

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

Volume XXXIX
Fall 2011

LIBI is authorized by the
New York State Board of Regents to award the
Associate in Occupational Studies (A.O.S.) Degree in
Accounting, Business Management, Court Reporting
Homeland Security and Security Management,
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, Diplomas, 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,

A handwritten signature in black ink, appearing to read 'Monica W. Foote', with a long horizontal flourish extending to the right.

Monica W. Foote
President

NONDISCRIMINATION 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 nondiscrimination. 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 11359.

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

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TITLE IX COORDINATORS

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DISCLAIMER

The contents of this College Catalog are subject to change. The Long Island Business Institute reserves the right 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. The College also reserves the right to effect any other changes in the curriculum, administration, tuition and fees, academic standards, or any other phase of the school activity without notice. The Long Island Business Institute does not guarantee enrollment into specific sections of desired courses. 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. Absences and verbal notification will not be considered as official until all paperwork is complete.

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APPENDICES

Definition of Key Terms

1. The term "College" means the Long Island Business Institute.
2. The term "Student" includes all persons taking courses at LIBI, both full-time and part-time. Persons who are not officially enrolled for a particular term, but who have a continuing relationship with the College are considered "students".
3. 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.
4. The term "Senior College Administrator" encompasses any person with a supervisory title employed by the College, performing assigned administrative or professional responsibilities.
5. The term "Member of the LIBI community" includes all students (as defined in number 2), Faculty members (as defined in number 3), LIBI administrators, staff, or any other person employed by the College.
6. 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 and sidewalks.
7. 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.
8. The term "Ability to Benefit" refers to a determination made by the institution that, in the absence of a high school diploma or GED certificate, the student will be able to benefit, with or without remediation, from the program(s) offered at the institution. The determination should be made before the person is financially obligated or enrolled in a program.
9. The term "Financial Aid Warning" refers to students who fail to maintain Satisfactory Academic Progress at the end of a payment period; students are still eligible for financial aid.
10. 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. A student can be re-matriculated only upon successfully meeting SAP standards. All credits attempted during the extended enrollment period count toward the maximum time frame for graduation and pursuit of program.

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, Homeland Security and Security Management, and Office Technology with Medical Office Option have been registered with NYSED, along with diploma programs in Medical Billing and Insurance, and Office Technology; and certificate programs in Court Reporting 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, diplomas, and associate's degrees.

In 2001, LIBI opened a branch campus in Flushing, New York; and in 2008, it was re-designated as the main campus. As of 2011, LIBI Commack has approximately 200 enrolled students and LIBI Flushing has over 800. 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 LIBI is to:

- Provide college-level occupational studies to prepare students for entry-level employment in the fields of court reporting, accounting, business management, office technology, medical office, and homeland security and security management.
- Help each student achieve his or her highest potential.
- Provide the educational and cultural foundation for lifelong learning and career advancement in a constantly changing economy.

The administration and Faculty at LIBI are committed to facilitating this mission by:

- Meeting standards of academic excellence as determined by its accrediting agencies.
- Delivering programs that meet the needs of the community.
- Establishing academic standards for admission and educational progress that match academic and employment expectations.
- Providing the support services needed to allow all students to achieve their goals.
- Ensuring that the college has resources needed to realize its educational objectives.
- Encouraging students to participate in continuing their education, e.g., articulation agreements.

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 at our Commack campus and is currently being taught out at our Flushing campus. Our Flushing campus reflects the great diversity of the Queens community 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. About 39% 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 and provide students with an insider's perspective on the career field in which they teach. All are sensitive to student needs and ready to go the extra mile to ensure success.

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:

Overall Retention	2008	2009	2010
Flushing	64.7%	63.5%	60.1%
Commack	68.0%	79.9%	71.6%

Retention Rates by program are:	2008	2009	2010
Accounting A.O.S. (Flushing)	72.5%	71.6%	70.8%
Business Management A.O.S. (Flushing)	62.4%	59.9%	57.9%
Court Reporting A.O.S. (Flushing)	48.9%	71.4%	73.3%
Court Reporting A.O.S. (Commack)	70.6%	82.3%	70.7%
Court Reporting Certificate (Commack)	66.1%	76.0%	76.3%
Homeland Security/Security Management A.O.S. (Flushing)	--	100%	69.5%
Medical Billing and Insurance Diploma (Flushing)	52.7%	56.5%	69.6%
Office Technology A.O.S. Medical Option (Flushing)	69.9%	66.2%	59.1%
Office Technology Diploma (Flushing)	75.0%	84.2%	34.4%

Placement Rates by program are:	2008	2009	2010
Accounting A.O.S. (Flushing)	66.7%	76.5%	82.1%
Business Management A.O.S. (Flushing)	76.5%	78.9%	86.0%
Court Reporting A.O.S. (Flushing)	--	--	33.3%
Court Reporting A.O.S. (Commack)	61.1%	77.8%	68.2%
Court Reporting Certificate (Commack)	77.3%	81.3%	80.0%
Homeland Security/Security Management A.O.S. (Flushing)	--	--	%
Medical Billing and Insurance Diploma (Flushing)	61.5%	76.5%	37.5%
Office Technology A.O.S. Medical Option (Flushing)	57.6%	71.2%	75.0%
Office Technology Diploma (Flushing)	100%	100%	0.0%

*No graduates within the academic year.

The Court Reporting Program was introduced at Flushing in April 2007. The program is currently in teach-out at the Flushing campus.

The Homeland Security and Security Management A.O.S. Program was introduced at the Flushing campus in April 2010.

Degree program graduation rates are determined from the Fall semester entering cohort number of full-time degree students as reported to the New York State Education Department. For the Fall 2007 cohort of full-time degree students at the Flushing campus, the graduation rate was 26.72%. For the Fall 2007 cohort of full-time degree students at the Commack campus, the graduation rate was 18.0%.

The following data reflects the demographics of the graduates of the Flushing campus within the academic year 2010-2011. 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 2010-2011

Age		Ethnicity		Residence	
< 20	1%	Asian	72%	Brooklyn	4%
20-29	51%	Black	6%	Bronx	2%
30-39	20%	Hispanic	21%	Manhattan	3%
40-49	19%	White	1%	Queens	84%
50-59	8%	Unknown	0%	Long Island	5%
>/= 60	1%			New Jersey	1%
				Others	1%

Gender		PELL Grants	
Male	34%		89.9%
Female	66%		

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.

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-six classrooms include ten computer rooms with over 246 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.

The Flushing Main Campus Library houses over 3,200 general interest and technical volumes, periodicals, videotapes, audiocassettes, and DVD/CD-ROMs 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 43,000 additional texts that can be accessed from computers on and off campus. There are six computer stations located in the Flushing campus library. Refer to <http://www.libi.edu/html/LibraryO.htm> or the librarian for current hours of operation.

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

The Commack Campus Library houses over 1,500 general interest and technical volumes, periodicals, videotapes, audiocassettes, and DVD/CD-ROMs 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 43,000 additional texts that can be accessed from computers on and off campus. The library also subscribes to the NOVEL databases, Encyclopedia Britannica, and NEWSBANK. Refer to <http://www.libi.edu/html/LibraryLI.htm> or 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 Counseling Association
American Library Association
American Society for Industrial Security
Association for Supervision and Curriculum Development
Association of Proprietary Colleges
Better Business Bureau
Council for Higher Education Accreditation
CUPA-HR
IEEE Computer Society
Long Island Library Resources Council
Long Island Women's Agenda
Metropolitan New York Library Council
Middle States Association of Collegiate Registrars and Officers of Admission
Nassau Counselors' Association
National Academic Advising Association
National Association of Colleges and Employers
National Association of Student Personnel Administrators
National Business Education Association
National Career Development Association
National Clearinghouse Commuter Programs
National College Testing Association
National Council on Student Development
National Court Reporters Association
New York State Association for Women in Administration
New York Metropolitan Reference and Research
New York State Court Reporters Association
New York State Financial Aid Administrative Association
Northeastern Association of Two-Year Colleges, Inc.
Queens Chamber of Commerce
Rockhurst University Continuing Education
Society for Human Resource Management
Star 12 Platinum
Student Affairs Administrators in Higher Education
Teachers of English to Speakers of Other Languages
Western Suffolk Counselors' Association
Who's Who

Approvals

LIBI is approved by the following agencies:

New York State Education Department for the Training of Veterans
Vocational and Educational Services for Individuals with
Disabilities
U.S. Citizenship and Immigration Services

Catalog

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 reserves the right, at any time, to make appropriate changes in the policies and procedures contained in this publication including admission requirements, tuition, fees, and certificate, diploma, or degree requirements without formal notice.

***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 education 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 education 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 education 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;
- 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 education records to the Attorney General of the United States or to his designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in sections 2332b (g) (5) (B) and 2331 of title 18, U.S. Code. An ex parte order is an order issued by a court of competent jurisdiction without notice to an adverse party.

This means that 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 education 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 education records."

§99.12 What limitations exist on the right to inspect and review records?

- (a) If the education 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 education records that are:
 - (1) Financial records, including any information those records contain, of his or her parents;
 - (2) Confidential letters and confidential statements of recommendation placed in the education 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 education 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 education 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 with the compliance with these procedures. These procedures apply to the records of students who are both admitted and enrolled or who have previously attended the college on campus. The rights are effective on the first day of the semester/term. They do not apply to applications of persons who were not admitted nor to other correspondence with the college.

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 education 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 education 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 education 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 Academic Administrator.
4. The student will not be allowed to take or change any existing documents. The student may request an amendment to their education record through the Registrar's Office.
5. If the request is denied, the student may request a hearing.

Education Records

These procedures apply to any education 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 education 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 education records are kept by the Registrar at each campus (Flushing and Commack).

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

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 recommendations 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 education records as defined by FERPA or these procedures and which are not otherwise accessible pursuant to law.

Refusal to Provide Official Transcript

LIBI reserves the right to deny transcripts or copies of education 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;
- Or as otherwise determined appropriate by the College.

LIBI will not provide copies of those education records related to disciplinary action taken against a student, even at that student's request, unless refusal of such a request would unreasonably limit the student's right to inspect and review those records.

Copies of Records

Long Island Business Institute is under no obligation to provide students, former students, and graduates with their education 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. 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 education 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 of attendance. All fees should be submitted before the copies will be mailed to the student.

Disclosure of Student's Education Records

LIBI will disclose student education 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 education 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 education records by a third party is prohibited.

Correction of Education Records

Students have the right to ask to have education 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 31). In cases of other non-academic, extenuating circumstances or emergencies potentially affecting a student's education records, students must pursue redress through LIBI's Committee of Academic Standard Exceptions. In all other cases of challenge to the content of a student's education 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 each LIBI campus 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 Academic 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 Academic 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 Committee of 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 education 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.

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. 20202-8520
www.ed.gov/fpco

Grievance Procedures

1. 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.
2. 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.
3. 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 email to: complaints@acics.org.
4. 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.
5. 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.

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.

Information for Prospective Students

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

- Occupations (by name and SOC code) that the college’s programs prepares 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. These stats 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 Debt Figures, and Total Cost of Program (normal time) for the academic year 2009-2010

Academic Program	Job Placement Rate	On-Time Completion Rate	Median Debt	Tuition and Fees	Cost of Books and Supplies
A.O.S. Degree Program in Accounting	78%	67%	\$0	\$19,327	\$2,400
A.O.S. Degree Program in Business Management	79%	50%	\$0	\$19,327	\$2,400
A.O.S. Degree Program in Court Reporting	78%	45%	\$13,954	\$25,422	\$2,800
A.O.S. Degree Program in Homeland Security and Security Management *	<i>n/a</i>	<i>n/a</i>	\$0	\$18,727	\$2,400
A.O.S. Degree Program in Office Technology with Medical Office Option	73%	61%	\$0	\$19,527	\$2,400
Diploma Program in Office Technology	100%	60%	\$0	\$9,891	\$1,200
Diploma Program in Medical Billing and Insurance	76%	90%	\$0	\$9,791	\$1,200
Certificate Program in Court Reporting	81%	27%	\$16,128	\$21,698	\$1,400
Certificate Program in English as a Second Language **	<i>n/a</i>	96%	\$0	\$4,923	\$627

*No graduates in the 2009-2010 academic year

**Job placement is not measured for this program

Typical occupations and SOC codes by completers, and data for the previous two years may be found at <http://www.libi.edu/html/GE.pdf>.

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

Admissions Procedures

Admissions Requirements to the College Programs

All applicants must visit the Office of Admissions to meet with an admissions representative for an interview. 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. The applicant receives a college catalog at this time.

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

General Admissions Requirements

A.O.S. Degree Programs in Accounting, Business Management, Homeland Security and Security Management, and Office Technology with Medical Office; Medical Billing and Insurance, and Office Technology Diploma Programs

- Demonstrate an understanding and interest in a program of study through an admissions interview
- H.S. Diploma or GED (see Ability to Benefit (ATB) requirements for students without a H.S. diploma or GED)
- COMPASS Exam Reading Placement (Minimum 62), Writing Placement (Minimum 32) and Pre-algebra/numerical (Minimum 25)
- Students that graduated with a U.S. high school diploma can be exempted from the COMPASS Exam, if they score 3 for the essay and 500 for the reading on the SAT
- ATB students are generally not accepted into the Homeland Security and Security Management Program without the approval from the Director of the program.

Court Reporting Program

- Demonstrate an understanding and interest in a program of study through an admissions interview
- H.S. Diploma or GED (ATB students are not accepted into the Court Reporting Program)
- COMPASS Exam Reading Placement (Minimum 72), Writing Placement (Minimum 50) and Pre-algebra/numerical (Minimum 27).
- Students scoring between 45 and 49 on the COMPASS Exam Writing Placement will be placed in ENG001 Developmental English
- Students that graduated with a U.S. high school diploma can be exempted from the COMPASS Exam, if they score 4 for the essay and 500 for the reading on the SAT

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.

NOTES

- Applicants who can provide an official copy of a degree or diploma from an U.S. accredited college may be exempt from the COMPASS Exam. International applicants with a score of 450 (or equivalent) on the TOEFL Exam may be exempt from the COMPASS Exam.
- Under special circumstances, an applicant can appeal to the College to take an alternative test in lieu of the COMPASS Exam. The President of the college will provide a written response within 7 calendar days. Factors such as applicant's prior education background, physical, mental or cultural limitations, specific program

requirements to ensure success in completion, will be considered before the final decision.

- Non-High School graduates are tested by an independent proctor inclusive of all LIBI programs.

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. "Ability to Benefit" students are only admitted at the Flushing campus.

ATB/Foreign High School Graduates Requirements

Students entering LIBI without a United States high school diploma must meet the minimum requirements of the COMPASS Exam (Reading Placement: 62, Writing Placement: 32, Pre-algebra/Numerical: 25) in order to be eligible for financial aid. Students who do not have a United States high school diploma and apply to enroll in the Commack campus must take the COMPASS Exam at the Flushing campus in Queens.

Students entering LIBI without a high school diploma must complete a special course distribution requirement to qualify for a college diploma. This distribution requirement enables the student to receive both a high school equivalency diploma (GED) and a college degree.

GED 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)

Please consult your Assigned Academic Advisor or Registrar's Office to confirm the courses that meet these requirements and the expected date of graduation.

Admissions Requirements for Foreign Language Speakers

A.O.S. Degree Programs in Accounting, Business Management, and Office Technology with Medical Office; and Office Technology Diploma Programs with ESL Intermediate or Advanced Admissions Requirements

- Demonstrate an understanding and interest in a program of study through an admissions interview
- H.S. Diploma or GED (see ATB requirements for students without a H.S. diploma or GED)
- CELSA Exam
 - ESL Intermediate
Version 1 or 2 – Score within the range of 97-101 (scaled) score
 - ESL Advanced
Version 1 or 2 – Score 102 or above (scaled) score
- COMPASS Exam Pre-algebra/Numerical score 25 or above
- Essay – must score 12 or above to be admitted to the program
- Verbal Exam – must score 31 or above
- Non-High School graduates are subject to the same admissions requirements for these programs with the exception of the high school diploma or GED requirement.

NOTES

- ESL applicants who score 111 or above on the CELSA Exam are given the COMPASS Exam.

- 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 two 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 GED course distribution, ATB students may be required to complete additional courses as well as program requirements. ATB 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

- H.S. Diploma or GED
- 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.

LIBI is authorized by the U.S. Citizenship and Immigration Services to accept and enroll students with F-1 visas in the I-20 international student program. International students are subject to the same admissions requirements as non-international students. Please contact the Senior Campus Administrator at the Flushing Campus for more information.

Foreign High School Students Seeking a GED

Students who possess a High School Diploma from a foreign country, but require a United States High School Diploma or Equivalency (GED) to qualify for civil service or government positions, are required to complete 24 college credits and fulfill the GED 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 GED. The additional courses may not be offered every semester and are driven by the ATB student population, 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 Admissions***

Applicants can seek admissions to Long Island Business Institute under any of the following conditions:

1. Proof of high school graduation or its equivalent (GED):

Students seeking admission to one of the programs at the Flushing campus 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 GED must submit a copy of the high school equivalency diploma and/or transcript of GED test scores.

2. Applicants who did not graduate from high school or earn a GED (Ability-to-Benefit students):

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. (ATB applicants not accepted in Court Reporting programs and AOS Degree Program in Homeland Security and Security Management.)

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 ability-to-benefit test, proctored by an independent test administrator, and must achieve the minimum score approved by the U.S. Department of Education.

3. Applicants who hold an offshore 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.

Retesting Guidelines

Applicants who failed the COMPASS Exam are allowed to retest up to 2 times within 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. Failing applicants also have the option to enroll in a short-term ESL workshop. The workshop emphasizes on basic grammar, writing structure, and basic algebra. If the applicant does not enroll in the workshop, the applicant can be retested once for a specific academic term. If an applicant failed in the second attempt, they will need to follow the above guidelines and be retested for the next academic term. After four failed attempts (two from each semester), applicants can be retested after 90 days from the last failed exam. If the applicant completes the workshop training, they can be retested twice for a specific academic term. If an applicant failed in the third attempt, they will need to follow the above guidelines and be retested only one more time for the next academic term. After four failed attempts (three from the first semester and one for the second semester), applicants can be retested after 90 days from the last failed exam.

Applicants who failed the Verbal Exam can arrange for retesting with alternate versions the next day. Applicants can only retest the Verbal Exam twice for a specific term. Applicants who failed other tests can arrange for retesting on/after the 16th day after the last failed exam.

***Admission with
Advanced Standing***

Transfer Credit: The Administration may award transfer credits for courses taken at other accredited postsecondary institutions. The transfer credits must be equal or greater than the credit hours awarded for the LIBI equivalent course. Transfer credits may only be applied for before the end of the first semester. These transfer credits must be earned before the student enrolls in LIBI. Certain courses in each program are designated as Capstone Courses vital to the successful completion of the program and thus will not be awarded transfer

credits. These courses cannot be satisfied by proficiency exams. These courses will be marked with an asterisk (*) on the curriculum pages. The student needs to see the Registrar to complete the transfer credit evaluation process at the point of entry to ensure appropriate course placement. Application after the completion of the first semester at LIBI may not be considered.

The student must submit an official transcript with official course description(s) from each institution to the Registrar. 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 the original school(s). On-line course description(s) printouts are acceptable if it can be verified. If the institution is located in the United States, it needs to be accredited by an accrediting agency recognized by the U.S. Department of Education. 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.

It is the student's responsibility to submit the required documentation to the Registrar before they register for an equivalent or similar course at LIBI. A student cannot seek transfer credits if the student has completed (pass or fail) an equivalent or similar course at LIBI. Fifty percent (50%) of all credits toward a LIBI program must be earned at LIBI for a graduation credential to be awarded.

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.

Any remedial and/or developmental course works taken at prior institutions are not transferable to satisfy remedial and/or developmental course requirements at LIBI, which are determined by applicants' admissions/placement exam results at time of enrollment.

Only a B- or a better grade from other institutions will be acceptable for LIBI transfer credits. 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 B- or better grade in order for the second and other advanced sequential courses to be evaluated for transfer credits, unless the student can demonstrate college level learning by passing with a "C" or better grade in a LIBI proficiency examination of the first sequential course. Proficiency Examination fee will apply.

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 it may be deemed a "core course" vital to a successful completion of the program. Subject experts may be involved in the evaluation of equivalency.

College credits earned more than ten years ago must first meet all other transfer credit requirements and will be subject to the approval of the Senior Campus Administrator. Courses required for the major taken ten years ago may not be accepted. However, a student may take a proficiency exam if such an exam is available. A CLEP examination may be substituted where applicable, if available.

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.

No credit will be granted for internships, field experiences, practica, or independent study. However, student 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 transfer of credits should direct all inquiries to the Registrar's Office. A course-by-course evaluation is completed by the Programs Director or the Chief Academic Officer.

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 Saturdays) of a semester, which must be passed with a C or better grade. 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 is not eligible to take the proficiency examination as a means to avoid retaking the course. Proficiency examinations are not considered in 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 more than 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.

Credit transfers from non-academic organizations and institutions

Veterans returning to or beginning college have received training during their military career that may be accepted and approved for the award of transfer credits within their academic course of study. In this instance veterans are men and women who have retired or been honorably discharged from the Army, Navy, Marine Corps, Air Force, and Coast Guard. A transfer credit refers to the movement of a student from military service to LIBI and to the process by which credits representing educational experiences, courses, degrees, or credentials are accepted or not accepted by LIBI.

Acceptance of military education and credentials is guided by the American Council on Education (ACE) through their Military Programs processes. Veterans seeking to become matriculated students must present their military education transcripts for evaluation and the determination of applicable transfer credits. The respective department chair, the senior academic officer, and the respective admissions counselor will utilize the military transcript and the student's service record to determine which credits obtained during their military service can be transferred to their area of study at LIBI. Admissions representatives will help a returning veteran obtain the documentation needed for the determination of transfer credits.

In addition to military service there are educational opportunities given to personnel in various occupations such as law enforcement, fire fighting, emergency medical treatment, technical trades etc. which may be accepted for transfer credit. These types of courses are assessed utilizing the National College Credit Recommendation Service (NCCRS). The NCCRS for New York State is administered as a program of the University of the State of New York Regents Research Fund. Similar to the ACE Military Programs the NCCRS has determined the amount of transfer credits which can be accepted for various types of training offered by the student's current or previous organization. LIBI utilizes the NCCRS to determine acceptance of credits from institutions associated with the NCCRS. LIBI is also a Cooperating College within the NCCRS system.

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

Rubella: One dose 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 Campus 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. All exams will be proctored 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 Committee of 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 has HIV or AIDS, even if he 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

Application Fee and Tuition Deposit

Upon completion of formal application procedures, a non-refundable application fee is required. 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 made when issued by the college and accepted by the student. Books and supplies can also be purchased elsewhere. A book list with prices and ISBNs will be posted each semester for students interested in purchasing their books outside the College.

Tuition and Fees

Application Fee (non-refundable)	\$55.00
Tuition per credit/equated credit for college and remedial courses	\$375.00
Tuition for ESL Certificate program (per equated credit)	\$223.00
Tuition for students enrolling for 12-18 credits/equated credits of college and/or remedial courses	\$4,433.00
Tuition for students enrolling for equated credits in ESL Certificate Program courses	\$2,334.00
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
College Fee (10 or more credits or equated credits)*	\$200.00
College Fee (less than 10 credits or equated credits)*	\$100.00
Computer/Equipment Fee (per course which requires student use of LIBI computers or CPR equipment)	\$50.00
ESL Laboratory Fee (per ESL certificate course)	\$50.00
Technology/Software Licensing Fee (full-time students)	\$100.00
Technology/Software Licensing Fee (part-time students)	\$50.00
Student Activity Fee (per semester) – applicable to all registered students	\$10.00
Tuition deposit by due date on acceptance letter	\$250.00
Proficiency Examination Fee, per credit attempted (non-refundable)	\$100.00
Program or Course schedule change (fees apply after the 2 nd change)	\$25.00
Official Transcript (per copy)	\$10.00
GED 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 Diploma/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 any 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 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 with the Spring 2010 semester the fee will be \$300 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 machine must be returned to the IT Department 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 machine, they will be referred to the Senior Campus Administrator 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.

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

In addition to the above calculation, if a student receives a student 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 payment period. If this percentage is greater than 60%, the student earns 100% of the Title IV funds for that payment period. 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. A grant committee comprised of LIBI administrators review and approve grant applications prior to each semester start. 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. State and/or accreditation 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.

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 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 \$1500 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. Student will not be eligible for the scholarship in any semester where he/she will be repeating more than one failed course. 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 diploma or court reporting certificate 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 diploma or court reporting certificate 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. Student will not be eligible for the scholarship in any semester where he/she will be repeating more than one failed course. 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 Director and designer of Long Island Business Institute's Homeland 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 wants to support their efforts to proceed forward with their careers.

The purpose of this scholarship is to offer a \$500 discount to public servants and volunteers who serve their community, in some cases the scholarship may be extended to family members as well.

1. 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.
2. The public servant who wishes to utilize the scholarship program must submit a current identification from their respective agency to qualify for the scholarship.
3. 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.
4. The scholarship recipient must retain a 3.0 Grade Point Average.
5. 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, step-parents, children and step-children.
6. 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.

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).

Required Documents for Financial Aid Application

- Proof 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 green card
- Social Security card
- Driver's license

Net Price Calculator

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

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

Federal Financial Aid Programs

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

Federal Pell Grant Program

This is an entitlement program with eligibility based on financial need. 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.

The amount of an individual award is determined by the Estimated Family Contribution (EFC), cost of attendance and enrollment status. The Pell grant is then disbursed in installments over the academic year to meet student costs for each payment period.

Applications are available in the LIBI Financial Aid Office. Pell grants must be reapplied for each year. When new FAFSA applications are published, students are advised to apply well in advance to assure timely processing for the next award year.

Direct Loan Program

Students who apply for the Direct Loan 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 between July 1, 2009, and June 30, 2010 have a loan fee of 1.5%.
- B. Direct Subsidized Loans and Direct Unsubsidized Loans with a first disbursement date on or after July 1, 2010, will have a loan fee of 1%.
- C. The loan fee for Direct Plus Loans is 4%.

Master Promissory Note (MPN) Processing

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

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 permanent resident alien;
2. be enrolled at least half-time or accepted for enrollment in an approved program;
3. not be in default or refund status 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 Loan is eligible for a full interest subsidy during the time that he or she is in school at least half time and for a subsequent six-month grace period.

After ceasing to be at least a half time student, the borrower must make formal arrangements with COD 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 ten years.
3. prepayment may be made any time without penalty.

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.

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. 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.

***New York State Tuition
Assistance Program
(TAP)***

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

1. be a New York State resident;
2. be either a U.S. citizen, permanent resident alien, refugee, paroled refugee, or a conditional intransit;
3. be enrolled full-time and matriculated in an approved program at a post secondary school in New York State;
4. be in good academic standing;
5. if financially dependent on parents or independent with spouse or dependents, have a family net taxable income no more than \$80,000 for the prior tax year; if independent of parents and single without tax dependents, have a net income no more than \$10,000; if financially independent married students with no dependents, have a net income no more than \$40,000 (the rules for being considered independent of parents are detailed in the TAP Student Payment Application booklet);
6. be charged tuition of at least \$200 per year;
7. not be in default on any of the State or Federal Guaranteed Student Loans.

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. Please note that 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 Academic Information section.

***Entrance and Exit
Interview/Financial
Counseling***

Any student receiving Direct loans must be counseled concerning their loan. 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 counseling - the purpose of which 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. If the student is unable to meet with the financial aid specialist, an exit interview will be mailed.

Ombudsman

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

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

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

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

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

Phone: 1-877-557-2575 Fax: 202-275-0549
<http://www.ombudsman.ed.gov/>

ACADEMIC INFORMATION

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

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 Campus Administrator. GPA, attendance, 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. We give our students the opportunity to pick up their schedules early in order to help them plan their family responsibilities and job activities accordingly. In certain unavoidable instances, the college may change the day or time a class is offered. Students are asked to see the Registrar or their Assigned Academic Advisor regarding course schedule questions.

Late Registration The late registration period is defined as the first ten school days (not including Saturdays) 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 and the approval of the Senior Campus Administrator.

Independent Study A student may be allowed to pursue a course in an independent study format with permission of the Senior Campus 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 into the A.O.S. or Diploma programs, based on their admission test scores on the CELSA Exam (refer to Page 13-14), may be required to complete ESL/remedial course requirements in addition to their academic programs.

Students who are placed into ESL Intermediate level 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. Normally, it will add two additional semesters to the student's length of study.

Students who are 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. Normally, it will add one additional semester to the student's length of study.

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

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

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

Grading System

LIBI uses the following grading system:

A	90-100%	4.0 Grade Point
B+	85-89%	3.5
B	80-84%	3.0
C+	75-79%	2.5
C	70-74%	2.0
D+	65-69%	1.5
D	60-64%	1.0
F	0-59%	0.0
Pass (P)	Assigned to Lab	4.0
Incomplete (I)* (Temporary grade)	Assigned to Academics	0.0
In Progress (IP)**	Assigned to Speedbuilding	0.0
Withdraw (W)***		0.0
(AU)****	Assigned to Court Reporting classes only at the Commack campus	0.0
PC	Proficiency Examination	0.0
TR	Transfer	0.0

Grading System for Non-Credit Bearing ESL/Remedial Courses in A.O.S. and Diploma 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. The student is responsible for arranging with the instructor to complete the work. The (I) grade must convert to a passing grade within the first ten school days (not including Saturdays) of a 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.

**The grade of IP (In Progress) is 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 or keyboarding speedbuilding course.

For keyboarding speedbuilding courses, the student is responsible for arranging with the instructor to complete the work. The IP must convert to a passing grade within the first ten school days (not including Saturdays) of a semester; otherwise, it will automatically become an F.

For Court Reporting speedbuilding courses, if the required speed is not achieved at the end of the semester, the grade of IP will be assigned and 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. Upon satisfactory completion of the course, a letter grade will be assigned. In the Court Reporting program, the IP grade for the course first attempted will remain on the transcript. 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 Campus Administrator. Additional academic assignments may be required to ensure 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. (Refer to Appendix C)

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 not averaged into the GPA and does not represent an academic penalty. From the 12th week on, a regular grade is assigned; usually an F. Students may request consideration for a W after the 12th week. The request should be based on extenuating circumstances and made in writing to the Committee of Academic Standard Exceptions. In exceptional cases, the request in writing may be submitted to the President of the College.

****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.

Any required course with an F 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 appeal(s) 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 appeal will be reviewed by the Committee of Academic Standard Exceptions headed by the Senior Campus Administrator. Grade appeals should not be extended beyond one calendar year for withdrawn or dismissed students.

If a student believes that his/her final grade of 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 College 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 Saturdays) of the following semester. The instructor may officially submit a grade change at any point in the procedure.

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. If the meeting does not yield a resolution, or if the instructor is in 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 and file the grievance with the Registrar's Office (Flushing campus) or Programs Director (Commack campus). No further documentation or evidence will be considered after the day of filing.

Step 3: The Chief Academic and Student Service Officer (Flushing campus) or Programs Director (Commack campus) will review the grievance and instructor's grading and course attendance records, and consult any subject experts and/or subject-area managers/associate directors, and/or senior campus administrators as necessary. 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 five school days (not including Saturdays) via the student's email account with LIBI.

Step 4: If the student is not satisfied with the decision, the student must submit an appeal within three school days (not including Saturdays) after he/she receives the decision via email. The student should submit an appeal letter to the College President and explain in details 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 Saturdays). Student will receive the President's decision via email.

Step 5: If the student believes the President's decision is unjust, he/she can request a hearing with the Faculty Governance Committee within three school days (not including Saturdays) 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 (Chair of the ad hoc committee), one member from the Committee of 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 support documentations. 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 two-thirds of the 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 Saturdays). The ad hoc committee's decision will be binding.

Grade Point Average

At the end of each semester, Grade Point Averages (GPAs) are computed for all students. These will be used to evaluate Satisfactory Academic Progress (SAP) and determine eligibility for courses in the following semester. 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. Add all the weightings together and divide by the number of credits to get the GPA. For example:

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

33.5 divided by 12 = 2.79 GPA

Honors and Awards

All award recipients are selected by the LIBI Scholarship Award Committee.

President's List: LIBI publishes a "President's List" at the end of each academic term. The list is composed of students who have achieved a grade point average of 4.0 at the end of that particular academic term based on a minimum of 12 credits, or equated credit hours attempted in the Fall and Spring semesters; a minimum of 9 credit hours must be attempted for the Summer semester (due to the nature of the Court Reporting Program, a minimum of 9 credits is required). If a student is enrolled in any non-credit bearing remedial courses, student must not earn any grade lower than an equivalent of "A".

Honor Graduates: Graduating students who have completed the requirements for a certificate, diploma, or degree, and who have earned a grade point average of 3.75 or higher, with no grade lower than B, are recognized as Honor Graduates. This recognition will be announced at commencement ceremonies and honor cords will be awarded.

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.

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 commencement ceremonies.

Valedictorian and Salutatorian: Valedictorians are students selected to address the graduating class at the College Commencement Ceremony. One valedictorian is selected from each of LIBI’s campuses. Candidates are selected 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 salutatorian is the student in the graduating class whose academic record and accomplishments are the next highest in achievement after the valedictorian. A salutatorian is selected for each of LIBI’s campuses. A committee comprising of the President, Dean of Administration, Assistant Campus Director, Programs Director, Senior Campus Administrator, and Director of Career Services selects the valedictorians. Students of superior academic achievement are considered for selection as the valedictorian and salutatorian. In addition, these students 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
- Completed a personal interview with the committee
- Submit proof of Notary Public Commission if applicable

Requirements for Graduation

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

1. Fulfill the course requirements and any additional requirements of the program of study within the Maximum Time Frame (refer to Pages 36-37).
2. Attain a cumulative grade point average (GPA) of not less than 2.0 in the program of study.
3. Satisfactorily complete any developmental/remedial course or course sequences into which they were placed at the time of enrollment.

4. Students admitted to LIBI under the ability-to-benefit program must complete 24 semester hours of college coursework, 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.

***Requirements for
Conferral of
Degree/Certificate***

Student must satisfy all graduation requirements and the following:

1. All required documentation must be on file.
2. Any pending disciplinary issues must be resolved.
3. All monetary obligations must be satisfied.
4. Any items borrowed from LIBI must be returned (e.g., court reporting equipment, Library books, etc.).
5. Pay the costs of repair or replacement of any properties damaged by the student.

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, Office Technology with Medical Office Option, and diploma programs in Office Technology and Medical Insurance and Billing must:

- Complete a mock interview with a member of the Career Services staff, separate from the one required in PCD200.
- Submit a current resume to the Director of Career Services.

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

- Complete a mock interview with the Career Services Coordinator, separate from those being held in INT203.
- Complete an exit interview within the first 10 school days of the following semester after the last semester of enrollment
- Submit a current resume to the Career Services Coordinator.
- Provide proof of Notary Public Commission if enrolled prior to Summer 2008. Proof of Notary Public Commission must be submitted within the first 10 school days of the following semester after the last semester of enrollment.
- Submit a 40-page salable transcript.

Students enrolled in the A.O.S. degree program in Homeland Security and Security Management must:

- Complete a mock interview with the Program Coordinator or a subject expert.
- Submit a current resume to the Director of Career Services.

Transcripts

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.

***Holds on
Student Records***

LIBI will place a hold on student records when students fail to meet certain obligations. A hold prevents students from registering, graduating, or receiving official transcripts. Students with holds also may be withdrawn from classes under certain circumstances. A hold may be placed on records for a variety of reasons, including:

- Missing required documentation (MMR, high school diploma or GED, 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 aid
- Failure to meet with your Assigned Academic Advisor when on Academic Warning, Probation, or on Excessive Absences Reporting
- 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 ATB students, failure to complete GED 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
- 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 cumulative Grade Point Average (GPA) of 2.0 (C). Additional requirements exist for students using federal and state financial aid. These will be further explained in later sections.

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. 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 Saturdays) 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 30

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 official transcript.

Academic Grade Point Average (GPA) Probation

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

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

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

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

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

The standards for the diploma programs and English as a Second Language Certificate:

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

At the end of each semester, students falling below the standards listed above are placed on Academic Probation and must receive advisement by an Assigned Academic Advisor or the Senior Campus 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 (see next page). Students will be evaluated at the 25% mark towards 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, diploma or degree. If the student is able to complete the program requirements in over 150% of the maximum

time frame as a non-matriculated student, they will be issued an Official Record of Completion.

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

Repeated Attempts (RA) Probation

If a student is not placed on GPA or POP probation, but failed to obtain a passing grade, the student is first placed on **Academic Warning**. Course Withdrawals are also counted as being attempted and the student will be placed on Academic Warning if he/she is not placed on GPA or POP probation first.

The student will be placed on **probation** if student fails or withdraws from any course in the second attempt. Student will remain on probation status until the student obtains a passing grade for the course. If the student fails to pass the course in the third attempt or withdraws from the course, the student will face Academic Dismissal. The student can repeat the course in an extended enrollment period as a non-matriculated student. If the student passes the class at the end of the term, and also meets all the other SAP guidelines, the student can apply for re-admission and be matriculated into the original program of study. The student is not entitled to any financial aid during the extended enrollment period. A student can appeal the dismissal based on LIBI's Appeal process stated in our catalog.

Academic Dismissal

If a student is placed on GPA/POP/RA probation, and fails to return to good standing according to the specific probation guidelines, that student will face Academic Dismissal. The action may be appealed in writing to the Committee of 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 enrolled in the Court Reporting Program prior to Summer 2008 that are unable to attain the commission of Notary Public because of a prior conviction.
- Students enrolled in the Court Reporting Program prior to Summer 2008 that are unable to pass the Notary Public Examination.

Students who do not qualify for the graduation credential will receive an Official Record of Completion and a transcript record of courses and grades.

Extended Enrollment Status

Students who have been dismissed as unable to meet SAP by the end of a probationary period may be permitted, at the discretion of the Senior Campus Administrator in conjunction with the Registrar, to retake previously failed courses and/or additional courses in future semester(s) to meet SAP as a non-matriculated student. This decision will be made by the Senior Campus Administrator on an individual basis. 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, they may apply to the college for re-entry and must be approved by the Senior Campus 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 Saturdays) 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 Campus Administrator.

Student Attendance

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

Students are expected to attend all classes for which they are registered. Evaluation in all courses is based on class assignments, participation, and examinations. The specific grade percentage breakdown varies by course; your instructors will provide you with a syllabus detailing the final evaluation method for each class at the beginning of the semester.

Absences may result in a failing grade, tuition balance, and future financial aid eligibility being jeopardized. Faculty may also refer cases of excessive absences to academic advisors for intervention.

Permission to submit missed work may be granted at the instructor's discretion when accompanied by a doctor's note saying the number of days approved for sickness. In cases where, the absences are chronic and unavoidable, the appropriate academic personnel will be consulted.

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 absences hinder the student's academic performance, the student will be required to report to their Assigned Academic Advisor to determine the appropriate course of action.
4. Lateness and leaving class early will be treated in the same manner as absences.
5. It is the student's responsibility to catch up on any work missed because of absences.

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

Injury or Illness on Campus

Students who are hurt or feeling ill should immediately alert college personnel. If possible, students are asked to alert the front desk reception so that an appropriately ranking representative of the college can assist the student. Students are responsible for informing the Registrar's Office of any medical condition the student may have that requires the college to take special action outside of the normal college protocols.

Punctuality

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

Course Withdrawal

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

1. To withdraw from a course, you will need to fill out the Course Withdrawal form available at the Registrar's Office.
2. All students must meet with a member of the academic advising team and financial aid officer prior to course withdrawal. Both departments will sign off on the Course Withdrawal form.

3. Once you have been advised by both departments, you will need to sign the form and submit it to the Registrar's Office for processing.
4. LIBI does not accept withdrawals done by email, phone, or submitted by parties other than the student.

Withdrawal from the Institution

Official Withdrawals

Students wishing to withdraw from LIBI must meet with their Assigned Academic Advisor, Student Success Advisor, or the Registrar to fill out the appropriate form indicating the intent to withdraw. This will be considered an Official Withdrawal. The Registrar will not honor verbal withdrawals. Students that cease to attend class will not be considered officially withdraw without proper documentation. The student's signature must be verified before an official withdrawal will be made. The Financial Aid and Bursar Offices will determine if there is any tuition liability outstanding and apply or refund financial aid as appropriate.

Administrative Withdrawals

If students experience a medical or family emergency, they can avoid administrative withdrawal by applying for a Leave of Absence (LOA) within the semester if the Senior Campus Administrator approves. A student that does not register for the semester following a LOA will be administratively withdrawn.

Students who do not register for any classes before a semester start or within the late registration period of that start (the first ten school days not including Saturdays of a semester) and do not notify the school of the intent to withdraw from the institution will be considered administratively withdrawn. Accounts will be reconciled within forty five (45) days of the determination date.

Re-entry for Withdrawals

Students who are in withdrawal status and would like to return are subject to approval by the Senior Campus Administrator. A written explanation as to the reason for the withdrawal along with any documentation should accompany the request for re-entry. The Senior Campus Administrator will interview students that are seeking re-entry into the college. A student may seek re-entry only one time. Exceptions may be granted for extenuating circumstances at the discretion of the Senior Campus Administrator. Re-entry, on a case-by-case basis, may be required to complete and pass current admission exams for assessment. LIBI reserves the right to decline any re-entry request. Determining factors include, but are not limited to, previous academic performance, previous attendance, intent to complete program of studies, outstanding monetary balance, etc. Re-entry students are subject to the policies and the curriculum published in the most updated college catalog. 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 that one in which they received a 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.

If student is unable to demonstrate proficiency in the speedbuilding course as explained above, that student 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

For students who were required to take remedial courses in his/her original enrollments, at the discretion of a Senior Academic Administrator, may need to re-take all required admission 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.

If the student does not score high enough to be placed to start at the next level, his/her re-entry application will be denied. The student, however, can register as a non-matriculated student to audit appropriate remedial course(s) as determined by the Senior Campus Administrator. The student is only permitted to audit the same remedial class up to two semesters. Upon the completion of the audited course(s), the student can retake all required admission examinations for consideration for re-entry.

If a student failed remedial course(s) previously, the student must score high enough to be placed into the current level of remedial courses according to the cut scores published in the current catalog. The student, however, can register as a non-matriculated student to audit appropriate remedial course(s) as determined by the Senior Campus Administrator. Student can only audit the same remedial class up to two semesters. Upon the completion of the audited course(s), the student can retake all required admission examinations for consideration for re-entry.

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.

Dismissal

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

1. Academic – inability to maintain the standards for enrollment
2. Attendance – lack of attendance
3. Misconduct – noncompliance with the LIBI Student Code of Conduct
4. Financial – failure to meet financial obligations as outlined in the student's financial plan

Appeal of Dismissal

Appeal of a dismissal should be made in writing to the Committee of Academic Standard Exceptions who will make the final determination.

Re-entry for Dismissals

Following dismissal for failure to meet SAP, a student may apply for re-entry into the college at the discretion of the Senior Campus Administrator only one time. Once a student is approved for re-entry, the student will be enrolled as a non-matriculated student. This extended enrollment status would exempt the student from receiving financial aid and/or any LIBI Assistance Grant monies during this period. A student must meet minimum academic progress standards and comply with all school policies in order to be considered re-entered into a matriculated program. Students that have been dismissed for misconduct will not be considered for re-entry or re-admission.

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 leave. The LOA period expires after one semester. LOAs are subject to approval by the Senior Campus Administrator on an individual basis. In general, a LOA would not be granted for students who have not completed more than one academic term or who do not meet minimum Satisfactory Academic Progress standards. Exceptions may be granted based on extenuating circumstances at the discretion of the Senior Campus 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 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 cases where 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 Senior Campus Administrator. The Registrar should also receive a copy of the documentation. The request will be reviewed by administration and approved or disapproved.

Upon notification of approval or disapproval, the Senior Campus Administrator will notify the appropriate offices and individuals so that implications for the student's situation can be assessed. These individuals will provide necessary information directly to the student, where applicable.

Grades will be assigned as appropriate at the time of leaving. The Committee of Academic Standard Exceptions will make a determination on the best course of action in cases where medical leave must be taken mid-semester. Confidentiality will be maintained at all times.

Students ready to return to LIBI after a medical Leave of Absence must present to the Registrar a written recommendation from the attending physician or psychologist indicating the student's readiness and ability to return to educational pursuits.

Upon return from medical leave, students enrolled in the Court Reporting program will meet with their Senior Campus Administrator to determine class scheduling. Students enrolled in

***Academic Freedom
and
Professional Integrity***

all other academic programs will meet with their Assigned Academic Advisor to ensure registration in the correct course sequence.

The Faculty and staff of Long Island Business Institute recognizes the importance and necessity of academic freedom to the fulfillment of our educational mission.

Faculty members of LIBI 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 professors through the hiring or termination process, or through any other administrative means by the college.

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

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 - we believe that multiplicity is a virtue and should be encouraged in all aspects of society and culture.

"College and university teachers are citizens, members of a learned profession, and officers

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

Student Rights and Responsibilities

Students are members of a higher education community and have certain basic rights responsibilities:

Student Rights

- Freedom of inquiry and expression.
- Course information at the beginning of each class each semester, including topics, assessment procedures, and grading system.
- Timely feedback from instructors.
- Access to instructors outside of class, through office hours or appointment, for extra assistance.
- Access to final grades on a timely basis.
- Right to appeal academic evaluation or discipline.
- Privacy of academic and personal information (See FERPA section page 5-10).
- Current information about employment in the field of study and placement assistance.
- Access to information about available forms of government financial assistance.

Student Responsibilities

- Students are responsible for reading, understanding, and following the syllabi and course outlines in each course they are registered for.
- Students are expected to attend all class sessions and to be in class at the published start time.
- Students upon returning to class, after an unplanned absence, are expected to meet with their Faculty member to discuss any missed work or assignments.
- 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.
- Students are expected to take notes during class and to ask questions for clarification.
- Students are expected to follow the Student Code of Conduct and to avoid collaborations with other students to avoid plagiarism or cheating.
- Students must complete and annotate their work properly to avoid any possibility of plagiarism.
- Students are expected to purport themselves professionally at all times, showing due respect to all Faculty, staff and each other.
- Students are expected to actively participate in each class while exhibiting proper respect for differing opinions.
- Students are expected to seek extra help from their instructors or other available school-sponsored tutoring assistance.
- Students are highly encouraged to support various activities both in and outside of the college community by participation and volunteering to help organize such activities.
- 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.

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

- Students are expected to promptly report any instances of discrimination, harassment, violence, or sexual assault to the Title IX Coordinators (Linda Dukette at the Flushing Campus and Kim DelleCamelie at the Commack Campus).

***Satisfactory Academic
Progress for
Purposes of Federal
Financial Aid***

GPA Probation

If a student falls below the GPA benchmarks listed below and is placed on **Financial Aid Warning** for one semester, federal financial aid may 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**:

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

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

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

The standards for the diploma programs and English as a Second Language Certificate:

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

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

Pursuit of Program Probation

In addition to achieving academic progress in terms of grades, students must be pursuing graduation at an acceptable pace in order to qualify for federal financial aid. Students must progress with sufficient pace to complete the program within 150% of the normal length of the program. (As indicated on pages 36-37, certificate, diploma or degree graduation credentials cannot be awarded after this time, and students will receive only an official record of completion and a transcript of courses taken and grades received.)

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

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

Pursuit of program progress is computed at the conclusion of each academic term. Failure to attain the minimum program pursuit 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 payment period 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.

Academic Progress for All New York State Tap Grant Recipients

In addition to meeting the requirements for Title IV satisfactory progress, students must also meet standards of satisfactory academic progress and pursuit for state aid programs. There are three elements of satisfactory academic progress that all financial aid recipients must receive 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 program pursuit 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 PS grade, 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 program pursuit requirement.

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

Program: Associate Degrees Trimester Based Program Chart - applies to nonremedial students first receiving aid in 2010-11 and thereafter.

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

Program: Associate Degrees, Diploma and Court Reporting Certificate Semester Based Program Chart - applies to nonremedial students first receiving aid in 2010-11 and thereafter.

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

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

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

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

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

Semester	1st	2nd	3rd	4th	5th	6th
Before being certified for this payment a student must have accrued at least this many credits:	0	3	9	18	30	45
With at least this Grade Point Average:	0.0	.5	.75	1.3	2.0	2.0

Note: Students enrolled in a two-year program cannot receive more than three (3) years of TAP (6 awards).

Students transferring in 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, diploma, 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.

STUDENT SERVICES AND STUDENT LIFE

Academic, Financial, and Personal Advisement

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

Student services, financial aid, and Assigned Academic Advisors are available to assist students with academic decision-making, scheduling changes, personal advice, 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 create attendance-related problems. At the Flushing Campus, advising is available in Mandarin, Cantonese, Korean, and Spanish.

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

Career Services

The Career Services Office offers career counseling to all matriculated LIBI students from the moment they start classes. Career Services specialists are available at both campuses 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. 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
- Senior College Fairs and Information Sessions
- Job Fairs
- Professional Seminars and Conferences

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 also conduct their own job searches throughout the year. The Career Services staff is on hand to review resumes, cover letters, and portfolios during the posted office hours.

LIBI has working relationships with surrounding businesses that will provide internship opportunities for our students. Internship opportunities can also be found posted on the Career Services bulletin board.

If you are interested in working part-time on campus, you may be eligible for Federal Work-Study (FWS). You must have a 2.5 or higher GPA, and receive Financial Aid. The pay is \$8/hour and the maximum number of hours that can be worked in one week is 20. There are a limited number of work-study positions available on campus. Our work-study students gain knowledge and experience in office work and are very helpful to the Faculty and staff.

The Career Services Office can provide students with sample resumes, templates, and resume writing literature to help them get started. Once a resume is established, the staff will work with the student to personalize and perfect their resume.

The Career Services Office provides mock interview opportunities for all current students as well as graduates. This practice interview will be conducted by a well trained staff member to ensure it is just like the real thing. The mock interview room is a professional environment and will assist students in gaining confidence in their interviewing skills as well as providing comfort in a professional setting.

Students entering their last semester are required to register with the Career Services Office and provide 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. Those graduates that wish to be a part of the Alumni Association will receive updates about job opportunities, as well as upcoming job fairs, and refresher workshops. While assistance can be provided, LIBI does not guarantee employment.

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. 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 credit into specific programs. Articulation agreements match coursework between schools so that LIBI graduates are ensured the maximum transfer credit for courses taken at LIBI. These arrangements typically reduce the number of credits LIBI graduates will have to complete for the baccalaureate degree at our partner colleges.

LIBI currently maintains articulation agreements with seven senior colleges and universities. Under an articulation agreement, 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 credits 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. Please consult admissions department of the receiving institutions in advance to determine the number of LIBI credits that would be transferred and applicable to student's intended program of study.

LIBI has articulation agreements with the following colleges:

Berkeley College
Briarcliffe College
Mercy College
Monroe College
St. Joseph's College New York
University of Phoenix
Metropolitan College of New York

The Career Services Office coordinates the activities of the Alumni Association. The Alumni Association will promote 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 newsletters and campus events updates on a regular basis. For more information, please e-mail alumni@libi.edu.

Academic Advising Services

Academic advising services are available for both campuses by appointment. The following is offered: short-term personal counseling, referrals to appropriate help services, and workshops on college success i.e., stress management and time management.

English as a Second Language (ESL) Classes

The LIBI Flushing Campus serves a rapidly growing and dynamic immigrant community in the borough of Queens. About 65% of students require some coursework in English in advance of, or alongside, the major courses. LIBI has developed a well-articulated and comprehensive ESL program covering all communication skills including grammar, writing, listening, reading, and speaking. Audio-visual and computer-assisted and Internet-based learning resources are available for group or self-study and the library maintains an extensive collection of vocabulary-level specific books, magazines, audiotapes, and DVDs/CDs for the ESL student. LIBI ESL instructors are an experienced group and most have master's degree credentials in TESOL or related fields.

Academic Success and Tutoring Program

LIBI Flushing maintains an extensive tutorial, extra help, and enrichment program through its Student Success Center. It includes:

- Faculty-staffed tutoring sessions by appointment in English, Business Mathematics, Accounting, Medical Office and Computer Office Applications.
- “Walk-in” group tutoring with Faculty tutors.
- Open labs where students can do homework and research through Internet resources and *eBrary*.
- Faculty recommended one-on-one tutoring.

Instructors maintain office hours and/or meet students by appointment for further assistance. Students are strongly encouraged to use Faculty office hours and tutoring services as needed.

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. At both LIBI campuses, guest speakers, field trips and social activities are arranged.

The Long Island Business Institute publishes a quarterly newsletter, *LIBI Log*, which provides news and notes about both campuses including a calendar of school and community activities. Clubs and organizations are available, including a Small Business Club, Web Design Club, Film Club, Multi-Cultural Club, and the Alumni Association.

LIBI sponsors annual trips to Philadelphia, Washington, D.C., and to Lancaster, Pennsylvania organized by the Student Success and Retention/Veterans Affairs Coordinator. Students wishing to participate are encouraged to contact the Student Success Center at the Flushing campus.

Student Contact Information

LIBI relies on student contact information provided by the students to communicate with them on student activities, class cancellations, course registration, emergency alerts, outstanding balance, registration/transcript holds, etc. This contact information includes student's current address of residence, home phone number, cellular phone number, and emergency contact number. It is the student's responsibility to keep this information current on school records. Students should inform the Registrar's Office at the campus of attendance immediately if there are any changes.

At each campus, all students should receive a school email account designated by the college. It is the student's responsibility to check the Inbox of the email account on a daily basis, so that the student can be informed of any emergency alerts, class cancellations, or communication initiated by the Faculty and their Assigned Academic Advisors.

Honor Society

Long Island Business Institute is a proud member of the Alpha Beta Kappa National Honor Society. Our chapter, “The Gamma of New York” was established in the fall of 2009 and recognizes superior student academic achievement, character, and leadership. Students

eligible for induction must have completed at least 30 credits at LIBI, have achieved a grade point average of at least 3.75 with no grade lower than a B in any course and have displayed exceptional character within the classroom. The society may also elect a limited number of Faculty, staff, and alumni as honorary members. Induction ceremonies take place in the spring of each calendar year.

Library Services

The Flushing Main Campus Library and the Commack Campus Library provide reference resources, general interest books and periodicals, Encyclopedia Britannica, and business/technical publications to serve the various educational programs.

The Flushing Main Campus Library is a member of the Metropolitan New York Library Council where over 300 libraries share resources. The librarians produce regular newsletters for students and Faculty, describing library and Internet resources and recent acquisitions. All students are given a library orientation in the first term of study. Both campuses subscribe to *eBrary*, a 43,000 full-text electronic library.

The Commack Campus Library 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.

Campus Crime Reporting and Policies

The Advisory Committee for Campus Security

In compliance with the legal requirements of Article 129-A of NYS Education Law §6431 (Regulation of Conduct on Campus and Other College Property Used for Educational Purposes) 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 the primary responsibility of this committee to help perform identified requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This committee is charged with planning, organizing, and carrying out 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/html/acsr.pdf>.

The Campus Sexual Violence Elimination Act

The Campus Sexual Violence Elimination Act (Campus SaVE Act), S. 834, of April 14, 2011 updates the Jeanne Clery Act's Campus Sexual Assault Victims' Bill of Rights for

colleges and universities, and complement Title IX's sexual violence guidelines.

In response to the act, LIBI will report domestic violence, dating violence, and stalking will be added to the crime statistics reported by colleges and universities. LIBI will inform victims in writing of their rights when they report to campus officials. New students and employees will receive awareness and primary prevention education focusing on changing social norms, facilitating safe bystander intervention, and discussing each institution's procedures for responding to reports.

Students can obtain LIBI's written procedures that provide for a "prompt and equitable" resolution of domestic violence, dating violence, sexual assault, and stalking cases from the Title IX Coordinator at each campus. LIBI will use the "preponderance of the evidence" (more likely than not) standard, and afford both the victim and the accused with simultaneous notice of the outcome as well as the same opportunity to appeal. The Title IX Coordinator or appropriately ranking designee will assist victims in reporting to campus or local law enforcement, and help obtain or enforce a legal no-contact order, and will respect victim confidentiality.

Title IX Coordinators are located at each campus

Linda Dukette
Flushing Main Campus
Annex Building
136-17 39th Avenue, 4th Floor
Flushing, NY 11354
718.939.5100

Kimberlee DelleCamelie
Commack Campus
6500 Jericho Turnpike, Suite 202
Commack, NY 11725
631.499.7100

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/html/acsr.pdf>. The crime statistics are also available on the U.S. Department of Education website at <http://ope.ed.gov/security/>.

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.

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.

Disciplinary Action

Student Code of Conduct

It is the responsibility of every student enrolled at LIBI to avoid conduct that impairs or may impair the right of all members of the LIBI community to learn 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. Examples of unacceptable behavior include, but are not limited to 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, fraternity or sorority, 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 and grounds for immediate dismissal.
- 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 and grounds for immediate dismissal.
- 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 and grounds for immediate dismissal.
- Misrepresenting oneself as another student or otherwise adversely interfering with another student’s credit, academic standing, privacy or personal information is illegal and grounds for immediate dismissal without recourse and prosecution to the full extent of the law.
- Engaging in conduct in LIBI’s classrooms that substantially disrupts the academic environment is not permitted. 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.
- Stealing, destroying, damaging or misusing property belonging to LIBI or another student or LIBI personnel is strictly forbidden and carries penalties up to and including dismissal.
- Violating LIBI policies regarding use or management of resources including but not limited to: computers, electronic resources, library resources, equipment, or supplies is strictly forbidden and grounds for immediate dismissal.
- Forging, falsifying, or misusing documents, records, identification cards, computers, library materials, or other resources created, maintained, or used by LIBI or members of the LIBI community is strictly forbidden and grounds for immediate dismissal.

- Trespassing upon offices, classrooms, or other facilities or unauthorized intrusion into electronic records owned or managed by LIBI is strictly forbidden and grounds for immediate dismissal and prosecution to the full extent of the law.
- Assisting or aiding another to engage in the acts mentioned above carries equally severe disciplinary consequences.
- Knowingly abusing a position of trust or responsibility within the LIBI community violates the school's code of conduct and is strictly forbidden. Federal Work-Study students will lose their campus employment for the duration of their studies at LIBI if they are found guilty of such practices.
- Refusing to identify oneself to a LIBI official in pursuit of his/her duty, refusal to appear before LIBI administrators or disciplinary bodies when directed to do so or lying about one's identity is against LIBI's policies and will carry the maximum allowable penalty as determined by the President of the College.
- Deliberately furnishing false or misleading information to LIBI personnel acting in the exercise of their official duties is prohibited and grounds for immediate dismissal.
- 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 and alcohol use is strictly prohibited on school premises.
- 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 immediate 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.

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** in the form of representation of another's words, thoughts, or ideas as one's own without properly giving credit to the source(s) when submitting academic work (whether graded or otherwise).
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, including but not limited to the following:
 - a. Using unauthorized materials and methods (notes, books, electronic information, texting, telephonic or other forms of electronic communication, or other sources or methods), or
 - b. Representing another's work as one's own.
5. **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.
6. **Forging, falsifying, or misusing LIBI documents**, records (i.e., student transcripts, course schedules, President's List, certificates of achievement, tuition bills, etc.) identification cards, or other resources so as to violate academic dishonesty.
7. **Assisting or aiding another** to engage in acts of academic dishonesty.

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. You will be duly notified by your 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.

Dropping Courses Prior to a Judiciary 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 our 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 judiciary process overseen by the President of LIBI. For a complete description of the judiciary process at the Long Island Business Institute, please consult the Student Handbook. The following are examples of possible disciplinary actions for infractions ranging in the level of severity:

- 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 campus 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 they are 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. 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. LIBI's Judiciary Committee will likely be involved in cases involving 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 judicial process, students have the right to appeal the rulings of the Judiciary Committee to the President of the College.
- e. Discretionary Sanctions - Certain 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. All such discretionary assignments must have the final approval of the appropriate Senior Campus Administrator, the Dean of Administration, or the Assistant Campus Director.
- f. 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. In most cases where an administrative inquiry or investigation is necessary, the student involved in the incident may be suspended until the investigation is complete and a Judiciary Committee date is scheduled.

If the ruling of the Judiciary Committee calls for the student's suspension for a prolonged period of time, the student will be sent a letter outlining the terms of suspension, the exact time frame of the suspension, and whether the student is expected to complete any special requirements prior to seeking readmission. All special conditions, if any, will be specified in this letter. Students have the right to appeal the ruling to the President of the College.

- g. 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 Judiciary Committee. 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. Readmission requests to the College once a student is subject to expulsion will generally be denied.

More than one of the sanctions listed above may be imposed for any single violation.

Disciplinary action will be taken against students whose activities on campus violate College policy. In addition, disciplinary action may also be taken if off-campus behavior adversely affects LIBI or violates existing federal, state, or local laws or ordinances. If activities of students result in violations of law, students are responsible for their actions and any consequences imposed by authorities outside the College. When student behavior is in violation of law and of LIBI standards, LIBI reserves the right to take disciplinary action independent of and in addition to any action by civil or governmental agencies.

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 this is the first occurrence of plagiarism on record for the student, and if the infraction is not extensive and can be qualified by the Faculty member as having no evident deliberateness of deceit, the sanction can be:

1. Reprimanding the student and requiring a revision of the work to eliminate plagiarism or assigning the student an additional paper, or exam.

or

2. Lowering the grade for the paper or exam (even as far as F or "0" points) without opportunity to regain the lost credit.

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 a Senior Campus Administrator. The decision not to file an official notice of academic dishonesty can only be made in instances when the infraction can be classified as minor and inadvertent.

If the first instance of academic dishonesty is extensive, the student will receive a failing grade (an entry of "0" points) for the assignment, examination, test or quiz. Based on the Faculty member's recommendation the student may be given a written contract to be signed by the student and the Faculty member or the Chief Academic and Student Services Officer. The contract generally asks the student to acknowledge the infraction, outlines any additional terms the students may be asked to fulfill as part of the disciplinary process, and clearly stipulates the next level of sanctions should a subsequent event of academic dishonesty occur. Because the student's academic dishonesty infractions are cumulative and remain with the student for the duration of their studies at LIBI, the student's Assigned Academic Advisor or the Faculty Advisor, will be formally notified by the Chief Academic and Student Services Officer, or the Assistant Campus Director, based on their a legitimate educational need for the information. All records pertinent to the student's academic dishonesty case will be kept in a confidential file by the Chief Academic and Student Services Officer if the student attends the Flushing campus, or the Assistant Campus Director if the student attends the Commack Campus. The documents are kept centralized in order to help identify repeat patterns of academic dishonesty and to ensure that the student is subject to the appropriate level of sanctions.

If a second incident of academic dishonesty occurs in the same course after the student receives a warning or contract, the penalty will be a failing grade for the course. Any further instances of academic dishonesty will be referred to the Judicial Committee for a formal hearing.

A record of past plagiarism or other infraction classified as academic dishonesty will affect the disposition of any new case. The Registrar, however, will not include any notations on the student's permanent transcript, nor will any notation be sent off campus with the student's records. Any student permanently discharged from the College as a result of repeat violations of academic policies will not be considered for readmission.

Sexual Misconduct - For deliberate sexual invasion of another member of the LIBI community, the *minimum** sanction shall be suspension.

*However, based on the severity of the infraction, students found guilty of sexual misconduct can face dismissal, dismissal without recourse, and where appropriate, prosecution as defined by the state and federal law.

For illegally possessing, manufacturing, selling, or delivering a controlled substance as defined by state or federal law, sanctions can include probation, suspension, or immediate dismissal, depending upon the gravity of the offense and prior history of misconduct.

Repeat Offenses - For offenses of the same or similar type for which a student has previously received at least probation, the minimum sanction shall be suspension for at least one academic semester with appropriate conditions as determined by the Senior Campus Administrators.

All reported or suspected cases of code of conduct violations are investigated at LIBI. Records are kept by the Chief Academic and Student Services Officer and the Assistant Campus Director in the form of incident reports, judiciary hearing memorandums, and formal disciplinary letters written to students. These records are maintained as part of the student's Disciplinary Record separate from the transcript. All records for guilty rulings are maintained for two years after the student's last day of attendance at LIBI. Non-guilty rulings and documentation relating to the incident are maintained by the Chief Academic and Student Services Officer and the Assistant Campus Director until the student permanently leaves LIBI (either through graduation or official withdrawal). All records relating to the not-guilty ruling are destroyed upon confirmation that the student is no longer in attendance at LIBI. Records are maintained for students on a Leave of Absence and are only destroyed upon confirmation that the student is withdrawing. Non-safety related disciplinary cases pending probation, suspension, or expulsion will be noted as part of a student's transcript based on the discretion of the Dean of Administration or Assistant Campus Director. Irrespective of the decision relating to the transcript notation, records of disciplinary cases that resulted in student's permanent expulsion from LIBI will become part of the student's educational file. Students who were asked to permanently separate from the College because they were found to endanger the safety and well being of other members of the LIBI community, will be expelled without recourse. Under those circumstances, the student's transcript will permanently indicate "Disciplinary Expulsion". The transcript notation in safety-related expulsions can only be overruled by the President of the College.

Special Circumstances - In the event that a student leaves LIBI before all of the conditions set at the student's disciplinary hearing are met, the Registrar will indicate that on the student's official transcript. If the student completes all of the conditions according to the terms outlined at the student's disciplinary hearing and returns to good standing, no notations will be made on the student's official transcript.

Judiciary Appeals - Students have the right to appeal the "guilty" ruling up to 30 calendar days after an official written decision is rendered. The appeal must be made formally in writing to the President of the College. After the 30 days appeals will not be considered by the President unless rare mitigating circumstances can be substantiated along with the written appeal. Appeals older than 30 calendar days will not be accepted without proper documentation supporting the exception.

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 behavior 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 that official. Full compliance with this policy is expected from every LIBI student.

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 Senior Campus Administrator or the Assistant Campus Director in writing of the problem, action taken by the Faculty member, and the Faculty member's recommendation. If a resolution of the problem is not reached between the Faculty member and the student, the

student may be removed from the course permanently. In instances where the Faculty member recommends permanent removal of the student from the course, the student will be required to meet with the Judiciary Committee (usually comprised of three administrators appointed by the President of the College to serve one year terms, 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 during 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 disciplinary committee.

Appeals

Rights of the Accused Student

A student accused of violating a LIBI policy or the student code of conduct shall have the following rights:

To be advised of the charge, the character of the evidence against the student, the alternatives for responding, and the possible sanctions. The rights to read the relevant passages of the student code of conduct once all of the charges against the student have been disclosed. Students have the right to appeal the "guilty" ruling up to 30 calendar days after an official written decision is rendered. The appeal must be made formally in writing to the President of the College.

Students who were removed from their class for disciplinary reasons have three (3) business days to appeal the action in writing to the Senior Campus Administrator (Flushing Main Campus students) or the Assistant Campus Director (Commack Campus students). The President of the College will make the final determination in all appeals cases.

PROGRAMS OF STUDY

The following is a list of approved certificate, diploma, 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. Enrollment in other than registered or otherwise approved programs (by the State Education Department) may jeopardize a student’s eligibility for certain student aid awards.

Program – Flushing	HEGIS Code
Accounting Associate in Occupational Studies	5002
Business Management Associate in Occupational Studies	5004
Court Reporting Associate in Occupational Studies	5005
<i>Is no longer being offered in the Flushing campus and is currently in teach-out.</i>	
Homeland Security and Security Management Associate in Occupational Studies	5505
Medical Billing and Insurance Diploma	5005
Office Technology with Medical Office Option Associate in Occupational Studies	5005
Office Technology Diploma.....	5005
ESL Certificate Program	

Program – Commack	HEGIS Code
Court Reporting Associate in Occupational Studies	5005
Court Reporting Certificate	5005

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 2.0 GPA.

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

General Education Requirements		Credits	Suggested Sequence of Courses		
BUS198	Business Communications	3	Semester 1		Credits
ENG106	College English I	3	ACC100	Principles of Accounting I	3
ENG207	College English II or		BUS188	Introduction to Business	3
ENG208	The Contemporary American		DOW100	Introduction to Windows	1
	Short Story	3	ENG106	College English I	3
FRS100	Freshman Seminar	2	FRS100	Freshman Seminar	2
PSY104	Introduction to Psychology	3	KBD104	Keyboarding/Speedbuilding I	3
				Sub-total	15
Requirements for the Major			Semester 2		
ACC100	Principles of Accounting I	3	ACC101	Principles of Accounting II	3
ACC101	Principles of Accounting II	3	BUS100	Business Legal Concepts and Terminology	3
ACC202	Intermediate Accounting I	3	BUS197	Business Mathematics	3
*ACC203	Intermediate Accounting II	3	MSE113	Microsoft Excel	3
ACC209	Income Tax	3	MWW112	Microsoft Word	3
BUS100	Business Legal Concepts and Terminology	3		Sub-total	15
BUS102	Customer Service Management	3	Semester 3		
BUS188	Introduction to Business	3	ACC202	Intermediate Accounting I	3
BUS197	Business Mathematics	3	BUS102	Customer Service Management	3
CAC205	Computerized Accounting	3	BUS198	Business Communications	3
DOW100	Introduction to Windows	1	CAC205	Computerized Accounting	3
KBD104	Keyboarding/Speedbuilding I	3	ENG207	College English II or	
MSE113	Microsoft Excel	3	ENG208	The Contemporary American	
MWW112	Microsoft Word	3		Short Story	3
NET100	Internet	1	NET100	Internet	1
*PCD200	Professional Career Development and Management	3		Sub-total	16
Elective Requirements		3	Semester 4		
Elective(s)			ACC203	Intermediate Accounting II	3
(to be selected from approved electives or courses in other programs provided prerequisites and corequisites are met)			ACC209	Income Tax	3
			PCD200	Professional Career Development and Management	3
			PSY104	Introduction to Psychology	3
				Elective(s)	3
				Sub-total	15
<hr/>			<hr/>		
Total Credits Required for the A.O.S. Degree Program in Accounting			Total Credits Required for the A.O.S. Degree Program in Accounting		61
					61

A.O.S. Degree Program in Business Management

HEGIS Code 5004

The Business Management curriculum 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 2.0 GPA.

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

General Education Requirements		Credits	Suggested Sequence of Courses		Credits
BUS198	Business Communications	3	Semester 1		
ENG106	College English I	3	ACC100	Principles of Accounting I	3
ENG207	College English II or		BUS188	Introduction to Business	3
ENG208	The Contemporary American		DOW100	Introduction to Windows	1
	Short Story	3	ENG106	College English I	3
FRS100	Freshman Seminar	2	FRS100	Freshman Seminar	2
PSY104	Introduction to Psychology	3	KBD104	Keyboarding/Speedbuilding I	3
				Sub-total	15
Requirements for the Major			Semester 2		
ACC100	Principles of Accounting I	3	BUS197	Business Mathematics	3
BUS100	Business Legal Concepts and Terminology	3	BUS289	Organizational Behavior and Management	3
BUS188	Introduction to Business	3	BUS292	Principles of Marketing	3
BUS197	Business Mathematics	3	ENG207	College English II or	
BUS289	Organizational Behavior and Management	3	ENG208	The Contemporary American	
BUS290	Human Resources Management	3		Short Story	3
BUS291	Business Finance	3	MWW112	Microsoft Word	3
BUS292	Principles of Marketing	3		Sub-total	15
*BUS294	Small Business Management	3	Semester 3		
CAC205	Computerized Accounting	3	BUS100	Business Legal Concepts and Terminology	3
DOW100	Introduction to Windows	1	BUS198	Business Communications	3
KBD104	Keyboarding/Speedbuilding I	3	BUS290	Human Resources Management	3
MSE113	Microsoft Excel	3	CAC205	Computerized Accounting	3
MWW112	Microsoft Word	3	MSE113	Microsoft Excel	3
NET100	Internet	1	NET100	Internet	1
*PCD200	Professional Career Development and Management	3		Sub-total	16
Elective Requirements			Semester 4		
		3	BUS291	Business Finance	3
Elective(s)			BUS294	Small Business Management	3
(to be selected from approved electives or courses in other programs provided prerequisites and corequisites are met)			PCD200	Professional Career Development and Management	3
			PSY104	Introduction to Psychology	3
				Elective(s)	3
				Sub-total	15
Total Credits Required for the A.O.S. Degree Program in Business Management		61	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 2.0 GPA; pass three testimony tests at 225 wpm; pass three jury charge tests at 200 wpm; pass three straight matter tests at 180 wpm with 95 percent accuracy, all tests are five minutes on unfamiliar material; transcribe ten pages of testimony in a two-hour period; satisfactorily complete an

internship program which will include 45 hours of participation under the supervision of an official court reporter or a freelance court reporter using machine steno. These hours will be verified by the supervising reporters. Students will also complete 30 hours of class lecture. A 40-page salable transcript will be produced and graded. A narrative report which summarizes their internship experiences will be given.

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

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

General Education Requirements		Credits	Suggested Sequence of Courses		Credits	
BUS191	Introduction to Business Communications	1	Semester 1			
ENG106	College English I	3	CRT100	Court Reporting Theory	6	
ENG207	College English II	3	PSY104	Introduction to Psychology	3	
PSY104	Introduction to Psychology	3	TRP102	Transcription Production	3	
Requirements for the Major				Sub-total	12	
*CAT116	Computer-Assisted Transcription I	2	Semester 2			
CRT100	Court Reporting Theory	6	CRT101	Court Reporting I/Advanced Theory	6	
CRT101	Court Reporting I/Advanced Theory	6	ENG106	College English I	3	
CRT102	Court Reporting II	6	LPT102	Legal Procedures and Technology	3	
CRT106	Court Reporting Speedbuilding Lab	2		Sub-total	12	
CRT107	Court Reporting Speedbuilding Lab	1	Semester 3			
CRT203	Court Reporting III	6	CRT102	Court Reporting II	6	
CRT204	Court Reporting IV	6	ENG207	College English II	3	
*CRT205	Court Reporting V	6	CRT107	Court Reporting Speedbuilding Lab	1	
*INT203	Internship	3	RTW117	Real-Time Writing I	2	
LPT102	Legal Procedures and Technology	3		Sub-total	12	
MET100	Medical Terminology	3	Semester 4			
RTW117	Real-Time Writing I	2	BUS191	Introduction to Business Communications	1	
TRP102	Transcription Production	3	CRT106	Court Reporting Speedbuilding Lab	2	
			CRT203	Court Reporting III	6	
			MET100	Medical Terminology	3	
				Sub-total	12	
			Semester 5			
			CAT116	Computer Assisted Transcription I	2	
			CRT204	Court Reporting IV	6	
			INT203	Internship	3	
				Sub-total	11	
			Semester 6			
			CRT205	Court Reporting V	6	
				Sub-total	6	
Total Credits Required for the A.O.S. Degree Program in Court Reporting		65	Total Credits Required for the A.O.S. Degree Program in Court Reporting			65

A.O.S. Degree Program in Homeland Security and Security Management

HEGIS Code 5505

The AOS Degree Program in Homeland Security and Security Management is earned through the successful completion of 61 credits of study. The focus of this associate degree program is twofold. The first area of emphasis is on the organizations, processes, and procedures utilized to protect this country, its' people, and its' infrastructure. The student will learn the organization, roles and responsibilities of the Department of Homeland Security (DHS) and the organizations within the DHS. The student will learn the major components of the National Response Framework, the National Response Plan, the National Infrastructure Protection Plan, and the National Incident Management System. The student will also learn the steps needed to plan for, prepare for, respond to, mitigate and recover from a natural or man-made disaster. The laws affecting individual rights and the threats caused by various types of terrorism

will also be covered. The second area of emphasis within this degree program is on the corporate security or private security firm's organization, processes, and procedures. The student will also be exposed to various methods of investigation and technological tools used by security firms. It also addresses basic legal issues affecting the private security world and addresses the basic elements which threaten the security of organizations, people, and property. In addition, basic leadership and business communications skills will be taught.

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

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

General Education Requirements		Credits	Suggested Sequence of Courses		Credits
BUS198	Business Communications	3	Semester 1		
ENG106	College English I	3	CRJ100	Introduction to Criminal Justice	3
PSY104	Introduction to Psychology	3	SEC100	Introduction to Security	3
NET100	Internet	1	LAW100	Law and Ethics for Security Professionals	3
Requirements for the Major			ERM100	Basic Fire Safety/Basic CPR/and First Aid Training	3
BUS102	Customer Service Management	3	HSM100	Introduction to Homeland Security	3
BUS188	Introduction to Business	3		Sub-total	15
*BUS203	Effective Leadership	3	Semester 2		
CRJ100	Introduction to Criminal Justice	3	ERM101	Critical Incident Management and Command Systems	3
CRJ201	Methods of Investigation	3	HSM101	Contingency and Emergency Planning	3
ERM100	Basic Fire Safety/Basic CPR/and First Aid Training	3	SEC101	Security Technology	3
ERM101	Critical Incident Management and Command Systems	3	SEC102	Transportation Security	3
ERM202	Disaster Response and Recovery Operations	3	SEC103	Personnel and Physical Property Security Management	3
HSM100	Introduction to Homeland Security	3		Sub-total	15
HSM101	Contingency and Emergency Planning	3	Semester 3		
HSM201	Understanding Terrorism	3	HSM201	Understanding Terrorism	3
LAW100	Law and Ethics for Security Professionals	3	ENG106	College English I	3
SEC100	Introduction to Security	3	BUS102	Customer Service Management	3
SEC101	Security Technology	3	BUS188	Introduction to Business	3
*SEC102	Transportation Security	3	PSY104	Introduction to Psychology	3
SEC103	Personnel and Physical Property Security Management	3	NET100	Internet	1
SEC204	Introduction to Forensic Science	3		Sub-total	16
			Semester 4		
			CRJ201	Methods of Investigation	3
			ERM202	Disaster Response and Recovery Operations	3
			SEC204	Introduction to Forensic Science	3
			BUS203	Effective Leadership	3
			BUS198	Business Communications	3
				Sub-total	15

Total Credits Required for the A.O.S. Degree Program in Homeland Security and Security Management 61

Total Credits Required for the A.O.S. Degree Program in Homeland Security and Security Management 61

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 2.0 GPA; pass three testimony tests at 225 wpm; pass three jury charge tests at 200 wpm; pass three straight matter tests at 180 wpm with 95 percent accuracy; all tests are five minutes on unfamiliar material; transcribe ten pages of testimony in a two-hour period; satisfactorily complete an internship program which will include 45 hours of

participation under the supervision of an official court reporter or a freelance court reporter using machine steno. These hours will be verified by the supervising reporters. Students will also complete 30 hours of class lecture. A 40-page salable transcript will be produced and graded. A narrative report which summarizes their internship experiences will be given.

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

REQUIREMENTS FOR THE CERTIFICATE PROGRAM IN COURT REPORTING

Requirements for the Major	Credits	Suggested Sequence of Courses	Credits
*CAT116	Computer-Assisted Transcription I		
	2	Semester 1	
CRT100	Court Reporting Theory	CRT100	Court Reporting Theory
	6	TRP102	Transcription Production
CRT101	Court Reporting I/Advanced Theory		9
	6	Semester 2	
CRT102	Court Reporting II	CRT101	Court Reporting I/ Advanced Theory
	6		6
CRT106	Court Reporting Speedbuilding Lab	LPT102	Legal Procedures and Technology
	2		3
CRT203	Court Reporting III	MET100	Medical Terminology
	6		3
CRT204	Court Reporting IV		12
	6	Semester 3	
*CRT205	Court Reporting V	CRT102	Court Reporting II
	6	RTW117	Real-Time Writing I
*INT203	Internship		8
	3	Semester 4	
LPT102	Legal Procedures and Technology	CRT106	Court Reporting Speedbuilding Lab
	3		2
MET100	Medical Terminology	CRT203	Court Reporting III
	3		6
RTW117	Real-Time Writing I		8
	2	Semester 5	
TRP102	Transcription Production	CAT116	Computer Assisted Transcription I
	3		2
		CRT204	Court Reporting IV
			6
			8
		Semester 6	
		CRT205	Court Reporting V
		INT203	Internship
			3
			9
<hr/>		<hr/>	
Total Credits Required for the Certificate Program in Court Reporting		Total Credits Required for the Certificate Program in Court Reporting	
	54		54

Diploma Program in Medical Billing and Insurance

HEGIS Code 5005

The Medical Billing and Insurance curriculum provides general instruction in the procedures of the modern doctor's office, clinic, or hospital office with detailed study in medical coding, billing, and insurance processing. Industry standard software including Medical Manager and Medisoft are learned, along with standard Microsoft Word and Excel applications. Students are prepared as well-rounded medical

office assistants, but with sufficient specialization in coding and billing procedures to sit for certification examinations in these areas.

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

REQUIREMENTS FOR THE DIPLOMA PROGRAM IN MEDICAL BILLING AND INSURANCE

Requirements for the Major		Credits	Suggested Sequence of Courses		Credits
KBD104	Keyboarding/Speedbuilding I	3	Semester 1		
MET100	Medical Terminology	3	KBD104	Keyboarding/Speedbuilding I	3
MET115	Medical Coding	3	MET100	Medical Terminology	3
MET217	Advanced Medical Coding	3	MET115	Medical Coding	3
MET201	Medical Office Procedures	3	MSE113	Microsoft Excel	3
*MET216	Medical Insurance and Billing	6	MWW112	Microsoft Word	3
MSE113	Microsoft Excel	3		Sub-total	15
MWW112	Microsoft Word	3	Semester 2		
*PCD200	Professional Career Development and Management	3	MET201	Medical Office Procedures	3
			MET216	Medical Insurance and Billing	6
			MET217	Advanced Medical Coding	3
			PCD200	Professional Career Development and Management	3
				Sub-total	15
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Total Credits Required for the Diploma Program in Medical Billing and Insurance		30			

Total Credits Required for the Diploma Program in Medical Billing and Insurance 30

A.O.S. Degree Program in Office Technology with Medical Office Option

HEGIS Code 5005

The Office Technology curriculum is centered around keyboarding and the principal software applications used in the modern electronic office including word processing, spreadsheet, e-mail, and Web functions. Office procedures and simulations courses familiarize students with the modern office, and the basics of business management, recordkeeping, mathematics, and communications are also reviewed. Students are prepared for a wide range of entry-level office administration and office technology positions. Students may select an option consisting of five medical office-related courses.

These courses 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 2.0 GPA.

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

General Education Requirements Credits

BUS198	Business Communications	3
ENG106	College English I	3
ENG207	College English II or	
ENG208	The Contemporary American Short Story	3
FRS100	Freshman Seminar	2
PSY104	Introduction to Psychology	3

Requirements for the Major

BUS188	Introduction to Business	3
BUS197	Business Mathematics	3
CAC104	Recordkeeping	3
DOW100	Introduction to Windows	1
HRW100	Human Relations in the Workplace	3
KBD104	Keyboarding/Speed-building I	3
KBD205	Keyboarding/Speed-building II	3
MSE113	Microsoft Excel	3
MWW112	Microsoft Word	3
NET100	Internet	1
*PCD200	Professional Career Development and Management	3

Office Technology Track

ACPI15	Introduction to Microsoft Access and PowerPoint	3
BUS102	Customer Service Management	3
*OFP104	Office Procedures	3
*OFS105	Office Simulations Elective(s)	6

Medical Office Track

MET100	Medical Terminology	3
MET115	Medical Coding	3
MET217	Advanced Medical Coding	3
MET201	Medical Office Procedures	3
*MET216	Medical Insurance and Billing	6

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

OFFICE TECHNOLOGY TRACK

Suggested Sequence of Courses

Semester 1

BUS188	Introduction to Business	3
DOW100	Introduction to Windows	1
ENG106	College English I	3
FRS100	Freshman Seminar	2
KBD104	Keyboarding/Speed building I	3
MWW112	Microsoft Word	3
	Sub-total	15

Semester 2

BUS102	Customer Service Management	3
BUS197	Business Mathematics	3
KBD205	Keyboarding/Speed building II	3
MSE113	Microsoft Excel	3
OFP104	Office Procedures	3
	Sub-total	15

Semester 3

ACPI15	Introduction to Microsoft Access/PowerPoint	3
CAC104	Recordkeeping	3
ENG207	College English II or	
ENG208	The Contemporary American Short Story	3
HRW100	Human Relations in the Workplace	3
NET100	Internet	1
OFS105	Office Simulations	3
	Sub-total	16

Semester 4

BUS198	Business Communications	3
PCD200	Professional Career Development and Management	3
PSY104	Introduction to Psychology Elective(s)	6
	Sub-total	15

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

MEDICAL OFFICE TRACK

Suggested Sequence of Courses

Semester 1

BUS188	Introduction to Business	3
DOW100	Introduction to Windows	1
ENG106	College English I	3
FRS100	Freshman Seminar	2
KBD104	Keyboarding/Speed building I	3
MET100	Medical Terminology	3
	Sub-total	15

Semester 2

ENG207	College English II or	
ENG208	The Contemporary American Short Story	3
KBD205	Keyboarding/Speed building II	3
MET115	Medical Coding	3
MSE113	Microsoft Excel	3
MWW112	Microsoft Word	3
	Sub-total	15

Semester 3

BUS197	Business Mathematics	3
HRW100	Human Relations in the Workplace	3
MET201	Medical Office Procedures	3
MET216	Medical Insurance and Billing	6
NET100	Internet	1
	Sub-total	16

Semester 4

BUS198	Business Communications	3
CAC104	Recordkeeping	3
MET217	Advanced Medical Coding	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 Medical Office Option 61

Diploma Program in Office Technology

HEGIS Code 5005

The Office Technology diploma curriculum is centered around keyboarding and the principal software used in the modern electronic office including word processing, spreadsheet, e-mail, and Web functions. Office procedures and simulations courses familiarize students with the modern office. Students are prepared for a

wide range of entry-level office administration and office technology positions.

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

REQUIREMENTS FOR THE DIPLOMA PROGRAM IN OFFICE TECHNOLOGY

General Education Requirements		Credits
ENG106	College English I	3
FRS100	Freshman Seminar	2
Requirements for the Major		
BUS102	Customer Service Management	3
DOW100	Introduction to Windows	1
KBD104	Keyboarding/Speedbuilding I	3
KBD205	Keyboarding/Speedbuilding II	3
MSE113	Microsoft Excel	3
MWW112	Microsoft Word	3
*OFP104	Office Procedures	3
*OFS105	Office Simulations	3
*PCD200	Professional Career Development and Management	3
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Total Credits Required for the Diploma Program in Office Technology		30

Suggested Sequence of Courses			Credits
Semester 1			
MWW112	Microsoft Word		3
KBD104	Keyboarding/Speedbuilding I		3
DOW100	Introduction to Windows		1
MSE113	Microsoft Excel		3
ENG106	College English I		3
FRS100	Freshman Seminar		2
Sub-total			15
Semester 2			
BUS102	Customer Service Management		3
KBD 205	Keyboarding/Speedbuilding II		3
OFS105	Office Simulations		3
OFP104	Office Procedures		3
PCD200	Professional Career Development and Management		3
Sub-total			15

Total Credits Required for the Diploma Program in Office Technology 30

Certificate Program in English as a Second Language

Offered only at the Flushing Campus

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 continuous modules spanning a total of

30~31 weeks. It will not follow the semester break calendar of college-level academic programs. Enrollees who score within the acceptance range of Level II in the admissions exam will begin their study from Module II.

Equated credits GPA computation:

ESL100A Beginner ESL/Survival Skills (4.8 credits)

ESL101A Workplace English (4.8 credits)

ESL111A Integrated ESL with Laboratory I (7.2 credits)

ESL112A Integrated ESL with Laboratory II (7.2 credits)

***Graduation Requirements:** Students must complete all the course requirements with a minimum 2.0 GPA.

REQUIREMENTS FOR THE CERTIFICATE PROGRAM IN ENGLISH AS A SECOND LANGUAGE

Requirements for the Certificate	Clock Hours
ESL100A Beginner ESL/Survival Skills	120
ESL100A Lab Beginner ESL/Survival Skills Lab	30
ESL101A Workplace English	120
ESL101A Lab Workplace English Lab	30
ESL111A Integrated ESL with Laboratory I	180
ESL111A Lab Integrated ESL Lab I	45
ESL112A Integrated ESL with Laboratory II	180
ESL112A Lab Integrated ESL Lab II	45
Out-of-class Preparations	150

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

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

Term 2 (450 hours)

ESL101A Workplace English	120
ESL101A Lab Workplace English Lab	30
ESL112A Integrated ESL with Laboratory II	180
ESL112A Lab Integrated ESL Lab II	45
Out-of-class Preparations	75
Sub-total	450

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

COURSE DESCRIPTIONS

Courses numbered in the hundreds (e.g., ENG106 College English I, CRT100 Court Reporting Theory) represent introductory level classes. Courses numbered above two hundred 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 Theory courses, and KBD for Keyboarding 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 63-69 (currently applies to Court Reporting A.O.S. only)

ESL

ESL001 ESL 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.

ESL003 ESL 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, with an emphasis on written expression.

ESL004 ESL Aspects of Business **0 Credit/3 Equated Credits**

This course is designed to introduce ESL students to the business world and its complexities. Students will be exposed to a wide range of business vocabulary within an ESL framework. They will also be introduced to business protocol and human relations issues essential for occupational development.

ESL005 ESL 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.

ESL006 ESL 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 ESL 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 ESL 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

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

***ACC207 Payroll**
3 credits

In this course the students will learn the procedures and laws for payroll accounting. They will receive practice in computations for wages and payroll deductions through the use of forms and journals including W-2, W-4, 940, and 941. Students will be able to understand the importance of payroll in relationship to various positions as a bookkeeper, accounting clerk, and a payroll clerk.

Prerequisite: ACC 101 Principles of Accounting II

****ACC208 Practical Approach to Accounting**
3 credits

This course is designed to give the students a realistic view of accounting through their use of various practice sets. Accounting theory, concepts, terminology, and procedures will be covered. The students will be involved with many aspects of the accounting cycle and will utilize various journals, ledgers, financial statements, worksheets, and bank reconciliations.

Prerequisite: ACC 101 Principles of Accounting II

Pre- or Corequisites: ACC 207 Payroll and ACC 209 Income Tax

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

*This course is taken by students who enrolled before October 2007.

**This course is taken by students who enrolled before October 2007.

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).

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.

BUS188 Introduction to Business
3 Credits

This course is designed to give students a basic foundation on the functions and operations of business organizations. Emphasis is placed on the study of business management and the various elements of both the social and economic environments, which continuously change the business world. Business Ownership, Marketing, Finance, Human Resources and Information Systems will be covered.

BUS197 Business Mathematics
3 Credits

In this course the fundamentals of mathematics are reviewed with a special emphasis placed on their application to practical business situations, problems and forms. Topics covered will be percentage, payroll, marketing, inventory and depreciation, finance, investment and the mathematics of business management.

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.

Prerequisite: MWW112 Microsoft Word, and KBD104 Keyboarding/Speedbuilding I

Computer

ACP115 Introduction to Microsoft Access and PowerPoint
3 Credits

Students will have hands-on experience with a microcomputer using Access and PowerPoint for Windows. After completion of this course, students will have the skills necessary to create, process, and manipulate information in a variety of ways using the database program, Access. Students will also learn how to use PowerPoint features to design creative presentations, including charts and graphs, and how to integrate information from Word and Excel.

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

***DOW100 Introduction to Windows**
1 Credit

This course will provide hands-on experience with a microcomputer using Windows. Students will learn how to use the basic Windows features, use the mouse, and Start Menu to manipulate through the Windows environment and manage files.

****DOW100 Introduction to Windows and Word Processing**
3 Credits

The course will provide hands-on experience with a microcomputer using Windows. Students will learn how to use the basic Windows features, use the mouse, and Windows Explorer to manipulate through the Windows environment and manage files. Topics will include word processing basics, formatting and text enhancements.

MSE113 Microsoft Excel
3 Credits

Students will have hands-on experience with a microcomputer using Excel. After completion of this course, students will have acquired a basic knowledge of how to plan, build, test, and document worksheets. Emphasis will be on toolbars, automated calculation, charting, and data management.

MWW112 Microsoft Word
3 Credits

This course is designed to give students a hands-on experience using Microsoft Word for Windows. Topics will include formatting documents, spell checking, tables, sorting, merging, and other Microsoft Word for Windows commands.

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.

* This course is taken by students who enrolled in or after October 2009.

** This course is taken by students who enrolled before October 2009.

Keyboarding and Office Technology

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.

KBD104 Keyboarding/Speedbuilding I 3 Credits

This course is designed to develop touch control of alphabetic and numeric keys using proper typing techniques. Formatting of memoranda, letters, reports, and tables will also be emphasized. These skills will be attained through the use of lecture, textbook exercises, textbook drills, and various software applications.

KBD205 Keyboarding/Speedbuilding II 3 Credits

Students at all levels of keyboarding skill utilize this supervised course to increase speed and accuracy. Students will be able to achieve the typing speed required of the curriculum in which they are enrolled on two five minute timed writings. Keyboarding software programs will be used to assist students in achieving their goals.

Prerequisite: KBD104 Keyboarding/Speedbuilding I

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.

OFS105 Office Simulations 3 Credits

This course is composed of a self-contained and self-paced comprehensive office simulation of activities most often performed by the legal and executive secretary. The assignments and terminology are based on actual situations encountered in an office. Included in this simulation is machine transcription from tapes consisting of memos, letters, and business reports.

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.

CAT208 Computer-Assisted Transcription II 2 Credits

This course is designed to further develop the court reporter's personal dictionary and writing vocabulary which will accurately match their individual writing style. Students will produce salable transcripts which will include title pages, appearances, colloquy and indexes. The use of litigation support in transcript production will be stressed.

Prerequisite: CAT116 Computer-Assisted Transcription I

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/Advanced Theory 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/Advanced Theory

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.

Prerequisite: CRT102 Court Reporting II and MET100 Medical Terminology

CRT108 Vocabulary Building for Court Reporters 1 Credit

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 120 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 a 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.

PCR105 Notary Public
1 Credit

This course is specifically designed for the student seeking the office of commissioned notary public in the state of New York.

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.
Prerequisite: CRT101 Court Reporting I

***RTW110 Real-Time Writing Lab**
1 Credit

This course is designed to help students attain competence in real-time.

TRP102 Transcription Production
3 Credits

This course is designed specifically for the court reporter. The focus will be on developing student proficiency in grammar, punctuation, capitalization, and style particularly as they apply to the challenge of court reporting. Students will be required to punctuate and correct transcripts, courtroom testimony, jury charges and Congressional records.

* This course is taken by students who are enrolled in the 73 credit Court Reporting A.O.S. Degree.

HOMELAND SECURITY AND SECURITY MANAGEMENT

BUS203 Effective Leadership
3 Credits

This course develops a student's awareness of business organizational leadership for emergency situations. The topics include corporate structure, strategic decision-making, models for leadership, team building and motivation and reward.

CRJ100 Introduction to Criminal Justice
3 Credits

This course provides an introduction to the American criminal justice system. The definition of crime, the nature and measurement of crime, theories of crime, and criminal law will be discussed. In addition, changes in the criminal justice system, due process, and police discretion and indiscretion, the police department's role, courts, prosecuting and defense attorneys, corrections, parole, probation and the juvenile justice system will be examined. Police agencies, state-specific criminal justice guidelines within New York State, and how they interact in criminal investigations will be discussed.

CRJ201 Methods of Investigation
3 Credits

Security professionals in the field of investigative services need to understand the nature and purpose of criminal investigations. Various methods of interview and interrogation of witnesses and suspects will be discussed. Use of informants and special investigations will be examined as well as constraints on private security personnel in this area.
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 external automated defibrillator (AED). Basic incident management processes used to recognize how to operate and manage minor to moderate incidents in cooperation with federal, local, and international agencies will be addressed. The development and preparation of a workplace evacuation plan will be covered.

ERM101 Critical Incident Management and Command Systems

3 Credits

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

ERM202 Disaster Response and Recovery Operations
3 Credits

This course will introduce students to what is a disaster. Basic operations applicable to the disaster environment will be discussed. Students will examine the responsibilities of local, state, and federal emergency management teams in addition to problem solving aspects of disaster operations and the importance of interagency cooperation.

Prerequisite: ERM101 Critical Incident Management and Command Systems

HSM100 Introduction to Homeland Security
3 Credits

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

HSM101 Contingency and Emergency Planning
3 Credits

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

Prerequisite: HSM100 Introduction to Homeland Security

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.

Prerequisite: HSM100 Introduction to 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, ultra sound, and computerized surveillance. The use of surveillance systems in conjunction with various barrier and access/egress systems will be discussed.

Prerequisite: SEC100 Introduction to Security

SEC102 Transportation Security
3 Credits

In terms of Homeland Security, the greatest threat is against the global transportation system from terrorist and criminal attacks. The United States has created the Department of Homeland Security and the Transportation Security Administration, which assumes overall responsibility for transportation security. This course will examine the issues of maritime, railroad, trucking, mass transit, pipeline, and airline transportation security. Students will also examine the many participants such as shippers, freight forwarders, truckers, cargo facilities, cruise lines and air carriers. Agencies, international and domestic laws, and programs to enhance transportation security will also be discussed. The course will also include an overview of the National Infrastructure Protection Plan and the private and public responsibilities included in the plan.

SEC103 Personnel and Physical Property Security Management
3 Credits

This course will provide students with a comprehensive understanding of the organizational, interpersonal and administrative aspects of various security work environments as well as with the theoretical and practical knowledge of both traditional and innovative controls/methods/practices of physical asset security. Introduces the concepts and methodologies of workplace security used by small, medium, and large corporations. Topics related to personnel security include pre-employment screening, training, employee security awareness, internal investigations, workplace violence, security officer operations, and executive protection. Physical property security topics include perimeter integrity, facility protection, access control, and countermeasures technology.

SEC204 Introduction to Forensic Science
3 Credits

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 addressed. The course will also explore the recognition and preservation of physical evidence, particularly as it relates to Events of Mass Effect (EME).

Prerequisite: SEC100 Introduction to Security

MEDICAL OFFICE

MET100 Medical Terminology
3 Credits

The purpose of this course is to provide the student with a workable 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.

MET115 Medical Coding
3 Credits

This course emphasizes terminology related to national diagnostic and procedure codes (ICD-9-CM and CPT 4) 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

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.

MET201 Medical Office Procedures
3 Credits

Students will set up and maintain patient information files, schedule appointments, transcribe dictation consisting of a variety of medical reports and forms, use diagnostic and procedural codes and fee schedules, prepare health insurance claim forms, process telephone messages, prepare patient bills, format reports and medical documents, and draft letters. Computerized environments will be emphasized.

Prerequisites: KBD104 Keyboarding/Speedbuilding I and MWW112 Microsoft Word

MET216 Medical Insurance and Billing
6 Credits

The purpose of this course is to introduce students to major nationwide medical insurance programs and computer-based billing programs used to simplify the process of billing and filing insurance claim forms. Medical terms and codes are put to practical use processing in billing and insurance systems.

Prerequisite: MET115 Medical Coding

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.

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.

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.

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 COMPASS Reading Placement and Writing Placement Exams
(Court Reporting programs students must score 50 or above in COMPASS Writing Placement Exam)
- ENG001 Developmental English

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

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.

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.

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, and/or poor listening comprehension. Concentrating primarily on speaking/listening contexts and simple reading exercises, it aims to build confidence, demonstrate the basic patterns of English word and 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

English language skills will be developed in a context defined by the job search process, including newspaper reading, resume 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, multiculturalism, workplace human relations, legal issues, and workplace ethics.

Prerequisite: Any of the following:
ESL100A Beginner ESL/Survival Skills
96-101 scaled CELSA score

ESL100A Lab Beginner ESL/Survival Skills Lab 0 Credit / 0.8 Equated Credits / 30 Hours

This Lab must be registered along with ESL100A.

ESL101A Lab Workplace English Lab 0 Credit / 0.8 Equated Credits / 30 Hours

This Lab must be registered along with ESL101A.

ESL111A Integrated ESL with Laboratory I 0 Credit / 6 Equated Credits / 180 Hours

Lecture component emphasizes speaking and listening skills while covering basic grammar, writing, and structure. Students will have an opportunity to use their developing language skills in a variety of media settings, including audio, video, CD-ROMs, and Web sites. Group work with video and audiotape will be featured, but students will also use self-study software to practice grammar and writing skills, and to improve speaking and listening abilities.

ESL112A Integrated ESL with Laboratory II 0 Credit / 6 Equated Credits / 180 Hours

Lecture component emphasizes grammar and structure rules within the context of developing practical speaking and listening skills. In the computer laboratory, students have an opportunity to use their developing language skills in a variety of media settings, including audiotapes, videotapes, CD-ROMs, and Web sites. Group work with video and audiotape will be featured, but students will also use self-study software to practice grammar and writing skills, and to improve speaking and listening abilities. Basic single paragraph writing and spelling elements are introduced. Content is graded at a higher level than the ESL 111A, the first Lab in this series.

Prerequisite: Any of the following:
ESL111A Integrated ESL with Laboratory I
96-101 scaled CELSA score

ESL111A Lab Integrated ESL Lab I 0 Credit / 1.2 Equated Credits / 45 Hours

This Lab must be registered along with ESL111A.

ESL112A Lab Integrated ESL Lab II 0 Credit / 1.2 Equated Credits / 45 Hours

This Lab must be registered along with ESL112A.

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

ACADEMIC CALENDAR

Flushing Campus

Schedule A

Fall 2011 Semester

September	16	Pre-registration begins
October	13	Classes begin
October	14	Annual Faculty Convocation – Daytime classes cancelled
November	24 – 25	Thanksgiving recess – school closed
December	19 – January 2, 2012	Winter recess – no classes
January	3	Classes resume
January	16	Martin Luther King, Jr. Day – school closed
January	23	Asian Lunar New Year – school closed
February	15	Last day of semester

Spring 2012 Semester

January	17	Pre-registration begins
February	21	Classes begin
February	20	Presidents' Day – school closed
April	6	Good Friday – school closed
May	28	Memorial Day – school closed
June	6	Last day of semester

Summer 2012 Semester

May	11	Pre-registration begins
June	11	Classes begin
June	25 – July 7	Summer recess – no classes
July	9	Classes resume
July	20	Graduation Commencement – Evening classes cancelled
September	3	Labor Day – school closed
October	5	Annual Faculty Convocation – Daytime classes cancelled
October	5	Last day of semester

ACADEMIC CALENDAR

Flushing Campus

Schedule B

Fall 2011 Semester

November	9	Pre-registration begins
December	5	Classes begin
December	19 – January 2, 2012	Winter recess – no classes
January	3	Classes resume
January	16	Martin Luther King, Jr. Day – school closed
January	23	Asian Lunar New Year – school closed
February	20	Presidents' Day – school closed
April	4	Last day of semester

Spring 2012 Semester

March	16	Pre-registration begins
April	16	Classes begin
April	8	Good Friday – school closed
May	28	Memorial Day – school closed
June	25 – July 7	Summer recess – no classes
July	9	Classes resume
August	10	Last day of semester

Summer 2012 Semester

July	13	Pre-registration begins
August	13	Classes begin
September	3	Labor Day – school closed
October	5	Annual Faculty Convocation – Daytime classes cancelled
November	22 – 23	Thanksgiving recess – school closed
November	27	Last day of semester

ACADEMIC CALENDAR

Commack Campus

Fall 2011 Semester

September	12	Pre-registration begins
October	12	Classes begin
October	14	Annual Faculty Convocation – Daytime classes cancelled
November	24 – 25	Thanksgiving recess – school closed
December	23 – January 2, 2012	Winter recess – no classes
January	3	Classes resume
January	16	Martin Luther King, Jr. Day – school closed
January	23	Asian Lunar New Year – school closed
February	13	Last day of semester

Spring 2012 Semester

January	12	Pre-registration begins
February	16	Classes begin
February	20	Presidents' Day – school closed
April	8	Good Friday – school closed
May	28	Memorial Day – school closed
June	4	Last day of semester

Summer 2012 Semester

May	9	Pre-registration begins
June	7	Classes begin
June	27 - July 8	Summer recess – no classes
July	9	Classes resume
September	3	Labor Day – school closed
October	4	Last day of semester
October	5	Annual Faculty Convocation

ADMINISTRATIVE STAFF

Flushing Campus

GENERAL ADMINISTRATION

Foote, Monica W.
President

Chang, Ching-Tao (Pier)
Vice President of Marketing

Cheung, Yik-Kin (Enos)
Dean of Administration

Chong, William
Assistant Flushing Campus Director of Enrollment
Management

ACADEMIC ADMINISTRATION

Colt, Richard S.
Major General, U.S. Army (Retired), Director of
Homeland Security and Security Management
Program

Dukette, Linda
Associate Director of ESL/Title IX Coordinator

Jimenez, Byron
Registrar

Johnson, Stacey
Chief Academic and Student Services Officer

Keane, Brendan
Chief of Staff of Homeland Security and Security
Management Program

Lee, Rosanna
Registrar for Student Services

Marcu, Cristian
Academic Success Center Coordinator

Nizamova, Anastasia
Admissions Test Administrator

Park, Chan
Medical Billing Tutor

Santana, Jose
Faculty Coordinator/Evening Administrator

STUDENT SUCCESS CENTER

Canteen, Furney
Director of Retention Management

Chang, Karin
Student Success Advisor

Li, Lawrence
Student Success Advisor

Venturino, Anna
Student Success and Retention Coordinator

ADMISSIONS OFFICE

Bae, Stacey
Admissions Representative

Castillo, Lida
Admissions Representative

Liu, Selina
Admissions Representative

Milo, Laura
Admissions Representative

Rodriguez, Benny
Admissions Representative

Vazquez, Sandra
Admissions Representative

Yang, Ethan
Director of Admissions

FINANCIAL AID OFFICE

Huang, Wen Yi (Ivy)
Financial Aid Specialist

Jimenez, Evelyn
Financial Aid Specialist

Liu, Cynthia
Financial Aid Specialist

Zhu, Li
Financial Aid Supervisor

ACCOUNTING OFFICE

Aoki, Hikaru (Gina)
Assistant Bursar

Cordero, Beatriz
Bursar

Hsiao, Chienwen (Joanne)
Fiscal Manager

Yuan, Su Hsia
Accounting Assistant

CAREER SERVICES OFFICE

Aybar, Jhonatan
Junior Career Services Advisor

Guo, Hong Li (Ashley)
Career Services Assistant

Marinan, Jerilyn
Director of Career Services and External Relations
LIBRARY

Arguelles, Adriana
Full-time Librarian

Arguelles, Carlos
Part-time Librarian

INFORMATION TECHNOLOGY

Franco, Filpo (Tony)
Senior Database Administrator

Tang, Vincent
Information Technology Manager

ADMINISTRATIVE STAFF

Castro, Frank
President's Executive Assistant

Cheung, Mei Lou (Amy)
Receptionist/Office Assistant

Chiu, Yu Shan (Alicia)
Online Marketer

Yang, Hui Chih (Yoselin)
Graphic Designer

Yu, Sim
Receptionist/Office Assistant

Commack Campus

GENERAL ADMINISTRATION

Foote, Monica W.
President/Commack Campus Director

ACADEMIC ADMINISTRATION

Houston, Michelle
Programs Director/Assistant Campus
Director/Intercampus Faculty Liaison

Mattar, Christine
Registrar

ADMISSIONS OFFICE

Foster, James
Director of Enrollment

FINANCIAL AID OFFICE

Kiregian, Nazaret
Director of Financial Aid

CAREER SERVICES OFFICE

DelleCamelie, Kimberlee
Career Services Coordinator/Title IX Coordinator

LIBRARY

Canavan, Terry
Librarian

INFORMATION TECHNOLOGY

Torres, Joe-Wilson
Junior Database Administrator/IT Manager

ADMINISTRATIVE STAFF

Baldwin, Sheila
Administrative Assistant

FACULTY

Flushing Main Campus

Accounting Department

Cappello, Rocco, *Area Manager, Instructor*
B.B.A., Dowling College, Accounting

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

Ganess, Visham, *Adjunct Instructor*
M.B.A., Stern School of Business/NYU, Management

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

Lesmond, Geneva, *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

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

Saggese, Mario, CPA, *Adjunct Instructor*
M.B.A., Baruch College/CUNY, Taxation
B.S., New York University, Accounting

Wu, Jia Sheng, *Adjunct Instructor*
M.S., St. John's University, Accounting
Certificate of Advanced Graduate Studies, University of
Science & Technology of China, Communication
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

Business Department

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, Geneva, *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*
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B.S., Geneseo/SUNY, Business Administration

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

Saggese, Mario, CPA, *Adjunct Instructor*
M.B.A., Baruch College/CUNY, Taxation
B.S., New York University, Accounting

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

Ty, Vincent, *Adjunct Instructor*
M.B.A., Ateneo de Manila University, Business
Administration
B.A., University of the Philippines, Development Studies

Wu, Jia Sheng, *Adjunct Instructor*
M.S., St. John's University, Accounting
Certificate of Advanced Graduate Studies, University of
Science & Technology of China, Communication
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

Zhu, Jingtian (Jean), *Instructor*
M.B.A., Northeastern University, Business Administration
B.A., Sun Yat-Sen University, English

Court Reporting Department

Abrahams, Kerri Ann, *Adjunct Instructor*
A.O.S., Business Informatics Center, Court Reporting

Shaw, Kimberly, *Adjunct Instructor*
A.O.S., Business Informatics Center, Court Reporting

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

Imprixis, Prodromos, *Adjunct Instructor*

M.B.A., Dowling College, General Management
B.A., Stony Brook/SUNY, English

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

Marcu, Cristian, *Instructor*

B.A., Long Island University, English

Murphy, Shannon, *Adjunct Instructor*

M.A., Hofstra University, English Literature
B.A., Stony Brook/SUNY, English

Piryaei, Shabnam, *Adjunct Instructor*

M.A., New York University, Humanities and Social Thought
B.A., University of California, Berkeley, Ethnic Studies

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

Cheng, Yu Chen (Joyce), *Instructor*

M.A., Long Island University, TESOL
B.A., Soochow University, Chinese Literature

Dukette, Linda, *Associate Director of ESL/Title IX*

Coordinator, Instructor
B.S., St. John's University, Biology
Certificate, Oxford Institute, TESOL

Dulaski, Agnieszka, *Adjunct Instructor*

M.A., Queens College/CUNY, Applied Linguistics
B.A., The City University of New York/CUNY, Linguistics

Grant, Margaret, *Adjunct Instructor*

M.A., Boston University, Education/TESOL
B.A., Emmanuel College, French

Hagenah, William B., *Adjunct Instructor*

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

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

Kim, Jin Young, *Adjunct Instructor*

M.S., The City College of New York/CUNY, TESOL
B.L., Kwangwoon Univeristy, Journalism and
Communication Studies

Kornilova, Tatiana, *Adjunct Instructor*

M.S., Hunter College/CUNY, Bilingual Education
B.A., Pyatigorsk State Pedagogical Institute of Foreign
Language, Foreign Languages (English and German)

Lam, Luong, *Adjunct Instructor*

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B.B.A., Baruch College/CUNY, Finance/Investments
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X Y Z

Appendix A

Flushing Main Campus

The Flushing Main Campus is located on 39th Street between Main Street and Union Street. The following buses service the campus:

Q12, Q13, Q14, Q15, Q16, Q17, Q20A/B, Q25, Q34, Q26, Q27, Q28, Q44, Q48 (to LaGuardia Airport), Q58, Q65, Q66, QBX1, N20, and N21

The Main Street – Flushing Station is located one block from the Flushing Campus and is serviced by the IRT Flushing Line 7 train. MTA New York City Bus and Subway information may be reached by calling 718.330.1234.

You can also get train schedule times on the web or by calling the L.I.R.R. Travel Information Center at 718.217.LIRR, 516.822.LIRR or 631.231.LIRR.

Students that wish to drive their own car may park in the Flushing #1 Municipal Parking Field located at 138th Street and 39th Street. Hours of operation are 8:00 a.m. to 12 a.m. Parking fees are in force.

An individualized trip planner is also available at <http://www.511ny.org/>. This New York State website will allow you to plan your “Point A to Point B” trip from your home or place of employment straight to either of our campuses.

Commack Campus

The Commack Campus is located on Jericho Turnpike in the Commack Corners Shopping Center. The bus station is located at the west end of the Macy’s Plaza, which is adjacent to the Commack Corners Shopping Center. The following Suffolk County Transit buses service the Macy’s Plaza:

S54, S56, H-6, and S41

Bus schedules of connecting buses may be found at <http://www.sct-bus.org/schedules.html>. Additional bus information is available by calling Suffolk Transit Information Service at 631.852.5200 Monday to Friday 8:00 a.m. to 4:30 p.m. Current College Student IDs will allow you to receive a discount on all Suffolk Transit buses.

The Commack Campus is also accessible by the M.T.A. L.I.R.R. Port Jefferson Line (North Shore) and the Ronkonkoma Line (South Shore). Special intra-Island timetables, that highlight train and bus connections, are available at key stations.

Appendix B

Equivalency chart for CLEP Examinations and Courses offered at LIBI		
CLEP Examination	Equivalent LIBI Course Codes and Names	
American Literature	ENG208	The Contemporary American Short Story
Analyzing and Interpreting Literature	ENG208	The Contemporary American Short Story
English Composition	ENG106	College English I
English Literature	ENG208	The Contemporary American Short Story
Freshman College Composition	ENG106	College English I
Introductory Psychology	PSY104	Introduction to Psychology
Natural Sciences	SCI100	Environmental Science
Financial Accounting	ACC100	Principles of Accounting I
Introductory Business Law	BUS100	Business Legal Concepts and Terminology
Information Systems and Computer Applications	DOW100	Introduction to Windows
Principles of Marketing	BUS292	Principles of Marketing

Appendix C

The following chart explains what happens when a student does not meet the speed requirements in any Court Reporting speed class and receives an IP (In Progress) grade:

	This has occurred at the end of the semester.	This is how it will affect your Academic Standing and Financial Aid eligibility.
Semester 1	Student does not meet speed class requirements Student receives the grade of IP	Student goes on Academic Warning for Semester 2 Student registers for the same speed class in Semester 2 Student is eligible for Financial Aid in Semester 2
Semester 2	Student does not meet speed class requirements Student receives the grade of F	Student goes on Probation for Semester 3 Student registers for the same speed class in Semester 3 Student is not eligible for Financial Aid in Semester 3
Semester 3	Student does not meet speed class requirements Student receives the grade of F	Student is dismissed Student may apply for non-matriculated status for Semester 4 Student is not eligible for Financial Aid in Semester 4

Appendix D

COURSES WITH LABORATORY FEES	
Course Name	Course Code
Basic Fire Safety/Basic CPR/and First Aid Training	ERM100
Computer-Assisted Transcription I	CAT116
Computer-Assisted Transcription II	CAT208
Court Reporting Theory	CRT100
Real-Time Writing I	RTW117
Real-Time Writing Lab	RTW110
Keyboarding/Speedbuilding I	KBD104
Keyboarding/Speedbuilding II	KBD205
Introduction to Microsoft Access and PowerPoint	ACP115
Recordkeeping	CAC104
Office Procedures	OFP104
Office Simulations	OFS105
Computerized Accounting	CAC205
Introduction to Windows (1 credit)	DOW100*
Introduction to Windows and Word Processing (3 credits)	DOW100**
Microsoft Excel	MSE113
Microsoft Word	MWW112
Medical Office Procedures	MET201
Medical Insurance and Billing	MET216

Appendix E

WHOM TO SEE AT LIBI FLUSHING

QUESTIONS REGARDING	OFFICE	ROOM
ACADEMIC PROGRAMS	Academic Success Office	M406
ACADEMIC ADVISING	Academic Success Office	M406
ALCOHOL AND DRUG POLICY	Chief Academic and Student Services Officer	A131
ALUMNI	Office of Career Services	M409
BOOKSTORE	Bursar	M135
CAREER SERVICES	Office of Career Services	M409
CLASS SCHEDULE	Registrar's Office	M502
CAMPUS SECURITY	Brendan Keane, Chief of Staff for Homeland Security	M408
CLEP	Jerilyn Marinan, Director of Career Services and External Relations	M409
COPYRIGHTS	LIBI Flushing Library	M423
COST OF ATTENDANCE	Financial Aid Office	M502
FEDERAL LOAN OR GRANT	Financial Aid Office	M502
FINANCIAL AID ADVISING	Financial Aid Office	M502
REFUND POLICY	Financial Aid Office	M502
STUDENT ACCOUNT INFORMATION	Financial Aid Office	M502
TUITION AND FEES	Financial Aid Office	M502
COURT REPORTING STENO EQUIPMENT	Rosanna Lee, Registrar for Student Services	M502
EMERGENCY SCHOOL CLOSING	Reception (Main Building)	M502
FACILITIES	Facility Manager	M401
FEDERAL WORK STUDY	Office of Career Services	M409
FERPA (Family Educational Rights and Privacy Act)	Registrar's Office	M502
FIRE EVACUATION PLAN	Brendan Keane, Chief of Staff for Homeland Security	M408
GRADE APPEALS	Faculty Chief Academic and Student Services Officer	A129 A131
ACADEMIC SUCCESS CENTER	Coordinator of Academic Success Center	M316
LIBRARY	Adrianna Arguelles, Librarian	M423
LOST AND FOUND	Reception (Main Building)	M502
PROFICIENCY EXAM	Registrar's Office	M502
SERVICES FOR STUDENTS WITH DISABILITIES	Registrar's Office	M502
SUBSTANCE HELP	Anna Venturino	M406
STUDENT CLUBS AND ORGANIZATIONS	Furney Canteen, Director of Retention Management	M406
STUDENT EMPLOYMENT ASSISTANCE	Office of Career Services	M409
STUDENT ID CARDS	Hazel Yu, Supply Manager/ID	M401
STUDENT (APPLICANT) REFERRALS	William Chong, Director of Enrollment Management	M512
TITLE IX (SEXUAL HARRASSMENT)	Linda Dukette, Title IX Coordinator	A133
TRANSCRIPTS	Registrar's Office	M502
TRANSFER CREDITS	Registrar's Office	M502
TUTORING	Academic Success Office	M310

WHOM TO SEE AT LIBI COMMACK

QUESTIONS REGARDING	OFFICE	ROOM
ACADEMIC PROGRAMS	Assistant Campus Director	OFC 1
ACADEMIC ADVISING	Faculty Advisor	ROOM 3
ALCOHOL AND DRUG POLICY	Career Services Coordinator	ANX 1
ALUMNI	Career Services Coordinator	ANX 1
BOOKSTORE	Bursar	OFC 3
CAREER SERVICES	Career Services Coordinator	ANX 1
CLASS SCHEDULE	Registrar's Office	OFC 3
CAMPUS SECURITY	IT Manager	ANX 4
CLEP	Director of Career Services and External Relations (Flushing)	M409
COPYRIGHTS	LIBI Commack Library	Library
COST OF ATTENDANCE	Financial Aid Office	OFC 4
FEDERAL LOAN OR GRANT	Financial Aid Office	OFC 4
FINANCIAL AID ADVISING	Financial Aid Office	OFC 4
REFUND POLICY	Financial Aid Office	OFC 4
STUDENT ACCOUNT INFORMATION	Financial Aid Office	OFC 4
TUITION AND FEES	Financial Aid Office	OFC 4
COURT REPORTING STENO EQUIPMENT	IT Manager	ANX 4
EMERGENCY SCHOOL CLOSING	Assistant Campus Director	OFC 1
FACILITIES	IT Manager	ANX 4
FEDERAL WORK STUDY	Office of Career Services	ANX 1
FERPA (Family Educational Rights and Privacy Act)	Registrar's Office	OFC 3
FIRE EVACUATION PLAN	IT Manager	ANX 4
GRADE APPEALS	Assistant Campus Director	OFC 1
LIBRARY	Librarian	Library
LOST AND FOUND	Administrative Assistant	Front desk
PROFICIENCY EXAM	Registrar's Office	OFC 3
SERVICES FOR STUDENTS WITH DISABILITIES	Registrar's Office	OFC 3
SUBSTANCE HELP	Anna Venturino	M406
STUDENT CLUBS AND ORGANIZATIONS	Career Services Coordinator	ANX 1
STUDENT EMPLOYMENT ASSISTANCE	Career Services Coordinator	ANX 1
STUDENT ID CARDS	IT Manager	ANX 4
STUDENT (APPLICANT) REFERRALS	Director of Admissions	ANX 2
TITLE IX (SEXUAL HARRASSMENT)	Title IX Coordinator	ANX 1
TRANSCRIPTS	Registrar's Office	OFC 3
TRANSFER CREDITS	Registrar's Office	OFC 3
TUTORING	Faculty Advisor	ROOM 3

FREQUENTLY ASKED QUESTIONS	
The answers to the following questions may be found in the catalog by page number	Page number
What will happen if I stop attending a course but do not officially drop or withdraw from it?	38
How can I add or drop a course to/from my schedule?	38-39
If I withdrew, how can I re-enter the college?	39-40
I am a returning student. What do I need to do?	39-40
If I leave school and my program is discontinued, what are my options to graduate?	39, 41
What kinds of scholarships are offered at Long Island Business Institute?	23-24
What jobs are available on campus for students?	26-27, 47
I don't have a computer, are there computer labs on campus available for student use?	3, 49
Is there a campus career center that will help me find work, prepare a resume, etc.?	47
What assistance is available to me if I have a physical challenge/disability?	18-20
If I am injured or ill on campus, what should I do?	38
If I have received a student loan, can I work part-time to supplement my financial aid?	47
How do I get information about getting a paid job on campus?	26, 47
Can a part-time student apply for financial assistance?	24-27
How do I get my grades?	34
If the semester has already begun, can I still register?	29, 39
What must I do? I have (just married, changed name, address, phone number, etc.)	49
I had some problems in high school and quit. Can I still go to college?	13-14
Are there student clubs or student organization available that I can join?	49
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Can I make changes to my class schedule?	29
How can I get a transcript?	34
How do I transfer into a different program?	38
How will transferring into a new program affect my credits?	38
What is the maximum number of credits that can transfer?	15-16
How do I get help with my course material?	49
Who can I speak to about transferring credits to other schools?	48
Where can I find out about tuition and other fees?	21-22
What credentials does LIBI offer?	59
Is Long Island Business Institute accredited?	1
What immunizations are required before attending LIBI?	18
What financial documents should I bring with me to apply for financial aid?	24-25

Appendix G continued

The answers to the following questions may be found in the catalog by page number	Page number
What mode of transportation is available near the college?	3, Appendix A
When do the semesters start or begin?	78-80
How do I register for new classes each semester?	29
How do I take time off from school?	41
What are some reasons for dismissal?	40
I have been placed on probation; do I lose my financial aid at the same time?	30-31, 44-45

VOTER REGISTRATION INFORMATION

(This information can be found by holding Ctrl and clicking <http://www.vote.nyc.ny.us/register.html>)

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: <http://www.vote.nyc.ny.us/offices.html>

OR

Register By Mail

- A Voter Registration Form from the New York City Board of Elections may be obtained in the following ways:
 - Download the Voter Registration Application from the following links:

English Hold Ctrl and click the following link

<http://www.vote.nyc.ny.us/pdf/forms/boe/voterreg/voterregenglish.pdf>

Chinese Hold Ctrl and click the following link

<http://www.vote.nyc.ny.us/pdf/forms/boe/voterreg/voterregchinese.pdf>

Spanish Hold Ctrl and click the following link

<http://www.vote.nyc.ny.us/pdf/forms/boe/voterreg/voterregspanish.pdf>

Korean Hold Ctrl and click the following link

<http://www.vote.nyc.ny.us/pdf/forms/boe/voterreg/voterregkorean.pdf>

Appendix H continued

- Call the Phone Bank for a postage-paid registration form in the mail. Phone numbers can be found by holding Ctrl and clicking: <http://www.vote.nyc.ny.us/phonebank.html>
- You may also obtain Registration Forms from libraries, Post Offices, and most New York City Government agencies.
- Fill out a Voter Registration Application using only a pen with **blue** or **black** ink
- Be sure to sign the form.
- **Mail** (DO NOT FAX) the Voter Registration 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 affect **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.

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.) as mechanisms for keeping the voter registry current.

VOTER REGISTRATION DEADLINES

(This information can be found by holding Ctrl and clicking <http://www.elections.state.ny.us/VotingDeadlines.html>)

2011 Primary Election Deadline:

Mail Registration Sec. 5-210(3)

Application must be postmarked not later than August 19th and received by a board of elections not later than August 24th to be eligible to vote in the Primary Election.

In Person Registration Secs. 5-210, 5-211, 5-212

You may register at your local board of elections or any state agency participating in the National Voter Registration Act, on any business day throughout the year but, to be eligible to vote in the Fall primary, your application must be received no later than August 19th.

VOTER REGISTRATION INFORMATION

Change Of Address Sec. 5-208(3)

Notices of change of address from registered voters received by August 24th by a county board of elections must be processed and entered in the records in time for the primary election.

2011 General Election Deadline:

Mail Registration Sec. 5-210(3)

Applications must be postmarked not later than October 14th and received by a board of elections not later than October 19th to be eligible to vote in the General Election.

Appendix H continued

In Person Registration Secs. 5-210, 5-211, 5-212

You may register at your local board of elections or any state agency participating in the National Voter Registration Act, on any business day throughout the year but, to be eligible to vote in the November general election, your application must be received no later than October 14th except, if you have been honorably discharged from the military or have become a naturalized citizen since October 14th, you may register in person at the board of elections up until October 28th.

Change Of Address Sec. 5-208(3)

Notices of change of address from registered voters received by October 19th by a county board of elections must be processed and entered in the records in time for the general election.

2011 Voting by Absentee Ballot Deadlines:

FOR PRIMARY

Date Deadline Information

Sept. 6

Last day to postmark an application by mail for an absentee ballot.

Sept. 12

Last day to apply IN PERSON for an absentee ballot.

Sept. 12

Last day to postmark ballot. Must be received by the local board of elections no later than Sept. 20th.

Sept. 13

Last day to deliver ballot IN PERSON to the local board of elections (by someone other than the voter).

FOR GENERAL

Date Deadline Information

Nov. 1

Last day to postmark an application or letter of application by mail for an absentee ballot.

Nov. 7

Last day to apply IN PERSON for absentee ballot.

Nov. 7

Last day to postmark ballot. Must be received by the local board of elections no later than Nov. 15th. Military Voter Ballots must be received no later than Nov. 21st.

Nov. 8

Last day to deliver ballot IN PERSON to the local board of elections (by someone other than the voter).