaliation, and responding promptly and appropriately to address continuing or new problems.

When responding to incidents of misconduct, LIBI will not be guided by the label used to describe the incident (e.g., bullying, sexually harassing, etc.). Rather, the nature of the conduct itself will be assessed for violation of College policies or processes, state and federal guideline violations, and civil rights implications. For instance, if the abusive behavior is on the basis of race, color, national origin, sex, or disability, and creates a hostile environment, LIBI will respond to the complaint in accordance with the applicable federal civil rights statutes and regulations enforced by OCR.

It is the explicit expectation of LIBI’s administration that all staff, Faculty, and students will become familiar with all policies and procedures published by LIBI on stalking, harassment and gender-based violence. Students with questions regarding any of the published materials on these topics are highly encouraged to speak to their Academic Advisor or to seek clarification from the Registrar.

Colleges and universities receiving Title IV funding are required to provide additional services to the student who is reporting being harassed in order to end the harassment. Some acceptable approaches on behalf of the institution include separating the accused harasser and the target, providing counseling for the target and/or harasser, and/or taking disciplinary action against the harasser. Unless no other feasible alternatives exist, or the safety and security of the student is a concern, LIBI will attempt to minimize the burden on the target’s educational program (e.g., avoiding requiring the target to change his/her class schedule).

**Title IX Requirements Related to Sexual Harassment and Sexual Violence**

New York State's Sexual Assault Prevention and Security Act requires colleges to provide students with information relating to sexual assault prevention. The Long Island Business Institute is committed to maintaining a safe learning and work environment for all members of the LIBI community. Any behavior on the part of a member of the college community, its guests, or its visitors that constitutes a sexual offense is in violation of LIBI’s regulations. All reports of sexual assault will be treated with appropriate gravity and promptly investigated.

“SEXUAL HARASSMENT is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Thus, sexual harassment prohibited by Title IX can include conduct such as touching of a sexual nature; making sexual comments, jokes, or gestures; writing graffiti or displaying or distributing sexually explicit drawings, pictures, or written materials; calling students sexually charged names; spreading sexual rumors; rating students on sexual activity or performance; or circulating, showing, or creating e-mails or websites of a sexual nature.”

“SEXUAL VIOLENCE refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, and sexual coercion. All such acts of sexual violence are forms of sexual harassment covered under Title IX.”

Students or employees who believe that they are, or have been, subject to any behaviors or

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2 Title IX also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature. The Title IX obligations discussed in this letter also apply to gender-based harassment. Gender-based harassment is discussed in more detail in the 2001 Guidance, and in the 2010 Dear Colleague letter on Harassment and Bullying, which is available at http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf.

3 http://www2.ed.gov/print/about/offices/list/ocr/letters/colleague-201104.html
conduct that can be classified as gender-based violence, harassment, stalking or any of the broad range of behaviors directed at the victim such as actions that harass, frighten, seriously alarm, threaten, terrorize, torment, and/or force another into the life of the victim, should immediately contact the Dean of Administration or one of the Title IX Coordinators.

Dean of Administration
Enos Cheung
Flushing Campus
Main Building
136-18 39th Avenue, 5th floor
Room 508
Flushing, NY 11354
718.939.5100 ext. 115

Title IX Coordinators are located at each LIBI location

<table>
<thead>
<tr>
<th>Coordinator</th>
<th>Location</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jasmine Downer</td>
<td>Flushing Campus</td>
<td>Annex Building</td>
<td>6500 Jericho Turnpike, Suite 202, 3rd Floor, Room A129, Flushing, NY 11354, 347.368.1193 ext. 109</td>
</tr>
<tr>
<td>Nazaret Kiregian</td>
<td>Commack Campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mariele Rennie-Mambu Hall</td>
<td>Manhattan Center</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Although students, faculty and staff may seek help from a coordinator or the Dean, everyone is initially encouraged to seek help from the Title IX Coordinator assigned to the location where they work or attend the majority of their classes.

For definition of Key Terms and further information and instructions on how to report incidents under this policy, grievance procedures, investigation process, hearing procedures, resolution and appeal please see Appendix J.

**Investigation of Felony Offenses**
The Advisory Committee for Campus Security is charged with the responsibility for adopting and implementing a plan for the investigation of any violent felony offense occurring at, or on the grounds of each campus. The plan provides for the coordination of the investigation of such crimes and reports with the local law enforcement agencies.

Violent felony offense means a violent felony offense as defined in subdivision one of Section 70.02 of the Penal Law.

**Campus Crime Reporting and Statistics**
Anyone wishing to access the campus crime statistics which LIBI reports annually to the United States Department of Education can do so by going to LIBI’s website and clicking on the LIBI Campus Security, or by going directly to [http://www.libi.edu/?page_id=528](http://www.libi.edu/?page_id=528). The crime statistics are also available on the U.S. Department of Education website at [www.ed.gov/admins/lead/safety/campus.html](http://www.ed.gov/admins/lead/safety/campus.html).

Individuals wishing to view the Daily Incident Log for the Flushing Campus should contact the President’s Office. Those wishing to view the Daily Incident Log for the Commack Campus should contact the Assistant Campus Director’s Office. Those wishing to view the Daily Incident Log for the Manhattan Center should contact the Office of the Chief Compliance Officer.

Individuals wishing to obtain any further information regarding the Crime Reporting Statistics or Policies, beyond that which is available on the College’s website, should write to the President of the College at Office of the President, LIBI, 136-18 39th Avenue, 5th Floor, Flushing, NY 11354.
Jurisdiction of the Code of Conduct (Student)

For the purposes of the Student Code of Conduct, the term "student" means:

- an individual who is enrolled in or registered in any academic program offered by LIBI.
- has completed the immediately preceding term and is eligible for re-enrollment.
- is on an approved educational leave or other approved leave status (LOA etc.).
- applicants who become students for offenses committed as part of the application process;
- applicants who become students for offenses committed on campus and/or while participating in college related events or activities that take place following a student submittal of the application and official acceptance by LIBI.
- former students for offenses committed while a student.

LIBI’S Student Code of Conduct also applies to:

- applicants who become students, for offenses committed as part of the application process;
- applicants who become students, for offenses committed on campus and/or while participating in College related events or activities that take place following a student submittal of the application and official acceptance by LIBI;
- former students for offenses committed while a student.

Transgressions of the Code of Conduct Not Occurring On Campus

In general LIBI will not, as a matter of routine action, invoke its disciplinary processes over student conduct that occurs off campus, however, LIBI reserves the right to do so if:

- an incident occurs at a LIBI function, off-campus trip, or involves other LIBI students;
- the alleged misconduct indicates the student poses a threat to the safety or security of any member(s) of the LIBI community;
- the alleged misconduct involves academic work or the forgery, alteration or misuse of any official LIBI document, record, electronic device, or identification;
- conduct that threatens the health or safety of any person, including oneself;
- conduct includes, but is not limited to physical assault, sexual assault, sexual misconduct, domestic violence, dating violence, or stalking incidents;
- threats that cause another member of the community to reasonably fear for one’s own safety or the safety of her or his immediate family;
- incidents involving the use or display of a weapon likely to cause great bodily harm;
- incidents involving disruptive behavior on campus caused by intoxication or impairment through the use of alcohol or controlled substances off campus;
- stalking, sexual harassment, or any activity that causes or is likely to cause physical injury, or personal degradation or disgrace resulting in psychological harm to any student or other person.

This list provides examples of transgression and is not exhaustive.

Student Code of Conduct

It is the responsibility of every LIBI student to avoid conduct that limits, or may limit, the rights of any member of the LIBI community to learn or work and thrive in a safe and respectful environment. No student or group of students will engage in conduct or assist another in conduct that adversely affects or creates a substantial risk to any other member of the LIBI community.

Students should be guided by the following:

- Fighting and similar conduct that endangers or inflicts physical injury upon another student, Faculty member, or a member of the LIBI staff is strictly forbidden and grounds for immediate dismissal.
- Sexual misconduct is strictly forbidden and grounds for immediate dismissal from LIBI. Examples of what LIBI considers “Sexual Misconduct” include, but are not limited to, the following:
  1. deliberate sexual invasion of another without consent;
2. deliberate constraint or incapacitation of another;
3. unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature that expressly or implicitly imposes conditions upon, threatens, interferes with, or creates an intimidating, hostile, or demeaning environment for an individual;
4. harassment or intimidation;
5. threats that involve violation of restraining orders or no-contact orders imposed by government or campus authorities, stalking, or other activities that create a reasonable apprehension of physical or emotional harm to an individual following a request or order to desist.

- Discrimination on the basis of race, ethnicity, national origin, religion, creed, sexual orientation, gender expression, age, or disability that impairs or may impair an individual’s educational opportunities or participation in LIBI sponsored extracurricular activities is strictly forbidden.
- Hazing is strictly forbidden. Hazing is defined by LIBI as acts that cause or permit an individual, with or without consent, to engage in activities that subject that student or others to risks of physical injury, mental distress, or personal indignities of a highly offensive nature, in connection with recruitment, initiation, or continued membership in a society, association, club, or similar organized group whether or not recognized by LIBI.
- Possessing or carrying any weapon or dangerous substance, whether openly or concealed, is strictly forbidden.
- Engaging in recklessly dangerous, disorderly, or obscene conduct affecting other LIBI students, Faculty, or LIBI personnel is strictly forbidden.
- Illegally possessing, manufacturing, selling, or delivering a controlled substance as defined by state or federal law is strictly forbidden.
- Engaging in violent, forceful, threatening, intimidating, or disruptive conduct, or inciting others to engage in such individual or collective conduct, that willfully disrupts any normal operation, function, or activity of LIBI is strictly forbidden.
- Misrepresenting oneself or lying about one’s identity or otherwise adversely interfering with another student’s credit, academic standing, privacy, or personal information is illegal and against LIBI’s policies. This violation of student conduct is grounds for immediate dismissal without recourse and prosecution to the full extent of the law.
- Any unauthorized use of LIBI’s resources or name, including unauthorized use or distribution of LIBI’s official letterhead, logo, or seal will be considered as any or all of the following: forgery, theft, or misappropriation.
- Unauthorized entry to, possession of, receipt of, or use of any LIBI services, equipment, resources, or properties will be treated with zero tolerance and students found guilty of transgression under this policy will face maximum sanctions under the code of conduct, including dismissal without recourse. LIBI may also seek legal action against the student.
- Engaging in conduct in LIBI’s classrooms that substantially disrupts the academic environment is not permitted. Any behavior that obstructs or disrupts teaching activities, learning, administrative functions, disciplinary proceedings, or other day-to-day operations or activities of the College is subject to disciplinary sanctions. Examples include: engaging in disorderly behavior or lewd conduct; attempting to attend a class, using LIBI’s learning or administrative resources, or participating in organized College activities while intoxicated or under the influence of controlled or

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4 Behaviors and conduct classified as stalking involve a broad range of behaviors directed at the victim such as actions that harass, frighten, seriously alarm, threaten, terrorize, torment, and/or force the stalker into the life of the victim.
5 Unauthorized access to any of LIBI’s administrative offices classrooms, or other facilities will be considered trespassing. Unauthorized intrusion into electronic records owned or managed by LIBI, any misuse, abuse, or tempering with the integrity of the system is strictly forbidden and constitutes grounds for immediate dismissal and prosecution to the full extent of the law.

Actions considered as violating this policy include, but are not limited to:
- unauthorized entry, use, transfer, copying, or tampering with the communications of others; accessing college databases without explicit permission from authorized college personnel with the intent to use, transfer, copy or tamper with the stored data; violations of copyright laws, whether by theft, unauthorized sharing or other misuse of copyrighted materials such as songs, movies, software, photos or text.
illicit substances; disturbing the peace by inciting unlawful assembly, protest, or a riot; failure to identify oneself to, or comply with directions of, a College official or other public official attempting to perform their assigned duties. Depending on the severity of the incident, students can face immediate dismissal.

- Misusing, removing, tampering with, or otherwise making less effective, equipment (including but not limited to: fire extinguishers, fire alarms, or smoke detectors) intended for use in improving or protecting the safety of members of the LIBI community is strictly forbidden.

- All students must vacate a building whenever a fire alarm sounds in accordance with the College’s emergency procedures. Intentionally, negligently, or accidentally setting a fire to any school property is prohibited. A student found responsible for a violation of this policy may be held responsible for damages incurred by the College or others. Anyone caught setting fires or maliciously destroying fire protection equipment may be subject to maximum prosecution allowable by law. Any improper use of a flame or lit object, including, but not limited to, smoking, may be considered a violation of this policy.

- Fabricating information or knowingly furnishing false information or reporting a false emergency to any LIBI employee is strictly forbidden and is subject to immediate dismissal. Certain violations of this policy may also result in prosecution of the student to the full extent allowable by law.

- Taking without permission (theft), destroying, damaging, or misusing property belonging to the College, another LIBI student, or employee is strictly forbidden and carries penalties up to and including dismissal and prosecution to the full extent of the law.

- Possession of any material goods when the student should have reasonable knowledge that the item(s) belong to someone else will be subject to disciplinary action and hearing proceedings unless the gravity of circumstances warrants immediate dismissal.

- Possession of any material goods when the student should have reasonable knowledge that the item(s) belong to LIBI or are LIBI’s intellectual property will be subject to immediate suspension pending a conduct hearing. Sanctions will be determined by the hearing panel based on the gravity of offense.

- Students may be disciplined for violations or attempted violations of LIBI’s published policies and procedures. Such violations include aiding, supporting, or participating in the planning of an act that would be in violation of LIBI’s Student Code of Conduct.

- Federal Work–Study students are expected to behave in an exemplary manner and to be role models for other LIBI students. As such, Federal Work–Study students who disregard their special status at the College or abuse the position of trust and responsibility afforded them by violating LIBI’s Code of Conduct, will face disciplinary actions as an employee as well as a student. In most cases, Federal Work-Study students will lose their campus employment for the duration of their studies at LIBI if the Student Conduct Hearing panel finds them guilty of conduct violations. The loss of the Federal Work-Study position will not be in it of itself a form of discipline under the Student Conduct Code. However, when student status is a condition of continued employment, the loss of “in good standing” status will result in termination of the student's employment under the federal student work-study provisions. This section is not intended to preclude a supervisor from terminating a student’s employment outside the disciplinary process.

- Refusing to identify oneself to a LIBI official in pursuit of his/her duty or refusal to appear before LIBI administrators or disciplinary bodies when directed to do so will carry the maximum allowable penalty as determined by the members of the Student Conduct Hearing panel or by the President of the College. When a student is identified by a college employee to be involved in loud or disturbing behavior and the student does not acknowledge the request to cease the behavior immediately this will be considered as a separate violation for the Student Conduct Hearing proceedings.

- Societies, clubs, or similar organized groups in or recognized by LIBI are subject to the same standards as are individual members of the LIBI community.
• Smoking (including e-cigarettes) and alcohol use is strictly prohibited on school premises. Attempting to attend a class, using LIBI’s learning or administrative resources, or participating in organized College activities while intoxicated or under the influence of controlled or illicit substances will be subject to a Student Conduct Hearing.

• Students need to adhere to the LIBI dress code as published in the Student Handbook. Repeat or intentional violations of the dress code can carry disciplinary sanctions up to and including dismissal. Proper personal appearance and grooming are part of the career preparation process, and all LIBI students are expected to comply with the published criteria.

Civility
Civility involves treating all members of the LIBI community with dignity and respect and acting with regard to others’ feelings. Demeaning, intimidating, or threatening behavior is unacceptable and contrary to LIBI’s ethical principles and basic values. Breaches of this policy will be adjudicated under the Student Code of Conduct.

Students must not confuse legitimate comment and/or advice from Faculty and staff on course-related performance or school-related behavior of an individual or a group as incivility or disrespect. Feedback on course performance or school-related behavior differs from incivility or harassment in that feedback is intended to assist students improve and grow academically and personally. However, civility requires that even the most constructive critical feedback be delivered respectfully, privately, and courteously. If a student believes that he/she was subject to incivility (critical feedback was delivered disrespectfully, loudly or publicly with the intention to demean), the student should schedule an appointment with the Provost (if the incident involved a Faculty member or took place during a classroom activity) or the Dean of Administration (if the incident involved a member of the staff).

Students are expected, without exception, to purport themselves with civility and with proper due respect accorded the Faculty, administrators, and staff of LIBI through their official functions at the College.

Incivility (in and out of the classroom)
Incivility is any kind of disruptive classroom behavior that shows disrespect or disregard for the instructor and fellow students. This type of behavior can dramatically diminish the effectiveness of a course, cause outsized stress for the instructor, and detract from the learning experience of other students enrolled in the course.

Students will be subject to a disciplinary investigation and appropriate sanctions under the Student Code of Conduct if instances of incivility are reported to a Senior College Administrator. Incivility encompasses a broad range of behaviors including, but not limited to, unprofessional behavior; rudeness; shouting or using profane language; intimidation or bullying; threatening comments or actions; unsolicited and unwelcome conduct or comments (oral or written including e-mail communication); gestures, actions, or contact that cause offense, humiliation, or physical or emotional harm to any individual (other students, Faulty, members of the staff or administration). Although this may have not been your intention, your actions may be perceived as a threat or intent to damage persons or school property.

Incivility can be subtle or overt. It may be a single event or may involve a continuing series of incidents and may be unintended or deliberately directed at another individual. In any case, the impact on the recipient is what will be addressed when determining a suitable resolution under the Student Code of Conduct.

LIBI is proud of its diverse and multicultural fabric and all students should be mindful that, a behavior that may be considered perfectly acceptable by one person, or in some cultures, may be considered inappropriate and rude by others.
Academic Honesty
It is the responsibility of every student enrolled at LIBI to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to the following:

1. **Plagiarism** includes, but is not limited to, the use of words or ideas written or created by someone other than the student, as if they were one’s own without properly giving credit to the source when submitting academic work (whether graded or otherwise);

   Representing as one’s own purchased or otherwise obtained works or parts of works produced by another;

   Unless explicitly permitted to do so by both instructors, students found resubmitting any work that they had previously submitted for credit in identical or similar form to fulfill the requirements of another course will face charges under academic dishonesty policies.

2. **Falsification, fabrication, or misrepresentation of data**, other information, or citations in connection with an academic assignment, whether graded or otherwise.

3. **Unauthorized assistance** in connection with academic work, whether graded or otherwise.

4. **Cheating** on examinations or other academic assignments, whether graded or otherwise.
   a. Cheating includes, but is not limited to, the use of unauthorized materials, information, or study aids in any academic exercise; the alteration of any answers on a graded document before submitting it for re-grading; or the failure to observe the expressed procedures or instructions of an academic testing exercise (e.g., examination instructions regarding alternate seating, conversation during an examination, the use of electronic devices when expressly forbidden to do so by the Faculty or proctor, unauthorized collaboration).
   b. All other forms of academic misconduct, including but not limited to, copying answers from another, using study notes to aid in a testing exercise, flagrant fabrication of results, plagiarism, multiple submissions of the same work, or facilitating academic misconduct.

5. **Unauthorized use of electronic devices** during any graded testing activity. A student is not permitted to access any electronic devices including, cell phones, tablets, notebooks, smart watches, etc. during any graded testing activity. Any student using an electronic device without permission of the instructor will be in violation of LIBI’s Academic Integrity policy and subject to disciplinary sanctions.

6. **Facilitating academic dishonesty** includes, but is not limited to, knowingly helping another student commit an act of academic misconduct (e.g., allowing another student to copy answers during a testing exercise; collaborating without authorization from the instructor; aiding plagiarism; aiding another by allowing one’s paper to be resubmitted by another student for a grade or credit; or sharing previously administered tests obtained through authorized and unauthorized measures).

   Communicating without the instructor’s permission to another student (verbal and non-verbal) during a testing exercise, with or without the intent of sharing answers, will be viewed as facilitating academic dishonesty.

   Students found to be distributing copies of their graded work (papers submitted to fulfill course requirements or graded quizzes, tests, or exams) to other students,
irrespective of the intention, will be sanctioned under both disciplinary as well as academic dishonesty policies;

Students obtaining previously administered quizzes, tests, or exams taken by others will face sanctions under both disciplinary as well as academic dishonesty policies.

Students found to be mass distributing or selling any of the above discussed materials will face immediate expulsion without the ability to submit work while waiting for a disciplinary hearing. Students facing allegations under this clause of the policy will face strict disciplinary sanctions.

7. **Deliberately providing false information** to members of the LIBI community in connection with their efforts to prevent, investigate, or enforce LIBI’s requirements regarding academic dishonesty.

8. **Forging, falsifying, or misusing LIBI documents**, records (e.g., student transcripts, course schedules, certificates of achievement, tuition bills, identification cards, etc.) or other resources will be penalized as an act of academic dishonesty and as an act of forgery.

**Special Notations Regarding Academic Dishonesty**

**Unacceptable Collaboration**
Engaging in collaboration when expressly instructed to do your own work will always be considered *unacceptable collaboration* and will be treated as an instance of academic dishonesty. Students who submit work that is the result of a collaboration with others but represent it, implicitly or explicitly, as their own, will be required to substantiate the work. Students unable to do so will face academic misconduct sanctions. Using answers, solutions, or ideas that are the result of collaboration without referencing/citing the fact of collaboration violates LIBI’s academic College policies.

**Internet Plagiarism**
Students may use the Internet as a source of material, in whole or in part, only if careful and specific reference to the source is made in the student’s work. Whenever the Internet is consulted and shapes the thinking or writing of the student, it must be thoroughly documented. Failure to properly give credit to Internet sources will be considered as an incident of academic dishonesty and subject to disciplinary sanctions. Some LIBI instructors may not permit the use of the Internet as a source in their courses. Students will be duly notified by their instructor if that is his/her classroom policy. Failure to adhere to this policy will be viewed and treated as an instance of Academic Dishonesty. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

It is the explicit expectation of the College that all LIBI students will be ethical and truthful in their academic work. Commitment to academic integrity is the responsibility of every student and Faculty member at LIBI. Academic dishonesty diminishes the quality of education at LIBI and hurts the majority of the students who conduct themselves ethically, and; therefore, it will not be tolerated. Plagiarism penalties discussed in this section were established to demonstrate how negatively LIBI views violations of intellectual property laws. Copying the work of others is theft of intellectual property and is taken very seriously at LIBI.

Faculty members who feel they have confirmation of plagiarism will first offer the student a chance to provide an explanation of the evidence or to admit fault. If the infraction is not extensive and may be qualified by the Faculty member as having no evident deliberateness of deceit, the faculty member will determine the appropriate sanction. Examples of sanctions may include reprimanding the student and requiring a revision of the work to eliminate plagiarism, assigning the student an additional paper, or exam, or lowering the grade for the paper or exam (even as far as F or “0” points) without opportunity to regain the lost credit. Each member of the Faculty has the primary responsibility to determine the type and extent of
punishment for first infractions. Repeat offenses will be subject to Student Conduct Hearing proceedings.

In instances where the Faculty member determines that the student’s plagiarism was inadvertent and feels that the student has understood the infraction and has fully complied with the terms of the punishment, the instructor may select not to take further action and not to alert the Provost. The decision by the instructor not to file an official notice of academic dishonesty will be made only in instances when the infraction can be classified as minor and inadvertent.

If the first instance of academic dishonesty is extensive, the Faculty member will determine whether he/she will address the incident personally through appropriate sanctions or if the incident will be referred to the Student Conduct Hearing panel for deliberation. Any known instances of past plagiarism or other infraction classified as academic dishonesty will affect the disposition of any new case. Any student permanently discharged from the College as a result of repeat violations of academic policies will not be considered for readmission.

**Dropping Courses Prior to a Student Conduct Hearing**

A student charged with academic misconduct may not change registration in the course (e.g., drop the course) in which a charge is pending or in which a finding of academic misconduct has been made.

The privilege of being a student at the Long Island Business Institute carries with it the responsibility of following standards of conduct appropriate to the institutional vision and shared values of intellectual honesty and personal integrity. The sections below provide guidelines for standard behavior expected of all students attending LIBI. These sections articulate behaviors that are prohibited or unacceptable at LIBI and which carry disciplinary sanctions up to, and including, permanent separation of the student from the College. Because all students are obligated to follow the standards set forth by the College, all violations will be taken seriously and handled in a manner deemed appropriate through the Student Conduct Hearing process overseen by the Dean of Administration and the President of LIBI.

**Sanctions for Violations of the Student Code of Conduct**

When a student admits responsibility or is found to be in violation of LIBI’s policies or regulations, LIBI may impose or defer disciplinary sanctions, as appropriate and applicable. Any sanction may be effective retroactively.

The severity of the sanction imposed is based on the seriousness of the violation. All administrators and faculty involved in determining sanctions for students who violate LIBI’s policies, procedures, or regulations take into consideration the context and seriousness of the infraction.

Sanctions may include, but are not limited to: dismissal without recourse; dismissal with a time sanction before the student can seek readmission; temporary suspension with conditions; temporary suspension with set time away from the College as sole sanction; required enrollment in and completion of educational programs, classes, activities or workshops, which in the judgment of LIBI will be beneficial to the student; fulfillment of assigned community service hours required of the student as an unpaid volunteer in activities for which no academic credit may be received, etc.

Where it is more likely than not that a student violated LIBI’s policies, procedures or regulations acting against any person or group because of the race, color, national or ethnic origin, alienage, sex, religion, age, sexual orientation, gender identity, marital status, veteran status, physical or mental disability, or perceived membership in any of these classifications, the recommendation or imposition of sanctions will be enhanced.
More than one of the sanctions listed below may be imposed for any single violation.

Definitions of Disciplinary Statuses and Sanctions

a. Warning - Written notices are issued to students for violations of institutional rules or regulations that do not warrant more severe sanctions, but are, nevertheless, considered unacceptable behavior by the Faculty and administrators of the College. Students placed on “Warning” will receive an official letter outlining the reasons for the decision and the period of time for which the warning will stay in effect. Other requirements or stipulations will also be outlined in the “Warning” letter.

Students who receive a written warning from the College should meet with their assigned Academic Advisor regularly to ensure that the requirements stipulated in the warning letter are being met. If the conditions outlined in the warning letter are not met as prescribed, the Warning may be extended upon the discretion of a Senior College Administrator. Students who violate the terms of the warning letter, or who violate additional policies while on “Warning” will face additional disciplinary actions.

b. Disciplinary Probation - A formal written reprimand issued to students for a designated period of time for violating specific College policies. If a student is found to violate any additional College policies during the time he/she is on Disciplinary Probation, more severe disciplinary sanctions will be applied. Depending on the severity of the student's transgression while on Disciplinary Probation, or if the transgression endangers the safety and well-being of other members of the College, the student may be suspended immediately until an administrative investigation is complete. Certain transgressions carry the penalty of immediate dismissal without recourse. For a more detailed listing of violations and possible disciplinary consequences, please refer to the Student Code of Conduct section of this catalog.

c. Loss of Privileges - A sanction imposed for violating a policy in a specified area of the College or in the classrooms. This sanction is imposed for a designated period of time. The length of this sanction may be extended if the student violates the original stipulation.

d. Exclusion - In some instances, the College may exclude the student from specified areas of the campus, College activities, or functions, or from a particular course, as part of a disciplinary action against the student. This may be done if there is cause for the College to believe that the student's presence will lead to physical abuse, threats of violence, or conduct that threatens the health or safety of any person on LIBI property, or at official College functions or activities. Exclusion from participation in designated privileges and extracurricular activities may be permanent or for a specified term or terms. Violation of any conditions in the notice of loss of privileges and exclusion from activities or violation of LIBI policies or regulations during the period of the sanction will result in further disciplinary action.

e. Restitution - If a student is found to have caused damage to the property of another member of the LIBI community or to the property or facilities of LIBI, the student may be asked to compensate the affected party either monetarily or by material replacement. Restitution can also take the form of appropriate service. A Student Conduct Hearing panel will determine the appropriate compensation for loss, damage, or injury unless the appropriate law enforcement body has already been involved and the incident is being handled through legal action. If the incident is not being resolved through legal action but rather through LIBI's conduct hearing process, students have the right to appeal the rulings of the hearing panel to the President of the College.

f. Discretionary Sanctions - In certain cases the Student Conduct Hearing panel may determine at the panel’s discretion that violations of LIBI's policies may be handled through work assignments, essays, service to LIBI, volunteer work in the community, or through related discretionary assignments. In all such discretionary cases, the Dean of Administration will work with the panel and the student to ensure that the conditions of the sanctions can be met successfully.
g. Suspension - This sanction calls for the student's separation from the College for a definite period of time. Certain violations and transgressions warrant a student's suspension from LIBI without the ability to submit work during the investigation process. In most cases where an administrative inquiry or investigation is necessary, however, the student involved in the alleged incident will be suspended from campus but permitted to turn work in to their instructors until the investigation is complete and a Student Conduct Hearing is scheduled.

The Conduct Officer will communicate with the accused student and ensure that the student understands the charges against him/her and rights of the accused under LIBI’s policies.

h. Interim Suspension - An interim suspension may be imposed before a hearing to determine the validity of an alleged violation in instances where the student’s presence on campus is deemed a threat to the safety and security of other members of the LIBI community or may be disruptive to the normal functioning of the College.

In general, LIBI will attempt to minimize restricting students from academic participation before a conduct hearing unless there is reasonable cause to believe that the student's continued participation in classroom activities or presence at the campus will lead to physical abuse, threats of violence, or may be disruptive to the orderly operation of the campus. The Dean of Administration may also limit the student’s participation at official College functions if that is deemed necessary for the safety of other members of the LIBI community.

If the interim suspension is imposed by any other member of the LIBI faculty or staff, the President, the Dean of Administration or the Provost will review the information upon which the suspension was based to affirm that it was necessary. This review should take place within forty-eight hours after the imposition is made. Only the President or the Dean of Administration, in consultation with the Provost, may determine if the interim suspension will be deemed void or if it will be upheld. Should the determination be made that the interim suspension is void a reasonable effort will be made to inform the student who was suspended. The decision to void the interim suspension will in no way interfere with the need for any disciplinary proceedings related to the conduct that caused the interim suspension. All disciplinary proceedings in these instances will be conducted under the normal procedures prescribed by LIBI for such violations.

If the imposition of the interim suspension is upheld, the Registrar or the Conduct Officer will notify the student subject to the suspension in accordance with written policies (i.e., the student will be notified of the charges against him or her, the conditions of the interim suspension, and the opportunity for a hearing.)

Hearings where interim suspension was sanctioned will receive scheduling priority. Disciplinary proceedings arising from the conduct resulting in the interim suspension will follow normal procedures. For additional information, see Temporary Removal of Student under section Disciplinary Removal from Class on pages 76-77.

i. Students who continue to violate or repeat a violation after receiving a verbal notice of a violation of policies or a reprimand from one of LIBI’s administrators or from any of their faculty members, will face additional disciplinary action up to and including dismissal without recourse.

j. Expulsion - Students who consistently violate LIBI policies, pose a clear and credible danger to other members of LIBI, intentionally or unintentionally endanger the safety or well-being of other members of the LIBI community, or whose transgressions fall into the “immediate dismissal” category as outlined in the Code of Conduct, will be asked to permanently separate from the College. In cases where credible evidence, such as surveillance camera videos, or other similarly reliable evidence exists, expulsion from the College may be immediate and without the involvement of the student conduct hearing panel. Such cases will be handled by the Dean of Administration or the Assistant Campus Director. Only the President of the College can revoke an expulsion of a student and only in the event that the student provides
reliable and verifiable evidence in his or her favor. Re-admission requests to the College once a student is subject to expulsion will generally be denied.

k. Readmission to any campus of the Long Island Business Institute after Expulsion may only be granted under exceptional circumstances and requires the specific approval of the Exceptions Committee (formerly known as the Committee for Academic Standard Exceptions) at the Flushing campus.

l. Revocation of Academic Credentials - Any student who is found to have obtained an academic credential from LIBI thorough fraud or deceitful actions is subject to the revocation of that credential. The Faculty Governance Committee will have to approve the revocation. Once revoked, only the President of LIBI can be petitioned for an appeal. The decision of the President is final.

m. Posting of Suspension or Dismissal on Academic Transcript will occur in instances when the Student Conduct Hearing panel determines the action is necessary based on the severity of the student’s violation. Based on the available information, the Student Conduct Hearing panel may determine that a disciplinary notation on the academic transcript is only necessary for the duration of the Suspension or Expulsion or may decide to motion that the notation becomes permanent. If the sanction calls for a permanent inclusion of a disciplinary notation on the student’s academic transcript, the student may appeal to the Provost for redress. Should the Provost determine that the notation is necessary, the student may seek to appeal the decision to the President of the College. The President’s decision will be final.

Copyright Violations
LIBI is committed to upholding the rights of all copyright holders and will view students who copy/reproduce such material without permission as a violation of this policy. Any course material (textbooks, articles, or handouts) copied without the explicit permission of the Provost will be viewed as a violation of this policy.

Students will face disciplinary sanctions under this policy if found to be:
- photocopying or electronically reproducing textbooks, journal articles, and all other materials given to the student as part of the course material where copyright permission was required;
- photocopying or electronically reproducing any handouts that the instructor may have authored for the course without the permission of the instructor.

(Note: Students reproducing their own class notes for use in study groups or similar circumstances will not be considered in violation of this policy.)

Special Note Regarding Sanctions

Appeals
If the student successfully appeals his/her case to the President of the College and the President reverses the ruling and determines that the student was found not responsible, the President will, if requested by the student, have the student discipline record sealed and have any reference to the disciplinary process removed from the student's record. If the President complies with the request, that record may then only be used in connection with legal proceedings. The President has the authority to reject this request but instead may propose other reasonable actions.

Disciplinary Removal from Class

Temporary Removal of Student
Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to a Faculty member’s appropriate classroom rules or instructions, or interferes with the normal operations of the College. Students who engage in disruptive or threatening behavior may be directed by the Faculty member to leave the classroom or by an authorized College official to leave the College premises. Students who refuse to leave the campus after being requested to do so will face serious sanctions, the minimum of which will be suspension. In imposing an emergency suspension, the College official responsible for campus safety may direct that the student immediately leave the College premises and may further direct the student not to return until
contacted by the Registrar or the Conduct Officer. Full compliance with this policy is expected from every LIBI student. For further information, please refer to Interim Suspension in the definitions of Disciplinary Statuses and Sanctions section on pages 74-76.

Removal from Class
A Faculty member may remove a student from class meetings for disciplinary reasons. If an instructor removes a student for more than one class period, the Faculty member will notify the Provost or the Assistant Campus Director in writing of the problem, action taken by the Faculty member, and the Faculty member's recommendation. If an acceptable resolution of the problem cannot be reached by the Faculty member and the student, the Faculty member will refer the case to the Provost, who may in turn refer the case to the student conduct hearing panel. In instances where the Faculty member recommends permanent removal of the student from the course, the student will be required to meet with the student conduct hearing panel (usually comprised of three administrators and two Faculty members who are selected on a rotational basis with the aim of choosing Faculty who have not had the student in their courses). In instances when the incident occurs before a time of extended Faculty breaks which render Faculty unable to participate in the judicial process, the President of the College will assemble an ad hoc Student Conduct Hearing Committee.

Investigation
Upon witnessing or receiving a report regarding alleged violation(s), the individual receiving this information must promptly alert the Dean of Administration or the Provost if the infraction is one of academic dishonesty.

Upon reviewing the allegation, the Dean will conduct a preliminary probe to augment what has been presented to determine if there is sufficient information to proceed with the student conduct process. If the Dean determines that the allegation merits a Student Conduct Hearing, then the Dean will proceed to name and assign an impartial investigator to the case. Once the investigator is named, the Dean will no longer be involved in the fact-gathering stage unless asked by the investigator or the Conduct Officer to assist in the process. While the investigator conducts further inquiry into the case, the Conduct Officer will work with the accused student(s) to ensure that each accused student receives the protections afforded to him/her by the policies printed in this catalog.

(Special Note: In cases not involving allegations of sexual assault or sexual misconduct, the accused student may specifically petition for an open hearing. Even if allowable by the nature of the allegations, the request for an open hearing will be denied if any other participant objects.)

Procedures for Pre-hearing Notice to Student
All conduct related communications will be sent to the physical address and/or e-mail on file in the Registrar’s Office. It is the responsibility of every LIBI student to keep the Registrar informed of all addresses and contact information changes. The Conduct Officer will send written “Notice” to the student of the following:

- The nature of the conduct in question and the basis for the allegation, including a brief statement of the preliminary alleged charges against the student, along with references to LIBI’s policies/regulations allegedly violated.
- If a hearing was deemed necessary by the Dean of Administration, then a general description of the Student Conduct Committee procedures, including the student’s right to tell his/her side of the story, will be provided to the student.

The investigator and the Conduct Officer will be the primary contacts for the accused student until the Student Conduct Hearing panel renders a written decision. At the end of the investigation and before the hearing proceedings begin, the investigator or the Conduct Officer will advise the student of the specific charges against the student the hearing panel will be deliberating on. At that time, the student will also be given the opportunity to submit written questions the hearing panel should ask of the witnesses. Although as a matter of practice, LIBI does not permit accused students to face the witnesses against them in front of the hearing panel, in rare circumstances and always at the discretion of the Dean of Administration, the
accused student may be permitted to do so. Standard operating procedures allow the student to question his/her accusers by writing questions that the hearing panel members will pose to the witnesses during the proceedings.

A written decision will be sent to the accused student within forty eight (48) hours after all of the evidence has been presented to the hearing panel. Should the panel be unable to reach a decision within that time, the student will be notified by the Conduct Officer and informed of any additional requests the hearing panel may have for the student.

All decisions of the hearing panel are made in writing. The student may appeal the decision within seven business days to the President of the College should the student feel that action is necessary. If no appeal is made by that time, the decision will stand and become final.

If the student appeals the panel’s decision to the President of the College:

The President may decide to sustain the recommended penalty; to reverse the decision; or to remand it to the hearing panel (to reconsider the penalty, but not to reconsider the issues of guilt or innocence). In all appeal cases, the decision of the President will be final.

All disciplinary records are kept by the Conduct Officer and copies are retained by the Provost’s office for three calendar years after the date the decision becomes final. Any rulings of “not guilty” will be kept by the two offices until the student graduates, withdraws, or is no longer an active student for other reasons.

Students must be aware that in the event of a repeat offense, especially of a similar nature, all past rulings may be requested and considered as part of the deliberation process by the next hearing panel.

If no hearing was deemed necessary, then the student has five business days from the date the notice was given to contact the Office of the Dean of Administration to schedule a meeting with the Dean. The Dean will meet with the student within three business days from the date the student responds to the Conduct Officer’s notice.

If the student does not contact the Office of the Dean of Administration within the five business days or fails to keep a scheduled appointment with the Dean, a hold will be placed on the student’s educational records. The student will be notified in writing by mail or electronically that this action has been taken. The placement of a Hold on the student’s educational records may, for example, prevent the student from registering and from obtaining transcripts, verifications, or a degree/certificate from LIBI. The Hold will be removed only when the student either meets with the Dean of Administration, or requests in writing that the case be referred to the Student Conduct Committee for a hearing.

Students who have pending disciplinary charges or who have not fulfilled the terms of their disciplinary sanctions, will not be eligible for degree/certificate conferral until all pending disciplinary charges against the student are fully resolved and all outstanding requirements satisfactorily met.

The Dean of Administration and the Provost may place a hold on that student’s records to prevent him or her from receiving a degree/certificate because of disciplinary reasons.
# PROGRAMS OF STUDY

The following is a list of approved certificate and degree programs offered at LIBI. LIBI offers three 15-week semesters per year; Fall, Spring, and Summer, with two class starts per semester at the Flushing Campus and the Manhattan Center. Enrollment in other than registered or otherwise approved programs (by the State Education Department) may jeopardize a student’s eligibility for certain student aid awards.

<table>
<thead>
<tr>
<th>Program – Flushing</th>
<th>HEGIS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Associate in Occupational Studies</td>
<td>5002</td>
</tr>
<tr>
<td>Business Management Associate in Occupational Studies</td>
<td>5004</td>
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<tr>
<td>Emergency Care Management Associate in Occupational Studies</td>
<td>5099</td>
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<tr>
<td>Homeland Security and Security Management Associate in Occupational Studies</td>
<td>5505</td>
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<tr>
<td>Hospitality Management Associate in Occupational Studies</td>
<td>5010</td>
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<tr>
<td>Office Technology with Medical Office Option Associate in Occupational Studies</td>
<td>5005</td>
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<tr>
<td>Elder Care Administration Certificate</td>
<td>5099</td>
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<tr>
<td>Hospitality Management Certificate</td>
<td>5010</td>
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<tr>
<td>ESL Certificate Program</td>
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<tr>
<th>Program – Commack</th>
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<tr>
<td>Court Reporting Associate in Occupational Studies</td>
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<td>Court Reporting Certificate</td>
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<tr>
<th>Program – Manhattan</th>
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<tbody>
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<tr>
<td>ESL Certificate Program</td>
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A.O.S. Degree Program in Accounting
HEGIS Code 5002

This program is designed to provide the student with strong academic preparation in accounting, general business, and general education. Accounting involves the recording, classifying, and summarizing of financial data; it includes the preparation of financial statements, returns, budgets, and cost reports. The accountant becomes involved with functions in various capacities: as a preparer of financial data (private accounting), as an auditor of financial data (public accounting), or as a member of various government agencies (governmental accounting). The accountant is also called upon to provide managerial recommendations in addition to providing financial data. The field of accounting provides a broad range of employment opportunities. Holders of the A.O.S. Degree in Accounting are prepared to take such positions as junior accountant, accounting clerk, or office manager in private industry or government, and also as tax examiner.

*Graduation Requirements: Students must complete a minimum of 61 credits of required and elective courses with a minimum cumulative GPA of 2.0.

REQUIREMENTS FOR THE A.O.S. DEGREE PROGRAM IN ACCOUNTING

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CTC101 Critical Thinking</td>
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<tr>
<td>ENG106 College English I</td>
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<tr>
<td>ENG207 College English II or</td>
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<tr>
<td>ENG208 The Contemporary American Short Story</td>
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<tr>
<td>ILR101 Introduction to Information Literacy and Research Methods</td>
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<tr>
<td>PSY104 Introduction to Psychology</td>
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<tr>
<td>SPE100 Speech Communication</td>
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<tr>
<th>Requirements for the Major</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC100 Principles of Accounting I</td>
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<tr>
<td>ACC101 Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACC202 Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>*ACC203 Intermediate Accounting II</td>
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</tr>
<tr>
<td>ACC209 Income Tax</td>
<td>3</td>
</tr>
<tr>
<td>ADM100 Administrative Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS100 Business Legal Concepts and Terminology</td>
<td>3</td>
</tr>
<tr>
<td>BUS102 Customer Service Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS188 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS197 Business Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>BUS198 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>CAC205 Computerized Accounting</td>
<td>3</td>
</tr>
<tr>
<td>COM100 Introduction to Computers</td>
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</tr>
<tr>
<td>FRS100 Freshman Seminar</td>
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</tr>
<tr>
<td>NET100 Internet</td>
<td>1</td>
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<tr>
<td>*PCD200 Professional Career Development and Management</td>
<td>3</td>
</tr>
</tbody>
</table>

| Elective Requirements          | 3       |

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

Total Credits Required for the A.O.S. Degree Program in Accounting 61

*Suggested Sequence of Courses

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC100 Principles of Accounting I</td>
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<tr>
<td>BUS188 Introduction to Business</td>
<td>3</td>
</tr>
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<td>CTC101 Critical Thinking</td>
<td>1</td>
</tr>
<tr>
<td>ENG106 College English I</td>
<td>3</td>
</tr>
<tr>
<td>FRS100 Freshman Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ILR101 Introduction to Information Literacy and Research Methods</td>
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Sub-total 15

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<tr>
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Sub-total 15

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Elective(s) 3

Sub-total 15

Total Credits Required for the A.O.S. Degree Program in Accounting 61
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 61 credits of required and elective courses with a minimum cumulative GPA of 2.0.

REQUIREMENTS FOR THE A.O.S. DEGREE PROGRAM IN BUSINESS MANAGEMENT

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<thead>
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<td>(to be selected from approved electives or courses in other programs provided prerequisites and corequisites are met)</td>
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Total Credits Required for the A.O.S. Degree Program in Business Management 61

*Suggested Sequence of Courses

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<td>ENG208 The Contemporary American Short Story</td>
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Total Credits Required for the A.O.S. Degree Program in Business Management 61
A.O.S. Degree Program in Court Reporting
HEGIS Code 5005

This program is designed to provide students with the instruction, technology, and skill-building training essential to become employed in the field of court reporting and to instill in them the integrity and ethical behavior pertinent to the field.

*Graduation Requirements: Students must complete a minimum of 65 credits of required courses with a minimum cumulative GPA of 2.0; pass three testimony tests at 225 wpm; pass three jury charge tests at 200 wpm; pass three straight matter tests at 180 wpm with 95 percent accuracy, all tests are five minutes on unfamiliar material; transcribe ten pages of testimony in a two-hour period; satisfactorily complete an internship program which will include 45 hours of participation under the supervision of an official court reporter or a freelance court reporter using machine steno. These hours will be verified by the supervising reporters. Students will also complete 30 hours of class lecture. A 40-page salable transcript will be produced and graded. A narrative report which summarizes their internship experiences will be given.

Note: The average student may require additional time beyond the published program length to achieve the exit speed of 225 words per minute.

REQUIREMENTS FOR THE A.O.S. DEGREE PROGRAM IN COURT REPORTING

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**Requirements for the Major**

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CRT100 Court Reporting Theory 6
CRT101 Court Reporting I 6
CRT102 Court Reporting II 6
CRT106 Court Reporting Speedbuilding Lab 2
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

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Total Credits Required for the A.O.S. Degree Program in Court Reporting 65
A.O.S. Degree Program in Emergency Care Management  
HEGIS Code 5099

The Emergency Care Management Associate in Occupational Studies Degree is a four-semester program that prepares candidates for employment in emergency service administration, support, and other related positions. Students are immersed in rigorous hands-on and didactic lessons that tackle important business and emergency care proficiencies. In order for a student to be a qualified New York State Emergency Care Technician, student must pass the New York State EMT Exam. A United States high school diploma or a high school equivalency diploma is required for registration of the EMT program.

**Graduation Requirements:** Students must complete a minimum of 61 credits of required courses with a minimum cumulative GPA of 2.5 and complete a LIBI affiliated and Department of Health (DOH) approved EMT program.

### REQUIREMENTS FOR THE A.O.S. DEGREE PROGRAM IN EMERGENCY CARE MANAGEMENT

#### General Education Requirements

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<td>HSM100</td>
<td>Introduction to Homeland Security</td>
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<tr>
<td>SOC203</td>
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</table>

Total Credits Required for the A.O.S. Degree Program in Emergency Care Management 61

**Basic Life Support (BLS) Course:** These courses are offered as special sessions to Emergency Care Management (ECM) program students. The credits that a student previously earned while he/she enrolled in a different program may not be used to fulfill the curriculum of the ECM program.
A.O.S. Degree Program in Homeland Security and Security Management
HEGIS Code 5505

The Homeland Security and Security Management Associate in Occupational Studies Degree is twofold. The first area of emphasis is on the organizations, processes, and procedures utilized to protect this country, its people, and its infrastructure. The student will learn the organization, roles and responsibilities of the Department of Homeland Security (DHS) and the organizations within the DHS. The student will learn the major components of the National Response Framework, the National Infrastructure Protection Plan, and the National Incident Management System. The student will also learn the steps needed to plan for, prepare for, respond to, mitigate, and recover from a natural or man-made disaster. The laws affecting individual rights and the threats caused by various types of terrorism will also be covered. The second area of emphasis within this degree program is on the corporate security or private security firm’s organization, processes, and procedures. The student will also be exposed to various methods of investigation and technological tools used by security firms. It also addresses basic legal issues affecting the private security world and addresses the basic elements which threaten the security of organizations, people, and property. In addition, basic leadership and business communication skills will be taught.

*Graduation Requirements: Students must complete a minimum of 61 credits of required courses with a minimum cumulative GPA of 2.0.

REQUIREMENTS FOR THE A.O.S. DEGREE PROGRAM IN HOMELAND SECURITY AND SECURITY MANAGEMENT

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<tr>
<td></td>
<td></td>
<td>SOC203 Effective Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Capstone Course</td>
<td></td>
</tr>
</tbody>
</table>

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 is a two-year program that prepares prospective students for entry-level employment in the hospitality industry as client ambassadors, hosts/hostesses, floor supervisors, receptionists, sales and marketing agents, casino dealers, booth cashiers, concierge agents, and other hospitality service workers. The program engages students in comprehensive business and hospitality fundamentals such as Customer Service Management, Principles of Sales and Salesmanship, Business Mathematics, Business Communications, and Salesmanship. Students also learn the intricacies of casino gaming and support operations, lodging management, event planning, food and beverage, revenue management, and scheduling.

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

REQUIREMENTS FOR THE A.O.S. DEGREE PROGRAM IN HOSPITALITY MANAGEMENT

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY104 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CTC101 Critical Thinking</td>
<td>1</td>
</tr>
<tr>
<td>ILR101 Introduction to Information Literacy and Research Methods</td>
<td>1</td>
</tr>
<tr>
<td>ENG106 College English I</td>
<td>3</td>
</tr>
<tr>
<td>ENG207 College English II or ENG208 The Contemporary American Short Story</td>
<td>3</td>
</tr>
<tr>
<td>SPE100 Speech Communication</td>
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</table>

**Requirements for the Major**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS101 The Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>BUS188 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS198 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>FRS100 Freshman Seminar</td>
<td>1</td>
</tr>
<tr>
<td>COM100 Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>BUS197 Business Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ACC100 Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS110 Hotel and Resort Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS107 Casino Gaming Operations</td>
<td>3</td>
</tr>
<tr>
<td>CAC205 Computerized Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS102 Customer Service Management</td>
<td>3</td>
</tr>
<tr>
<td>*BUS208 Casino Ancillary Operations</td>
<td>3</td>
</tr>
<tr>
<td>BUS211 Revenue Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS215 Salesmanship and Management</td>
<td>3</td>
</tr>
<tr>
<td>*PCD200 Professional Career Development and Management</td>
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</tbody>
</table>

**Elective Requirements**

<table>
<thead>
<tr>
<th>Elective(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(to be selected from approved electives or courses in other programs provided prerequisites and corequisites are met)</td>
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</tr>
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<table>
<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
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<td>BUS101 The Hospitality Industry</td>
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<tr>
<td>BUS188 Introduction to Business</td>
<td>3</td>
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<tr>
<td>CTC101 Critical Thinking</td>
<td>1</td>
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<tr>
<td>FRS100 Freshman Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ILR101 Introduction to Information Literacy and Research Methods</td>
<td>1</td>
</tr>
<tr>
<td>COM100 Introduction to Computers</td>
<td>3</td>
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<tr>
<td>ENG106 College English I</td>
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<tr>
<td>Elective(s)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>15</td>
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</tbody>
</table>

| **Semester 2**                |         |
| BUS197 Business Mathematics   | 3       |
| ENG207 College English II or ENG208 The Contemporary American Short Story | 3 |
| ACC100 Principles of Accounting I | 3 |
| SPE100 Speech Communication   | 3       |
| PSY104 Introduction to Psychology | 3 |
| Elective(s)                   | 3       |
| **Sub-total**                 | 15      |

| **Semester 3**                |         |
| BUS110 Hotel and Resort Management | 3 |
| BUS107 Casino Gaming Operations | 3 |
| CAC205 Computerized Accounting | 3 |
| BUS198 Business Communications | 3 |
| BUS102 Customer Service Management | 3 |
| Elective(s)                   | 3       |
| **Sub-total**                 | 15      |

| **Semester 4**                |         |
| BUS208 Casino Ancillary Operations | 3 |
| BUS211 Revenue Management      | 3 |
| BUS215 Salesmanship and Management | 3 |
| PCD200 Professional Career Development and Management | 3 |
| Elective(s)                   | 3       |
| **Sub-total**                 | 15      |

Total Credits Required for the A.O.S. Degree Program in Hospitality Management 60

*Capstone Course
The Office Technology program is centered on supporting business operations. Students will acquire skills and competencies necessary to obtain entry-level employment in a business or medical office environment. Utilizing various software applications, students will develop proficiency in word processing, spreadsheets, presentation software, webpage formatting, basic networking, e-mail, office systems and procedures. Emphasis is placed on administrative support technology, business and medical office administration.

The Medical Office track curriculum aims to familiarize students with the procedures and document production of the modern doctor’s office, clinic, or hospital office, and provide special preparation in medical terminology and codes for insurance processing and billing.

*Graduation Requirements: Students must complete a minimum of 61 credits of required and elective courses with a minimum cumulative GPA of 2.0.

## REQUIREMENTS FOR THE A.O.S. DEGREE IN OFFICE TECHNOLOGY WITH MEDICAL OFFICE OPTION

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTC101 Critical Thinking</td>
<td>1</td>
</tr>
<tr>
<td>ENG106 College English I</td>
<td>3</td>
</tr>
<tr>
<td>ENG207 College English II or</td>
<td></td>
</tr>
<tr>
<td>ENG208 The Contemporary</td>
<td></td>
</tr>
</tbody>
</table>
| Medical Office Track
| BUS188 Introduction to Business| 3       |
| BUS197 Business Mathematics    | 3       |
| BUS198 Business Communications |         |
| CAC104 Recordkeeping           | 3       |
| HRW100 Human Relations in      |         |
| the Workplace                  | 3       |
| COM100 Introduction to Computers|      |
| COM200 Business Applications of|         |
| Personal Computers             | 3       |
| *ADM100 Administrative Management|     |
| NET100 Internet                | 1       |
| *PCD200 Professional Career    |         |
| Development and Management     | 3       |
| Office Technology Track        |         |
| BUS102 Customer Service        | 3       |
| Management                     |         |
| OFP104 Office Procedures       | 3       |
| WEB100 Introduction to Web Design|        |
| NET101 Introduction to Networking|    |
| Elective(s)                    | 6       |
| Medical Office Track
| MET100 Medical Terminology     | 3       |
| MET101 Medical Records Analysis| 2       |
| MET115 Medical Coding          | 3       |
| MET200 Computerized Medical Billing| 1  |
| MET202 Basic Anatomy           | 3       |
| MET217 Advanced Medical Coding | 3       |
| *MET218 Medical Insurance Billing|       |
| Elective(s) (to be selected from approved electives or courses in other programs provided prerequisites and corequisites are met) | |
| *Capstone Course               |         |

## Suggested Sequence of Courses

### OFFICE TECHNOLOGY TRACK

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS188 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>COM100 Introduction to Management</td>
<td>3</td>
</tr>
<tr>
<td>ENG207 College English II or</td>
<td></td>
</tr>
<tr>
<td>ENG208 The Contemporary American</td>
<td></td>
</tr>
<tr>
<td>Human Relations in the Workplace</td>
<td></td>
</tr>
<tr>
<td>WEB100 Introduction to Web Design</td>
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</tr>
<tr>
<td>Elective(s)</td>
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<tr>
<td>Sub-total 15</td>
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</tr>
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</table>

### Semester 2

| BUS198 Business Communications | 3       |
| CAC104 Recordkeeping           | 3       |
| ENG207 College English II or   |         |
| ENG208 The Contemporary American |         |
| HRW100 Human Relations in the Workplace |         |
| WEB100 Introduction to Web Design| 3       |
| Elective(s)                    | 6       |
| Sub-total 15                  |

### Semester 3

| BUS198 Business Communications | 3       |
| CAC104 Recordkeeping           | 3       |
| ENG207 College English II or   |         |
| ENG208 The Contemporary American |         |
| HRW100 Human Relations in the Workplace |         |
| WEB100 Introduction to Web Design| 3       |
| Elective(s)                    | 6       |
| Sub-total 15                  |

### Semester 4

| PCD200 Professional Career Development and Management | 3       |
| PSY104 Introduction to Psychology                   | 3       |
| NET101 Introduction to Networking                   | 3       |
| Elective(s)                                         | 6       |
| Sub-total 15                                        |

## MEDICAL OFFICE TRACK

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CTC101 Critical Thinking</td>
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<tr>
<td>ENG106 College English I</td>
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</tr>
<tr>
<td>FRS100 Freshman Seminar</td>
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<tr>
<td>ILR101 Introduction to Information Literacy and Research Methods</td>
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<td>COM100 Introduction to Computers</td>
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<td>NET100 Internet</td>
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<tr>
<td>OFP104 Office Procedures</td>
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<tr>
<td>Sub-total 16</td>
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</tbody>
</table>

### Semester 2

| ENG207 College English II or ENG208 The Contemporary American | 3       |
| COM200 Business Applications of Personal Computers         | 3       |
| NET100 Internet                                           | 1       |
| OFP104 Office Procedures                                  | 3       |
| Sub-total 16                                              |

### Semester 3

| ADM100 Administrative Management                       | 3       |
| BUS102 Customer Service Management                     | 3       |
| BUS197 Business Mathematics                             | 3       |
| COM200 Business Applications of Personal Computers      | 3       |
| NET100 Internet                                        | 1       |
| OFP104 Office Procedures                                | 3       |
| Sub-total 16                                            |

### Semester 4

| BUS198 Business Communications                         | 3       |
| CAC104 Recordkeeping                                   | 3       |
| MET218 Medical Insurance Billing                       | 3       |
| PCD200 Professional Career Development and Management | 3       |
| PSY104 Introduction to Psychology                      | 3       |
| Sub-total 15                                            |

Total Credits Required for the A.O.S. Degree in Office Technology with Med Office Option: 61

Total Credits Required for the A.O.S. Degree in Office Technology with Med Office Option: 61
Certificate Program in Court Reporting  
HEGIS Code 5005

This Certificate program is designed to provide students with the instruction and skill-building training essential for them to become employed in the field of court reporting.

*Graduation Requirements:* Students must complete a minimum of 54 credits of required courses with a minimum cumulative GPA of 2.0; pass three testimony tests at 225 wpm; pass three jury charge tests at 200 wpm; pass three straight matter tests at 180 wpm with 95 percent accuracy; all tests are five minutes on unfamiliar material; transcribe ten pages of testimony in a two-hour period; satisfactorily complete an internship program which will include 45 hours of participation under the supervision of an official court reporter or a freelance court reporter using machine steno. These hours will be verified by the supervising reporters. Students will also complete 30 hours of class lecture. A 40-page salable transcript will be produced and graded. A narrative report which summarizes their internship experiences will be given.

Note: The average student may require additional time beyond the published program length to achieve the exit speed of 225 words per minute.

REQUIREMENTS FOR THE CERTIFICATE PROGRAM IN COURT REPORTING

<table>
<thead>
<tr>
<th>Requirements for the Major</th>
<th>Credits</th>
<th>Suggested Sequence of Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CAT116 Computer-Assisted Transcription I</td>
<td>2</td>
<td>Semester 1</td>
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<tr>
<td>CRT100 Court Reporting Theory</td>
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<td>CRT100 Court Reporting Theory</td>
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<td>CRT101 Court Reporting I</td>
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<td>TRP102 Transcription Production</td>
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<td>CRT102 Court Reporting II</td>
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<td>CRT106 Court Reporting Speedbuilding Lab</td>
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<td>Semester 2</td>
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<td>CRT203 Court Reporting III</td>
<td>6</td>
<td>CRT101 Court Reporting I</td>
<td>6</td>
</tr>
<tr>
<td>CRT204 Court Reporting IV</td>
<td>6</td>
<td>LPT102 Legal Procedures and Technology</td>
<td>3</td>
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<tr>
<td>*CRT205 Court Reporting V</td>
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<td>MET100 Medical Terminology</td>
<td>3</td>
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<tr>
<td>*INT203 Internship</td>
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<td>LPT102 Legal Procedures and Technology</td>
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<td>Semester 3</td>
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<tr>
<td>MET100 Medical Terminology</td>
<td>3</td>
<td>CRT102 Court Reporting II</td>
<td>6</td>
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<tr>
<td>RTW117 Real-Time Writing I</td>
<td>2</td>
<td>RTW117 Real-Time Writing I</td>
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<tr>
<td>TRP102 Transcription Production</td>
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<tr>
<td><strong>Total Credits Required for the Certificate Program in Court Reporting</strong></td>
<td><strong>54</strong></td>
<td>Semester 4</td>
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<tr>
<td><strong>Semester 5</strong></td>
<td><strong>Semester 6</strong></td>
<td><strong>Total Credits Required for the Certificate Program in Court Reporting</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

*Capstone Course*
Certificate Program in Elder Care Administration
HEGIS Code 5099

The Elder Care Administration Certificate is a two-semester program that readies students for employment in the elder care administration and support field. Knowledge of core business concepts and skills are covered by Introduction to Business, Human Resource Management, Facilities Management, Personal and Institution Planning, and Introduction to Computers. Dedicated client care courses, such as healthcare safety and ethics, nutrition, well-being, and patient care, enhance essential elderly support skills.

*Graduation Requirements: Students must complete a minimum of 30 credits of required courses with a minimum cumulative GPA of 2.0.

REQUIREMENTS FOR THE CERTIFICATE PROGRAM IN ELDER CARE ADMINISTRATION

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY104 Introduction to Psychology</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Requirements for the Major</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>COM100 Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>BUS188 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>MET100 Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>MET120 Health and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>MET201 Medical Office Procedures</td>
<td>3</td>
</tr>
<tr>
<td>PSY199 Death, Dying and Grieving</td>
<td>2</td>
</tr>
<tr>
<td>*BUS162 Introduction to Facilities</td>
<td>3</td>
</tr>
<tr>
<td>*BUS174 Personal and Institutional</td>
<td>3</td>
</tr>
<tr>
<td>Planning</td>
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</tr>
<tr>
<td>MET130 Healthcare Safety and Ethics</td>
<td>1</td>
</tr>
<tr>
<td>MET204 Patient Care and Well-Being</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required for the Certificate Program in Elder Care Administration: 30

<table>
<thead>
<tr>
<th>Suggested Sequence of Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>COM100 Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>BUS188 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>PSY104 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MET100 Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>MET120 Health and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Sub-total</td>
<td>15</td>
</tr>
</tbody>
</table>

| Semester 2                          |         |
| MET201 Medical Office Procedures    | 3       |
| PSY199 Death, Dying and Grieving    | 2       |
| BUS162 Introduction to Facilities   | 3       |
| Management                          |         |
| BUS174 Personal and Institutional   | 3       |
| Planning                            |         |
| MET130 Healthcare Safety and Ethics | 1       |
| MET204 Patient Care and Well-Being  | 3       |
| Sub-total                           | 15      |

Total Credits Required for the Certificate Program in Elder Care Administration: 30

*Capstone Course
Certificate Program in Hospitality Management
HEGIS Code 5010

The Hospitality Management Certificate is a two-semester curriculum that sets future alumni on the fast track for employment in the hospitality industry as client ambassadors, hosts/hostesses, floor supervisors, receptionists, casino dealers, booth cashiers, concierge agents, and hospitality service workers. The certificate program emphasizes core hospitality and business fundamentals such as customer service management, principles of sales, business math, 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 30 credits of required and elective courses with a minimum cumulative GPA of 2.0.

REQUIREMENTS FOR THE CERTIFICATE PROGRAM IN HOSPITALITY MANAGEMENT

<table>
<thead>
<tr>
<th>Requirements for the Major</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS101 The Hospitality Industry</td>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>BUS107 Casino Gaming Operations</td>
<td>3</td>
</tr>
<tr>
<td>BUS102 Customer Service Management</td>
<td>3</td>
</tr>
<tr>
<td>*BUS208 Casino Ancillary Operations</td>
<td>3</td>
</tr>
<tr>
<td>BUS211 Revenue Management</td>
<td>3</td>
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<tr>
<td>BUS215 Salesmanship and Management</td>
<td>3</td>
</tr>
</tbody>
</table>

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

3

<table>
<thead>
<tr>
<th>Suggested Sequence of Courses</th>
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<td>3</td>
</tr>
<tr>
<td>COM100 Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
</tr>
<tr>
<td>BUS102 Customer Service Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS208 Casino Ancillary Operations</td>
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<tr>
<td>BUS211 Revenue Management</td>
<td>3</td>
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<tr>
<td>BUS215 Salesmanship and Management</td>
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<td>Elective(s)</td>
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<tr>
<td><strong>Sub-total</strong></td>
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</tr>
</tbody>
</table>

Total Credits Required for the Certificate Program in Hospitality Management 30

*Capstone Course*
Certificate Program in English as a Second Language
Offered only at the Flushing Campus and the Manhattan Center

English as a Second Language is a continuing education program leading to a certificate. The program is intended for recent immigrants with employable skills and whose English language deficiency is the primary reason for not being able to be hired for work in the field. A graded series of courses takes the student from a basic beginner level to an advanced intermediate level, with an emphasis on survival skills and workplace language capabilities. The program will be both intensive and extensive (covering all skill areas: speaking, listening, reading, writing) taking advantage of integration of multiple modalities. Effective Fall 2011, this program will be delivered in 2 (two) continuous modules spanning a total of 30-31 weeks. It will not follow the semester break calendar of college-level academic programs. Enrollees who score within the acceptance range of Level II in the admissions exam will begin their study from Module II.

Equate credits GPA computation:
ESL100A Beginner ESL/Survival Skills (4.8 credits)
ESL101A Workplace English (4.8 credits)
ESL111A Integrated ESL with Laboratory I (7.2 credits)
ESL112A Integrated ESL with Laboratory II (7.2 credits)

*Graduation Requirements: Students must complete a minimum of 900 hours of required courses with a minimum cumulative GPA of 2.0.

REQUIREMENTS FOR THE CERTIFICATE PROGRAM IN ENGLISH AS A SECOND LANGUAGE

<table>
<thead>
<tr>
<th>Requirements for the Certificate</th>
<th>Clock Hours</th>
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</thead>
<tbody>
<tr>
<td>ESL100A Beginner ESL/Survival Skills</td>
<td>120</td>
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<tr>
<td>ESL100A Lab Beginner ESL/Survival Skills Lab</td>
<td>30</td>
</tr>
<tr>
<td>ESL101A Workplace English</td>
<td>120</td>
</tr>
<tr>
<td>ESL101A Lab Workplace English Lab</td>
<td>30</td>
</tr>
<tr>
<td>ESL111A Integrated ESL with Laboratory I</td>
<td>180</td>
</tr>
<tr>
<td>ESL111A Lab Integrated ESL Lab I</td>
<td>45</td>
</tr>
<tr>
<td>ESL112A Integrated ESL with Laboratory II</td>
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</tr>
<tr>
<td>ESL112A Lab Integrated ESL Lab II</td>
<td>45</td>
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<tr>
<td>Out-of-class Preparations</td>
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Total Clock Hours Required for the Certificate in English as a Second Language (900 hours)

<table>
<thead>
<tr>
<th>Suggested Sequence of Courses</th>
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<tbody>
<tr>
<td><strong>Semester 1 (450 hours)</strong></td>
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</tr>
<tr>
<td>ESL100A Beginner ESL/Survival Skills</td>
<td>120</td>
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<tr>
<td>ESL100A Lab Beginner ESL/Survival Skills Lab</td>
<td>30</td>
</tr>
<tr>
<td>ESL111A Integrated ESL with Laboratory I</td>
<td>180</td>
</tr>
<tr>
<td>ESL111A Lab Integrated ESL Lab I</td>
<td>45</td>
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<th>Semester 2 (450 hours)</th>
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<tr>
<td>ESL101A Workplace English</td>
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</tr>
<tr>
<td>ESL101A Lab Workplace English Lab</td>
<td>30</td>
</tr>
<tr>
<td>ESL112A Integrated ESL with Laboratory II</td>
<td>180</td>
</tr>
<tr>
<td>ESL112A Lab Integrated ESL Lab II</td>
<td>45</td>
</tr>
<tr>
<td>Out-of-class Preparations</td>
<td>75</td>
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<tr>
<td>Sub-total</td>
<td>450</td>
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</table>

Total Clock Hours Required for the Certificate in English as a Second Language (900 hours)
COURSE DESCRIPTIONS

Courses numbered in the hundreds (e.g., ENG106 College English I, CRT100 Court Reporting Theory) represent introductory level classes. Courses numbered two hundred and above represent upper level classes for which there are appropriate prerequisites. (The three letter prefixes that precede the course numbers are defined by category, subject, and course description. For example, the prefix ENG is used for English courses; BUS is the prefix for Business courses, and ACC for Accounting courses.)

REMEDIAL and ESL

Remedial

ENG001 Developmental English
0 Credit/3 Equated Credits

This course is designed for students who have not yet mastered the basic writing skills necessary for success in college and careers. Grammar in a writing context will present ideas and style to kindle student interest while illustrating grammar and sentence skills. Exercises will be writing-based practices with high-interest practice material. Collaborative efforts will be encouraged. Prerequisite: Any of the following:
- ESL006 ESL Conversation, ESL007 ESL Writing II, and ESL008 ESL Reading II
- COMPASS Exam Writing section – score 32-34 (currently applies to Court Reporting A.O.S. only)
- Special permission by ESL/English department administrator

ESL

ESL0001 Fundamental Writing
0 Credit/3 Equated Credits

This course is designed to provide high beginner ESL students with further development in the basics of writing correct sentences in simple paragraphs. It provides practice that helps students not only to understand the writing process, but also to produce a correctly written final product.

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 is a reading course that provides lower-level ESL students with the fundamentals for college-level reading courses. This course is designed to assist ESL students in developing effective reading comprehension and in expanding vocabulary skills while fostering cultural awareness, understanding, and interaction with each other.

ESL001 Writing I
0 Credit/3 Equated Credits

This course is designed to teach students to express themselves effectively using grammatically sound simple, compound, and basic complex statements in a wide range of verb tenses. They will also learn to compose paragraphs properly, utilizing the organizing elements of topic sentences, supporting details and conclusions. Prerequisite: Any of the following:
- ESL0001 Fundamental Writing
- Score 12 or above on Essay Exam

ESL003 Grammar
0 Credit/3 Equated Credits

This course is designed to provide ESL students with a basic knowledge of grammar in order to develop their writing skills. Students will be provided with ample opportunity to strengthen oral, listening and speaking skills. Prerequisite: Any of the following:
- ESL0003 Fundamental Grammar
- Score 12 or above on Essay Exam

ESL005 Reading I
0 Credit/3 Equated Credits

This course is designed to assist ESL students in developing basic reading comprehension and vocabulary skills while fostering cultural awareness, understanding, and interaction with each other. Prerequisite: Any of the following:
- ESL0005 Fundamental Reading
- Score 12 or above on Essay Exam

ESL006 Conversation
0 Credit/3 Equated Credits

This course is designed to provide ESL students with the opportunity to acquire conversational skills using their own experiences and interests. The student-centered, cross-cultural materials with extensive vocabulary and motivating illustrations that focus on everyday life in the community will assist the students in developing the skills necessary to understand and effectively use English in everyday situations. Prerequisite: Any of the following:
- ESL003 ESL Grammar and ESL005 ESL Reading I
- 102 or higher scaled CELSA score

ESL007 Writing II
0 Credit/3 Equated Credits

This course is designed to provide ESL students with a fundamental knowledge of grammar in order to reinforce their writing skills. Students will be provided with ample opportunity to strengthen oral, listening and speaking skills, with an emphasis on written expression. Prerequisite: Any of the following:
- ESL001 ESL Writing I and ESL003 ESL Grammar
- 102 or higher scaled CELSA score

ESL008 Reading II
0 Credit/3 Equated Credits

This course is designed to assist ESL students in developing effective reading comprehension and in expanding vocabulary skills while fostering cultural awareness, understanding, and interaction with each other. Prerequisite:
- ESL005 ESL Reading I
- 102 or higher scaled CELSA score
ESL009  Aspects of Communication
0 Credit/3 Equated Credits

This course is designed to develop and continue students’ pronunciation and working knowledge/application of grammar to enable them to communicate in a more complex and coherent manner. Students will be exposed to a wide range of vocabulary within an ESL framework and will be expected to hone grammatical techniques to improve both their written and verbal communication skills. This intensive grammar and pronunciation course is designed to present students with tools that are crucial for progress in communication in any forum.
*This course can be substituted by ESL004 Aspects of Business.*

**BUSINESS AND COMPUTER**

**Accounting**

ACC100  Principles of Accounting I
3 Credits

In this course students will learn basic accounting principles, concepts, terminology and procedures. Topics include the accounting cycle, financial statements, journals, ledgers, worksheet, and bank reconciliation. Students will also study Proprietorship Accounting for both a Service and Merchandising Business.

ACC101  Principles of Accounting II
3 Credits

This course is designed to elaborate on the principles, concepts, and procedures learned in Accounting I. The students will study and work with payroll procedures, special journals, bad debts and depreciation, notes receivable and payable, accrued revenue and expenses, vouchers, partnerships and corporations.
Prerequisite: ACC100 Principles of Accounting I

ACC202  Intermediate Accounting I
3 Credits

This course emphasizes accounting theory and practice as prescribed by the Financial Accounting Standards Board; the American Institute of Certified Public Accountants; the American Accounting Association and the Securities Exchange Commission. The course is designed to develop an understanding of accounting concepts and principles and their application to the presentation and interpretation of financial data including The Income Statement, The Balance Sheet, The Retained Earnings Statement and Statement of Cash Flows. The course also covers the topics of accounting for cash, plant and equipment accounting, inventory cost, operational and intangible assets and investments.
Prerequisite: ACC101 Principles of Accounting II

ACC203  Intermediate Accounting II
3 Credits

This course is a continuation of Intermediate Accounting I and will continue to emphasize accounting theory and practice as prescribed by the Financial Accounting Standards Board; the American Institute of Certified Public Accountants; the American Accounting Association and the Securities Exchange Commission. The course develops a further understanding of accounting concepts and principles and their application with a detailed study of financial data, including the examination of Intangible Assets, Long-term Investments, Income Tax Accounting, Pensions, Stockholders Equity, Paid-in-Capital, Accounting Changes, Correction of Errors and Incomplete Records.
Prerequisite: ACC202 Intermediate Accounting I

ACC209  Income Tax
3 Credits

In this course the student will be given a basic, yet comprehensive understanding of the structure of income tax laws and their administration. The student will be provided with instruction and practice in the preparation of various income tax forms. This instruction can be used in a practical manner when it comes to preparing their own taxes and relating further, towards a possible career goal in the occupations of an Accountant and/or Tax Preparer.
Prerequisite: ACC101 Principles of Accounting II

**Business**

BUS100  Business Legal Concepts and Terminology
3 Credits

This course will develop a student's understanding of the fundamental legal and business principles that apply to common business transactions. The main emphasis will be on contracts. Topics include: Nature and Classes, Offer and Acceptance, Defective Agreements, Capacity to Contract, Consideration, Illegal Agreements, Form of Contracts, and Termination of Contracts. Other topics will include the legal system, the legal environment, and personal property (bailments).

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 of discussion include tourism, gaming, social and business events.

BUS102  Customer Service Management
3 Credits

With global markets more jam-packed than ever, it is a major challenge for organizations to attract and retain customers. In this course, students will learn to develop and sustain productive and long-term customer relationships in order to enhance the competitive advantage of a business. This course will allow students to identify customers and meet customer needs. Students will be introduced to the customer/supplier chain and examine how employees’ actions can directly impact customers impressions of the organization.

BUS107  Casino Gaming Operations
3 Credits

This class provides training in casino management. Students also learn the intricacies of gaming operations.

BUS110  Hotel and Resort Management
3 Credits

This course examines key aspects of hotel and resort operations. Students gain knowledge of both frontline and support functions of the hotel and resort industry. Areas of discussion include, but are not limited to, housekeeping, sales and marketing, front office administration, and food and beverage operations.

BUS162  Introduction to Facilities Management
3 Credits

Students are taught the fundamental and practical guidelines of effective facility management. Topics of discussion include facility strategy and planning, information system and technology, maintenance operations and services, sustainability, safety and security, and project and construction management.

BUS174  Personal and Institutional Planning
3 Credits

This course provides information on policy development and planning for the older adult. Students will become aware of the current mandated policies in the United States affecting older adults as well as current legislative efforts that impact older adults. Tools,
This course is designed to give students a basic foundation in 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

In this course students will learn to improve communication through various written documents, learn to improve verbal communication and improve interpersonal communication. This course emphasizes the importance of communication in business, and gives special attention to proofreading and mechanics of grammar.
Prerequisite: ENG106 College English I for students enrolled in or after December 2011

BUS199 International Business
3 Credits

This course is dedicated to providing students a comprehensive study of the concepts, theories, and practices behind international business. Topics include the nature of international business, foreign direct investment, international institutions and conventions, intellectual property rights, international monetary system, and global marketing, production, logistics, and finance. In addition, emphasis is placed on the learning of export and import practices.

BUS208 Casino Ancillary Operations
3 Credits

The goal of this course is to expose students to all major casino support departments and the roles they play. Students will examine key functional divisions. Additional focus will be placed on backend operations.

BUS211 Revenue Management
3 Credits

Students learn the fundamental and practical aspects of revenue management, an applied business science that analyzes consumer demand and behavior to optimize business product and pricing tactics. Enrollees will engage in extensive analyses of markets and consumers, as well as apply key concepts and practices to various industries and businesses.
Prerequisites: BUS188 Introduction to Business or BUS101 The Hospitality Industry

BUS215 Salesmanship and Management
3 Credits

Students engage 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.

BUS289 Organizational Behavior and Management
3 Credits

This course is designed to introduce students to the process of managing and working effectively with people. Emphasis is given to clarifying and sharpening management values, knowledge, and skills with special focus on decision making, leadership, ethics, and quality.
Prerequisite: BUS188 Introduction to Business

BUS290 Human Resources Management
3 Credits

This course is designed to introduce students to the area of Human Resources and the realm of the Human Resource Manager. Emphasis is placed on practical and interrelated Human Resource Management activities, including strategic planning and analysis, equal employment opportunity compliance, staffing, training, compensation, benefits, management, and labor relations. Contemporary issues related to Human Resources, including ethics, safety laws and regulations, affirmative action, collective bargaining, change, diversity, teamwork, and globalization are also discussed.
Prerequisite: BUS188 Introduction to Business

BUS291 Business Finance
3 Credits

This course will introduce the basic principles of financial management such as accounting fundamentals to include analyzing and forecasting financial statements, working capital management, short-term and long-term financing, and capital budgeting. This course is designed to prepare students to be successful small business owners as well as finance managers in a challenging business world.
Prerequisites: BUS188 Introduction to Business and ACC100 Principles of Accounting I (only required for students enrolled in or after October 2009)

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 decision-making factors.
Prerequisite: BUS188 Introduction to Business

BUS294 Small Business Management
3 Credits

This course is designed to focus on the opportunities and challenges of creating and managing a new organization. Topics examined will include identifying and capitalizing on new business venture opportunities, developing effective strategies to align a company with its environment, building organizational structures to implement strategies, as well as financing and marketing the new business venture.
Prerequisite: BUS188 Introduction to Business

PCD200 Professional Career Development and Management
3 Credits

In this course students are introduced to the modern workplace. Office protocol, personnel policies, office politics, and the office culture will be discussed. Students will be prepared to make the transition from college student to employee through learning how to conduct a job search, prepare a professional resume and thank you letter, dress for the interview, develop interviewing techniques, and meet and exceed employer expectations. Students will also learn how to analyze their own unique talents and job skills and present those to prospective employers. The course will also help develop student confidence through the practice of mock interviews, stress management and time management techniques.
Prerequisites: MWW112* Microsoft Word, and KBD104* Keyboarding/Speedbuilding I or COM100 Introduction to Computers
Computer

CAC104 Recordkeeping
3 Credits

The objective of this course is to introduce students to the microcomputer, its operating system, and applications software for inputting, processing, and maintaining accounting records. Activities on the microcomputer include bank reconciliations, sales invoices, purchases, journals, general ledger, financial statements, and payroll.

CAC205 Computerized Accounting
3 Credits

This course continues with more advanced computer software. Students will learn how integrated accounting systems function on the microcomputer and the difference between manual and computerized accounting. The computer program consists of six integrated accounting systems so that as students enter transactions into one system. Other systems affected by it will be automatically updated.

Prerequisite: ACC100 Principles of Accounting I

COM100 Introduction to Computers
3 Credits

This course is an introduction to both computer concepts and Microsoft Office 2007 (Word, Excel, Access, and PowerPoint). The course is also designed to acquaint the student with the touch control of alphabetic and numeric keys using proper keyboarding techniques.

COM200 Business Applications of Personal Computers
3 Credits

This course is designed for students to integrate software skills in Word, Excel, Access, and PowerPoint using business-oriented projects.

Prerequisite: COM100 Introduction to Computers

NET100 Internet
1 Credit

This course introduces a brief history and exploration of the capabilities of the Internet including hands-on training of the functions, features, protocols and uses through various navigational tools and services of the Internet. The students will be able to demonstrate their understanding of the Internet by using browsers, search engines and electronic mail to find various kinds of information available on the Internet.

NET101 Introduction to Networking
3 Credits

This course introduces terminology and applications of communication and networking as essential elements of computer and business information systems. Additionally, the course will also provide 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.

HRW100 Human Relations in the Workplace
3 Credits

This course provides a conceptual and practical guide to the American workplace, with an emphasis on career planning, job search, interpersonal skills, and leadership development. Stress management, teamwork, and customer relations skills will also be covered, along with ethical issues that arise in business workplace situations.

OFP104 Office Procedures
3 Credits

This course contains numerous practical exercises to assist the student in developing the knowledge and skills that will be demanded on the job. Included topics will consist of rough drafts, manuscripts, invoices, tabulations, typing forms, business letters, records management, time management skills and techniques, filing, job preparation, and telecommunications. In addition, this course will cover the principles and applications of basic business math.

COURT REPORTING

CAT116 Computer-Assisted Transcription I
2 Credits

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

CRT100 Court Reporting Theory
6 Credits

This course provides the student with knowledge of basic machine shorthand theory. The basic principles of writing words and a study of phonetic sounds are stressed. The computer compatible system is used.

CRT101 Court Reporting I
6 Credits

This course provides the student with knowledge of advanced machine shorthand theory. Emphasis is placed on correct techniques for taking dictation and reading back notes. This segment of the curriculum gradually builds speed in taking dictation from 50 words per minute to 70 words per minute. Dictation is given in the following areas: Q&A (two-voice testimony) and Literary. The objective is the development of transcription skills of the verbatim dictation matter in a designated amount of time, using proper format, being punctuated properly, and containing at least 95 percent accuracy.

Prerequisite: CRT100 Court Reporting Theory

CRT102 Court Reporting II
6 Credits

This segment of the curriculum gradually builds speed in taking dictation from 90 words per minute to 110 words per minute. Emphasis is placed on correct techniques for taking dictation and reading back notes. Dictation is given in the following areas: Q&A (two-voice testimony), Literary, and Jury Charge. The objective is the development of transcription skills of the verbatim dictation matter in a designated amount of time, using proper format, being punctuated properly and containing at least 95 percent accuracy.

Prerequisite: CRT101 Court Reporting I
CRT106 Court Reporting Speedbuilding Laboratory
2 Credits
This course is designed for students at all levels in the court reporting program who wish to increase their speeds in Q&A (multi-voice), Jury Charge, and straight matter and who wish to increase their knowledge through practice in mock depositions and mock trials.

CRT107 Court Reporting Speedbuilding Laboratory
1 Credit
This course is designed for students writing 120 wpm and above to increase their knowledge, speed, and accuracy in the area of medical dictation through practice of medical testimony (Q&A) and medical straight matter.
Prerequisites: CRT102 Court Reporting II and MET100 Medical Terminology

CRT108 Vocabulary Building for Court Reporters
1 Credit (currently not offered)
This course is designed for students of all levels in the court reporting program who wish to enrich their vocabularies, develop a better understanding of words and their meanings, and at the same time enhance their oral and written skills.

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 160 words per minute to 190 words per minute. Emphasis is placed on correct techniques for taking dictation and reading back notes. Dictation is given in the following areas: Q&A (two-, three-, and four-voice testimony), Literary, and Jury Charge. The objective is the development of transcription skills of the verbatim dictation matter in a designated amount of time, using proper format, being punctuated properly and containing at least 95 percent accuracy.
Prerequisite: CRT203 Court Reporting III

CRT205 Court Reporting V
6 Credits
This segment of the curriculum gradually builds speed in taking dictation from 200 words per minute to 230 words per minute. Emphasis is placed on correct techniques for taking dictation and reading back notes. Dictation is given in the following areas: Q&A (two-, three-, and four-voice testimony), Literary, and Jury Charge. The objective is the development of transcription skills of the verbatim dictation matter in a designated amount of time, using proper format, being punctuated properly and containing at least 95 percent accuracy.
Prerequisite: CRT204 Court Reporting IV

INT203 Internship (court reporting)
3 Credits
After the student reaches a competency level of 180 words per minute, he/she must complete an on-the-job training internship program. This involves spending at least 45 verified hours outside the classroom at court, hearings, or reporting agencies with acceptable transcripts submitted to the instructor on actual reporting sessions. The student will learn major aspects of the reporting field through practical observations of courtroom and administrative procedures, jury and non-jury trials, pre-trial examinations, and actual reporter duties. The classroom component consists of 30 hours of lecture and oral reports by students of their experiences during the internship. Assignments of outside readings on matters of professional and topical importance will be assigned, and students will be required to report on these during the classroom sessions.
Prerequisite: Successfully passing testimony dictation (Q&A two-voice) at 180 words per minute with 95 percent accuracy.

LPT102 Legal Procedures and Technology
3 Credits
This course consists of classroom discussions on legal procedures and practices with reference to freelance and official reporting positions to help students bridge the gap between the classroom and actual reporting work. Students are introduced to Computer-Assisted Transcription (CAT), use of videotaping, the Computer-Integrated Courtroom (CIC), and other technological innovations.

RTW117 Real-Time Writing I
2 Credits
This course is designed to help students attain competence in real-time writing for those who want to prepare for working in the areas of real-time in the court reporting field.

TRP102 Transcription Production
3 Credits
This course is designed specifically for the court reporter. The focus will be on developing student proficiency in grammar, 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 indisccretion, the police department’s role, courts, prosecuting and defense attorneys, corrections, parole, probation and the juvenile justice system will be examined. Police agencies, state-specific criminal justice guidelines within New York State, and how they interact in criminal investigations will be discussed.

CRJ201 Methods of Investigation
3 Credits
Security professionals in the field of investigative services need to understand the nature and purpose of criminal investigations. Various methods of interview and interrogation of witnesses and suspects will be discussed. Use of informants and special investigations will be examined as well as constraints on private security personnel in this area.
Prerequisite: CRJ100 Introduction to Criminal Justice

ERM100 Basic Fire Safety/Basic CPR/and First Aid Training
3 Credits
This course will encompass basic fire safety and preparedness within the workplace. This course is designed to instill the basic
functions and understanding of workplace fire suppression and the protection of life and property. The student will learn cardiopulmonary resuscitation (CPR) with regard to the American Heart Association Guidelines for 2009 including the use of an automated external defibrillator (AED). Basic incident management processes used to recognize how to operate and manage minor to moderate incidents in cooperation with federal, local, and international agencies will be addressed. The development and preparation of a workplace evacuation plan will be covered.

ERM101 Critical Incident Management and Command Systems

This course will introduce the student to the roles and responsibilities of emergency services within the United States and how to properly assist and interact with these agencies utilizing Incident Command System (ICS), National Incident Management System (NIMS), and the current technology associated with disaster management. An overview of the National Response Plan (NRP) is also provided. This course is intended to instill the ability to coordinate a response to a disaster as the incident commander using simulation, information retrieval systems, and analysis of past disasters natural and man-made.

Prerequisites: HSM101 Contingency and Emergency Planning for Homeland Security and Security Management AOS Program

ERM202 Disaster Response and Recovery Operations

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

In this course, students are introduced to the modern workplace. Students will be prepared to make the transition from college student to employee through learning how to conduct a job search, prepare a professional resume and thank you letter, dress for the interview, develop interviewing techniques, and meet and exceed employer expectations. The course will also help develop student confidence through the practice of interviewing and time management techniques.

For students who enrolled in the Homeland Security and Security Management program prior to October 2013, this course can be substituted for NET100 Internet.

HSM100 Introduction to Homeland Security

This course provides students with the historical facts of the 9/11/01 attacks and the response of the United States to those attacks to include the creation of the Homeland Security Department. Students will be introduced to the Homeland Security Department and its roles. Students will also examine the issues post 9/11 such as: intelligence, the military’s role in Homeland Security, communications assessments, counter-terrorism, and weapons of mass destruction and natural disasters. The current role of Homeland Security in domestic and international issues will be discussed.

HSM101 Contingency and Emergency Planning

3 Credits

This course introduces the student to the various pre-planning methods within the non-profit and municipal workplaces as well as communities in general. The topics of emergency and disaster management, contingency planning, damage assessment, as well as development and implementation of an effective disaster plan will be discussed. Students will develop, as well as implement, a complete emergency plan within the workplace.

Prerequisite: ERM202 Disaster Response and Recovery

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.

HSM204 Natural and Man-Made Disasters

3 Credits

The current world climate requires heightened awareness of types of security issues not previously imagined. At the beginning of the 21st century, employment of weapons of mass destruction (WMD) against the U.S. homeland has become a reality. This course will discuss the various types of WMDs, their origins, and proliferation. Attempts at controlling WMD production and strategies for defending against and responding to WMD attacks will be discussed.

LAW100 Law and Ethics for Security Professionals

3 Credits

This course will examine the American Society for Industrial Security (ASIS), the International Association of Chiefs of Police and Private Security Management, and Security Employee Codes of Ethics. This course will also examine the legal powers and limitations of security personnel as “private police officers” including such topics as arrest, search and seizure, and investigation. There is also an introduction to penal law pertaining to security professionals, including terrorism.

SEC100 Introduction to Security

3 Credits

Students will examine detailed methods of security and techniques to prevent losses due to theft and fraud. This course will include an in-depth review of training, security programs, surveillance systems, and supervision. Public and private building procedures including visitor and employee access control, emergencies, and unusual incidents will be discussed. This course provides the necessary preparation for the 8-hour security guard license certificate.

SEC101 Security Technology

3 Credits

This course will introduce the student to the basic systems in surveillance technology. The origins and applications of surveillance systems will be discussed as a foundation for exploring more advanced technologies such as radar, sonar, ultrasound, and computerized surveillance. The use of surveillance systems in conjunction with various barrier and access/egress systems will be discussed.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>SEC103</td>
<td>Personnel and Physical Property Security</td>
<td>3</td>
<td>This course will provide students with a comprehensive understanding of the organizational, interpersonal and administrative aspects of various security work environments, as well as with the theoretical and practical knowledge of both traditional and innovative controls/methods/practices of physical asset security. Introduces the concepts and methodologies of workplace security used by small, medium, and large corporations. Topics related to personnel security include: pre-employment screening, training, employee security awareness, internal investigations, workplace violence, security officer operations, and executive protection. Physical property security topics include: perimeter integrity, facility protection, access control, and countermeasures technology.</td>
</tr>
<tr>
<td>MET106</td>
<td>Introduction to Health Administration and Technology</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SEC204</td>
<td>Introduction to Forensic Science</td>
<td>3</td>
<td>During this course the student will be introduced to the use of forensic sciences to determine the chemical and physical properties of various substances and materials as they relate to physical evidence obtained during an investigation. The nature of physical evidence and its role in an investigation will be addresses. The course will also explore the recognition and preservation of physical evidence, particularly as it relates to Events of Mass Effect (EME).</td>
</tr>
<tr>
<td>MET100</td>
<td>Medical Terminology</td>
<td>3</td>
<td>The purpose of this course is to provide the student with a medical vocabulary applicable to all specialties of medicine. The student will first master the art of building a medical vocabulary and then learn to apply it to the basic anatomy and physiology of the systems of the body. Pre or corequisite: ENG001 Developmental English or passed or exempted from the reading and writing section of the COMPASS exam Corequisite: MET202 Introduction to Human Anatomy and Physiology (ECM only)</td>
</tr>
<tr>
<td>MET101A</td>
<td>Medical Records Analysis</td>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>MET103</td>
<td>Medical Mathematics</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>MET106</td>
<td>Medical Coding</td>
<td>3</td>
<td>This course provides the student with the basic principles of ICD-9-CM coding and classification systems, sequencing of codes and impact on reimbursement. Basic medical terminology and concepts related to national diagnostic codes, ICD-9-CM, used in standard health insurance industries and in billing procedures for doctor’s offices, clinics, and hospitals will be emphasized. Pre or corequisite: MET100 Medical Terminology</td>
</tr>
<tr>
<td>MET119</td>
<td>Basic CPT Coding</td>
<td>3</td>
<td>This course teaches fundamental terminologies and concepts related to national procedural codes (CPT-4 and HCPCS) used in standard health insurance procedures and in billing procedures for doctor’s offices, clinics and hospitals. An overview of managed care and other health insurance systems is included. Pre or corequisite: MET100 Medical Terminology</td>
</tr>
<tr>
<td>MET120</td>
<td>Health and Nutrition</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>MET130</td>
<td>Healthcare Safety and Ethics</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>MET140</td>
<td>Health Data Literacy and Statistics</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>MET170</td>
<td>Electronic Health Records</td>
<td>3</td>
<td>This course is designed to educate the student on EHR (Electronic Health Records) and eRX (Electronic Prescription). This course will educate, and be good for anyone planning on going into the Allied Health field, from a secretary in a doctor’s office, or a medical assistant, or a nurse, to a Physician. The course will provide a thorough understanding of EHR and e-RX programs and tasks.</td>
</tr>
</tbody>
</table>
MET200 Computerized Medical Billing
1 Credit

This course focuses on using Practice Fusion, an online comprehensive practice management software platform that includes charting, scheduling, and billing. The program allows students to build patient files, enter transactions, and manage claims. This major nationwide practice management program and computer based billing program are used to simplify the process of billing and filing insurance claims. Medical terms and codes are put to practical use in the processing and billing for services. Corequisite: MET218 Medical Insurance Billing

MET201 Medical Office Procedures
3 Credits

Medical Office Procedures is an introductory course to the daily functions and processes of a medical office. Topics include: job responsibilities, medical practice facilities and settings, professionalism, interpersonal communication, administrative procedures and the law, confidentiality/privacy issues, patient reception, general office equipment and supplies, written and electronic documents, telephone techniques, patient education, scheduling and managing appointments, patient registration, patient files, and processing mail. Computer proficiency will be emphasized and developed. Students will become skilled at managing specialized software used in medical offices. This course incorporates cognitive, psychomotor, and affective domains. This course can be substituted by MET101A and MET200 for students pursuing the A.O.S. Degree Program in Office Technology (Medical Office Track), or substituted by BUS290 Organizational Behavior for students enrolled in the Certificate Program in Elder Care Administration before October 2013. Prerequisites: MET100 Medical Terminology, COM100 Introduction to Computers.

MET202 Introduction to Human Anatomy and Physiology
3 Credits

This course covers the basic structures and functions of the human body. It introduces and familiarizes students with the aspects of the Medical assistant profession. Some of the topics to be covered include: the structural units of the human body, the chemistry of living things, a review of cell processing, a review of individual body systems and functions of its parts, and an introduction to diseases and disorders of the human body. Prerequisite: MET100 Medical Terminology for Office Technology with Medical Office option AOS Program (Medical Office Track), or substituted by BUS290 Organizational Behavior for students enrolled in the Certificate Program in Elder Care Administration before October 2013. Prerequisites: MET100 Medical Terminology for Office Technology with Medical Office option AOS Program, or substituted by BUS290 Organizational Behavior for students enrolled in the Certificate Program in Elder Care Administration before October 2013.

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. Prerequisites: MET115 Medical Coding

MET217 Advanced Medical Coding (formerly MET117)
3 Credits

This course emphasizes the billing cycle in an inpatient facility: the flow of patient information to the submission of the Health Insurance claim (UB-92), especially ICD-9 Volumes 1, 2, & 3, DRG, and HCPCS codes. Health insurance terminology will be strongly emphasized. A review and expanded discussion of managed care, public programs, and other health insurance systems are included. Students will be prepared to take standard certification examinations in coding and billing. Prerequisite: MET115 Medical Coding

MET218 Medical Insurance Billing
3 Credits

The purpose of this course is to introduce students to major nationwide medical insurance programs used to simplify the process of billing and filing insurance claim forms. Study of the principles and practice of insurance and reimbursement for outpatient, emergency department, physician office encounters, and inpatient settings are strongly emphasized. Medical terms and codes are put to use as related to the insurance systems. Detailed information on Health Maintenance Organizations (HMOs) and government programs and how they relate to medical billing activities are reviewed. Inpatient and outpatient cases are reviewed in order to identify issues of fraud and abuse. Prerequisite: MET115 Medical Coding

PHA150 General Pharmacology
3 Credits

This course is designed to give the students basic pharmaceutical knowledge. Major emphasis is on major drug classification, mechanism of action, uses, side effects and client education. Students are highly recommended to complete MET100 Medical Terminology prior to enrolling in this class.

PSY199 Death, Dying, and Grieving
2 Credits

This course educates enrolled students in the psychological, social and emotional aspects of death and dying. Topics of discussion include living with the dying, suicide, death rituals, coping with loss, and grieving. Critical professional themes, such as euthanasia, biomedical issues, related healthcare services, and legal matters are also taught.

NATURAL and SOCIAL SCIENCES

AST100 Introduction to Astronomy
3 Credits

Students learn the basics of astronomy and its history with an emphasis on how scientific methods and concepts are applied to understanding the evolution and organization of our solar system and galaxy, and the universe in general.

BIO260 Pathophysiology
3 Credits

This course educates students in the etiology, medical significance, and treatment of human diseases. Primary emphasis of this class will be on the physiological factors that underlie various disease states of the major organ systems. Students inspect cases that produce alterations in human physiologic functions and their clinical consequences. Prerequisite: MET100 Medical Terminology

BOT100 Introduction to Botany
3 Credits

This course provides students an introduction to the basic principles of botany. Specifically, the course will introduce students to the biology of plants including plant anatomy, physiology, genetics, evolution, classification, ecology, field identification, and the role of plants in civilization.

SCI100 Environmental Science
3 Credits

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

**BUS191 Introduction to Business Communications**  
1 Credit  
This course emphasizes the importance of communication in business, and gives special attention to proofreading and mechanics of grammar for use by court reporters. Students will learn to improve communication through various written documents, learn to improve verbal communication and improve interpersonal communication.

**CTC101 Critical Thinking**  
1 Credit  
This introductory course will expose students to basic concepts of logic which are to be applied to the process of critical thinking. Students will learn how to apply reasoning skills to correctly identify, categorize, and process oral and written information. In addition, they will gain the ability to logically organize and express their own thoughts, ideas, and opinions. Ultimately, students will effectively formulate coherent arguments as well as analyze and solve outstanding issues and problems.

**ENG106 College English I**  
3 Credits  
Major emphasis will be placed on the grammatical, mechanical, and rhetorical conventions of college writing. The development of reading, writing, vocabulary, and critical thinking skills will be emphasized through a variety of reading selections, writing assignments, and related activities.  
Prerequisite: Any of the following:  
- Must pass ASSET (3 sections), or COMPASS Exam: Reading Skills (62) and Writing Skills (32) - Court Reporting programs students must score 35 or above in COMPASS Writing Placement Exam)  
- ENG001 Developmental English  
- Special permission from the Associate Director of the department/Chairperson

**ENG207 College English II**  
3 Credits  
The course is divided into five segments: Part One explores active reading, prewriting strategies, developing a thesis, drafting, and revising. Part Two explores key rhetorical modes: description, narration, example, process, comparison and contrast, classification or division, cause and effect, definition, and argumentation. Part Three deals with literary analysis and writing essay exams. Part Four gives considerable attention to the essential research process. Part Five explores effective sentence construction and practical writing advice.  
Prerequisite: ENG106 College English I

**ENG208 The Contemporary American Short Story**  
3 Credits  
This literature course focuses on reading and analyzing selected short stories of well-known American writers. The instructor will provide the historical and cultural context that influenced the authors and students will engage in class discussions and write short papers that express individual interpretation and demonstrate an understanding of themes and genres. Where available, films will be used to enhance understanding.  
Prerequisite: ENG106 College English I

**FRS100 Freshman Seminar**  
2 Credits  
Students enrolled before August 2013  
1 Credit  
Students enrolled after August 2013  
This course is designed to introduce students to the college’s procedures, resources and services. It also provides students with the opportunity to cultivate the skills, values, and attitudes necessary to become confident and capable students. Students will learn to adopt methods to be successful in college and learn to cope with the challenges of college-level course work by going through time management, learning styles, critical thinking, reading, note-taking and test-taking techniques, communicating in school, and identifying career goals.

**IRL101 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 lifelong learning.  
Special note: For students who first enrolled at LIBI before Fall 2013, FRS100 Freshman Seminar (1 credit) plus IRL101 (1 credit) is considered equivalent to FRS100 Freshman Seminar (2 credits).

**PSY104 Introduction to Psychology**  
3 Credits  
In this course, major facts and principles of human behavior will be reviewed, with special reference to perception, learning, memory, thinking, emotional life, and individual differences in intelligence, aptitude, and personality. Emphasis will be placed on the scientific nature of psychological investigations. Psychological research findings will be related to daily life and everyday problems.

**SOC100 Introduction to Sociology**  
3 Credits  
Sociology is the systematic study of the relationship between society and people. This course provides a broad overview of sociology and how it applies to everyday life. It will focus on the influence of social relationships upon people’s attitudes and behavior. Major sociological principles, concepts and theories are presented, including sociological imagination, human culture, the socialization process, and various types of stratification (class, global, racial/ethnic, gender), deviance, inequality, social change, and social structure. Students explore and compare the various historic, cultural, and social frameworks of the world, which result in an appreciation for unique cultural identities.

**SOC203 Effective Leadership (formerly BUS203)**  
3 Credits  
This course develops a student’s awareness of the difference between organizational leadership and management. The student will explore the characteristics of effective leadership through the writings of three exceptional leadership theorists. The student will have opportunities to determine his/her own leadership style and consider various leadership styles.

**SPE100 Speech Communication**  
3 Credits  
This course is designed as an introduction to public speaking and interpersonal communication. This course will provide training and practice in the preparation and delivery of original speeches, promote critical thinking and academic research, and improve communication skills in the English language through a variety of informative and persuasive presentations.
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 techniques. Extensive role play will be used along with consideration of issues related to job search, terms and conditions of employment, benefits, teamwork, employer/employee relations, client relations, marketing, advertising, cross-cultural communication, workplace human relations, legal issues, and workplace ethics. Prerequisite: Any of the following:
- ESL100A Beginner ESL/Survival Skills
- 96-101 scaled CELSA score

75 Out-of-class Preparation Hours are required for each term.
# ACADEMIC CALENDAR

## Flushing Campus

### Schedule A

#### Fall 2014 Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>8</td>
<td>Pre-registration begins</td>
</tr>
<tr>
<td>October</td>
<td>8</td>
<td>Classes begin</td>
</tr>
<tr>
<td>November</td>
<td>27 – 28</td>
<td>Thanksgiving recess – school closed</td>
</tr>
<tr>
<td>December</td>
<td>22 – January 1, 2015</td>
<td>Winter recess – no classes</td>
</tr>
<tr>
<td>January</td>
<td>2</td>
<td>Floating Holiday</td>
</tr>
<tr>
<td>January</td>
<td>5</td>
<td>Classes resume</td>
</tr>
<tr>
<td>January</td>
<td>19</td>
<td>Martin Luther King, Jr. Day – school closed</td>
</tr>
<tr>
<td>February</td>
<td>4</td>
<td>Last day of semester</td>
</tr>
</tbody>
</table>

#### Spring 2015 Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>12</td>
<td>Pre-registration begins</td>
</tr>
<tr>
<td>February</td>
<td>11</td>
<td>Classes begin</td>
</tr>
<tr>
<td>February</td>
<td>16</td>
<td>Presidents' Day – school closed</td>
</tr>
<tr>
<td>February</td>
<td>19</td>
<td>Asian Lunar New Year – school closed</td>
</tr>
<tr>
<td>April</td>
<td>3</td>
<td>Good Friday – school closed</td>
</tr>
<tr>
<td>May</td>
<td>25</td>
<td>Memorial Day – school closed</td>
</tr>
<tr>
<td>May</td>
<td>29</td>
<td>Last day of semester</td>
</tr>
</tbody>
</table>

#### Summer 2015 Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>May</td>
<td>11</td>
<td>Pre-registration begins</td>
</tr>
<tr>
<td>June</td>
<td>10</td>
<td>Classes begin</td>
</tr>
<tr>
<td>July</td>
<td>3</td>
<td>Independence Day (observed) – school closed</td>
</tr>
<tr>
<td>July</td>
<td>17</td>
<td>LIBI Commencement Ceremony – Evening classes cancelled</td>
</tr>
<tr>
<td>September</td>
<td>7</td>
<td>Labor Day – school closed</td>
</tr>
<tr>
<td>September</td>
<td>24</td>
<td>Last day of semester</td>
</tr>
</tbody>
</table>
# ACADEMIC CALENDAR

## Flushing Campus

### Schedule B

#### Fall 2014 Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event Description</th>
</tr>
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<tbody>
<tr>
<td>November</td>
<td>3</td>
<td>Pre-registration begins</td>
</tr>
<tr>
<td>December</td>
<td>1</td>
<td>Classes begin</td>
</tr>
<tr>
<td>December</td>
<td>22 – January 1, 2015</td>
<td>Winter recess – no classes</td>
</tr>
<tr>
<td>January</td>
<td>2</td>
<td>Floating Holiday</td>
</tr>
<tr>
<td>January</td>
<td>5</td>
<td>Classes resume</td>
</tr>
<tr>
<td>January</td>
<td>19</td>
<td>Martin Luther King, Jr. Day – school closed</td>
</tr>
<tr>
<td>February</td>
<td>19</td>
<td>Asian Lunar New Year (observed) – school closed</td>
</tr>
<tr>
<td>April</td>
<td>2</td>
<td>Last day of semester</td>
</tr>
</tbody>
</table>

#### Spring 2015 Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>9</td>
<td>Pre-registration begins</td>
</tr>
<tr>
<td>April</td>
<td>9</td>
<td>Classes begin</td>
</tr>
<tr>
<td>May</td>
<td>25</td>
<td>Memorial Day – school closed</td>
</tr>
<tr>
<td>July</td>
<td>3</td>
<td>Independence Day Observed – school closed</td>
</tr>
<tr>
<td>July</td>
<td>17</td>
<td>LIBI Commencement Ceremony – Evening classes cancelled</td>
</tr>
<tr>
<td>July</td>
<td>24</td>
<td>Last day of semester</td>
</tr>
</tbody>
</table>

#### Summer 2015 Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>13</td>
<td>Pre-registration begins</td>
</tr>
<tr>
<td>August</td>
<td>13</td>
<td>Classes begin</td>
</tr>
<tr>
<td>September</td>
<td>7</td>
<td>Labor Day – school closed</td>
</tr>
<tr>
<td>October</td>
<td>16</td>
<td>Faculty convocation – Day classes cancelled</td>
</tr>
<tr>
<td>November</td>
<td>25</td>
<td>Last day of semester</td>
</tr>
</tbody>
</table>
# ACADEMIC CALENDAR

**Commack Campus**

## Fall 2014 Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>September</td>
<td>8</td>
<td>Pre-registration begins</td>
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<tr>
<td>October</td>
<td>6</td>
<td>Classes begin</td>
</tr>
<tr>
<td>October</td>
<td>13</td>
<td>Columbus Day – school closed</td>
</tr>
<tr>
<td>November</td>
<td>27 – 28</td>
<td>Thanksgiving recess – school closed</td>
</tr>
<tr>
<td>December</td>
<td>22 – January 1, 2015</td>
<td>Winter recess – no classes</td>
</tr>
<tr>
<td>January</td>
<td>2</td>
<td>Floating Holiday</td>
</tr>
<tr>
<td>January</td>
<td>5</td>
<td>Classes resume</td>
</tr>
<tr>
<td>January</td>
<td>19</td>
<td>Martin Luther King, Jr. Day – school closed</td>
</tr>
<tr>
<td>February</td>
<td>6</td>
<td>Last day of semester</td>
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</tbody>
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## Spring 2015 Semester

<table>
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<td>February</td>
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<td>April</td>
<td>3</td>
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<td>May</td>
<td>15</td>
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<td>June</td>
<td>15</td>
<td>Classes begin</td>
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<tr>
<td>July</td>
<td>3</td>
<td>Independence Day (observed) – school closed</td>
</tr>
<tr>
<td>July</td>
<td>6 – 10</td>
<td>Summer recess – no classes</td>
</tr>
<tr>
<td>July</td>
<td>17</td>
<td>LIBI Commencement Ceremony – Evening classes cancelled</td>
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<tr>
<td>September</td>
<td>7</td>
<td>Labor Day – school closed</td>
</tr>
<tr>
<td>October</td>
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<td>Last day of semester</td>
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</tbody>
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# ACADEMIC CALENDAR

## Manhattan Center

### Schedule A

#### Fall 2014 Semester

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<thead>
<tr>
<th>Month</th>
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<tbody>
<tr>
<td>August</td>
<td>25</td>
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<td>22</td>
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<tr>
<td>November</td>
<td>27 – 28</td>
<td>Thanksgiving recess – school closed</td>
</tr>
<tr>
<td>December</td>
<td>22 – January 1, 2015</td>
<td>Winter recess – no classes</td>
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<td>Floating Holiday</td>
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<tr>
<td>January</td>
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<td>Classes resume</td>
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<td>January</td>
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<td>Martin Luther King, Jr. Day – school closed</td>
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<td>February</td>
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<td>February</td>
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<td>Asian Lunar New Year (observed) – school closed</td>
</tr>
<tr>
<td>April</td>
<td>3</td>
<td>Good Friday – school closed</td>
</tr>
<tr>
<td>May</td>
<td>25</td>
<td>Memorial Day – school closed</td>
</tr>
<tr>
<td>May</td>
<td>29</td>
<td>Last day of semester</td>
</tr>
</tbody>
</table>

#### Summer 2015 Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>11</td>
<td>Pre-registration begins</td>
</tr>
<tr>
<td>June</td>
<td>10</td>
<td>Classes begin</td>
</tr>
<tr>
<td>July</td>
<td>3</td>
<td>Independence Day (observed) – school closed</td>
</tr>
<tr>
<td>July</td>
<td>17</td>
<td>LIBI Commencement Ceremony – Evening classes cancelled</td>
</tr>
<tr>
<td>September</td>
<td>7</td>
<td>Labor Day – school closed</td>
</tr>
<tr>
<td>September</td>
<td>24</td>
<td>Last day of semester</td>
</tr>
</tbody>
</table>
# Academic Calendar

## Manhattan Center

### Schedule B

#### Fall 2014 Semester

- **October 20**: Pre-registration begins
- **November 20**: Classes begin
- **November 27 – 28**: Thanksgiving recess – school closed
- **December 22 – January 1, 2015**: Winter recess – no classes
- **January 2**: Floating Holiday
- **January 5**: Classes resume
- **January 19**: Martin Luther King, Jr. Day – school closed
- **February 19**: Presidents' Day – school closed
- **February 19**: Asian Lunar New Year (observed) – school closed
- **March 25**: Last day of semester

#### Spring 2015 Semester

- **March 9**: Pre-registration begins
- **April 9**: Classes begin
- **May 25**: Memorial Day – school closed
- **July 3**: Independence Day – school closed
- **July 17**: LIBI Commencement Ceremony – Evening classes cancelled
- **July 24**: Last day of semester

#### Summer 2015 Semester

- **July 13**: Pre-registration begins
- **August 8**: Classes begin
- **September 7**: Labor Day – school closed
- **October 16**: Faculty convocation – Day classes cancelled
- **November 20**: Last day of semester
ADMINISTRATIVE STAFF

Flushing Campus

GENERAL ADMINISTRATION

Foote, Monica W.
President

Cheung, Yik-Kin (Enos)
Dean of Administration

ACADEMIC ADMINISTRATION

Cappello, Rocco
Associate Director of Accounting and Office Technology Programs

Crimi, Catherine
Associate Director of the Medical Department

Frazier, Murial
Assistant to the Academic Success Center

Jewnandan, Neelam
Student Record Coordinator

Johnson, Stacey
Provost

Khantimirova, Sabina
Associate Director of the ESL and English Department

Payano, Emely
Academic Success Center Coordinator

Park, Chan
Medical Billing Tutor

Santana, Jose
Associate Director of the Business Department

Smith, Bradley
Admissions Test Administrator

Zheng, Connie
Registrar

STUDENT SUCCESS CENTER

Chang, Karin
Student Success Advisor

Sansone, Jenifer
Student Success Advisor

Venturino, Anna
Associate Dean of Student Services

Willis, Marsha
Junior Student Success Advisor

ADMISSIONS OFFICE

Bae, Stacey
Admissions Representative

Cortes, Chantal
Admissions Representative

Gonzalez, Reify
Telemarketer

Huang, Celia (Shuting)
Admissions Representative

Yan, Candice
International Admissions Counselor

Zhang, Jackie
Director of Admissions

FINANCIAL AID OFFICE

Kou, Shan Shan (Sophia)
Financial Aid Specialist

Liu, Yun Lin (Cynthia)
Financial Aid Specialist

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

ACCOUNTING OFFICE

Aoki, Hikaru (Gina)
Assistant Bursar

Cordero, Beatriz
Assistant Bursar

Hsiao, Chienwen (Joanne)
Fiscal Manager

Lee, Vivian
Bursar

Yuan, Su Hsia
Accounting Assistant

CAREER SERVICES OFFICE

Gilmore, Je’Nyce
Coordinator of Homeland Security and Veteran Services

Guo, Hong Li (Ashley)
Career Services Advisor
Ortiz, Tishely  
Coordinator of Career Services

LIBRARY

Arguelles, Adriana  
Full-time Librarian

Arguelles, Carlos  
Part-time Librarian

INFORMATION TECHNOLOGY

Franco, Filpo (Tony)  
Senior Database Administrator

Torres, Joe-Wilson  
IT Manager/Database Administrator

ADMINISTRATIVE STAFF

Aybar, Jhonatan  
Executive Assistant to the President

De Leon, Jonathan  
Administrative Assistant

Li, Peng (Kris)  
Administrative Assistant

Sun, Jason  
Administrative Assistant

FACILITY AND SUPPLY

Dantiva, William  
Facilities Manager

Yu, Hazel  
Facility/Supply Coordinator

Commack Campus

GENERAL ADMINISTRATION

Foote, Monica W.  
President/Commack Campus Director

ACADEMIC ADMINISTRATION

Houston, Michelle  
Programs Director/Assistant Campus Director

Director/Intercampus Faculty Liaison

Mattar, Christine  
Registrar

FINANCIAL AID OFFICE

Kiregian, Nazaret  
Director of Financial Aid/Title IX Coordinator

CAREER SERVICES OFFICE

DelleCamelie, Kimberlee  
Career Services Coordinator

LIBRARY

Canavan, Terry  
Librarian

INFORMATION TECHNOLOGY

Torres, Joe-Wilson  
IT Manager/Database Administrator

ADMINISTRATIVE STAFF

Baldwin, Sheila  
Administrative Assistant

Manhattan Center

GENERAL ADMINISTRATION

Foote, Monica W.  
President

Cheung, Yik-Kin (Enos)  
Dean of Administration

ACADEMIC ADMINISTRATION

Agcaian, Peter  
Chairperson of the Information Systems and Mathematics Department

Barghouthi, Naser  
Chairperson of the Accounting and Business Departments

Feng, Terri  
Assistant Registrar

Johnston, Stacey  
Provost

Peoples, Laura  
Academic Success Center Coordinator

Ritchie, Eugene  
Chairperson of the Art and Science Department

Zambrano, Luis  
Admissions Test Administrator
Zhang, Qisi
Chairperson of the ESL Department

STUDENT SUCCESS CENTER

Chan, Andrew
Junior Student Success Advisor

Jimenez, Byron
Student Success Advisor

Murray, Ronald
Director of Student Affairs

Venturino, Anna
Associate Dean of Student Services

Rios, Shirley
Student Success Advisor

Torres, Jose
Student Success Advisor

ADMISSIONS OFFICE

Brotherson, Keith
Associate Director of Admissions

Conde, Maria
Admissions Representative

Ding, Ling
Admissions Representative

Lin, Jane
Assistant Director of Admissions

Talarico, Michael
Director of Admissions

FINANCIAL AID OFFICE

Anglero, Julie
Financial Aid Specialist

Rodriguez, Zenadia
Financial Aid Specialist

Tan, Jin Tao
Financial Aid Specialist

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

ACCOUNTING OFFICE

Anguisaca, Julia
Assistant Bursar

Aoki, Hikaru (Gina)
Assistant Bursar

Hsiao, Chienwen (Joanne)
Fiscal Manager

Huang, Cathy
Assistant Bursar

CAREER SERVICES OFFICE

Acosta, Lucibania
Career Services Advisor

Batson, Gregory
Director of Career Services

LIBRARY

Arguelles, Adriana
Librarian

INFORMATION TECHNOLOGY

Franco, Filpo (Tony)
Senior Database Administrator

Mah, Kai
IT Manager

ADMINISTRATIVE STAFF

Aybar, Jhonatan
Executive Assistant to the President

Chiu, Helen
Administrative Assistant to the Provost

Hui, Mandy
Administrative Assistant

FACILITY AND SUPPLY

Qian, Yue
Facilities Manager
FACULTY

Flushing Main Campus

Accounting Department

Cappello, Rocco, Associate Director of the Accounting and Office Technology Departments, Instructor
B.B.A., Dowling College, Accounting

Dyal, Gyanand, CPA, Adjunct Instructor
M.S., Queens College/CUNY, Accounting
B.S., St. Francis College, Accounting

Hu, Pei Jen (Teresa), CPA, Adjunct Instructor
M.S., Long Island University, Accounting
B.S., Old Westbury/SUNY, Accounting

Lesmond, Genevra, Adjunct Instructor
B.B.A., Baruch College/CUNY, Business Administration/Accounting
A.A.S., Borough of Manhattan Community College/CUNY, Secretarial Science

Lin, Frank, Adjunct Instructor
M.B.A., Baruch College/CUNY, Public Accounting
B.S., Geneseo/SUNY, Business Administration and Theatre

Roy, Pradyot, Instructor
M.B.A., Long Island University, Marketing
M.B.A., C.W. Post, Long Island University, Accounting
B.S., Bhagalpur University, Bio-Science

Santana, Jose, Associate Director of the Business Department, Instructor
M.A., University of the Virgin Islands, Educational Technology
B.S., Lincoln Memorial University, Business Administration
A.S., Jones College, Secretarial Science

Wu, Jia Sheng, Adjunct Instructor
M.S., St. John’s University, Accounting
B.A., Anhui University, Chinese Language and Literature

Zazzaro, Louis, Adjunct Instructor
M.B.A., Fairleigh Dickinson University, Management Information System
B.B.A., Baruch College/CUNY, Business Administration
A.A.S., Staten Island Community College/CUNY, Business Administration

Business Department

Alex-Hamah, Jennifer, Adjunct Instructor
M.S., Baruch College/CUNY, Industry/Labor Relations

Amato, Corrado, Adjunct Instructor
M.B.A., Saint Peter's College, Marketing
B.S., Saint Peter's College, Business Management

Davy, Desmond, 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

Lesmond, Genevra, Adjunct Instructor
B.B.A., Baruch College/CUNY, Business Administration/Accounting
A.A.S., Borough of Manhattan Community College/CUNY, Secretarial Science

Lin, Frank, Adjunct Instructor
M.B.A., Baruch College/CUNY, Public Accounting
B.S., Geneseo/SUNY, Business Administration and Theatre

Roy, Pradyot, Instructor
M.B.A., Long Island University, Marketing
M.B.A., C.W. Post, Long Island University, Accounting
B.S., Bhagalpur University, Bio-Science

Runcie, Winston, L., Adjunct Instructor
M.B.A., Long Island University, Business Administration
B.S., St. Francis College, Business Management

Santana, Jose, Associate Director of the Business Department, Instructor
M.A., University of the Virgin Islands, Educational Technology
B.S., Lincoln Memorial University, Business Administration
A.S., Jones College, Secretarial Science

Tavera, Daisy, Instructor
M.A., Queens College/CUNY, Urban Affairs
B.S., St. John's University, Computer Science
A.A.S., Queensboro Community College/CUNY, Computer Information Systems

Whaley, Adrienne, Adjunct Instructor
M.B.A., Nyack College, Strategic Management and Entrepreneurship
M.Ed., Touro College, General Education/Special Education
B.S., Nyack College, Organizational Management

Wu, Jia Sheng, Adjunct Instructor
M.B.A., Baruch College/CUNY, Business Administration
M.S., St. John’s University, Accounting
B.A., Anhui University, Chinese Language and Literature

Zazzaro, Louis, Adjunct Instructor
M.B.A., Fairleigh Dickinson University, Management Information System
B.B.A., Baruch College/CUNY, Business Administration
A.A.S., Staten Island Community College/CUNY, Business Administration
English Department

Chan, Jesus, Instructor
M.A.T., Georgetown University, TESOL
B.A., Columbia College, Psychology
B.A., University of San Carlos, English

Downer, Jasmine, Instructor
M.P.A., Baruch College/CUNY, Public Administration
B.A., University of the West Indies, Language and Literature with Social Studies

Khantimirova, Sabina, Instructor
M.A., Samarkand State Institute of Foreign Language, English Language and Literature
B.A., The Uzbek State World Languages University, English and French Languages

Leone, Frank, Instructor
M.A., Queens College/CUNY, Applied Linguistics
B.A., Hofstra University, Spanish and English

ESL Department

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

Chan, Jesus, Instructor
M.A.T., Georgetown University, TESOL
B.A., Columbia College, Psychology
B.A., University of San Carlos, English

Du, Miao, Adjunct Instructor
M.A., Michigan State University, TESOL

Dulaski, Agnieszka, Adjunct Instructor
M.A., Queens College/CUNY, Applied Linguistics
B.A., The City University of New York/CUNY, Linguistics

Elbanna, Angela, Adjunct Instructor
M.S., The City College of New York/CUNY, TESOL
B.S., Wayne State University, Psychology

Grant, Margaret, Adjunct Instructor
M.A., Boston University, Education/TESOL
B.A., Emmanuel College, French

Jacobs, Frederic, Adjunct Instructor
M.S., Hofstra University, English Education

Khantimirova, Sabina, Associate Director of the ESL and English Department/Instructor
M.A., Samarkand State Institute of Foreign Language, English Language and Literature
B.A., The Uzbek State World Languages University, English and French Languages

Leone, Frank, Instructor
M.A., Queens College/CUNY, Applied Linguistics
B.A., Hofstra University, Spanish and English

Li, Chun, Adjunct Instructor
M.S., University of Illinois at Urbana-Champaign, Library and Information Science
M.A., Saint Mary's University, Education

Lobo, Christopher, Adjunct Instructor
M.A., Hunter College/CUNY, TESOL

Lumpkin, Lasheanma, Adjunct Instructor
M.S.E.D., Baruch College/CUNY, Education Leadership
M.S.T., Pace University, TESOL
B.A., University of Michigan, Women’s Studies

Mather, Donna, Adjunct Instructor
M.A., Hunter College/CUNY, Theatre
B.S., Marymount College, Communications

Narine, Stacey, Adjunct Instructor
B.S., St. Joseph's College, Organizational Management

Qi, Shenzong, Adjunct Instructor
M.A., The City College of New York/CUNY, TESOL
B.A., Shanghai University, English Language Arts

Sarrapochiello, Lina, Adjunct Instructor
M.A., Florida State University, Spanish
B.A., Florida State University, Italian/French Literature and Linguistics

General Education

Arguelles, Adriana, Full-time Librarian, Instructor, Information Literacy
M.S., Long Island University, Library Information Science
B.A., La Salle University-Colombia, Library Information Science

Arguelles, Carlos, Part-time Librarian, Instructor, Information Literacy
M.B.A., New York Institute of Technology, Business Management
M.S., Long Island University, Library Information Science
B.A., La Salle University-Colombia, Library Information Science

Cappello, Rocco, Associate Director of the Accounting and Office Technology Departments, Instructor
B.B.A., Dowling College, Accounting

Grant, Zakhia, Adjunct Instructor
M.S., Bowling Green State University, Geology
B.A., The George Washington University, Geology

Kaleem, Mariam, Adjunct Instructor
M.S., St. John’s University, Biological Sciences
B.S., University of Arkansas, Biological Sciences
Sansone, Jennifer,  
**Adjunct Instructor**  
M.A., Assumptions College, Counseling  
B.A., Merrimack College, Philosophy and Psychology

Santana, Jose,  
**Associate Director of the Business Department, Instructor**  
M.A., University of the Virgin Islands, Educational Technology  
B.S., Lincoln Memorial University, Business Administration  
A.S., Jones College, Secretarial Science

**Homeland Security Department**

Abbott, Richard,  
**Adjunct Instructor**  
B.S., New York University, Accounting

Buckley, William,  
**Adjunct Instructor**  
M.S., John Jay College, Security  
M.B.A., St. Joseph College, Business

Hoffman, Robert,  
**Adjunct Instructor**  
M.P.A., John Jay College of Criminal Justice/CUNY, Public Administration  
B.S., St. John’s University, Accounting

Loeffel, Henry,  
**Adjunct Instructor**  
B.S., Aspen University, Criminal Justice

McShane, William,  
**Adjunct Instructor**  
M.P.A., Long Island University, Public Administration  
B.A., St. Mary’s University, History

Pica, Carl,  
**Adjunct Instructor**  
M.P.A., Marist College, Personnel/Human Resources Management  
B.S., New York Institute of Technology, Behavioral Science/Criminal Justice

Pleeter, Glenn,  
**Adjunct Instructor**  
M.P.A., Marist College, Public Administration  
B.S., John Jay College/CUNY, Criminal Justice

Schwab, Craig,  
**Adjunct Instructor**  
M.B.A., Baruch College/CUNY, Executive MBA  
M.A., John Jay College, Criminal Justice  
B.S., Bowling Green State University, Criminal Justice

Schmick, Paul,  
**Adjunct Instructor**  
M.S., Long Island University, Homeland Security Management  
B.A., Ashford University, Homeland and Emergency

Siegel, Andrew,  
**Adjunct Instructor**  
A.A., Nassau Community College/SUNY, Liberal Arts

Strong, Yvette,  
**Adjunct Instructor**  
B.A., John Jay College/CUNY, Criminal Justice  
M.A., Brooklyn College/CUNY, Political Science

Vandenburg, Eric,  
**Adjunct Instructor**  
B.S., Henley-Putnam University, Terrorism and Counterterrorism Studies

Velázquez, Sobiesky,  
**Adjunct Instructor**  
M.S., John Jay College of Criminal Justice/CUNY, Emergency Management  
B.S., John Jay College of Criminal Justice/CUNY, Security Management

**Medical Department**

Crimi, Catherine,  
**Associate Director of the Medical Department, Instructor**  
B.S., Nyack College, Organizational Management  
A.A., LaGuardia Community College/CUNY, Human Services

Gordon, Narda,  
**Adjunct Instructor**  
M.S., Mercy College, Health Services  
B.S., Old Westbury/SUNY, Sociology

Gitlits, Sabina,  
**Adjunct Instructor**  
M.S., Kiev, Ukraine, Medical Psychology  
B.A., Kiev, Ukraine, Medical Psychology

Yelovich, Helena,  
**Adjunct Instructor**  
M.D., Ross University, Medicine

**Office Technology Department**

Cappello, Rocco,  
**Associate Director of the Accounting and Office Technology Departments, Instructor**  
B.B.A., Dowling College, Accounting

Le, Rong Sheng,  
**Instructor**  
M.S., University of Bridgeport, Computer Science  
B.S., Shanghai Science and Technology University, Semiconductor Physics

Marcellus, Thierry,  
**Instructor**  
B.A., Notre Dame College, General Science  
A.S., Nassau Community College/SUNY, Computer Science

Wang, Joanna,  
**Instructor**  
M.S., University of Bridgeport, Computer Science
Commack Campus

Court Reporting Department

Corso, Peggy, *Adjunct Instructor*
A.O.S., Adelphi Business School, Court Reporting

DelleCamelie, Kimberlee, *Career Services Coordinator, Adjunct Instructor*
Diploma, Stenotopia Court Reporting School, Court Reporting

Farrish, Kate, *CRI, Adjunct Instructor*
A.O.S., Long Island Business Institute, Court Reporting
B.A., Queens College/CUNY, Anthropology

Houston, Michelle, *CRI, CPE, Programs Director/Campus Assistant Director, Intercampus Faculty Liaison*
A.O.S., Long Island Business Institute, Court Reporting
Diploma, Verbatim School of Court Reporting, Inc., Court Reporting
Diploma, Briarcliffe Secretarial School, Secretarial Science

Magarelli, Frances, *CRI, Instructor*
A.O.S., Long Island Business Institute, Court Reporting

Sumner, Audrey, *CRI, Assistant Programs Director, Instructor*
A.O.S., Long Island Business Institute, Court Reporting

General Education

Canavan, Terry, *Librarian, Adjunct Instructor, Information Literacy*
M.L.S., Long Island University, Library Science
B.B.A., Dowling College, Marketing
A.A.S., Suffolk Community College, Accounting

Keogh, Samantha, *Adjunct Instructor*
M.S., Long Island University, Psychology

Tomney, Laura, *Adjunct Instructor*
M.S., Long Island University, Psychology

Medical Department

Groeling, Milton, *Adjunct Instructor*
B.S., C.W. Post, Long Island University, Business DC, NY Chiropractic
Accounting/Business Department

Alvarado, Luis, Instructor
M.B.A., Almeida University, Accounting,
B.S., National University of Trujillo, Peru, Accounting

Armada, Alica, Instructor
B.S., University of the East, Manila, Philippines,
Business Administration/Accounting

Bailey, Basil, Instructor
M.A., Brooklyn College/CUNY, Accounting.
B.B.A., Baruch College/CUNY, Accounting

Brown, Uriah, Instructor
B.B.A., Brooklyn College/CUNY, Business Administration and International Business
M.S., Brooklyn College/CUNY, Business Economics (Candidate)

Casmir, Froilan, Instructor
M.B.A., Adelphi University, Finance
B.A., College at Old Westbury/SUNY, Psychology

Morgan, John, Instructor
M.S. Ed, Hofstra University, Secondary Education
B.B.A., Pace University, Public Accounting

Orderson, Diane, Instructor
M.S., Mercy College, Public Accounting
B.S., York College/CUNY, Accounting
A.A.S., Borough of Manhattan Community College/CUNY, Accounting

Scimeca, Michael, Instructor
M.B.A., Baruch College/CUNY, Marketing Management
B.B.A., PACE University, Marketing

Siniscalchi, Dawn, Instructor
B.A., Empire State College/SUNY, Labor Studies
B.A., Queens College/CUNY,
Business/Construction/Literature and Writing

Stockhausen, Monica, Instructor
M.S., Mercy College, Organizational Leadership
B.A., California State University, Psychology

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

Wong, Yuet, Instructor
J.D., Cleveland State University, Law
B.S., Cornell University, Consumer Economics and Housing

Office Technology Department

Alevriadis, Konstadinos, Instructor
M.S., New York Institute of Technology, Instructional Technology
B.A., Queens College/SUNY, Mathematics

Antonyan, Gohar, Instructor
M.A., Brooklyn College/CUNY, Mathematics
Teacher (7-12)
B.S., Yerevan State University, Armenia, Math

Bermudez, Michele, Instructor
M.S. Ed, Walden University, MN, Elementary Reading and Mathematics.
B.S., Dominican University, Business Administration

Buncom, Linda, Instructor
B.S Ed, Baruch College/CUNY, Business Education

Cottington, Patrick, Instructor
M.M., University of South Dakota, Music
M.A., University of South Dakota, Theatre and English,
B.A., Yankton College, Music

Garcia, Maria
M.S. Candidate, EDP University, PR, Computer
B.S., Interamerican University, PR, Computer Science

Wedderburn, Mark, Instructor
B.S., Brooklyn College/CUNY, Computer and Information Science

Scalia, Julia, Instructor
M.S., Metropolitan College of New York,
Administration
B.A., Excelsior College/SUNY, Liberal Arts

Arts & Sciences Department

Avdiu, Teuta, Instructor
M.A., Brooklyn College, English
B.A, College of Staten Island/CUNY, English

Fan, Alex, Instructor
M.S., Queens College/CUNY, Elementary Education
B.A., Queens College/CUNY, Sociology

Gherasim, Gabriel, Instructor
M.A., California State University, Behavioral Science
B.A., Portland State University, Behavioral Science

Gisser, Nicole, Instructor
M.S., Queens College/CUNY, Secondary Science Education
B.S., College of Environmental Science and Forestry/SUNY, Environmental Studies
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goldberg, Michael, Instruct</td>
<td>M.B.A., Manhattan College, Marketing</td>
</tr>
<tr>
<td></td>
<td>M.A., Manhattan College, English</td>
</tr>
<tr>
<td>Green, Cheryl, Instruct</td>
<td>Master's Candidate, Pratt Institute, Environmental Systems</td>
</tr>
<tr>
<td></td>
<td>B.A., Pratt Institute, Merchandising</td>
</tr>
<tr>
<td>Kavanagh, Patrick, Instruct</td>
<td>M.A., Iona College, History</td>
</tr>
<tr>
<td></td>
<td>B.A., Iona College, History</td>
</tr>
<tr>
<td>Jean Francois, Joan, Instruct</td>
<td>M.A., Brooklyn College, English</td>
</tr>
<tr>
<td></td>
<td>B.A., York College, English</td>
</tr>
<tr>
<td>Mickel, Darrel, Instruct</td>
<td>M.A., Almeda University, Psychology</td>
</tr>
<tr>
<td></td>
<td>M.A., Excelsior College, Global Strategies</td>
</tr>
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<td></td>
<td>B.A. Excelsior College, Psychology</td>
</tr>
<tr>
<td>Rennie-Mambu Hall, Mariele, Instruct</td>
<td>Ph.D. Candidate, The Graduate Center/CUNY, Environmental Health</td>
</tr>
<tr>
<td></td>
<td>M.P.H., Hunter College/CUNY, Urban Public Health</td>
</tr>
<tr>
<td></td>
<td>B.A., Brooklyn College/CUNY, Environmental Studies</td>
</tr>
<tr>
<td>Salvatore, Anthony, Instruct</td>
<td>M.S. Ed., St. John's University, School Counselor</td>
</tr>
<tr>
<td></td>
<td>B.A., St. John's University, Psychology</td>
</tr>
<tr>
<td>Sudhu, Amanda, Instruct</td>
<td>Master's Candidate, Long Island University, Public Health</td>
</tr>
<tr>
<td></td>
<td>B.S., Long Island University, Health Sciences</td>
</tr>
<tr>
<td>Wknine, Maritza, Instruct</td>
<td>M.S., Nova Southeastern, Curriculum Development</td>
</tr>
<tr>
<td></td>
<td>M.S., Iona College, Teaching Foreign Languages</td>
</tr>
<tr>
<td></td>
<td>B.A., Iona College, Spanish Literature</td>
</tr>
<tr>
<td>Ziyomova, Malika, Instruct</td>
<td>M.A., The University of World Economy and Diplomacy, International Relations</td>
</tr>
<tr>
<td></td>
<td>B.A., The Institute of Oriental Studies, Tashbent, UZ, Arabic Language and Literature</td>
</tr>
</tbody>
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**ESL Department**

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
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</thead>
<tbody>
<tr>
<td>Bobby, Kathryn, Instruct</td>
<td>M.A., Hunter College/CUNY, TESOL/LNYSC</td>
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<tr>
<td></td>
<td>B.A., New York University, Journalism</td>
</tr>
<tr>
<td>Cedeno, Ana, Instruct</td>
<td>M.A., New School University, TESOL</td>
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<tr>
<td></td>
<td>B.A., Baruch College/CUNY, Psychology</td>
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<tr>
<td>Cespedes, Sandra M., Instruct</td>
<td>M.A., Hunter College/CUNY, TESOL</td>
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<td></td>
<td>B.A., Lehman College, Multilingual Journalism</td>
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<tr>
<td>Dolina, Beata, Instruct</td>
<td>A.B.D., University of Massachusetts (Ph. D. Candidate), Language, Literacy, and Culture</td>
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<td></td>
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<td>Drozdek, Greg, Instruct</td>
<td>Ed. D., New York University, Educational Administration</td>
</tr>
<tr>
<td></td>
<td>M.A. Fordham University, Secondary English Education</td>
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<td></td>
<td>B.A., Johns Hopkins University, English</td>
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<td>Horan, Peter, Instruct</td>
<td>M.A. Candidate, Hunter College/CUNY, TESOL</td>
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<td>B.A., Kenyon College, English</td>
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<td>Jamrozek, Zuzanna, Instruct</td>
<td>M.A., Hunter College/CUNY, TESOL</td>
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<td></td>
<td>B.A., Stony Brook/SUNY, Health Science/Linguistics</td>
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<tr>
<td>Jung, Angie, Instruct</td>
<td>M.A., New York University, TESOL</td>
</tr>
<tr>
<td></td>
<td>B.A., Dong-guk University, Korea, Business Management and Information Systems</td>
</tr>
<tr>
<td>Liu, Ellen (Jie Lu), Instruct</td>
<td>M.S. Ed., University of Pennsylvania, TESOL/Higher Education</td>
</tr>
<tr>
<td></td>
<td>B.A., Longyan University, College of Foreign Languages, English</td>
</tr>
<tr>
<td>Mandac, Cynthia, Instruct</td>
<td>License TESL, University State of NY, Teaching English as a Second Language</td>
</tr>
<tr>
<td></td>
<td>Certificate, Professional Education</td>
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<tr>
<td></td>
<td>A.B.D., University of Philippines, Philippine Studies</td>
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<tr>
<td></td>
<td>M.A., University of Philippines, Asian Studies</td>
</tr>
<tr>
<td>Moore, Ivan, Instruct</td>
<td>M.A., Adelphi University, TESOL</td>
</tr>
<tr>
<td>Nester, Robert, Instruct</td>
<td>M.A., Hofstra University, History</td>
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</tbody>
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STATEMENT OF GOVERNANCE AND CONTROL

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

LONG ISLAND BUSINESS INSTITUTE, INC.

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

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

LONG ISLAND BUSINESS INSTITUTE IS A PROPRIETARY COLLEGE ACCREDITED BY THE ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS (ACICS) TO AWARD CERTIFICATES AND ASSOCIATE’S DEGREES
750 FIRST STREET, NE, SUITE 980
WASHINGTON, DC 20002-4241
202.336.6780, FAX 202.842.2593
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Appendix A

Flushing Main Campus
The Flushing Main Campus is located on 39th Street between Main Street and Union Street. The following buses service the campus:

Q12, Q13, Q14, Q15, Q16, Q17, Q20A/B, Q25, Q34, Q26, Q27, Q28, Q44, Q48 (to LaGuardia Airport), Q58, Q65, Q66, QBX1, N20, and N21

The Main Street – Flushing Station is located one block from the Flushing Campus and is serviced by the IRT Flushing Line 7 train. MTA New York City Bus and Subway information may be reached by calling 718.330.1234.

You can also get train schedule times on the web or by calling the L.I.R.R. Travel Information Center at 718.217.LIRR, 516.822.LIRR or 631.231.LIRR.

Students that wish to drive their own car may park in the Flushing #1 Municipal Parking Field located at 138th Street and 39th Street. Hours of operation are 8:00 a.m. to 12 a.m. Parking fees are in force.

An individualized trip planner is also available at [http://www.511ny.org/](http://www.511ny.org/). This New York State website will allow you to plan your “Point A to Point B” trip from your home or place of employment straight to any of our locations.

Commack Campus
The Commack Campus is located on Jericho Turnpike in the Commack Corners Shopping Center. The bus station is located at the west end of the Macy’s Plaza, which is adjacent to the Commack Corners Shopping Center. The following Suffolk County Transit buses service the Macy’s Plaza:

S54, S56, H-6, and S41

Bus schedules of connecting buses may be found at [http://www.sct-bus.org/schedules.html](http://www.sct-bus.org/schedules.html). Additional bus information is available by calling Suffolk Transit Information Service at 631.852.5200 Monday to Friday 8:00 a.m. to 4:30 p.m. Current College Student IDs will allow you to receive a discount on all Suffolk Transit buses.

The Commack Campus is also accessible by the M.T.A. L.I.R.R. Port Jefferson Line (North Shore) and the Ronkonkoma Line (South Shore). Special intra-Island timetables that highlight train and bus connections are available at key stations.

Manhattan Center
The Manhattan Center is located on Broadway between Canal Street and Walker Street. The following buses service the center:

5

The Canal Street Station is located close to the Manhattan Center and is serviced by the following lines:

J, N, Q, R, Z, 6

MTA New York City Bus and Subway information may be reached by calling 718.330.1234 or online at mta.info.
### Equivalency chart for CLEP Examinations and Courses offered at LIBI

<table>
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<tr>
<th>CLEP Examination</th>
<th>Equivalent LIBI Course Codes and Names</th>
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<tr>
<td>American Literature</td>
<td>ENG208 The Contemporary American Short Story</td>
</tr>
<tr>
<td>Analyzing and Interpreting Literature</td>
<td>ENG208 The Contemporary American Short Story</td>
</tr>
<tr>
<td>English Composition</td>
<td>ENG106 College English I</td>
</tr>
<tr>
<td>English Literature</td>
<td>ENG208 The Contemporary American Short Story</td>
</tr>
<tr>
<td>Freshman College Composition</td>
<td>ENG106 College English I</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>PSY104 Introduction to Psychology</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>SCI100 Environmental Science</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>ACC100 Principles of Accounting I</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>BUS100 Business Legal Concepts and Terminology</td>
</tr>
<tr>
<td>Information Systems and Computer Applications</td>
<td>COM100 Introduction to Computers</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>BUS292 Principles of Marketing</td>
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</table>
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:

<table>
<thead>
<tr>
<th></th>
<th>This has occurred at the end of the semester.</th>
<th>This is how it will affect your Academic Standing and Financial Aid eligibility.</th>
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<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td>Student does not meet speed class requirements</td>
<td>Student goes on Academic Warning for Semester 2</td>
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<tr>
<td></td>
<td>Student receives the grade of IP</td>
<td>Student registers for the same speed class in Semester 2</td>
</tr>
<tr>
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<td></td>
<td>Student is eligible for Financial Aid in Semester 2</td>
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<tr>
<td><strong>Semester 2</strong></td>
<td>Student does not meet speed class requirements</td>
<td>Student goes on Probation for Semester 3</td>
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<tr>
<td></td>
<td>Student receives the grade of F</td>
<td>Student registers for the same speed class in Semester 3</td>
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<tr>
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<td></td>
<td>Student is not eligible for Financial Aid in Semester 3</td>
</tr>
<tr>
<td><strong>Semester 3</strong></td>
<td>Student does not meet speed class requirements</td>
<td>Student is dismissed</td>
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<tr>
<td></td>
<td>Student receives the grade of F</td>
<td>Student may apply for extended enrollment for Semester 4</td>
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<tr>
<td></td>
<td></td>
<td>Student is not eligible for Financial Aid in Semester 4</td>
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### COURSES WITH LABORATORY FEES

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<th>Course Code</th>
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<tr>
<td>ESL100A</td>
<td>Beginner ESL/Survival Skills Lab</td>
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<td>ESL101A</td>
<td>Workplace English Lab</td>
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<tr>
<td>ESL111A</td>
<td>Integrated ESL Lab I</td>
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<tr>
<td>ESL112A</td>
<td>Integrated ESL Lab II</td>
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# WHO TO SEE AT LIBI FLUSHING

<table>
<thead>
<tr>
<th>QUESTIONS REGARDING ……</th>
<th>OFFICE</th>
<th>ROOM</th>
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<tbody>
<tr>
<td>ACADEMIC PROGRAMS</td>
<td>Student Success Office</td>
<td>M506</td>
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<tr>
<td>ACADEMIC ADVISING</td>
<td>Student Success Office</td>
<td>M506</td>
</tr>
<tr>
<td>ALCOHOL AND DRUG POLICY</td>
<td>Anna Venturino, Associate Dean of Student Services</td>
<td>M506</td>
</tr>
<tr>
<td>ALUMNI</td>
<td>Career Services Office</td>
<td>M409</td>
</tr>
<tr>
<td>BOOKSTORE</td>
<td>Bursar Office</td>
<td>M507</td>
</tr>
<tr>
<td>CAREER SERVICES</td>
<td>Career Services Office</td>
<td>M409</td>
</tr>
<tr>
<td>CLASS SCHEDULE</td>
<td>Registrar's Office</td>
<td>M502</td>
</tr>
<tr>
<td>CAMPUS SECURITY</td>
<td>Enos Cheung, Dean of Administration</td>
<td>M508</td>
</tr>
<tr>
<td>CLEP</td>
<td>Jhonatan Aybar, Executive Assistant to the President</td>
<td>M512</td>
</tr>
<tr>
<td>COPYRIGHTS</td>
<td>Flushing Main Campus Library</td>
<td>M423</td>
</tr>
<tr>
<td>COST OF ATTENDANCE</td>
<td>Financial Aid Office</td>
<td>M502</td>
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<tr>
<td>FEDERAL LOAN OR GRANT</td>
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<tr>
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<td>REFUND POLICY</td>
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<tr>
<td>STUDENT ACCOUNT INFORMATION</td>
<td>Bursar Office</td>
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<tr>
<td>TUTITION AND FEES</td>
<td>Bursar Office</td>
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<tr>
<td>EMERGENCY SCHOOL CLOSING</td>
<td>Campus Information and Visitor Services Department (Main Building)</td>
<td>M502</td>
</tr>
<tr>
<td>FACILITIES</td>
<td>William Dantiva, Facility Manager</td>
<td>M401</td>
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<tr>
<td>FEDERAL WORK STUDY</td>
<td>Career Services Office</td>
<td>M409</td>
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<tr>
<td>FERPA (Family Educational Rights and Privacy Act)</td>
<td>Registrar's Office</td>
<td>M502</td>
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<tr>
<td>FIRE EVACUATION PLAN</td>
<td>Enos Cheung, Dean of Administration</td>
<td>M508</td>
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<tr>
<td></td>
<td>Jhonatan Aybar, Executive Assistant to the President</td>
<td>M512</td>
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<tr>
<td>GRADE GRIEVANCES</td>
<td>Faculty</td>
<td>A129</td>
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<tr>
<td></td>
<td>Stacey Johnson, Provost</td>
<td>A103</td>
</tr>
<tr>
<td>ACADEMIC SUCCESS CENTER</td>
<td>Emely Payano, Coordinator of Academic Success Center</td>
<td>M316</td>
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<tr>
<td>LIBRARY</td>
<td>Adrianna Arguelles, Librarian</td>
<td>M423</td>
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<tr>
<td>LOST AND FOUND</td>
<td>Campus Information and Visitor Services Department (Main Building)</td>
<td>M502</td>
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<tr>
<td>PROFICIENCY EXAM</td>
<td>Registrar's Office</td>
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<tr>
<td>SERVICES FOR STUDENTS WITH DISABILITIES</td>
<td>Registrar's Office</td>
<td>M502</td>
</tr>
<tr>
<td>SUBSTANCE ABUSE HELP</td>
<td>Anna Venturino, Associate Dean of Student Services</td>
<td>M506</td>
</tr>
<tr>
<td>STUDENT CLUBS AND ORGANIZATIONS</td>
<td>Stacey Johnson, Provost</td>
<td>A103</td>
</tr>
<tr>
<td></td>
<td>Anna Venturino, Associate Dean of Student Services</td>
<td>M506</td>
</tr>
<tr>
<td>STUDENT EMPLOYMENT ASSISTANCE</td>
<td>Career Services Office</td>
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<tr>
<td>STUDENT ID CARDS</td>
<td>Hazel Yu, Supply Manager/ID</td>
<td>M401</td>
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<tr>
<td>STUDENT (APPLICANT) REFERRALS</td>
<td>Jackie Zhang, Associate Director of Admissions</td>
<td>M502</td>
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<tr>
<td>TITLE IX (SEXUAL HARASSMENT)</td>
<td>Jasmine Downer, Title IX Coordinator</td>
<td>A129</td>
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<tr>
<td>TRANSCRIPTS</td>
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<td>TRANSFER CREDITS</td>
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<tr>
<td>TUTORING</td>
<td>Academic Success Center</td>
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### WHO TO SEE AT LIBI COMMACK

<table>
<thead>
<tr>
<th>QUESTIONS REGARDING ......</th>
<th>OFFICE</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC PROGRAMS</td>
<td>Michelle Houston, Assistant Campus Director</td>
<td>OFC 1</td>
</tr>
<tr>
<td>ACADEMIC ADVISING</td>
<td>Faculty Advisor</td>
<td>ROOM 3</td>
</tr>
<tr>
<td>ALCOHOL AND DRUG POLICY</td>
<td>Career Services Coordinator</td>
<td>ROOM 5</td>
</tr>
<tr>
<td>ALUMNI</td>
<td>Career Services Coordinator</td>
<td>ROOM 5</td>
</tr>
<tr>
<td>BOOKSTORE</td>
<td>Bursar Office</td>
<td>OFC 3</td>
</tr>
<tr>
<td>CAREER SERVICES</td>
<td>Career Services Coordinator</td>
<td>ROOM 5</td>
</tr>
<tr>
<td>CLASS SCHEDULE</td>
<td>Registrar's Office</td>
<td>OFC 3</td>
</tr>
<tr>
<td>CAMPUS SECURITY</td>
<td>Michelle Houston, Assistant Campus Director</td>
<td>OFC 1</td>
</tr>
<tr>
<td>CLEP</td>
<td>Jhonatan Aybar, Executive Assistant to the President (Flushing)</td>
<td>M512</td>
</tr>
<tr>
<td>COPYRIGHTS</td>
<td>Commack Campus Library</td>
<td>Library</td>
</tr>
<tr>
<td>COST OF ATTENDANCE</td>
<td>Financial Aid Office</td>
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</tr>
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<td>FEDERAL LOAN OR GRANT</td>
<td>Financial Aid Office</td>
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<td>FINANCIAL AID ADVISING</td>
<td>Financial Aid Office</td>
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<td>REFUND POLICY</td>
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<td>STUDENT ACCOUNT INFORMATION</td>
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<tr>
<td>TUTION AND FEES</td>
<td>Bursar Office</td>
<td>OFC 3</td>
</tr>
<tr>
<td>COURT REPORTING STENO EQUIPMENT</td>
<td>Assistant Programs Director</td>
<td>ROOM 3</td>
</tr>
<tr>
<td>EMERGENCY SCHOOL CLOSING</td>
<td>Michelle Houston, Assistant Campus Director</td>
<td>OFC 1</td>
</tr>
<tr>
<td>FACILITIES</td>
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F-1 INTERNATIONAL STUDENT FACT SHEET

Welcome to LIBI!

We are a New York State Board of Education approved and nationally accredited two-year college specializing in business programs. LIBI is approved and authorized by Student and Exchange Visitor Program (SEVP) to enroll F visa nonimmigrant students.

INTERNATIONAL STUDENT ADMISSIONS

Step 1: In order to enroll at LIBI as an I-20 Student, all applicants must first ensure that:

- Applicant has met our school’s requirements for admission.
- Applicant has completed an official application for admissions.
- Applicant has met English Proficiency Requirements defined by LIBI.
- Applicant has submitted a sufficient portfolio of financial documentation.

Step 2: Once the applicant has been accepted by LIBI as a student, LIBI will certify the I-20 form created in SEVIS. This I-20 form is proof that the student has been accepted into a full course of study at an approved institution in the United States.

Step 3: The student should proceed to this step only after LIBI has officially issued the I-20 documentation to the student.

Once issued, the I-20, the student needs to pay the SEVIS I-901 fee ($200) and obtain a receipt.

Go to: https://www.fmjfee.com/i901fee/students/formSelection.htm to complete the Form I-901 online and to pay the SEVIS I-901 fee.

You must be able to print the Form I-901 payment coupon or payment receipt when you complete the form online. Ensure a printer is connected and working before continuing. You cannot return to the page and print the coupon or payment receipt at a later time.

Step 4: Students must apply for an F-1 visa at their local U.S. Embassy or Consulate’s office to gain entry to the U.S. with the intention of attending the school on their I-20.
- F-1 is a travel stamp that allows a holder to apply at a port of entry for admission to the United States.

Step 5: Students must make an appointment before going to the U.S. Embassy.
- Students must bring copies of everything they have obtained to this point (including financial documents, I-20, passport, acceptance letter, and TOEFL scores, if the student took the test).

Step 6: If approved by the U.S. Embassy, the student will be issued the F-1 visa.
- Students can enter the United States up to 30 days prior to the start of their classes.
- Student will present passport at port of entry with F-1 Visa stamp and I-20.
- I-20 will be stamped with the current date.
- I-94 card is issued with D/S notation (duration of status).

INTERNATIONAL STUDENT ADMISSIONS - TRANSFER STUDENTS

Students who wish to transfer to LIBI from another accredited and SEVP approved US institution will be subject to the same requirements of I-20 issuance in Step 1 as any international student.

Students should speak to the International Student Office of the institution which they are transferring from regarding their change of status. This must be done before the new I-20 can be issued.
MAINTAINING YOUR STATUS

While studying in the United States, it is important to maintain your F student status. Your visa says that you are coming to the United States to study. You should not consider any action that detracts from that purpose.

Upon Arrival

- Enter the United States no more than 30 days before your program of study begins.
- Immediately contact your Designated School Official (DSO) when you enter the United States. When you arrive at school, you need to contact your DSO again, no later than the program start date listed on your Form I-20, “Certificate of Eligibility for Nonimmigrant Status”

Education

- Attend and pass all your classes. If school is too difficult, speak with your assigned Academic Advisor immediately.
- If you believe that you will be unable to complete your program by the end date listed on your Form I-20, talk with your DSO about requesting a possible program extension.
- You must take a full course of study each term; if you cannot study full-time, contact your DSO immediately.
- Do not drop a class without first speaking with your DSO.

Full Course of Study

An F-1 student at LIBI must at least registered for 12 credits/equated credits each term. Reduced course load may be approved by the DSO only under the certain circumstances. Except as otherwise noted, a reduced course load must consist of at least six semester or quarter hours, or half the clock hours required for a full course of study. A student who drops below a full course of study without the prior approval of the DSO will be considered out of status. The circumstances that may allow a F-1 student registers for reduced load include:

1. Academic Difficulties. The DSO may authorize a reduced course load on account of a student's initial difficulty with the English language or reading requirements, unfamiliarity with U.S. teaching methods, or improper course level placement. The student must resume a full course of study at the next available semester in order to maintain student status. A student previously authorized to drop below a full course of study due to academic difficulties is not eligible for a second authorization by the DSO due to academic difficulties while pursuing a course of study at that program level. A student authorized to drop below a full course of study for academic difficulties while pursuing a course of study at a particular program level may still be authorized for a reduced course load due to certain illness or medical conditions.

2. Medical Conditions. The DSO may authorize a reduced course load (or, if necessary, no course load) due to a student's temporary illness or medical condition for a period of time not to exceed an aggregate of 12 months while the student is pursuing a course of study at a particular program level. In order to authorize a reduced course load based upon a medical condition, the student must provide medical documentation from a licensed medical doctor, doctor of osteopathy, or licensed clinical psychologist, to the DSO to substantiate the illness or medical condition. The student must provide current medical documentation and the DSO must reauthorize the drop below full course of study each new semester. A student previously authorized to drop below a full course of study due to illness or medical condition for an aggregate of 12 months may not be authorized by a DSO to reduce his or her course load on subsequent occasions while pursuing a course of study at the same program level. A student may be authorized to reduce his/her course load for a reason of illness or medical condition on more than one occasion while pursuing a course of study, so long as the aggregate period of that authorization does not exceed 12 months.

3. Completion of Course of Study. The DSO may authorize a reduced course load in the student's final semester if fewer courses are needed to complete the course of study. If the student is not required to take any additional courses to satisfy the requirements for completion, but continues to be enrolled for administrative purposes, the student is considered to have completed the course of study and must take action to maintain status, such action may include application for change of status or departure from the U.S.
An F-1 student must consult with the DSO before withdrawing from a course. A reduced course load may jeopardize the student’s legal status.

Leave of Absence

An F-1 student at an academic institution is considered to be in status during the annual (or summer) vacation if the student is eligible and intends to register for the next term. A student attending a school on a quarter or trimester calendar who takes only one vacation a year during any one of the quarters or trimesters instead of during the summer is considered to be in status during that vacation, if the student has completed the equivalent of an academic year prior to taking the vacation.

Curricular Practical Training

Curricular Practical Training (CPT) at either the undergraduate or the graduate level is only available if this employment is an integral part of an established curriculum and if the position directly relates to your major area of study. Your DSO can give you the school’s policy on this option.

Work

Do not work without authorization. An F student may work only when authorized.

If you want to work in the United States, talk with your DSO about your options. Your DSO may authorize certain work; other employment may require your DSO’s recommendation and authorization from U.S. Citizenship and Immigration Services (USCIS).

For more information, see Working in the United States.

If you choose to work without authorization, you will be forced to leave the United States immediately. You may not be able to re-enter the United States at a later date.

UPON PROGRAM COMPLETION

Take action to maintain legal status after completing your program of study.

Once you complete your program of study and any authorized period of practical training, you may wish to learn about doing one of the following:

- Transfer to another school
- Change your education level (e.g., bachelor’s to master’s)
- Apply to change status to another visa status (e.g., H-1B-temporary worker; O-extraordinary ability in science, art or business; P-athlete)

You have 60 days after completion of your program (the program end date on your Form I-20) to leave the United States.

Talk with your DSO first

Your DSO should be the first person you talk with if you have any questions regarding the legal requirements of your stay in the United States.

Your DSO can assist in answering your questions or help you find someone who can help.

You may contact LIBI’s Designated School Official by visiting:

Li Zhu
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 I

VOTER REGISTRATION INFORMATION - City of New York

Living in the United States, we have the privilege of electing our political leaders. In order to vote in elections, you need to register first. If you have just moved to New York, or if you have been here for years but were too young to vote and are now turning 18, here are some guidelines.

(This information can be found by holding Ctrl and clicking: www.vote.nyc.ny.us/html/voters/voters.shtml)

Qualifications: To register to vote in the City of New York, you must:

- be a citizen of the United States (Includes those persons born in Puerto Rico, Guam, and the U.S. Virgin Islands);
- be a New York City resident for at least 30 days;
- be 18 years of age before the next election;
- not be serving a jail sentence or be on parole for a felony conviction;
- not be adjudged mentally incompetent by a court;
- not claim the right to vote elsewhere (outside the City of New York).

Although you can register any time during the year, your form must be delivered or mailed at least 25 days before the next election for it to be effective for that election.

How to Register:

Register In Person - Visit one of the New York City Board of Elections offices.

Check for locations: www.vote.nyc.ny.us/html/contact/offices.shtml

OR

Register By Mail

- A Voter Registration form from the New York City Board of Elections may be obtained in the following ways:
  - Download the Voter Registration Application from the following links:
    - **English** Hold Ctrl and click the following link
    - **Chinese** Hold Ctrl and click the following link
    - **Spanish** Hold Ctrl and click the following link
    - **Korean** Hold Ctrl and click the following link
• Call the phone bank for a postage-paid registration form in the mail. Phone numbers can be found by holding Ctrl and clicking: www.vote.nyc.ny.us/html/contact/bank.shtml

• You may also obtain Registration Forms from libraries, post offices, and most New York City government agencies.
  - Fill out a Voter Registration Application form using only a pen with **blue or black** ink
  - Be sure to sign the form.
  - **Mail** (DO NOT FAX) the Voter Registration Application Form to:

  Board of Elections in the City of New York  
  32 Broadway, 7 Fl  
  New York, NY 10004-1609

Party Affiliation:

**Party Affiliation in New York State**  
The application contains a section where you can indicate your choice for party affiliation. If you would like to register without designating a party, simply mark the space indicating, "I do not wish to enroll in a party."

The following parties are recognized in New York State:

- Democratic
- Republican
- Conservative
- Working Families
- Independence
- Green

**VOTER REGISTRATION INFORMATION**

**Party Affiliation and the Primary System**  
In a Primary Election, only voters registered with one of the parties qualified to hold a primary in New York City may vote to nominate their party's candidate to run in the general election.  

Candidates nominated by the parties for each office then appear on the general election ballot, along with any independent candidates who gain access to the general ballot without running in the party primaries.

**Voting in Primary Elections**

Because a primary is strictly a party election, only voters registered with one of the parties conducting a primary may participate in that party's election. Voters registered without party affiliation may vote only in General and Special Elections.

**To Change Your Party Affiliation**

You can change your party affiliation by obtaining a Voter Registration form indicating the change and sending it to the Board of Elections. We will process the information and send you a new voter card reflecting the change in party. You cannot CHANGE your enrollment and vote in the NEW PARTY of your choice in the same year.

**Please Note**: A change of enrollment will go into effect **one week** following the General Election. The last day to change your enrollment is the same as the last day to register for the General Election (25 days prior to the date of the General Election).
Keeping Your Registration Current:

What the Law Says
Your residence address determines the particular contests in which you are eligible to vote. Because of the role that one's address plays in the electoral system, New York State law requires voters to notify the Board of Elections within 25 days of an address change to preserve their voting rights.

To Make Changes to Your Registration
You must notify the Board of Elections, in writing, to make any change to your registration (change of address or name). You may send us the change on a Registration Application form.

Controls for Keeping a Registration Current
The Board has developed two programs:

- The Board of Elections compares its file of registered voters to a file received from the United States Postal Service (USPS) of people who have submitted a change of address. For voters that match, the Board of Elections sends a confirmation notice to indeed verify if the voter has moved.
- Reports received by city/state agencies (Mental Health, Corrections, Health Dept., Motor Vehicles, etc.) are used as mechanisms for keeping the voter registry current.

VOTER REGISTRATION DEADLINES

Information on Voter Registration deadline can be found by holding Ctrl and clicking: www.elections.ny.gov/VotingDeadlines.html

VOTER REGISTRATION INFORMATION - Long Island

In order to register to vote on Long Island (and all other parts of New York State):

- You must be a citizen of the United States.
- To be eligible to register to vote, you must be at least 18 years of age by December 31st of the year that you file a form. You must be at least 18 years old by the date of the election that you want to vote in.
- You must have lived at your current address for at least 30 days before an election that you want to vote in.
- You may not vote if you are in prison or on parole for a felony conviction.
- You may not vote if a court finds you mentally incompetent.

Where to Register to Vote on Long Island

- Long Island, NY residents may register in person at the Nassau County or the Suffolk County Board of Elections. The Nassau County Board of Elections is located at 240 Old Country Road, 5th floor, Mineola, NY. Their phone number is (516) 571-2411.
- The Suffolk County Board of Elections is located at Yaphank Avenue, Yaphank, NY. Their phone number is (631) 852-4500.
- The “Motor Voter” bill, more formally known as the National Voter Registration Act, allows you to register at all Department of Motor Vehicle (DMV) offices when you go there to apply for or to renew your New York State driver’s license or ID card.
- You may also register to vote at a number of New York State agency offices including City Universities of New York (CUNY), State Universities of New York (SUNY), The Commission for the Blind and Visually Impaired, The Department of Health – WIC Program, The Department of Veterans’ Affairs, The Office for the Aging, The Office for People With Developmental Disabilities, Workers’ Compensation Board, and other agencies.
In addition, you may call 1-800-FOR-VOTE or the Nassau County Board of Elections at (516) 571-2411 or the Suffolk County Board of Elections at (631) 852-4500 to ask for a voter registration application.

In Nassau, you may also send your mailing address to info@boe.nassaucountyny.gov/agencies or pick up a form at any local post office, library or motor vehicle office.

You may also download a PDF version of the New York State Voter Registration Form in English. Or download the New York State Voter Registration Form in Spanish (Formulario de registro de votantes del estado de Nueva York.) After downloading the form, print it out, fill it in and then sign it. Mail the form to your county. In Nassau, send it to The Nassau County Board of Elections, 240 Old Country Road, 5th floor, Mineola, NY 11501. In Suffolk County, send it to Suffolk County Board of Elections, Yaphank Avenue, P.O. Box 700, Yaphank, NY 11980.

FEDERAL LAWS PROTECTING THE RIGHTS OF VOTERS WITH DISABILITIES

The American with Disabilities Act (ADA) (See ADA section) is a federal civil rights law that provides protection to people with disabilities. Title II of the ADA requires state and local governments (“public entities”) to ensure that people with disabilities have a full and equal opportunity to vote with provisions in all aspects of voting.

The National Voter Registration Act of 1993 (NVRA) was passed to increase the historically low registration rates of persons with disabilities. It required all offices that provide public assistance or state-funded programs that primarily serve persons with disabilities to also provide the opportunity to register to vote in federal elections.

The Help America Vote Act of 2002 (HAVA) requires that at least one accessible voting system for persons with disabilities be available at each polling place in federal elections. It made it necessary to provide persons with disabilities the access and participation, including privacy and independence that other voters receive.

The first step in the voting process is registration. In communities large and small, people cast their ballots in a variety of facilities that temporarily serve as polling places, such as libraries, schools, fire stations, churches, stores, and other private buildings. The Justice Department provides guidance to election officials for determining whether a polling place provides basic accessibility features needed or by voters with disabilities or can be made accessible using temporary solutions.

Prior to Election Day or the beginning of early voting, election staff and volunteers receive training so they can appropriately interact with people with disabilities. Staff and volunteers are trained to understand the specific auxiliary aids and services such as service animals, assistance from a person of their choice, and other modifications that may be needed to accommodate voters with disabilities.

For more information about how the ADA applies to voting:

ADA Information Line
800.514.0301 (Voice)
800.514.0383 (TTY)

ADA website
www.ADA.gov

To report complaints of possible violations of the federal voting rights laws, contact the Voting Section:

www.justice.gov/crt/about/vot/misc/contact.php
Appendix J

GRIEVANCE PROCEDURES FOR COMPLAINTS OF GENDER–BASED MISCONDUCT

Reports involving Faculty Member, Staff Member, or Administrator
Reports of gender-based misconduct by a LIBI faculty member, staff member, or administrator should be filed with the following office:

Title IX Coordinators:

Jasmine Downer
Flushing Campus
Annex Building
136-17 39th Avenue, 4th Floor
Room A129
Flushing, NY 11354
347.368.1193 ext. 109

Nazaret Kiregian
Commack Campus
6500 Jericho Turnpike, Suite 202
OFC 4
Commack, NY 11725
631.499.7100 ext. 13

Mariele Rennie-Mamu Hall
Manhattan Center
408 Broadway
3rd Floor, Room 301
New York, NY 10013
212.226.7300 ext. 350

or directly to the Dean of Administration:

Enos Cheung
Flushing Campus
Main Building
136-18 39th Avenue, 5th Floor
Room M508
Flushing, NY 11359
718.939.5100 ext. 115

Jurisdiction
LIBI is able to respond formally to alleged incidents of gender-based misconduct:
- that occurred on campus;
- that were part of official College programs (regardless of location); or
- where the Complainant and Respondent are a student, member of the Faculty, staff, or administration of LIBI.

Third-Party Reports
In cases where the gender-based misconduct is reported to the Title IX Coordinator or to the Dean of Administration by a third party, the Complainant will be notified by the Title IX Coordinator or the Dean
that a report has been received. The Title IX Coordinator will contact the Complainant to discuss his/her options and rights under LIBI’s written policies.

Choosing to Report
Reporting sexual harassment or any other gender-based misconduct is personal, and there is no one prescribed way to respond. Not every individual will be prepared to make a report to the college or to law enforcement, and individuals are not expected or required to pursue a specific course of action. LIBI recognizes that choosing to make a report, and deciding how to proceed after making the report, can be a process that unfolds over time. At all times, LIBI will seek to respect an individual’s autonomy in making these important decisions.

Anonymous Reporting:
Any individual may make an anonymous report concerning an act of sexual harassment or gender-based misconduct. An individual may report the incident without disclosing his/her name, identifying the Respondent or requesting any action. Depending on the level of information available about the incident or the individuals involved, however, LIBI’s ability to respond to an anonymous report may be limited.

Each LIBI library is equipped with a white lockbox. The purpose of these boxes is to give all members of the LIBI community the opportunity to submit any anonymous reports of gender-based misconduct anonymously to the Title IX Coordinator.

Amnesty for Students Who Report Sexual Misconduct
LIBI encourages reporting and seeks to remove any barriers to reporting by making the procedures for reporting transparent and straightforward. LIBI recognizes that an individual who has been drinking or using drugs at the time of the incident may be hesitant to make a report because of potential Student Conduct consequences for his/her own conduct. An individual who reports sexual harassment or misconduct, either as a Complainant or a third party witness, will not be subject to disciplinary action by the College for his/her own personal consumption of alcohol or drugs at or near the time of the incident provided that any such violations did not and does not place the health or safety of any other person at risk. LIBI may, however, initiate an educational discussion or pursue other educational remedies regarding alcohol or other drugs.

Bystander Intervention
LIBI expects all community members to take reasonable and prudent actions to prevent or stop an act of sexual harassment or misconduct. Taking action may include direct intervention, calling law enforcement, or seeking assistance from a person in administrative authority at the College. All members of the LIBI community who choose to exercise this positive moral obligation will be supported by the college and protected from retaliation.

Time Frame for Resolution
Once the complaint is received by the Title IX Coordinator, the College will aim to complete the investigation and have a resolution within 60 days. Extenuating circumstances may arise that require the complaint process to extend beyond 60 days. In the event that the investigation and resolution exceed this time frame, LIBI will notify all parties of the need for additional time and best efforts will be made to complete the process in a timely manner. In general, a Complainant and Respondent can expect to receive periodic updates as to the status of the review or investigation.

The grievance procedures below are specifically for the adjudication of complaints of gender-based misconduct when such complaints involve LIBI students, Faculty, staff, administrators, and/or third parties.

The Title IX Coordinators are responsible for implementation of LIBI’s grievance policies and procedures. Students, Faculty, staff, and third parties wishing to report an offending incident or to direct inquiries or to file a complaint about any aspect of sexual harassment, discrimination, or inappropriate
sexual conduct are asked to contact the Title IX Coordinator designated to the campus where the incident occurred. Every college employee (e.g., student services staff, members of the Advising staff, Associate (Program) Directors, Directors, members of Executive Staff, full-time Faculty, adjunct Faculty, etc.) informed of an allegation of gender-based misconduct against a student is expected to file a report with the campus-designated Title IX Coordinator or with the Dean of Administration. LIBI does not designate any officers to serve in a privileged professional capacity (i.e., counselors, clergy, medical providers, and rape crisis counselors) who will not be bound by this expectation.

Upon taking the Complainant’s report, the Title IX Coordinator will determine the appropriate response to the allegation based on the nature of the alleged violation and the totality of information available at the time of the alleged incident and the circumstances involved. The Coordinator will make every effort to maintain confidentiality and to preserve the Complainant’s rights and privacy and will involve only the college officials “who need to know” about the complaint in order to carry out LIBI’s policies and procedures. Depending on the severity and immediacy of the case and circumstances surrounding the case, the Coordinator may determine that immediate involvement of law enforcement authorities may be necessary. In certain instances, based on the best assessment of the information available to the Coordinator at the time, the Coordinator may also determine that an internal investigation is necessary. In cases where the Complainant refuses to cooperate with the procedures of an internal investigation, such investigation may proceed without the support of the complainant. At such time, the Title IX Coordinator will turn the case over to the Dean of Administration, who will determine the best course of action to comply with LIBI’s policies and procedures and compliance with federal and state laws.

In grievous cases, the Title IX Coordinator is authorized not to uphold requests from complainants to “just record my concerns” or “not take any action at this time,” if in the best judgment of the Title IX Coordinator, the circumstances presented warrant the immediate involvement of the College or appropriate law enforcement.

Title IX Coordinators ensure a fair and neutral process for all parties with regard to Title IX compliance.

Sexual discrimination, sexual harassment, (intimate partner violence) domestic violence, dating violence, stalking, sexual exploitation, retaliation, or any other offending incident or sexual misconduct should be reported to the Title IX Coordinator as soon as they occur. Although there is no time limit on making a complaint, LIBI explicitly expects that individuals experiencing any unwelcomed or harassing behavior will report those incidents to the college promptly. A complaint should be filed as soon as the incident occurs to allow the College to conduct a timely, effective, and equitable investigation with the benefit of witnesses and evidence.

Individuals who select not to report an incident when it occurs must be aware that LIBI may not be able to pursue disciplinary action against an individual who is no longer affiliated with the college. LIBI, however, will still conduct a Title IX review, offer appropriate accommodations to a Complainant, and take appropriate action to eliminate a hostile environment in the future.

If the Title IX Coordinator determines that pre-investigation actions are warranted to ensure the safety of the Complainant, the Coordinator will discuss those with the Dean of Administration as soon as it is feasible to do so. The Coordinator will apply the “preponderance of the evidence”* standard in determining whether a violation of LIBI’s sexual harassment and/or sexual violence polices may have occurred. Although the Coordinator will apply the “preponderance of the evidence” standard to determine the proper course of action, the Coordinator will only do so after determining that “clear and convincing evidence exists” or “reasonably certain” evidence of sexual violence or harassment exists.

*“Preponderance of evidence” standard means that it is more likely than not that a violation occurred.
Special Note:

THE INVESTIGATION
If upon being informed of all pertinent circumstances surrounding a complaint the Title IX Coordinator determines that the proper course of action is to commence an internal investigation, the Coordinator will officially notify the Dean of Administration within 24 hours of receiving the complaint. The Dean of Administration in conference with the Title IX Coordinator will determine the most effective method of investigating the allegations raised by the Complainant.

Emergency/Immediate Reporting
LIBI encourages all individuals to seek assistance from a medical provider and/or law enforcement immediately after an incident of sexual misconduct to address any concerns about personal safety and physical and emotional well-being. This is the best option to ensure preservation of evidence and to begin a timely investigative and remedial response.

Not all sexual misconduct constitutes criminal behavior. Law enforcement authorities can assist in determining whether the conduct experienced was criminal in nature and warrants a criminal complaint. If the incident occurred off campus, the Title IX Coordinator can assist the affected student or employee in contacting the appropriate law enforcement agency.

Medical Treatment
Any member of the LIBI community subject to harm, as defined in this section, is strongly urged to seek medical treatment as soon as feasible after the incident. A medical professional can provide emergency and/or follow-up medical services and the ability to discuss any health care concerns related to the incident in a confidential medical setting. LIBI’s Title IX Coordinator will encourage the individual to seek medical attention for a number of reasons. Most importantly, a medical exam will diagnose and treat the full extent of any injury or physical affect caused by the incident. LIBI does not have medical facilities on campus, so individuals reporting physical sexual assaults will be referred to outside providers. Secondly, Title IX Coordinators will urge the victim to seek medical treatment to ensure that evidence can be properly collected and preserved. There is a limited window of time (typically 72 to 96 hours) following an incident of sexual assault to preserve physical and other forms of evidence. Whether or not an individual has chosen how to proceed at the time of the medical examination, taking the step to gather evidence now will preserve the full range of options to seek resolution through LIBI’s complaint processes or through the pursuit of criminal action.

TYPICAL PROCESS OF THE INTERNAL INVESTIGATION

The Dean will determine the most efficient and thorough approach to conduct a fact-finding investigation. Typically, such investigation will include separate meetings with the complainant, the Respondent, and any witnesses or individuals with personal knowledge of the situation. Each person interviewed in the process may be requested to document their statements in writing. In the event that one of the parties declines to, or is unable to provide a written account due to insufficient English language proficiency, the statement will be taken by the employee handling the investigation. If the individual refuses to sign his/her account of the incident recorded by the employee handling the investigation, the investigation will be conducted based upon available information.

The Dean’s role in the investigation is to ensure that those involved in the incident receive a procedurally fair, prompt, and thorough evaluation and that the outcome of the investigation is accurately documented in writing.

The Dean will notify both the Complainant and the Respondent in writing of the outcome of the investigation within two (2) business days following the conclusion of the investigation.
The Dean, or an appropriate designee selected by the Dean, will review and analyze all relevant records that relate to the allegations. The Complainant will be provided an opportunity to discuss his/her claim with the Dean or the designee conducting the investigation. The Complainant, respondent, and witness(es) will have the right to present evidence (including documents and names of witnesses) to the Dean or designee conducting the investigation. The length of this investigation will be determined at the Dean’s discretion. The Dean will also make the determination whether to review all evidence and whether it is necessary to talk to all witnesses listed.

At that point the Dean, in consultation with appropriate college staff and Title IX Coordinator, will make the determination whether or not the complaint falls within the scope of discrimination/harassment procedures.

The Long Island Business Institute will take interim measures as necessary to prevent the Complainant from being subjected to discrimination or harassment during the investigative process. The College will take steps to ensure that any interim measures taken do not adversely affect the Complainant.

**KEY DEFINITIONS USED IN THE INVESTIGATIVE PROCESS**

**Pre-Investigation Process**
During the pre-investigation evaluation period, the TITLE IX COORDINATOR will determine if:
- the complaint is timely, and
- whether the complaint includes sexual harassment or sexual assault.

**Definition of sexual harassment below was taken from Equal Employment Opportunity Commission (EEOC) [http://www.eeoc.gov/laws/types/sexual_harassment.cfm](http://www.eeoc.gov/laws/types/sexual_harassment.cfm) and adapted to college settings.**

**Sexual Harassment**
Unwelcome sexual advances, unwelcome requests for sexual favors, and other verbal or physical behavior of a sexual nature can be defined as sexual harassment when:
- A. submission to or rejection of such conduct or communication is a term or condition of education benefits, academic evaluations, or opportunities; or
- B. submission to or rejection of such conduct or communication has the effect of substantially interfering with a student’s education; or
- C. such conduct is sufficiently severe, pervasive, and objectively offensive as to have the affect of creating an intimidating, hostile, or offensive environment sufficient to deny an individual the education benefit of participation in activities. For additional information, see pages 63-66.

**Sexual Assault**
As defined by the National Center for Victims of Crime, sexual assault includes attacks such as rape or attempted rape, as well as any unwanted sexual act or contact or threats. Types of sexual acts that are considered sexual assault include: forced sexual intercourse (rape), forced oral or anal sex, child molestation, incest, fondling, and attempted rape. Perpetrators use many forms of violence to execute the attack including physical violence, threats, coercion, manipulation, pressure, or tricks. For additional information, see page 65.

Sexual assault may involve individuals who are known to one another or have an intimate and/or sexual relationship or may involve individuals not known to one another. Sexual assault includes the following acts:

**Non-consensual Sexual Intercourse**
Having or attempting to have sexual intercourse with another individual without consent. Sexual intercourse includes vaginal or anal penetration, however slight, with a body part or object, or oral penetration by mouth-to-genital contact.
Non-consensual Sexual Contact
Having or attempting to have sexual contact with another individual without consent. Sexual contact includes kissing, touching the intimate parts of another, causing the other to touch one's intimate parts, or disrobing of another without permission. Intimate parts may include the breasts, genitals, buttocks, mouth, or any other part of the body that is touched in a sexual manner.

Sexual Exploitation
Sexual exploitation involves taking non-consensual sexual advantage of another person. Examples can include, but are not limited to, the following behaviors:

- Electronically recording, photographing or transmitting intimate or sexual utterances, sounds or images via any medium, without the knowledge and consent of all parties involved.
- Non-consensual streaming of images, photography, video or audio recording of sexual activity or nudity, or distribution of such without the knowledge and consent of all parties involved.
- Spying on others who are in intimate or sexual situations (i.e. voyeurism).
- Knowingly exposing another individual to a sexually transmitted disease or virus without his or her knowledge.
- Inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.
- Distributing intimate or sexual information about another person without that person’s consent.

Relationship Violence
Any acts of physical, psychological, emotional or economic harm, or threats of harm against a current or former relationship are considered relationship violence. This definition includes harm against individuals in same-sex relationships and does not require sexual intimacy between those involved.

Intimate Partner Violence
Intimate partner violence is often referred to as dating violence, domestic violence or relationship violence. Intimate partner violence includes any act of violence or threatened act of violence against a person who is, or has been involved in, a sexual, dating, domestic, or other intimate relationship with the Respondent. Intimate partner violence can encompass a broad range of behavior, including, but not limited to sexual violence. It may involve one act or an ongoing pattern of behavior. Intimate partner violence may take the form of threats, assault, property damage, violence or threat of violence to one’s self, one’s sexual or romantic partner or to the family members or friends of the sexual or romantic partner. Intimate partner violence affects individuals of all genders, gender identities, gender expressions, and sexual orientation and does not discriminate by racial, social, or economic background.

Under the Campus Sexual Violence Act (“SaVE Act”) provision, Section 304 Dating Violence and Domestic Violence are defined as:

Dating violence means violence by a person who has been in a romantic or intimate relationship with the victim. Whether there was such relationship will be gauged by its length, type, and frequency of interaction.

Domestic violence includes asserted violent misdemeanor and felony offenses committed by the victim's current or former spouse, current or former cohabitant, person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence law.

LIBI will investigate and record all relevant incidents of domestic violence and dating violence falling under the intimate partner violence policy. The college prohibits and sanctions domestic and dating violence behaviors under this policy.
Physical Harm
Any act that uses physical force or weapons against another person (can also be other family members including pets) with the potential for causing death, disability, injury, or harm. Physical violence includes, but is not limited to, scratching, pushing, shoving, throwing, grabbing, biting, choking, shaking, slapping, punching, burning, use of a weapon and/or use of restraints, or one's body size or strength.

Threat of Physical Harm
The act of bullying, threatening, or using words, gestures, or weapons to communicate an intent or desire to cause death, disability, injury, or physical harm upon a current or former relationship.

Psychological/Emotional Harm
Any act, threat, or coercive tactic used to degrade or control a relationship. This can include, but is not limited to, humiliation, controlling what another can and cannot do, withholding information, deliberately doing something to make an individual feel diminished or embarrassed, and isolating someone from friends and family.

Economic Harm
Any acts, threats of acts, or coercive tactics used to degrade or control a relationship by limiting or denying access to money or other basic resources.

Stalking
Under the Campus Sexual Violence Act (“SaVE Act”) provision, Section 304, “stalking” means a course of conduct directed at a specific person that would cause a reasonable person to fear for her, his, or others' safety, or to suffer substantial emotional distress. Any course of harassing, threatening, or intimidating conduct that an individual has willfully and repeatedly (more than once) engaged in that reasonably and seriously alarms, torments, or terrorizes another individual or group of individuals can be defined as stalking. Stalking behaviors may include, but are not limited to, repeated abusive and excessive contact and/or monitoring using telephone calls, voice-mails, e-mails, instant messaging, text messages, and/or social media to one's home or work; installing spyware on a person’s computer or phone without consent; trespassing; following and/or threatening an individual or a person’s friends and relatives; driving/walking by a person’s home, school, and/or work; or vandalizing property. For additional information, see page 67.

DISCRIMINATION/HARASSMENT COMPLAINT INVESTIGATION PROCEDURE FOR COMPLAINTS AGAINST FACULTY, STAFF, OR VISITORS

Sexual harassment of student by a member of the staff, Faculty, or visitor of the college follows the same reporting guidelines as outlined in the previous section.

Key Definitions that will guide the TITLE IX COORDINATOR and the Dean of Administration when determining that sexual harassment has occurred under these provisions are listed below.

Unwelcome sexual advances, unwelcome requests for sexual favors, and other verbal or physical behavior of a sexual nature can be defined as sexual harassment when:
- submission to or rejection of such conduct or communication is a term or condition of education benefits, academic evaluations, or opportunities;
- submission to or rejection of such conduct or communication has the effect of substantially interfering with a student’s education;
- such conduct is sufficiently severe, pervasive, and objectively offensive as to have the effect of creating an intimidating, hostile, or offensive environment sufficient to deny an individual education benefit of participation in activities;
• withholding a letter of recommendation, or withholding assistance with any educational activity
  or intentionally making the individual’s job or academic work more difficult because sexual
  conduct is rejected;
• the use or display in the classroom or workplace, including electronic, of pornographic or
  sexually harassing materials such as posters, photos, cartoons or graffiti without pedagogical
  justification;
• unwelcome sexual advances, repeated propositions or requests for a sexual relationship to an
  individual who has previously indicated that such conduct is unwelcome, or sexual gestures,
  noises, remarks, jokes, questions, or comments about a person's sexuality or sexual experience.

Any offensive graphic or epithet on clothing or other personal items that is publicly visible may be
considered a form of harassment.

When evaluating the complaint, the Title IX Coordinator will attempt to ascertain whether the incident
occurred between peers or whether a member of the staff or Faculty was aware of the occurrence, was
witness to, or personally participated in the incident.

**In order for a single, isolated incident to be classified as harassment, it must be sufficiently severe,
persistent, or pervasive that it creates an educational or working environment that is hostile or abusive. In
certain grievous circumstances, a single incident involving severe misconduct may rise to the level of
harassment. In such grievous instances, the Title IX Coordinator will initiate the investigative protocols
described in the previous sections of this document.

IMPORTANT NOTE ABOUT CONFIDENTIALITY

As noted previously in this policy, every college employee (e.g., student services staff, members of the
Advising staff, Associate (Program) Directors, Directors, members of Executive Staff, full-time Faculty,
adjunct Faculty, etc.) informed of an allegation of gender-based misconduct against a student is expected
to file a report with the campus designated Title IX Coordinator or with the Dean of Administration. LIBI
does not designate any officers to serve in a privileged professional capacity (i.e., counselors, clergy,
medical providers, and rape crisis counselors) who will not be bound by this expectation). All LIBI
employees, including work-study students, interns, volunteers, and individuals with any official
relationship with the college who have knowledge of/or are informed of an allegation of gender-based
misconduct involving students or other members of the College community are expected to alert the Title
IX Coordinator or the Dean of Administration, regardless of whether or not the individual witnessed the
incident or learned of it through the complainant or a third party.

When a report of gender-based misconduct is investigated, the Complainant, the Respondent and all
identified witnesses who are interviewed in the investigation, will be notified of the College’s expectation
of confidentiality/privacy.

The College will make all reasonable efforts to maintain the confidentiality/privacy of the parties
involved in gender-based misconduct investigations. Breaches of confidentiality/privacy will be
considered a violation of the Policy and may result in additional disciplinary action.

Other Examples of Gender-based Misconduct

Gender-based misconduct comprises a broad range of behaviors focused on sex and/or gender
discrimination that may or may not be sexual in nature. Sexual harassment, sexual assault, gender-based
harassment, stalking, and intimate partner violence are forms of gender-based misconduct under the
policy. Misconduct can occur between strangers or acquaintances, including people involved in an
intimate or sexual relationship (current or former). Gender-based misconduct can be committed by men or
by women, and it can occur between people of the same or different sex.
Examples of Gender-based misconduct

- Pressure for a date or a romantic or intimate relationship
- Unwelcome touching, kissing, hugging, rubbing, or massaging
- Pressure for or forced sexual activity
- Unnecessary and unwelcome references to various parts of the body
- Belittling remarks about a person's gender or sexual orientation
- Videotaping and photographing someone or people without consent
- Sexually explicit profanity
- Use of e-mail, the Internet, or other forms of digital media to facilitate any of the above referenced behaviors

The Use of Alcohol and Other Drugs

The use of alcohol and other drugs can have unintended consequences. Alcohol and other drugs can lower inhibitions and create an atmosphere of confusion over whether consent is freely and affirmatively given. The perspective of a reasonable person will be the basis for determining whether one should have known about the impact of alcohol and other drugs on another person’s ability to give consent. The use of alcohol and other drugs never makes someone at fault for being sexually assaulted.

The College’s primary concern is the safety of its community members and guests. Sometimes students are reluctant to report instances of sexual assault because they fear being charged with policy violations, such as underage alcohol consumption. To encourage reporting, any other policy violations may be addressed (if necessary) separately from a sexual assault allegation.

Individuals reporting criminal acts of sexual or gender-based misconduct may also choose to file a report with the New York City Police Department/Nassau Police Department/Suffolk Police Department. The College system and police/legal system work independently from one another. Individuals can file reports with the College, with NYPD/Nassau PD/Suffolk PD, or with all systems.

Complainant Request for Anonymity

A complainant may make a request for anonymity. This type of request means that the complainant does not want his/her identity known to the respondent or witnesses, or that the complainant wishes to withdraw a report. In these situations, the College will make all reasonable attempts to comply with this request; however, the College’s ability to investigate and respond may be limited.

The College is required by Title IX to consider the Complainant's request for anonymity with the College’s commitment to provide a reasonably safe and non-discriminatory environment. If the College cannot maintain a Complainant’s request for anonymity, he/she will be notified by the Title IX Coordinator. In situations where a member of the College community becomes aware of a pattern of behavior by a single Respondent, the College will take appropriate action in an attempt to protect the College community.

Retaliation

Any attempt by a member of the LIBI community to penalize, intimidate, or retaliate in any way against a person who makes a report of or who is otherwise involved in an investigation of discrimination or harassment is completely prohibited. Any person who believes that he/she has been the victim of retaliation for reporting discrimination or harassment or cooperating in an investigation should immediately contact the Title IX Coordinator or the Dean of Administration. Any person who retaliates against a person in response to a report or cooperation in an investigation will be in violation of this policy and will be subject to the appropriate discipline process.

Hearings Involving Alleged Sexual Assault or Sexual Misconduct

When the hearing involves an allegation of sexual assault or sexual misconduct, information regarding the complainant's past sexual history will not be admissible unless the investigator in the case or the Dean of Administration makes a specific finding of relevance to the case pending.
Standard of Proof
The evidence presented at the conduct hearing must prove that it is more likely than not that the student committed the misconduct of which he or she is accused.

Accused students will not be forced to testify at his/her hearing. No inference will be drawn from the silence of the accused student.

Hearing Records
The Dean of Administration in consultation with the investigator in the case and the Title IX Coordinator, as appropriate, will decide whether the hearing will be tape recorded (with only one single verbatim recording produced), or whether one of LIBI’s Court Reporting faculty will attend the proceedings with the purpose of producing a complete transcript of the hearing.

Irrespective of how the hearing records are made, the deliberations of the hearing panel shall not be recorded.

Audio recordings and transcripts of the hearing will become the property of LIBI and will be maintained by the Dean of Administration. The recording, along with the documents submitted by the parties and accepted by the Student Conduct Committee, will constitute the official record of the hearing, and will become part of the student’s discipline record. An accused student who is considering filing an appeal with the President of the College will, upon request, be granted post-hearing access to review (but not copy) the recording or to read the full transcript.

This access will be provided only in the continued presence of the Dean of Administration during regular business hours.

In the event that the accused student is unable to meet with the Dean during regular business hours, the student will need to formally petition the Dean in writing for access to review the recording or transcript during any other time. The student must have adequate, sound proof to demonstrate why an accommodation must be made.

Under no circumstances will the recording be permitted to be removed from the campus or reproduced.

In cases where only an audio recording of the hearing was produced, the accused student may petition the Dean of Administration for a transcription of the recording. If the Dean grants the request, the transcript will be produced by a court reporter who will be vetted by LIBI. The student will bear all costs associated with the production of the transcript. The transcription will be redacted to comply with federal regulations and college policies.

Hearing Policies and Processes
To protect the privacy of persons participating in the student conduct process, the hearing will be closed to spectators, including witnesses.

The hearing panel has the right to establish the rules governing the way the hearing will proceed and will take necessary actions to ensure a quiet, secure, and orderly conduct of the hearing.

All requests for an open hearing involving sexual assault or sexual misconduct allegations will be denied. Only the following circumstances are exceptions to this policy:

The Complainant and accused will each be entitled, for support, to have one person of their choice accompany them to the hearing. A support person may be called as a witness*; but under the support person provision of this policy, the fact that he/she is to act as a witness will not preclude that person's attendance throughout the entire hearing.
Under no circumstances will a support person on either side be entitled to, or permitted to, represent or defend the complainant or the accused.

*If a support person is also a witness, the hearing panel may require that individual to testify prior to hearing the Complainant’s testimony.

The Complainant, if he/she wishes, will have the right to be present during the entire hearing.

(Special Note: In cases not involving allegations of sexual assault or sexual misconduct, the accused student may specifically petition for an open hearing. Even if allowable by the nature of the allegations, the request for an open hearing will be denied if any other participant objects.)

**Responsibility for Presentation of Cases**

The student may represent him/herself at the hearing; or if unable to do so for reasons deemed acceptable by LIBI, may choose to be assisted by a volunteer advocate. In such instances, the Dean of Administration will have the responsibility of selecting and assigning a qualified advocate to the student. The assigned advocate must be a member of the LIBI community. Students are not permitted by LIBI policy to be represented by legal counsel at college disciplinary hearings.

In cases where the student is assigned an advocate, all communications regarding the case will be directed to the student. If the student also wishes that communications concerning the case be directed to the person assigned to assist him or her at the hearing, then the student must provide the Dean of Administration and the Conduct Officer with such a request in writing. Under absolutely no circumstances can the communication regarding the case be solely with the individual assisting the student, even if the student makes that request in writing.

In cases involving sexual assault or sexual misconduct, the Dean of Administration and the investigator will present information to the hearing panel on behalf of LIBI. In grievous cases, or in instances where the Dean was not the main point of contact from the onset of the allegations being made public, the Dean of Administration may willingly abdicate the responsibility to another party. In such circumstances, the individual will be appointed by the President of the College to serve in the Dean’s place.

**Resolution**

The student may make an admission of responsibility to the Dean of Administration, the Conduct Officer, or the investigator assigned to the case at any point in the hearing process until a written decision is rendered by the hearing panel and submitted to the Dean of Administration.

Admission of responsibility by the accused student will bind all parties and terminate all proceedings.

The Dean may then impose or defer one or more of the sanctions applicable to the violation. All sanctions may be applied retroactively.

Admission of responsibility AFTER the written decision is submitted to the Dean of Administration will carry additional disciplinary sanctions associated with, but not limited to, fabrication of testimony, dishonest and deceitful behavior, and lying to representatives of the College acting in their official role to ensure a just and equitable hearing process for all students, etc.

Within fifteen business days after the conclusion of the hearing, the hearing panel will submit a written decision to the President of the College and to the Dean of Administration, containing the following:

A summary of the allegations and the outcome of the hearing panel’s examination of the information concerning the alleged misconduct, including the positions of the parties and a summary of the evidence presented.
A judgment opinion presented on behalf of the majority of the panel, whether the student has violated one or more of LIBI’s policies or regulations that the student had been charged with violating, or whether there has been insufficient evidence to sustain such a finding.

A minority report may be submitted along with the majority report to ensure that rationale for both sides is represented to the President of the College.

The panel must recommend sanctions if the panel found sufficient evidence of violations as charged. Recommendation of sanctions will be accepted by the President only if there is evidence that, prior to recommending any sanction, the hearing panel had conferred with the Dean of Administration, the Provost, or another properly ranking administrator regarding sanctions imposed in similar cases and any previous cases of misconduct by the accused student on file with the Dean, the Provost, or the Conduct Officer.

The panel must also indicate the rationale for recommended sanctions, especially if sanctions are more or less severe and set a precedent for similar cases in the future.

Only the President of the College may grant an extension of time for submission of the report to the hearing panel. The panel must make the request in writing to the President and must show good cause why the extension should be granted. The President will evaluate the reasons for the delay in an effort to preclude undue prejudice to the accused student.

Consistent with federal regulations in cases involving allegations of sexual harassment, sexual assault, sexual misconduct, or sexual violence the alleged victim may request a copy of the report submitted to the President of the College by the hearing panel. The report will be redacted to comply with federal regulations and college policies related to sexual harassment, assault, and sexual violence.

**Appeal by Student**

The student will have seven business days from the date of the letter informing him/her of the hearing panel’s decision to appeal the findings and recommendations included in the report to the President of the College.

All appeal requests must be in writing and must state on which grounds it is being submitted. The appeal must be signed by the student and physically delivered to the President of the College. Appeals made electronically (i.e., e-mail, fax, etc.) will not be acted upon.

**Acceptable Reasons for Appeal to the President of the College**

The sanction(s) are not appropriate or consistent with the code of conduct which the student was found to have violated.

Hearing was not conducted in accordance with the written policies as published in the College catalog. Departure from the prescribed format of the hearing in and of itself is not sufficient reason to seek an appeal. The student must have evidence of significant prejudicial or biased behavior on behalf of the panel that obstructed the student’s ability to receive a fair hearing.

The emergence of new information, or other relevant facts, potentially sufficient to alter the findings, that were not brought out in the original hearing because such information and/or facts could not have been known to the accused student at the time of the hearing.

In the event that the President of the College grants the student an appeal and reasonably feels that the introduction of the new information not previously available to the hearing panel may substantially influence the ruling in the student’s case, the President may rule on the case or opt to send the case and the new evidence back to the hearing panel to be reheard.
Statement on Consent, Coercion, Incapacitation, and Alcohol

Engaging in sexual activity without consent violates college policy and may result in criminal and/or civil liability.

For purposes of the investigation and hearing standards in sexual assault cases under the GRIEVANCE PROCEDURES FOR COMPLAINTS OF GENDER–BASED MISCONDUCT policy, consent is a freely and affirmatively communicated willingness to participate in sexual activity or behavior, expressed either by words or clear, unambiguous action. Consent consists of an outward demonstration indicating that an individual has freely chosen to engage in sexual activity.

Consent may not be inferred from silence, passivity, lack of resistance, or lack of active response. A person who does not physically resist or verbally refuse sexual activity is not necessarily giving consent. For this reasons, relying on non-verbal communication can lead to misunderstandings.

Consent must be present throughout the sexual activity. At any time, a participant can communicate that he/she no longer consents to continuing the activity. If at any time, it is reasonably apparent that either party is hesitant, confused, or uncertain, sexual activity should stop unless and until mutual verbal consent to continue is given. If there is continued confusion or a question as to whether any participant has consented or continues to consent to sexual activity, it is essential that the participants stop the activity to clearly resolve the confusion or question.

Once withdrawal of consent has been expressed, sexual activity must cease.

The existence of a current or previous dating relationship between the persons involved is not sufficient to provide the basis for an assumption of consent. Even in the context of a relationship, there must be mutually understandable communication that clearly indicates a willingness to engage in sexual activity.

Consent is not effective if it results from the use or threat of physical force, intimidation, or coercion, or any other factor that would eliminate an individual’s ability to exercise his/her own free will to choose whether or not to have sexual contact. Coercion includes the use of pressure and/or oppressive behavior, including express or implied threats of harm, severe and/or pervasive emotional intimidation, which places an individual in fear of immediate or future harm or physical injury, or causes a person to engage in unwelcome sexual activity. A person’s words or conduct amount to coercion if they wrongfully impair the other’s freedom of will and ability to choose whether or not to engage in sexual activity.

An individual who is incapacitated is not able to make rational, reasonable judgments and, therefore, is incapable of giving consent. Incapacitation is the inability, temporarily or permanently, to give consent, because the individual is mentally and/or physically helpless due to drug or alcohol consumption, either voluntarily or involuntarily, or the individual is unconscious, asleep, or otherwise unaware that the sexual activity is occurring. In addition, an individual is incapacitated if he/she demonstrates that he/she is unaware of where he/she is, how he/she got there, or why or how he/she became engaged in a sexual interaction. Where alcohol is involved, incapacitation is a state beyond drunkenness or intoxication. Some indicators of incapacitation may include, but are not limited to, lack of control over physical movements, being unaware of circumstances or surroundings, or being unable to communicate for any reason. An individual may experience a blackout state in which he/she appears to be giving consent but does not actually have conscious awareness or the ability to consent. It is especially important, therefore, that anyone engaging in sexual activity be aware of the other person’s level of intoxication.

LIBI considers sexual contact while under the influence of alcohol to be imprudent behavior. Alcohol impairs a person’s decision-making capacity, awareness of the consequences, and ability to make informed judgments. From the perspective of the Complainant, the use of alcohol or drugs can limit a person’s ability to freely and clearly give consent. From the perspective of a Respondent, the use of
alcohol or other drugs can create an atmosphere of confusion over whether or not consent has been freely and clearly sought or given. The perspective of a reasonable person will be the basis for determining whether a Respondent should have been aware of the extent to which the use of alcohol or drugs impacted a Complainant’s ability to give consent.

**Being intoxicated or impaired by drugs or alcohol is never an excuse for sexual harassment or misconduct and does not diminish one’s responsibility to obtain consent.** These standards will be used to adjudicate all cases heard by the Student Conduct Hearing panel.